Influence of Social Media Marketing on Brand Equity, eWoM Intention, and Choice Intention in Higher Education Institution

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BY

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DECLARATION

I hereby declare that:

(1) This undergraduate FYP is the end result of my own work and that due acknowledgement has been given in the references to all sources of information be they printed, electronic, or personal.

(2) No portion of this FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) sole contribution has been made by me in completing the FYP.

(4) the word count of this research report is _____16668_____.

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ACKNOWLEDGEMENT

DEDICATION

This project is especially dedicated to my respectful supervisor, Dr Tang Kin Leong who helped me a lot in completing this final year project. Besides, I also want to dedicate this project to my family and friends who provided me strong support and encouragement.

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LIST OF ABBREVIATIONS

HEI	Higher Education Institution
Gen Z	Generation Z
S-O-R	Stimulus Organism Response
SMA	Social Media Advertisement
sWoM	Social Media Word-of-Mouth
FGC	Firm Generated Content
UGC	User Generated Content
CBBE	Customer-Based Brand Equity
eWoM	Electronic Word of Mouth
BCI	Brand Choice Intention
PLS-SEM	Partial Least Square Structural Equation Modelling
R^2	R-Square
β	Standardized Beta
VIF	Variance Inflation Factor
AVE	Average Variance Extracted

PREFACE

First, this research was conducted as required by Universiti Tunku Abdul Rahman to complete the study of Bachelor of International Business (Honours). One of the main reasons of why I conducted this study is because the new trend of New Generation which is the Generation Z. Nowadays, unlike previous generation, Generation Z preferred 'not to further study in university, rather go and become an influencer'. Thus, this motivates me to conduct the research on what universities could do in order to attract and retain those Generation Z students.

ABSTRACT

Sustainability is increasing important, particularly in higher education institution (HEI) in Malaysia. In order to sustain, social media marketing (SMM) efforts are seemed necessarily to promote customer-based brand equity (CBBE), and as a result lead to electronic word of mouth (eWoM) intention and BCI (choice of the university to further their higher education) for HEI. Therefore, this study examined how SMM contribute to CBBE, leading to eWoM and brand choice intention by applying S-O-R model. This study collected data from the Generation Z who lives in Klang Valley, and analysed data using PLS-SEM. There are 237 usable responses for data analysis. The result revealed that there is a significant relationship between all the SMM and CBBE, leading to eWoM intention and brand choice intention. The findings provided valuable insight to assist practitioner to develop appropriate SMM to encourage students' eWoM intention and brand choice intention, which could in turn contribute to long-term sustainability of the Malaysia HEI.

CHAPTER 1:RESEARCH OVERVIEW

1.0 Introduction

This chapter started with a brief overview of social media trend and how it could help Higher Education institution to be more sustainable in the market. After that, the research gap was identified and the significance of the study was being presented in this chapter.

1.1 Research Background

Over the past ten years, there has been a notable increase in the utilization of various social media platforms including WhatsApp, Instagram, and Facebook (Chen & Lin, 2019). There has been witnessed an increase in intricate and diverse interactions between businesses and their customers through the application of social media (Li et al., 2021). This revolutionary development requires marketers to maintain meaningful customer-brand relationships and communicate value propositions on this platform (Carlson et al., 2019). Social media has not only been deemed essential for the exchange of information and ideas but also for the delivery of unique and valued brand experiences (Zollo et al., 2020). Consequently, business view social media platforms as indispensable to their success in the online marketplace (Ebrahim, 2020). Indeed, higher education institutions (HEI) are not an exception.

At the same time, global competition among universities has growth in both intensity and dynamics (Musselin, 2018). The concepts of sustainability and

competitiveness have become significant concerns within the educational communities in Malaysia (Momen et al., 2019). As a result, all universities are actively working towards responding promptly and effectively to the dynamic environment (Liao & Suprapto, 2023). According to the Quick Facts published by the Ministry of Education Malaysia, the number of enrolments of the public university students from 2015 to 2022 had been decreased from 617,617 to 589,879. The number had decreased by around 4.5% in public university context. This indicated a concern and urgent to the HEI to figure out a way to attract and retain the students. Generation Z (Gen Z) refers to people who are born from 1995s until 2010s (Robinson & Schänzel, 2019; Su et al., 2019; Djafarova & Bowes, 2021; Priporas et al., 2017). Therefore, in 2023, Gen Z is those who aged between 13 years old until 28 years old. Gen Z, is the population who mainly represents current and prospective university students, is the targeted population in this study.

Nowadays, Gen Z, also known as digital native, relied heavily on social media platforms to gain information. According to Tjiptono et al. (2020), Gen Z represent the largest generations cohorts in Malaysia, followed by Gen Y. Furthermore, according to Nielsen (2019), it is indicated that 71% of Malaysia Gen Z get information from social media. This indicated that social media is the main tool for information searching and the main source of information, as well as assisting their decision-making (Ayub et al., 2014; Nixon et al., 2018). In short, social media is considered as an essential marketing tool for HEI to build brand equity, which leads to brand advocates (Word of Mouth) recommending the university to their friends or families, and their choice of university. Furthermore, social media marketing is also a prominent strategy that helps HEI become competitive and sustain itself in the education market.

Studying brand equity (BE) in relation into electronic word-of-mouth intention (eWoM) and brand choice intention (BCI) is essential for theoretical and practical reasons. It allows researchers to delve into the intricate dynamics of consumer

decision-making processes, shedding light into how their perception towards a brand influence their intentions to engage to eWoM and ultimately making choice. On the other hand, by examining brand equity in relation in eWoM and BCI, it can help HEI to enhance their market performance. As a result, it helps the HEI can achieve the sustainability in the increasing competitive market in Malaysia. However, BE in relation to eWoM and brand choice intention in HEI context had received less attention.

As discussed above, it can be observed that BE plays a crucial role in impacting the current and potential students' eWoM and BCI. Thus, to address the above practical and theoretical gaps, the objective of this study is to investigate the impact of Social Media Marketing on HEI's BE, which leads to eWoM and BCI among Malaysian Gen Z.

1.2 Problem Statement

This study aims to address the existing research gaps on brand equity in the higher education industry. Through a comprehensive analysis, this research intends to make significant contributions to the literature by bridging these identified gaps.

Establishing brand equity is crucial for a university to improve their university's brand image, enhance student satisfaction, and foster intention to enrol in courses (Ray et al., 2021; Waqas, 2021; Hanson et al., 2019; Momen et al., 2019; Williams & Omar, 2014). However, there has been limited focus on examining the impact of social media marketing on customers' perceptions toward HEI brands equity from a managerial perspective (Perera et al., 2021).

Organizations recognize the importance of utilizing social media sites effectively to establish strong relationships and engage with users in order to create online brand communities (Ibrahim & Aljarah, 2018). The interplay between SMM and branding has gained attention in recent years due to its implications for businesses' presences on these platforms (Kainde & Mandagi, 2023). Social media, such as YouTube, Facebook, Instagram, Twitter, TikTok, blogs, and so on, is a favourable way to reach out to customers and get their attention (Li et al., 2020). Previous studies, such as Hafez (2022), Kim and Ko (2012), had concluded the importance of SMM towards building a strong brand equity. Henceforth, this study focuses on examining how HEI can use SMM for brand communication to build brand equity.

However, despite the importance of brand equity as a concept, there is a lack of research and understanding of its application in HEI industry. While industry such as coffee (Ren et al., 2023; Park & Namkung, 2022), tourism (Jiang et al., 2023; Kim & Lee, 2022; Abbasi et al., 2022), bank industry (Nguyen et al., 2022), insurance industry (Minbashrazgah et al., 2021) have been extensively studied in relation to brand equity. However, in the HEI context, it has been largely overlooked. This gap in the literature represents a significant challenge for HEI in Malaysia, as they might lack the necessary insight and understanding to effectively build and manage their brand equity. There is a clear need for further exploration and analysis to address this gap and provide a better understanding of brand equity in Malaysia HEI context. This could have significant implications for universities, as well as broader understanding of brand equity as a concept. Furthermore, the importance of brand equity on eWoM intention and BCI is not fully explored and understand.

Likewise, from the theoretical point of view, previous studies such as Lin et al. (2023), has often employed the Uses and Gratification Theory (UGT) and Social Identity Theory (SIT) to explore how consumers interact with brands on social media. However, UGT faces criticism for its strong focus on individual behaviour, neglecting the influence of social context on media usage, showing limited interest

in media content analysis, and heavily depending on self-reported data (Moon et al., 2022). Meanwhile, SIT receives criticism for downplaying the importance of individual traits, failing to consider historical and cultural factors, oversimplifying the concept of self-esteem, and suggesting a direct link between strong group identification and favouritism towards one's own group (Brown, 2000). Thus, it left a theoretical gap that needed to be fulfil. Furthermore, SMM, such as FGC, UGC, have receive less attention. Meanwhile, Ruangkanjanases et al. (2022) adopted the qualitative study for exploring the relationship between social media marketing activities, brand equity, and subsequent consumer behavioural engagement. Therefore, validation using quantitative techniques seems needed. To fill these gaps, this study adopted S-O-R model as the S-O-R model can complement these theories by providing a framework that links marketing stimuli with consumer responses via psychological processes.

1.3 Research Question

As mentioned earlier, there are several research gaps that being uncovered in this HEI industry. Therefore, it is important to explore how HEI can maintain sustainability on the industry through using SMM lead to eWoM intention and BCI. Henceforth, this study is conducted with the objective to examine the relationship between SMM towards BE on Gen Z's eWoM intention and brand choice intention in Malaysia context.

RQ1: Does CBBE has relationship with eWoM intention?

RQ2: Does CBBE has relationship with brand choice intention?

RQ3: Does SMA has relationship with CBBE?

RQ4: Does sWoM has relationship with CBBE?

RQ5: Does FGC has relationship with CBBE?

RQ6: Does UGC has relationship with CBBE?

1.4 Research Objective

Thus, the primary of this study is to examine the relationship between SMM towards BE leads to Gen Z's eWoM intention and brand choice intention.

The specific research objective is listed below:

RO1: To examine the relationship between CBBE and eWoM intention.

RO2: To examine the relationship between CBBE and brand choice intention.

RO3: To determine the relationship between SMA and CBBE.

RO4: To determine the relationship between sWoM and CBBE.

RO5: To determine the relationship between FGC and CBBE.

RO6: To determine the relationship between UGC and CBBE.

1.5 Scope of The Study

This study examined intention of Gen Z in higher education institutions to engage in eWoM and making brand choice (choice of university). The research utilized the Stimulus-Organism-Response model, employing an online questionnaire. The survey gathered responses from individuals residing in the Klang Valley region of Malaysia, aged between 16 and 28 years old. The unit of analysis in this study refer to those individual students from 16 to 28 years, and is currently pursuing secondary and tertiary education.

1.6 Significance of The Study

Brand equity holds significant importance for companies and organizations as it represents the additional value that a brand imparts to a product or service. In recent years, the rise of social media has presented fresh opportunities for companies to enhance their brand equity through SMM. However, the relationship between SMM, brand equity and students' intentions in the HEI industry remains largely unexplored.

This research, as focusing on HEI context is significant for several reasons. First, from a theoretical perspective, this research contributes to the understanding of the relationship between SMM, brand equity, and students' eWoM and brand choice intention. By exploring this relationship, this study can provide insights into how SMM can influence brand equity and how this, in turn, can affect eWoM intention and brand choice intention. This research has the potential to contribute

significantly towards enhancing the theoretical comprehension of these concepts and their interconnectedness.

Additionally, from a managerial standpoint, this study holds crucial implications for decision-makers in HEI. By understanding how SMM can contribute to brand equity and students' intentions, decision makers can develop more effective SMM to enhance HEI's brand equity and attract more students. This can help HEI to improve their overall marketing efforts and achieve greater success in attracting students.

Thirdly, this research can provide practical insights into how SMM can be used to enhance brand equity and attract students. This can help HEI to develop more effective social media marketing campaigns and improve their overall marketing efforts. By offering actionable recommendations for leveraging SMM to elevate brand equity and attract students, this study holds the potential to directly influence the achievements of HEIs.

Finally, in terms of the industry point of view, this study can have significant implications for HEI. By providing insights into how SMM can contribute to brand equity and student intentions, this research can help to improve the overall effectiveness of marketing efforts in the HEI. This can help HEI to better compete in an increasingly competitive market and attract more students.

1.7 Definition of Terms

Terms	Definitions
eWoM intention	The willingness to promote the good side of university and suggest it to others through the use of digital tools.
Brand Choice Intention	The degree to which students prefer one university over another due to this university's perceived superiority.
CBBE	The improvement in perceived worth and attractiveness that a university's brand name confers on its academic programme, services, and reputation.
SMA	Any persuasive message or notification delivered by a university via social media.
sWoM	University-related and casual interactions among close acquaintances employing social media platforms.
FGC	University created brand information that is distributed via the university's social media.
UGC	University-related information produced and shared by users on university social networking sites.

1.8 Organization of Thesis

The thesis is organized as follows:

The first chapter of the thesis serves as an introduction. Its primary purpose is to provide a comprehensive overview of the topic, aimed at captivating the reader's interest in this subject area. Furthermore, this chapter diligently identifies and

addresses existing research gaps, formulates relevant research questions, and establishes clear research objectives for this study.

The literature review, presented as the second chapter of this thesis, delves into a comprehensive analysis of existing scholarly works. The initial section focuses on expounding upon the S-O-R model while also discussing the conceptualization of variables - both endogenous and exogenous. Subsequently, attention is directed towards establishing interconnections among these variables by presenting an array of prior studies that support such relationships.

The third chapter, research methodology section focuses on the approach used for data collection and analysis. Additionally, it offers guidelines for assessing the validity and reliability of the collected data.

In the fourth chapter of this thesis, an analysis of the data will be conducted. This study aims to examine and report on the data in order to ascertain if there exists a significant relationship between the variables.

The final chapter serves as the conclusion. It entails a comprehensive discussion of the study's findings, managerial implications, theoretical implications, as well as limitations encountered during its execution. The objective is to offer readers a conclusive understanding of the entire study from its inception until completion.

1.9 Chapter Summary

Chapter 1 provides a comprehensive overview of the significance of brand equity in influencing students' intention to recommend and choose a particular university. It also identifies theoretical and practical gaps, formulates research questions and objectives, highlights the importance of this study. Additionally, Chapter 1 delves into defining key terms and outlines how this thesis is organized.

CHAPTER 2:LITERATURE REVIEW

2.0 Introduction

The literature review in this paper will be divided into two parts. The first section will examine the theory known as the Stimulus Organism Response Model, which is being utilized in this research, and discuss how the variables are conceptualized within it. The second section will focus on hypothesis development and explore how these variables are interconnected with each other. These sections aim to offer a comprehensive understanding of both the S-O-R model and the main concept explored in this paper.

2.1 Stimulus Organism Response Model

Stimulus organism response (S-O-R) model had been widely utilized in various fields including psychology, consumer behaviour, and marketing research (Hameed et al., 2021; Lin et al., 2022; Jai et al., 2014; Han et al., 2022; Chang et al., 2014; Mim et al., 2022). The S-O-R model developed by Mehrabian and Russell (1974) serves as the theoretical foundation for this study. It is utilized to support the presentation of an integrated model. The S-O-R model assumes that the external environment consists of stimuli (S) which elicit modifications in individuals' internal, or organismic, conditions (O), subsequently leading to either approach or avoidance responses (R).

Stimulus (S) as described in the literatures (Zhang et al., 2021; Hsiao & Tang, 2021; Zhou et al., 2022), pertains to external factors that are related to the environment and can lead to changes in an individual's internal state. These stimuli affect cognition and perception of individuals. In the context of this study, stimuli include SMA, sWoM, FGC, and UGC. These stimuli have an impact on students' responses.

The concept of Organism (O), as described by various scholars (Eroglu et al., 2003; Lee & Yun, 2015; Zhu et al., 2020), refers to entities that exhibit responsive behaviours and emotion towards external stimuli. Specifically, researchers had highlighted there is affective and cognitive state of consumer behaviour. In relation to brand equity, as defined by Lassar et al. (1995), refers to consumers' perceptions of a product's superiority over competing brands, which is similar to the affective state of organism. Besides, Malarvizhi et al. (2022) also argued that emotion states such as brand awareness and brand image under brand equity could also fall under affective states. Accordingly, this study categorized customer-based brand equity as the affective state exhibited by organism.

Based on the S-O-R model, individuals' behavioural responses, whether they tend to approach or avoid a situation, arise from their underlying organismic states (Song et al., 2021). This inclination can manifest through various physical or non-physical behaviours. As stated by Xu et al. (2020), the term 'Response (R)' denotes the outcomes or actions, encompassing psychological responses such as attitudes or intentions to behave differently. In this research, eWoM intention and brand choice intention were utilized to gauge how students reacted towards the organism.

There have been prior studies that utilize S-O-R model in the context of HEI. For example, Nagoya et al. (2021) applied S-O-R model to investigate how factors such as university quality and image influence cognitive attitude, affective attitude, and

ultimately intention to enrol at a university. Another study conducted by Pandita et al. (2021) adopted the S-O-R model to examine the relationship between COVID-19 pandemic and its outcomes with internal emotional responses of students in influencing their behaviour within a university setting. In this study, social media marketing was considered as a stimulus for eWoM intention and brand choice intention as external responses through CBBE as organism.

2.2 Electronic Word-of Mouth Intention

Electronic Word-of-Mouth (eWoM) intention may appear similar to social media WoM (sWoM), however, there are subtle differences. eWoM intention measures the willingness of Gen Z students to recommend their preferred universities to friends or family members. Previous study had explored the concept of eWoM intention in various context. Kanje et al. (2019), for instance, examined related concepts such as opinion seeking, giving, and passing in their study on tourism. One particular concept they discussed, opinion giving, aligns with the objective of eWoM intention addressed in this research where individuals share information about a product or service based on their knowledge and experience either through personal interaction or via digital platforms. In construct, the focus of sWoM in this study is primarily on whether the younger generation is influenced by word-of-mouth from their family or friends on social media when making decisions.

Moreover, Ryu and Park (2020) conceptualized word-of-mouth as the act of sharing shopping experiences and positive recommendations through social media platforms. Similarly, Roy et al. (2020) defines online recommendation intention in the context of hotels as the inclination of the customer to voluntarily endorse a

product or service based on their positive interactions or experience with it. While they may not explicitly use the term 'eWoM intention', however, the definitions provided aligns closely with the objective of this study.

There has been some discussion on the behaviour of eWoM intention in the context of HEI. For instance, Lee et al. (2020) defined positive eWoM behaviour as expressing favourable opinions about the university and recommending it to others. Thus, in this study, this study defined eWoM intention as the willingness to share positive experiences about the university and recommend it digitally (Roy et al., 2020; Lee et al., 2020).

2.3 Brand Choice Intention

The study focuses on measuring Gen Z's intention to make a choice for a university by adopting brand choice intention as the measurement. In this context, brand choice intention serves as an indicator of future behaviour rather than the actual act of choosing a university.

While previous studies such as Lu et al. (2015) and Phung et al. (2019) have not extensively discussed the conceptualization of brand choice intention, this study draws upon similar terms used in other studies that align with the objectives of this research. For instance, Balroo and Saleh (2019) employ 'purchase intention' in an education setting but modify it to 'enrolment intention' when examining secondary school students' choices for higher education institutions. This is comparable to this present study where this study aims to measure Gen Z's intention in selecting one university over other.

Additionally, another term that had been identified is 're-enrolment intention.' Rehmen et al. (2020) defined re-enrolment intention as a dimension of a loyalty, aiming to assess whether universities are able to retain undergraduate students for their postgraduate studies. While these two terms may appear similar, they have distinct focuses. Enrolment intention pertains to the university's ability to attract prospective students, whereas re-enrolment intention in Rehman et al. (2020)'s study centres on retaining current students and fostering brand loyalty among them.

Moreover, present study discovered that the concept of brand preference aligns closely with 'brand choice intention.' According to Hellier et al. (2003), brand preference refers to the degree to which a consumer favours services offered by other companies within their consideration set, specifically in a restaurant setting. Similarly, Yasri et al. (2020) stated that brand preference involves information processing and influences consumers' intention and decisions leading to actual behaviour. Therefore, it can be argued that the conceptualization by Yasri et al. (2020) share the similar concept of brand choice intention in this study.

Therefore, on the context of HEI, brand choice intention refers to the degree to which students prefer one university over others based on their perception of superior qualities associated with that institution.

2.4 Customer-Based Brand Equity

Brand Equity is widely acknowledged as a crucial factor in driving firm performance, as it consists various assets and liabilities with a brand, including its name and symbol (Jeon, 2017). As stated by Aaker (1991), brand equity refers to the collective assets and liabilities associated with a brand, including its name and symbol, which contribute to or detract from the value that a product or service offers to consumers.

There are two perspectives for understanding brand equity: the financial perspective and the consumer perspective. The financial based brand equity (FBBE) focuses on determining the monetary value of a brand for a company (Christodoulides & de Chernatony, 2010; Nguyen et al., 2013; Kim et al., 2008; O'Neill & Mattila, 2010). On the other hand, Keller (1993) defined CBBE as "the differential effect of brand knowledge on consumer response to the marketing of the brand" (p.2). It refers to evaluation of the customer's response to a brand name (Fayrene & Lee, 2011; Keller, 1993; Datta et al., 2017). The concept of CBBE approach is adopted in this study to investigate students' response to university brand in order to assess their perception of these institutions.

As discuss above, the conceptualization of brand equity varies depending on the context. For example, in retailer context, retailer-based brand equity is focused on the perception of the franchisor brand by the retailer rather than by end customers (Samu et al., 2012). Meanwhile, in tourism context, destination-based brand equity refers to a set of unique attributes and assets associated with a place that affects individuals' co-creation and perception of their experience in that place (Kladou, 2022). According to Ruangkanjanases et al. (2022), higher education brand equity

is defined as the value attributed to a higher education's brand based on prospective students' awareness and image association with that institution.

Notably, there are few studies that had been conducted on the application of CBBE approaches in the context of HEI. Eldegwy et al. (2018), for example, utilized Keller's CBBE pyramid, encompassing salience, performance, imagery, judgments, and resource as essential components to assess brand equity within HEI. Similarly, Perera et al. (2021) incorporated Lassar et al. (1995)'s CBBE dimensions such as social image, performance, attachment, trustworthiness, and value in their study.

In this study, inspiration was drawn from previous works by Perera et al. (2021) and applied Lassar's Brand Equity dimensions to the proposed framework. These dimensions include social image, performance, attachment, trustworthiness, and value. While Aaker (1991)'s brand equity dimensions have been widely discussed, Lassar takes a slightly different approach. Lassar (1995) defines brand equity as "the enhancement in the perceived utility and desirability a brand name confers on a product" (p.13). In light of this perspective, slightly adjustment to the Lassar et al. (1995)'s CBBE conceptualization, this study conceptualized CBBE as the enhancement in perceived value and desirability confers to a university's education services.

2.5 Social Media Advertisement

In order to effectively reach their intended audience, businesses adopted various marketing strategies, including the placement and distribution of products, pricing

strategies, promotion activities (Helm & Gritsch, 2014). This study concentrates on advertising as a crucial aspect within the framework of marketing mix.

Advertising, originated from Latin word "advertise", has the meaning of to publicly announce or make a public announcement (Rehman et al. 2019). It also refers to announcing an oral or written message in the public sphere to draw attention to a concept, offering, or service (Danesi, 2015). Likewise, in Dahlén and Rosengren (2016), advertising refers to strategic communication initiated by either brands or consumers with the goal of influencing individuals through a network consisting of paid, earned, and owned media channels. Besides, in a study conducted by Cham et al. (2020a), the definition of advertisement in the context of medical tourism was provided. They defined advertisement as any form of communication through mass media, whether paid or donated, by an identified individual, company, or organization.

At the same time, the rise in global internet users had led to emergence of online advertising. Online advertising, as defined by Ha (2008), refers to intentional messages displayed on external websites accessible through internet access, including search engines and directories. Online advertising encompasses three primary categories: social media, websites, and display ads (Jan & Ammari, 2016). In this study, social media advertisement (SMA) is being focused. As defined by Rehman and Al-Ghazali (2022), social media advertisement refers to "promotion of a business through social networking sites and is widely accepted around the world" (p.3). On the other hand, Shareef et al. (2018) approached SMA from the perspective of viral marketing. They conceptualized SMA as non-commercial proactive product promotion among peers through internet-based social media networks. Their aim was to create a scale to measure consumer attitudes towards Facebook advertisements. Based on the discussion above, SMA is conceptualized

to any announcement or persuasive message distributed via social media platform by a university in this study.

2.6 Social Media Word-of-Mouth

Siqueira et al. (2019) defined word of mouth (WoM) as the exchange of information and opinions between individuals, both in person and online. For service providers, WoM communication holds great importance due to the intangible nature of their offerings which make it difficult for consumers to gather relevant knowledge before making a purchase intention. In today's digital era, electronic WoM (eWoM) has gained prominence as an effective means for consumers to seek information. Ismagilova et al. (2021) highlighted that eWoM is increasingly utilized by consumers through internet technologies when they are seeking helpful insight or reviews about products or companies. Referring to Hennig-Thurau et al. (2004), eWoM encompasses any positive and negative statements made by potential, current, or former consumers about a product or company that can be accessed by numerous people and institutions via the internet.

The conceptualization of eWoM is varied yet consistent. Adetunji et al. (2018) argued that word of mouth constitutes the major form of user generated content based on support from Chen et al. (2011) and Smith et al. (2012) as support. However, Babić Rosario et al. (2020) present a different viewpoint, suggesting that WoM is not considered as user generated content because UGC encompasses all content created by user regardless of its relevance to consumption, whereas WoM specifically pertains to consumption related topics and thus does not fall under the category of UGC.

Ruangkanjanases et al. (2022) defined word-of-mouth in HEI context as the degree to which posts and contents on social media demonstrate positive testimonials from students, lecturers, partners, or stakeholders. This modification was made by incorporating Kim and Ko (2022)'s definition of WoM. The present study further refined the conceptualization of eWoM, focusing specifically on its manifestation through social media WoM: referred to as sWoM in this research conducted within HEI settings. In this particular study, sWoM pertains to informal communication related to universities among close acquaintances utilizing popular social media platforms such as Facebook, or WhatsApp (Cham et al., 2020a; Adetunji et al., 2018).

2.7 Firm-Generated Content

Due to the advancement of technologies, social media platforms, such as Twitter, Facebook, provided firm the opportunities to engage with consumers by introducing and promoting their products or services (Hassan & Ariño, 2016; Martínez-Navarro & Bigné, 2017). Firm-generated content (FGC) refers to the content created by companies for the purpose of showcasing their offerings and encouraging consumer participation on either official websites or third-party platforms (Liang et al., 2020). FGC is controlled form of communication that may involve brand representatives or marketing professionals employed by the firm (Bruhn et al., 2012). Besides, according to Poulis et al. (2019), FGC encompasses various types of information generated by companies and disseminated through their verified social media channel.

According to Hernández-Ortega et al. (2020), FGC refers to the marketing communication initiated by a company on its official social media platform. It included both promotional and non-promotional messages aimed at fostering long-term customer loyalty and engagement. In the context of tourism, FGC specifically pertains to information shared by destination marketing company and stakeholders on social media platforms in order to enhance interaction with potential and existing consumers.

On the other hand, in the study by Viswanathan et al. (2018), they defined FGC as the content shared by television shows on social media platforms within the TV industry. Additionally, firm-created content encourages users to engage with the brand, while individuals who follow brands on social media facilitate advocacy for fashion brands in both online and offline settings (Schivinski et al., 2022). In this study, FGC, in relation to HEI, pertains to information that is generated by the universities about their respective brands and subsequently shared on various social media platforms.

2.8 User-Generated Content

In the past, consumers were typically viewed as passive recipients of marketing messages. As a result, they had limited the power and could only receive information that marketers deemed necessary (Bacile & Swilley, 2014). However, advancements in technology have led to changes in communication patterns. Instead of generating media content themselves, platform operators now empower users to create their own content through user generated content (UGC) (Naab & Sehl, 2017). UGC, as defined by McKenzie (2012) as voluntarily developed online

content by individuals that is distributed through an online platform. Similarly, Hwang & Kim (2015) defined UGC as media content created or produced by the general public and primarily shared on the Internet. Examples of UGC include consumer reviews, ratings, pictures, video blogs, and so forth.

The interchangeability of UGC and WoM is a subject of debate. As stated in Kim and Hardin (2010), UGC is considered as an eWoM marketing, which traditionally refers to consumers sharing their experiences with friends, relatives, and colleagues when they are highly satisfied with an event (Soderlund,1998). Additionally, Tirunillai and Tellis (2012) suggests that UGC falls under the umbrella of WoM. Likewise, Smith et al. (2012) also discovered that eWoM is closely linked to UGC, particularly when the content pertains to brand; there is considerable overlap between overlap between the two concepts.

In contrast, Hautz et al. (2014) argued against using UGC interchangeably with eWoM. Several researchers asserted that UGC has distinct characteristics: (1) UGC publicly available, (2) falls outside professional realm, (3) involving varying degree of personal contribution or creative efforts (Naab & Sehl, 2017; Vickery, G., & Wunsch-Vincent, 2007; Kaplan & Haenlein, 2010). Consequently, Thao and Shurong (2020) concluded that UGC and eWoM are not interchangeable because UGC possesses attributes absent in eWoM.

UGC has gained significant traction among consumers in the tourism and hospitality sector as a valuable resource for information sharing and decision-making (Gretzel & Yoo, 2008). For example, Zhao et al. (2021) utilized UGC data to assess the functional aspects of completed infrastructure for greenway branding by examining UGC content on outdoor activity websites. They defined UGC based on Kaplan and Haenlein (2010) as published content found on publicly accessible

social networking sites that exhibits a notable level of creative efforts. Additionally, Kitsios et al. (2022) asserted that UGC comprises user-generated content centred around personal experiences shared within digital communities by visitor themselves. In this study, UGC is defined as content pertaining to universities that is created and shared by individuals on social networking sites.

2.9 Hypothesis Development

2.9.1 CBBE and eWoM Intention

Stojanovic et al. (2018), conducted study on the concept of CBBE in tourist destination, and found evidence supporting a significant relationship between several dimensions of CBBE: brand awareness, brand quality and perceive value – and the intention to engage in eWoM. The researchers concluded that tourists who are aware of a particular brand tend to utilize its quality and value as criteria for evaluating the destination. This evaluation can have an impact on their intention to recommend the destination online. However, a similar study and concept have not been applied in Malaysia HEI. Thus, it is argued that the finding might differ in the context of a HEI in Malaysia.

Moreover, in a study conducted by Seo and Park (2018), the relationship between social media marketing activity and brand equity was examined, specifically in terms of brand awareness, brand image, and eWoM. The researchers found that there is a significant association between brand image and eWoM. They argued that having a positive brand image is crucial for industries like the airline industry

because it influences passengers to recommend the brand to others. This finding carries particular importance for service-based industries where intangible quality plays a major role. However, it should be noted that this previous study focused solely on Korean passengers within an airline context, so its results may differ when applied to Malaysian HEI.

Therefore, based on the aforementioned discussion, it becomes evident that there exists a significant relationship between CBBE and eWoM. However, this particular subject matter within HEI was received limited scholarly attention. Henceforth, this study aims to investigate the association between Lassar's Brand Equity and eWoM intention in the context of Malaysia HEI. The research hypothesis is formulated as follows:

H1: CBBE have a significant effect on eWoM.

2.9.2 CBBE and Brand Choice Intention

Research conducted by Hsu et al. (2011) suggest that there is a significant relationship between brand loyalty and brand choice intention. The study utilized Aaker's framework for measuring brand loyalty, which includes factors such as brand awareness, brand image, perceived quality, management trust, and brand reliability. However, it should be noted that this research did not consider Lassar's CBBE dimensions and was specifically carried out in China. Therefore, it is possible that conducting similar study in Malaysia may yield different results.

Subsequently, in a study conducted by Lu et al. (2015), 228 university students from the northwestern United States were surveyed both online and in-class to determine their brand choice intention for ethnic restaurants. The findings revealed that CBBE played a significant role in influencing the students' preferences, specifically through factors such as brand awareness, brand association, perceived quality, and brand loyalty. Moreover, Lu et al. (2015) argued that consumer's decision-making process regarding restaurant choices is largely influenced by CBBE. Despite these insights into the impact of branding on consumer behaviour within the context of restaurants, there remains a lack of research focusing on an examination of HEI's own levels of CBBE.

The previous study established a strong relationship between CBBE and brand choice intention. However, this present study specifically focuses on examining Lassar's dimensions of CBBE in the Malaysia HEI context. This study argued that students in Malaysia may have different perceptions compared to individuals from the United States and China. Hence, there is a need to investigate the relationship between Lassar's dimensions of CBBE and brand choice intention within the Malaysian context. To address this objective, the following hypothesis is proposed:

H2: CBBE has a significant effect on brand choice intention.

2.9.3 Social Media Advertisement and CBBE

Using social media as a marketing tool in the context of HEI can be highly beneficial. Kang (2011) highlighted that there is a strong relationship between the frequency of students visiting a university's social media page and their likelihood

of applying to the same university. This indicates that utilizing social media platforms for advertising can effectively attract potential students. Additionally, social media allows universities to reach larger number of students in a short period of time, resulting in an increased enrolment (Constantinides & Stagno, 2012).

According to Appiadu et al. (2023), the researchers concluded that there is a positive relationship between advertising and brand equity by mediating effect of brand awareness and brand image. The researchers argued that when there is increasing advertising effort of a brand, the consumers will recall and recognize the brands as the result of exposure to the advertisement of the brand. However, this study is conducted in Ghanaian Fabric brands context and did not adopt Lassar's brand equity dimensions. Besides, their advertisement mainly focusses on the traditional form advertising instead of social media.

According to Hanaysha (2016), the literature indicated that there is a positive relationship between SMA and brand equity. They concluded that SMA has significant relationship with brand equity dimensions, to be precise, brand image, brand loyalty, brand preference and brand leadership, and therefore has significant relationship with overall brand equity. This study is conducted in East Coast region of Malaysia by surveying 384 customers in fast food restaurant context. Nevertheless, Gen Z in West Malaysia in HEI context might have different perceptions towards SMA

Therefore, with the discussions above, present study argued that there might be different result between SMA and CBBE if the research is conducted in West Malaysia HEI context with Lassar's brand equity. With the hypothesis proposed:

H3: SMA has significant effect on CBBE.

2.9.4 sWoM and Brand Equity

According to Nielsen's (2013), 73% of the consumers agreed that they will rely on the recommendation from the eWoM to make their decision. Nevertheless, to fully explore the effect of sWoM on consumers' intention, the relationship among sWoM and brand equity is needed to be considered to understand its effect on brand choice intention and eWoM intention.

Similarly, according to Bruhn et al. (2012), brand communication through social media will influence brand equity. Syahrivar and Ichlas (2018) also found out that there is a significant relationship between eWoM and brand equity, justifiably, perceived quality, brand awareness, brand association, and brand loyalty. However, the research is conducted in the Indonesia imported shoes context. Therefore, the effect of sWoM towards brand equity is needed to be explored in Malaysia HEI context.

Besides, in Adetunji et al. (2018), it is concluded that there is a significant relationship between sWoM and CBBE by conceptualizing sWoM as UGC. This research was conducted in Malaysia automotive context and using different CBBE conceptualization. Therefore, it might have different result in Malaysia HEI context.

Thus, from the discussion above, it suggests that there is a significant relationship between WoM and brand equity. However, the similar study on HEI context is being

less discuss. Therefore, present study intended to explore the effect of sWoM and Lassar's (1995) brand equity dimensions in Malaysia HEI context, and proposed:

H4: sWoM has significant effect on CBBE.

2.9.5 FGC and CBBE

In the context of HEI, maintaining a high standard of educational service delivery can be achieved through the strategic utilization of social media platforms (Dutta, 2020). Moreover, HEI have the opportunity to enhance their brand performance by leveraging popular social media channels like Facebook, Instagram, and Twitter for effective marketing campaigns (Mason et al., 2021).

According to Tardin et al. (2020), the direct effects between FGC and brand equity was found to have a positive significant relationship. They argued that FGC could increase brand equity by enhancing the functional brand image. However, the study was conducted in Brazilian federal Universities which might applicable in the Malaysia context. Besides, according to Putra et al. (2021), they concluded that FGC had significant effect on Indonesia e-commerce consumers' brand equity, explicitly, brand association, brand awareness, brand reputation, brand performance. Furthermore, Putra et al. (2021) argued that FGC could increase the brand existence and equity.

Based on the above discussion, it can be concluded that FGC could have a significant effect on brand equity. However, similar study on HEI context is being

less discussed. It is argued that the previous study does not adopt Lassar's (1995) brand equity dimensions. Furthermore, the Malaysia students might have different perception compared to people who are from Indonesia and Brazilian. Therefore, this study adopted the Lassar's CBBE to investigate the relationship between FGC and CBBE. It is proposed:

H5: FGC has a significant effect on CBBE.

2.9.6 UGC and CBBE

In the HEI context, UGC play a crucial role by positively influencing potential students' perceptions of the university brand (Hwang & Kim, 2015). Students often turn to social media for information and advice when making decisions about which university to choose, thus contributing to the enhancement of brand equity (Perera et al. 2022).

According to Stojanovic et al. (2022), the researchers concluded that UGC refer to one motivating factor of customer-based destination brand equity. They also concluded that UGC is a better motivation factor compared to destination-generated content. However, their finding might have a difference when applied in Malaysia HEI context. Meanwhile, Perera et al. (2022) concluded the direct effect of UGC on Lassar's (1995) CBBE was significant. The researchers argued that Vietnamese's decision on selecting a HEI brand could be influenced by UGC because they will have deeper connection with the brand community members when they are communicating with like-minded people.

From the literature discussed above, it can be observed that there is a direct effect of UGC on brand equity. However, direct effect of UGC on Lassar's brand equity dimensions in Malaysia HEI context receive little attention. Thus, there is a need to revalidate the relationship in Malaysia HEI context with the hypothesis proposed:

H6: UGC has a significant effect on CBBE.

2.10 Proposed Conceptual Framework

Figure 2.1 Proposed Conceptual Framework
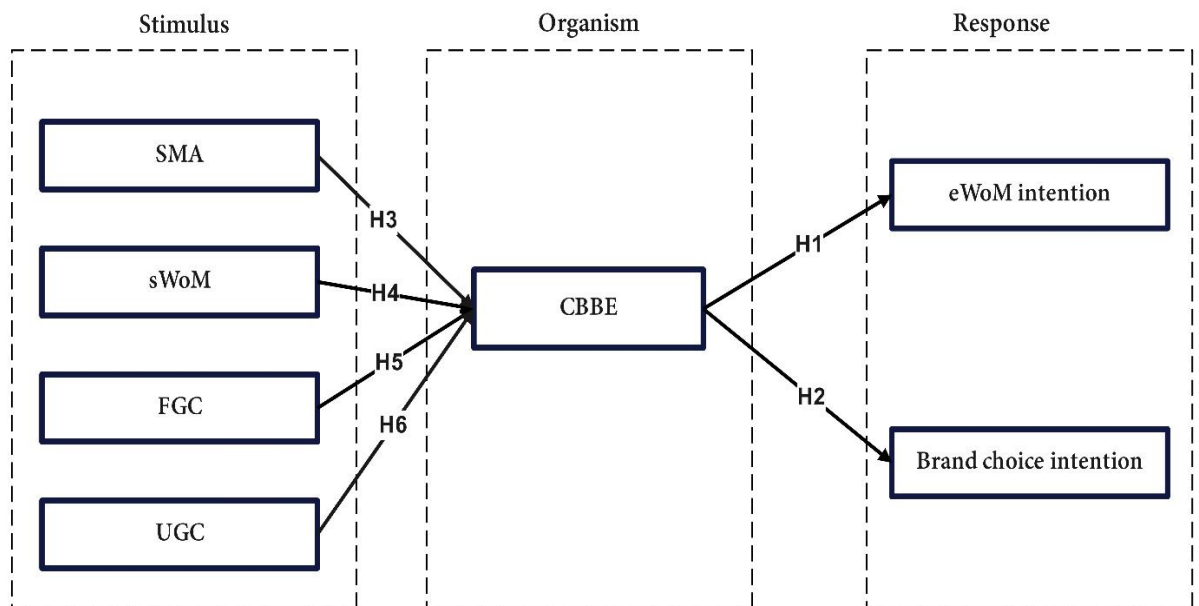
Source: Developed for the study

The proposed conceptual framework developed based on S-O-R model is presented in Figure 2.1. This framework consists of (1) S, included SMA, sWoM, FGC, and UGC as exogenous variables, (2) O which consists of CBBE (3) R: eWoM intention, brand choice intention served as endogenous variables in this framework.

The S-O-R model has been selected as the underpinning theory for this study due to its applicability and previous usage in analysing the relationship between human-computer interaction and customer behaviour (Arora et al., 2020; Zhu et al., 2020; Yang et al., 2022; Yadav & Rahman, 2018). Furthermore, the S-O-R model guides investigations in various domains such as hotel management (Choi & Kandampully, 2019; Abolnasser et al., 2023), tourism (Shi et al., 2022; Kim et al., 2020), food delivery (Yen, 2022; Verma, 2020), and other service industry (Al-Saggaf & Althonayan, 2017; Quoquab et al., 2019).

Initially perceived service quality is also one of the endogenous variables as O in S-O-R model because Lassar's (1995) brand equity dimensions does not consist of the exact "perceived quality" as Aaker's (1991) brand equity dimensions. However, when reviewing previous study, this study found that perceived service quality, is defined as "customer's assessment of the overall excellence or superiority of the service" in Cham et al. (2020a) based on Zeithaml (1998). It has the similar meaning with "performance," as Lassar (1995) regard performance as belief of a consumers towards the quality of the product. Therefore, this study argued that perceived service quality is similar to performance and therefore removed perceived service quality.

2.11 Chapter Summary

In summary, chapter 2 discussed the overall conceptualization of the variables (included exogenous and endogenous variables). S-O-R model was applied as underpinning theory in this study, and a conceptual framework is proposed based on this underpinning theory. After that, hypotheses are being developed based on previous studies and S-O-R model.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, all the technical parts related to the data collection will be discussed and explained. This included the research philosophy, research design, sampling design, the method used to collect data, research instrument gathered from previous studies are the examples which will be clearly explained. The chapter will start from discussing the research onions developed by Saunders et al. (2016).

3.1 Research Philosophy

Research philosophy is the first part of the research onion (see Figure 3.1). Research philosophy pertains to the underlying beliefs that inform the design of a study, including decisions on which data should be collected and analysed. The chosen research philosophy incorporates the fundamental assumptions made in this study, which form the basis for selecting research methods and strategies.

Figure 3.1 Research Onion
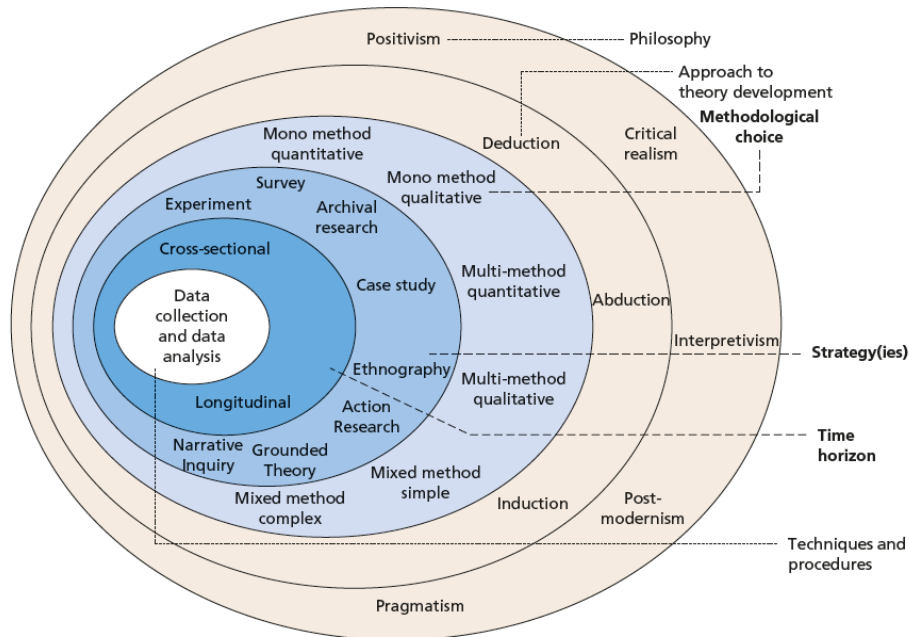
Positivism encompasses the philosophical position held by natural scientists, involving the examination of observable aspects in social reality for the purpose of generating generalizations that possess characteristics similar to scientific laws (Saunders et al., 2016). Positivists hold the belief that truths consist of verifiable facts, which can be either proven or disproven (Ryan, 2018). In this study, the positivism philosophy is adopted. It is argued that human's behaviour can be explained through causality by collecting sufficient data, and when there is enough data, the human's behaviour could be predicted by generalization of the data.

When the research is theory driven and the researcher wish to adopt a clear theoretical position that the researcher will test through data collection, then it is a deductive approach (Saunders et al., 2016). In a deductive approach, the researchers

work from general theory to specific conclusions (Sekaran & Bougie, 2016). The analysis of these data to allow researchers to confirm or test the theory i.e., develop hypothesis and test the hypothesis.

3.2 Research Design

The study utilizes a quantitative research approach, which aims to collect numerical data and analyse it statistically (Quick & Hall, 2015). Quantitative research assumes that the constructs being studied can be measured (Kotronoulas et al., 2023). Meanwhile, qualitative approach, seek to explore questions related to understanding the meanings and experiences of human perception (Fossey et al., 2002). Qualitative research encompasses interpretative or critical approaches. On the other hand, the quantitative approach aims to comprehensively investigate the causal relationship between variables by rigorously testing hypotheses. This current study adopts a positivist perspective and therefore employs a quantitative research methodology.

This study adopted deductive approach; therefore, survey will be adopted as the strategy to collect data. This is because a survey strategy is often associated with deductive approach (Saunders et al., 2016). This study adopted a survey approach, to be specific, internet survey. Google form survey, which is one forms of internet survey was being employed in this study. The rationale of adopting internet survey is that it could reach large numbers of audiences in short term, personalize individual messages, and unlike e-mail survey, it could guarantee anonymity of the respondents. Likewise, as this study only adopted survey method, thus the choice of this study refers to mono method quantitative study.

According to Saunders et al. (2016), a cross-sectional study involves examining a specific phenomenon at a given point in time. Saunders et al. (2016) concluded that it is often utilized when research projects within academic contexts have limited time constraints, making it the preferred approach for many educational investigations. Given that this present study aims to examine the attitudes and behaviours of Gen Z towards a university during a specific period, adopting a cross-sectional study design is appropriate.

3.3 Sampling Design

3.3.1 Target Population

The target population in this study is the population of Gen Z in Malaysia. Gen Z in Malaysia is being focus to generate a generalized conclusions by investigating their behaviour in a particular time. Gen Z, as mentioned in chapter 1, refers to those who are between 13 to 28 years old in 2023, specifically, for this study, is those who are between 16-28 years old.

3.3.2 Sample Frame and Sampling Location

Sampling frame simply refers to name lists of all items in the population which are to be sampled. While probability sampling approaches is commonly used to prevent

selection bias and ensure those selected for study are representative of a larger population, there is very difficult to construct a reliable sampling frame for key population (Rao et al., 2022). Such lacks reliable sampling frame prevent researcher from using probability sampling method in the study. Likewise, in this study, a sampling frame is not able to be captured. On the other hand, the sampling location, where the sampling selection will be taken place in Klang Valley (Kuala Lumpur and Selangor).

3.3.3 Sampling Elements

Sampling elements had been constrained to individual of Klang Valley, Malaysia. The sample chosen were those who are between 16 to 28 years old who are either current students in university or the prospective students who have the intention to enter into a university in the future.

3.3.4 Sampling Techniques

In this study, as there is absence of proper sampling frame, therefore a non-probability sampling technique is being applied. Non-probability sampling, due to the fact that it does not requires a sampling frame, therefore allows the researchers to save costs, time when collecting data.

In this study, convenience and purposive sampling are being adopted. Convenience sampling refers to sampling techniques by obtaining people that are conveniently

available (Zikmund et al., 2009). The researchers could just determine the most convenient and cost saving way to set up the questionnaires and then send it to the respondents. Researchers usually used convenience sampling to obtain a large number of completed questionnaires in a quick and economically manners.

Besides, judgement sampling, also known as purposive sampling, is a non-probability sampling method in which an experienced researcher selects the sample based on the judgement about the characteristics of the sample (Zikmund et al., 2009). As the target population is Gen Z, therefore this study adopted this method because Gen Z has a significant difference with Gen Y or Gen X, therefore it is capable to target Gen Z based on the experience.

3.3.5 Sample Size

According to the definition given by Salant and Dillman (1994), sample size pertains to a group of individuals chosen from a larger population with the aim of conducting a survey. The calculation of the appropriate sample size in research has been a topic of great debate over the years. One commonly used method is to refer to tables such as Krejcie and Morgan (1970)'s table, Saunders et al. (2016)'s table, which make certain assumptions about the sample size (Memon et al., 2020). However, for this particular study that utilized non-probability sampling techniques, it was necessary to deviate from these tables suggested by Memon et al. (2020), which are designed specifically for studies using probability sampling methods. Instead, this study had followed the suggestions given by Guenther et al. (2023), using the inverse square root method to calculate sample size. This study had followed the table (see table 3.1) provided by Hair et al. (2021), and concluded that

minimum 155 responses had to be collected to provide valid results (path coefficient = 0.11 to 0.2, significance level= 5%).

Table 3.1 Minimum Sample Size using Inverse Square Root Method

Pmin	Significance level		
	1%	5%	10%
0.05-0.1	1004	619	451
0.11-0.2	251	155	113
0.21-0.3	112	69	51
0.31-0.4	63	39	29
0.41-0.5	41	25	19

Source: Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). Partial Least Squares Structural Equation Modeling (PLS-SEM) using R.

3.4 Instruments and Measurements

3.4.1 Questionnaire Design

In this study, the questionnaire that had been prepared consist of several sections:

In Section 1, a question regarding to the acknowledgement of notice is being set in order to protect the rights of the respondents. The respondents can choose 'No' if they do not want their personal information being recorded.

In Section 2, a screening question is designed with the objective for filtering out people who are not classify as Gen Z (i.e., people who aged below 13 years old and above 28 years old) to avoid unnecessary error.

In Section 3, the demographic question of the respondent, included gender, age, highest education level and so on.

In Section 4,5,6 the questions regarding the social media marketing (i.e., SMA, sWoM, FGC, UGC), CBBE, and also the responses (i.e., eWoM intention and Brand Choice Intention) are being set.

3.4.2 Instrument Development

The measurement items of the questionnaires of this study are illustrated in table 3.2.

Table 3.2 Information of Measurement Items

Constructs	Original Source	Item	Statement
SMA	Cham et al., 2020a	SMA 1	The advertisements on social media by universities are appealing to me.
		SMA 2	The advertisements on social media by universities provides me with useful information about its education services.
		SMA 3	I pay attention to the advertisement message by universities on social media.
		SMA 4	The advertisements on social media by the universities are important to me as a student.

		SMA 5	The advertisements on social media by universities has an influence on me.
sWoM	Cham et al., 2020a	sWoM 1	My family/friends' positive statement of the universities on social media influenced my attitude toward universities.
		sWoM 2	My family/friends mentioned positive things I had not considered about universities on social media.
		sWoM 3	My family/friends provided me with positive ideas about universities on social media.
		sWoM 4	My family/friends' positive statements on universities over social media influenced my evaluation of universities.
		sWoM 5	My family/friends' positive statements on universities over social media helped me make the decision in selecting universities.
FGC	Schivinski & Dąbrowski, 2014	FGC 1	I am satisfied with universities' social media contents for its brand.
		FGC 2	The quality of universities' social media contents for its brand meets my expectations.
		FGC 3	The universities' social media contents for its brand are attractive.
		FGC 4	The universities' social media contents for its brand are outstanding.
UGC	Schivinski & Dąbrowski, 2014	UGC 1	I am satisfied with the contents shared by other users about universities via social networking sites.
		UGC 2	The quality of contents shared by other users over social networking sites about universities meet my expectation.
		UGC 3	The contents shared by other users about universities over social networking sites are attractive.
		UGC 4	The contents shared by other users about the universities are outstanding.
CBBE	Lassar et al., 1995	CBBE 1	I will expect high performance from this university
		CBBE 2	I will expect this university to be excellent.
		CBBE 3	I will be proud to study in this university.
		CBBE 4	This university will be well regarded by my friend.
		CBBE 5	Considering the money, I will pay for this university; I expect to get much more than my money's worth.
		CBBE 6	I will consider this university to be well-priced because of the certification, knowledges that I will receive.
		CBBE 7	I consider this university to be trustworthy.
		CBBE 8	For students' interests, this university seems to be caring.
		CBBE 9	After experiencing the social media marketing of this university, I am likely to develop positive feeling to this university.

		CBBE 10	I have a positive personal feeling to this university.
		CBBE 11	I will develop a positive feeling towards this university.
eWoM	Mim et al., 2022	eWoM 1	I will recommend this university to others.
		eWoM 2	I will strongly recommend people to choose this university.
		eWoM 3	I will speak of good sides of this university to others.
		eWoM 4	I will speak favourably of this university to others.
BCI	Lu et al., 2015	BCI 1	Even if this university is similar to others, it seems smarter to choose this university.
		BCI 2	This university is a better choice compared to other universities.
		BCI 3	It makes sense to choose this university instead of any other universities, even if they are similar.
		BCI 4	I am more favourable to this university.

Source: Developed for the research

3.5 Measurement Scales

The measurement scales for the categorical data and continuous data are illustrated in Table 3.3 and Table 3.4. In this study, nominal scale and ordinal scale is used to examine the categorical data while 5-point Likert scale is used to examine the continuous data.

Table 3.3 Scale for Categorical Data

Constructs	Measurement	Coding
Screening Question: Acknowledgement of Notice	Nominal	1=Yes 2=No
Screening Question: Are you born between the years 1995 and 2010?	Nominal	1=Yes 2=No
Gender	Nominal	1=Male 2=Female
Age	Ordinal	1=16-17 2=18-20 3=21-24 4=25-28
Which type of education institution do you attend?	Ordinal	1=Private 2=Public
Level of education	Nominal	1=Secondary School 2=Pre-U 3=Undergraduate 4=Postgraduate
Which social media do you prefer when you are searching for university-related information? (Select all that apply)	Nominal	1= Yes 2=No
How long have you been using social media?	Ordinal	1=Less than 1 year 2=1-2 years 3=3-5 years 4=5 years or above
How many hours per day do you spend on social media?	Ordinal	1=1-2 hours 2=3-4 hours 3=5-6 hours 4=more than 7 hours
Do you follow/ like any University on social media?	Nominal	1=Yes 2=No

Source: Developed for the research

Table 3.4 Scale for Continuous Data

Constructs	Item	Measurement	Coding
SMA	5		
sWoM	5		1= Strongly Disagree
FGC	4		2= Disagree
UGC	4	Scale	3= Neutral
CBBE	11		4= Agree
eWoM Intention	4		5= Strongly Agree
BCI	4		

Source: Developed for the research

3.6 Common Method Bias

As this study adopted single data collection method, thus Common Method Bias (CMB) may arise (Kock et al., 2021). It is widely accepted that when CMB occurs, it can have a substantial impact on the empirical findings and resultant conclusions of a study (Burton-Jones, 2009; Podsakoff et al., 2003). Therefore, this study adopted remedies provided by MacKenzie and Podsakoff (2012) which is statistical and procedural remedy.

3.6.1 Statistical Approach

On one hand, as for the statistical approach, Harman's Single Factor Test was adopted to address CMB issues. In this present study, Harman's Single Factor Test will be conducted through PCA as suggested by Kock (2020). If the sum of variables is all below 50%, then there is no common method variance issue following suggestion by previous literatures (Fuller et al., 2016).

On the other hand, this study also adopted full collinearity test to detect the CMB. As suggested by Kock and Lynn (2012), this full collinearity approach involves creating a random value and make it into a variable (namely, Random), and then create a model where all the latent variables and connect these latent variables to

this variable known as 'Random'. As discussed in Kock (2015b), if the VIF is lesser than 3.3, then the result is free from CMB.

3.6.2 Procedural Approach

On the other hand, procedural approach had also carried out to deal with CMB. Participants will be informed about the purpose of this study and given explanations if they require clarification on any aspects related to the questionnaire. Additionally, assurances will be made with regards to personal privacy, ensuring that responses are kept confidential and only utilized for academic purposes.

3.7 Pre-Testing and Pilot Test

The pre-test is a method used to assess the clarity and appropriateness of survey questions before they are included in the main study (Sekaran & Bougie, 2016). This involve distributing a small number of questionnaires to respondents and collecting feedback from them. The aim is to ensure that the questions are clear, unambiguous, and free form biases or confusion. Additionally, expert opinions on marketing will also be sought by distributing questionnaires to professionals in the field. For this particular study, four lecturers form UTAR, and 23 students from UTAR, New Era University College, Brickfield Asia College were asked to participate in the pre-test.

Pilot test refers to a preliminary test undertaking that gathers data from participants who closely resemble the sample population of the comprehensive study (Zikmund et al., 2009). When conducting a pilot test, it could also benefit the research as it could also bring out the effect of pre-test. As a reference of guidelines provided by Sekaran and Bougie (2016), pilot test with 30 respondents is capable to test the reliability of the instrument and ensure that the instrument is clear and unambiguous.

In this study, pilot test was conducted for two times. The questionnaires had been amended to be more precise and easier to be understood by the respondents. In this present research, in term of pilot test, this study collected 47 data, after deleting those missing values, 45 respondents were used in this pilot test. The result is illustrated in the Table 3.5.

Table 3.5 Pilot Test (Reliability Test)

Constructs	Alpha	rhoA	rhoC	AVE
BCI	0.938	0.947	0.955	0.843
CBBE	0.935	0.937	0.944	0.606
eWoM	0.943	0.954	0.959	0.853
FGC	0.924	0.974	0.946	0.813
SMA	0.916	0.933	0.937	0.749
sWoM	0.934	0.951	0.949	0.788
UGC	0.919	0.948	0.941	0.798

Source: Developed for the research

3.8 Data Collection

Primary data refers to the original information that is gathered directly for the purpose of analysing and finding solutions to a specific research problem (Sekaran

& Bougie, 2016). Zikmund et al. (2009) emphasized that surveys are widely used in business research as the primary means of collecting such data. In this study, primary data was obtained through an online survey conducted using Google Form. A structured survey pertaining to the demographic characteristics and variables was systematically constructed and implemented using Google Forms. The data collection process spanned approximately one month. The online questionnaire link was extensively disseminated through social media platforms to the targeted respondents.

3.9 Data Processing

3.9.1 Data screening

This study will "screen out" those who are not born within the year of 1995 and 2010. This is to fulfil the objective of the study i.e., to measure the behaviour of Gen Z.

3.9.2 Data coding

In term of data coding, present study will assign numerical value to each question to ensure ease of interpretation.

3.9.3 Questionnaire Checking

In this step, present study will go through all the questionnaires to ensure that all data collected from the respondents are fully completed.

3.9.4 Data editing

In this step, present study will remove the data collected form the respondents that is ambiguous or inconsistent. This is to ensure that the data collected is valid before analysing the data.

3.9.5 Missing Value

As last step, present study adopted Google Form to avoid missing value from the data. This is because the Google Form had a feature where it will require the respondent to answer all the questions, otherwise, it will not allow the respondents to proceed to the next section or eventually submit.

3.10 Data Testing

3.10.1 Descriptive Analysis

Descriptive analysis refers to summarizing and describing the data in a simple and understandable manner (Zikmund et al., 2009). Percentages counts and frequency distributions were used to evaluate and interpret demographic profile of the respondents.

3.10.2 Inferential Analysis

Partial least Square Structural Equation Modelling (PLS-SEM) is being employed in this study. Rationale of adopting such an approach to analyse this present study was due to attributes of the model. Firstly, PLS-SEM enables researchers to estimate complex models with many constructs, indicator variables, and structural path without imposing distributional assumptions of the data (Hair et al., 2019; Sarstedt et al., 2019). Besides, as highlighted in Shmueli et al. (2019), PLS SEM is a causal predictive method that primarily utilizes regression-based techniques to estimate path relationships involving latent and manifest variables in marketing research. These two strengths of PLS-SEM clearly match the attributes of this study and therefore it justified the adoption of PLS-SEM.

There are two steps approaches under PLS-SEM, which is measurement model assessment and second, structural model assessment. Before proceeding to structural model assessment, measurement model assessment had to be went through first. In term of measurement model assessment, as a reference from Hair et al. (2019), the first step is testing the reliability and validity of the measurement model before proceeding to structural model assessment.

First, the loadings of the indicators will be examined, if the factor loadings > 0.708, then there is no issue. After that, the second step, regarding to Hair et al. (2019), is measuring internal consistency. Internal consistency reliability can be assessed using composite reliability (CR) as shown in Table 3.6. Likewise, another way to measure reliability is Cronbach's Alpha (CA) which is illustrated in Table 3.7. However, as highlighted in Hair et al. (2019), CR may offer more precise results compared to CA. Thus, rhoA, which lies between CA and CR, is being proposed by Dijkstra and Henseler (2015). In this study, CA, rhoA, CR, will be examined for structural model assessment purpose.

Table 3.6 Idea of CR

CR Value	Degree of Reliability
>0.95	Undesired
0.7-0.9	Satisfactory to good
0.6-0.7	Acceptable
<0.6	Unacceptable

Source*: Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24.

Table 3.7 Idea of CA

CA Value	Degree of Reliability
α≤0	Unacceptable
0 < α < 0.5	Unacceptable
0.5 < α < 0.7	Moderate
α= 0.7	Adequate
0.7 < α < 0.9	Perfect
0.95 < α < 1.0	Redundant

Source: (Robinson, 2009; Straub et al., 2004; Taherdoost, 2016)

After that, construct validity needs to be examined under PLS-SEM. There are two components under construct validity, namely, convergent validity and discriminant validity. Regarding to the guidelines suggested by Hair et al. (2017), convergent validity could be assessed based on AVE. To established convergent validity, AVE must > 0.5 as suggested by Hair et al. (2019). Likewise, discriminant validity had to be established as well. Regarding to Hair et al. (2019), discriminant validity can be assessed through Heterotrait-monotrait (HTMT). Henseler et al. (2015) further explained if HTMT statistic is lesser than 0.9 or 0.85, then there is establishment of discriminant validity. Therefore, in this study, HTMT is being adopted for checking discriminant validity purpose.

If the reliability and validity had been established, then the second step is structural model assessment. Prior to structural model assessment, it is required to address collinearity issue. To address such issue, variance inflation factor (VIF) had to be examined. If the VIF is below 3.3 for each construct, then collinearity is not an issue (Diamantopoulos & Siguaw, 2006).

If the above requirement had been met, then the researchers can proceed to structural model assessment. In this step, indicator weights' statistical significance and relevance which is size had to be examined. Bootstrapping is being adopted to

determine statistical significance as PLS-SEM is a nonparametric method (Chin, 1998). In this study, P value will be observed, if the p value if not <0.05, then it will be concluded that the construct is not statistically significant, as proposed by Hair et al. (2019).

Furthermore, as mentioned earlier, the PLS-SEM involve a causal predictive approach. To evaluate the predictive capability of a model using PLSpredict, researchers have several prediction statistics available that measure the extent of prediction error. As proposed by Hair et al. (2019), the evaluation of PLS-SEM analysis in comparison to LM indicates whether it results in elevated prediction errors measured by RMSE. If RMSE is higher than all of the LM, then there is no predictive power, on the other hand, if RMSE is lower than all of the LM, then there is high predictive power (see Figure 3.3). Lastly, the software that being adopted to conduct PLS-SEM analysis refers to the SMARTPLS 4.

Figure 3.2 Guideline for PLSpredict
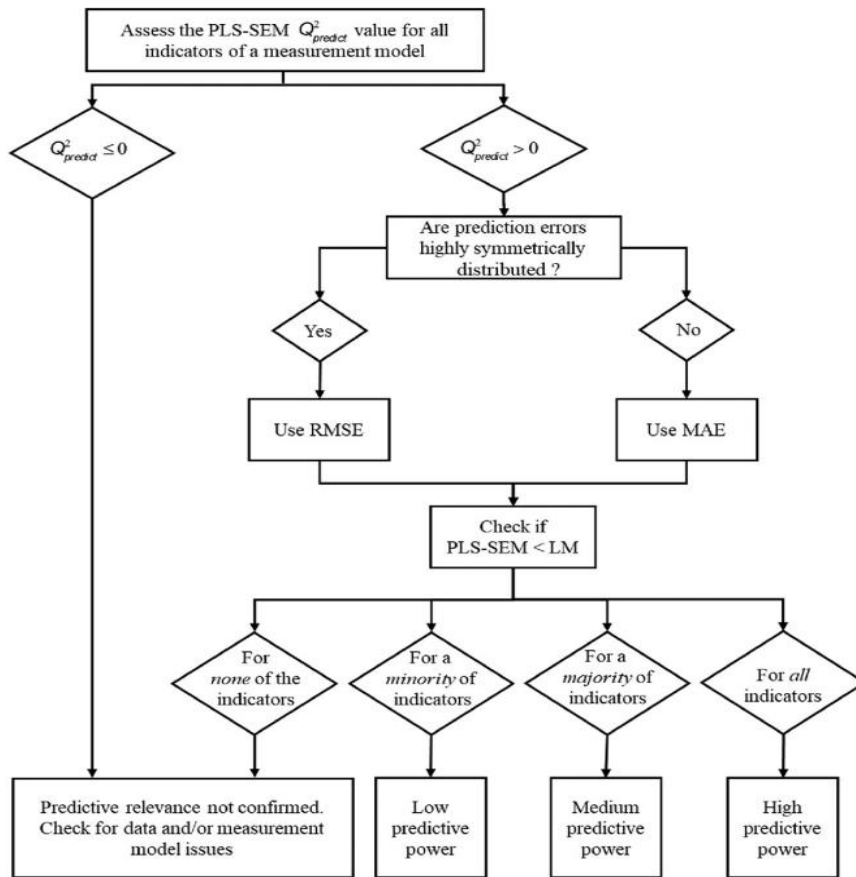
Source: Shmueli, G., Sarstedt, M., Hair, J. F., Cheah, J., Ting, H., Vaithilingam, S., & Ringle, C. M. (2019). Predictive model assessment in pls-sem: Guidelines for using plspredict. *European Journal of Marketing*, *53*(11), 2322–2347.

3.11 Chapter Summary

Chapter 3 discussed the overall steps to conducting this study. This study adopted research onion by Saunders et al. (2016). As this study only implemented single

data collection method, thus it is probability that CMB occur. Henceforth, present study implemented both statistical and procedural approach to minimize the likelihood of CMB. Before data analysis using SMARTPLS 4 and data processing, data cleaning will be conducted.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

In this chapter, the findings of statistical analysis were presented after the data was collected from the respondents. A total of 258 survey were collected from 25 September 2023 to 25 October 2023. The descriptive data analysis was conducted in Jamovi while the inferential data analysis was conducted via SMARTPLS 4.9.0.2. Before the data analysis had been conducted, data cleaning had been examined.

4.1 Data Screening and Data Cleaning

First of all, this study conducted data screening. Those who answered no in the screening questions are being removed, 249 responses had remained after data screening. In conjunction with that, prior to data analysis, this study conducted data cleaning.

4.1.1 Multivariate Outliers Detection

As proposed by Leys et al. (2019), this study first detect and removed the outliers in the study using the Mahalanobis Distance Test in SPSS. Based on the Mahalanobis Distance Test result, there ae 12 outliers detected. After deleting the

outliers, out of 249 responses, there is 237 usable responses that could be applied in this study.

4.2 Common Method Bias

4.2.1 Full Collinearity Test

Additionally, this study conducted full collinearity test and Harman single factor test to detect common method bias issue as mentioned in chapter 3. The result is illustrated in Table 4.1. First based on the full collinearity test result, the VIF of all variables are all below 3.3, this indicated that there are no common method issues.

Table 4.1 Full Collinearity Test

Constructs	Full Collinearity VIF
SMA-> RN	1.038
sWoM-> RN	1.160
FGC-> RN	1.082
UGC-> RN	1.155
eWoM-> RN	1.648
BCI-> RN	1.641
CBBE-> RN	1.568

Source: Developed for the study

4.2.2 Harman Single Factor Test

Meanwhile, this study also conducted Harman Single Factor Test to detect common method bias. The result in illustrated in table 4.2. In term of Harman Single Factor Test, the percentage of the variance was below 50%, indicating that there is no common method bias issue. As a result, in this study, it is concluded that there is no common method bias.

Table 4.2 Harman Single Factor Test

Harman Single Factor Test
% of Variance
32.8

Source: Developed for the study

4.3 Descriptive Data Analysis

4.3.1 Respondent Profile

The following section mainly discusses the 237 respondents' demographic profile and their social media behaviour regarding to HEI. The result is illustrated in table 4.3.

Table 4.3 Respondent Profile

Constructs	Frequency	Percentage
Gender		
Male	116	48.9 %
Female	121	51.1 %
Age		
16-17 years old	3	1.3 %
18-20 years old	96	40.5 %
21-24 years old	127	53.6 %
25-28 years old	11	4.6 %
Which type of education institution do you attend?		
Private institution	201	84.8 %
Public institution	36	15.2 %
Education level		
Secondary School	13	5.5 %
Pre-U	49	20.7 %
Undergraduate	171	72.2 %
Postgraduate	4	1.7 %
How long have you been using social media?		
Less than 1 year	3	1.3 %
1-2 years	4	1.7 %
3-5 years	46	19.4 %
6 years or above	184	77.6 %
How many hours per day do you spend on social media?		
1-2 hours	39	16.5 %
3-4 hours	98	41.4 %
5-6 hours	76	32.1 %
more than 7 hours	24	10.1 %
Do you follow/ like any University on social media?		
Yes	187	78.9 %
No	50	21.1 %

Source: Developed for the Study

The result indicated that in term of gender distribution, the analysis revealed that there are 116 individuals classified as males (48.9%), while there are 121 individuals classified as females (51.1%). This indicates that the gender distribution is nearly balanced, with females slightly outnumbering males.

After that, in term of age, the largest age group falls within the 21-24 years old which consists of 127 individuals, representing majority of the sample at 53.6%. It is followed by the second most represented group falls within 18-20 years old which consists of 96 individuals (40.5%). The 16-17 years old and 25-28 years old group make up the smallest proportion.

Likewise, in term of type of education institutions attended by individuals, the analysis revealed that the majority of individuals, 201 in total, attend private education institutions, making up approximately 84.8% of the total. Besides, a smaller group of 36 individuals attend public education institutions, representing approximately 15.2% of the total. This illustrated the private institutions are the more prevalent choice among the sample, with public institutions representing a smaller but still significant segment.

Furthermore, in term of education level, the majority of the individuals (72.2%) are currently pursuing their undergraduate education. Meanwhile, the second largest group are those who are pursuing pre-university, making up about 20.7% of the sample while secondary school student and postgraduate students are representing the minority of the sample.

Based on the table 4.3, a clear trend emerges regarding the duration of social media usage. The majority of individuals (77.6%) have used social media for five years or

more, showing significant integration into their daily lives. A smaller segment (19.4%) has been active for 3-5 years, indicating an increasing number of experienced users. Those who recently adopted social media within the past year or 1-2 years account for a small but relevant percentage (3% and 1.7% respectively).

Additionally, the data also revealed that majority of the individuals (41.4%) spent approximately 2-4 hours each day to social media. Moreover, around 32.1% of individuals spent 5-6 hours on social media daily, indicating a notable chunk of users with extended digital interactions. A smaller, yet still substantial group of about 16.5% allocates 1-2 hours daily, emphasizing a moderation in their usage. Finally, those who engage with social media for more than 7 hours constitute roughly 10.1% of the population, signifying a dedicated segment of heavy users.

Last and foremost, according to the table 4.3, approximately 78.9% of individuals, had followed or liked universities on social media platforms. This is indicative of a noteworthy interest in HEI and their online presence. In contrast, about 21.1% of individuals do not engage with universities on social media, choosing not to follow or like university on social media platforms. This suggested that universities have the potential to reach a substantial audience through their social media effort, yet there is also a segment of the population that remains unengaged in this particular aspect of online interaction.

4.3.2 Multiple Responses Analysis

This study also conducted multiple response analysis to analyse checkbox questions. The result is illustrated in table 4.4.

Table 4.4 Multiple Response Analysis

Which social media you preferred to utilize to find university related information? (**Multi Response**)			
Constructs	**Frequency**	**% of responses**	**% of cases**
Facebook	179	28.37	75.5
Instagram	177	28.05	74.7
LinkedIn	40	6.34	16.9
TikTok	84	13.31	35.4
Xiaohongshu	151	23.93	63.7
Total:	631	100	266.2
Note: These responses were provided by 237 cases.			

Source: Developed for the study

According to table 4.4, when it comes to which social media the students preferred to find university-related information, the data highly suggested that the HEI should prioritize their efforts on three key platforms: Facebook, Instagram, and Xiaohongshu. These platforms collectively account for a substantial majority of responses and cases. Facebook is the most widely used, with 28.37% of responses and 75.5% cases. Instagram closely follows, with 28.05% of responses and 74.7% of cases engaged. Xiaohongshu is also a noteworthy player, capturing 23.93% of responses and a significant 63.7% of cases.

These indicated that the importance of these platforms in reaching and engaging with potential students. HEI can leverage the popularity of these platforms for broad outreach, engage visually on these platforms with the students. Focusing on these platforms aligns with the preferences and habits of a substantial portion of the surveyed sample, making them effective channel for HEI to connect, inform, and build relationships with the targeted audiences.

4.4 Partial Least Square Structural Equation Modelling

This research employed Partial Least Squares Structural Equation Modeling to perform analytical interpretation of data. This technique involved 2 steps. First, this study starts with measurement model assessment following by the structural model assessment.

4.5 Measurement Model Assessment

4.5.1 Convergent Validity

The measurement model was accessed to examine convergent and discriminant validity. The result of measurement model assessment was illustrated in Table 4.5.

Table 4.5 Measurement Model Assessment

Constructs	F. L	Alpha	rhoA	rhoC	AVE
SMA	0.879	0.917	0.918	0.937	0.750
	0.870				
	0.857				
	0.871				
	0.853				
sWoM	0.854	0.909	0.910	0.932	0.734
	0.883				
	0.896				
	0.864				
	0.779				
FGC	0.894	0.914	0.915	0.939	0.795
	0.890				
	0.910				
	0.872				
UGC	0.880	0.914	0.927	0.939	0.794
	0.891				
	0.900				
	0.894				
CBBE	0.748	0.914	0.917	0.928	0.539
	0.707				
	0.737				
	0.726				
	0.678				
	0.710				
	0.737				
	0.713				
	0.775				
	0.764				
	0.775				
eWoM	0.907	0.905	0.910	0.933	0.778
	0.833				
	0.896				
	0.891				
BCI	0.882	0.889	0.889	0.923	0.751
	0.903				
	0.858				
	0.820				

The results indicated that majority of the factor loadings of the indicators are >0.708. However, CBBE 5 has a factor loading of 0.678 which is lower than the threshold value of 0.708. As proposed by Hair and Alamer (2022), lower factor loadings could be justified when other components under convergent validity had been fulfilled. According to Table 4.5, the Cronbach Alpha, Composite Reliability (included rhoA and rhoC) had fulfilled the threshold value. Meanwhile, the AVE of all the variables is above 0.5, thus convergent validity is still established even one of the items had lower loading. As a result, convergent validity had been established.

4.5.2 Discriminant Validity

After examining the convergent validity, HTMT was carried out to examine the discriminant validity of the model. The result is illustrated in Table 4.6.

Table 4.6 HTMT Criterion

Construct	1	2	3	4	5	6	7
BCI							
CBBE	0.628						
FGC	0.236	0.183					
SMA	0.400	0.499	0.477				
UGC	0.312	0.412	0.229	0.384			
eWoM	0.677	0.623	0.212	0.373	0.222		
sWoM	0.364	0.433	0.345	0.321	0.244	0.330	

Note: HTMT<0.85

As according to the table 4.6, it shows that all variables had fulfilled the threshold value (i.e., HTMT <0.85). Thus, it is concluded that discriminant validity had been established.

4.6 Structural Model Assessment

After assessing the measurement model, the next step is assessing the structural model assessment. Before assessing the structural model, the VIF had to be examined to assess the multicollinearity issue of the variables. The result is illustrated in table 4.7. Based on the findings, all variables had fulfilled the threshold value which is <3.3, therefore it is concluded that there are no issues. It can then proceed to structural model assessment.

Table 4.7 Collinearity Statistics

Constructs	VIF
CBBE -> BCI	1.000
CBBE -> eWoM	1.000
FGC -> CBBE	1.301
SMA -> CBBE	1.384
UGC -> CBBE	1.168
sWoM -> CBBE	1.168

Source: Developed for the study

4.6.1 PLS Estimation

This study followed the suggestion provided by Guenther et al. (2023) and conducted 10,000 bootstrap sample with two-tailed setting. The result is illustrated in table 4.8.

Table 4.8 Path coefficient and Hypotheses Testing

Hypotheses	β	T value	P values	Confidence interval bias corrected	Decision
H1: CBBE -> eWoM	0.572	10.749	0.000	(0.452,0.663)	Supported
H2: CBBE -> BCI	0.571	10.204	0.000	(0.442,0.666)	Supported
H3: SMA -> CBBE	0.355	5.009	0.000	(0.216,0.493)	Supported
H4: sWoM -> CBBE	0.282	4.936	0.000	(0.170,0.391)	Supported
H5: FGC -> CBBE	-0.126	1.989	0.047	(-0.252, -0.01)	Supported
H6: UGC -> CBBE	0.220	3.414	0.001	(0.093,0.345)	Supported

Source: Developed for the study

According to the table 4.8, all hypotheses have significant relationship (i.e., all hypotheses are supported).

First, H1 investigate the relationship between CBBE and eWoM intention. The table 4.7 demonstrated a standardized beta (β) of 0.572, a high t-value of 10.749, and a p-value of 0.000, indicating strong statistical significance as well. The 95% confidence interval for the coefficient falls between 0.452 and 0.663. Thus, H1 was

supported, suggesting there is significance relationship between CBBE and eWoM intention.

Second, H2 explores the relationship between CBBE and BCI. The result indicated that a β of 0.571, a high t-value of 10.204, and a p-value of 0.000, indicating strong statistical significance. The 95% confidence level interval for the coefficient lies between 0.442 and 0.666, providing further support for this hypothesis. Therefore, it is concluded that CBBE has significant relationship with BCI.

Third, H3 examined the relationship between SMA and CBBE. The result yields a β of 0.355, t-value of 5.009, and a p-value of 0.000, indicating statistical significance. The 95% confidence interval for the coefficient ranges from 0.216 to 0.493. Thus, H3 was support, suggesting there is significance relationship between SMA and CBBE.

Fourth, H4 investigated the relationship between sWoM and CBBE. The result revealed a β of 0.282, t-value of 4.936, and a p-value of 0.000, demonstrating statistical significance. The 95% confidence interval for the coefficient lies between 0.170 and 0.391. As a result, H4 was support, indicating there is significant relationship between sWoM and CBBE.

Furthermore, H5 explores the relationship between FGC and CBBE. The result revealed a β of -0.126, t-value of 1.989, and p-value of 0.047, indicating statistical significance. The 95% confidence interval for the coefficient ranges from -0.252 to -0.01. As a result, H5 was supported, suggesting that there is significance relationship between FGC and CBBE.

Lastly, H6 investigated the relationship between UGC and CBBE. The result revealed a β of 0.220, t-value of 3.414, p-value of 0.001, indicating strong statistical significance. The 95% confidence interval for the coefficient lies between 0.093 and 0.345. As a result, H6 was supported and it is concluded there is significance relationship between UGC and CBBE.

4.7 Coefficient of Determination (R^2)

Likewise, the structural model's explanatory power could be accessed by using R^2. As proposed by Hair et al. (2021), a higher R^2 signifies greater explanatory power. As a general guideline, an R^2 of 0.75 indicates high power, 0.50 suggests moderate power, and 0.25 may be seen as weak power in this context. The result of R^2 of this study is illustrated in Table 4.9.

Table 4.9 Coefficient of Determination

Constructs	R^2	Explanatory Power
BCI	0.324	Weak
eWoM	0.325	Weak
CBBE	0.328	Weak

Source: Developed for the study

According to the table 4.9, it shows that CBBE has R^2 values of 0.328, meaning that the exogenous variables (i.e., SMA, sWoM, FGC, UGC) had explained 32.8% of the variance of CBBE, indicating weak explanatory power. After that, eWoM intention had a R^2 values of 0.325, meaning that CBBE had explained 32.5% of the

variance of eWoM, indicating weak explanatory power as well. Lastly, BCI had a R^2 values of 0.324, meaning that it is explained by 32.4% through CBBE, also indicating weak explanatory power.

4.8 PLSpredict Assessment

As mentioned in Chapter 3, PLS-SEM was regarded as "causal-predictive" approach. Thus, this study also carried out PLSpredict (by setting k=10, r=10) to examine the model's predictive power. As proposed by Shmueli et al. (2019), before examining whether to use RMSE or MAE, the researchers had to examine whether the prediction errors are normally or non-normally distributed. Thus, this study first looks at the PLS-SEM MV error histogram and concluded that all the prediction errors are normally distributed (see Figure 4.1). Thus, RMSE is being adopted. The result is shown in Table 4.10.

Figure 4.1 Example of PLS-SEM MV Error Histogram
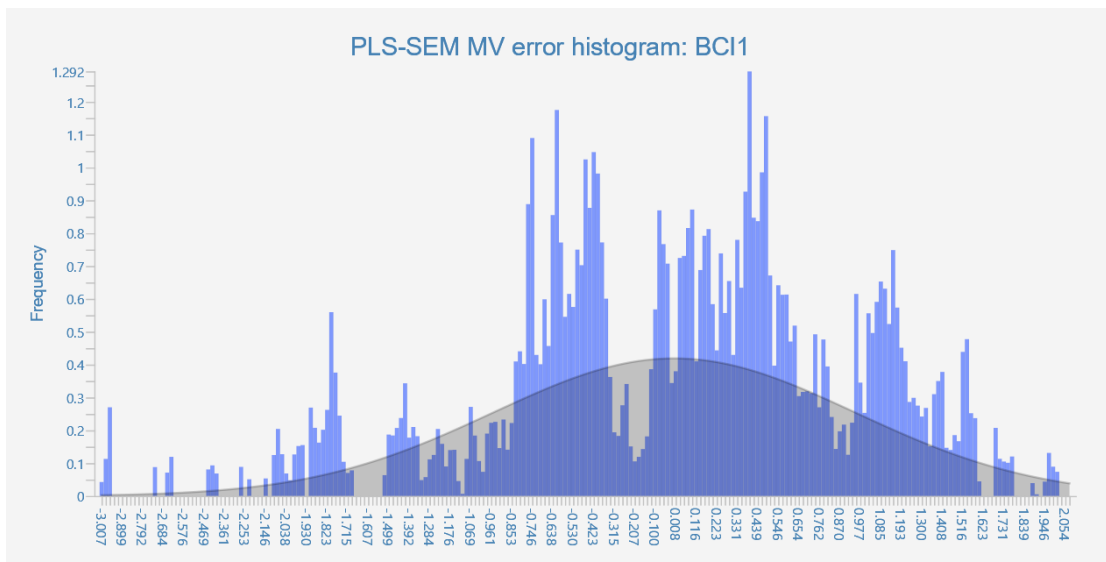
Source: Extracted from SMARTPLS 4 MV Error Histogram

Table 4.10 PLSpredict Results

Constructs	Q²predict	PLS RMSE	LM RMSE	PLS-LM RMSE
BCI1	0.125	0.950	1.004	-0.054
BCI2	0.142	0.925	0.985	-0.060
BCI3	0.125	0.938	0.999	-0.061
BCI4	0.126	1.000	1.055	-0.055
CBBE1	0.149	0.876	0.934	-0.058
CBBE10	0.174	0.864	0.910	-0.046
CBBE11	0.192	0.888	0.929	-0.041
CBBE2	0.094	0.869	0.889	-0.020
CBBE3	0.186	0.890	0.945	-0.055
CBBE4	0.203	0.867	0.926	-0.059
CBBE5	0.163	0.899	0.936	-0.037
CBBE6	0.136	0.909	0.936	-0.027
CBBE7	0.189	0.870	0.895	-0.025
CBBE8	0.126	0.952	1.014	-0.062
CBBE9	0.207	0.914	0.947	-0.033
eWoM1	0.117	0.979	1.039	-0.060
eWoM2	0.099	1.013	1.018	-0.005
eWoM3	0.120	0.939	0.984	-0.045
eWoM4	0.093	0.932	0.974	-0.042

Source: Developed for this study

As explicit in Table 4.10, the Q^2 predict (which is all >0) shows that that the model does not have any lack of predictive power issues. Likewise, the result of RMSE (using PLS RMSE minus LM RMSE) are all negative, meaning that all PLS RMSE are lower than LM RMSE. Thus, following Shmueli et al. (2019)'s guidelines, the model had high predictive power.

4.9 Chapter Summary

This chapter presents an overview of the analysed data, encompassing a descriptive analysis of respondent profiles and multiple response analysis. Moreover, PLS-SEM inferential analysis was performed using SMARTPLS 4. The results indicate that all hypotheses were supported and the model exhibited strong predictive power. The findings indicate that social media marketing profoundly impacts CBBE, subsequently influencing eWoM intention and brand choice intention. With comprehensive insight into these research findings at hand, subsequent chapters will delve into an extensive discussion on these significant discoveries.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATION

5.0 Introduction

The preceding chapter in this current study has provided an overview of the research's introduction, literature review, research methodology, and analysis of the collected data. The subsequent section of this chapter explores the findings derived from the study. This is followed by the implication of this study for managerial and theoretical point of views. Lastly, the limitation and recommendation for future study were presented.

5.1 Discussion of Major Finding

This study was carried out to examine the relationship between social media marketing and CBBE, leading to both eWoM intention and brand choice intention in HEI context using the S-O-R model. The summary of the result was present in table 5.1.

Table 5.1 Summary of Hypotheses Testing

Hypotheses	Decision
H1: CBBE -> eWoM	Supported
H2: CBBE -> BCI	Supported
H3: SMA -> CBBE	Supported
H4: sWoM -> CBBE	Supported
H5: FGC -> CBBE	Supported
H6: UGC -> CBBE	Supported

Source: Developed for the study

5.1.1 CBBE and eWoM Intention

Based on table 5.1, Hypothesis 1 (H1) was supported which is aligned with previous study such as Seo and Park (2018). This indicates that a positive CBBE leads to an increased intention for eWoM, as also supported by Park et al. (2019). These results highlighted that when consumers have a favourable perception towards a brand, they are more inclined to share information on digital platforms with others (Rambocas et al., 2018).

The reason is that when a university has a positive CBBE, students are more inclined to engage in eWoM activities because they perceived the university as offering high-quality services (Tan et al., 2021). Another plausible reason could be that students who view the university as reliable and top-tier are likely to endorse it

to their friends or family. This helps steer others away from less suitable institutions, especially considering that the completion of undergraduate study typically takes several years to achieve and requires thoughtful consideration.

5.1.2 CBBE and BCI

Based on the table 5.1, Hypothesis 2 (H2) was supported which is aligned with previous study such as Lu et al. (2015). The result indicated that when a university possesses a favourable CBBE, students are more inclined to select that university. This suggests that if consumers perceive a particular brand as being of high quality, it acts as a significant influence in their decision-making process. (Bashir et al., 2019). As highlighted by Gómez-Rico et al. (2022), a positive and strong brand image can attract and retain the customers by increasing their preference towards the brand, which is similar with choice intention. Thus, when a university have positive CBBE, it could attract and retain the students by fostering their brand preference.

One possible explanation is that students are more inclined to select a particular university when they hold a favourable perception of it. This positive image leads them to believe that the university will provide them with an ideal learning environment. Current students may choose a university for their postgraduate studies, while prospective students may opt for the same institution for their undergraduate education.

5.1.3 SMA and CBBE

Hypothesis 3 (H3) was supported which is aligned with previous study such as Adetunji et al. (2018). It is concluded that social media advertisement could stimulates students' positive perceptions towards a university. This is because advertising could help to increase the awareness of the students towards the university, and this could lead to higher CBBE (Lang et al., 2022). Another possible justification is that when the repetition advertisement exposed to the students are perceived as informative and interesting, students would then perceive that the university had a good brand image and therefore positive CBBE had been fostered. Likewise, the research done by Buil et al. (2013) also revealed that by using innovative, creative advertising strategies, the companies can foster higher positive perceptions of their brand. Subsequently, as discussed above, customer-based brand equity is significantly affected by social media advertisement.

5.1.4 sWoM and CBBE

This study proposed Hypothesis 4 (H4), investigated the relationship between social media word-of-mouth and CBBE. The finding revealed that H4 was supported and consistent with previous study such as Vahdati and Nejad (2016). Similarly, as Cham et al. (2020b) have noted, in medical tourism context, the multifaceted nature of medical services in the context of medical tourism can present a formidable challenge for tourists when it comes to evaluating service quality. Consequently, tourists frequently relied on recommendations and information shared by their peers or family members to have more careful considerations. Their finding could also be applied in this study.

Notably, it is surprising to discover that the students in HEI context tend to have similar behaviour with people in medical tourism context, following the suggestion given by family or friends to before making any decision. One possible reason is that to complete an undergraduate degree, it would take a minimum of 3 to 4 years. Thus, the students would evaluate the information more carefully before making any decision. As a result, favourable feedbacks received from close acquaintances or peer can significantly influence their positive perception towards a university.

5.1.5 FGC and CBBE

Based on the table 5.1, Hypothesis (H5) was supported which aligned with previous studies (Perera et al., 2022). It indicated that when a student is interested on certain university, he or she would seek information by following the university's page on social media platforms such as Instagram or Facebook. By doing so, they could browse for the information such as the faculty's activities, academic staff's ability and so on. The quality of the information published by the universities would determine the perceptions of the students towards brands.

Nevertheless, it is surprising that this finding had different result as compared to previous study by Schivinski and Dąbrowski (2014), FGC did not had impact on brand equity. Instead, in HEI context, FGC play a significant role to build positive CBBE. One possible justification is that when HEI produce and share high-quality content related to their academic related information such as academic excellence, faculty expertise, and student success. As an outcome, this would enhance the HEI's reputation and in turn, their CBBE. Thus, prospective students are more likely to hold the institution in high regard.

5.1.6 UGC and CBBE

Based on the table 5.1, Hypothesis 6 (H6) was supported, indicating that UGC had a significant effect on CBBE. This result is consistent with previous study (Schivinski & Dąbrowski, 2014). The results revealed that the social media users are willing to share their experiences about their universities on social media. They might hashtag the universities name, so that it is convenient for others to see the user created content. Therefore, the other users, who are aware or interested on the certain university, will seek more information created by other users.

As suggested by Hermaren and Achyar (2018), when the consumers obtained the information about a brand which received from other consumers, will consequentially influence their perceptions of the brand's quality. In the context of HEI, a plausible justification is that prospective students' perceptions towards a university can be influenced by substantial information acquired from others through social media platforms. This leads to the construction of positive CBBE for said university. Consequently, these students perceive this educational institution as one synonymous with high quality.

5.2 Implications of The Study

Highly competitive conditions are currently faced by HEI in Malaysia, necessitating greater efforts towards market sustainability. This research aims to explore the

potential role of social media marketing as a driver for consumer-based brand equity, which might stimulate intentions for eWoM and brand choice intention. The findings from this study significantly enrich both theoretical understanding and practical applications within the existing literature.

5.2.1 Theoretical Implication

This study adds to the body of knowledge to provide better understanding how SMM could contribute to positive CBBE, leadings to students' eWoM intention and BCI. By using S-O-R model, this study contributes to theoretical model development, investigating the impact of SMM to students' responses through the CBBE.

From an academic point of view, this research adds to the existing body of knowledge in diverse ways. Initially, it should be noted that much of the scholarly work on CBBE primarily scrutinizes how SMM might contribute towards enriching CBBE. However, inquiries into whether or not CBBE could spark consumer responses persist as under-researched areas in academia. Therefore, in a departure from previous investigations which purely focused on the linkage between SMM and CBBE, this study pushes beyond established boundaries by exploring and analysing associations among SMM, CBBE, and student reactions (eWoM intention and BCI). As a result, the findings revealed that when CBBE was fostered, it would also stimulate students' responses.

Previous studies have primarily utilized either the User Gratification Theory or Social Identity Theory to investigate the relationship between SMM and CBBE. In

a deviation from this convention, this study employs the S-O-R model to offer fresh insights into how SMM might enhance CBBE, thereby influencing student responses. The results demonstrate that the S-O-R model can also well explained this relationship.

Delving deeper, despite the widespread research on CBBE, its role in the context of Malaysia's HEI remains underexplored. This study adds depth to current literature by illuminating how CBBE connects with eWoM intention and BCI within the setting of Malaysian HEIs. It has been discerned that a significant relationship exists between CBBE and BCI as well as eWoM intention.

5.2.2 Practical Implication

The study's most noteworthy finding is the most significant role of SMA followed by sWoM in enhancing CBBE. This suggests that HEI should allocate resources, time, and creative efforts to construct a robust social media advertising. The decision makers in HEI context could utilize the advertisement in social media platforms to create engaging content, foster students' awareness, and convey brand values consistently. Effective advertising on social media channels, in alignment with the brand's identity and target audience, can significantly contribute to building CBBE.

After that, this study also discovered that sWoM emerges as a second most significant factor to build positive CBBE in HEI context. This highlights the importance of satisfied students sharing their positive experiences with the brand to their family and friends. The university's program promotion and person in charge

of the corporate social media should actively encourage customers to leave reviews, provide ratings, and share testimonials. Engaging with students who speak positively about the brand not only reinforces brand loyalty but also creates a positive ripple effect in the social media landscape. This could help to foster positive perception of prospective students as they might ask the recommendation given by their family or friends before they make decision.

UGC is revealed as a valuable asset in enhancing brand credibility and authenticity. Thie study discovered that UGC also played a significant role to build students' positive perception towards a university. The students would look at the comments, content posted by other users who studied in the certain university before they make decision. Thus, the university's program promotion and person in charge of the corporate social media should actively solicit and promote UGC in the form of students' reviews, photos, videos, or stories related to their services. This could help in fostering students trust but also engages the community, as students feel more connected to the university.

While FGC may be the least significant factor (P-value = 0.047), it should not be underestimated. FGC can be a powerful tool for fostering a sense of community around the brand. It is worth noting that this study discovered that although there is significant relationship between FGC and CBBE, but it might influence CBBE in a negative manner (β= -0.126). As a result, the decision maker in HEI context should manage the FGC well, providing appropriate content to the target audience or else it might foster students' negative perception towards the university.

As a result, continuous monitoring and measurement of the performance of social media marketing on CBBE are essential. HEI should employ analytics tools to track engagement, sentiment, and brand-related conversations. This data-driven approach

allows for timely adjustments and ensures that social media strategies remain aligned with HEI's objectives.

5.3 Limitation of The Study

Although there are several contributions of this study, but there were several limitations available in this study as well.

The first limitation of this study is education level of the respondents. Despite the fact that most of them were students, there was an unequal distribution among different educational levels, particularly among postgraduate and Sijil Pelajaran Malaysia students. This disparity in sample composition could potentially introduce bias into the findings since different student groups may hold varying perceptions and exhibit diverse behaviours.

Another limitation is related to the representation of respondents from different HEI sectors. Although the study involved participants from both private and public sectors, there was an unequal distribution among these sectors. This imbalance in sector representation could potentially affect the extent to which the findings can be generalized, as individuals from different sectors may have distinct experiences and viewpoints on the social media marketing.

The study relied solely on an online survey for data collection. While online surveys are a convenient and cost-effective method, they inherently carry the risk of common method bias. Respondents may exhibit response bias due to the consistent

mode of data collection. This potential bias could affect the validity of the results and should be considered when replicating this study.

5.4 Recommendation for Future Study

Likewise, as this study consisted of several limitation, therefore it is recommended future study to consider further actions.

First, to enhance the robustness and comprehensiveness of research, future studies might consider incorporating paper surveys in addition to online surveys. This approach can potentially mitigate common method bias and provide a more inclusive representation of the target population.

Second, in pursuit of a more holistic understanding of the subject under investigation, future research can benefit from adopting a mixed methods approach. Combining qualitative and quantitative data collection and analysis methods can offer richer insights and a more comprehensive view of the research problem.

While this study utilized Lassar's dimension of brand equity, future investigations could extend their exploration by considering other established brand equity dimensions such as Aaker's brand equity dimensions. Exploring alternative frameworks can yield a deeper understanding of how different facets of brand equity impact consumer perceptions and behaviours.

Lastly, the findings indicated that despite FGC has significant relationship with CBBE, but it has a negative beta value. Future studies could aim to revalidate the influence of FGC on brand equity, as it is possible that certain conditions or factors were not adequately accounted for in the current study. Further research can delve into the nuanced role of FGC and examine the circumstances under which it may or may not significantly impact CBBE.

5.5 Chapter Summary

To sum up, by adopting S-O-R model, this study investigated the impacts of social media marketing on customer-based brand equity, leading to students' eWoM intention and brand choice intention in HEI context. The findings revealed that there is a significant relationship between SMM and CBBE, and positive CBBE could lead to eWoM intention and BCI. It is discovered that SMA had the most significant impact on CBBE, following by sWoM. However, FGC might need to be revalidate in future study as it came with negative beta value. Likewise, it is acknowledged that there were several limitations available in this study. Thus, this study recommended further actions that could be taken into account to gain better understanding of this topic.

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APPENDICES

Appendix A Ethical Clearance and Online Survey Questionnaire

Dear respondents,
I am a researcher from Bachelor of International Business (HONS) of Universiti Tunku Abdul Rahman (UTAR) and currently conducting a survey on a study of the Intention of recommending University and Brand Choice intention (University) in Malaysia.

In this study, we are measuring the effects of social media marketing by universities on building the positive perception of current and potential students and whether this positive perception can help to build willingness of students to recommend the university to others as well as their brand choice intention. When answering the questions, you can imagine if the universities have adopted the social media marketing, will you develop a positive perception towards the university and whether you are willing to recommend the university to others as well as your brand choice intention.

Your cooperation in answering this questionnaire is highly important to us as it will greatly assist us in the completion of our study and the achievement of its objectives. All of the information obtained regarding this study will be kept STRICTLY CONFIDENTIAL. Your response will be solely used for academic purposes and not be identified in any data or report.

This questionnaire will roughly take 5-10 minutes to complete. Your participation and cooperation in answering the questions would be truly appreciated. If you have any inquiries, please feel free to contact the researcher.

Yours sincerely,
Loo Wai Hong,
Contact No: 011-26867543
Email: hongplz111@1utar.my

SECTION 1: PERSONAL DATA PROTECTION NOTICE

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:

   a) Name
   b) Identity card
   c) Place of Birth
   d) Address
   e) Education History
   f) Employment History
   g) Medical History
   h) Blood type
   i) Race
   j) Religion
   k) Photo
   l) Personal Information and Associated Research Data

2. The purposes for which your personal data may be used are inclusive but not limited to:

   a) For assessment of any application to UTAR
   b) For processing any benefits and services
   c) For communication purposes
   d) For advertorial and news
   e) For general administration and record purposes
   f) For enhancing the value of education
   g) For educational and related purposes consequential to UTAR
   h) For replying any responds to complaints and enquiries
   i) For the purpose of our corporate governance
   j) For the purposes of conducting research/ collaboration

3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related

to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

5. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

6. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.

7. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

8. You may access and update your personal data by writing to us at

Acknowledgment of Notice

[   ] I have been notified and that I hereby understood, consented and agreed per UTAR above notice.

[   ] I disagree, my personal data will not be processed.

Section 2 Data Screening

1. **Are you born between the years 1995 and 2010?**

□Yes

□No

Section 3: Demographic

1. **Gender**

□Male

□Female

2. **Age**

□16-17

□18-20

□21-24

□25-28

3. **Nationality**

□Malaysian

□Non-Malaysian

4. **Which type of education institution do you attend?**

□Private school/ college/ university

□Public school/ college/ university

5. **Level of education**

□Secondary School (SPM, O-level)

□Pre-U (Foundation, STPM, A-level, UEC)

□Undergraduate (Bachelor's degree)

□Postgraduate (Master or PhD degree)

6. **Which social media do you prefer when you are searching for university-related information? (Select all that apply)**

□Facebook

□Instagram

□LinkedIn

□TikTok

□Xiao hong shu

7. How long have you been using social media?

□Less than 1 year

□1-2 years

□2-5 years

□5 years or above

8. How many hours per day do you spend on social media?

□1-2 hours

□2-4 hours

□5-6 hours

□More than 7 hours

9. Do you follow/ like any University on social media?

□Yes

□No

Section 4: Social Media Marketing

Social Media Advertisement

Definition: Any announcement or persuasive message distributed via social media by a university

1. The advertisements on social media by universities are appealing to me.	① ② ③ ④ ⑤
2. The advertisements on social media by universities provides me with useful information about its education services.	① ② ③ ④ ⑤
3. I pay attention to the advertisement message by universities on social media.	① ② ③ ④ ⑤
4. The advertisements on social media by the universities are important to me as a student.	① ② ③ ④ ⑤

5.	The advertisements on social media by universities has an influence on me.	① ② ③ ④ ⑤

Social Media Word of Mouth

Definition: University related and informal communication among close acquaintances that employs social media platforms such as Facebook, WhatsApp

1.	My family/friends' positive statement of the universities on social media influenced my attitude toward universities.	① ② ③ ④ ⑤
2.	My family/friends mentioned positive things I had not considered about universities on social media.	① ② ③ ④ ⑤
3.	My family/friends provided me with positive ideas about universities on social media.	① ② ③ ④ ⑤
4.	My family/friends' positive statements on universities over social media influenced my evaluation of universities.	① ② ③ ④ ⑤
5.	My family/friends' positive statements on universities over social media helped me make the decision in selecting universities.	① ② ③ ④ ⑤

Firm generated content.

Definition: Information created by university about its brand and is communicated through the university's social media

1.	I am satisfied with universities' social media contents for its brand.	① ② ③ ④ ⑤
2.	The quality of universities' social media contents for its brand meets my expectations.	① ② ③ ④ ⑤

| 3. The universities' social media contents for its brand are attractive. | ① ② ③ ④ ⑤ |
| 4. The universities' social media contents for its brand are outstanding. | ① ② ③ ④ ⑤ |

User generated content

Definition: The university-related content that is created and published by the individuals on the universities' social networking sites

1. I am satisfied with the contents shared by other users about universities via social networking sites.	① ② ③ ④ ⑤
2. The quality of contents shared by other users over social networking sites about universities meet my expectation.	① ② ③ ④ ⑤
3. The contents shared by other users about universities over social networking sites are attractive.	① ② ③ ④ ⑤
4. The contents shared by other users about the universities are outstanding.	① ② ③ ④ ⑤

Section 5: Perception

Customer Based Brand Equity

Definition: The enhancement in the perceived value and desirability that a university's brand name confers on its education program, services, and overall reputation.

1. I will expect high performance from this university	① ② ③ ④ ⑤
2. I will expect this university to be excellent.	① ② ③ ④ ⑤
3. I will be proud to study in this university.	① ② ③ ④ ⑤
4. This university will be well regarded by my friend.	① ② ③ ④ ⑤

5. Considering the money I will pay for this university, I expect to get much more than my money's worth.	① ② ③ ④ ⑤
6. I will consider this university to be well-priced because of the certification, knowledges that I will receive.	① ② ③ ④ ⑤
7. I consider this university to be trustworthy.	① ② ③ ④ ⑤
8. For students' interests, this university seems to be caring.	① ② ③ ④ ⑤
9. After experiencing the social media marketing of this university, I am likely to develop positive feeling to this university.	① ② ③ ④ ⑤
10. I have a positive personal feeling to this university.	① ② ③ ④ ⑤
11. I will develop a positive feeling towards this university.	① ② ③ ④ ⑤

Section 6: Response

Electronic Word of Mouth Intention

Definition: the willingness of talking the positive side of university and recommend it to others by adopting digital tools.

1. I will recommend this university to others.	① ② ③ ④ ⑤
2. I will strongly recommend people to choose this university.	① ② ③ ④ ⑤
3. I will speak of good sides of this university to others.	① ② ③ ④ ⑤
4. I will speak favourably of this university to others.	① ② ③ ④ ⑤

Brand choice intention

Definition: The extent to which the students favour one university compared to other universities due to perceived superiority of this university

1. Even if this university is similar to others, it seems smarter to choose this university.	① ② ③ ④ ⑤
2. This university is a better choice compared to other universities.	① ② ③ ④ ⑤
3. It makes sense to choose this university instead of any other universities, even if they are similar.	① ② ③ ④ ⑤
4. I am more favourable to this university.	① ② ③ ④ ⑤