

**THE INFLUENCE OF SOCIAL MEDIA IN MARKETING  
COMMUNICATION STRATEGIES TOWARDS  
REPUTATION BUILDING OF OPEN UNIVERSITY  
MALAYSIA (OUM)**

**SYARIZA BINTI ISAHAK**

**OPEN UNIVERSITY MALAYSIA  
2020**

**THE INFLUENCE OF SOCIAL MEDIA IN MARKETING COMMUNICATION  
STRATEGIES TOWARDS REPUTATION BUILDING OF OPEN UNIVERSITY  
MALAYSIA (OUM)**

**SYARIZA BINTI ISAHAK**

A Master's Project submitted in fulfilment of the requirements for the  
degree of Master of Corporate Communication

Open University Malaysia  
2020

## DECLARATION

Name: Syariza Binti Isahak

Matric Number: XXXXXXXXXX

I hereby declare that this final year project is the result of my own work, except for quotations and summaries which have been duly acknowledged.

Signature:

Date:

**THE INFLUENCE OF SOCIAL MEDIA IN MARKETING  
COMMUNICATION STRATEGIES TOWARDS REPUTATION BUILDING  
OF OPEN UNIVERSITY MALAYSIA (OUM)**

**ABSTRACT**

The study was conducted to investigate the effectiveness of social media as a marketing communication towards reputation building of Open University Malaysia (OUM). Based on the previous studies, three factors have been identified known as content, promotion and comprehensiveness of the information. The population of this study are the students of OUM and the sample size were taken from students in Bangi Learning Centre through convenience sampling technique. This study adopts a quantitative research method approach with result of 211 respondents. To analyse the data, multiple linear regression analysis was adopted in this study. The findings of the study have shown enough evidences to support the hypotheses. All three variables indicated significant results. Comprehensive information is the highest variable perceived by the respondents, followed by promotion and content towards the reputation building of OUM. The implication of the study brings more understanding on the importance of enhancing the content, promotion and comprehensive information in the OUM social media. This will lead towards increasing the student's enrolment and improve OUM brand equity. The conclusion of this study can be used to strengthen OUM reputation in social media as an effective marketing tool hence becoming a source of reference for students to choose Open Distance Learning (ODL) institutions to pursue their studies.

**Keywords: social media, reputation, social media marketing, content, promotion,**

# **PENGARUH MEDIA SOSIAL DALAM STRATEGI KOMUNIKASI PEMASARAN TERHADAP PEMBINAAN REPUTASI OPEN UNIVERSITY MALAYSIA (OUM)**

## **ABSTRAK**

Kajian ini dilakukan untuk mengkaji keberkesanan media sosial sebagai komunikasi pemasaran terhadap pembinaan reputasi Open University Malaysia (OUM). Berdasarkan kajian sebelum ini, tiga faktor telah dikenal pasti iaitu kandungan, promosi dan maklumat yang komprehensif. Populasi kajian ini terdiri daripada pelajar OUM dan ukuran sampel yang diambil ialah daripada pelajar di Pusat Pembelajaran Bangi melalui teknik persampelan kemudahan. Kajian ini menggunakan pendekatan kaedah penyelidikan kuantitatif dengan keputusan daripada 211 responden. Untuk menganalisis data, kajian ini menggunakan analisis regresi linear berganda. Hasil kajian menunjukkan bukti yang cukup dan menyokong hipotesis. Ketiga-tiga pemboleh ubah menunjukkan hasil yang signifikan. Maklumat yang komprehensif adalah pemboleh ubah tertinggi yang dirasakan oleh responden, diikuti dengan promosi dan kandungan yang membentuk kepada pembinaan reputasi OUM. Implikasi kajian menunjukkan pemahaman mengenai pentingnya meningkatkan kandungan, promosi dan maklumat yang komprehensif di media sosial OUM. Ini akan meningkatkan pendaftaran pelajar dan juga meningkatkan ekuiti jenama OUM. Kesimpulan daripada kajian ini dapat digunakan untuk mengukuhkan lagi reputasi OUM di media sosial sebagai alat pemasaran yang berkesan sehingga menjadi sumber rujukan kepada pelajar dalam memilih institusi Pembelajaran Terbuka dan Jarak Jauh (ODL) untuk melanjutkan pelajaran.

**Kata Kunci: media sosial, reputasi, pemasaran media sosial, kandungan, promosi**

## **ACKNOWLEDGEMENT**

I would like to take this opportunity to express my gratitude and appreciation to my supervisor, Dr MohdNazriMohd Noor for his guidance, patience and invaluable advice throughout this project.

I also would like to express my appreciation to my family and friends for their endless support whenever I face problems. Without the mentioned parties, it is impossible for me to complete this project report successfully.

**THANK YOU.**

SYARIZA BINTI ISAHAK

28 August, 2020

# TABLE OF CONTENTS

<b>TITLE PAGE</b>		
<b>DECLARATION</b>		ii
<b>ABSTRACT</b>		iii
<b>ABSTRAK</b>		iv
<b>ACKNOWLEDGEMENTS</b>		v
<b>TABLE OF CONTENTS</b>		vi
<b>LIST OF TABLES</b>		vii
<b>LIST OF FIGURES</b>		viii
<b>CHAPTER 1</b>	<b>INTRODUCTION</b>	
	1.1 Introduction to the Chapter	1
	1.2 Background of the Study	2
	1.3 Problem Statement	7
	1.4 Research Questions	8
	1.5 Research Objectives	8
	1.6 Significance of the Study	9
	1.7 Scope of the Study	9
	1.8 Definitions of Terms	10
	1.9 Chapter Conclusion	11
	1.10 Organization of the Chapters	11
<b>CHAPTER 2</b>	<b>LITERATUREREVIEW</b>	
	2.1 Introduction	13
	2.2 OUM as an Open Distance Learning Provider	14
	2.3 Social Media	15
	2.4 Users of Social Media	16
	2.5 Content of Social Media	17
	2.6 Promotion	19
	2.7 Comprehensive Information	21
	2.8 Reputation of University	23
	2.9 Theoretical Framework	24
	2.10 Chapter Conclusion	25
<b>CHAPTER 3</b>	<b>METHODOLOGY</b>	
	3.1 Introduction	26
	3.2 Research Design	26
	3.3 Population and Samples	28
	3.4 Operational Definitions	29
	3.5 Instrumentation	29
	3.6 Data Collection Procedures	34
	3.7 Data Analysis	36
	3.7.1 Pilot Test Result	37
	3.7.2 Normality Analysis	38
	3.7.3 Pearson Correlation Coefficient Analysis	38
	3.7.4 Multiple Linear Regression Analysis	39
	3.8 Chapter Conclusion	49

<b>CHAPTER 4</b>	<b>ANALYSIS AND FINDINGS</b>	
4.1	Introduction	40
4.2	Respondents' Profile	41
4.2.1	Gender	41
4.2.2	Age	43
4.2.3	Ethnicity	44
4.2.4	Level of Education	46
4.2.5	Employment Status	47
4.3	OUM's Social Media Usage	49
4.4	Respondent's Perception	53
4.4.1	Perception of Content	54
4.4.2	Perception of Promotion	60
4.4.3	Perception of Comprehensive Information	64
4.4.4	Perception of Reputation	69
4.5	Comparison between Gender	75
4.5.1	Gender vs Content	75
4.5.2	Gender vs Promotion	76
4.5.3	Gender vs Comprehensive Information	77
4.5.4	Gender vs Reputation	78
4.6	Reliability Analysis	78
4.7	Normality Analysis	79
4.8	Correlation Analysis	80
4.9	Impact of OUM Social Media on Reputation	81
4.10	Chapter Conclusion	84
<b>CHAPTER 5</b>	<b>DISCUSSION AND CONCLUSION</b>	
5.1	Introduction	85
5.2	Summary of Main Findings	85
5.3	Discussion	91
5.3.1	Marketing Campaign	91
5.3.2	Right Content to Right Audience	91
5.3.3	Selecting Social Media Platform	92
5.4	Implications	93
5.4.1	Enhancing Content, Promotion and Comprehensive Information	93
5.4.2	Increasing Students Enrollment	94
5.4.3	Improve Brand Equity	94
5.5	Limitations of the Study	95
5.6	Directions for Future Research	95
5.7	Conclusion	97
<b>REFERENCES</b>		98
<b>APPENDICES</b>		
Appendix A		111



## LIST OF TABLES

Table 3.1: Reliability of Questionnaire	37
Table 4.1: Descriptive statistic of gender	41
Table 4.2: Descriptive statistics of age	43
Table 4.3 Descriptive statistics of ethnicity	44
Table 4.4: Descriptive statistics of education level	46
Table 4.5: Descriptive statistics of employment status	47
Table 4.6: Descriptive statistic of frequency using social media – OUM	49
Table 4.7: Descriptive statistics of social media platform used	51
Table 4.8: Descriptive statistics of purpose using social media	52
Table 4.9: Descriptive statistics of CON1	55
Table 4.10: Descriptive statistics of CON2	56
Table 4.11: Descriptive statistics of CON3	57
Table 4.12: Descriptive statistic of CON4	59
Table 4.13: Descriptive statistic of PRO1	60
Table 4.14: Descriptive statistic of PRO2	62
Table 4.15: Descriptive statistic of PRO3	63
Table 4.16: Descriptive statistic of COM1	65
Table 4.17: Descriptive statistic of COM2	66
Table 4.18: Descriptive statistic of COM3	68
Table 4.19: Descriptive statistic of REP1	70
Table 4.20: Descriptive statistic of REP2	71
Table 4.21: Descriptive statistic of REP3	73
Table 4.22: Descriptive statistic of REP4	74

Table 4.23: Level of Content by gender	76
Table 4.24: Level of Promotion by gender	76
Table 4.25: Level of Comprehensive Information by gender	77
Table 4.26: Level of OUM's Reputation by gender	78
Table 4.27: Statistics of reliability analysis	79
Table 4.28: Normality test for variables	79
Table 4.29: Results of Pearson's correlation	80
Table 4.30: Collinearity assessment	82
Table 4.31: Statistics of regression model	82

## LIST OF FIGURES

Figure 2: Proposed Research Model	25
Figure 3: Proposed Effect Size	28
Figure 4.1: Gender distribution of respondents	42
Figure 4.2: Age distribution of respondents	43
Figure 4.3: Ethnicity distribution of respondents	45
Figure 4.4: Distribution of education level	46
Figure 4.5: Distribution of employment status	48
Figure 4.6: Distribution of frequency using social media – OUM	50
Figure 4.7: Distribution of social media platform used	51
Figure 4.8: Distribution of purpose using social media	52
Figure 4.9: Agreement on CON1	55
Figure 4.10: Agreement on CON2	56
Figure 4.11: Agreement on CON3	58
Figure 4.12: Agreement on CON4	59
Figure 4.13: Agreement on PRO1	61
Figure 4.14: Agreement on PRO2	62
Figure 4.15: Agreement on PRO3	64
Figure 4.16: Agreement on COM1	66
Figure 4.17: Agreement on COM2	67
Figure 4.18: Agreement on COM3	68
Figure 4.19: Agreement on REP1	70
Figure 4.20: Agreement on REP2	72
Figure 4.21: Agreement on REP3	73
Figure 4.22: Agreement on REP4	74
Figure 4.23: Histogram for standardized residuals	81



# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction to the Chapter

The social media in today's society become more important and prominent due to the emergence of technology. People are now more likely to interact and communicate instantly by using social media and this scenario has now become a normal occurrence in our daily life. There are several common definitions of social media that have been offered throughout the disciplines of studies such as mass media communication, public relations and information of science and technology. The definition of social media is broad but the term generally refers to internet based tools that allow individuals and communities to gather and communicate; to share information, ideas, personal messages, images, and other content; and, in some cases, to collaborate with other users in real time.

Therefore, according Kaplan & Haenlein(2010), social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user generated content. Meanwhile Kim & Ko(2012),defined that social media as an online application program, platform, or mass media tool that facilitates interaction, collaboration, or content sharing between users in general.

With various definitions of social media, the idea is bringing into light that social media has become very insightful to the organization to building up business and a perceived reputation through social media. Furthermore, the organization has also been optimizing the use of social media by shifting the way of communication and investing more through social media in order to grow their business orientation. The relevance of shifting shows that social media has become an essential and part of communication strategy and as a platform that helps organization to continuously connect with the demographic target. According to Rimkuniene & Zinkeviciute (2014), it is a trend that social media is an open communication which breaks the boundaries of traditional communication which can collaborate activities and meet a variety of needs. Meanwhile in businesses management, the adoption of social media is essential and effective as a solution for bridging the gap between the business itself and all the stakeholders that are involved, whether it is directly or indirectly.

## **1.2 Background to the Study**

Nowadays organization in Malaysia turned to use social media in promoting their products and services to their demographic target (Tsimonis & Dimitriadis, 2014). Many private universities in Malaysia, they have changed their interest to social media to engage, collaborate and communicate with one another (Al-Rahmi et al., 2018). This clearly implies that social media is becoming an important channel or medium for the universities to stay in touch with students and at the same time building up the reputations.

Through this medium, universities can reach out for more prospective students in order to get more profit to their business modules. Being in social media has

become a necessity for today's businesses. Businesses need to engage prospects stakeholder through business pages on social media platforms like Facebook, Instagram or Twitter in order to be more visible, to further spread information about the business, to build stronger relationships with customers, to increase sales, to strengthen the image and reputation of the business and to cope with competitor. This is further emphasize by the structure of social media whereby it enables two way communication which is from business to customer and from customer to business, social networking sites provide significant opportunities to businesses to improve communication with their customers (Emeksiz & Şimşek, 2018). Previous studies also bring into light differences and similarities of the genders perception towards social media. This is very interesting point to be investigated further. According to Rialti et al., (2017), on their research that focusing on consumers' gender differences and the result showed that male consumers' more influence instead than female. Its means that gender plays a role in shaping a result of the research.

Social media such as Facebook, Instagram, Twitter are great tools or mediums in encouraging organization and student communication such as addressing students' questions and concerns. Generally social media can create a lot of opportunities to attract potential students to stay connected actively with existing students. Based on that, and as a bastion of the first Open Distance Learning (ODL) programme in Malaysia, Open University Malaysia (OUM) is always searching or positioning itself as the main organization for anyone to gain quality tertiary and lifelong education.

This is achieved through the use of technology where by currently the usage of digital media as a tool to deliver educational values at the highest level. Within this new environment, OUM has adopted the changes in marketing operations by trying to get more students engagement and the use of "University for All" as a motto, OUM

has targeted the adult working sectors as main learners to pursue their studies. A significant usage of social media can offer an alternative way to stay connected, constant engagement, registering more potential students and at the same time building a positive reputation for OUM.

The competitive advantage that OUM has is by having a stellar reputation throughout all its 35 learning centers that are located strategically throughout this country with the main campus situated in Menara OUM, Kelana Jaya. Additionally, OUM saw a steady growth of students since its first inception in 2001. Initially starting with only 753 student learners at that time, the numbers grew tremendously year by year where by a decade later OUM can boast of having over 100,000 students under its educational system. As a private university, OUM has to compete ferociously in order to maintain its reputation and credibility as OUM is not only registering students locally but also internationally. This is proven through student registration from countries all over the world such as Ghana, Vietnam, Sri Lanka, Maldives, Bahrain, Saudi Arabia, Somalia and Yemen. Hence this study would emphasize social media as a strategic communication platform that can further help OUM in building its reputation and according to Hamid et al., (2016) the international students was highlighted with respect to social media as a source of information.

For OUM to build a solid reputation through social media, OUM has to maintain a consistent communication with its stakeholders and OUM has to embrace it as a platform for marketing strategies. The emergence of communication strategies via social media provides an important opportunity for researchers to focus on how organizations present and promote themselves as well as interacting with stakeholders in any market or society(Volk & Zerfass, 2018). The focus on communication such as



message strategy and channel choice is an essential part of communication strategy research and building up their reputation (Dutot et al., 2016).

For the purpose of this study, the selected of OUM social media was Facebook, Instagram, Twitter and YouTube channel. The OUM social media account of the main OUM campus was selected as this was based on the fact that the account is used as a centralized account and all the information from there would be channeled to all the nationwide learning centers. The official Facebook account of OUM is aptly named 'Open University Malaysia' and all the information from there has been meticulously designed to raise awareness and at the same time to attract prospective stakeholders to OUM through the social media. Based on the correlation of that, the plan was for OUM to further improve its engagement through word of mouth among past, current and future stakeholders and that it will attract a larger audience thus increasing OUM brand values and reputation.

The OUM Facebook account was launched on July 27<sup>th</sup> 2011 and currently the account has around 112, 449 followers. The account promotes an organic communication between its stakeholders, where by it encourages a constant two ways communication between them. OUM also has an Instagram account with a steady numbers of followers of around 6,179. The Facebook and Instagram account of OUM is a media communication strategy for OUM to always stay relevant by making its brand be heard and seen and constantly related with consistent improvement and progress. While OUM Twitter account has established on June 2011 with 2,055 followers and YouTube channel with 5.58K subscribers.

As a private university that specializes in distance learning, good reputation is vital for OUM as it has to compete with other learning institutions. This is further

emphasize by creating a sense of belonging as that is important for tertiary education students especially adult learners. This made the need for OUM to create a sense of brand engagement in social media among its stakeholders really important as it can help with attracting larger stakeholders using good brand reputation. Additionally, with the good content in social media such as educational samples and materials would give a good perception to stakeholders and at the same time it can build a better reputation for the OUM brand. This is helped further by the reaction, organic or otherwise from the social media would pique interest among a larger prospective stakeholder ensuring them to send inquiries, questions or feedback through the social media at any given time, thus creating an awareness on the OUM brand. This in turn would see an increment in student enrollment and would position OUM in a better position among all its competitors.

Apart from the factors mentioned before, recognition from the Malaysian Qualifications Agency also plays a prominent role for OUM where that recognition can be used as a springboard in the social media as an attraction towards prospective stakeholders. According to Zain et al., (2013), MQA is an entity that regulates all academic programs offered by higher learning institutes with the objective of producing positive perception from all stakeholders namely the Malaysian academia and the public community. Due to the competitive nature among higher learning institute, the legal and technological has compelled these private learning institute to be more aggressive in their approach towards marketing and securing more student enrollments.

### **1.3 Problem Statement**

There are many studies on social media technology usage and how social media are being adopted by organization, as a tool of marketing communication as well as to collaborating and learning. With these new technologies, the organization hope for a better improvement in the organization and management processes. However, there is a little research on how private universities use social media to build their reputation as a higher learning institution among their demographic target. Therefore, it is important for private universities to understand the effectiveness use of social media usage and the feedback of online communities in order to build up their brand reputation.

The tertiary enrollment education in Malaysia has increased rapidly and data shows that almost 1.3 million Malaysia youth are pursuing tertiary education and about 600,000 have been registered in learning institutions according to New Straits Times, (2019). As a private university, the number of intake and enrollment becomes an important factor for its sustainability. Therefore, the tertiary education industry is becoming more competitive and dynamic. Due to that reason, many tools in social media have been used to attract potential students to pursue their education in the university. But up until now, there is only a few of studies measuring the relationship between social media and intention to pursue their studies in the private university.

To understand this scenario, this research will identify factors in the social media which plays an important role to the university in building up their reputation with the sole intention of creating larger student enrollments.

#### **1.4 Research Questions**

The research questions of this study are:

RQ1 : What are the social media factors that will increase the reputation of the ODL university?

RQ2 : Which variable investigated in this study is the most influential factor that contributes towards building the reputation of ODL university.

RQ3 : Is there any significant difference between gender in terms of their perception on the role of social media towards the university reputation building?

#### **1.5 Research Objectives**

The objective of the study is to identify effectiveness using social media as a platform to increase OUM reputation. Based on the background of the study and problem statement, the research objectives for this study are as follow:

RO1 : To examine the social media factors that will increase the reputation of the university.

RO2 : To measure the most influential factor that contributes towards building the reputation of university.

RO3 : To assess the significant difference between gender in terms of their perception on the role of social media towards the university reputation building.

## **1.6 Significance of the Study**

This study will help OUM exploring important factors in using social media as a tool for marketing strategy and building up OUM reputation. Through stellar reputation, OUM will stand apart from the competitors as well as the ability to grow in the education business. Therefore, through maintaining a stellar reputation in social media, OUM can manage a long-term action plans towards the marketing operations conducted.

Another significant factor from this study is to help OUM in monitoring the development of communication between organizations and stakeholders. The impact of this research is where OUM can build trust towards organization among the students and communities in the social media as a way to operate within the sector. From this research, OUM would be able to provide multiple improvements in terms of quality services for stakeholders. Besides that, OUM would also be able to recognize area that needs improvement and the ability to embrace new trends in relation to the current business environment nowadays.

## **1.7 Scope of the Study**

The scope of this research will only focus on the OUM students from Undergraduate (UG) which are in Learning Centers Bangi. The selection based on the percentage of retention that shows in year 2019 to May 2020 is more than 80% and the centre also

offered various academic programs. Therefore, the finding of the study cannot be generalized to the whole Malaysian prospective student's perspective.

## **1.8 Definition of Terms**

**Social media** – Social media are internet based channels that allow users to opportunistically interact and selective self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others according to (Carr & Hayes, 2015).

**Reputation** – Harvey(2014), mentioned that reputation a perception and evaluation, and aggregation of attributes, a judgement relative to competitors, either positive and negative, and based on past performance and future projections.

**Social Media Marketing** - stimulating sales, increasing brand awareness, improving brand image, generating traffic to online platforms, reducing marketing costs, and creating user interactivity on platforms by stimulating users to post or share content(Felix et al., 2017).

**Content** - Content in the form of social networks that enable individuals to create, share, and recommend information is extending the spheres of marketing influence, and a wide variety of social media platforms (Hanna et al., 2011)

**Promotion** - (Almadhoun et al., 2011), promotion is in the marketing mix and plays a key role for market success and compasses all the tools to provide the market with information on its offerings.

## **1.9 Chapter Conclusion**

This chapter highlights the importance of adapting technology resources especially in using social media as a platform for communication strategies especially within a university such as OUM. The use of social media has been widely used for marketing activities in higher education institution and has shown a distinct competition among universities in maintaining their reputation. Researchers see this phenomenon as an important factor in establishing a reputation for any university especially in the recruitment and retention process of students. Therefore, marketing activities through social media can help in improving the reputation of a university. Researchers from various disciplines and fields have discussed this from various perspectives which will be discussed later in the next chapter.

## **1.10 Organization of the Chapters**

Chapter 1 : The definition of social media has been discussed with the importance of having a good university reputation. In detail it touched on the relationship between the effectiveness of using social media as a platform of communication strategies towards building OUM reputation. This study focused on what are the factors that contribute in social media that can bring up OUM reputation.

Chapter 2 : This research explained the key terms and concept of the research. It also focused on the links between independent and dependent variables on the previous studies.

Chapter 3 : An explanation of the method used in this research. It explores more on the development of the research framework. The description of the design of the study includes a research instruments, sampling plan, method use in data collection and analysis.

Chapter 4 : Results that were obtained from questionnaire distribution will be explained. Charts and tables are being used to show the frequency and percentage clearly. Beside, analysis and hypothesis will be table either it is accepted or rejected depending on the values obtained from this research.

Chapter 5 : The findings will be discussed and it reveals the relationship among independent variables and dependent variables. Limitations of this paper are disclosed to help future researchers in conducting similar research in upcoming times. Along with it, recommendations are also suggested and finally a conclusion of all findings of this research is made.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

This study analyses the use of social media for OUM as an Open Distance Learning programme by addressing the effectiveness and the factors in social media that can influence to build the OUM reputation. Today the business education environment has embraced social media as a strategic communication to bind and promote their universities and to increase enrollment thus registering more profits for their sustainability.

Though there are many factors involved, contributing to the reputation of universities but in this research, three factors have been highlighted. Those are contents, promotions uploaded and the comprehensive information in social media. According to Hanna et al., (2011), mentioned that social media have transformed the internet from a platform of information into a platform of influence, so it is necessary for the companies or university to presence through social media in order to interact and track the communication trends. Therefore, social media as described by White(2011), can be used as a primary means of communication or it can be used as an alternative or additional method for communication.

In OUM, the progression using social media as a channel of communication has

grown rapidly and has been used in most of the 35 Learning Centre around Malaysia  
as

part of communication strategy. This strategy used to create an interest and so that the students and prospect can spread the word and stimulate the knowledge and services given to others. By adding these three factors, this research will capture the important factors in social media and give an input to university reputation.

With the in mind, the purpose of this paper is to provide a background of social media and its place in building up OUM reputation as an ODL university.

## **2.2 OUM as an Open Distance Learning Provider**

The continued growth of social media and the relationship with Open Distance Learning (ODL) for this research specifically with OUM is to elaborate on the effectiveness of social media in this digital environment. It is to help build up the OUM reputation and to gain a competitive edge in the education industry. This in turn would help build OUM uses social media is social media is more cost effective in terms of communication with students and potential students. The activities and events that are held in OUM can be released immediately through social media postings. Besides that, by using social media, postings can be captured and analyzed through diverse factors such as posting engagement, likes and comments. Through that OUM would be able to customize the target audience through specific social media platforms.

At the current state, OUM social media usage relied mainly through Facebook, Instagram, Twitter and YouTube. Voivonta & Avraamidou(2018), in their research has mentioned that Facebook can provide and achieve educational goals and also support students in developing crucial skills. While according to Hochman &

Manovich (2013), Instagram allowed users to create, share, and organize information and its widespread adoption. Twitter's internal based communication technology allows users to distribute a build messages (tweet) of 140 characters Schmidt(2014)andYouTube according toBurgess(2011), defined YouTube as a dominantplatform for online video.

### **2.3 Social Media**

The embarkment of technologies showed that social media is connecting people with others to produce product and sharing content, and through that marketers had capitalized their product in Web 2.0 technologies whereas in Web 1.0 it has connected users to computer networks in receiving content Strauss, J., & Frost, R. (2016). Communication through social media offered new innovative ways such as to the volume of visitors to communicating through social media, and according to S. Megan & G. Priscilla (2012), students that uses social media has an effect on communication and self-concept in terms of increasing the rate of website visitors. Therefore, social media gets more attractive number of users than traditional media and according toTiago & Verissimo(2014), the integrated in this digital space lead to increased engagement, stronger relationship with customer, and subsequent customer engagements.

Social media platforms encourage media and information sharing, collaboration, and support. These technologies apply for the higher education sectors(Evans, 2014). Through social media, an organization can help get the right information to the right people at the right time. This environment helps support the decision-making needs by the publicWhite(2011), and Kaplan & Haenlein(2010),

defined social media as a group of Internet-based applications that build ideological and technological foundation making an organization efficient in using diverse types of social media such as collaborative projects, blogs, content communities and social networking sites. Meanwhile social media according to Asur & Huberman (2010), is an online discourse where people create content, share it and also setting trends for societies in various topics.

Social bookmarking is an online catalog of hyperlinks that help users who want to share Farwell & Waters (2010), Facebook, Twitter, and LinkedIn, including the social networking site called SNS that has the ability of online promotion (Armstrong & Franklin, 2008). The other tools of social media are playing an important role in business and education and Almadhoun et al., (2011) many of the universities have successfully taking advantages of social media as a promotional tool. Hence according to Momen et al., (2019) social media has immense impact on students' life style and choice. Obviously the importance of social media is the trend of business today is that customers learn about the product and services through online, and social media becomes the source of influence, perception and conversation to these groups of people. And for OUM itself social media means as a platform to achieve organization goals in business.

#### **2.4 Users of Social Media**

Nowadays, many universities have started using social media as a component of the education tools. Through social media, it has a major impact on the education industry by creating a virtual learning environment (Tess, 2013). Learners or students can shape communities and interact with each other in cyberspace. They can change

learning experiences, research and academic opportunities through social media. According to Armstrong & Franklin(2008)in their previous research showed that students have taken advantage of social media to support teaching and learning, sharing and communication among themselves. According to the Malaysian Communication and Multimedia Commission (MCMC) (2018), based on their research on online content sharing behaviour users' survey 2018, mentioned that the purpose of the online sharing is 87.2% is content beneficial and 82.3% is to raise awareness and 20.2% is about to promote product and services. The highest type of the online shared is 71.3% on educational content.

In Malaysia the number of social media users has increased from 2016 to 2020. According to Statista Research Development (2020) shows that 81% of the Malaysia population were active social media users. It has increased 19% from 2016 to 2020 and has an estimated 26.1 million social media users in 2023. Statistics show that the number of users has increased yearly and that is why universities need to develop their presence in social media optimally. Therefore, Malaysia globally ranks top 5 in social media penetration and largest in regions.

## **2.5 Content of Social Media**

Social Media content is a beneficial tool in digital marketing. As the availability of such quality content increases, social media sites become increasingly important Agichtein et al., (2008). According Irfan et al., (2018) to the social media one of the leading events in the online world and very high interaction and content sharing. Good content helps raise brand awareness, build trust and reputation, connect with the target audience and in the end will drive incremental revenue. By utilizing

and establishing it, would help OUM become more recognizable and according to Tsimonis & Dimitriadis(2014), through social media, customers have a great opportunity to become familiar with the brand and the viral effect of the messages would spread among social media users. These activities according to Shafigullina & Palyakin(2016), emphasize the relationships among the users of the community.

Image content may also affect engagement directly by enhancing the perceived quality of a post in a microblogging social media platform Li & Xie(2020), affect users to frequently use social media to disseminate content rapidly to their audiences(Kudeshia & Kumar, 2017). Scheduling content on social media helps to generate traffic. However, content platforms are struggling to develop profitable social media schedules to maximize website traffic originating from their social pages(Kanuri et al., 2018). Furthermore, content platforms aim to design content that better engages targeted users and drives users to click on the posted stories(D. Lee et al., 2018). Social media content consisting of text and images can be composed effectively to maximize consumer engagement.

Content in social media is a valuable tool for OUM business. The interaction and information from the social media can be used to generate student enrollment in OUM by knowing the potential students or target audience and reaching them through which platform they use. Patrutiu Baltes(2015), has stated that the content marketing aims to raise awareness of the brand among the target segment, and automatically increase its loyalty to the company by information and education through social media. Also, content marketing aims to purchase a product or service. With that OUM can focus on the platform or channel they use and customized the specific needs to that particular program for new enrollment. The relationship between content and reputation are important and interrelated(Gilad et al., 2015). The great and valuable

reaction such as engaging with educational content through postings in social media basically will develop opinions about the university through the mind of the audience. With that connection the university leads the audience and hence would build trust and establish a positive reputation in business.

The content posting can be measured with pictures, video, audio and the style of writing. It also can be measured by the nature of content whether it is for entertainment, education, emotional purposes or more. Thus, it can be hypothesised that:

**H1** : There is a significant relationship between the content of social media towards the building of OUM reputation.

## **2.6 Promotion**

The demand and programme offered in the university become an integral part in social media promotion. In fact, the university's promotions are important to attract new students or motivate the existing ones (Dumitriu et al., 2018). The purpose of promotion is to get people awareness on their existence in the industry, and creating an interest as well as improving the image of university. Meanwhile Goyal (2019) has defined promotion as an added value that provides an extra incentive to buy, the inducement that changes temporarily the perception of the price and the value of the product. It is supposed to provide a direct impact on behavior, a sort of acceleration to the selling process that pushes the consumer towards a faster purchase.

Gilbert & Jackaria (2002) defined sales promotion as an offer or an incentive to induce a desired sales result. In OUM, the promotion is about the benefits that OUM



can give to the students such as rebates for new student intake, special rates for certain program including for OKU and senior citizen students. For lifelong studies purposes, this special rate will encourage students to never stop the learning process. Universities promotion via social media is a communication that makes people aware of a product, service or a company. Kitsa & Mudra(2018), stated that more businesses are using social media promotions as an inexpensive way to market their business as a common place for social interactivity and communication in cyberspace. There are two ways of promoting media on social networks: free and paid. The promotion becomes important when it can create interest and basically will generate potential students and according to Rossmann & Young(2015), marketing promotion and student recruitment is truly successful use of social media.

By featuring students' experiences through OUM promotion, it can provide a sense of opportunity to the current student, alumni and potential to leverage university promotion to others. According to Macnamara(2014), the technique used promoting in social media tends to persuade the audience. The importance of promotion is to strategize social media presence by promoting universities on the right channels since OUM has Facebook, Twitter, Instagram and YouTube to consolidate the promotion. Answering enquiries, tweeting frequently and interacting with students' comments will enhance the image of university and that would in turn build OUM reputation.

Promotion in OUM is important to retain the students and attract the potential by creating perception about OUM and this relationship will guide to OUM reputation. Fombrun (1996), has mentioned that a university's reputation can have broadly similar effects. As with companies, a strong reputation creates a strategic advantage. One of the company's good reputation is enabled to have more stable revenues. Many organizations have enhanced and diverted business value through

social media while it can improve customer satisfaction, creating brand awareness and reputation, supporting marketing initiatives, and increasing sales and revenues(Alberghini et al., 2014). Concept of organizational reputation refers to the impressions of an organization that members of a social group have, concerning the organization's potential to accomplish its expectations, visibility and popularity on media, and the organization's identity(Polat et al., 2019).

The increasing number of enrollment in the Undergraduate and Postgraduate program students indicates that by using promotion in social media can help OUM to measure the effects of the promotion. Promotions fundamentally work by earning revenue. It is important to evaluate the impact of promotions on profit because it is possible for promotions to register higher sales but with lower profits(Hardy, (1986). Therefore, it can be hypothesised that:

**H2:** The presence of social media which promotes OUM's programmes has a significant relationship with OUM reputation.

## **2.7 Comprehensive Information**

The other factor in this research is comprehensive information where it touches about qualities and informative educational material that OUM focuses on when posting on social media. The accuracy of information is important in order to avoid wrong information and facts in order to protect OUM reputation.

University social media gave the opportunity to the university to connect with others in social media and engage with the community with the attention of keeping up with comprehensive information and knowledge sharing about the university (C. S.

Lee & Ma, 2012). The common way for universities to share information is more about the educational matter, publicizing news and events and highlighting university program offered as well as sources of university information. Research by Whiting & Williams(2013), shows that people use social media for information seeking and for self-education. The information gathered in social media are about pattern and activity and it includes timing, content and medium messages(Steeg & Galstyan, 2012).

The information that has been uploaded to social media is for gaining brand awareness about the university, such as relevant information about students' experience or journey studying in OUM. The effect of conveying a positive experience would lead to the perception and brand awareness of university and in turn, attracts prospective students.Barreda et al.,(2015), in their research found that comprehensive information and content quality via social media plays an important role in generating brand awareness and in return raising the reputation. Therefore according toTritama & Tarigan(2016), the information in social media marketing has an effect towards company brand awareness.

According toDijkmans et al., (2015), the perception of corporate reputation is related towards the engagement in social media activity and relevant facts of information. The research byArslanagic-Kalajdzic & Zabkar (2015), has discussed the importance of information sharing. Therefore, research by Choi & Shah(2014), stated that more information given from the industry in social media shows an increase in consumer purchasing, decision making and articulates and also perception on reputation. Besides that, sharing information and knowledge among academics in university social media helps to boost reputation. WhileMunisamy et al., (2014), reputation of the University and its program were the most important factors in the students' decision of a place to further studies.

The comprehensive information and sharing through social media has an impact on the reputation of the university because it builds credibility and trust as it evolves the university into a source of information. University brands are not distinctly positioned in social media and that none of them seems to currently have a concerted strategy for engaging its stakeholders in a particular social media. Botha et al., (2011), mentioned that engaging university brands' visibility information in social media is to build or maintain credibility and reputation. Hence, it can be hypothesized that:

**H3:** There is a significant relationship between the comprehensiveness of the information in social media towards the building of OUM reputation.

## **2.8 Reputation of the University**

University and reputation are intangible factors that perceive the mind of people and a research by Stephenson et al., (2016), shows that the influencing factor in selecting the higher institution is reputation. While Nguyen et al., (2016), said that the reputation of universities both exploratory and exploitative strategies directly affect commitment. Therefore, through relation with students, alumni and broader publics also established the reputation according to (Collins & Park, 2016).

Social media has become something that is important to enhance social networking and sharing of information through the website. The aim is to promote and even increase web visibility and activity. Social media have not only changed social networking, they provide a valuable tool for social organization, healthcare, political and even academic relations in the university. Plewa et al., (2016), reputation is constellations of resources that contribute to the overall configuration of

the institution. The popularity and reputation of universities are increasing daily because of the usage of social media(Permatasari et al., 2013). It is boosted through new communication tools and sites that are called; social networking sites.

The main function of social media is often part of the strategy that universities use for building their reputation(Sheafer, 2001). Social media is used in the education industry to give study experiences of learners or students by providing them with student support services, including e-mentoring, e-feedback and other e-facilities(Dabner, 2011) which can increase the reputation of a university. By using social media, it can extend the communication among and between the existing students and potential students. MacLeod et al., (2017), has mentioned that college reputation reflects on college facilitates the information on career or transition to the labor market via college.

Facebook is one of the interacting mediums to communicate with the students (Mack et al., 2007). Moreover, to increase the reputation of a university, it must have a website to introduce their campus, and the relevant agencies, resources, services, students, alumni, and many others. The important factor for the success of the university is in its web accessibility and visibility (Aminpour et al., 2009). The purpose of this study is to examine the use of social media by Open University Malaysia and to see how this social media will build up the OUM reputation.

## **2.9 Theoretical Framework**

Three objectives have been identified in this study. The first examines the content, promotion and comprehensive information in social media that build up the OUM reputation. Figure 2 has shown the research variables, correlation between variables,

and the research model proposed for testing hypotheses. Quantitative method has been applied to test the correlation between the variables in the study and to achieve the determined objectives.

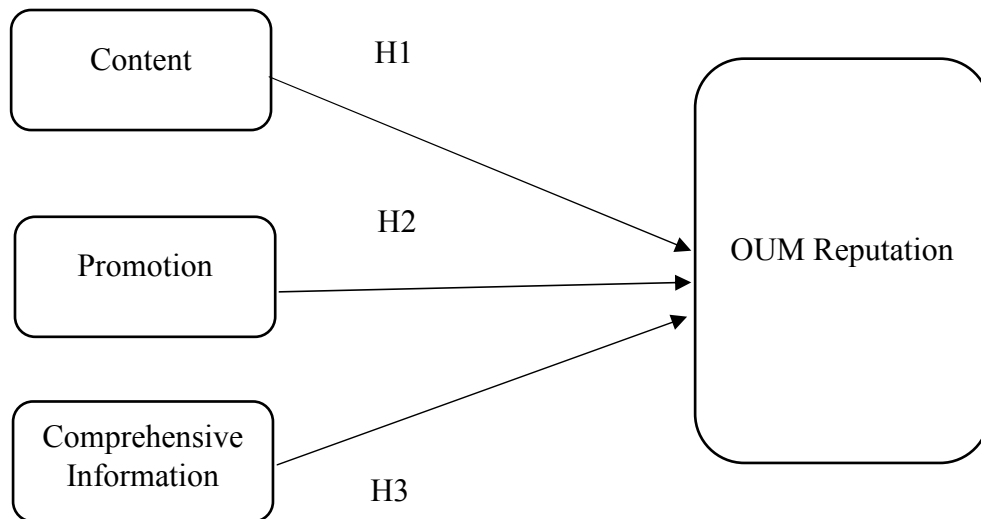


Figure 2: Proposed Research Model

The conceptual framework for this research is integrated with the understanding of issues to address a specific research problem. And for this research basically the researcher wants to find out how the factors such as content, promotion and comprehensive information in social media will build up OUM reputation.

## 2.10 Chapter Conclusion

In this chapter the factors influence that is content, promotion and comprehensive information the reputation as dependent variable has been explained and evidence were provided to ensure the readers have an understanding on the variables of the study. With reference in previous studies, this study has proposed the research model

that been developed to achieve the objectives of the study that have been explained previously.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

The purpose of this chapter is to design the methodology of the research and techniques used to come across the research result findings. According to Creswell, (2009), research methodologies are plans and procedures that can be used for research which include assumptions and detailed methods of data collection and analysis. Therefore, failure to use the method efficiently can result in inconsistencies in the information and data collection through research conducted and according to C.R.Kothari, (2004), the available data and the unknown aspects of the problem have to be related to each other to make a solution possible. This section will discuss methods that will be used throughout the study including data collection and data analysis in order to obtain results from the research objectives. In addition, this section also describes the research design, population and sample, location and the instrument used.

#### **3.2 Research Design**

In social science research, there are two major types of research methods, which are the qualitative methods and the quantitative method. According to Creswell & Poth(2016), the quantitative research means for testing objective theories by



examining the relationship among variables which can be measured, typically on instruments, so that

data can be analyzed using statistical procedures. Meanwhile Yang & Gilbert(2008), share a similar view by identifying quantitative research as a research method that aims to measure using numbers to create numerical description with relative precision and lack of ambiguity.

Bryman(2007), concludes that quantitative research can be construed as a research strategy that emphasized quantification in the collection and analysis of data; it entails exhibiting a view of the relationship between theory and research as deductive and as having an objectivist conception of social reality. Saunders et al., (2019), concludes that quantitative research involves deductive emphasis which includes a highly-structured approach of moving from theory to data, and the application of controls to ensure the validity of such data. Other features of quantitative research include the operationalization of concepts to ensure clarity of definition, the researchers independence of what is been researched and the necessity to select samples of sufficient size in order to generalize conclusion.

This study will focus mainly on quantitative methods and adopted by this research as the empirical analysis of numerical data. The researcher will use the survey technique to accomplish this research by disseminating questionnaires to the respondents. Through this research, the questionnaires were conducted to measure the communication via OUM social media played a role in building the OUM reputation.

### 3.3 Population and Samples

Sampling is a systematic selection process to extract cases to be studied from one population for a research project and determining population and sampling is an important part of a research. The study was conducted among undergraduate students in OUM Learning Centre Bangi. The undergraduate active student population of OUM undergraduate is approximately about 1,184 students and this is a reasonable size according to minimum required sampling size, this research needs to have 119 respondents by referring to G-Power sample size. The estimation and statistical power analyses in sample size are important for a number of reasons according to (Prajapati et al., 2010). However, the effect size determined by Cohen, (1998) standardized effect sizes described as “small”, “medium” and “large” and for smaller effect sizes, a larger sample size would be required as per figure below.

<b>Test</b>	<b>Effect size</b>	<b>Small</b>	<b>Medium</b>	<b>Large</b>
Pearson's correlation coefficient	P	0.10	0.30	0.50

Figure 3: Proposed Effect Size

The sample is intended for students between 18 and above. The researcher will distribute 250 softcopy of questionnaires to individual respondents involved. The potential respondents are those existing and active students for the undergraduate programs regardless of courses and programs taken, thus the result of the research will be

more accurate and reliable. The softcopy questionnaires will be sent out during the third week of June 2020 to all students. Thus, the questionnaire should be able to improve the reliability, and achieve better chances for every qualified respondent to take part in this questionnaire survey.

### 3.4 Operational Definitions

Variables	Operational Definitions
Content	The content through image, visual, testimonial review creating awareness.
Promotion	Advertising strategy that aimsto create interest, good perception and generate revenue.
Comprehensive Information	The information deliver is clear, accurate and transparent.
Reputation	Creating trustworthy on brand, good perception and influence to others.

### 3.5 Instrumentation

According to Hagan, (2014), The major concern when selecting an instrument is that it measures the concepts relevant to the research question. While according to D. Wilkinson, P. Birmingham (2003), questionnaires can be designed and used to collect vast quantities of data from a variety of respondents. They have a number of benefits over

other forms of data collection: they are usually expensive to administer; very little training is needed to develop them; and they can be easily and quickly analyzed once completed. There are three broad types of questionnaire – the mail survey, the group-administered questionnaire, and the household drop-off survey.

The set of instruments to be used for the purpose of this study is divided into three Parts. Part A contains items of personal background which are gender, age, ethnicity, level of education, employment of status, and social media usage for the purpose of profiling the respondents. Part B on determinants' influence factor on content, promotion and comprehensive information whereas on Part C was designed on reputation and has four items. The instrument was structured and modified Likert scale with four-point scale. The use of the scale was conducted in Part B and C from in “Strongly Disagree” (SD), “Disagree” (D), “Neutral” (N), “Agree” (A) to “Strongly Agree” (SA). Subjects were then instructed to respond to their thoughts and opinion with the statements contained in the instrument.

The validation of questionnaire according to Kazi & Khalid, (2012), is an assessment to measure the topic of questionnaire and the validation on questionnaire process is important to have a quality and credible data. For Part A, questions constructed with a category scale. A category scale allows the respondents to choose the proposed multiple items that suit them. The following table shows the questions for details.

<b>PART A (Background)</b>		
<b>A1. Gender.</b>	Female	Male

<b>A2. Age.</b>	Under 20	<input type="checkbox"/>	40-49	<input type="checkbox"/>
	20 to 29	<input type="checkbox"/>	50 or over	<input type="checkbox"/>
	30 to 39	<input type="checkbox"/>		
<b>A3. Ethnicity.</b>	Malay	<input type="checkbox"/>	Indian	<input type="checkbox"/>
	Chinese	<input type="checkbox"/>	Others (please specify)	<input type="checkbox"/>
<b>A4. Level of Education.</b>	Diploma	<input type="checkbox"/>	Bachelor	<input type="checkbox"/>
<b>A5. Employment status.</b>	Employed (Public sector)	<input type="checkbox"/>	Unemployed	<input type="checkbox"/>
	Employed (Private sector)	<input type="checkbox"/>	Retiree	<input type="checkbox"/>
	Self-employed	<input type="checkbox"/>		
<b>A6. How frequent do you spend your time using social media to find information about OUM?</b>	Always	<input type="checkbox"/>	Rarely	<input type="checkbox"/>
	Very frequently	<input type="checkbox"/>	Very rarely	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>		
<b>A7. Which of the following social media platform associated with OUM do you always use?</b>	Facebook	<input type="checkbox"/>	Instagram	<input type="checkbox"/>
	Twitter	<input type="checkbox"/>	YouTube	<input type="checkbox"/>

**A8. What is the purpose of using the social media associated with OUM?**

To seek information about OUM To keep in touch with friends	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	To share, like and comment	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
--	--	----------------------------	--

For Part B, the questionnaire is divided into 3 sections which represent the independent variables that is content, promotion and comprehensive information and reputation section for dependent variables.

**PART B**

**B1. CONTENT**

No.	Questions	Adapted and Modified
<b>CON1</b>	The image content in OUM social media shows its identity.	(Foroudi, 2019)
<b>CON2</b>	The visual content in OUM social media is engaging.	(Constantinides & Stagno, 2012)
<b>CON3</b>	The live video events in OUM social media create user's awareness.	Self developed

<b>CON4</b>	The testimonial review in OUM social media shows OUM as an educational brand.	(Constantinides & Stagno, 2012)
-------------	---	---------------------------------

## **B2. PROMOTION**

<b>No.</b>	<b>Questions</b>	<b>Adapted and Modified</b>
<b>PRO1</b>	OUM's promotion in its social media grabs the user's interest.	(Tritama & Tarigan, 2016)
<b>PRO2</b>	OUM's CSR promotion in its social media creates a good perception.	(Sreejesh et al., 2019)
<b>PRO3</b>	OUM's promotional package based on semester is able to attract new students.	Self developed

## **B3. COMPREHENSIVE INFORMATION**

<b>No.</b>	<b>Questions</b>	<b>Adapted and Modified</b>
<b>COM1</b>	Information about MQA recognition is clear.	(Shamsudin et al., 2019)
<b>COM2</b>	The information flexible entry is accurate.	(Yadav & Rahman, 2017)
<b>COM3</b>	OUM social media information about programmes are good.	(Shamsudin et al., 2019)



## **PART C**

### **C1. REPUTATION**

<b>No.</b>	<b>Questions</b>	<b>Adapted and Modified</b>
<b>REP1</b>	OUM social media brings a good user's perception.	(Yadav & Rahman, 2017)
<b>REP2</b>	OUM social media creates user's trust on the credibility of the institution.	(Shamsudin et al., 2019)
<b>REP3</b>	OUM is a trusted brand.	(Foroudi, 2019)
<b>REP4</b>	I will recommend my friends to enroll in OUM.	(Yadav & Rahman, 2017)

### **3.6 Data Collection Procedures**

Data collection is important for most research in order to conduct the analysis and the relationship among the variables. The method of data collection chosen depends on the types of data required and the research design. The proper data collection techniques will result in high credibility data. In this research, the data collected by the researcher is

using the survey method questionnaire and test form. The researcher conducts the questionnaire by itself and then discusses it with the supervisor to obtain feedback on the items in the questionnaire before obtaining approval to distribute the questionnaire.

The researcher distributes the questionnaire form according to the selected sample. The collection of questionnaire data will be conducted within a week and it is hoped that the questions will be answered well by the respondents and they were required to choose the correct answer to the questions given based on the suggested answers. The questionnaire was distributed to the respondents through the Director of learning center which would eventually be distributed to the student via email or student WhatsApp group. This research uses surveys to collect the data that it requires as a type of primary data. Primary data allows the researcher to collect the latest view and value to the research problem of the phenomenon that the research is studying. Besides that, the data collected can be used for future research, and the primary data is gathered through disseminating survey questionnaires to qualify respondents.

The use of sampling method in this research is convenience sampling and according to Illker Etikan Rukayya Sunusi Alkassim, (2016), convenience sampling is a type of nonprobability or nonrandom sampling where the respondents has met certain criteria and convenience sampling is to collect information from participants who are easily accessible and close to hand. That is, a sample population selected is readily available and convenient. The main respondents for this research are the taking service students from OUM Bangi learning centre. The researcher uses convenience sampling because of convenient accessibility to get through the OUM Bangi students as a sample in a subset of individuals from a larger population. The population is meant for the entire

group that the researcher wants to draw conclusions from and the sample is the specific group of individuals that researcher will collect data from.

### **3.7 Data analysis**

Data analysis is a systematic analysis of data collected. This study examines three hypotheses. The hypothesis is used to determine whether to obtain data that can support or reject the hypothesis that has been submitted. The Statistical Package for Social Sciences (SPSS) software in this study will be used in collecting data. The data analysis is a very essential component in research and to ensure data integrity to be accurate and appropriate analysis of research findings. The process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.

The data collected for Part A will be table through a pie chart which has eight items on the background of the respondents. While for Part B and Part C the researcher will use multiple linear regression which is the technique used to predict the outcome of a variables based on the value of three variables that are being use in this research. The dependent variables on this research are content, promotion and comprehensive information that the researcher wants to predict and the value of the dependent variable are known independent variables and for this research is reputation. The formula of multiple linear regressions:

$$y_i = \beta_0 + \beta_1x_{i1} + \beta_2x_{i2} + \beta_3x_{i3} + \beta_px_{ip} + \epsilon$$

$y_i$  is the dependent or predicted variable

$\beta_0$  is the y-intercept, i.e., the value of  $y$  when both  $x_1$  and  $x_2$  are 0.

$\beta_1$  and  $\beta_2$  are the regression coefficients that represent the change in  $y$  relative to a one-unit change in  $x_1$  and  $x_2$ , respectively.

$\beta_p$  is the slope coefficient for each independent variable

$\epsilon$  is the model's random error (residual) term.

### 3.7.1 Pilot Test Result

Pilot test was conducted to assess the reliability of questionnaire for each factor involved. For the factor content, there were 4 questions being used and the reliability test returned a Cronbach's alpha of 0.925. For factor promotion, there were 3 questions being asked, and the Cronbach's alpha obtained is 0.777. Next, for factor comprehensive information, 3 questions were employed with Cronbach's alpha value of 0.887. Lastly, it is the reputation dimension with 4 items being measured which showed a Cronbach's alpha value of 0.849. Noticed that all the Cronbach's alpha values were greater than the cut-off value of 0.7, thus study concludes that the questionnaire showed reliability.

Table 3.1: Reliability of questionnaire

No.	Factor	No. of item	Cronbach's Alpha
1	Content	4	0.925
2	Promotion	3	0.777

3	Comprehensive Information	3	0.887
4	Reputation	4	0.849

### 3.7.2 Normality Analysis

Several tests were carried out to verify the scores of the results. Normality test was to reveal if the set of data consist a normal distribution model. It also calculated the likelihood that there is an underlying data set which is normally distributed in random variable extent. Skewness and kurtosis test was conducted to examine the normality of the data collected. Skewness is the measure of symmetry while kurtosis is to measure if the data are heavy-tailed or light-tailed. Data will be recognized as normally distributed if it reached symmetry.

### 3.7.3 Pearson Correlation Coefficient Analysis

This part of the analysis was to examine the relationship between all of the variables mentioned in this research. This includes both the independent and dependent variables. The correlation coefficient analysis measures how two variables change together. Among the well-known correlations coefficients analysis is Spearman which assesses the monotonic relationship between two ordinal or continuous variables. However, the

Pearson correlation coefficient assesses the linear relationship between two continuous variables. When a change in one variable is related in proportion to the change in another variable, the relationship is linear and for this research the Pearson correlation coefficient analysis was conducted.

#### **3.7.4 Multiple Linear Regression Analysis**

The multiple linear regression analysis was used to examine the relationship between the independent variable and the dependent variable when there are a number of independent variables that are available. This analysis is used to predict the value of a certain variable based on the value of another variable. The independent variable will be labelled as 'x' while the dependent variables will be labelled as 'y'. This analysis will estimate the strength of the effect between the independent variable and dependent variable. This research investigates how much the independent variable affects the dependent variable when it changes.

### **3.8 Chapter Conclusion**

This chapter describes in detail the methodology of the research which is used as a guide to the researcher in carrying out this study. Background of the research, research design, population and sampling, data instrument, data collection procedure and data analysis

should be designed well in order to have a good justification for each. The findings of the actual research will be discussed in the next chapter.

## **CHAPTER 4**

### **ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

This section presents the results of data analysis from 211 data collected from online survey. Data were exported into .csv form, and the data was then cleaned, coded, and transformed into SPSS version 25.0 for analysis purpose. In this section, study initiates the reports by presenting descriptive analysis respondents' profile. Study presents the distribution of respondents in terms of gender, age group, ethnicity, education level, and employment status.

Next, study looks into the respondents' social media usage related to OUM. From this part, results help to identify (1) frequency of usage, (2) most used platform, and (3) purpose of using. Following, next section assesses respondents' opinion on each question from (1) content, (2) promotion, (3) comprehensive information, and (4) reputation.

Following, study reports the status of OUM's social media to assess performance on content, promotion, comprehensive information, and reputation. In addition, study



reports the different between gender on the status of OUM's social media. Then, the next section reports the relationship of content, promotion and comprehensive information on reputation of OUM. This part also shows the relative strength of each factor on OUM's reputation.

## **4.2 Respondents' Profile**

This section analyses and presents the distribution of respondents' demographic profile using frequency, proportion (%), bar chart, and pie chart. Demographic factors presented in this section including of gender, age group, ethnicity, education level, and employment status.

### **4.2.1 Gender**

Table 4.1: Descriptive statistic of gender

Gender	Frequency	Percent
Female	117	55.5
Male	94	44.5
Total	211	100

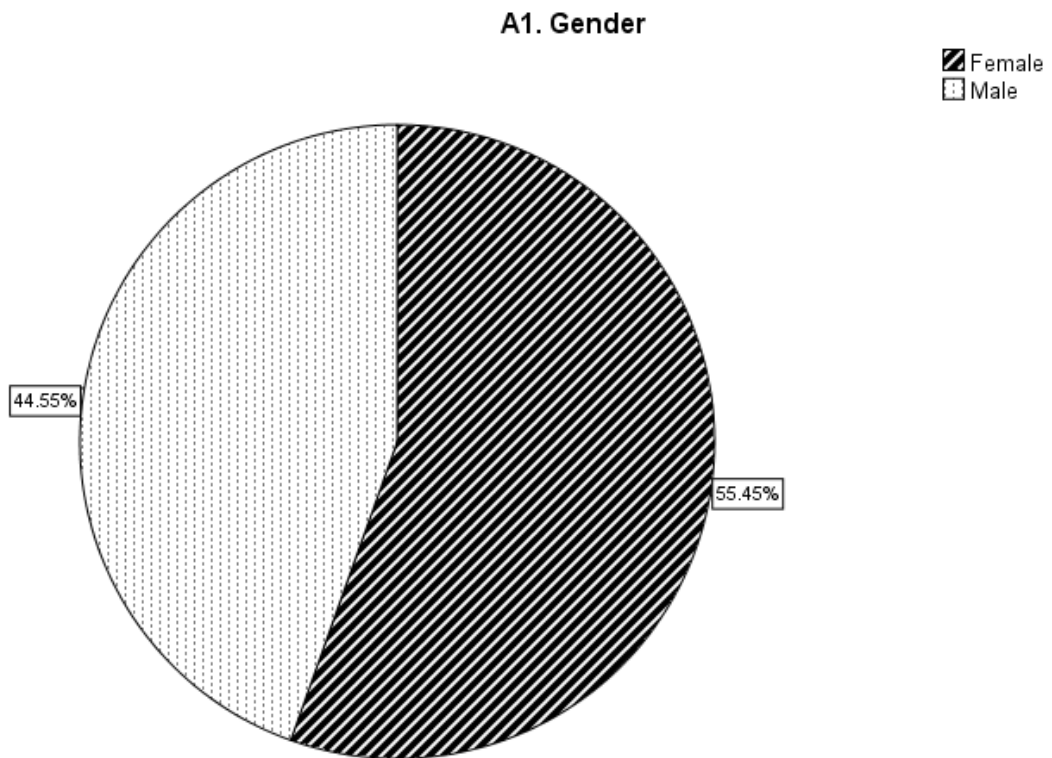


Figure 4.1: Gender distribution of respondents

The gender of respondents was analyzed and the distributions are as shown in Figure 4.1, while the descriptive statistics are as summarized in Table 4.1. From the pie chart (Figure 4.1), noticed that female respondents are slightly more than male, accounted for 55.5% of total respondents, while male accounted for 44.5% of total respondents. From the descriptive table, there are 117 female students participated in the survey, while there are 94 male students participated with total of 211 participants.

#### 4.2.2 Age

Table 4.2: Descriptive statistics of age

Age	Frequency	Percent	Age-2	Frequency	Percent
Under 20	1	0.5	Young Adult	83	39.3
20 to 29	82	38.9			
30 to 39	81	38.4	Middle Age	81	38.4
40 to 49	38	18	Older Adult	47	22.3
50 and above	9	4.3			
Total	211	100	Total	211	100

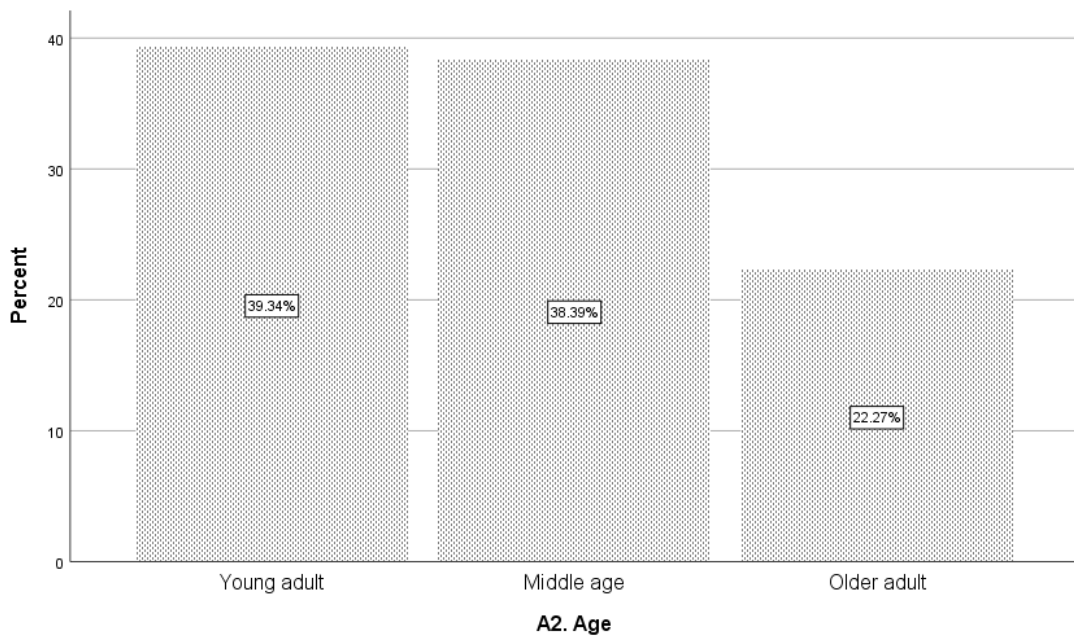


Figure 4.2: Age distribution of respondents

Next, study examines the distribution of respondents' age as shown in Figure 4.2. Then the detailed frequency, as well as the proportion were summarized in Table 4.2. From results noticed that majority of respondents (i.e. OUM students) are young adult group, and middle age group, accounted for 39% (n = 83) and 38% (n = 81) of total respondents (n = 211), respectively.

In addition, approximately 22% (n = 47) of total respondents (n = 211) are older adult group. Initially, there were five age groups (as shown in the table), but were grouped into three groups due to low sample size in age group of "under 20", and "50 and above". Based on findings, it can be said that OUM has significant number of students from older adult group, i.e. those 40 years old and above.

### 4.2.3 Ethnicity

Table 4.3 Descriptive statistics of ethnicity

Ethnicity	Frequency	Percent
Malay	152	72
Chinese	13	6.2
Indian	37	17.5
Others	9	4.3
Total	211	100

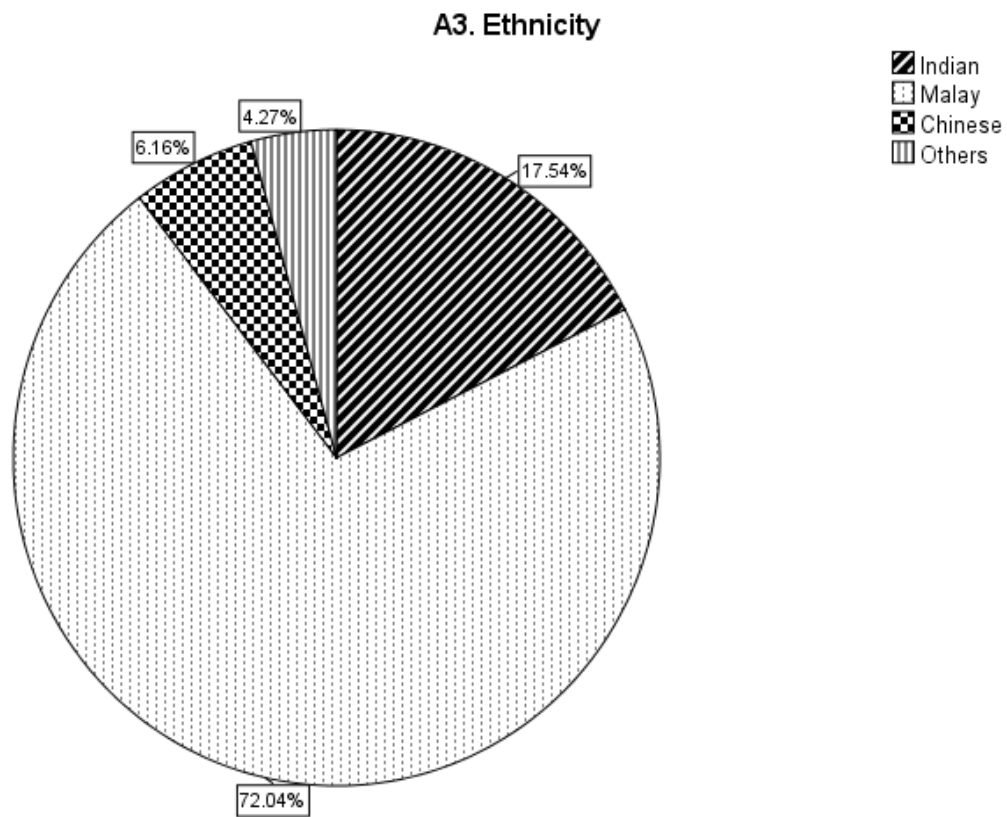


Figure 4.3: Ethnicity distribution of respondents

Figure 4.3 depicts the ethnicity distribution of respondents using pie chart, while Table 4.3 summarized the descriptive statistic of respondents' ethnicity. From the chart, clearly majority of respondents are Malay students, accounted for 72% ( $n = 152 / 211$ ) of total respondents, followed by Indian students with 17.5% ( $n = 37 / 211$ ), then Chinese students (6.2%,  $n = 13 / 211$ ), and lastly other ethnic, with only 4.3% ( $n = 9 / 211$ ) of total respondents. Therefore, it can be said that majority of current OUM students are Malay, and Indian students, with accumulated proportion of approximately 90%.

#### 4.2.4 Level of Education

Table 4.4: Descriptive statistics of education level

Education Level	Frequency	Percent
Bachelor	141	66.8
Diploma	70	33.2
Total	211	100

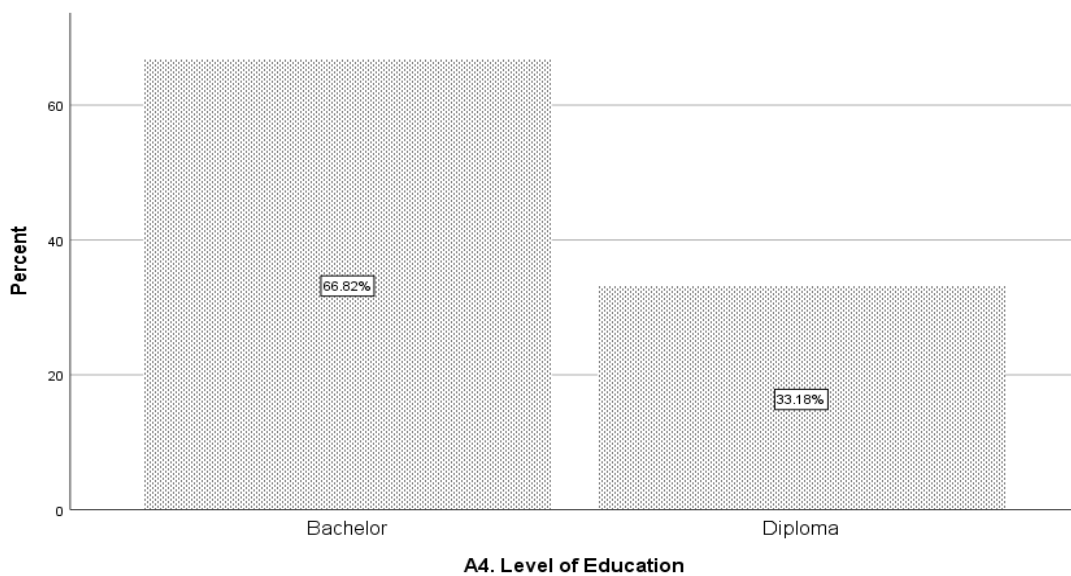


Figure 4.4: Distribution of education level

Next, study assesses respondents' highest education level and the results are as shown in Figure 4.4, and Table 4.4. From the results, noticed that majority of respondents claimed that they are holding Bachelor Degree, accounted for 67% ( $n = 141$ ) of total respondents ( $n = 211$ ). Only about 33% ( $n = 70 / 211$ ) of respondents are holding

Diploma. With that, study concludes that majority of OUM current students are those with Bachelor Degree.

#### 4.2.5 Employment Status

Table 4.5: Descriptive statistics of employment status

Employment Status	Frequency	Percent
Employed (Private Sector)	122	57.8
Unemployed	25	11.8
Employed (Public Sector)	46	21.8
Retiree	4	1.9
Self-employed	14	6.6
Total	211	100

### A5. Employment status

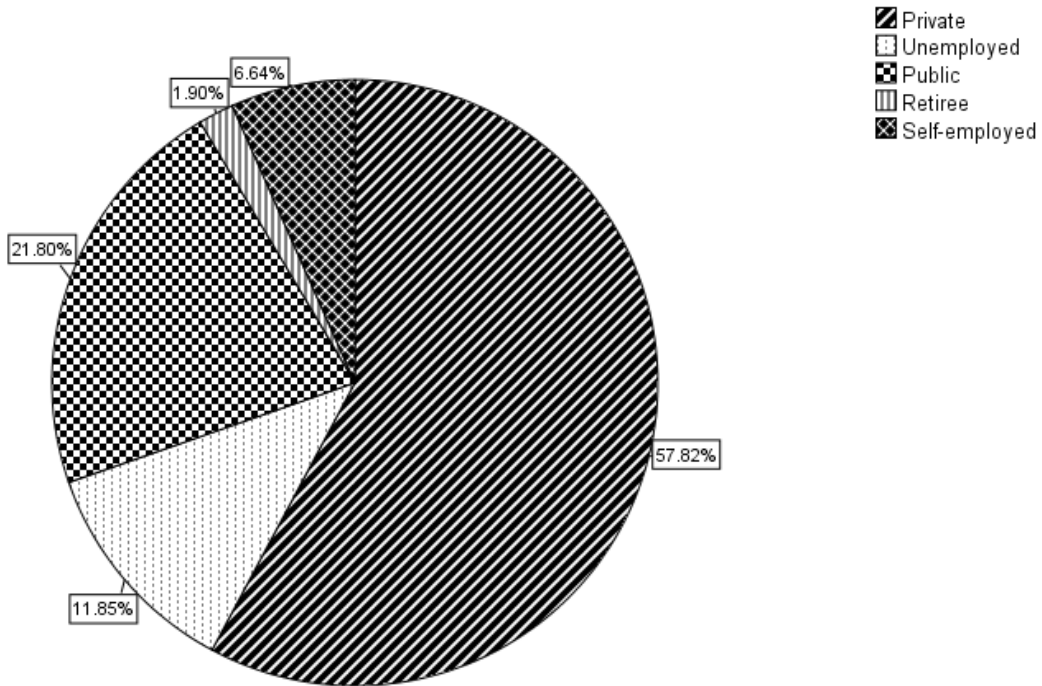


Figure 4.5: Distribution of employment status

The last demographic factor in this study is employment status of respondents. Figure 4.5 showed the distribution of respondents' employment status using pie chart. Then, Table 4.5 summarized the descriptive statistics respondents' employment status, i.e. frequency (count), and percent (proportion). From the chart, noticed that majority of respondents are working in Employed (private sector), accounted for 57.8% ( $n = 122$ ) of total respondents ( $n = 211$ ). Respondents from Employed (public sector) were found to be the second largest group, accounted for 21.8% ( $n = 46$ ) of total respondents ( $n = 211$ ), followed by unemployed respondents (11.8%,  $n = 25$ ), then self-employed (6.6%,  $n = 14$ ), and lastly retiree (1.9%,  $n = 4$ ). Therefore, findings indicate that majority of current



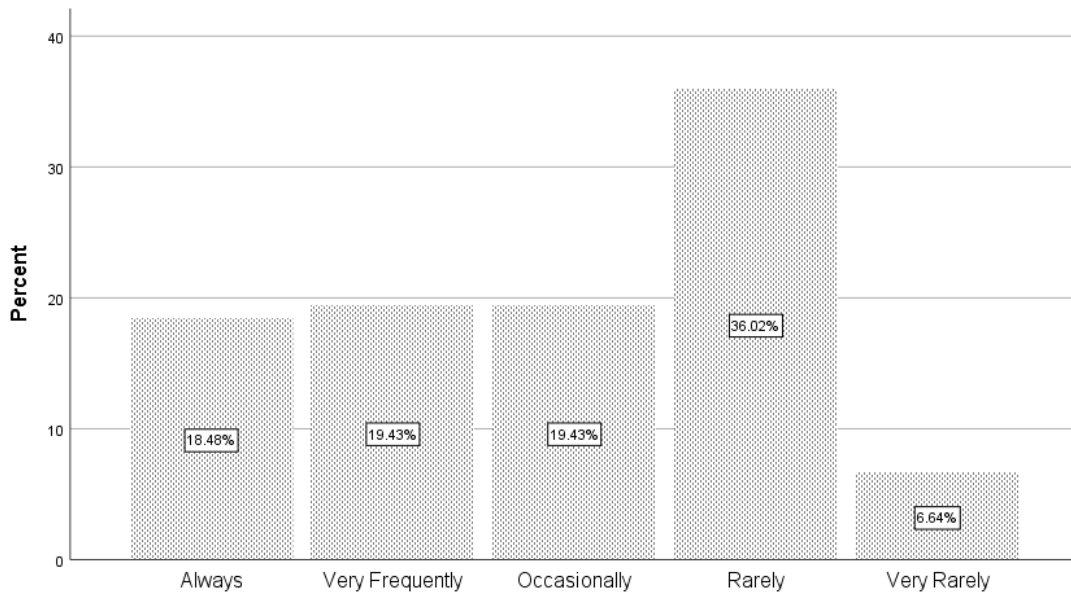
OUM students are working, especially from private and public sector with accumulated proportion of 80%, approximately.

### 4.3 OUM’s Social Media Usage

This part examines the respondents’ actual usage of social media associated with OUM. There are three aspects being measured in the questionnaire, including of (1) frequency of respondents using social media to find information about OUM, (2) social media platform associated with OUM that respondents are following, and (3) purpose of using the social media associated with OUM.

Table 4.6: Descriptive statistic of frequency using social media – OUM

Frequency	Frequency	Percent
Always	39	18.5
Very Frequently	41	19.4
Occasionally	41	19.4
Rarely	76	36
Very Rarely	14	6.6
Total	211	100



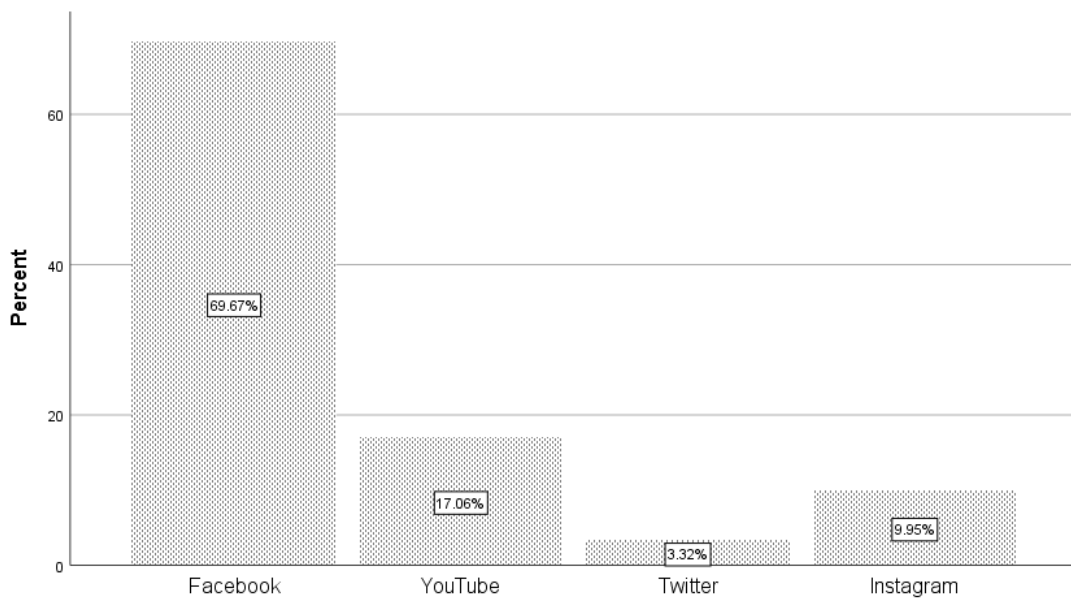
**A6. How frequent do you spend your time using social media to find information about OUM?**

Figure 4.6: Distribution of frequency using social media - OUM

Firstly, study evaluates the frequency of respondents using social media to search about information of OUM. The distribution of frequency using social media to find information about OUM is as portrayed in Figure 4.6, and summarized in Table 4.6. From the results, 36% (n = 76 / 211) of respondents claimed to rarely use social media to find information about OUM, and 6.6% (n = 14) of respondents claimed use it very rarely. Nonetheless, at least 57% of respondents use social media to find information about OUM occasionally, with 19.4% (n = 41) of them used it occasionally, 19.4% (n = 41) used it very frequently, and 18.5% (n = 39) used it always.

Table 4.7: Descriptive statistics of social media platform used

Platform	Frequency	Percent
Facebook	147	69.7
YouTube	36	17.1
Twitter	7	3.3
Instagram	21	10
Total	211	100



A7. Which of the following social media platform associated with OUM do you use?

Figure 4.7: Distribution of social media platform used

Next, study look into the social media platform used by respondents to follow updates on OUM. The frequency and percentage of usage of each social media platform were as shown in Figure 4.7, and Table 4.7. Based on the results, study discovers that

majority of respondents prefer to use Facebook, accounted for 70% (n = 147) of total respondents (n = 211). Second most used social media platform to follow OUM updates is YouTube, account for 17% (n = 36) of total respondents. Only about 10% (n = 21), and 3% (n = 7) of respondents prefer to use Instagram, and Twitter to follow OUM updates. This finding clearly tells that OUM students are either more active in Facebook, and YouTube, or the OUM's updates are more engaging through Facebook and YouTube.

Table 4.8: Descriptive statistics of purpose using social media

Purpose	Frequency	Percent
To seek information about OUM	175	82.9
To keep in touch with friends	19	9
To share, like and comment	17	8.1
Total	211	100

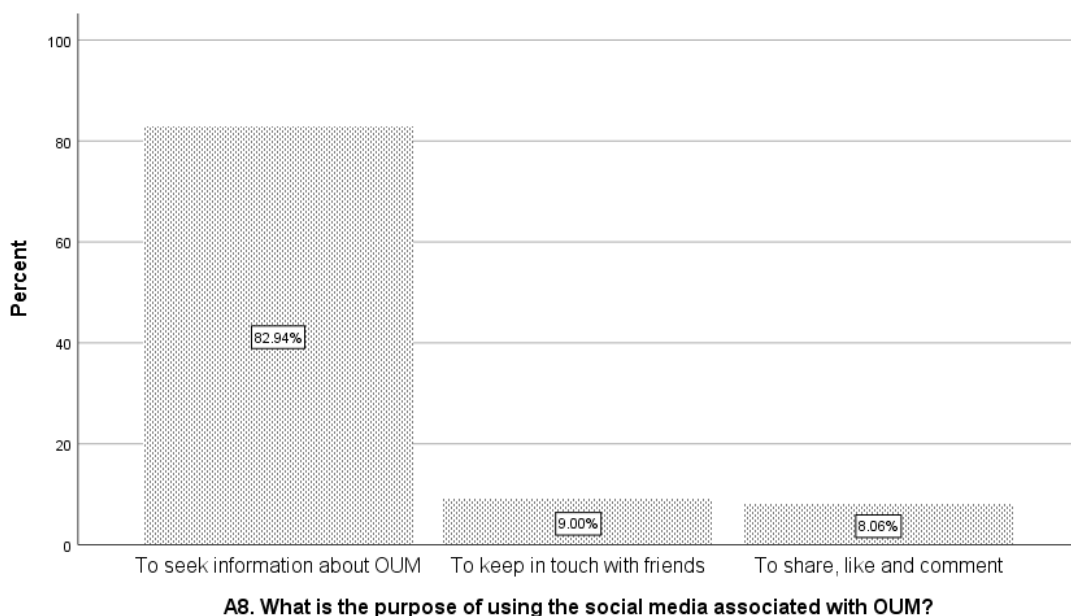


Figure 4.8: Distribution of purpose using social media

Lastly, study examines the purpose of respondents using social media associated with OUM, and the results are as shown in Figure 4.8, and Table 4.8. From the results, noticed that majority of respondents use social media to seek information about OUM, accounted for as high as 83% (n = 175) of total respondents (n = 211). Only very small number of respondents used social media associated with OUM to keep in touch with friends (9%, n = 19), and to share, like and comment (8%, n = 17). Based on the above finding, study concludes that main role of OUM social media is the feed users/ students with relevant information.

#### **4.4 Respondents' Perception**

This section serves to presents the descriptive analysis of each question to assess the opinion of respondents on specific question. This section organized the respondents' opinion on OUM's social media in three parts, i.e. social media usage, status of OUM's social media, and reputation of OUM. In social media usage section, study discusses the actual usage of social media among respondents associated with OUM, especially on (1) frequency of usage, (2) social media platform used, and (3) purpose of using social media.

Then, in the next section is on status of OUM's social media, study describes the status under three factors, i.e. (1) content, (2) promotion, and (3) comprehensive information, as well as the dependent dimension - reputation. In the first factor, descriptive analysis evaluates each aspect of OUM's social media content, such as contents represent identity of OUM, contents are engaging, contents create users' awareness, and contents show branding.

As for promotion factor, study describes this factor through aspects such as promotion gains users' interest, promotion creates good perception, and promotion attracts new students. Further, study looks into comprehensiveness of content in OUM's social media. The aspects of interest included of MQA recognition is clear, information is accurate, and information about programs are good.

The third section presents the respondents perceptions regarding OUM reputation through social media. This part will look into respondents' perceptions on whether OUM's social media bring good users' perception, create trust on credibility of OUM, made OUM a trusted brand, and they will recommend OUM to friends.

#### **4.4.1 Perception on Content**

Descriptive analysis and one sample t test were conducted on the opinion of respondents on question CON1, and the results are as summarized in Figure 4.9, and Table 4.9. From the bar chart, at least 70% of respondents agreed that the image content in OUM social media shows its identity, with about 43% (n = 91) agreed, and 32% (n = 67) strongly agreed. Noticed that only 23.2% (n = 49) of respondents were neutral or unsure, while the remaining 1.8% (n = 4) disagreed and strongly disagreed with the statement.

From the table, one sample t test showed that the mean value of 4.04 was significantly higher than 3 ( $p = 0.00$ ), at 0.05 significance level. Hence, students highly agreed that the image content of OUM social media represents its identity.

Table 4.9: Descriptive statistics of CON1

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	2	0.9	4.04	0.00
Disagree	2	0.9		
Neutral	49	23.2		
Agree	91	43.1		
Strongly Agree	67	31.8		
Total	211	100.0		
*one sample t test, test value = 3				

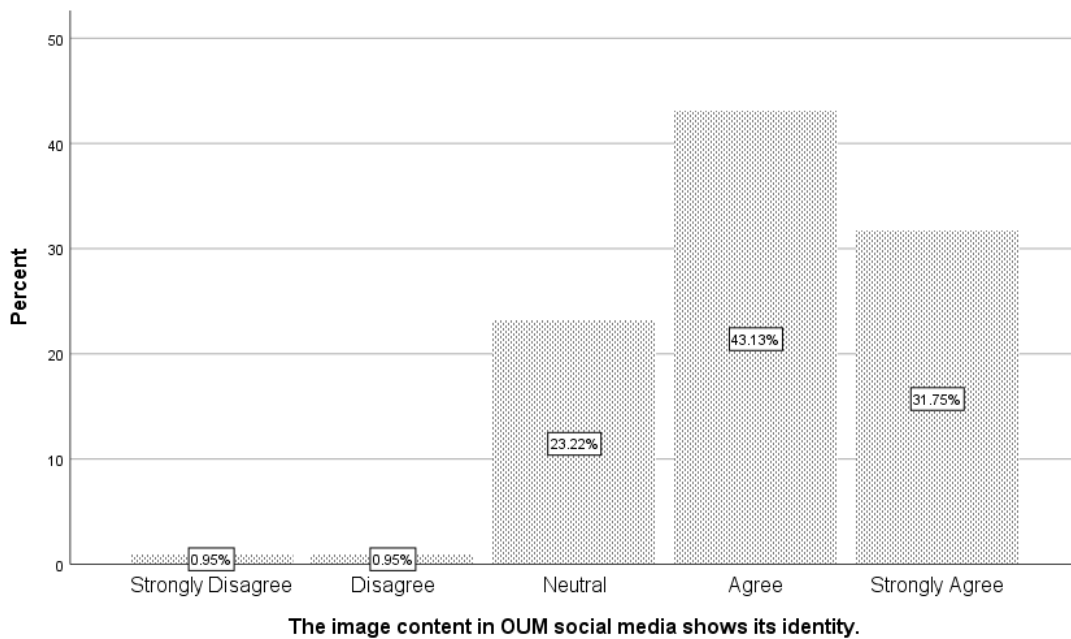


Figure 4.9: Agreement on CON1

Table 4.10: Descriptive statistics of CON2

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	1	0.5	3.79	0.00
Disagree	7	3.3		
Neutral	65	30.8		
Agree	100	47.4		
Strongly Agree	38	18.0		
Total	211	100.0		
*one sample t test, test value = 3				

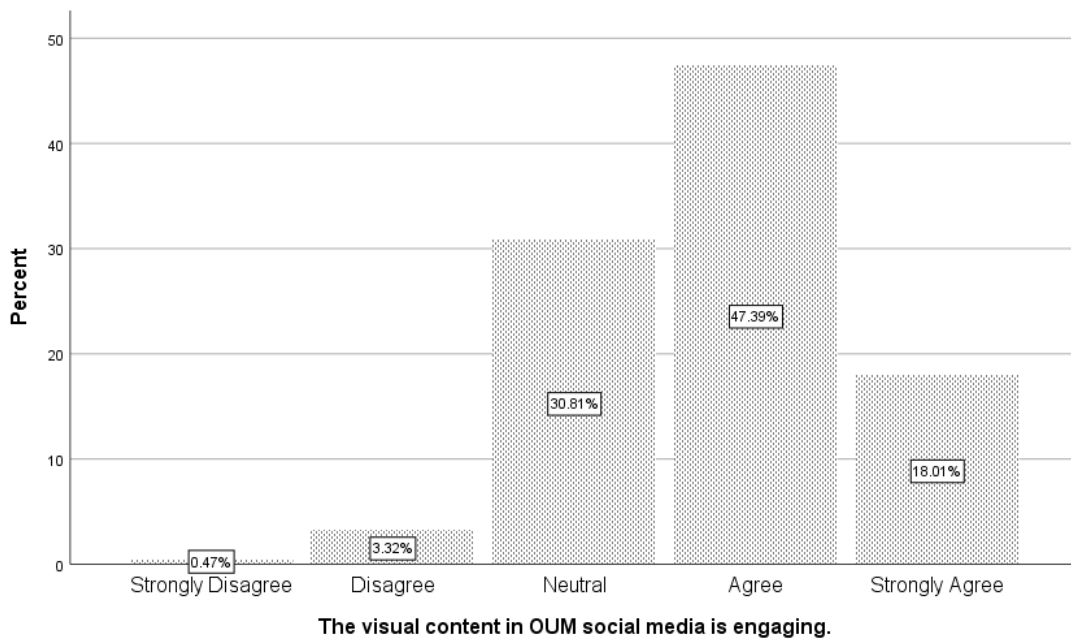


Figure 4.10: Agreement on CON2



The question CON2 measured whether the visual content in OUM social media is engaging. Descriptive analysis and one sample t test were conducted, and the results are as shown in both Figure 4.10, and Table 4.10. From the bar chart, clearly majority of students are on the agreement side, with 47% (n = 100) of respondents agreed, and 18% (n = 38) strongly agreed on the statement.

Further, noticed that about 31% (n = 65) of respondents were neutral or unsure, while only about 3% (n = 7) disagreed, and 1% (n = 1) strongly disagreed on the statement. Then, one sample t test showed that mean value of 3.79 is significantly higher than 3 (p = 0.00). Thus, it can be said that the visual content in OUM social media is engaging to its users/ students.

Table 4.11: Descriptive statistics of CON3

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	0	0.0	3.84	0.00
Disagree	10	4.7		
Neutral	59	28.0		
Agree	97	46.0		
Strongly Agree	45	21.3		
Total	211	100.0		
*one sample t test, test value = 3				

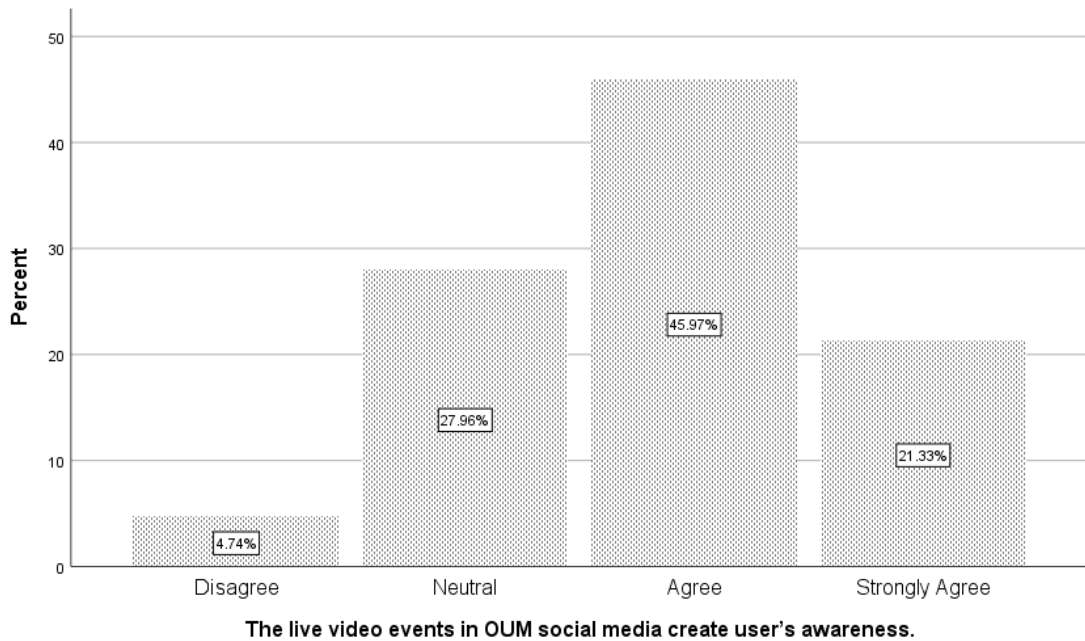


Figure 4.11: Agreement on CON3

Question CON3 measures whether live video events in OUM social media create awareness among the users. Descriptive analysis and independent test were conducted and the results are as shown in Figure 4.11 and Table 4.11. From the bar chart, clearly majority of students are on the agreement side, with 46% (n = 97) of respondents agreed, and 21.3% (n = 45) strongly agreed on the statement.

Also, noticed that about 28% (n = 59) of respondents were neutral or unsure, while only about 4.7% (n = 10) disagreed with the statement. One sample t test showed that mean value of 3.84 is significantly higher than 3 (p = 0.00). Therefore, study concludes that the live video even in OUM's social media managed to create users' awareness.

Table 4.12: Descriptive statistic of CON4

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	1	0.5	4.02	0.00
Disagree	7	3.3		
Neutral	44	20.9		
Agree	93	44.1		
Strongly Agree	66	31.3		
Total	211	100.0		
*one sample t test, test value = 3				

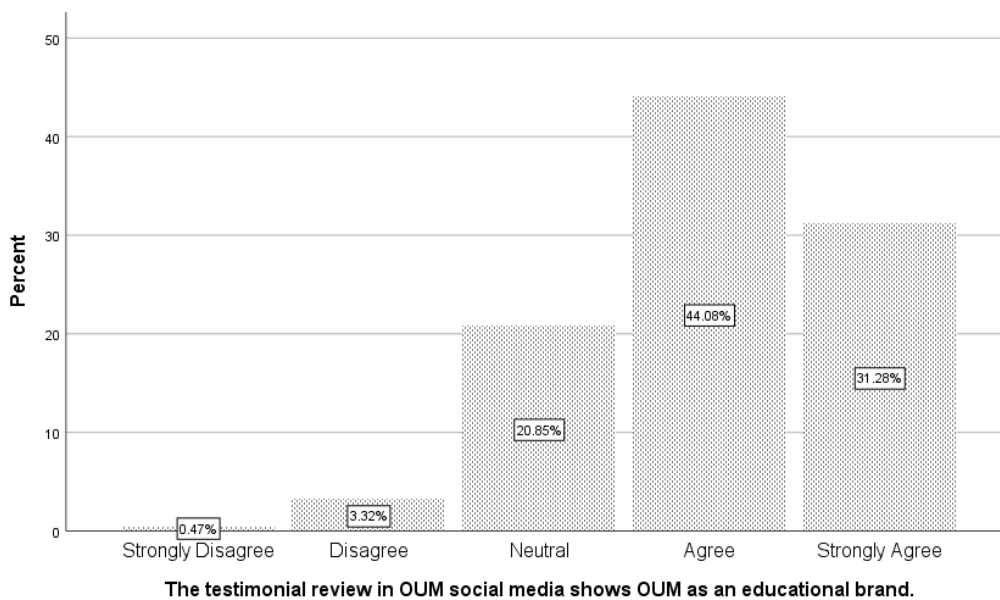


Figure 4.12: Agreement on CON4

Following, study examines the performance of testimonial review in OUM social media in creating educational brand (CON4). Descriptive analysis and one sample test were computed as shown in Figure 4.12 and Table 4.12. Through the bar chart, clearly majority of students agreed with this statement, in which 44% (n = 93) agreed, and 31% (n = 66) strongly agreed.

Also, noticed that only small numbers of students disagreed and strongly disagreed with accumulated percentage of about 5% (n = 8). There are significant percentage of students remained neutral, accounted for 21% (n = 44) of total respondents. One sample t test result showed that the mean value of 4.02 is significantly higher than 3 (p = 0.00), hence study concludes that the testimonial review in OUM social media in creating educational brand performed well among the students.

#### 4.4.2 Perception on Promotion

Table 4.13: Descriptive statistic of PRO1

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	0	0.0	3.9	0.00
Disagree	7	3.3		
Neutral	59	28.0		
Agree	93	44.1		
Strongly Agree	52	24.6		
Total	211	100.0		
*one sample t test, test value = 3				

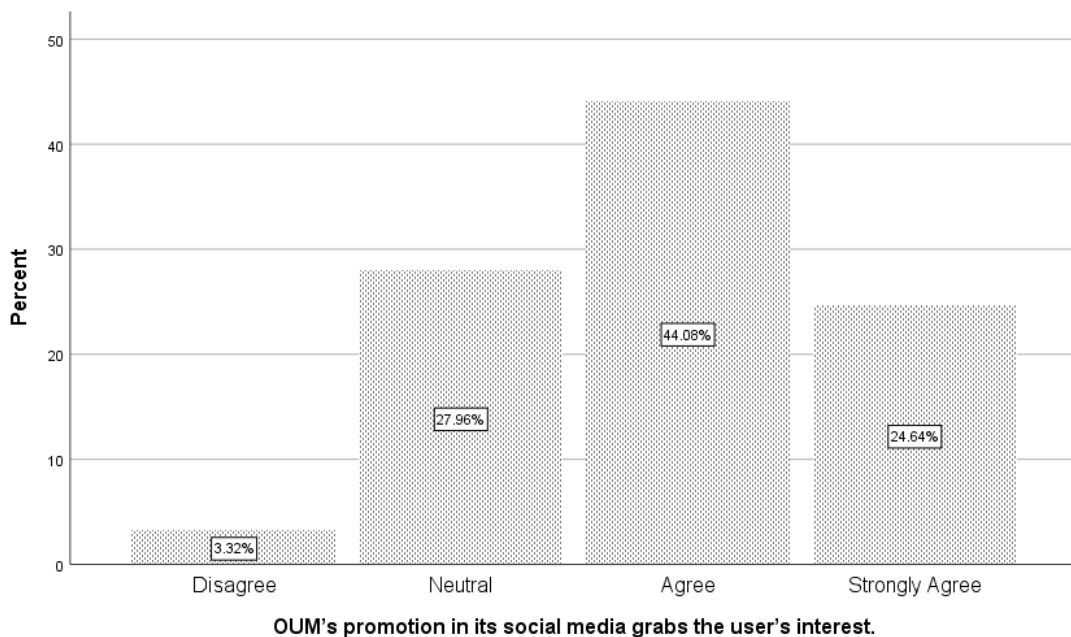


Figure 4.13: Agreement on PRO1

In this section, study looks into the dimension of promotion of OUM's social media. Question PRO1 measures whether OUM's promotion in its social media grabs the users' interest. Descriptive analysis and one sample test were conducted, and results were then summarized as in Figure 4.13, and Table 4.13. From the results, clearly majority of students agreed ( $n = 93, 44.1\%$ ), and strongly agreed ( $n = 52, 24.6\%$ ) with the statement.

Perusal of table also tells that only small number of students ( $n = 7, 3.3\%$ ) disagreed with the statement, and only 59 students (28%) were unsure/ neutral about it. One sample t test result showed that mean value of 3.9 is significantly higher than 3 ( $p = 0.00$ ). Based on that, study claims that OUM' social media promotions are performing in terms of able to grabs users' interest.

Table 4.14: Descriptive statistic of PRO2

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	0	0.0	3.98	0.00
Disagree	4	1.9		
Neutral	60	28.4		
Agree	83	39.3		
Strongly Agree	64	30.3		
Total	211	100.0		
*one sample t test, test value = 3				

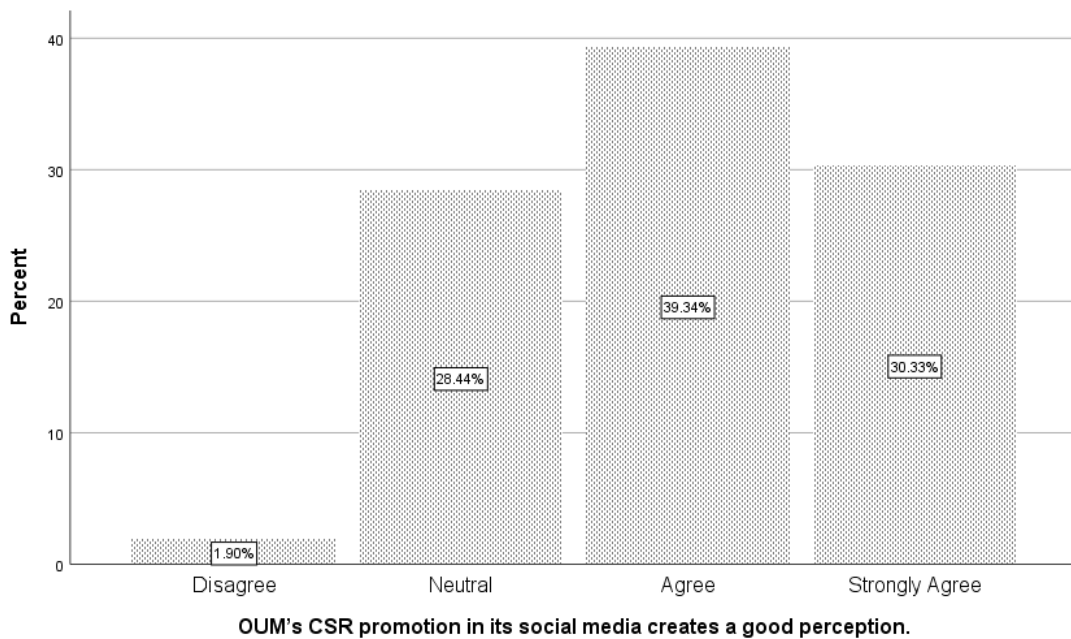


Figure 4.14: Agreement on PRO2

Figure 4.14, and Table 4.14 summarized the results of descriptive analysis and one sample t test conducted on question PRO2. In addition, PRO2 looked at whether OUM's CSR promotion in its social media creates good perception. From the bar chart, noticed that majority of students agreed (n = 83, 39.3%), and strongly agreed (n = 64, 30.3%) with the statement.

Based on the table, noticed that only 4 respondents (2%) disagreed with the statement, while 60 respondents (28.4%) were unsure/ neutral about it. Further, one sample t test showed that the mean value of 3.98 is significantly higher than 3 (p = 0.00). Based on that, it can be said that OUM's social media promotion in regards to CSR is performing, as majority of students agreed that it managed to create good perception.

Table 4.15: Descriptive statistic of PRO3

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	1	0.5	4	0.00
Disagree	8	3.8		
Neutral	51	24.2		
Agree	81	38.4		
Strongly Agree	70	33.2		
Total	211	100.0		
*one sample t test, test value = 3				

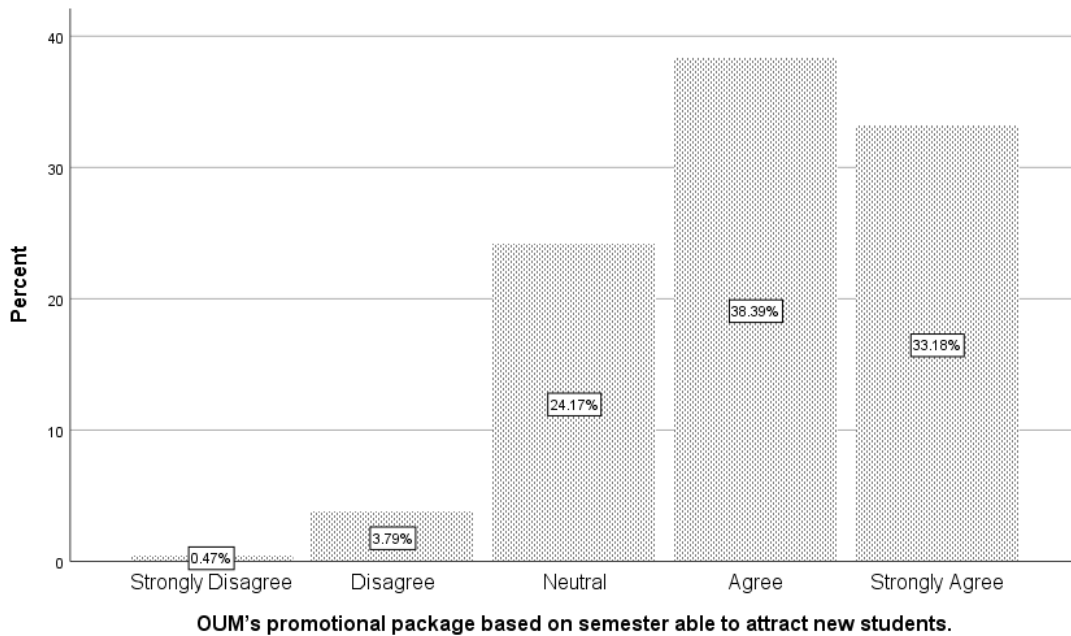


Figure 4.15: Agreement on PRO3

Next, study evaluates the performance of PRO3, which measures whether OUM's promotional package based on semester were able to attract new students. Descriptive analysis as well as one sample t test were computed and the results are as shown in Figure 4.15, and Table 4.15. From the results, majority of students agreed ( $n = 81$ , 38.4%), and strongly agreed ( $n = 70$ , 33.2%), while only about 51 respondents (24.2%) were unsure. One sample t test result showed that mean value is significantly higher than 3 ( $p = 0.00$ ), thus study concludes that OUM's promotional package in social media managed to attract new students.

#### 4.4.3 Perception on Comprehensive Information

This section, study sheds light on the comprehensive information aspect of OUM's social media. Descriptive analysis and one sample t test were conducted on question COM1,



with the results as summarized in Figure 4.16, and Table 4.16. From the bar chart, noticed that majority of students agreed (n = 87, 41.2%) and strongly agreed (n = 73, 34.6%) with the statement. Only small number of respondents disagreed or strongly disagreed with the statement (n = 7, 3.3%), while 44 respondents unsure (20.9%) about it. One sample t test showed that the mean value of 4.07 is significantly higher than 3 (p = 0.00). The findings clearly indicated that the information about MQA recognition is clear in OUM's social media.

Table 4.16: Descriptive statistic of COM1

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	1	0.5	4.07	0.00
Disagree	6	2.8		
Neutral	44	20.9		
Agree	87	41.2		
Strongly Agree	73	34.6		
Total	211	100.0		
*one sample t test, test value = 3				

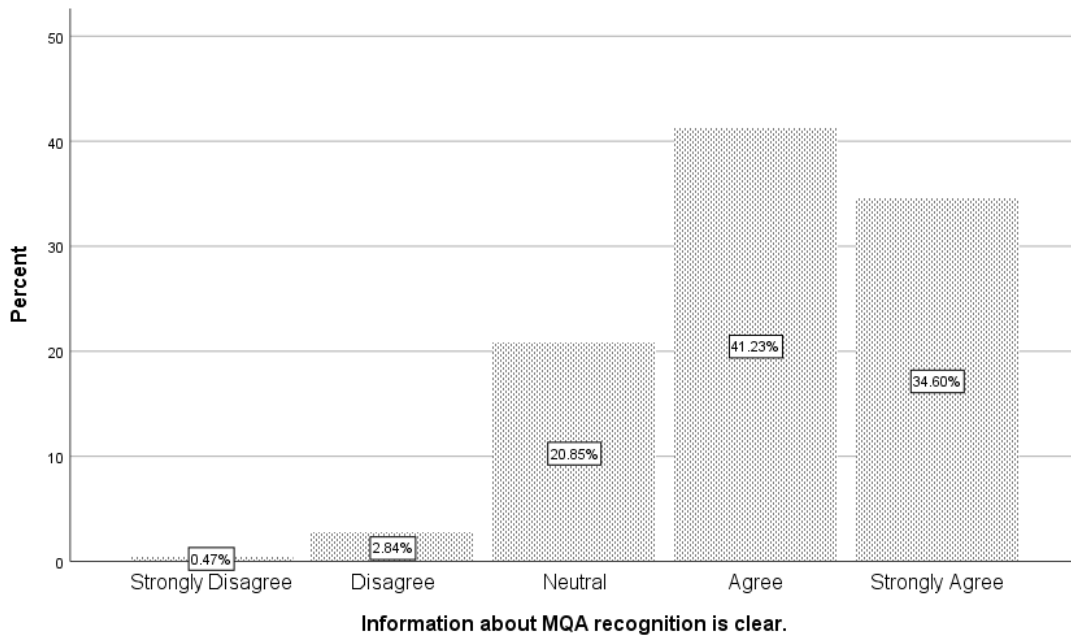


Figure 4.16: Agreement on COM1

Table 4.17: Descriptive statistic of COM2

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	0	0.0	4.07	0.00
Disagree	5	2.4		
Neutral	47	22.3		
Agree	87	41.2		
Strongly Agree	72	34.1		
Total	211	100.0		
*one sample t test, test value = 3				

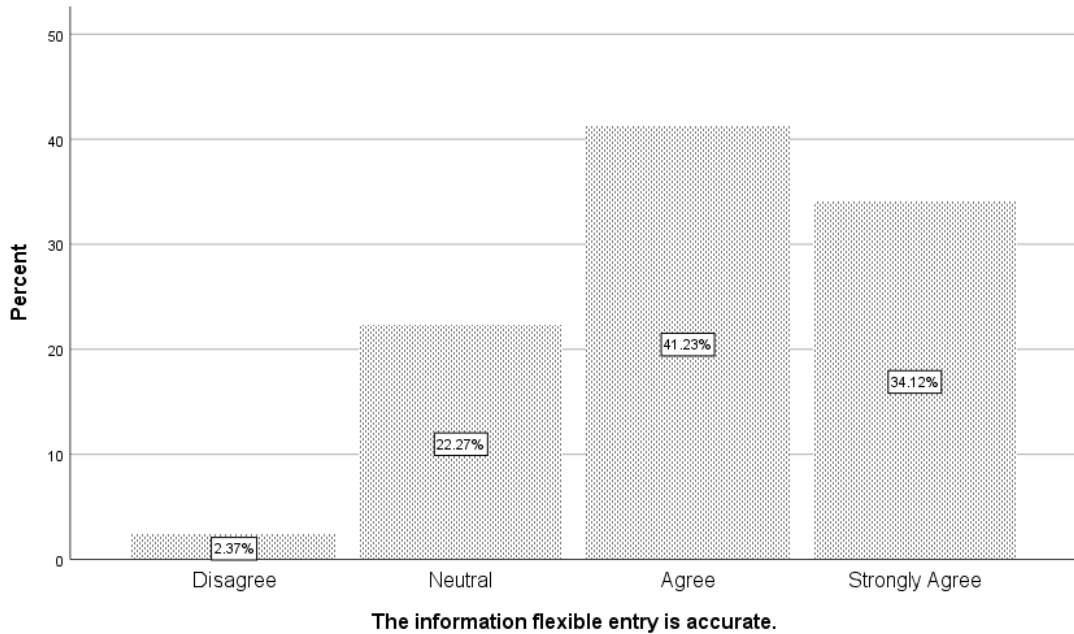


Figure 4.17: Agreement on COM2

Next, study look into the COM2 which measures the accuracy of information about flexible entry in OUM’s social media, and the results are as shown in Figure 4.17, and Table 4.17. Perusal of table and chart, noticed that majority of students agreed ( $n = 87, 41.2\%$ ), and strongly disagreed ( $n = 72, 34.1\%$ ) with the statement. Only 5 respondents disagreed ( $2.4\%$ ); while the remaining 47 respondents ( $22.3\%$ ) were unsure about it. One sample t test showed that mean value of 4.07 is significantly higher than 3 ( $p = 0.00$ ). Therefore, it can be said that the OUM’s social media has good performance in accurately delivering information about flexible entry to its users.

Table 4.18: Descriptive statistic of COM3

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	0	0.0	4.07	0.00
Disagree	8	3.8		
Neutral	42	19.9		
Agree	88	41.7		
Strongly Agree	73	34.6		
Total	211	100.0		
*one sample t test, test value = 3				

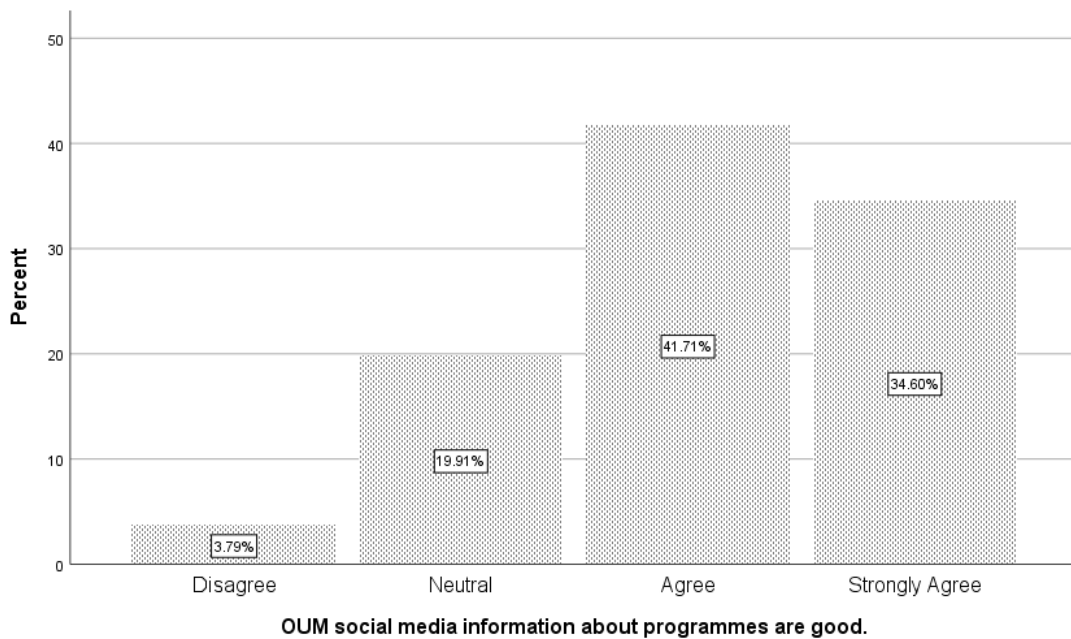


Figure 4.18: Agreement on COM3

Further, study assess the status of COM3, which measures the performance of information about programs in OUM's social media. Analysis using descriptive statistics, as well as one sample t test were conducted and the results are summarized in Figure 4.18, and Table 4.18. Looking into the chart, noticed that majority of students agreed (n = 88, 41.7%), and strongly disagreed (n = 73, 34.6%) with the statement. Then, study noticed that 8 (3.8%) respondents disagreed, while remaining 42 (19.9%) respondent's neutral about it. One sample t test showed that mean value of 4.07 is significantly higher than 3 (p = 0.00), implying that OUM's social media showed good information about programs to its users.

#### **4.4.4 Perception of Reputation**

In this section, study analyses the performance OUM's social media in delivering good reputation for OUM. Four items being measured here, i.e. REP1, REP2, REP3, and REP4 with 5 points Likert scale. Study conducted descriptive analysis and one sample t test on REP1, and the results are as summarized in Figure 4.19, and Table 4.19. Referring to the chart, notice that majority of students agreed (n = 102, 48.3%), and strongly agreed (n = 67, 31.8%) with the statement.

Only 6 (2.8%) students disagreed, while 36 students neutral (17.1%) about it. In addition, one sample t test showed mean value 4.09 is significantly higher than 3 (p = 0.00). Based on these findings, study concludes that OUM's social media managed to bring good perception to its users, especially the students.

Table 4.19: Descriptive statistic of REP1

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	0	0.0	4.09	0.00
Disagree	6	2.8		
Neutral	36	17.1		
Agree	102	48.3		
Strongly Agree	67	31.8		
Total	211	100.0		
*one sample t test, test value = 3				

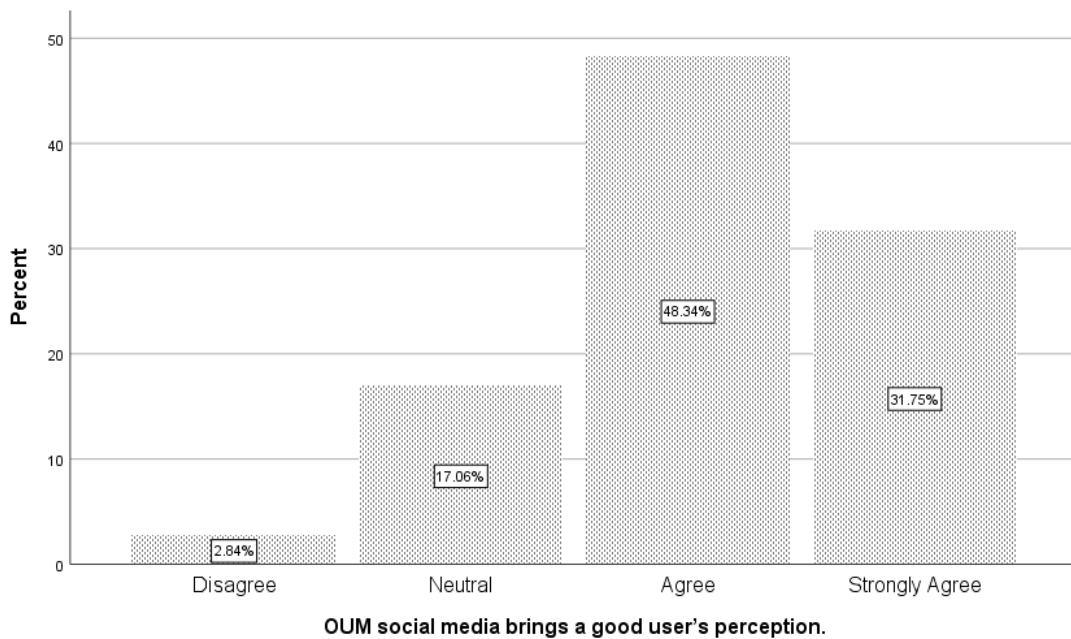


Figure 4.19: Agreement on REP1

Next, study evaluates question REP2 which measures whether OUM's social media creates trust on the credibility of OUM, and the results are as shown in Figure 4.20, and Table 4.20. According to the results, majority of students agreed (n = 99, 46.9%), and strongly agreed (n = 67, 31.8%) with the statement. Further, results showed that only minority of respondents (n = 3, 1.4%) disagreed while the remaining were unsure (n = 42, 19.9%) about it. Besides that, one sample t test result showed that the mean value of 4.09 is significantly higher than 3 (p = 0.00), indicating that the OUM's social media managed to create trust on the credibility of institution among the students.

Table 4.20: Descriptive statistic of REP2

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	0	0.0	4.09	0.00
Disagree	3	1.4		
Neutral	42	19.9		
Agree	99	46.9		
Strongly Agree	67	31.8		
Total	211	100.0		
*one sample t test, test value = 3				

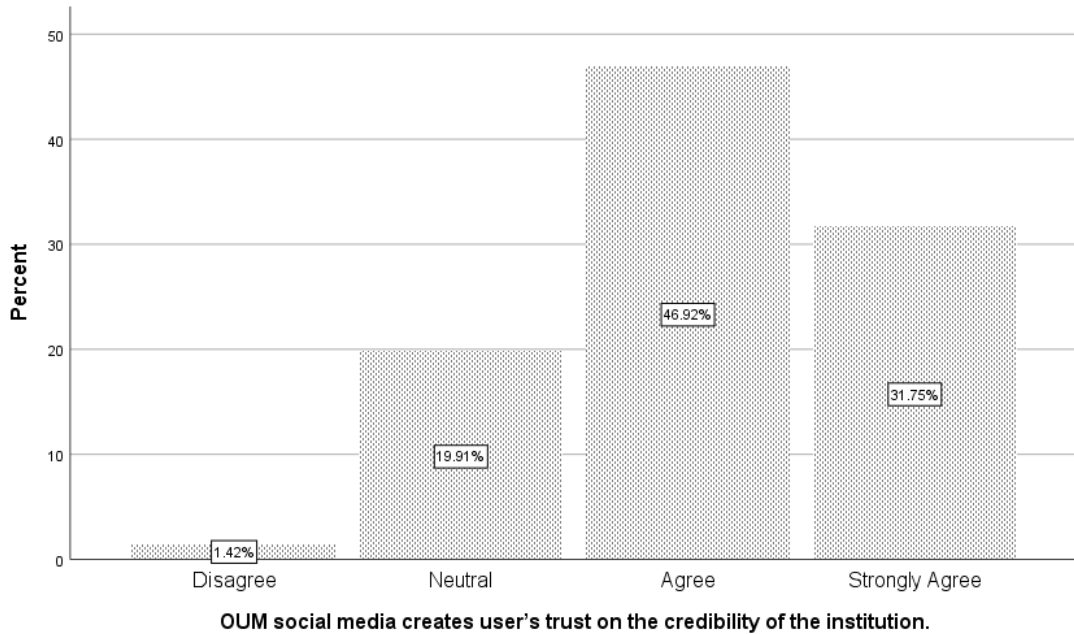


Figure 4.20: Agreement on REP2

The question REP3 measures the reputation of OUM through social media. Descriptive analysis and one sample t test were conducted, and the results are as summarized in Figure 4.21, and Table 4.21. From the chart, clearly majority of respondents strongly agreed (n = 106, 50.2%), and agreed (n = 80, 37.9%) with the statement. In addition, only a small number of respondents disagreed (n = 3, 1.4%), while other respondents remained neutral (n = 22, 10.4%) with the statement. One sample t test results showed that the mean value of 4.37 is significantly higher than 3 (p = 0.00). Based on that, study concludes that OUM has good reputation, as a trusted brand among the students.



Table 4.21: Descriptive statistic of REP3

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	0	0.0	4.37	0.00
Disagree	3	1.4		
Neutral	22	10.4		
Agree	80	37.9		
Strongly Agree	106	50.2		
Total	211	100.0		
*one sample t test, test value = 3				

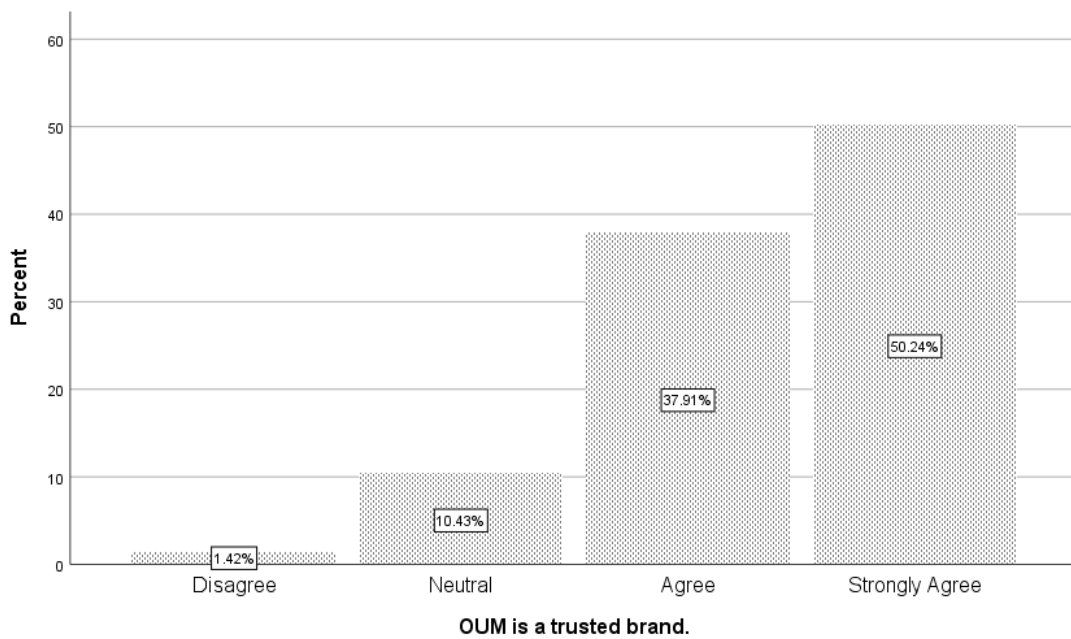


Figure 4.21: Agreement on REP3

Table 4.22: Descriptive statistic of REP4

Agreement	Frequency	Percent	Mean	p value
Strongly Disagree	0	0.0	4.39	0.00
Disagree	2	0.9		
Neutral	31	14.7		
Agree	61	28.9		
Strongly Agree	117	55.5		
Total	211	100.0		
*one sample t test, test value = 3				

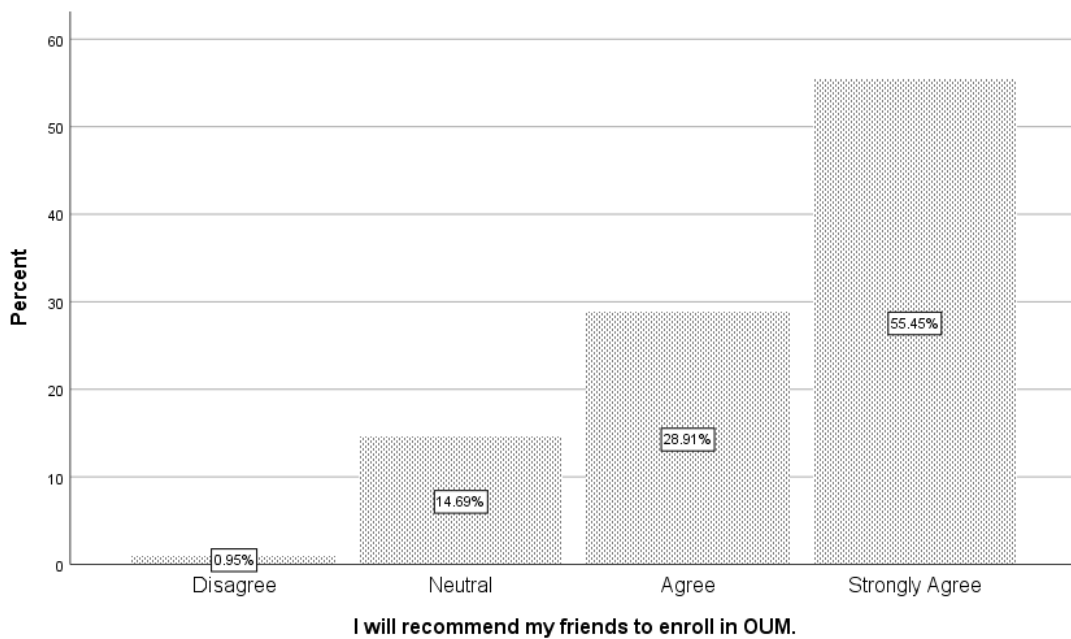


Figure 4.22: Agreement on REP4

Apart from that, study assess the reputation of OUM by measuring whether students will recommend their friends to enroll in OUM. The results of descriptive statistics and one sample t test were summarized as in Figure 4.22, and Table 4.22. Based on the results, majority of students strongly agreed ( $n = 117$ , 55.5%), and agreed ( $n = 61$ , 28.9%) with the statement. Only about 1% of students ( $n = 2$ ) disagreed, while about 15% of students were unsure/ stated neutral ( $n = 31$ ) with the statement. Further, one sample t test showed that the mean value of 4.39 is significantly higher than 3 ( $p = 0.00$ ), indicating that students will most likely recommend their friends to enroll in OUM. This shows that OUM has high reputation among the students.

#### **4.5 Comparison between Gender**

In this section, study evaluates the differences in overall scores of OUM's social media for content (CON), promotion (PRO), comprehensive information (COM), as well as OUM's reputation (REP) between male and female students. Independent t test was employed to assess the differences.

##### **4.5.1 Gender vs. Content**

This section examines the significance different in OUM's social media Content level between students' gender, and the results were summarized in Table 4.23. From the table, p value of 0.582 is higher than the significance level of 0.05, thus there is no significant different in level of OUM's social media Content between male and female students.

Table 4.23: Level of Content by gender

	Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CON_ mean	Equal variances assumed	3.402	0.067	0.551	209	0.582	0.053	0.096	-0.137	0.242
	Equal variances not assumed			0.562	208.6	0.575	0.053	0.094	-0.133	0.239

#### 4.5.2 Gender vs. Promotion

This section examines the significance different in OUM’s social media Promotion level between students’ gender, and the results were summarized in Table 4.24. From the table, p value of 0.533 is higher than the significance level of 0.05, thus there is no significant different in level of OUM’s social media Promotion between male and female students.

Table 4.24: Level of Promotion by gender

	Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper

PRO_ mean	Equal variances assumed	0.14	0.709	0.625	209	0.533	0.063	0.101	-0.136	0.262
	Equal variances not assumed			0.626	200.	0	0.532	0.063	0.101	-0.136

### 4.5.3 Gender vs. Comprehensive Information

This section examines the significance different in OUM's social media Comprehensive Information level between students' gender, and the results were summarized in Table 4.25. From the table, p value of 0.876 is higher than the significance level of 0.05, thus there is no significant different in level of OUM's social media Comprehensive Information between male and female students.

Table 4.25: Level of Comprehensive Information by gender

	Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
PRO_ mean	Equal variances assumed	0.069	0.794	-0.16	209	0.876	-0.015	0.098	-0.209	0.178
	Equal variances not assumed			-0.16	198.5	0.876	-0.015	0.098	-0.209	0.178

### 4.5.4 Gender vs. Reputation

This section examines the significance different in OUM's Reputation level between students' gender, and the results were summarized in Table 4.26. From the table, p value of 0.923 is higher than the significance level of 0.05, thus there is no significant different in level of OUM's Reputation between male and female students.

Table 4.26: Level of OUM's Reputation by gender

	Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
PRO_ mean	Equal variances assumed	1.792	0.182	-0.1	209	0.923	-0.009	0.089	-0.184	0.167
	Equal variances not assumed			-0.1	200.8	0.923	-0.009	0.089	-0.184	0.167

#### 4.6 Reliability Analysis

This section assessed the reliability of questionnaire for each dimension/ factor using Cronbach's Alpha, and the results are as summarized in Table 4.27. From the table, noticed that all the Cronbach's Alpha values were greater than 0.7, indicating that all of the dimensions/ factors are reliable.

Table 4.27: Statistics of reliability analysis

Dimension	No. of Item	Cronbach's Alpha
Content	4	0.872
Promotion	3	0.842
Comprehensive Information	3	0.813
Reputation	4	0.872

#### 4.7 Normality Analysis

In this section, study assess the univariate normality of variables using two Skewness and Kurtosis statistics as shown in Table 4.28. From the results, clearly all the variables showed value between -3 to 3, with skewness ranged from -0.732 to -0.319, and kurtosis ranged from -0.665 to 0.156. Therefore, study concludes that all the variables are indeed normally distributed.

Table 4.28: Normality test for variables

Variables	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
CON_mean	-0.381	0.167	-0.141	0.333
PRO_mean	-0.319	0.167	-0.665	0.333
COM_mean	-0.416	0.167	-0.382	0.333
REP_mean	-0.732	0.167	0.156	0.333

#### 4.8 Correlation Analysis

In this section, study analyzed the correlation between variables using Pearson correlation, and the results are summarized in Table 4.29. From the results, OUM's reputation were found to have significant correlation with OUM's social media Content ( $r = 0.684$ ), Promotion ( $r = 0.710$ ), and Comprehensive Information ( $r = 0.759$ ). Based on the values, OUM reputation have moderate correlation with OUM's social media Content, but having strong correlation with OUM's social media Promotion, and Comprehensive Information.

Table 4.29: Results of Pearson's correlation

Variables		CON_mean	PRO_mean	COM_mean
CON_mean	Pearson Correlation	1		
	p value			
	N	211		
PRO_mean	Pearson Correlation	.731**	1	
	p value	0.00		
	N	211	211	
COM_mean	Pearson Correlation	.665**	.668**	1
	p value	0.00	0.00	
	N	211	211	
REP_mean	Pearson Correlation	.684**	.710**	.759**
	p value	0.00	0.00	0.00
	N	211	211	211
** significant at 0.01 level				



#### 4.9 Impact of OUM'S Social Media on Reputation

This part employs multiple linear regression to assess the relationship between the OUM's social media on its reputation. Prior in reporting the results, some assumption tests were conducted to ensure the validity of multiple linear regression, i.e. (1) outliers, (2) collinearity, and (3) normality of residuals. First, the outlier assessment was conducted to exclude case/ data with standardized residual value less than -3, or greater than 3. Based on that, there was a case/ respondent omitted due to high standardized residual.

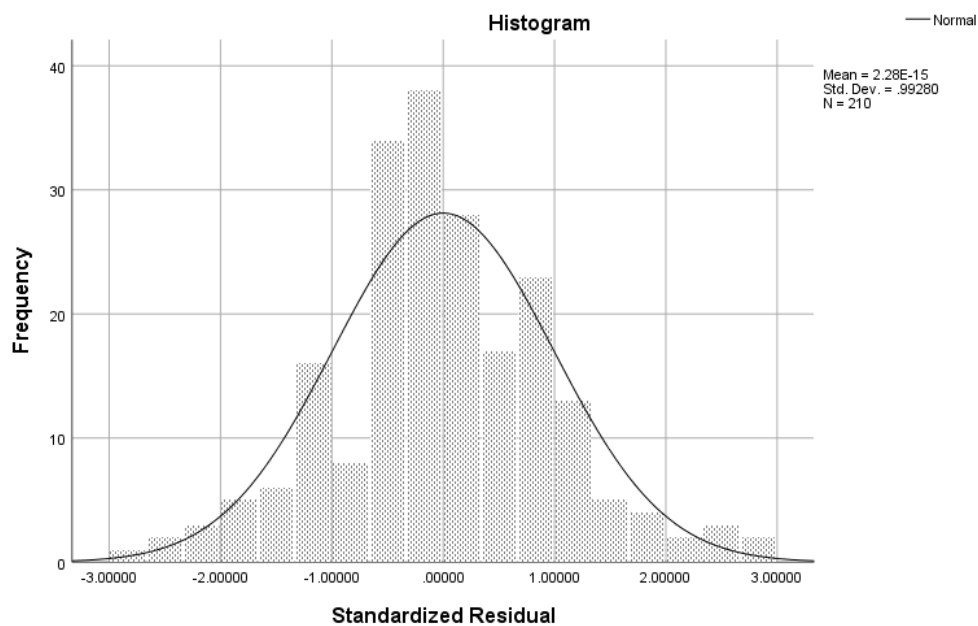


Figure 4.23: Histogram for standardized residuals

Then, the normality assessment was conducted for residuals of regression model. Figure 4.28 showed the distribution of the standardized residuals with bell shaped curve. Noticed that the distribution approximated to normal distribution. Moreover, Shapiro-

Wilk normality test, with value of 0.990, p value = 0.147 indicated that the distribution is insignificantly different from normal distribution. Therefore, it can be concluded that the residuals of regression model are normally distributed.

Table 4.30: Collinearity assessment

Predictors	VIF
CON_mean	2.438
PRO_mean	2.461
COM_mean	2.051

Following guideline from Hair et al. (2014), variance inflation factor (VIF) can be used to assess the degree of collinearity between independent variables pointing to the same dependent variable. They suggested that VIF value greater than 10 indicates serious issue of collinearity/ multicollinearity. Based on Table 4.27, noticed that all VIF values were smaller than 10, ranged from 2.051 to 2.161. Therefore, study concludes that there is no collinearity issue in the multiple linear regression model.

Table 4.31: Statistics of regression model

Predictors	Unstandardized, B	Standardized, Beta	t	Sig.	95.0% CI for B	
					Lower	Upper
(Constant)	0.973		6.005	0.00	0.653	1.292
CON_mean	0.166	0.183	2.932	0.004	0.055	0.278

PRO_mean	0.247	0.284	4.543	0.00	0.140	0.354
COM_mean	0.403	0.450	7.876	0.00	0.302	0.503
a Dependent Variable: REP_mean						

Multiple linear regression model was conducted to assess the relationship of OUM's social media factors on reputation of OUM. The results of analysis were summarized as in Table 4.28. From the table, all three factors were found to have significant influence on reputation (REP), as the p values were all smaller than 0.05. In addition, using the unstandardized coefficient (B), the statistical model can be written as  $REP = 0.973 + 0.166 CON + 0.247 PRO + 0.403 COM$ .

From the results, B value of 0.166 indicated that as performance of OUM's social media content increased by 1 unit, then the reputation of OUM will increase by 0.166 unit. In other words, with increase quality of content in OUM's social media, the users/ students will have better perception on OUM reputation.

Similarly, B value of 0.247 showed that as performance of OUM's social media promotion increased by 1 unit, then the reputation of OUM will increase by 0.247 unit. That means, having quality or attractive promotion in OUM's social media will increase OUM's reputation among its users/ students/

Then, B value of 0.403 suggested that each unit increase in OUM's social media performance in terms of comprehensive information, will likely lead to 0.403 unit increase in its reputation. This finding means that by having better information in terms of

comprehensiveness in OUM's social media, users/ students will tend to have better perception on the reputation of OUM.

Finally, using the standardized coefficient (BETA), the relative strength of each factor can be compared. From the results, COM had the highest BETA value of 0.450, followed by PRO with BETA value of 0.284, and finally CON with BETA value of 0.183. With that, study claims that OUM's social media comprehensive information has the highest impact on OUM's reputation, followed by promotion, and lastly only the content.

#### **4.10 Chapter Conclusion**

This study involved 211 respondents with majority of them are below 40 years old, Malay ethnicity, and working in private sectors. OUM's Facebook was found to be the most used social media platform to assess information about OUM. Further, OUM's social media was found to have high level of performance in terms of content, comprehensive information, and promotional information. For OUM's reputation, results showed that OUM received high level of reputation among the respondents.

Then, the results of independent t test showed that there is no significant different in OUM's social media content, comprehensive information, and promotion between the gender of respondents. Correlation analysis showed that OUM's reputation had significant strong correlation with promotion, comprehensive information, while having moderate correlation with content. Further, the multiple linear regression results showed that content, promotion, and comprehensive information have significant positive impact on OUM's reputation. In addition, comprehensive information was found to have

relatively strongest impact on OUM's reputation, followed by promotion, and lastly content.

## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Introduction**

This chapter will discuss and summarize the results of the study that has been explained in Chapter 4 which has focuses on the problems and hypotheses of the study. Therefore, the discussion on theresearch implications on the theory and limitations of the study will be discuss. This section also will be present some of the research proposals for the future. The results of the discussions, conclusions and suggestions given in this chapter are expected to provide benefits and can be used as a guide for anyone who wants to conduct researches in the future.

#### **5.2 Summary of the Main Findings**

Generally, the main objective of this study is to investigate the effectiveness of using social media as a platform to increase the OUM's reputation. The development of social media has given a new era to the ODL university and this study has emphasized the factors in social media itself that will help raise the reputation of OUM such as content, promotion and also the comprehensive of information. By knowing these factors,

universities can determine effective ways in social media to develop the university's  
reputation as university

reputation is intertwined with rankings. It is also a means that by maintaining or improving a university's ranking position will improve credibility of the university. The reputation of the university is now becoming an attraction for students enrollment and many studies showed that exerts reputation becomes a role and choice of an institution of higher education (de Jager & Soontiens, 2010). Good university reputation gets more student coming in and according to Delgado-Márquez et al., (2013) two important aspects in higher education are institutional performance and institutional reputation.

**RO1:** To examine the social media factors that will increase the reputation of the university.

From the study there are three factors that are highly influential on social media which is **content, promotion and comprehensive information**. These three factors were obtained by respondents consisting of students in learning centers in Bangi. Four question has been constructed on content, while three question respectively on promotion and comprehensive information. On content factors, study shows that out of the four questions asked, the result is 'Agrees' with the all question given which P value  $<0.05$ . Meanwhile, the second factors were promotion show that respondent are 'Agrees' on all question asked and 44.06% are agreed on the question promotion in social media grabs the user's interest. The last factor on comprehensive information and result showed that the respondent 'Agrees' on the all question given and the highest percentage with 41.71% on the last question on OUM social media information about programme are good.



From all the three factors, the sample t test showed the mean value was significantly higher than 3 (p value <0.001), at 0.05 significant level. Result indicated that respondent is agreed from the all three factors on social media are influencing build OUM reputation. According to Rekhter, (2012) social media become as a part of the new trends in marketing higher education.

**RO2:** To measure the most influential factor that contributes towards building the reputation of university.

This study also answered the second objective on the most influential factor that contribute towards building the OUM reputation. The result show that the among the three factors, the **comprehensive information was the most influential factor** in social media that builds up OUM reputation. From the result on standardized coefficient (BETA) and summarize on Table 4.31 show that comprehensive information with the highest BETA value of 0.450 as compared with the other factors which promotion BETA value was 0.284 and content BETA value of 0.183. With the result, of this research, OUM should pay more attention to the comprehensive information factor in social media where these factors can be a measurement in the formation of building the OUM reputation.

**RO3:** To assess the significant difference between gender in terms of their perception on the role of social media towards the university reputation building.

Result of the study also show on the third objective that is **no significant** difference between gender in the respondent perception on the role of social media towards the university reputation building. The result can be seen on Table 4.23, Table 4.24 and Table 4.25 stated that mean score of content, promotion and comprehensive information between gender indicates that no significant difference was found in gender respondent perception. There is same goes to dependent variable for gender respondent towards reputation seem no significant as well on Table 4.26. Its means that the views from gender i.e. men and women on the factors discussed are in the same direction.

5.2.1 **H1:** There is a significant relationship between the content of social media towards the building of OUM reputation.

Therefore, the study also has tested three hypotheses where the first hypothesis to find that there is a significant relationship between the content of social media towards the building of OUM reputation. The result obtained has **significant** relationship between the content of social media towards the building of OUM reputation. Fueled by strong content creation in social media such as in Facebook, Twitter, Instagram and YouTube, OUM found that this are the best ways to connect with the target audience and establishing good relationship and reputation. The great content encourages audience to learn more about OUM and by controlling the content it can have long-term effects on the reputation (Huotari et al., 2015). Therefore, the content on social media can positively influences the consumer's perception (Schivinski et al., 2016). Perception from respondents about the content in social media raise up the reputation through content such as image, visual, live video sharing and the testimonial review

and according to Ashley & Tuten(2015), good content may trigger the audience to engage. The content message in social media make innovative connections and relationship not only to the OUM organization but also between individual's perception. Thus, there is sufficient evidence that support Hypothesis 1.

5.2.2 **H2:** The presence of social media which promotes OUM's programmes has a significant relationship with OUM reputation.

The next hypothesis is to find whether the presence of social media which promotes OUM's programme has a **significant** relationship with OUM reputation. The result showed that promotion in social media has a significant relationship with OUM reputation. To enlarge the OUM reputation, OUM needs to take advantage of promotion marketing through social media due to the fact that social media is widely use in higher education communities to attract potential demographic target. The new communication through promotion aims the communication between students and OUM and this will influence promotional campaign. It is really significant of having social media promotions for the success of the business and in building up reputation. A questionnaire asked in Part B (B2) on promotion and number of question PRO3 are designed for this research to have ideally to know the promotion campaign able to attract new students and the responses with 33.18% strongly agree on the promotion campaign. This indicate that strong promotion will increase awareness which will lead revenue to OUM. Thus, the results support Hypothesis 2.

5.2.3 **H3:** There is a significant relationship between the comprehensiveness of the information in social media towards the building of OUM reputation.

As shown in the findings of the research, comprehensive of the information in social media has a **significant** relationship towards the building of OUM reputation. Comprehensive of the information is refer to the information which creates value, relevant, sufficiently accurate to the target audience so that it is can be understandable to the user. Using the social media OUM can provide the information that related to the OUM objective and according to Almadhoun et al., (2011) organization successfully taken advantage of comparatively using social networks to share information and be in contact with the students.

In this research, it is found that comprehensive of the information is the most significant characteristics in build OUM reputation in social media. It means that distributed the comprehensive information in OUM social media will impact to the perception about OUM and Mohammadian & Mohammadreza(2012) has mentioned that information contains transparent of information is important to people to be confident to distributed news and information. By sharing the information via social media, the students or prospect who seek information will be connected on online activities and Santhanam et al., (2015) has said that by sharing the information, recommendations and suggestions the customers is to reciprocate in the form of feedback with the organization. Thus, the exchange information become the endorsers of the OUM brand. Therefore, Hypothesis 3 was also supported.

The summary of all hypothesis are as follows:

Hypothesis	Statement	Result
H1	There is a significant relationship between the content of social media towards the	Positive and significant

	building of OUM reputation.	
H2	The presence of social media which promotes OUM's programmes has a significant relationship with OUM reputation.	Positive and significant
H3	There is a significant relationship between the comprehensiveness of the information in social media towards the building of OUM reputation.	Positive and significant

### **5.3 Discussion**

#### **5.3.1 Marketing campaign**

From the study shows that the frequency age of OUM students is in the range of 20 to 29 years which carries 38.9% while 38.4% are students aged from 30 to 39 years. From the data obtained, OUM can simplify the target groups of students in this age range to achieve the purpose of promotion on social media by turn out on education marketing campaign and this campaign aims to get interactions with the target groups of students and at the same time engage with more users. Alexa et al., (2011) social media offer universities valuable instruments in order to better communicate with their target groups in two-way conversation. The marketing campaign has to be innovative, fresh and compatible at the young adult and middle age generation.

#### **5.3.2 Right content to right audience**

Meanwhile, students' employment status is also important to OUM. This is because by knowing the student employment sector, OUM would emphasize on market segmentation and be more focused on that sector. The market segmentation is the process of dividing of potential prospect into groups based on the different characteristic and findings on this study shows that the students are from employed with private and public sector has the highest rates which 57.8% students are in private sector and 21.8% are from public sector. According to Constantinides & Stagno, (2012) segmentation based on participation in social media activities with same answer. This indicate that OUM should deliver the right content towards to relevant audience. In marketing wise, OUM could market OUM programme based on age and segmentize on employment status and here between employed private and public sector. and according to Patruti Baltes, (2015) the target analysis is also necessary to know the target audience and choose the right way to promote it.

### **5.3.3 Selecting social media platform**

Marketing in OUM has recently undergone significant changes in the way information is delivered and the study found that the respondents preferred to use Facebook with figure of 69% which the highest social media platform used. Studies show that longer a university is engaged with Facebook, the more fans it attracts (Brecht et al., 2017). Meanwhile Pletikosa Cvijikj & Michahelles (2013) has mentioned that Facebook is considered as the most attractive social media platform to be used for marketing and easily create their brand. And according to Thongmak (2015) reveal that the importance of the post frequency on Facebook drives more fans and participating. The study by Hussain (2012) revealed that

university students preferred Facebook as it is most popular media. By select the best performance platform of social media, OUM can offer opportunities and challenges that require profound knowledge to develop and implement strategies successfully.

## **5.4 Implications**

### **5.4.1 Enhancing the Content, Promotion and Comprehensive Information**

From this research it is found that the development of social media has become an attraction and affects the sustainability of a universities nowadays. Thus, OUM as a higher education should play a role in enhancing communication interaction in OUM social media. There are various ways in improving the reputation of a university, but in this study three factors have been identified in improving the reputation of OUM. Its means that OUM social media should indirectly diversify the role of OUM in social media because not many studies are conducted by looking at these elements in social media that can shape the reputation of a university.

According to Kuzma & Wright(2013),it is important to integrated social media use media into marketing programmes to provide more successful education experience and result from the their research shown a range of 77% to 94% of institutes using Facebook for university marketing and recruiting. By enhancing the three factors through the integrated marketing communications (IMC) in social media with the same message and synchronization will offer an opportunity to OUM communicate with strategic approaches to students. With the understanding and enhancing these three factors as one of the marketing strategies it will have a good

effect to OUM if it is can be implemented in all learning centers and build OUM reputation widely.

#### **5.4.2 Increasing the Student Enrollment**

With the increasing public and private universities in Malaysia and the competition among them to attract students both locally and internationally, the universities need position themselves by strengthen the reputation. According to Sia & Ming(2011) reputation become most influencing factor to the selecting their choice of institution. Hence, OUM needs to build and improve OUM's reputation in order to increasenumber of student to enroll. Capturing data on Figure 4.22, this study shows that about 55.46% or about 117 students has responded strongly agree to recommend their friends to enroll OUM. This indicate that strong perception on reputation will bring more students recruitment for OUM. From the study Joseph et al., (2012) present that the private university students appear to evaluate reputation to selecting the universities. Research by Constantinides & Stagno(2012) the choice of higher education in social media are referring to the reputation of a university. Hence, by establishing a strong social media presence such in marketing activities towards customer needs to has beneficial to OUM in term of generating the revenue by student's enrollment.



### **5.4.3 Improve OUM Brand Equity**

The activities in OUM social media indirectly improving the OUM brand by makes a memorable impression from the students and prospects. Besides has a good reputation as competitiveness in education field it is importance to improve OUM brand equity in social media and according to Rutter et al., (2016) from the research shows that the social media is related in branding and positive effect on brand performance when the universities use social media interactively. The consumer choice is relevance to brand equity and according to Mourad et al., (2011)brand equity measures the value of the brand, both to the organization and to the consumer.

Therefore the research conducted by Prabowo et al., (2017), and the results show that marketing mix strategy conducted by private universities has a significant effect on brand equity which factors contribute are brand awareness, perceived quality, and brand loyalty. The implication based from this study and previous studies show that OUMneed to improving brand equity in order to have good relationship with students and potential and response towards a brand.

### **5.5 Limitations of the Study**

The conclusions are based on the findings of this study should take into account the limitations of the study. First, this study uses convenience sampling where the respondents selected are active students and those studying at OUM Bangi onlywhich not presenting the findings to other learning centre populations. It also does not include students who postpone the semester or students who are dormant status. Therefore, the finding of the study cannot be generalized to the whole Malaysian prospective students perspective.

## 5.6 Directions for Future Research

This study attempted to examine the three influencing factors in social media that build the OUM reputation. The characteristic that we consider to impact this study is comprehensive information given in OUM social media would have significant effect on the reputation. Furthermore, the information provided must meet the characteristics of the information and this is to avoid confusion and misconceptions. Whereas the two factors are still play a role to the building OUM reputation. The finding of this **study could be expanded** to all OUM learning centre since most of the learning centre has their own social media platform. Previous study Clark et al., (2017) has suggest that universities should invest resources in social media communications if they want a good relationship with the stakeholder or students. According to Mostafa(2015) research that contributes to marketing on the relationship between student engagement, perceived value, and satisfaction in the context of a social media in higher education. SMEDESCU, (2014) different target and instruments are use in social media marketing is based on the goals. This is being very useful understanding to all learning centre staff that social media marketing is a part of communication strategies and create perception on reputation.

Furthermore, **promoting Accreditation of Prior Experiential Learning (APEL)** via social media might be focused for next research. The study of APEL by Chenget al.,(2018), has stated that APEL entry is the opportunity and option for working adult to further studies. Branding of APEL mechanism will create awareness an opportunity to acquire education to public M.Afzhan (2019). As lifelong learning universities, OUM could possible look the needs of learners by constantly promoting

the APEL in the social media in term of information, recognition and experience of learners with the result for enrollment student to OUM.

Finally, the changes of variables on next research could be on **quality of advertisement** in social media OUM to increase reputation. Generally, the advertising is bringing the attention to the customers and focused on product or services. According to Bachnik et al., (2018) advertising is important and its capture consumers' attention while Terkan (2014), has mentioned that advertising create an awareness, gives an information and also it can persuade consumers. With quality of advertising according to Dwivedi et al., (2015), improve the visibility in business and advertising in social media easily redirect consumer traffic to the advertised business page such as Facebook. The previous studies show advantages on having a quality of advertisement and with such a good for OUM to explore this variable which can forming the public about the OUM brands and how it can increase the OUM reputation as well.

## **5.7 Conclusion**

The purposed of this study is to investigate and understand the factors influencing of social media in building the reputation of OUM. The factors that considered in this study are content, promotion and compressive information and these factors has significant impact on the reputation building in OUM. The contribution of these factors for long term practice in social media marketing should be considered as a reflecting OUM activities towards the recruitment of students. Based on this research will hopefully benefit future researchers, the universities who wish evaluate the reputation of universities in social media marketing platform.

## REFERENCES

Afzhan, M., Bin, K., Khalil, (2019). Mediating Effect of APEL on Competency and Enrolment in ODL Using Structural Equation Modelling. *ASEAN Journal of Open Distance Learning* ↵ Vol. 11, No. 2, 2019

Agichtein, E., Castillo, C., Donato, D., Gionis, A., & Mishne, G. (2008). Finding high-quality content in social media. *WSDM'08 - Proceedings of the 2008 International Conference on Web Search and Data Mining*. <https://doi.org/10.1145/1341531.1341557>

Al-Rahmi, W. M., Alias, N., Othman, M. S., Marin, V. I., & Tur, G. (2018). A model of factors affecting learning performance through the use of social media in Malaysian higher education. *Computers and Education*. <https://doi.org/10.1016/j.compedu.2018.02.010>

Alberghini, E., Cricelli, L., & Grimaldi, M. (2014). A methodology to manage and monitor social media inside a company: A case study. *Journal of Knowledge Management*. <https://doi.org/10.1108/JKM-10-2013-0392>

Alexa, E. L., Alexa, M., & Stoica, C. M. (2011). The use of online marketing and social media in higher education institutions in Romania. *Creating Global Competitive Economies: A 360-Degree Approach - Proceedings of the 17th International Business Information Management Association Conference, IBIMA 2011*. <https://doi.org/10.5171/2012.721221>

Almadhoun, N. M., Dominic, P. D. D., & Woon, L. F. (2011). Social media as a promotional tool in higher education in Malaysia. *2011 National Postgraduate Conference - Energy and Sustainability: Exploring the Innovative Minds, NPC 2011*. <https://doi.org/10.1109/NatPC.2011.6136267>

Aminpour, F., Kabiri, P., Otraj, Z., & Keshtkar, A. A. (2009). Webometric analysis of Iranian universities of medical sciences. *Scientometrics*. <https://doi.org/10.1007/s11192-008-2059-y>

Armstrong, J., & Franklin, T. (2008). A review of current and developing international practice in the use of social networking (Web 2.0) in higher education. In *Research report*.

Arslanagic-Kalajdzic, M., & Zabkar, V. (2015). The external effect of marketing accountability in business relationships: Exploring the role of customer perceived value. *Industrial Marketing Management*. <https://doi.org/10.1016/j.indmarman.2015.03.002>

Ashley, C., & Tuten, T. (2015). Creative Strategies in Social Media Marketing: An Exploratory Study of Branded Social Content and Consumer Engagement. *Psychology and Marketing*. <https://doi.org/10.1002/mar.20761>

Asur, S., & Huberman, B. A. (2010). Predicting the future with social media. *Proceedings - 2010 IEEE/WIC/ACM International Conference on Web Intelligence, WI 2010*. <https://doi.org/10.1109/WI-IAT.2010.63>

Bachnik, K., Nowacki, R., & Szopiński, T. S. (2018). Determinants of assessing the quality of advertising services - The perspective of enterprises active and inactive in advertising. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2017.12.017>

Barreda, A. A., Bilgihan, A., Nusair, K., & Okumus, F. (2015). Generating brand awareness in Online Social Networks. *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2015.03.023>

Botha, E., Farshid, M., & Pitt, L. (2011). How sociable? An exploratory study of university brand visibility in social media. *South African Journal of Business Management*. <https://doi.org/10.4102/sajbm.v42i2.494>

Brech, F. M., Messer, U., Vander Schee, B. A., Rauschnabel, P. A., & Ivens, B. S. (2017). Engaging fans and the community in social media: interaction with

institutions of higher education on Facebook. *Journal of Marketing for Higher Education*. <https://doi.org/10.1080/08841241.2016.1219803>

Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. *Journal of Mixed Methods Research*. <https://doi.org/10.1177/2345678906290531>

Burgess, J. E. (2011). User-created content and everyday cultural practice : lessons from YouTube. *Television as Digital Media*.

C.R.Kothari. (2004). *Research Methodology: Methods and Techniques - C. R. Kothari - Google Books*. New Age International. <https://doi.org/10.1007/s11274-011-0813-4>

Carr, C. T., & Hayes, R. A. (2015). Social Media: Defining, Developing, and Divining. *Atlantic Journal of Communication*. <https://doi.org/10.1080/15456870.2015.972282>

Cheng, Sheila and Siow, Heng Loke (2018) *Accreditation of Prior Experiential Learning (APEL): An Alternative Entry Route to Higher Education in Malaysia*. In: International Conference on Open and Innovative Education (ICOIC 2018)

Choi, D., & Shah, C. (2014). Perceived value of information sharing in online environments: User engagement and social reputation. *Proceedings of the ASIST Annual Meeting*. <https://doi.org/10.1002/meet.2014.14505101052>

Clark, M., Fine, M. B., & Scheuer, C. L. (2017). Relationship quality in higher education marketing: the role of social media engagement. *Journal of Marketing for Higher Education*. <https://doi.org/10.1080/08841241.2016.1269036>

Cohen, C. (1998). SAMPLE SIZE ESTIMATION USING KREJCIE AND MORGAN AND COHEN STATISTICAL POWER ANALYSIS: A COMPARISON Chua Lee Chuan Jabatan Penyelidikan. *Jurnal Penyelidikan IPBL*.

Collins, F. L., & Park, G. S. (2016). Ranking and the multiplication of reputation: reflections from the frontier of globalizing higher education. *Higher Education*. <https://doi.org/10.1007/s10734-015-9941-3>

Constantinides, E., & Stagno, M. (2012). Higher Education Marketing: A Study on the Impact of Social Media on Study Selection and University Choice.

*International Journal of Technology and Educational Marketing.*  
<https://doi.org/10.4018/ijtem.2012010104>

Creswell, J. W. (2009). Qualitative, Quantitative, and Mixed Methods Approaches The Selection of a Research Design. In *Research design*.

Creswell, J. W., & Poth, C. N. (2016). Data analysis and representation. In *Qualitative inquiry and research design - choosing among five approaches*.

Dabner, N. (2011). Design to support distance teacher education communities: A case study of a student-student e-mentoring initiative. *SITE 2011--Society for Information Technology & Teacher Education International Conference*.

de Jager, J., & Soontiens, W. (2010). Marketing and Reputation in the Services Sector: Higher Education in South Africa and Singapore. *International Journal of Information Systems in the Service Sector*.  
<https://doi.org/10.4018/jiss.2010070103>

Delgado-Márquez, B. L., Escudero-Torres, M. Á., & Hurtado-Torres, N. E. (2013). Being highly internationalised strengthens your reputation: An empirical investigation of top higher education institutions. *Higher Education*.  
<https://doi.org/10.1007/s10734-013-9626-8>

Dijkmans, C., Kerkhof, P., & Beukeboom, C. J. (2015). A stage to engage: Social media use and corporate reputation. *Tourism Management*.  
<https://doi.org/10.1016/j.tourman.2014.09.005>

Dumitriu, D., Alexe, C., & Popescu, M. (2018). Digital Marketing Strategies Applied for Improving the On-line Image of a Technical University. *INTED2018 Proceedings*. <https://doi.org/10.21125/inted.2018.1626>

Dutot, V., Lacalle Galvez, E., & Versailles, D. W. (2016). CSR communications strategies through social media and influence on e-reputation: An exploratory study. *Management Decision*. <https://doi.org/10.1108/MD-01-2015-0015>

Dwivedi, Y. K., Kapoor, K. K., & Chen, H. (2015). Social media marketing and advertising. *The Marketing Review*.  
<https://doi.org/10.1362/146934715x14441363377999>

Emeksiz, G. İ., & Şimşek, A. (2018). Communication Strategies Used in Corporate Facebook Pages and Motivations of Consumers for Following These Pages. *European Journal of Marketing and Economics*. <https://doi.org/10.26417/ejme.v1i1.p122-134>

Evans, C. (2014). Twitter for teaching: Can social media be used to enhance the process of learning? *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.12099>

Farwell, T., & Waters, R. (2010). Exploring the Use of Social Bookmarking Technology in Education: An Analysis of Students' Experiences using a Course-specific Delicious.com Account. *Journal of Online Learning and Teaching*.

Felix, R., Rauschnabel, P. A., & Hinsch, C. (2017). Elements of strategic social media marketing: A holistic framework. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2016.05.001>

Fombrun, C.J. (1996) Reputation: Realizing the Value of Corporate Image. Boston: HarvardBusiness School Press

Foroudi, P. (2019). Influence of brand signature, brand awareness, brand attitude, brand reputation on hotel industry's brand performance. *International Journal of Hospitality Management*. <https://doi.org/10.1016/j.ijhm.2018.05.016>

Gilad, S., Maor, M., & Bloom, P. B. N. (2015). Organizational reputation, the content of public allegations, and regulatory communication. *Journal of Public Administration Research and Theory*. <https://doi.org/10.1093/jopart/mut041>

Gilbert, D. C., & Jackaria, N. (2002). The efficacy of sales promotions in UK supermarkets: A consumer view. *International Journal of Retail & Distribution Management*. <https://doi.org/10.1108/09590550210429522>

Goyal, P. (2019). Measures to improve sales promotion effectiveness: The consumer perspective. *Pranjana: The Journal of Management Awareness*. <https://doi.org/10.5958/0974-0945.2019.00005.0>

Hagan, T. L. (2014). Measurements in quantitative research: How to select and report on research instruments. *Oncology Nursing Forum*. <https://doi.org/10.1188/14.ONF.431-433>



Hair Jr., J.F., Black, W.C., Babin, B.J. and Anderson, R.E. (2014). *Multivariate Data Analysis: A Global Perspective*. 7th Edition, Pearson Education, Upper Saddle River.

Hamid, S., Bukhari, S., Ravana, S. D., Norman, A. A., & Ijab, M. T. (2016). Role of social media in information-seeking behaviour of international students: A systematic literature review. In *Aslib Journal of Information Management*. <https://doi.org/10.1108/AJIM-03-2016-0031>

Hanna, R., Rohm, A., & Crittenden, V. L. (2011). We're all connected: The power of the social media ecosystem. *Business Horizons*. <https://doi.org/10.1016/j.bushor.2011.01.007>

Hardy, K. G. (1986). Key Success Factors for Manufacturers' Sales Promotions in Package Goods. *Journal of Marketing*. <https://doi.org/10.2307/1251582>

Harvey, W. (2014). Defining and connecting CSR, reputation, image, identity, brand, legitimacy, status and diversity. In *Corporate Social Responsibility and Human Resource Management: A Diversity Perspective*. <https://doi.org/10.4337/9781783476367.00007>

Hochman, N., & Manovich, L. (2013). Zooming into an Instagram City: Reading the local through social media. *First Monday*. <https://doi.org/10.5210/fm.v18i7.4711>

Huotari, L., Ulkuniemi, P., Saraniemi, S., & Mäläskä, M. (2015). Analysis of content creation in social media by B2B companies. *Journal of Business and Industrial Marketing*. <https://doi.org/10.1108/JBIM-05-2013-0118>

Hussain, I. (2012). A Study to Evaluate the Social Media Trends among University Students. *Procedia - Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2012.11.075>

Ilker Etikan Rukayya Sunusi Alkassim, S. A. M. (2016). Comparison of Convenience Sampling and Purposive Sampling Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*. <https://doi.org/10.11648/j.ajtas.20160501.11>

Irfan, A., Rasli, A., Sulaiman, Z., Sami, A., & Qureshi, M. I. (2018). Use of social media sites by Malaysian universities and its impact on university ranking. *International Journal of Engineering and Technology(UAE)*.

Joseph, M., Mullen, E. W., & Spake, D. (2012). University branding: Understanding students choice of an educational institution. *Journal of Brand Management*. <https://doi.org/10.1057/bm.2012.13>

Kanuri, V. K., Chen, Y., & Sridhar, S. H. (2018). Scheduling content on social media: Theory, evidence, and application. *Journal of Marketing*. <https://doi.org/10.1177/0022242918805411>

Kaplan, A. M., & Haenlein, M. (2010a). Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*. <https://doi.org/10.1109/WCNC.2006.1683604>

Kaplan, A. M., & Haenlein, M. (2010b). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*. <https://doi.org/10.1016/j.bushor.2009.09.003>

Kazi, A. M., & Khalid, W. (2012). Questionnaire designing and validation Introduction and Objectives. *Journal of the Pakistan Medical Association*.

Kim, A. J., & Ko, E. (2012). Do social media marketing activities enhance customer equity? An empirical study of luxury fashion brand. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2011.10.014>

Kitsa, M., & Mudra, I. (2018). Social media tools for TV programmes promotion. *Communication Today*.

Kudeshia, C., & Kumar, A. (2017). Social eWOM: does it affect the brand attitude and purchase intention of brands? *Management Research Review*. <https://doi.org/10.1108/MRR-07-2015-0161>

Kuzma, J. M., & Wright, W. (2013). Using social networks as a catalyst for change in global higher education marketing and recruiting. *International Journal of Continuing Engineering Education and Life-Long Learning*. <https://doi.org/10.1504/IJCEELL.2013.051766>

Lee, C. S., & Ma, L. (2012). News sharing in social media: The effect of gratifications and prior experience. *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2011.10.002>

Lee, D., Hosanagar, K., & Nair, H. S. (2018). Advertising content and consumer engagement on social media: Evidence from Facebook. *Management Science*. <https://doi.org/10.1287/mnsc.2017.2902>

Li, Y., & Xie, Y. (2020). Is a Picture Worth a Thousand Words? An Empirical Study of Image Content and Social Media Engagement. *Journal of Marketing Research*. <https://doi.org/10.1177/0022243719881113>

Mack, D., Behler, A., Roberts, B., & Rimland, E. (2007). Reaching students with Facebook: data and best practices. *E-JASL: The Electronic Journal of Academic and Special Librarianship*.

MacLeod, W. B., Riehl, E., Saavedra, J. E., & Urquiola, M. (2017). The big sort: College reputation and labor market outcomes. *American Economic Journal: Applied Economics*. <https://doi.org/10.1257/app.20160126>

Macnamara, J. (2014). Organisational Listening: A Vital Missing Element in Public Communication and the Public Sphere. *Asia Pacific Public Relations Journal Organisational Listening Asia Pacific Public Relations Journal*.

Megan Sponcil, Priscilla Gitimu (2013). Use of social media by college students: Relationship to communication and self-concept. *Journal of Technology Research. Academic and Business Research Institute (AABRI)*

Mohammadian, M., & Mohammadreza, M. (2012). Identify the Success Factors of Social Media (Marketing Perspective). *International Business and Management*. <https://doi.org/10.3968/j.ibm.1923842820120402.1120>

Momen, M. A., Sultana, S., & Haque, A. K. M. A. (2019). Web-based marketing communication to develop brand image and brand equity of higher educational institutions: A structural equation modelling approach. *Global Knowledge, Memory and Communication*. <https://doi.org/10.1108/GKMC-10-2018-0088>

Mostafa, R. B. (2015). Engaging Students via Social Media: Is It Worth the Effort? *Journal of Marketing Education*. <https://doi.org/10.1177/0273475315585825>

Mourad, M., Ennew, C., & Kortam, W. (2011). Brand equity in higher education. *Marketing Intelligence & Planning*. <https://doi.org/10.1108/02634501111138563>

Munisamy, S., Mohd Jaafar, N. I., & Nagaraj, S. (2014). Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University. *Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-013-0120-y>

Nguyen, B., Yu, X., Melewar, T. C., & Hemsley-Brown, J. (2016). Brand ambidexterity and commitment in higher education: An exploratory study. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2016.01.026>

Patrutiu Baltas, L. (2015). Content marketing - the fundamental tool of digital marketing. *Bulletin of the Transilvania University of Brasov. Series V: Economic Sciences*.

Permatasari, H. P., Erlangga, D., Harlena, S., & Chandra, R. (2013). Effect of Social Media on Website Popularity. *World of Computer Science and Information Technology Journal*.

Pletikosa Cvijikj, I., & Michahelles, F. (2013). Online engagement factors on Facebook brand pages. *Social Network Analysis and Mining*. <https://doi.org/10.1007/s13278-013-0098-8>

Plewa, C., Ho, J., Conduit, J., & Karpen, I. O. (2016). Reputation in higher education: A fuzzy set analysis of resource configurations. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2016.01.024>

Polat, S., Guncavdi, G., & Arslan, Y. (2019). The impacts of a university's organizational reputation and organizational attraction on students' intention to pursue. *Eurasian Journal of Educational Research*. <https://doi.org/10.14689/ejer.2019.84.10>

Prabowo, H. A., Ghozaly, F., & Susilo, A. (2017). Building Strong Brand Equity in Higher Education Through Marketing Mix Strategy : a Research on Private University in Indonesia. *Actual Problems in Economics*.

Prajapati, B., Dunne, M., & Armstrong, R. (2010). Sample size estimation and statistical power analyses. *Optometry Today*.

Rekhter, N. (2012). Using Social Network Sites for Higher Education Marketing and Recruitment. *International Journal of Technology and Educational Marketing*. <https://doi.org/10.4018/ijtem.2012010103>

Rialti, R., Zollo, L., Pellegrini, M. M., & Ciappei, C. (2017). Exploring the Antecedents of Brand Loyalty and Electronic Word of Mouth in Social-Media-Based Brand Communities: Do Gender Differences Matter? *Journal of Global Marketing*. <https://doi.org/10.1080/08911762.2017.1306899>

Rimkuniene, D., & Zinkeviciute, V. (2014). Social media in communication of temporary organisations: role, needs, strategic perspective. *Journal of Business Economics and Management*. <https://doi.org/10.3846/16111699.2014.938360>

Rossmann, D., & Young, S. W. H. (2015). Using social media-To build community. *Computers in Libraries*.

Rutter, R., Roper, S., & Lettice, F. (2016). Social media interaction, the university brand and recruitment performance. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2016.01.025>

Santhanam, N., Kamalanabhan, T. J., Dyaram, L., & Ziegler, H. (2015). Social Media Marketing: The Effect of Information Sharing, Entertainment, Emotional Connection and Peer Pressure on the Attitude and Purchase Intentions. *GSTF Journal on Business Review*. <https://doi.org/10.5176/2010-4804>

Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students Eight edition. In *Pearson education Harlow*.

Schivinski, B., Christodoulides, G., & Dabrowski, D. (2016). Measuring Consumers' Engagement With Brand-Related Social-Media Content. *Journal of Advertising Research*. <https://doi.org/10.2501/jar-2016-004>

Schmidt, J.-H. (2014). Twitter and the rise of personal publics. *Twitter and Society*.

Shafigullina, A. V., & Palyakin, R. B. (2016). Social media marketing as an effective instrument of the promotion of social business-project in social entrepreneurial activity. *Academy of Marketing Studies Journal*.

Shamsudin, M. F., Ali, A. M., Wahid, R. A., & Saidun, Z. (2019). Factors influence undergraduate students' decision making to enroll and social media application as an external factor. *Humanities and Social Sciences Reviews*. <https://doi.org/10.18510/hssr.2019.7116>

Sheafer, T. (2001). Charismatic skill and media legitimacy: An actor-centered approach to understanding the political communication competition. *Communication Research*. <https://doi.org/10.1177/009365001028006001>

Sia, J., & Ming, K. (2011). A Model of Higher Education Institutions Choice in Malaysia – A Conceptual Approach. *2010 International Conference on Business and Economics Research*.

SMEDESCU, D. A. (2014). Using social media marketing in higher education. *Romanian Journal of Marketing*.

Sreejesh, S., Sarkar, J. G., & Sarkar, A. (2019). CSR through social media: examining the intervening factors. *Marketing Intelligence and Planning*. <https://doi.org/10.1108/MIP-12-2018-0569>

Steege, G. Ver, & Galstyan, A. (2012). Information transfer in social media. *WWW'12 - Proceedings of the 21st Annual Conference on World Wide Web*. <https://doi.org/10.1145/2187836.2187906>

Strauss, J., & Frost, R. (2016). *E-marketing*. Routledge. London & New York

Stephenson, A. L., Heckert, A., & Yerger, D. B. (2016). College choice and the university brand: exploring the consumer decision framework. *Higher Education*. <https://doi.org/10.1007/s10734-015-9919-1>

Terkan, R. (2014). Importance of Creative Advertising and Marketing According to University Students' Perspective. *International Review of Management and Marketing*.

Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)-A literature review. *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2012.12.032>

Thongmak, M. (2015). Engaging Facebook users in brand pages: Different posts of marketing-mix information. *Lecture Notes in Business Information Processing*. [https://doi.org/10.1007/978-3-319-19027-3\\_24](https://doi.org/10.1007/978-3-319-19027-3_24)

Tiago, M. T. P. M. B., & Veríssimo, J. M. C. (2014). Digital marketing and social media: Why bother? *Business Horizons*. <https://doi.org/10.1016/j.bushor.2014.07.002>

Tritama, H. B., & Tarigan, R. E. (2016). The Effect of Social Media to the Brand Awareness of a Product of a Company. *CommIT (Communication and Information Technology) Journal*. <https://doi.org/10.21512/commit.v10i1.1667>

Tsimonis, G., & Dimitriadis, S. (2014). Brand strategies in social media. *Marketing Intelligence and Planning*. <https://doi.org/10.1108/MIP-04-2013-0056>

Voivonta, T., & Avraamidou, L. (2018). Facebook: a potentially valuable educational tool? *Educational Media International*. <https://doi.org/10.1080/09523987.2018.1439708>

Volk, S. C., & Zerfass, A. (2018). Alignment: Explicating a Key Concept in Strategic Communication. *International Journal of Strategic Communication*. <https://doi.org/10.1080/1553118X.2018.1452742>

White, C. M. (2011). Social media, crisis communication, and emergency management: Leveraging Web 2.0 technologies. In *Social Media, Crisis Communication, and Emergency Management: Leveraging Web 2.0 Technologies*. <https://doi.org/10.1201/b11251>

Whiting, A., & Williams, D. (2013). Why people use social media: a uses and gratifications approach. *Qualitative Market Research: An International Journal*. <https://doi.org/10.1108/QMR-06-2013-0041>

Wilkinson, D., & Birmingham, P. (2003). *Using Research Instruments: A Guide for Researchers*. London: Routledge.

Yadav, M., & Rahman, Z. (2017). Measuring consumer perception of social media marketing activities in e-commerce industry: Scale development & validation. *Telematics and Informatics*. <https://doi.org/10.1016/j.tele.2017.06.001>

Yang, L., & Gilbert, N. (2008). Getting away from numbers: Using qualitative observation for agent-based modeling. *Advances in Complex Systems*. <https://doi.org/10.1142/S0219525908001556>

Zain, O. M., Jan, M. T., & Ibrahim, A. B. (2013). Factors influencing students' decisions in choosing private institutions of higher education in Malaysia: A Structural Equation Modelling approach. *Asian Academy of Management Journal*.

Malaysian Communication and Multimedia Commission (MCMC), Internet Users Survey, 2018, Retrieve on 22/2/2020 at [https://www.mcmc.gov.my/skmmgovmy/media/General/pdf/Internet-Users-Survey-2018-\(Infographic\).pdf](https://www.mcmc.gov.my/skmmgovmy/media/General/pdf/Internet-Users-Survey-2018-(Infographic).pdf)

Siti Hamisah. (2019), Harmonising Public and Private Higher Education, New Straits Times 15 Mei 2019, Retrieved on 23/3/2020 <https://www.moe.gov.my/en/menumedia/printed-media/newspaper-clippings/harmonising-public-and-private-higher-education-new-straits-times-15-mei-2019>

Statista Research Development (2020), Active social media users as percentage of the total population in Malaysia from 2016 to 2020. Retrieve on 20/7/20 <https://www.statista.com/statistics/883712/malaysia-social-media-penetration/>



## **APPENDICES**