

The Effects of Social Media on Gen Z's Intention to Select Private Universities in Malaysia

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ABSTRACT

The Private Universities (PU) sector in Malaysia is growing. Newly incoming students' requests in the education sector are demanding and encouraging. Increased number of players offering educational services are competing among to attract students. The PU's in the country are increasing pressure on competing to recruit students and their sustainability is relying on students' intake and retention rates. Students have more preferences now days to select the PU in Malaysia on their choice. Social media(SM) has become prominent basic tool and a prestige of social interaction, along with networking between students and society. The use of SM is very highly spread among students and their life without SM is almost unthinkable. Most of the PU's in Malaysia uses the SM for reason to attract their targeted students, but they are not too serious on their social media contents and their effectiveness. There are also indications that Generation Z becomes core to students' markets as this age cohort of begins to join universities in HEI. The PU's should acknowledge the needs and wants of the Gen Z, able to socialize with them through SM and use the SM for promotion and marketing. There is a gap to explore the effectiveness of universities social media contents that influence the Gen Z students' intention to make decision in selecting private universities in Malaysia because of lack of studies and information. For this purpose, the Theory of Reasoned Action (TRA) was adopted and modified accordingly as the basis for the research study.

Keywords: Social Media(SM), Generation Z (Gen Z), Private Universities, Malaysia

1. Introduction

Universities across Malaysia face increasing pressure to recruit students whilst their marketing mix budgets are shrinking. Over the past decade, technology for social purposes could have become the mainstream of communication for many prospective students. Attracting them through social media is becoming a tremendous challenge for higher education institutions (HEI) especially for private institutions. Private Higher Education Institutions (PHEI) are competing among them to attract students for their survival and their revenues are almost entirely students' enrolment and later retention driven. Each private institution has a critical financial interest in its share of the undergraduate and postgraduate market.

In Malaysia, the numbers of private universities are increasing and students' needs and wants in education are encouraging this tendency from year to year. Furthermore,

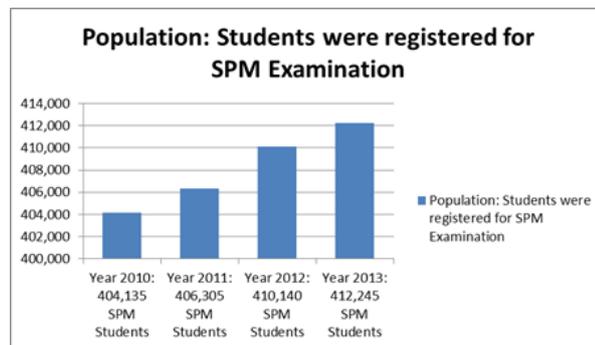
many colleges are being upgraded to university colleges which strengthen the number of universities in the country. The students have great opportunities of choice to select their private universities in Malaysia. Currently, the author predicted that the PHEI market is at growing phase from PHEI market to students market in which students become more demanding, bargaining and choosy in selecting tertiary studies and lead to student's consumerism. "The competition increases, the necessity of marketing in the field of higher education also increases" Kotler (1994) and Kotler & Andreason (1991).

1.1 Background of Education in Malaysia

The Ministry of Education (MOE) ((Kementerian Pelajaran in Malay)) is responsible for pre-school, primary school, secondary school, post-secondary school and higher education such as tertiary levels. They are governing by the Education Act of 1996, (sources: www.moe.gov.my and www.mohe.gov.my).

At the age of six to seventeen the child and adolescent or students' starts his compulsory 11 years of free primary and secondary education. In the 11th year the students sit for Sijil Pelajaran Malaysia (SPM). The figure 1 shown that the number of 11th year students registered for SPM examination for the year 2010 to 2013 are ascending trend. They are the population of this study. Further,

divided *Figure 1: SPM Students Population* the age groups from 15 to 19 years age group has 9.5% and 20-24 years age group have 10% for the year 2012. These age groups' indicates that positive indications of the students market in Malaysia.



After SPM, students have choice to discontinue their studies with various reasons. Most of the students opt their studies such sixth form, matriculation, GCE "A" levels, foundation or other pre-university, certificate or diploma. Except the sixth form and matriculation are free in government institutions or schools but the rest of the programmes and studies the students need to pay. Most of six forms and matriculation students proceed to public higher education institutions (public HEI), whereas the students who willing to pay will proceed to private higher education institutions (PHEI) local or abroad. The students can select modes of studies full-time, part-time in classroom or distance learning to complete their studies in Malaysia or twining or abroad. They can obtain either local PHEI or foreign collaboration PHEI diploma and degree certs. The PHEI in Malaysia offers to locals and international students.

The public HEI has 20 public universities, 27 public polytechnics, 42 public community colleges, 1 public college and 28 public teacher education institutions in Malaysia (Source: www.mohe.gov.my). These public HEI cater for SPM, sixth forms-STPM and matriculation students to precede their studies, and finance by government.

Students have more preferences today to select the PHEI in Malaysia on their choice. In December 2012, 25 private universities (PU), 22 private university colleges (PUC), 5 private foreign universities (PFU) as shown in figure 2, and 600 private colleges and 1000 over private institutes could be listed throughout Malaysia. They all are categorised as PHEI in Malaysia. Most of the students are attracted by government loans such PTPTN and MARA.

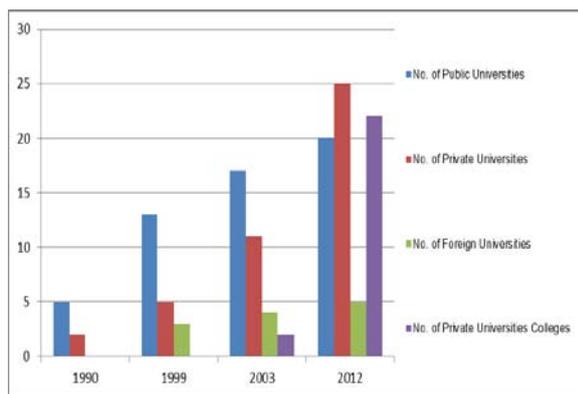


Figure 2: Number of Universities

Most the PHEI take these government loans to attract the students.

According to the Ninth Malaysian Plan (2006-10) it is , “Expected that 1.6 million students or 40% of students in tertiary education would be enrolled in tertiary education in 2010 and 50% of these would be studying at private institutions” (Source: www.mohe.gov.my). “2001 till 2010, students who had access to higher education were enrolled in public institutions was 15% and another 15% were studying in private sector” (MOHE 2011). Further, projected 2020, 90% of higher education students will have to go through a private institution to obtain their degree”, as shown in figure 3 (Source: www.mohe.gov.my).

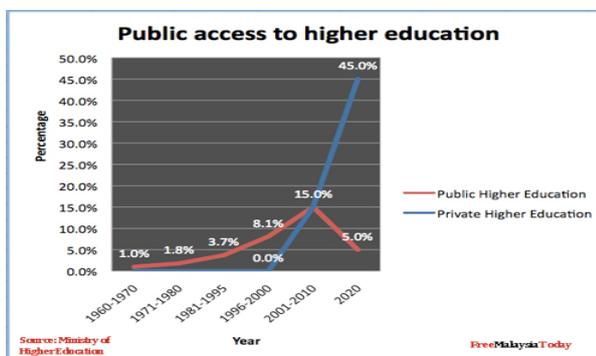


Figure 3: Public & Private Higher Education

In the early 1990s, lack of places in local public universities, students preceding tertiary studies to overseas and becoming Malaysian government’s problems (Silverman 1996). “It’s found that in the year 1995, 20 per cent of Malaysian students who were studying abroad cost the country around US\$800 million in currency outflow, constituting nearly 12 per cent of Malaysia’s current account deficit” (Silverman 1996). The government face problem to increase the number of seats in the public universities (Neville, 1998). At the same time the government found opportunities in local private education sector that can play a role to reduce currency outflow and transform Malaysia into higher education hub in coming years (Ismail, 1997). There are several factors that influence student’s decision to select their choice of universities that inverse to become some of the universities’ issues to challenge. There is a gap found from the literature review to explore the effects of universities’ social media contents on Gen Z student’s intention to make decision to select private universities in Malaysia because of lack of studies and insufficient availability of information. The purpose of this research is to determine and explore the preferred media choice, effectiveness of universities information on social media contents, social media contents those missing that fail to attract and subjective norms influences the Gen Z student’s intention to make decision on selecting private universities in Malaysia.

2. Literature Review and Theories

According to J. Bonnema, et.al (2008), “marketing practitioners in higher education have not yet identified specific subgroups with similar characteristics within the prospective student (target) market, and do not always know which preferred media they deciding on tertiary information needs when deciding which institution to attend”. Academic institutions still use single messages in a single medium for all target markets. Currently, private universities in Malaysia are competing among them, advertising and promoting in common and social media, and keep formulating strategies for improvement to attract students but are they successful.

Many studies on the effects of common and social media in the context of business, universities and organizations have been conducted. However, Zeljka Hadija et al. (2012) “Online social networking are growing communication tool which, like any other web site, has an advertising space in it”. And they expand on the fields of more personalized and user-generated content social media for future studies. Whereas, according to Ahmed Tajudeen Shittu et al. (2011), future studies should focus on determining factors that influence students’ attitude to social software usage and as the medium of interaction among themselves. Yingxia Cao et al. (2011), types of social media adopters and social media, and adoption patterns should carry out for future study, and include demographic variables.

Karl Wagner and Pooyan Yousefi Fard (2009) identify the main factors that significant’ influence students’ intention to study at a higher educational institution. Yingxia Cao et al. (2011) hypothetise that social media able to utilise in teaching and adopters, demographic variables, which are not included in the model and analysis, may be further explored.

Prior to applied research, they can be summaries; “Wikipedia-blogs, content communities, YouTube-social networking sites, Facebook, Twitter and LinkedIn-virtual social worlds, Second Life, virtual game worlds and World of Warcraft” (Kaplan and Haenlein, 2010). “Social media, Web 2.0 and user-generated content, researchers have focused their attention on areas including user segmentation and participation” (Berthon, Pitt, and Campbell, 2008; Forrester Research, 2010); “motivations for adoption of social media” (Gangadharbatla, 2008); “electronic word of mouth” (Okazaki, 2009; Riegner, 2007); and “online brand communities” (de Chernatony and Christodoulides, 2004; de Valck, Van Bruggen and Wierenga, 2009; Muniz and O’Guinn, 2001).

Advertising research has focused on “motivations, perceived interactivity, and advertising outcomes” (Ko, Cho and Roberts, 2005; Zeng, Huang and Dou, 2009), “gender differences and interactivity” (McMahan, Hovland and McMillan, 2009), “consumers or students attitudes towards interactive advertising” (Ming-Sung Cheng, Blankson, Shih-Tse Wang and Shui-Lien Chen, 2009), “the effectiveness of advertising media on Facebook” (ACNielsen and Facebook, 2010) and “the relationship between online engagement and advertising effectiveness” (Calder, Malthouse and Schaedel, 2009).

Zeljka Hadija, et al. (2012), Tajudeen Shittu, et al. (2011), Yingxia Cao et al. (2011), J. Bonnema, et.al (2008) have provided some limitation and input for future studies to consider. Social media is increasingly the most important and cheapest way to connect with students such as “Gen Z”. Today, most of the universities in Malaysia are using social media but probably there is room for improvement to attract students. Social media contents’ have become collation information for potential students in

searching for universities, and it is very serious issue for them to make the correct decision where to apply. Reading and posting information on a social media might be able to influence their decisions on where they choose to enroll. Students do not only look for information on university websites, but also on the respective social media. Universities should make their online contents on social media to be informative and accurate enough in order to attract prospective students. Students' needs information and they prefer to obtain as one-stop information from the universities social media platform. The effectiveness of the universities social media contents should be based on each Gen Z student's feedback.

2.1 Theory of Reason Action (TRA)

The prior researchers applied the Theory of Reasoned Action (TRA) as shown in figure 4 to investigate the behavioural patterns of online customers, student's enrolment, students' intention, students' choice, and students' attitude. Most of the studies focused on buying habits of the consumers (Curran& Lennon, 2011; Smith et. al 2010; Fogel and Schneider, 2010; Lwin and Williams, 2003) or use of different platforms or methods (Lin et al. 2011; Kang et al. 2006). However, the prior researchers had not supported the TRA relationship between the effectiveness of social media contents, SM missing contents and student's intention to select universities. The actual behaviour from TRA had omitted for this study purposes.

Theory of Reason Action

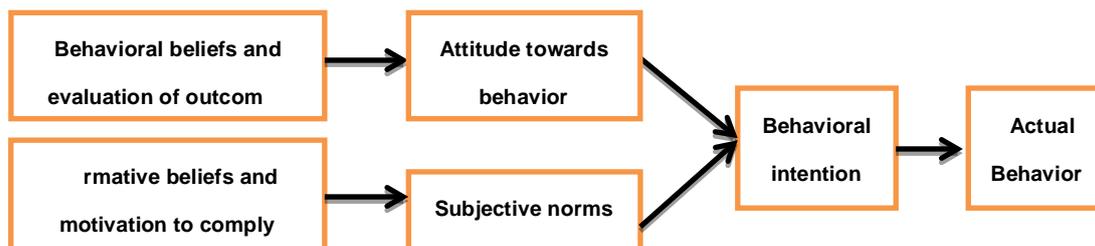


Figure 4: TRA

Source: TRA by Ajzen and fishbein, (1980)

2.2 Social Media

The purpose of the social media is for text, audio and visual display which leads to networking and socializing. It also uses to relate to user and other and at the same time how we relate to the social media in our organizations. According to Kaplan and Haenlein (2010, p. 61) define social media "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". Conversely, Porter and Golan (2006, p. 33) define viral advertising as "unpaid peer-to-peer



communication of provocative content originating from an identified sponsor using the Internet to persuade or influence an audience to pass along the content to others." According to Brian Solis (2008), the "graphical prism" as shown in figure 5 illustrates the wide range of social media tools available *Figure 5: Graphical Prism on Social Media Tools*

today. Compared the best practices between the foreign universities and private universities in Malaysia, most of the private universities in Malaysia seem to be serious in social media usage and look like more casual atmosphere but they are not serious on their strategic objectives focusing on social media contents and or pages, and just for the sack of participating using it. The generation Z is mostly utilising the internet based and sourcing information through social media.

2.3 Generation Z

In the initial stage, the researcher had little confusion between different text on the exact age ranges, but these range look to be agreed by majority. Generation Y (GEN "Y") also known as Millennials is the demographic cohort following generation X (Gen "X") born in the year 1966 to 1976. Gen Y those born between 1977 and 1994, and Gen Z those born after 1994. Found that the Gen Z's are proceeding to tertiary education and/or to work.

3. Methodology

Choosing the students for this sample group is based on the following rationales. They are students of SPM, look forward to further their studies, using internet for universities search process, are familiar with social media, and study in government schools throughout Malaysia. The decision to choose students as a sample was also supported by Singhapakdi et al. (1996) "who claimed that students are considered a valid sample for exploratory study and when items in the questionnaires are pertinent to the respondents who answer". However, the use of students' as a sample for this study is acceptable and the social media is wisely use by them. It is an ideal medium for reaching younger consumers by social media (Scharl et al., 2005).

The researcher focused on quantitative research to determine the relationship between independent, moderating and dependent variable in a population. Quantitative data is collected in the form of a questionnaire through survey. In the initial stage of designing the instrument involved a series of focus groups such as educational providers and students attending SPM study in Malaysia. These were asked to assess the appropriateness of the media choice and social media contents found in private universities social media in Malaysia. Instruments adopted from numerous studies such as Yamamoto (2006), Soutar and Turner (2002), Mazzarol and Soutar (2002), Joseph and Joseph (1998 and 2000), and Leblanc and Nguyen (1999) were also adopted.

Furthermore, random sampling method and self-administered questionnaire were adopted for primary data collection for this study. The instrument that previously used was redesigned, modified and constructed based on content validity. The initial process of pre-pilot focused on collecting large data. And pilot test of 60 respondents was conducted to test reliability and validity of the instrument and obtained an acceptable Cronbach's alpha of 0.853.

The researcher adopted construct validity and well translated or transformed a concept of idea and behaviour that is in a conceptual framework into a functioning and

operating reality. There are six validity types references; face validity, content validity, concurrent and predictive validity, and convergent and discriminant validity. Whereas, Trochim (2006) divided these six types into two categories they are translation validity and criterion-related validity.

A survey was conducted on sample size of 685 Gen Z students at various locations nationwide and was representative of the population. The researcher relate to Krejcie and Morgan (1970) that for 50% of 405,000 county respondents (a sample of 202,500) would be a wastefully large sample, and not significantly more accurate than a sample size of 384 used the formula $n = t^2 \times p(1-p)/m^2$. The 95% of confidence level involves the risk the researcher willing to accept that the sample is within the average or “bell curve” of the population. The level of precision is the closeness with which the sample predicts where the true values in the population lie. If the sampling error is $\pm 5\%$, this means the researcher add 5 percentage points from the value in the survey to find out the actual value in the population. The estimated response rate is 70% and had a base size of 384, the final sample size will be 548 (384/0.7). The research collected a sum of 685 respondents by mail. The data was processed and analysed by using the SPSS version 20.0.

The researcher claims that the sample was not biased and it was representative. The other criteria are also included the instrument design, sample size, survey, study’s on internal validity and reliability, representativeness of a sample which allows the researcher to generalize the findings to the wider population.

Conceptual Framework

Some pertinent previous researches (Hanudin et al., 2009; Taib et al. 2008; Ramayah and Suki, 2005; Tarkiainen and Sundqvist, 2005; and Yuserrrie et al., 2004; Theory of Reasoned Action (TRA) Ajzen and Fishbein’s (1980)) were utilized and modified accordingly as the basis for researcher’s research purposes. The modification of TRA for this research framework had so far omitted the actual behaviour. The conceptual framework is constructed based on the Theory of Reasoned Action (TRA) discussed in figure 6. The independent variables are media choice (MC), universities social media contents (SMC) and information that were missing in social media to attract students (IMSM). The moderating variables identified here are attitude (ATT) and subjective norms (SN). In addition, the dependent variable is SPM student’s intention to choose private universities in Malaysia (INT).

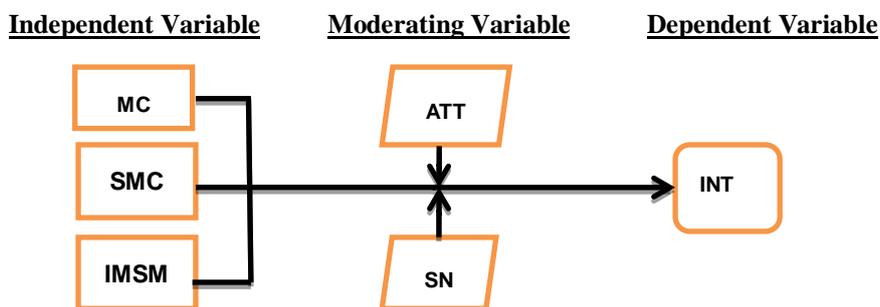


Figure 6: Conceptual Framework (Source: Raja 2013)

4. Findings and Discussion

The researcher focused on quantitative research, simple random sampling and probability measurement to determine the relationship between independent (MC,

SMC and IMSM), moderating (ATT and SN) and dependent (INT) variables in a population. The research process typically involves the development of questions as well as Likert 5-point scales on a numerical level. This study produces quantifiable, reliable data that are generalizable to an overall population. Quantitative analysis also allows researcher to test specific hypotheses, in contrast to qualitative research, which is more exploratory.

4.1 Data screening, Transformation and Normality Test

Prior to the analyses the data were screened and transformed the results shown zero errors and prove that they are correctly entered. Followed by the normality test which consists of histogram, stem-and-leaf plot, boxplot, normal Q-Q plots, descriptive, skewness and kurtosis the results found are statistically acceptable. The data distributions of variables that are to be used in the analyses are normal as in figure 7 and 8 shown.

Statistics

Group of Variables		PM	BM	CM	SM	MC	SMC	IMSM	ATT	SN	INT
N	Valid	685	685	685	685	685	685	685	685	685	685
	Missing	0	0	0	0	0	0	0	0	0	0
Skewness		-.427	-.506	-.274	-.817	-.643	.347	-.709	-.093	.339	-.534
Std. Error of Skewness		.093	.093	.093	.093	.093	.093	.093	.093	.093	.093
Kurtosis		.521	.270	-.315	.112	.130	.015	-.049	-.385	-.082	.599
Std. Error of Kurtosis		.187	.187	.187	.187	.187	.187	.187	.187	.187	.187

Figure 7: Skewness and Kurtosis

The skewness and kurtosis refer to the shape of distribution bell curve. Both values are zero indicating the distributions are exactly normal. The skewness and kurtosis of exactly zero is quite unlikely for real research work on primary data. Positive skewed has longer tail to the right and negative skewness has a longer tail to the left. Positive kurtosis indicates a distribution that is peak “leptokurtic” and negative kurtosis indicates a distribution that is flatter “platykurtic”. According to Dover (1979) the rule of thumb is if skewness is less than -1 or greater than +1, the distribution is highly skewed. The histogram figure had shown the dependent variable of intention (INT). And the table below had shown the measures of shape, which indicates the frequency of value from different ranges of groups.

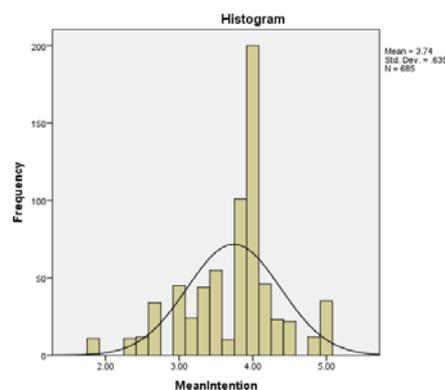


Figure 8: Histogram

All the variables are distributed at acceptable normal distribution and curve and are based on the rule of thumb.

4.2 Factors and Cronbach’s Alpha

The factor analysis refer appendix 1 helps the researcher in a data reduction technique to reduce a large number of variables from 84-items to 64-items during the pilot test. Factor scores above 0.5 are accepted for the grouping of MC, SMC, IMSM, ATT, SN and INT. The overall reliability test of the questionnaire is .884 Cronbach’s Alpha compare with pilot test .853. The table below had shown the groups of variables and Cronbach Alpha results for pilot test and actual surveyed.

	Variables	No. of items	Pilot Test N: 60	Actual Surveyed N: 685
<i>Figure 9: Cronbach Alpha</i>	Media Choice (MC)	14	.741	.787
	Social Media			
	Contents (SMC)	10	.824	.824
	Information Missing			
	In SM (IMSM)	18	.936	.932
	Attitude (ATT)	5	.776	.777
	Subjective Norms (SN)	4	.372	.373
	Intention (INT)	6	.845	.846
	Overall Questionnaire	57	.853	.884

4.3 Descriptive Statistic

A total of 685 respondents were surveyed. The respondents are currently registered SPM students consist of 45.7% male and 54.3% female, age ranges from 17 to 18 year olds belonging to generation Z. Most of the respondents are Malay 74% followed by Chinese 11.8%, Indian 11.4%, Sabah/Sarawak bumiputra 1% and others 1.8%. 604 (88.2%) respondents are aged 17 and 81 (11.8%) respondents are aged 18. 100% of the respondents have viewed, interacted and visited the private universities social media (PUSM) during their universities search process. During the university search process 100% of the respondents are engaged with more than two activities at the same time such as social media, instant messaging, online gaming, SMS, hand phones, downloading songs, movies and others.

4.3.1 Six Research Questions

RQ1: Which printed media (PM) has the highest score? The newspapers scored sum of 2497 in PM.

RQ2: Which broadcasting media (BM) has the highest score? The TV scored sum of 2538 in BM.

RQ3: Which communication media (CM) has the highest score? The hand phone scored sum of 2828 in CM.

RQ4: Which social media tool (SM) has the highest score? The Facebook scored sum of 3006 in SM.

RQ5: Overall which media has the highest scores? Overall the media that scored the highest is Facebook.

RQ6: Overall list down from highest to lowest means in choice of media that the students preferred? Base on the analyses shown in the table below that the students choice of media on means are firstly Facebook, followed by Google+, hand phones, SMS, E-Mail and so on.

Media Choices	N	Scores	Mean
SM1 Social Media Tools (Facebook)	685	3006.00	4.388
SM3 (Google+)	685	2867.00	4.185
CM1 Communication Media (Hand phone)	685	2828.00	4.129

CM2 (SMS)	685	2673.00	3.902
CM4 (E-Mail)	685	2668.00	3.894
BM1 Broadcasting Media (TV)	685	2538.00	3.706
PM1 Printed Media (Newspapers)	685	2497.00	3.646
PM3 (Brochures)	685	2359.00	3.443
CM3 (Telephones)	685	2319.00	3.385
BM2 (Radio)	685	2312.00	3.375
SM2 (Twitter)	685	2246.00	3.279
PM5 (Flyers)	685	2150.00	3.139
PM4 (Direct mails)	685	2139.00	3.123
PM2 (Magazines)	685	2065.00	3.015
Valid N (listwise)	685		

Figure 10: Media Choice Scores and Means

4.4 Correlation and Hypotheses

Correlation refers to the relationship between two variables in a linear and focused on Pearson correlation coefficient (r) and its significant value (p).

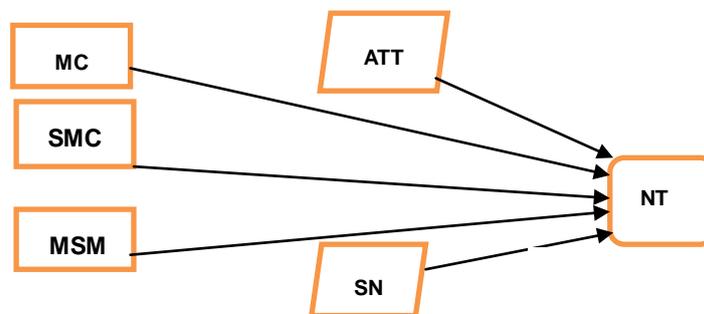


Figure 11: Correlation: Hypotheses from H1toH5 (Source: Raja 2013)

The following hypotheses are

- H1: There is a significant relationship between MC and INT ($r=.389, p<.05$),
- H2: There is a significant relationship between SMC and INT ($r=.118, p<.05$),
- H3: There is a significant relationship between IMSM and INT ($r=.170, p<.05$),
- H4: There is a significant relationship between ATT and INT ($r=.632, p<.05$),
- H5: There is a significant relationship between SN and INT ($r=.462, p<.05$).

The findings shown that the bivariate correlation was undertaken and all the hypotheses were positive relationship exists between these two variables as shown figure 10.

Correlations

		MC	SMC	IMSM	ATT	SN	INT
MC	Pearson Correlation	1	.032	.451**	.359**	.479**	.389**
	Sig. (2-tailed)		.408	.000	.000	.000	.000
	N	685	685	685	685	685	685
SMC	Pearson Correlation	.032	1	-.329**	.053	-.052	-.118**
	Sig. (2-tailed)	.408		.000	.164	.174	.002
	N	685	685	685	685	685	685

IMSM	Pearson Correlation	.451**	-.329**	1	.091*	.332**	.170**
	Sig. (2-tailed)	.000	.000		.017	.000	.000
	N	685	685	685	685	685	685
ATT	Pearson Correlation	.359**	.053	.091*	1	.431**	.632**
	Sig. (2-tailed)	.000	.164	.017		.000	.000
	N	685	685	685	685	685	685
SN	Pearson Correlation	.479**	-.052	.332**	.431**	1	.462**
	Sig. (2-tailed)	.000	.174	.000	.000		.000
	N	685	685	685	685	685	685
INT	Pearson Correlation	.389**	-.118**	.170**	.632**	.462**	1
	Sig. (2-tailed)	.000	.002	.000	.000	.000	
	N	685	685	685	685	685	685

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Figure 12: Correlation Analysis

4.5 Multiple Regression and Hypotheses

Multiple regression is an extension of bivariate correlation showing caused chain of independent towards dependent variables. Hence, further to test the following hypotheses H6 to H11 on the moderating effects on INT are as follows;

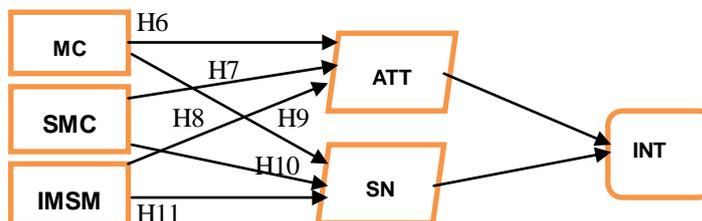


Figure 13: Multiple Regression: Hypotheses from H6 to H11

H6: There is a significant relationship between MC and ATT, in turn, affecting the INT. The MCATT result $R=.635$, $R^2=.402$, ($\beta=.107$, $p<.05$), indicates that 40.2% variations in INT and the ATT is the moderator factor for MC and its effect is significant on INT. H7: There is a significant relationship between SMC and ATT, in turn, affecting the INT. The SMCATT result $R=.317$, $R^2=.100$, ($\beta=.070$, $p<.05$), indicates that 10% variations in INT and the ATT is the moderator factor for SMC and its effect is significant on INT. H8: There is a significant relationship between IMSM and ATT, in turn, affecting the INT. The IMSMATT result $R=.616$, $R^2=.379$, ($\beta=.103$, $p<.05$), indicates that 37.9% variations in INT and the ATT is the moderator factor for IMSM and its effect is significant on INT. H9: There is a significant relationship between MC and SN, in turn, affecting the INT. The MCSN result $R=.502$, $R^2=.252$, ($\beta=.098$, $p<.05$), indicates that 25.2% variations in INT and the SN is the moderator factor for MC and its effect is significant on INT. H10: There is a significant relationship between SMC and SN, in turn, affecting the INT. The SMCSN result $R=.169$, $R^2=.29$, ($\beta=.042$, $p<.05$), indicates that 4.2% variations in INT

and the SN is the moderator factor for SMC and its effect is significant on INT. H11: There is a significant relationship between IMSM and SN, in turn, affecting the INT. The IMSMSN result $R=.413$, $R^2=.171$, ($\beta=.080$, $p<.05$), indicates that 17.1% variations in INT and the SN is the moderator factor for IMSM and its effect is significant on INT. The overall regression model is a good fit indicating that the coefficient of multiple determinations (R square) is significantly different from zero.

5. Conclusion

The survey is suitable for this study to explore and investigate the guided questions together with information on behavioural patterns across a large population (Ary et al, 2009). Marketing, promotion and advertising in online social networks can lead to success, but needs to compete against user-generated contents. Conversely, advertising rates in online social networks are low and a lot of space to advertise, therefore universities marketers should grab their share of advertising space in social media. In fact, it is free of charge for marketers who can advertise on social media sites as contents they need and keep it and the service is free as well. According to Li (2007), already 7 year ago 50 per cent of adult online social media users share information with their friends about the products that have advertised. The majority of the respondents believe that social tools and media are helpful to their lives as students. This is not a surprising finding as it is in line with other researches too. Overall the universities social media contents need to meet the students' needs and wants to capture major student market share. According to Gruber (2006) online advertisement in social media can lead to success and must after attractive contents' in user-generated content to attract the preference audience. However, Rosenbush (2006) extended that advertising percentages in social media are relatively low and should take more opportunities. Print, broadcast and communication media contents have to be paid for their advertising. Marketers should expose to advertisements in a free service more easily than on paying for the service of social networking.

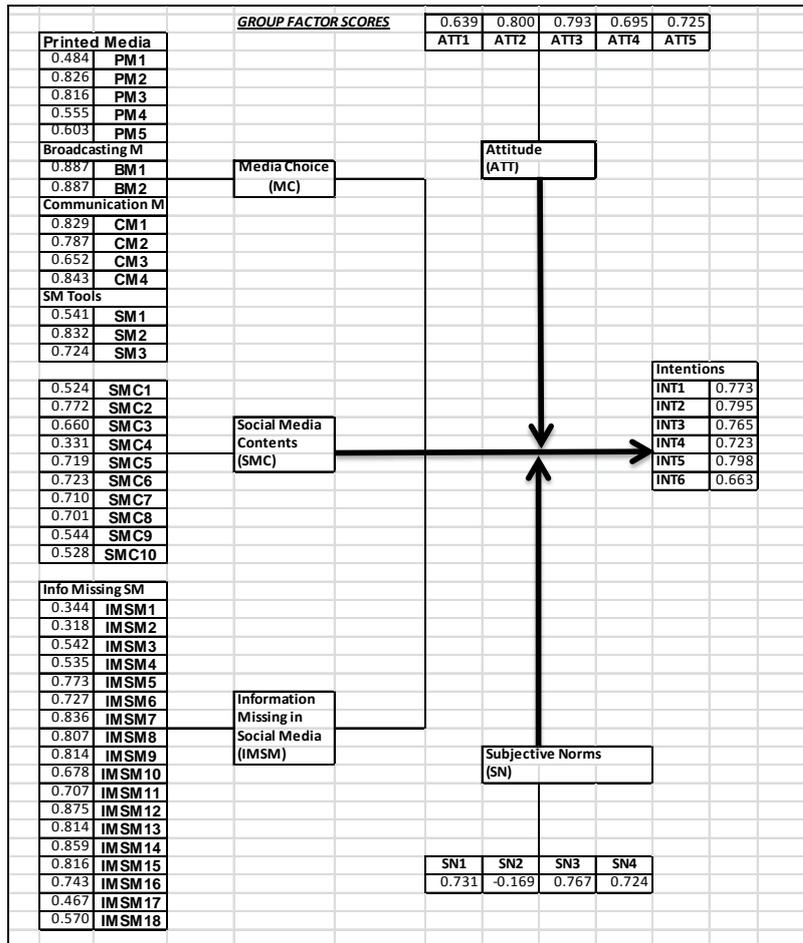
The present findings from the study on students' attitude towards Media Choice (MC), Social Media Contents (SMC) and Information that are missing in Social Media to attract students (IMSM) and subjective norms towards MC, SMC and IMSM have made a confirmatory relationship with previous study that has similar matching. The moderator factors are attitude and subjective norms which influence students' intention to join universities. Students' feedback on the universities social media contents are lack of information and not providing one-stop information. Therefore the tendency of students' engaging to other activities are high and these universities are not making use of social media might be losing them. The SMC must be attractive to attract students by providing the additional information and include the promotion strategies and keep up-dating the contents. The theory reveals that belief and attitude, belief and subjective norms are significant to render the intention of a person into positive. Similar to this study MCATT, SMCATT, IMSMATT, MCSN, SMCSN and IMSMSN are found significant and the intentions of the students to join the universities are positive.

Limitation and Future study

The limitation on online survey was not suitable for this students/sample because the responds rate only 5% during the pilot test and found that they are reluctant to provide their e-mail or social media identification. The respondents feel free when they are not

identical. Therefore, the mailing methods adopted. The outcome from the response rate was encouraging and sufficient for the study. This study narrows down on generation Z and universities social media contents only. Future study should also focus on different generation groups and other than education business on social media contents.

APPENDIX



Appendix 1: Factor Scores

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