



Journal of Enterprise Strategy & Management Innovation

Volume I, Issue 2, May 2026

<https://journal.ijhba.com/index.php/jesmi>

<https://slsiipress.com>

ISSN: 3116-4277 (Online)

## Influence of Social Media Marketing on College Students' Enrollment Intentions in One Vocational College

Wu Kejia and Remedios Magnaye, PhD<sup>1</sup>

<sup>1</sup>Lyceum of the Philippines University - Batangas

### Abstract

This study examined the influence of social media marketing on college students' enrollment intentions in one vocational college in China. Specifically, it assessed social media marketing in terms of content, strategy, advertising, and sales promotion, and examined enrollment intention in terms of program quality, career opportunities, and program image. A descriptive-correlational research design was employed. Data were gathered from 377 full-time vocational college students selected through proportionate stratified sampling from a total student population of 19,179. A researcher-developed questionnaire was used as the main data-gathering instrument. Reliability testing showed good to excellent internal consistency across the measured variables, with Cronbach's alpha values ranging from 0.801 to 0.958. Data were analyzed using weighted mean, Spearman's rho correlation, and multiple regression analysis. Findings showed that students generally agreed that the college's social media marketing practices were influential, with sales promotion receiving the highest assessment, followed by strategy and advertising, while content remained positively rated. Enrollment intention was also positively assessed, with program quality emerging as the strongest dimension, followed by career opportunities and program image. Correlation results revealed strong, positive, and statistically significant relationships between all social media marketing dimensions and enrollment intention dimensions. Regression analysis further indicated that content, advertising, and sales promotion significantly influenced students' enrollment intentions, while strategy did not independently predict enrollment intention when the other variables were controlled. The study concludes that social media marketing contributes meaningfully to enrollment decision-making, particularly when communication is content-rich, persuasive, promotional, and aligned with students' academic and career expectations. The findings support the development of a more targeted, evidence-based, and student-centered social media marketing plan for vocational colleges.

**Keywords:** *advertising; career opportunities; enrollment intention; program quality; sales promotion; social media marketing; vocational college*

<b>Article History:</b>	Received: May 5, 2026	Revised May 19, 2026	Accepted May 23, 2026
-------------------------	-----------------------	----------------------	-----------------------

### 1. Introduction

Social media has become one of the most influential communication channels through which educational institutions present their programs, interact with prospective students, and shape public perceptions of institutional value. In the context of higher and vocational education, platforms such as WeChat, Weibo, Douyin, TikTok, Facebook, and Instagram are no longer used only for announcements or institutional visibility. They now function as recruitment, branding, engagement, and decision-support platforms. Through these channels, colleges can communicate program offerings, showcase campus activities, highlight employability outcomes, and establish ongoing interaction with students who are actively comparing educational options.

This development is especially relevant to vocational colleges, where students often evaluate institutions based on practical program value, training facilities, career pathways, school-industry linkages, and employment outcomes. Unlike students who choose institutions primarily for academic prestige, many vocational college students are more directly concerned with whether a program will provide marketable skills, internship opportunities, industry-recognized competencies, and access to future employment. For this reason, social media marketing in vocational education must go beyond generic promotion. It must provide clear, credible, and student-centered information that helps prospective students understand how a particular institution can support their academic, technical, and career goals.

Recent studies indicate that social media marketing in higher education performs several interrelated functions, including student engagement, institutional branding, relationship management, enrollment decision-making, and strategic communication (Pawar, 2024). These functions are particularly important in the vocational education sector because students and their families often require concrete evidence before forming favorable enrollment intentions. Social media content that presents training activities, workshops, student projects, alumni success stories, employer partnerships, and certification pathways may reduce uncertainty and strengthen perceived institutional credibility. When such content is authentic and relevant, it can help students connect institutional communication with their own educational and career aspirations.

In China, the role of vocational education has become increasingly important as the country strengthens its workforce development system and aligns skills training with changing economic and industrial priorities. Vocational colleges are expected to prepare students for frontline technical, service, and applied professional roles. At the same time, these institutions face stronger competition for students, changing demographic conditions, and growing pressure to communicate their value more effectively. In this environment, social media offers vocational colleges a relatively accessible and cost-efficient way to reach prospective students. However, the effectiveness of social media marketing depends on whether institutions can translate online visibility into trust, interest, engagement, and eventual enrollment intention.

Despite the wide use of social media by educational institutions, not all social media activities produce the same effect. Some schools maintain official pages or accounts but fail to develop consistent, differentiated, and persuasive communication. Others rely heavily on broad publicity messages, slogans, or routine announcements that may not directly answer students' concerns about program quality, career opportunities, and institutional image. This is a critical issue because students' enrollment intentions are shaped not only by awareness of the institution but also by their perception of whether the institution can provide meaningful academic and career value.

This study examined the influence of social media marketing on college students' enrollment intentions in one vocational college in China. Specifically, it evaluated social media marketing in terms of content, strategy, advertising, and sales promotion. It also assessed enrollment intention in terms of program quality, career opportunities, and program image. By determining the relationship between these variables and identifying which social media marketing dimensions significantly predict enrollment intention, the study provides evidence that may help vocational colleges improve their digital recruitment practices.

## **2. Review of Related Literature**

### ***2.1 Social Media Marketing in Higher Education and Vocational Colleges***

Social media marketing has become an increasingly strategic component of higher education communication. It is no longer limited to posting announcements or promoting institutional events. In contemporary educational settings, social media marketing supports student engagement, institutional branding, relationship management, recruitment communication, and enrollment decision-making (Pawar, 2024). This shift is especially relevant for vocational colleges because students who consider vocational education often look for practical, concrete, and verifiable information. They want to know whether a program can provide employable skills, industry exposure, training facilities, certification support, internships, and realistic career pathways.

In vocational education, the effectiveness of social media marketing depends on how well an institution translates its academic and technical strengths into messages that students can understand and trust. Unlike general institutional promotion, vocational college marketing must communicate value in practical terms. Students and parents are likely to evaluate whether the college has competent instructors, relevant programs, industry partnerships, functional training

laboratories, and credible graduate outcomes. Thus, social media becomes a bridge between institutional claims and student expectations.

Social media marketing is not effective simply because an institution is visible online. Visibility must be converted into trust, relevance, and action. El-Merabet et al. (2025) emphasized that brand communities influence institutional choice through brand attitude, suggesting that exposure alone may be insufficient. Students are more likely to form positive enrollment intentions when institutional content is credible, interactive, and aligned with their aspirations. Therefore, social media marketing should be understood as a strategic process that links content, interaction, persuasion, and student decision-making. Similarly, Espelita et al. (2026) found that social media marketing preference, institutional online presence, and brand trust were associated with enrollment intent among college-bound learners, reinforcing the view that digital visibility must be converted into credibility and student confidence. Adjacent work on Philippine higher education digitalization also suggests that digital platforms may be widely adopted but not always strategically integrated, indicating that online institutional activity requires coherent planning, purpose, and governance (Atento, 2025).

## ***2.2 Social Media Marketing Content***

Content is the operational core of social media marketing because it determines what students actually learn about the institution. Social media marketing content includes text, images, videos, live broadcasts, infographics, interactive materials, and other digital formats used to communicate institutional value. In education, content must provide more than publicity. It must answer practical questions about programs, learning experiences, student support, training conditions, and career outcomes.

The literature identifies authenticity as a major requirement for effective social media marketing content. Kumar et al. (2020) argued that authentic content strengthens trust and behavioral intention, while exaggerated claims weaken brand credibility. This is particularly relevant to vocational colleges, where students and parents often examine whether the institution's promises about employment, training quality, and career preparation are realistic. Chen et al. (2021) similarly emphasized that students and parents pay close attention to the authenticity of information on training conditions, employment data, and teacher qualifications. If social media content overstates program strength or employment outcomes, it may initially attract attention but eventually damage institutional trust.

Differentiation is also essential. Vocational colleges frequently compete with similar institutions that offer comparable programs and make similar claims about employability. Generic content such as "high employment rate," "quality education," or "excellent training" may not be persuasive unless supported by specific evidence. Zhang et al. (2022) found that highlighting distinctive professional advantages, skill competition results, and graduate career development paths can improve brand recognition and marketing conversion. This suggests that vocational colleges should move away from broad claims and toward more concrete, differentiated storytelling.

The form of content also matters. Guo et al. (2021) found that short videos, live-streamed materials, and interactive digital presentations generate stronger dissemination effects because they capture attention and improve information processing among young audiences. Chen et al. (2021) further argued that comment interactions, thematic discussions, polls, and user-initiated questions strengthen participation and belonging. These findings suggest that vocational colleges should combine information quality with appropriate digital form.

## ***2.3 Social Media Marketing Strategy***

Social media marketing strategy refers to the systematic planning of platforms, audiences, content schedules, engagement mechanisms, and performance monitoring. In educational settings, strategy determines how institutional messages are positioned, distributed, and evaluated. Baker and Müller (2022) described marketing strategy as a set of decisions and actions that optimize marketing resources based on platform characteristics and audience needs. For vocational colleges, strategy should help identify the right student segments, communicate differentiated value, and allocate limited resources efficiently.

Precise positioning is a major element of social media strategy. The STP framework, which includes segmentation, targeting, and positioning, is useful because vocational colleges serve diverse student groups. Some students may prioritize immediate employment, while others may focus on career advancement, certification, affordability, or program reputation. Zhang et al. (2023) found that vocational colleges using precise positioning strategies achieved higher social media marketing conversion than those using general communication approaches. This suggests that strategy must begin with a clear understanding of student segments and their decision criteria. A consumer-centered marketing framework based on feeder-school Facebook discourse likewise emphasizes that

community values can be translated into consumer triggers, message design, and institutional outcomes, making strategy a process of value resonance rather than generic promotion (Atento & Espelita, 2025).

Data-driven marketing is another key strategic concern. Xu et al. (2022) argued that user behavior data, communication data, and conversion data can help institutions improve marketing decisions. For resource-limited vocational colleges, even simple analytics can be valuable. Institutions can track views, shares, comments, inquiries, consultation bookings, and application-related actions. These indicators can help determine which types of posts, platforms, and messages produce better engagement. Related evidence from AI-in-education research also shows that learners and educators value digital systems for engagement, content relevance, and progress feedback, even while recognizing access, cost, privacy, and algorithmic bias as implementation concerns (Rao et al., 2025).

Cross-departmental collaboration is likewise important. Admissions offices, academic departments, student affairs units, career services, and marketing teams all possess different information that can support effective social media marketing. Liu et al. (2024) emphasized that changes in admission plans and student source standards must be synchronized with marketing activities. In vocational colleges, this collaboration is especially necessary because marketing claims about training, employment, and industry partnerships must be accurate.

#### ***2.4 Social Media Advertising and Sales Promotion***

Social media advertising has become an important tool for increasing institutional visibility and directing students toward specific programs, events, consultations, or enrollment-related actions. In higher education, advertising differs from ordinary posting because it allows institutions to target specific audiences, test messages, and monitor campaign performance. Pawar (2024) noted that platform advertising tools allow educational institutions to segment prospective students by geography, interests, behaviors, and engagement history. This makes paid social media advertising useful for recruitment teams that need measurable and cost-efficient communication.

Advertising effectiveness depends on credibility and relevance. Li et al. (2025) found that transparent social media communication strengthens brand preference and enrollment intention, while exaggerated claims weaken trust. This is crucial for vocational colleges because students may be skeptical of broad promises about employment or program quality. Advertisements that show verifiable evidence, such as actual facilities, industry partners, certification pathways, graduate testimonials, or employment data, are more likely to support enrollment intention than slogans or image-based claims.

Sales promotion refers to incentive-based marketing activities that encourage students to take concrete action. In educational settings, this may include free seminars, discounted workshops, priority registration, certificates, giveaways, contests, limited-time offers, or invitations to trial activities. Recent studies suggest that promotions are most effective when they are tied to educational or career value rather than simple discounts. Pawar (2024) argued that promotions should demonstrate program value by connecting incentives to academic benefits, employability support, or student development opportunities.

Clarity is especially important in promotional communication. If students do not understand the mechanics, eligibility, timeline, or benefit of a promotion, they are less likely to participate. Promotions should therefore state what is being offered, who may participate, how students can join, and what value they will receive. In vocational education, the strongest promotions may be those that connect directly to skills development, certification, workshops, employment preparation, or industry exposure.

#### ***2.5 Enrollment Intention: Program Quality, Career Opportunity, and Program Image***

Enrollment intention refers to a student's willingness or inclination to enroll in a program or institution after evaluating its perceived value. In vocational education, this intention is closely associated with program quality, career opportunity, and institutional image. These dimensions reflect the practical, economic, and reputational considerations that students weigh before making enrollment decisions.

Program quality is a major determinant of enrollment intention because vocational education is strongly linked to skill acquisition and employment readiness. Students are likely to assess whether a program offers relevant curriculum, effective instruction, adequate facilities, practical training, internships, apprenticeships, and successful alumni outcomes. Pawar (2024) and Dong and Lazaro (2024) suggested that students respond positively when institutions communicate credible signals of hands-on learning, industry-aligned curricula, and instructor expertise.

Career opportunity is another central factor in vocational students' enrollment decisions. Students often expect vocational education to improve employment prospects, provide access to internships, support certification, and create

pathways toward stable work. Wang et al. (2021) found that vocational students pay strong attention to employment quality and school-enterprise cooperation resources. This suggests that students do not only ask whether graduates are employed. They also consider the type of employment, the match between program and job, the quality of industry partners, and the potential for long-term career development. In the Chinese higher vocational context, Yan (2026) found that craftsmanship spirit and professional values were related to learning motivation, suggesting that vocational students' educational choices and persistence may be shaped by perceived alignment between program pathways, personal development, and occupational identity.

Program image also affects enrollment intention, although it may function more as a reinforcing factor than a primary driver. Institutional image includes reputation, trustworthiness, perceived graduate competence, branding, social media presence, and promotional visibility. Wang et al. (2020) divided vocational college image into educational strength, vocational orientation, social reputation, and campus culture. For vocational colleges, the image of vocational orientation may be especially important because it signals whether the institution is genuinely capable of preparing skilled graduates for employment.

### ***2.6 Synthesis and Research Gap***

The reviewed literature shows that social media marketing can influence enrollment intention when it provides credible, relevant, interactive, and action-oriented communication. Content supplies the information students need to evaluate programs. Strategy structures the delivery of messages across audiences and platforms. Advertising increases visibility and reinforces institutional value. Sales promotion provides incentives that may encourage participation, consultation, or enrollment-related action.

Although social media marketing has been widely studied in higher education, there remains a need for more empirical evidence in vocational college settings. Many studies discuss social media marketing in general terms, but fewer examine how specific dimensions such as content, strategy, advertising, and sales promotion relate to enrollment intention among vocational students. This study addresses that gap by examining the relationship between these dimensions and enrollment intention in terms of program quality, career opportunities, and program image.

## **3. Methodology**

### ***3.1 Research Design***

This study employed a descriptive-correlational research design to examine the influence of social media marketing on college students' enrollment intentions in one vocational college in China. The descriptive component was used to assess students' perceptions of social media marketing in terms of content, strategy, advertising, and sales promotion, as well as their enrollment intention in terms of program quality, career opportunities, and program image. The correlational component was used to determine the relationship between the dimensions of social media marketing and enrollment intention. Regression analysis was also applied to identify which dimensions of social media marketing significantly influenced students' enrollment intentions.

### ***3.2 Participants of the Study***

The participants were full-time vocational college students from the participating institution. Based on official enrollment data obtained from the college, the total student population was 19,179. This population included students from different program clusters, such as forestry technology, economic management, art and design, and other vocational programs.

The required sample size was computed using the Raosoft sample size calculator. Using a 95% confidence level, a 50% response distribution, and the total population of 19,179, the minimum required sample was 377 respondents. Thus, the study included 377 full-time vocational college students. Proportionate stratified sampling was used to ensure that students from different program clusters were represented according to their relative proportion in the total population.

### ***3.3 Research Instrument***

The study used a researcher-developed questionnaire designed to measure the two major variables of the study. The first part measured social media marketing, with four dimensions: content, strategy, advertising, and sales promotion. The second part measured enrollment intention, with three dimensions: program quality, career opportunities, and program image.

All questionnaire items were rated using a four-point Likert scale: 4 for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree. The instrument underwent expert validation to determine the clarity, relevance, and appropriateness of the items. Revisions were made based on the comments and recommendations of the validators. After validation, reliability testing was conducted to determine the internal consistency of the questionnaire items.

**Table 1.** Reliability of the Research Instrument

Variables	Cronbach's Alpha	Number of Items	Interpretation
Social Media Marketing			
Content	0.935	5	Excellent
Strategy	0.958	5	Excellent
Advertising	0.909	5	Excellent
Sales Promotion	0.853	5	Good
Enrollment Intention			
Program Quality	0.808	5	Good
Career Opportunities	0.801	5	Good
Program Image	0.869	5	Good

The reliability results show that all dimensions had good to excellent internal consistency. The Cronbach's alpha values ranged from 0.801 to 0.958, indicating that the questionnaire was reliable for measuring the intended variables.

### 3.4 Data Gathering Procedure

Before data collection, the researcher secured formal permission from the appropriate college authorities. The purpose of the study, the intended respondents, the voluntary nature of participation, and the confidentiality of the collected data were explained. After approval was obtained, the questionnaire was distributed to the respondents through online channels used by the college.

Data were gathered using Google Forms. The online format allowed students to answer the questionnaire conveniently and anonymously. The link to the questionnaire was distributed through official class communication channels and academic group networks. The respondents were informed that their participation was voluntary and that the data would be used solely for academic research purposes.

### 3.5 Ethical Considerations

Ethical standards were observed throughout the study. The participants were informed about the purpose of the research, the nature of their participation, and their right to decline or withdraw from the study without penalty. No personally identifying information was required in the questionnaire, ensuring respondent anonymity.

The responses were treated with confidentiality and used only for academic purposes. The data were stored securely and were not shared with external parties. The researcher also ensured that participation was voluntary and that no respondent was forced or pressured to answer the questionnaire.

### 3.6 Data Analysis

The data were analyzed using descriptive and inferential statistical tools. Weighted mean was used to assess students' perceptions of social media marketing and enrollment intention. The weighted means were interpreted using the following scale:

#### Scale for Interpreting Weighted Means

Mean Range	Verbal Interpretation
3.50-4.00	Strongly Agree
2.50-3.49	Agree
1.50-2.49	Disagree
1.00-1.49	Strongly Disagree

The Shapiro-Wilk test indicated that the variables were not normally distributed. For this reason, Spearman's rho correlation was used to determine the relationship between social media marketing and enrollment intention. Multiple regression analysis was then used to determine the influence of the social media marketing dimensions, namely content, strategy, advertising, and sales promotion, on students' enrollment intention. Statistical significance was tested at the 0.05 level. The analyses were conducted using SPSS.

## 4. Results and Discussion

### 4.1 Assessment of Social Media Marketing

**Table 2.** Summary of Students' Assessment of Social Media Marketing

Dimension	Composite Mean	Verbal Interpretation	Rank
Content	2.85	Agree	4
Strategy	2.87	Agree	2.5
Advertising	2.87	Agree	2.5
Sales Promotion	2.89	Agree	1
Overall Composite Mean	2.87	Agree	

Table 2 shows that students generally agreed that the college's social media marketing practices were influential, as reflected in the overall composite mean of 2.87. All four dimensions were interpreted as Agree, indicating that students perceived social media marketing as a meaningful component of institutional communication and enrollment-related decision-making.

Among the dimensions, sales promotion obtained the highest composite mean of 2.89. This suggests that students were most responsive to promotional activities communicated through social media, such as free seminars, discounted workshops, special registration offers, contests, and other incentives. The result implies that action-oriented and value-driven promotional activities may strengthen students' interest because they provide immediate and concrete benefits.

Strategy and advertising both obtained a composite mean of 2.87. The result indicates that students recognized the value of planned social media communication, platform use, message targeting, and persuasive advertising. Strategy may help the institution deliver messages through appropriate platforms and maintain visibility among students. Advertising, meanwhile, reinforces institutional presence and helps promote specific programs, workshops, and events.

Content obtained the lowest composite mean of 2.85, although it was still positively assessed. This result does not mean that content was weak. Rather, it indicates that students rated it slightly lower than sales promotion, strategy, and advertising. The item-level results show that students valued content about workshops, training, and campus activities, but gave a comparatively lower assessment to content that directly supported studies and career preparation. This suggests that the college's content may already be useful for general information dissemination, but can still be improved by making stronger links between social media posts, academic relevance, skill development, and employment pathways.

### 4.2 Assessment of Enrollment Intention

**Table 3.** Summary of Students' Assessment of Enrollment Intention

Dimension	Composite Mean	Verbal Interpretation	Rank
Program Quality	2.85	Agree	1
Career Opportunities	2.83	Agree	2
Program Image	2.80	Agree	3
Overall Composite Mean	2.83	Agree	

Table 3 presents the students' assessment of enrollment intention in terms of program quality, career opportunities, and program image. The overall composite mean of 2.83, interpreted as Agree, indicates that students demonstrated a positive level of enrollment intention across all three dimensions.

Program quality ranked first, with a composite mean of 2.85. This implies that students' enrollment intention was most strongly associated with their perception of the program's ability to provide useful, relevant, and employment-oriented education. In vocational education, this is expected because students often evaluate programs based on their capacity to produce employable and skilled graduates.

Career opportunities ranked second, with a composite mean of 2.83. This result shows that students considered employment prospects, job-market relevance, and industry partnerships in their decision to enroll. Several indicators

under this dimension received similar ratings, suggesting that students viewed employment prospects, valued skills, and industry linkages as interconnected factors.

Program image ranked third, with a composite mean of 2.80, but remained positively assessed. This indicates that institutional reputation, trustworthiness, branding, and social media presence supported students' enrollment intentions, although they were not as influential as program quality and career opportunity. Taken together, the results show that enrollment intention among vocational college students is primarily outcome-oriented. Students appear to prioritize program quality and career opportunities over institutional image alone.

#### 4.3 Relationship Between Social Media Marketing and Enrollment Intention

**Table 4.** Relationship Between Social Media Marketing and Enrollment Intention

Social Media Marketing Dimension	Enrollment Intention Dimension	rho-value	p-value	Interpretation
Content	Program Quality	0.934**	< 0.001	Highly Significant
Content	Career Opportunities	0.935**	< 0.001	Highly Significant
Content	Program Image	0.932**	< 0.001	Highly Significant
Strategy	Program Quality	0.949**	< 0.001	Highly Significant
Strategy	Career Opportunities	0.817**	< 0.001	Highly Significant
Strategy	Program Image	0.876**	< 0.001	Highly Significant
Advertising	Program Quality	0.965**	< 0.001	Highly Significant
Advertising	Career Opportunities	0.937**	< 0.001	Highly Significant
Advertising	Program Image	0.872**	< 0.001	Highly Significant
Sales Promotion	Program Quality	0.955**	< 0.001	Highly Significant
Sales Promotion	Career Opportunities	0.901**	< 0.001	Highly Significant
Sales Promotion	Program Image	0.858**	< 0.001	Highly Significant

Note. \*\* Correlation is significant at the 0.01 level.

Table 4 shows that all dimensions of social media marketing had positive, strong, and statistically significant relationships with all dimensions of enrollment intention. All p-values were below 0.001, indicating that the relationships were highly significant. Therefore, the null hypothesis stating that there is no significant relationship between social media marketing and enrollment intention is rejected.

Content showed very strong correlations with program quality, career opportunities, and program image. This indicates that when students perceive social media content as useful, clear, engaging, and informative, they are also more likely to perceive the program as valuable, career-relevant, and credible. Strategy also showed significant relationships with all enrollment intention dimensions, with the highest correlation observed between strategy and program quality. This suggests that students associate organized and relevant social media strategies with stronger perceptions of program effectiveness.

Advertising produced the strongest correlation in the table, particularly with program quality. This indicates that persuasive advertisements may strongly reinforce students' perception of the institution's academic and practical value. Sales promotion also showed strong and significant relationships with all enrollment intention dimensions, suggesting that promotional incentives may strengthen students' perceptions of value, reduce decision uncertainty, and encourage participation in college-related activities.

The very high correlations should be interpreted carefully because they may reflect conceptual closeness among the variables or common-method effects from using the same questionnaire format. The results confirm strong associations, but they should not be treated as proof of causality.

#### 4.4 Influence of Social Media Marketing on Enrollment Intention

**Table 5.** Regression Analysis on the Influence of Social Media Marketing on Enrollment Intention

Predictor	B	Std. Error	Beta	t-value	p-value	Interpretation
Constant	0.100	0.024		4.154	< 0.001	Significant
Content	0.497	0.032	0.523	15.675	< 0.001	Significant

Strategy	0.067	0.045	0.072	1.505	0.133	Not Significant
Advertising	0.286	0.041	0.298	6.902	< 0.001	Significant
Sales Promotion	0.102	0.036	0.106	2.825	0.005	Significant

*Note. Dependent variable: Enrollment Intention. Significant at  $p < 0.05$ .*

Table 5 presents the regression results on the influence of social media marketing dimensions on students' enrollment intention. The results show that content, advertising, and sales promotion significantly influenced enrollment intention, while strategy did not independently predict enrollment intention when the other variables were included in the model.

Content emerged as the strongest predictor of enrollment intention, with  $B = 0.497$ ,  $Beta = 0.523$ , and  $p < 0.001$ . This indicates that high-quality, relevant, and informative social media content significantly increases students' intention to enroll. The standardized beta value shows that content had the strongest relative influence among the predictors. This result reinforces the importance of high-quality, relevant, clear, and career-oriented social media content.

Advertising was the second strongest significant predictor, with  $B = 0.286$ ,  $Beta = 0.298$ , and  $p < 0.001$ . This suggests that social media advertisements significantly contributed to students' enrollment intention. Advertisements may influence students by drawing attention to programs, explaining benefits, reinforcing institutional visibility, and encouraging students to learn more about college offerings.

Sales promotion also significantly influenced enrollment intention, with  $B = 0.102$ ,  $Beta = 0.106$ , and  $p = 0.005$ . Although its effect was weaker than content and advertising, it remained a significant predictor. This means that promotional incentives, such as free seminars, discounts, special registration offers, and participation-based campaigns, can support enrollment intention.

Strategy was not a significant predictor, with  $B = 0.067$ ,  $Beta = 0.072$ , and  $p = 0.133$ . This result does not mean that social media strategy is unimportant. Rather, it suggests that strategy may not directly influence enrollment intention once content, advertising, and sales promotion are already considered. Strategy may function as an enabling factor that improves reach, consistency, targeting, and platform use, but students' enrollment decisions appear to depend more strongly on the substance and persuasiveness of the messages they encounter.

## 5. Conclusions, Recommendations, and Implications

### 5.1 Conclusions

The study concludes that social media marketing is a meaningful factor in shaping college students' enrollment intentions in the vocational college. Students generally perceived the college's social media marketing practices positively across content, strategy, advertising, and sales promotion. Among these dimensions, sales promotion received the highest assessment, suggesting that students are particularly responsive to social media activities that provide clear, accessible, and action-oriented benefits.

Students also demonstrated a positive level of enrollment intention. Among the dimensions of enrollment intention, program quality emerged as the strongest consideration, followed by career opportunities and program image. This indicates that students' enrollment decisions are primarily influenced by substantive and outcome-oriented factors. In the vocational education context, students appear to value programs that can provide practical skills, employment readiness, internship or work-placement support, and evidence of graduate success.

A strong, positive, and statistically significant relationship was found between social media marketing and enrollment intention. All dimensions of social media marketing were significantly related to program quality, career opportunities, and program image. This finding indicates that students who assess social media marketing more favorably are also more likely to report stronger enrollment intentions.

The regression results further revealed that content, advertising, and sales promotion significantly influenced enrollment intention, while strategy did not independently predict enrollment intention when the other dimensions were considered. Content emerged as the strongest predictor, showing that the substance, relevance, clarity, and usefulness of social media messages matter most in shaping students' enrollment decisions.

## 5.2 Recommendations

The Marketing Office or Digital Marketing Team may prioritize the development of high-quality and value-driven social media content. Since content emerged as the strongest predictor of enrollment intention, the college may strengthen posts that directly connect academic programs with practical skills, industry needs, employment outcomes, certification opportunities, alumni success stories, and student learning experiences.

The Admissions Office, in coordination with academic departments, may ensure that program-related information posted on social media is accurate, specific, and aligned with actual institutional capacity. Posts may highlight training facilities, internship opportunities, school-industry partnerships, workshops, faculty expertise, student outputs, and graduate employment pathways.

The college may strengthen its social media advertising by using visually engaging, platform-appropriate, and outcome-focused materials. Since advertising significantly influenced enrollment intention, advertisements may emphasize program benefits, employability, practical training, and student success.

The Marketing Office and Student Affairs Office may further improve promotional activities delivered through social media. Since sales promotion also significantly influenced enrollment intention, the college may design promotions that are clear, easy to follow, and directly connected to educational value. These may include free trial classes, skills workshops, certificate-bearing seminars, consultation sessions, registration incentives, and student engagement campaigns.

The college administration may institutionalize a coordinated social media marketing plan involving the marketing office, admissions office, academic departments, student affairs office, and career services office. Although strategy did not independently predict enrollment intention, it remains essential for ensuring message consistency, platform coordination, audience targeting, monitoring, and accountability.

Future researchers may extend this study by including other vocational colleges or comparing different types of higher education institutions. Further studies may also examine additional variables such as student trust, digital engagement behavior, perceived credibility, electronic word-of-mouth, platform-specific effectiveness, and actual enrollment behavior.

## 5.3 Implications of the Study

The findings have practical implications for vocational college marketing and enrollment management. First, the study suggests that social media marketing should be treated as a strategic enrollment tool rather than a routine communication activity. Students respond not merely to the existence of social media posts but to the perceived value, clarity, credibility, and relevance of the messages communicated.

Second, the findings imply that content quality is central to enrollment influence. Since content was the strongest predictor of enrollment intention, institutions should prioritize posts that help students make informed decisions. Content should answer practical questions such as what students will learn, what skills they will acquire, what facilities they will use, what support they will receive, and what career pathways may become available after graduation.

Third, the study highlights the importance of integrating advertising and promotion with substantive institutional messaging. Advertising can increase visibility, while sales promotion can motivate action. However, these tools are likely to be most effective when supported by credible content. Promotional offers and advertisements should therefore be used to amplify the institution's real program value, not to substitute for it.

Finally, the study provides evidence that vocational college enrollment communication should be student-centered and outcomes-oriented. Students are more likely to form positive enrollment intentions when they see a credible pathway from education to employment. Social media marketing should therefore be aligned with the decision logic of vocational learners: practical skills, employment readiness, industry relevance, affordability, trust, and clear next steps.

## 6. Proposed Action Plan

**Table 6.** Proposed Action Plan to Improve the Social Media Marketing of the Vocational College

Key Area	Strategies	Persons Involved	Success Indicators
----------	------------	------------------	--------------------

Social Media Content	Develop weekly content featuring study tips, career pathways, alumni success stories, training activities, and program-related skills. Collaborate with faculty and career services to create posts that link courses to industry skills and employment opportunities.	Marketing Office; Academic Affairs Office; Career Services Office	Increased engagement rate; positive student feedback on content usefulness; increased inquiries related to programs and career preparation
Social Media Strategy	Train student ambassadors to promote events using authentic student-centered narratives. Use countdowns, behind-the-scenes content, polls, and interactive posts for upcoming events.	Marketing Office; Student Affairs Office; Admissions Office	Increased event attendance; higher reach from student-generated posts; increased registrations traced to social media
Social Media Advertising	Launch targeted social media advertisements based on student interests, program clusters, and demographics. Use short videos, testimonials, infographics, and program-benefit highlights.	Marketing Office; Admissions Office	Increased click-through rates; higher inquiries traced to ads; improved ad reach and impressions
Sales Promotion	Offer limited-time incentives such as priority registration, certificates, free seminars, or skills workshops. Run engagement-based campaigns such as comment-to-join or share-to-participate activities.	Marketing Office; Student Affairs Office; Admissions Office	Increased participation in promoted activities; higher engagement during promotional periods; increased awareness of new programs and student services

## References

- Affran, S. (2025). Rebranded academic programme and enrollment intentions: An analysis of student satisfaction and positive word-of-mouth in Ghanaian universities. *International Journal of Research and Innovation in Social Science*, 9(5), 4996-5010. <https://dx.doi.org/10.47772/IJRISS.2025.905000386>
- Atento, R. G. (2025). Exploring e-learning for sustainable development: Integrating SDGs in management education at Philippine higher education institutions. *International Journal of Health & Business Analytics*, 1(1). <https://doi.org/10.65166/2qcjx561>
- Atento, R. G., & Espelita, C. A. M. H. (2025). From community voice to marketing strategy: The feeder-school ecosystem as basis for a consumer-centered marketing framework. *International Journal of Health and Business Analytics*, 1(2). <https://doi.org/10.65166/mt4em434>
- Baker, M., & Müller, K. (2022). The dual system of vocational education in Germany: Institutional framework and enrollment mechanisms. *Journal of Vocational Education & Training*, 74(2), 215-232. <https://doi.org/10.1080/13636820.2021.1925678>
- Bhatt, V., Yadav, R., & Khan, M. (2024). An empirical study on the impact of integrating vocational education and skill development programs on the labor market. *Research and Advances in Education*, 3(6), 1-15. <https://doi.org/10.56397/RAE.2024.06.02>
- Br Karo, E. M., Syahputra, S., & Madiawati, P. N. (2025). How social media marketing and brand image shape college decision-making through perceived value. *Asia Pacific Journal of Management and Education*, 8(2).
- Chen, C., Wang, Y., & Liu, J. (2021). The impact of curriculum quality, career development opportunities, and school image on vocational college students' enrollment intention. *Journal of Vocational Education & Training*, 73(3), 389-408. <https://doi.org/10.1080/13636820.2020.1801234>
- De los Reyes, J. (2023). The influence of Instagram and social media marketing engagement on prospective college students' university selection. *Strategic Enrollment Management Quarterly*, 11(2), 3-17.

- El-Merabet, O., Kinani, S., & El-Merabet, Z. (2025). How social media-based brand communities influence the choice intention of higher education institutions: The mediating role of brand attitude. *International Review on Public and Nonprofit Marketing*, 22, 465-488. <https://doi.org/10.1007/s12208-025-00434-z>
- Espelita, C. A. M. H., Atento, A. G. B., & Atento, R. G. O. (2026). Social media marketing and enrollment intent among college-bound learners: Evidence from a private higher education institution in Region IV-A, Philippines. *Journal of Enterprise Strategy & Management Innovation*, 1(1). <https://doi.org/10.65166/bcn4pt87>
- Guo, Y., Li, S., & Wang, H. (2021). Short video marketing on social media: How it influences college students' enrollment intention. *Computers & Education*, 171, Article 104158. <https://doi.org/10.1016/j.compedu.2021.104158>
- Han, S., He, R., & Zhou, X. (2024). Research on innovative strategies of enrollment promotion in private vocational colleges in the we-media era. *University*, (S1), 106-108.
- Ibrahim, A. A., Ahmad, S. Z., Abu Bakar, A. R., & El-Adly, M. I. (2025). Social media marketing's impact on brand equity and loyalty in higher education: Customer engagement's role. *Journal of International Education in Business*, 18(4), 527-546.
- Kumar, S., Lahiri, A., & Dogan, E. (2020). Social media marketing: A study on customer engagement and brand loyalty. *Journal of Business Research*, 110, 377-386. <https://doi.org/10.1016/j.jbusres.2020.01.041>
- Li, S., Quan, Y., Xiao, L., Ren, H., & Abinova, A. Y. (2025). Exploring the influence of social media communication and brand image on international student enrollment intentions in higher education. *Frontiers in Education*, 10, Article 1618524. <https://doi.org/10.3389/educ.2025.1618524>
- Li, X., Yao, K., & Miao, B. (2020). Research on the application of we-media marketing strategies in vocational college enrollment promotion. *Hebei Agricultural Machinery*, (5), 61-62.
- Liu, M., & Zhang, Q. (2024). Research on the improvement path of enrollment intention and student source quality in higher vocational colleges under the background of the double-high plan. *Vocational and Technical Education*, 45(18), 67-73.
- Liu, M., Zhang, Q., & Wang, L. (2023). Factors influencing enrollment intention of vocational college students: An empirical study based on social media perspective. *Vocational and Technical Education*, 44(12), 58-64.
- OECD. (2024). *Education at a glance 2024: OECD indicators*. OECD Publishing.
- Pawar, S. K. (2024). Social media in higher education marketing: A systematic literature review and research agenda. *Cogent Business & Management*, 11(1), Article 2423059. <https://doi.org/10.1080/23311975.2024.2423059>
- Rao, L., Tian, Y., & Atento, R. G. O. (2025). Adoption and perceived effectiveness of AI in education: Personalization, outcomes, and equity. *International Journal of Health & Business Analytics*, 1(1). <https://doi.org/10.65166/qgq89291>
- Ruangkanjanases, A., Sivarak, O., Wibowo, A., & Chen, S.-C. (2022). Creating behavioral engagement among higher education's prospective students through social media marketing activities: The role of brand equity as mediator. *Frontiers in Psychology*, 13, Article 1004573. <https://doi.org/10.3389/fpsyg.2022.1004573>
- Shneikat, B., Al Masaeid, T., Alami, R., Agarwal, S., & Nasir, A. S. Y. (2024). The impact of social media engagement on enrolment intention: The moderating role of student type. *International Journal of Data and Network Science*, 8(4), 2205-2218.
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8-12. <https://doi.org/10.1097/NUR.0000000000000493>
- Sugut, C., Keter, J., & Mutai, W. (2025). Influence of social media marketing strategies on student enrollment in TVET institutions in Uasin Gishu County, Kenya. *Journal of Research in Innovative Teaching & Learning*, 9(4), 446-456.
- Wang, H., Li, J., & Zhang, Y. (2020). Measuring vocational college students' enrollment intention: A multi-dimensional scale development. *Journal of Vocational Education Research*, 48(1), 89-106.

- Wang, H., Zhang, Y., & Liu, C. (2021). The impact of school-enterprise cooperation resources on vocational college students' enrollment intention: The mediating role of career development expectation. *Higher Education Research*, 42(7), 78-85.
- Xu, Y., Zhang, Y., & Li, C. (2022). Data-driven social media advertising strategy for vocational college enrollment. *Journal of Educational Technology & Society*, 25(3), 201-214.
- Yan, H. (2026). Craftsmanship spirit, professional values, and learning motivation among Chinese higher vocational college students. *International Journal of Behavioral and Social Analytics*, 1(1).  
<https://doi.org/10.65166/wvm4ge89>
- Zhang, Y., & Song, J. (2024). An empirical study on the willingness and behavior of higher vocational college students. *SAGE Open*, 14(2), 1-11.