

User-Generated Content Dimension as a Corporate Reputation Predictor in a Higher Education Institution

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ABSTRACT

This study explores how user-generated content (UGC) shapes corporate reputation in higher education, focusing on Universiti Teknologi MARA (UiTM) in Malaysia. Drawing on Stakeholder Theory and the Stimulus-Organism-Response (S-O-R) framework, we examine three core dimensions: corporate image, UGC quality, and UGC trust. Using a quantitative approach, we surveyed 260 Gen Z students across five campuses of UiTM Selangor branch, analyzing the data via SPSS and Partial Least Squares Structural Equation Modelling (PLS-SEM) in SmartPLS. The structural model demonstrates that corporate image ($\beta = 0.273$, $p = 0.001$), UGC quality ($\beta = 0.320$, $p < 0.001$), and UGC trust ($\beta = 0.247$, $p < 0.001$) significantly boost corporate reputation, together explaining 62.3% of its variance. Notably, UGC quality emerged as the single strongest driver, showing that students place high value on clear, relevant, and useful online content when evaluating their institution. Ultimately, our findings suggest that universities need to foster environments where authentic, high-quality student content can thrive while staying digitally transparent and responsive.

INTRODUCTION

Corporate reputation is a continuous, organized process whereby an organization builds and maintains a positive image/brand through strategic management of behavior and internal/external communication (Maboee et al. 2024; Colicev & Connor, 2020). In Malaysia, social media usage remains highly dominant. The Digital 2025 Malaysia Report (Kemp, 2025) reports that platforms such as Facebook and Instagram continue to shape online engagement, with Facebook reaching approximately 66% of internet users and Instagram 44%. This extensive adoption highlights the growing influence of social media platforms in determining public opinion and institutional perceptions, particularly in sectors where reputation plays a critical role. User-generated content (UGC), including positive comments and media sharing, has become a credible cue in translating stakeholders' perceptions towards their universities, particularly in the higher education context (Beveridge, 2024; Perera et al., 2020). In this environment, institutional reputation is no longer constructed solely through official communication channels but is increasingly shaped by the credibility and perceived reliability of externally generated digital content (Maboee et al., 2024).

The study identified three UGC measures determining corporate reputation, namely corporate image, content quality state and trust with all having a significant positive impact on reputation but trust being the strongest. Although previous studies typically recognized the significance of both in the digital context, it has been more commonly examined in business and marketing context as this concerns consumer choice (Ruoshi & Jun, 2021). The mechanisms may differ from those established in commercial settings, as universities are institutions with a different nature based on credibility. Research on the combined impact of UGC quality and trust on corporate reputation has been primarily undertaken in a commercial and consumer setting; thus, the application to HEIs remains comparatively scarce. This context creates an imbalance, and the transfer of findings from business settings to HEIs is low empirically.

Luis Barbosa dos Santos (2021) points out that positive UGC can build trust, credibility, and perceived quality, while negative UGC can damage a brand's image, reduce trust, and dissuade potential stakeholders. Moreover, prior research on corporate reputation has mainly focused on institutional determinants such as academic quality, student satisfaction, and loyalty (Omar Raja, 2023). There are not many pieces of research done to study the effects of UGC in broad terms. Meanwhile, they do not distinctly isolate the internal mechanisms that digital content uses to shape the institutional reputation. As a result, the study seeks to examine whether corporate image, UGC quality and UGC trust have an effect on corporate reputation in the higher education institution of Malaysia. This paper thus focuses on Universiti Teknologi MARA (UiTM), the largest public higher learning institution in Malaysia, renowned for its rich digital presence and extensive multi-campus institution. UiTM is an appropriate empirical context in examining the effect of user-generated content quality and trust on institutional reputation perception in a contextually connected digital environment.

LITERATURE REVIEW

In digital commercial environments, user-generated content (UGC) serves as a strategic mechanism for engaging consumers and capturing their preferences (Niu, 2025). Within higher education institutions (HEIs), UGC provides a platform for students and stakeholders to express their experiences, opinions, and evaluations of institutional performance (Perera et al., 2020).

Corporate image and Corporate Reputation

Corporate image in the context of user-generated content (UGC) refers to the overall judgement reflected either by text or through any kind of media towards an organisation by stakeholders' beliefs, feelings, experiences and organization's public actions and communication (Aledo-Ruiz et al., 2021; Aly Abdou, 2023). In this context, corporate image is co-created through stakeholder interactions, where UGC acts as a source of information, evaluation, and opinion, influencing how the institution is viewed by both internal and external publics (Weicheng, 2019; Mazhar et al., 2021).

Several previous studies revealed that corporate image precedes and shapes corporate reputation, suggesting that stakeholder-generated content indirectly contributes to reputation formation through its impact on image (Thanh, 2021; Aledo-Ruiz et al., 2021). Omar Raja (2022); Aledo-Ruiz, et al., 2021) assert that stakeholders including students, parents and alumni formed their impressions based on the reputation and image of HEI itself. By conceptualizing corporate image as a variable influenced by UGC, this study highlights the role of corporate look and stakeholder narratives in shaping perceptions, which provides the theoretical foundation for the following hypothesis:

H1: Corporate image has a significant impact on corporate reputation.

User Generated Content (UGC) quality and Corporate Reputation

UGC quality refers to the extent to which online content is perceived as credible, accurate, relevant, current, and verifiable (Musto & Dahayanake, 2021; Anuar et al., 2025). High-quality UGC is typically characterised by structured and meaningful information that enhances users' ability to interpret institutional performance. As Ruoshi and Jun (2021) suggest, interaction with high-quality content strengthens perceived credibility, improves knowledge formation, and reduces perceived uncertainty. Consequently, higher perceived content quality contributes to greater trust in the information source and reduces decision-related risk (Luis Barbosa dos Santos, 2021).

Nevertheless, UGC quality impact can depend on context. A majority of the existing literature so far has studied its effects in marketing and consumer behaviour settings, where it most often shapes purchase intention and decision confidence when information is uniquely absent (Ruoshi & Jun 2021; Niu 2025). Higher education is a credibility-driven market. Whether an institution is well-being assessed on academic grounds rather than due to a transactional value. In the context of HEI, UGC quality is expected to directly influence

corporate reputation by influencing perception of institutional trustworthiness, transparency, and overall credibility. From this conversation, we can derive the following hypothesis:

H2: UGC quality has a significant positive effect on corporate reputation.

UGC Trust and Corporate Reputation

Trust is a multidimensional construct that integrates cognitive, affective, and behavioural components, which incorporate individuals' willingness to rely on information sources they perceive as trustworthy (Ruoshi & Jun, 2021). In terms of UGC, trust is consumers' perception about the integrity, benevolence, and competence of the information provider in terms of being honest, trustworthy, and capable of delivering accurate information (Ruoshi & Jun, 2021).

In the marketing study's setting, similar studies have shown that potential customers tend to trust reviews and feedback from their peers more, and this trust can significantly improve brand image (Niu, 2025). In higher education institutions (HEIs) setting, stakeholders often rely on peer-generated information (Ruoshi & Jun, 2021) due to limited direct experience with institutional services. In such cases, trust becomes a critical determinant of whether information is accepted and used in forming judgments about institutional reputation. Prior studies further confirm that trust in online information significantly affects decision-making processes in digital environments (Ruoshi & Jun, 2021; Niu, 2025). Therefore, UGC trust is expected to play a significant role in influential corporate reputation in higher education settings. Thus, the following hypothesis is proposed:

H3: UGC trust has a significant positive effect on corporate reputation.

CONCEPTUAL FRAMEWORK

Figure 1 shows the conceptual framework, which consists of three UGC predictors of corporate image, UGC quality, UGC trust, and corporate reputation in higher education institutions. This study extends the Stakeholder Theory and the Stimulus-Organism-Response (S-O-R) framework within a digital user-generated content (UGC) context.

From the perspective of Stakeholder Theory, reputation is a collective perception negotiated by various stakeholder groups (Omar Raja, 2023) and Tiep Lee (2021) adopted Stakeholder Theory to confirm the role of corporate image through the interrelationship between the business and its stakeholders. Here, Stakeholder Theory has been adopted to evaluate and measure perceive the HEIs' reputation based on UGC created and shared by the stakeholder among various student in UiTM Selangor branch. The students will give valuable feedback through UGC on social media and create a social tagging regarding UiTM if UiTM provides good services and management.

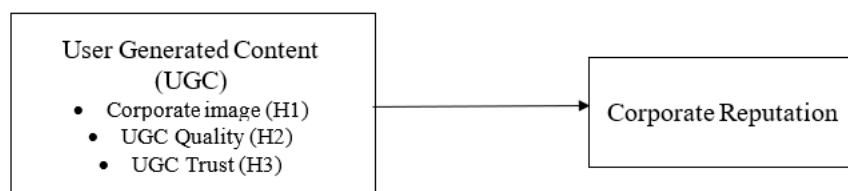


Figure 1: Proposed Conceptual Framework

The second theory, S.O.R. Theory (Stimulus–Organism–Response), introduced by Mehrabian and Russell (1974), explains how environmental stimuli influence behavior. Studies such as Jihad et al. (2020), Vazquez et al. (2023), Yung-Ming (2023), and Chao et al. (2018) applied this theory to analyze UGC and tagging behavior. Within this framework, UGC and social tagging act as environmental stimuli that trigger cognitive and emotional responses in students and other stakeholders. The interactions between these stimuli and stakeholders' internal processes ultimately influence corporate reputation.

METHODOLOGY

Research Design

This study adopts a quantitative research design using a survey approach to examine the relationship between corporate image, UGC quality, UGC trust towards corporate reputation in selected campuses in one of the largest higher education institution in Malaysia. Data were collected using a structured questionnaire developed in English and administered physically to students of UiTM Cawangan Selangor across five campuses: Puncak Perdana, Puncak Alam, Sungai Buloh, Dengkil, and Selayang. As of 2024, the total student population across these campuses is approximately 32,102 (UiTM Cawangan Selangor, 2024). The collected data were screened and analysed using SPSS and SmartPLS to test the proposed relationships and address the research objectives (Ghanad, 2023).

Data Collection Instrument

The survey instrument was adapted from established scales in prior literature and designed to be suite for selected study setting. Consisting of three constructs for the independent variables of UGC and social tagging, respectively and one construct for the dependent variable of corporate reputation. However here, only UGC independent variables and the dependent variable have been discussed and presented. Data were collected and administered using online survey tool powered by Google. A pilot study was conducted in two stages. First, a pre-test was carried out to evaluate the clarity, wording, and technical functionality of the questionnaire. This was followed by a formal pilot test involving 30 respondents to assess the internal consistency of the measurement constructs. The pilot data were analysed using IBM SPSS Statistics Version 24. The final instrument comprised measurement items for seven constructs, but here only four constructs were discussed: Corporate image, UGC quality, UGC trust, and corporate reputation. All items were measured using a five-point Likert scale of five ranging from Strongly Disagree to Strongly Agree. The detailed constructs, measurement items, and corresponding sources are presented in Table 1.

Table 1: Construct and Scale items

Construct		Items	Sources
Corporate Image	CI1	The UGC creation on UITM social media commonly have a good impression as HEI	Thanh, 2021
	CI2	The UGC creation on UITM social media generally have a good impression to the stakeholders	
	CI3	The UGC creation on UITM social media reflects its recognizable brand identity.	Aly Abdou., 2023, Naeem Khan et al, 2021
	CI4	The UGC creation on UITM social media incorporates with positive corporate culture that reflects their values and ethics	
	CI5	The UGC creation on UITM social media shows UiTM corporate image competitively	Thanh, 2021
UGC Quality	UGCQ1	The UGC creation on UITM that I browse are factually informative about its-branding	Roma & Alloini, 2021
	UGCQ2	The UGC about UiTM that I browse has good interaction with me	Ruoshi & Jun, 2021
	UGCQ3	The UGC about UiTM that I browse gives me a sense of communicating the information with others	
	UGCQ4	The UGC about UiTM that I browse can interest me	

	UGCQ5	The UGC about UiTM that I browse are relevant for its users	Jihad, et al. 2020
UGC Trust	UGCT1	I trust the UGC shared about UiTM.	Ruoshi & Jun, 2021
	UGCT2	Most of the user-generated content about UiTM is able to build my trust.	Kumari, 2022
	UGCT3	Most User generated contents about UiTM are reliable.	
	UGCT4	Most of the user generated contents about UiTM have a highly integrity value.	Fatmawati & Fauzan, 2021
	UGCT5	Most of the user generated contents about UiTM have a responsive value to the stakeholder.	Jihad, et al. 2020
Corporate Reputation	CR1	UiTM is a HEI that I admire.	Galvez-Sanchez et al. (2024) Omar Raja (2023)
	CR2	UiTM is a HEI that I respect.	
	CR3	UiTM shows a commitment to academic excellence through the social media platforms.	Omar Raja (2023)
	CR4	UiTM shows in offering high-quality education through the social media platforms	
	CR5	UiTM has a good overall reputation.	Galvez-Sanchez et al (2024)

Data Analysis Technique

Data were analysed using Statistical Package for the Social Sciences (SPSS) and SmartPLS software. SPSS was used for data screening and descriptive analysis of respondents' profiles, while SmartPLS was employed to perform Partial Least Squares Structural Equation Modelling (PLS-SEM). The analysis followed a two-step approach. First, the measurement model was assessed to determine construct reliability and validity. This included internal consistency reliability (Cronbach's alpha and composite reliability) and convergent validity (Average Variance Extracted, AVE). Second, the structural model was evaluated to test the hypothesized relationships between UGC quality, UGC trust, and corporate reputation. The significance of path coefficients was assessed using a bootstrapping procedure to generate t-values and p-values for hypothesis testing.

RESULTS

Respondent Profile

A total of 260 valid responses were included in the analysis as presented in Table 2. The sample was predominantly female (73.5%) and largely concentrated within the 18–24 age group (93.8%), reflecting a strong representation of Generation Z students. This demographic is particularly relevant given their high engagement with digital platforms, aligning well with the study's focus on user-generated content. Most respondents were enrolled in bachelor's degree programmes and were distributed across multiple campuses within UiTM Cawangan Selangor, with the largest proportions from Puncak Alam and Puncak Perdana. The sample also captured a range of academic disciplines, suggesting that the findings are not limited to a single field of study but reflect broader student perceptions within the institution.

Table 2: Respondents' Profile

Demographic Variable	Category	Frequency (n)	Percentage (%)
Age	18 to 24 years old	244	93.8

	25 to 34 years old	14	5.4
	35 to 44 years old	1	0.4
	More than 45 years old	1	0.4
	Total	260	100.0
Gender	Female	191	73.5
	Male	69	26.5
	Total	260	100.0
Education level	Foundation	56	21.5%
	Diploma	15	5.8
	Bachelor's degree	186	71.5
	Master's degree	3	1.2
	Total	260	100.0
Campuses	Puncak Alam	90	34.6
	Puncak Perdana	89	34.2
	Dengkil	58	22.3
	Sungai Buloh	19	7.3
	Selayang	4	1.5
	Total	260	100.0
Faculty	Information Science	69	26.5
	Foundation Center	53	20.4
	Business & Management	44	16.9
	Accounting	30	11.5
	Film, Theatre & Animation	19	7.3
	Dentistry	13	5.0
	Medical	9	3.5
	Education	8	3.1
	Health Science	7	2.7
	Pharmacy	4	1.5
	Hotel & Tourism Management	3	1.2
	Built Environment Studies	1	0.4
	Total	260	100.0

Measurement

The measurement model demonstrated satisfactory reliability and validity across all constructs as shown in figure 2. Internal consistency was confirmed, with all reliability coefficients exceeding recommended thresholds of 0.70. (Hair et al. 2019), indicating that the measurement items consistently represent their respective constructs.

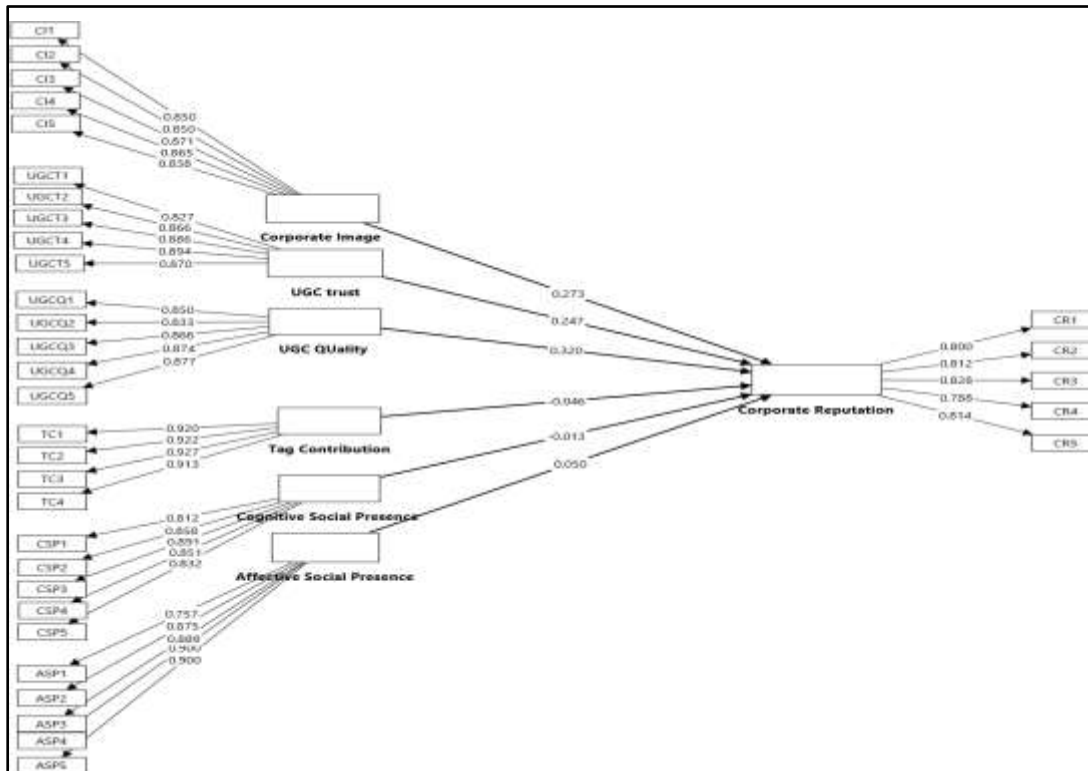


Figure 2: Measurement Model

Indicator loadings were strong and statistically acceptable, suggesting that the items adequately capture the underlying dimensions of corporate image, UGC quality, UGC trust, and corporate reputation. Convergent validity was also established, as the constructs explained a substantial proportion of variance in their indicators. Overall, the results indicate that the measurement model is robust and suitable for subsequent structural analysis as presented in Figure 3.

Table 3: Results of the Measurement Model

Construct	Items	Loadings	Cronbach's α	CR (ρ_c)	AVE
Corporate Image	CI1	0.85	0.908	0.931	0.731
	CI2	0.85			
	CI3	0.871			
	CI4	0.865			
	CI5	0.838			
UGC Quality	UGCQ1	0.85	0.912	0.934	0.74
	UGCQ2	0.833			
	UGCQ3	0.866			
	UGCQ4	0.874			
	UGCQ5	0.877			
UGC Trust	UGCT1	0.827	0.919	0.939	0.755
	UGCT2	0.866			
	UGCT3	0.886			
	UGCT4	0.894			

	UGCT5	0.87			
Corporate Reputation	CR1	0.8	0.868	0.904	0.654
	CR2	0.812			
	CR3	0.828			
	CR4	0.788			
	CR5	0.814			

Discriminant Validity

Table 4 shows the outcome of applying the Fornell-Larcker criterion. Discriminant validity was established using both the Fornell-Larcker criterion and the HTMT ratio. The square root of the AVE for each construct exceeded its correlations with other constructs, indicating that each construct shares more variance with its own indicators than with other constructs.

Table 4: Results of Fornell and Larcker's Criterion

	CI	UGCQ	UGCT	CR
CI	0.855			
UGCQ	0.811	0.860		
UGCT	0.808	0.806	0.869	
CR	0.738	0.741	0.729	0.809

The HTMT values further supported this assessment, as shown in Table 5, where all Heterotrait-Monotrait (HTMT) values ranged between 0.881 and 0.889, remaining below the conservative cutoff threshold of 0.90 and thereby confirming satisfactory discriminant validity among the study constructs. Notably, the relationship between corporate image, UGC quality and UGC trust approached the upper acceptable limit, suggesting a strong conceptual association between the constructs while still maintaining empirical distinction. These results confirm that the constructs are sufficiently distinct to be included within the same model.

Table 5: Discriminant Validity (HTMT)

	CI	UGCQ	UGCT	CR
CI	-			
UGCQ	0.889	-		
UGCT	0.886	0.881	-	
CR	0.829	0.827	0.812	-

Structural Model

Figure 3 shows the structural model results, which indicate that all UGC predictors, corporate image, UGC quality and UGC trust significantly influence corporate reputation. As shown in Table 6, corporate image has a significant positive effect on corporate reputation ($\beta = 0.273$, $t = 3.302$, $p < 0.001$), followed by UGC quality has a significant positive effect on corporate reputation ($\beta = 0.320$, $t = 3.798$, $p < 0.001$), and UGC trust ($\beta = 0.247$, $t = 3.658$, $p < 0.001$).

The stronger influence of the UGC quality indicators implies that the informational content of the texts, such as relevance and clarity, has more impact than other factors. It can be seen that the model explains a decent amount of variance, with an R^2 of 62.3% (adjusted $R^2 = 0.614$) for corporate reputation (Hair et al., 2022). The predictive relevance of the model was assessed using the PLSpredict algorithm, which demonstrates a high predictive power with a Q^2 predict of 60.2%. For assessing predictive power, a linear model benchmark was not used, as the Q^2 predict is positive and close to one.

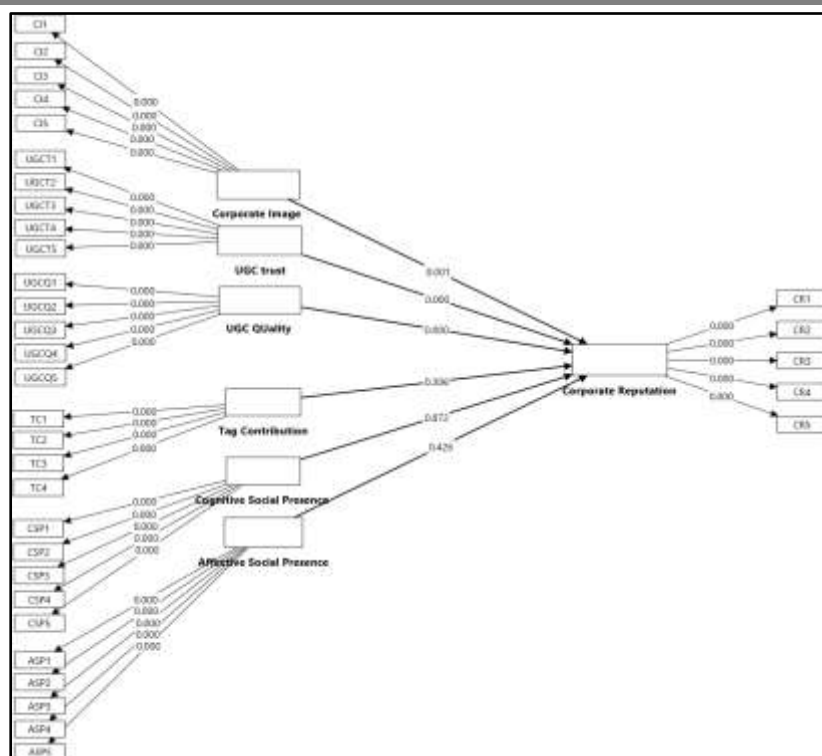


Figure 3: Structural Model

Table 6: Path Coefficients of The Structural Model

Hyp.	Relationship	(O)	(M)	(STDEV)	T-Values	P-Values	Decision
H1	Corporate Image → Corporate Reputation	0.273	0.27	0.083	3.302	0.001	Supported
H2	UGC Quality → Corporate Reputation	0.32	0.321	0.084	3.798	0	Supported
H3	UGC Trust → Corporate Reputation	0.247	0.25	0.067	3.658	0	Supported

Table 7: The Result of The Level of R²

	R-square	R-square adjusted	Hair (2022)	Chin (1988)
Corporate Reputation	0.623	0.614	Moderate	Moderate

Table 8: The Result of Predictive Power

	Q ² _predict	RMSE	MAE
Corporate Reputation	0.602	0.636	0.472

Hypothesis Testing

Table 9 shows the hypothesis-testing results, all of which indicate a significant positive effect. Corporate Image has a significant positive effect on corporate reputation ($\beta = 0.273$, $t = 3.302$, $p < 0.001$), supporting H1. UGC quality has a significant positive effect on corporate reputation ($\beta = 0.320$, $t = 3.798$, $p < 0.001$), supporting H2. Similarly, UGC trust significantly influences corporate reputation ($\beta = 0.247$, $t = 3.658$, $p < 0.001$), supporting H3.

0.001), supporting H3. Inclusively, all three UGC hypotheses are supported, demonstrating that corporate image, UGC quality and UGC trust are significant predictors of corporate reputation.

Table 9: Hypothesis Result

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H3	UGC Trust → Corporate Reputation	0.247	0.25	0.067	3.658	0	Supported

DISCUSSIONS

The acquired results enable us to assume that the corporation's reputation among UiTM students is positive; hence, the institution's image of good quality is favorable and trustworthy within the population. Thus, the university appears to be viewed as a desirable and prestigious entity among students. Such an outcome could be confirmed by previous research conducted by Omar Raja (2022) and Aledo-Ruiz et al. (2021), who state that perceptions of institutions among students are formed by their reputation and image. Nevertheless, it is essential to note that the given opinion might not represent external views toward the university but instead reflect students' internal perceptions. This could be explained by the fact that respondents were a part of the corporation and familiar with the quality of education provided. According to Colicev & O'Connor (2020), User-Generated Content (UGC) not only functions as a source of information but can also be a persuasive communication channel that shapes students' perceptions of the institutions.

The findings prove that corporate image, UGC quality and UGC trust significantly influence corporate reputation. With UGC quality emerging as the stronger predictor, this can be translated to mean that students are prone to value the informational value of content. The elements of relevance and clarity are a priority for them when making institutional judgments. Consistent with Ruoshi and Jun (2021), students actively evaluate the UGC about the HEI as its usefulness before integrating it into their perceptions. Specifically, UGC corporate image showed a significant positive influence to the corporate reputation. The image of UiTM is positively perceived among the stakeholders through the creation of user-generated content. The students of UiTM appeared to agree that the contents contributing to the institution's reputation.

In relation to UGC trust, the study found that students tend not only to rely on informative and attractive content, but also to prioritize trustworthy content for better positive perceptions toward the higher education institution. The significant effect of UGC trust on corporate reputation implies that, on the whole, the content related to UiTM is perceived as reliable and has high integrity. Furthermore, this also suggests that the students, apart from simply absorbing the information, also assessed the quality of the content before concluding towards the institution. This further demonstrates that UiTM is not only relying on the mere existence of the contents, but how the contents are perceived in terms of the informative contents and their reliability. The finding is in line with Ruoshi and Jun (2021), who stress that the interactive content between members provides richer information and increases the interpersonal communication between the users.

THEORETICAL AND PRACTICAL IMPLICATIONS

This study contributes to institutional marketing literature by developing stakeholder theory within the S-O-R framework in the higher education sector. The research presents a multi-theoretical framework for dealing

with digital engagement that builds on the operationalisation of UGC quality and UGC trust as external cognitive stimuli (S), corporate image as an internal evaluative state (O), and corporate reputation as an ultimate institutional response (R). All three hypothesised pathways possess strong empirical validation, further enhancing Stakeholder Theory. Contemporary educational stakeholders, for example, are not merely passive consumers of officially disseminated messages. Rather, through the validation of their perceptions of online content quality and trust, they actively co-create corporate image and build long-term corporate reputation. Practically, higher education institutions should prioritise the facilitation of high-quality user-generated content by enhancing student experiences that generate meaningful, relevant, and engaging digital expressions. First, the significant role of UGC quality highlights the importance of fostering informative, relevant, and engaging content within student-driven platforms. Institutions should recognise that stakeholders actively evaluate the usefulness and clarity of content when forming perceptions. Second, the positive influence of UGC trust underscores the need for institutions to maintain credibility within digital environments. Higher education institutions should adopt a more responsive and transparent approach in engaging with user-generated content. This includes acknowledging student feedback, addressing concerns, and ensuring consistency between institutional communication and student experiences. Such practices can strengthen trust and reinforce favourable perceptions among stakeholders. Overall, institutional reputation is increasingly shaped by stakeholder-generated digital content, requiring active engagement strategies that support authentic and high-quality online discourse.

CONCLUSION

This study provides empirical evidence on the role of user-generated content (UGC) in higher education in terms of corporate reputation. The results provide evidence in support of the predictor role of corporate image, UGC quality and UGC trust. The former appears to be slightly more influential than the latter, suggesting that students are more concerned with information and its usefulness conveyed by UGC, which indirectly affects their perception of the university's reputation. Nevertheless, it is evident that students are active consumers of information, and their engagement is primarily evaluative in nature.

LIMITATIONS AND FUTURE RESEARCH

Despite the mentioned contributions, it is essential to consider some limitations to the study. Firstly, the research was conducted within one educational institution (UiTM), and the conclusions mostly apply to it, which is a significant limitation. Moreover, this article explores the reputation of UGC through the lens of one specific stakeholder group; therefore, it would be interesting to see how the obtained results align with the perspectives of other contributors. Finally, despite the identified impact of the examined variables, the model still does not consider all factors that may affect consumer reputation. To conclude, the current article is a valuable addition to the understanding of the role of higher education institutions in developing high-quality and trustworthy user-generated content. However, future researchers should build upon the existing findings to explore more variables and contributors and apply the model in diverse settings.

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