



Strategies for Enhancing Academic Communication through the Use of Social Media: A Descriptive Study of the University of Oran 1 Facebook Page

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Abstract:

Social media has become an essential and integral part of our daily lives and interactions. It is no longer just a platform for personal communication but has expanded its reach to the academic domain, supporting scholarly communication and various scientific and research activities through dedicated pages. This trend has prompted various academic institutions to adopt different strategies to enhance university communication through these platforms and pages. They achieve this by sharing diverse content, challenges, and competitions, creating various campaigns to highlight scientific activities. This reinforces the academic focus and emphasizes the importance of both official and unofficial communication to ensure that interaction through social media serves the intended academic goals. This article discusses the strategies employed to enhance university communication through the use of social media, analyzing a university page through a descriptive approach. The goal is to explore the strategic methods used to promote academic communication and address the following question:

What are the strategic methods employed to enhance university communication through social media platforms?

Keywords: social media, Strategy, Communication, University



1. INTRODUCTION

With the continuous evolution of the Internet and the widespread proliferation of social media platforms, these digital spaces have transcended their conventional role as mere entertainment tools to become powerful instruments for knowledge exchange and communication enhancement. This shift is clearly reflected in the exponential growth of user engagement across diverse demographic groups and age cohorts, underscoring the critical importance of these modern communication channels. To keep pace with this digital transformation, most institutions—including higher education entities and universities—have established dedicated institutional pages across various platforms, such as Facebook, X (formerly Twitter), and Instagram.

These institutional pages aim to foster informal communication, which constitutes a potent mechanism for building relationships and strengthening connectivity among members of the academic community. This mode of communication serves as a key indicator of interaction and engagement beyond the formal, rigid structures of the university, leveraging distinct digital affordances such as immediate, real-time interactivity. Consequently, these pages facilitate the dissemination of varied content, encompassing research outputs, academic milestones, and the promotion of diverse cultural and social events. Furthermore, they are strategically employed to consolidate institutional identity, bridge communication gaps with students, faculty, and staff, and engage with the broader public sphere. They also contribute significantly to forging strategic partnerships with external stakeholders. To effectively actualize these objectives, university page administrators must deploy diversified and integrated digital strategies. Against this conceptual backdrop, the central research problem is formulated as follows:

What are the strategic methods adopted by the University of Oran 1 to enhance institutional communication via its official Facebook page?

- **Research Questions**

To systematically address this central problem, the following sub-questions are posited:

- What are the specific strategies deployed in contemporary university communication?
- What is the structural significance and role of social media platforms in fostering academic communication?
- What core structural and visual elements do university Facebook pages emphasize when publishing content?
- What thematic areas and topics are predominantly adopted by university pages to facilitate institutional communication?
- To what extent does the audience interact and engage with the content published on university social media pages?

- **Objectives of the Study**

This study aims to achieve the following operational goals:

- Comprehensive understanding of how higher education institutions, such as universities and colleges, currently utilize social media platforms.



- Exploring the digital tools and techniques available to educational institutions to optimize their social media utilization for communicating with students, internal staff, and external audiences.
- Empirical examination and evaluation of audience responsiveness to the content shared via institutional social media channels.
- Fostering a positive impact on the relational dynamics between educational institutions and members of the academic community through enhanced social media management.

- **Significance of the Study**

The scholarly and practical value of this study is manifested in the following dimensions:

- Delineating the various strategic frameworks adopted to activate university communication among diverse institutional actors.
- Identifying the precise role played by social media networks, specifically Facebook, in driving academic and institutional communication.
- Exploring the mechanisms of effective communication engineered by digital actors and administrators on Facebook pages and sites.
- This analytical study aims to uncover how Facebook opens new educational and communicative horizons between students and faculty members through the various publications hosted on university platforms and pages.

2. Conceptual and Operational Framework of the Study

2.1 Strategy and Communication Strategy

- **Conceptual Definition (Strategy):** The term "Strategy" is derived from the Greek word Strategos, which literally translates to the art of leadership. In sociological and behavioral contexts, strategy resides within the domain of "means" as opposed to "ends" or "purposes". Every human behavior ultimately possesses an end or a purpose that reflects a core essential need ((Bouab & Hanak, 2020, p. 62).
- **Conceptual Definition (Corporate Strategy):** Strategy constitutes a comprehensive vision designed to achieve long-term objectives and guide an organization in a structured and holistic manner. This approach enables the entity to navigate environmental fluctuations, exploit emergent opportunities, mitigate external threats, maximize internal strengths, and minimize the detrimental impacts of structural weaknesses (Barakat & Fanash, 2017, p. 51).
- **Conceptual Definition (Communication Strategy):** Strategies are fundamentally underpinned by blueprints, programs, and tactics. In this light, the Encyclopedia of Media and Communication Sciences defines a communication strategy as a pattern pertaining to social interaction. It entails the engineering of strategic public relations



plans to achieve the institutional objectives of organizations across diverse domains (Abdelkader othman, Taha, & Abdelkader othman , 2021, p. 583).

- Operational Definition: Strategy is conceptualized as the effective planning and organization of various decisions and procedural steps aimed at realizing long-term goals. It encompasses macro-level decision-making to attain organizational excellence, while systematically auditing the surrounding environment and analyzing available internal capabilities and resources.

2.2 The University

- Conceptual Definition: The university is historically defined as a general guild or corporation of professors and students, established to provide security and protection against exploitation, thereby enabling them to dedicate themselves to study or instruction. It is further defined as an institution dedicated to preserving, developing, and critiquing knowledge, while nurturing creative human capital. Formally, it is "an independent scientific institution characterized by a specific organizational structure, academic systems, norms, and traditions. Its primary mandate revolves around instruction, scientific research, and community service. It comprises a set of specialized faculties and departments offering diverse academic programs across various disciplines" (El Barkano, 2023, p. 535).
- Operational Definition: The university is an educational institution and a locus for cultural and intellectual synergy, where students and academics converge to acquire knowledge and develop advanced competencies within an innovative learning environment.

2.3 Communication and Informal Communication

- Conceptual Definition (Communication): Lexically, communication implies "the transmission of an entity from one locus to another; this entity may manifest as a message, a symbol, or a meaning (Dergam, 2019, p. 133). It is also defined as the capacity to truthfully express our purposes and intentions using rational and realistic arguments.
- Operational Definition (Communication): The dynamic exchange of information and ideas between individuals or entities, utilizing verbal language, written text, or semiotic signs and expressions. It aims to foster mutual understanding and facilitate the reciprocal exchange of thoughts and affect among interacting parties.
- Conceptual Definition (Informal Communication): Mohamed Said Fahmy defines informal communication as the communicative modality that occurs outside the designated, rigid channels of communication. Executed through non-official methods, it is fundamentally predicated upon "the matrix of personal and interpersonal relations among employees within an organization" (Bousaha, 2021, p. 291).



- **Operational Definition (Informal Communication):** It refers to interactions and connectivity that manifest beyond formal frameworks or conventional organizational charts. This communication type can be direct or indirect, transpiring between individuals within an institution or among diverse social groups. It constitutes an essential component of institutional life, contributing to building robust interpersonal relationships, facilitating knowledge sharing, and enhancing socio-cultural synergy.

2.4 Social Media Platforms

- **Conceptual Definition:** A term designating a cluster of web-based platforms that emerged with the advent of the second generation of the World Wide Web, commonly known as Web 2.0. These platforms facilitate communication among individuals within a virtual community, grouping them based on shared interests or networks of affiliation (e.g., country, university, school, corporation). This is achieved through synchronous and asynchronous communication services, such as instant messaging or reviewing others' profiles and shared information (Kafi, 2016, p. 109).
- **Operational Definition:** An electronic ecosystem that enables individuals to construct public or semi-public digital profiles through which they interact with others by generating, commenting on, or liking content. Individuals leverage these platforms to sustain networks with peers and family, express self-identity, disseminate multimedia assets (photographs, videos), and engage in digital brand communities or groups aligned with their core interests.

3. Electronic Communication Strategies and the Role of Social Media in Higher Education

3.1 Digital Communication Strategies

Digital communication strategies have emerged as critical tools for constructing effective bridges with the public, representing a paradigm shift from traditional communication modalities. These strategies function as a digital window through which organizations and individuals innovate and interact within an rapidly changing world. The primary strategies adopted include:

- **The Repetition Strategy:** Repetition is a prominent communicative strategy embedded within digital discourse, particularly inside chat rooms and social media platforms. The sender deliberately repeats a specific letter to simulate spoken language and compensate for prosodic features such as elongated phonemes or intonation. This strategy is frequently deployed in affective expressions—such as repeating certain characters or symbols—serving as non-verbal cues to transmit specific emotional states as if the interaction were occurring face-to- (Maarouf, 2020, p. 173). Furthermore, repetition serves to reinforce structural comprehension and retention among the target audience. Enhancing cognitive processing through iteration plays a pivotal role in elevating awareness and attention toward the communicated data, thereby rendering it



more memorable and consolidating core concepts to foster a deeper, more permanent understanding of the content. Psychologically, repetition builds audience trust and familiarity with the transmitted information. However, the deployment of this strategy must remain organized and structured to prevent message fatigue or diminished communicative efficacy.

- **The Abbreviation Strategy:** This strategy stands out as a defining characteristic of digital discourse, optimized to conserve time and digital text space. It encompasses two distinct modalities: Conventional Abbreviations, which individuals naturally utilize in interpersonal communication due to the human tendency toward linguistic economy without compromising the core intent; however, this type is constrained and cannot be overextended without causing semantic distortion. The second modality is Innovative/Digital Abbreviations, engineered due to the interactive nature and velocity of digital media, forcing users to innovate shortcuts such as truncating word suffixes, dropping medial letters, or employing semiotic expressions to substitute entire sentences. Methodologically, the deployment of digital abbreviations enhances writing efficiency and facilitates rapid communication, particularly in digital environments characterized by temporal and spatial constraints (Maarouf M. , 2020, p. 175) .
- **The Arabizi Strategy:** A sociolinguistic writing strategy where the Arabic language is transliterated utilizing Latin characters and numerals. Commonly referred to as Arabizi (or Arabteeni), this format entails rendering Arabic words via the Latin alphabet, often presenting a hybrid mix of Modern Standard Arabic (MSA) and various regional dialects without adhering to formal grammatical structures.
- **The Emoticon/Emoji Strategy:** This involves the integration of digital symbols by network users to achieve communicative objectives seamlessly. Emojis perform vital pragmatic functions when interacting with textual data, primarily: interpreting and clarifying messages when the verbal content is open to multiple semantic decodings, and amplifying the affective and emotional dimensions expressed within the text (Maarouf m. , 2020, p. 179).

Within this framework, university pages on social media networks serve as virtual convergence spaces for user engagement. They establish a public domain that allows students and faculty members to monitor recent academic updates, institutional announcements, and scientific events. It further facilitates the exchange of data, expertise, academic debates, and commentary, thereby enriching collaborative dialogue and maximizing effective communication skills.

Consequently, the delivery of educational content has shifted toward a multimodal composition integrating written and spoken language, static and dynamic visual assets, and diverse audiovisual background effects. The communicative affordances of social networks vary extensively; some platforms excel in multimedia and file-sharing capabilities, others prioritize instant messaging and microblogging, while several networks integrate email systems, video/audio



conferencing, and dedicated discussion forums. These features collectively encourage creative engagement, such as academic blogging, showcasing artistic talents, and participating in collaborative group projects (Haddadi, 2017, p. 150).

3.2 The Role of Social Media in Higher Education and Academic Connectivity

Social media platforms play a transformative role in supporting educational paradigms and fostering institutional connectivity across the university ecosystem, manifested through the following dimensions:

- Knowledge and Content Exchange: Facilitating the dissemination of diverse educational resources and academic articles, which actively drives knowledge transfer among students and academics.
- Student-Faculty Engagement Hubs: Providing specialized digital platforms and interactive groups that streamline academic inquiries, conceptual brainstorming, and the sharing of scholarly outputs.
- Institutional Event Dissemination: Launching dedicated pages to broadcast university milestones, scientific conferences, specialized workshops, and cultural events, thereby stimulating broader stakeholder participation.
- Constructing University Identity: Leveraging an active digital presence on social media to build a cohesive institutional identity and foster a robust sense of academic community.
- Public Opinion Monitoring: Comprehending student feedback and interacting with their concerns, which empowers the university administration to optimize educational programs and student services.

3.3 Educational Affordances of Social Media Networks:

- Synthesizing individual and social learning dimensions to engineer a collaborative and integrative educational ecosystem.
- Promoting self-regulated learning (SRL) mechanisms, as social networks represent a cornerstone for constructivist self-learning driven by dialogue, content production, and collaboration (Kenifi, 2017, p. 109).

Streamlining the tracking of recent institutional updates and academic project management.

- Exchanging data, driving intellectual debates, and generating feedback to activate student skill sets through action-oriented learning (kenifi, 2017, p. 110).
- Linking social platforms directly to academic repositories through the strategic sharing of educational hyperlinks and instructional videos.
- Fostering academic innovation and creativity by offering spaces to share original concepts and scholarly projects.
- Stimulating critical thinking through the provocation of intellectual discourse surrounding academic themes.



- Accelerating the instantaneous dissemination of academic announcements, curricular updates, and diverse scientific activities, particularly via Facebook.

3.4 Social Media and Scientific Communication:

Facebook has evolved into one of the most vital digital networks for scholarly communication due to its diverse structural features. These features include the capacity to establish specialized academic digital groups, host virtual lectures and scientific presentations, and utilize real-time live broadcasting (Live Streaming) to simplify communication.

The profound significance of these networks, specifically Facebook, became starkly evident during the COVID-19 pandemic. While social distancing mandates disrupted traditional education, the university ecosystem identified social media as the ultimate gateway to sustain digital scientific communication. It reinforced academic continuity among students and faculty members through numerous grassroots digital initiatives. Faculty members and researchers utilized Facebook to broadcast virtual lectures and sustain diverse scientific activities, thereby ensuring the resilience and continuity of scholarly communication during crises (Chaib Al-Dhraa & Sahraoui, 2020, p. 66).

4. Research Methodology and Procedures

4.1 Research Methodology: This study adopts a **descriptive-analytical** approach, which is defined as: "a set of integrated research procedures used to describe a specific phenomenon or topic by collecting, classifying, processing, and thoroughly analyzing facts and data to deduce their significance and reach conclusions or generalizations regarding the subject of research" (Al-Mashhadani, 2019, p. 125).

4.2 Research Tools:

- **Observation:** Defined as "the process of directing the senses to observe and monitor a specific behavior or phenomenon, and recording the aspects and characteristics of that behavior" (Al-Mahmoudi, 2019, p. 150). Observation was utilized to monitor and record the posts on the university's official page before subjecting them to a systematic content analysis.
- **Content Analysis:** Defined by Bardin (as cited in Sam Ammar) as: "a set of communication analysis techniques that aim, through systematic and objective methods of describing message content, to obtain indicators (quantitative or non-quantitative) that allow the interpretation of knowledge relative to the conditions of production and reception (inferred variables) of these messages" (Toaimah, 2004, p. 75).

Content Analysis Categories

In this study, the content analysis was structured based on the following categories:

A. Formal/Structural Categories (How it was said?)

- **Language Category:** Examines the language used in the posts, including Arabic, French, English, or a multilingual mix.
- **Publishing Format Category:** Determines the technical format of the post, whether it is text-only, images, video, or a multimedia mix.



- Post Type Category: Identifies the origin of the post—whether it is an original post created and shared directly by the page administrators, or shared/reposted content from other pages and websites.
- Embedded Links Category: Investigates the presence or absence of external hyperlinks attached to the posts.

B. Substance/Content Categories (What was said?)

- Thematic/Subject Category: Analyzes the core topics addressed, such as university activities, social/community updates, scholarship and habilitation announcements, among others.
- Objectives Category: Defines the primary purpose of the post (e.g., informative, educational, reminders, etc.).
- Target Audience Category: Identifies the intended audience of the posts, whether directed at the general public, students, faculty members, or administrative staff.
- Engagement/Interaction Categories: Measures audience engagement through Likes/Reactions, Comments, and Shares.

Unit of Analysis: The Theme/Item unit was adopted as the standard unit of analysis.

4.3 Research Population and Sample

Research Population: The research population consists of the official Facebook pages affiliated with **University of Oran 1 Ahmed Ben Bella**.

Research Sample: A purposive sample was selected, bounding the analysis to posts published between **December 2023 and January 2024**. The sample yielded a total of (94) items, distributed as follows: (26 posts) in December 2023 and (68 posts) in January 2024.

The rationale for bounding the empirical study to the specific timeframe between December 2023 and January 2024 is justified by rigorous methodological and contextual considerations, most notably:

First: Aligning with the Institutional Digital Surge: This period represents an extension into 2024, a pivotal year that witnessed the full maturity and actual implementation of the comprehensive digitalization strategy and the 'Zero Paper' policy mandated by the Algerian Ministry of Higher Education and Scientific Research. Consequently, monitoring the communicative discourse of University of Oran 1 during this milestone allows for an evaluation of the institution's digital strategy at the peak of its commitment to official digital transformation. This endows the gathered data with a stable, benchmark value that reflects structured institutional practices rather than preliminary, experimental attempts.

Second: The Specificity of the Pedagogical Timeline (Peak Activity): This timeframe uniquely bridges the conclusion of the first semester with the onset of the examinations and assessments period. This phase is characteristically defined by an inevitable, intensive flow of institutional communication from the university administration to guide students, alongside a record surge in



engagement and interaction rates from the target audience. This contextual variation enables the study to measure the page's flexibility and its capacity to manage communication during periods of organizational peak.

Third: Retrospective Evaluative Value: Investigating this specific period allows the research to detach from hasty, real-time judgments, thereby subjecting the data to deep, rigorous sorting and analysis, and contrasting it with theoretical frameworks. This lends the article a forward-looking, evaluative character that contributes to offering scientific recommendations for developing future communication schemes based on a realistic, fully realized model with complete outcomes."

5. Empirical Results, Analysis, and Discussion

5.1 Page Description

Page Title: جامعة وهران 1 أحمد بن بلة Oran1 University Ahmed Ben Bella

Page Link: <https://www.facebook.com/universite.oran.algerie>

Page Statistics): The page account 91k followers.

About the Page: The page identity indicates that it is a public service and administrative page. It contains general contact information, such as the standard mailing address, telephone number, website, and email address. The page was created on Facebook on January 05, 2014. It provides a general overview of the university's establishment, history, and academic specializations in an English paragraph located within the "Details about the university" section.

5.2. Analysis of Formal/Structural Categories

- Language Used in University Posts

Table1.Distribution of Posts by Language Used

Language	Frequency	Percentage
Arabic	52	55.32%
French	19	20.21%
English	6	6.38%
Multilingual Mix	17	18.09%
Total	94	100%

The data presented in the table indicates that Arabic is the most frequently used language, accounting for 55.32% of the analyzed posts. This dominance is explained by Arabic being the official national language and the primary language of the local community. Utilizing Arabic enhances institutional communication, as a significant portion of the target audience speaks it as their primary language, thereby achieving the strategic goal of maximizing communication effectiveness.

French ranks second, representing 20.21% of the total posts. As the most common second language in Algeria, French is predominantly featured in shared posts originating from specific university faculties where the medium of instruction is historically French, such as the Faculty of



Medicine, as well as updates related to business incubators.

Furthermore, Multilingual Mix (primarily combining two languages, one of which is Arabic) constitutes 18.09% of the sample. This linguistic blending serves as a deliberate strategy to provide information more comprehensively and effectively, expanding the reach to a broader audience while reinforcing communication with external stakeholders and international partners.

In contrast, English usage remains the lowest at 06.38%. Despite ongoing national efforts to integrate English into Algerian universities as the global language of science and communication, it is noticeably underutilized in the page's digital content. However, it is essential to highlight that the university's introductory overview on the page is written in English, serving as a primary gateway to reach the international community and attract international students.

- **Publishing Formats**

Table 2.Distribution of Posts by Publishing Format

Format	Frequency	Percentage
Text	5	5.32%
Image	11	11.70%
Video	1	01.06%
Mixed/Multimedia	77	81.92%
Total	94	100%

The analysis reveals that Mixed/Multimedia formats (primarily consisting of text accompanied by images) constitute the overwhelming majority of the publishing formats on the page, accounting for 81.92% of the total posts. This extensive reliance on mixed formats reflects an institutional communication strategy where visual elements complement written text. This integration helps users understand the content more effectively, captures audience attention, and boosts engagement.

Images alone rank second, representing 11.70% of the sample. Visuals function as a universal language that transcends diverse cultures and linguistic backgrounds, thereby maximizing audience reach, increasing post attractiveness, and driving higher interaction and sharing rates compared to plain text.

Plain text accounts for a small proportion, also standing at 5.32% of the total publications. These text-only posts are generally concise, straightforward, and used primarily for immediate announcements, institutional decisions, schedules, or quick updates.

Finally, Videos represent the lowest share at just 01.06%, consisting of a single video post dedicated to a New Year's greeting. This indicates a significant underutilization of audiovisual content within the university's current digital communication strategy.



- **Attached Links**

Table 3. Distribution of Posts by Presence of Attached Links

Attached Links	Frequency	Percentage
Presence of Links	28	29.79%
Absence of Links	66	70.21%
Total	94	100%

The statistical data indicates that posts without any attached hyperlinks represent the majority, accounting for 70.21% of the total sample. This high percentage can be attributed to the nature of these publications, as many posts contain simple information and basic updates that do not require external redirection.

On the other hand, the remaining 29.79% represents posts that include attached hyperlinks. These links actively guide the audience to primary information sources, such as the university's official website or other formal platforms, thereby facilitating seamless access to comprehensive data. Furthermore, some of these hyperlinks are specifically designed for registrations in various academic events, scholarships, and training programs. Consequently, the integration of these links is considered a key indicator of institutional interactivity, transitioning the social media page from a passive announcement board into an active, functional gateway that bridges the gap between social networks and official academic databases.

- **Post Type**

Table 4. Distribution of Posts by Post Type

Post Type	Frequency	Percentage
Original	37	39.36%
Shared (via Retransmission)	57	60.64%
Total	94	100%

The statistical data presented in the table reveals that shared content represents the absolute majority of the published material, accounting for 60.64% of the total sample. Incorporating shared topics fundamentally enhances the diversification of digital content on the university's page. It facilitates the immediate broadcasting of vital information and contemporary issues directly concerning the current university landscape. Moreover, this prominent reliance on shared content expands institutional networks, fostering stronger interconnectedness and seamless communication with both formal and informal external bodies across academic, social, and cultural sectors.

Conversely, original publications constitute 39.36% of the analyzed posts. These original items play an essential role in constructing the page's distinct institutional identity. Through the production and publication of customized, dedicated media, the page administrators succeed in



delivering diversified content that specifically satisfies the multi-layered needs and academic interests of the target audience.

- **Thematic Categories**

Table 5.Distribution of Posts by Thematic Category

Topic / Theme	Frequency	Percentage
Scholarships and Training Offers	17	17.71%
University Departments Activities	43	44.79%
Social Events (Congratulations and Condolences)	11	11.46%
Journals / Periodicals	4	04.17%
Competitions	10	10.42%
Habilitation Session Announcements	6	06.25%
Conferences / Seminars	3	03.12%
General Culture	2	02.08%
Total	96	100%

The data presented in the table shows that publications covering the activities of the university's faculties and departments constitute the largest share, at 44.79%. Through these posts, the university reinforces its institutional image as a multidisciplinary entity with diverse interests, actively promoting various events and functions both inside and outside the campus. Furthermore, this type of content provides vital opportunities for students and other stakeholders to participate and engage socially, thereby fostering a strong sense of academic belonging.

Scholarships and Training Offers rank second, accounting for 17.71% of the total content. These updates are strategically published to encourage students to pursue their academic goals, raise awareness regarding available educational pathways, and optimize interaction with interested segments of the public.

This is followed by Social Events (including congratulations and condolences), which represent 11.46% of the sample. This focus can be interpreted as a deliberate effort by the university administration to deepen community bonds and highlight core human and social values. Such content significantly contributes to projecting a positive institutional identity, establishing a cohesive university environment, and building interconnected human relations among all university members.

Topics related to competitions accounted for 10.42% of the total content. Such publications help shed light on an alternative dimension of campus life, raising institutional awareness regarding the various opportunities available to students, faculty, and staff, while simultaneously promoting academic and educational programs.

Meanwhile, announcements regarding university habilitation sessions represented 06.25%. These posts are specifically designed to keep faculty members well-informed, thereby supporting



continuous professional development and lifelong academic growth.

- **Primary Communications Objectives**

Table 6. Distribution of Posts by Objectives Category

Objectives	Frequency	Percentage
Information Sharing (Media)	78	73.58%
Reminders	5	04.72%
Extending Invitations	16	15.10%
Education / Culture	7	06.60%
Total	106	100%

The primary objective of the page's publications is Information Sharing, dominating the sample at 73.58%. This high frequency stems from the fact that providing critical, necessary, and important information regarding past or upcoming events, university activities, and available institutional services is the core mission of such institutional pages. Consequently, this keeps the audience permanently informed about all aspects of university life.

Extending Invitations ranks second, accounting for 15.10% of the total posts. This objective is utilized to boost participation rates in university functions, such as academic lectures, professional workshops, and various cultural or social events. This practice fosters an interactive environment among the members of the university community and strengthens institutional ties.

Meanwhile, Reminders represent 04.72% of the analyzed content. This category consists of previously published posts that are shared again to remind the public of critical deadlines and approaching events, thereby urging the target audience to take action before deadlines expire.

Conversely, the lowest share went to Education/Culture, which stood at 06.60%. This minimal representation is attributed to the shifting priorities of the university administration, which focuses primarily on promoting core academic programs, institutional activities, and official campus events rather than producing standalone educational or cultural media content.

- **Target Audience Categories**

Table 7. Distribution of Posts by Target Audience Category

Target Audience	Frequency	Percentage
Students	34	35.05%
Faculty Members (Professors)	16	16.50%
General Public	45	46.39%
Administrative Staff	2	02.06%
Total	97	100%

The General Public represents the largest targeted segment, accounting for 46.39% of the total



posts. This dominance can be explained by the page administrators' strategic objective to expand the institution's engagement base, interact with diverse segments of society, and build sustainable community relations. This open outreach approach fosters opportunities for collaboration and partnerships with various external entities while successfully capturing broader public attention.

Students rank second, representing 35.05% of the sample. This substantial focus aims to strengthen the students' connection with the university, encourage their active participation in various campus events, activities, and academic programs, and effectively satisfy their ongoing informational needs.

Furthermore, Faculty Members (Professors) constitute 16.50% of the targeted audience. Recognizing their vital role in the overall success of both the educational and research processes, the page utilizes these publications to provide them with essential institutional data and academic updates that assist in developing their instructional and research capabilities.

Finally, the Administrative Staff receives the smallest share at 02.06% (noted as 02.02% within the narrative text). Publications directed toward this segment are highly specialized, focusing primarily on essential administrative procedures, official regulations, and internal workflows required by the university's administrative personnel.

- **Engagement Categories (Likes)**

Table 8.Distribution of Posts by Engagement Category (Likes)

Number of Likes	Frequency	Percentage
None (0 Likes)	01	01.06%
From 01 to 20	69	73.40%
From 21 to 40	17	18.09%
41 and above	07	07.45%
Total	94	100%

The statistical data demonstrates that public engagement across different formats is heavily concentrated in the low-range metric, with posts receiving 01 to 20 likes constituting the overwhelming majority at 73.40%. Meanwhile, the medium-range metric of 21 to 40 likes accounts for 18.09% of the total sample. Higher-tier engagement, yielding 41 likes and above, represents only 07.45% of the publications, whereas a single post failed to receive any user interaction, accounting for a minimal 01.06%.

These percentages collectively reveal a low overall rate of digital engagement when contrasted with the page's total subscriber base, which exceeds 71,000 followers. This indicates that only a very small fraction of the digital community actively interacts with the daily institutional content.

However, looking closer at the higher engagement bracket (41 likes and above), the data shows that the majority of these highly interactive posts consist of condolences and funeral announcements. This specific concentration can be explained by the fact that expressions of



condolence organically trigger deep sentiments of solidarity and belonging among university members. Such reactions underscore the vital role of social and emotional support in fostering a unified atmosphere of cohesion and mutual respect within the academic institution.

- **Engagement Categories (Comments)**

Table 9. Distribution of Posts by Engagement Category (Comments)

Number of Comments	Frequency	Percentage
None (0 Comments)	63	67.02%
From 01 to 20	28	29.79%
From 21 to 40	01	01.06%
41 and above	02	02.13%
Total	94	100%

The data presented in the table shows that posts receiving no comments represent the clear majority, accounting for 67.02% of the total sample. This high percentage indicates that the audience does not actively comment on most publications. This lack of textual interaction may stem from low content attractiveness or a general absence of immediate response from the public.

Posts receiving 01 to 20 comments follow next, standing at 29.79%. Meanwhile, the medium-range bracket of 21 to 40 comments represents a minimal 01.06% of the sample. This low distribution confirms that deep, written interaction remains uncommon across this category, appearing primarily on specific posts related to scholarships and competitions.

Finally, publications receiving 41 comments and above account for 02.13% of the total content. The analysis of these proportions reveals that highly commented items are almost exclusively found within condolences and funeral announcements. This pattern demonstrates that user comments on the page are heavily focused on expressing grief, sympathy, and emotional solidarity.

- **Engagement Categories (Shares)**

Table 10. Distribution of Posts by Engagement Category (Shares)

Number of Shares	Frequency	Percentage
None (0 Shares)	60	63.83%
From 01 to 20	34	36.17%
From 21 to 40	00	00.00%
41 and above	00	00.00%
Total	94	100%

By evaluating the sharing metrics (partage), the findings reveal that the vast majority of the publications were not reshared by the digital community, with posts yielding zero shares accounting for 63.83% of the total content. Conversely, shared publications comprised 34 items, all falling



within the low-range tier of 01 to 20 shares and representing 36.17% of the sample. Notably, no publications reached the medium or higher-range sharing thresholds (21 shares and above).

This data indicates a relatively low level of active engagement and viral interaction among the page's members. Users demonstrate a selective interest, resharing only specific posts that directly capture their attention or hold immediate relevance to their needs. Consequently, analyzing these sharing proportions serves as a vital indicator for assessing overall content attractiveness, audience resonance, and the virality potential of the university's institutional discourse.

5.3 Empirical Findings

- **Linguistic Communication Strategies:** Among the core communication strategies employed on the university's Facebook page is a calculated linguistic approach. Arabic is utilized as the primary medium to deliver information to the local audience, making the content highly comprehensible and relatable. This approach directly reflects the institution's responsiveness to the needs of the local community and its commitment to strengthening community engagement. Concurrently, French is adopted for specific academic publications, while a multilingual mix is strategically used to engage broader audiences. English is employed with the distinct objective of providing comprehensive, globalized information and expanding communication channels with international stakeholders.
- **Diversification of Publishing Formats:** The university page deliberately diversifies its publishing formats, relying heavily on visual imagery to increase aesthetic appeal and drive user interaction. The empirical analysis demonstrates that mixed/multimedia posts—which integrate both text and images—generate the highest levels of engagement compared to standalone text or standalone image posts. This finding underscores the critical importance of producing cross-media content to maximize overall communication effectiveness.
- **Functional Hyperlinking Practices:** The page characteristically prioritizes posts without attached hyperlinks when the objective is to deliver direct, immediate information to the user. Conversely, publications containing embedded links serve a functional role, seamlessly guiding the audience to official institutional repositories and primary information sources, thereby facilitating data accessibility and enhancing digital interactivity.
- **Sourcing and Content Optimization:** Diversifying content origins on the university's Facebook page serves as a fundamental pillar for increasing audience engagement and maintaining public interest. Shared or retransmitted publications actively contribute to expanding the university's external networks and fostering collaboration with diverse academic, social, and cultural entities. Meanwhile, original publications play an indispensable role in cultivating a distinct institutional identity and delivering



customized content that satisfies the evolving needs and interests of the target audience.

- **Thematic Diversity and Identity Building:** The diversification of topics and activities on the university's Facebook page substantially enhances institutional communication and contributes to cultivating a positive organizational image. By providing comprehensive coverage of various campus functions and events, the university effectively drives public engagement and heightens awareness regarding available educational and academic opportunities. Additionally, the deliberate focus on social milestones and condolences plays a vital role in building human relations and fostering a deep sense of psychological belonging within the academic community.
- **Strategic Objectives and Integration:** The editorial framework of the publications focuses primarily on two core objectives: information sharing and extending official invitations to participate in university functions. This targeted approach is designed to systematically enhance digital interaction and promote seamless integration among all members of the campus community.
- **Audience Expansion and Customization:** Publications on the university's Facebook page strategically aim to broaden the institution's engagement base and optimize interaction across various social strata, including the general public, students, faculty members, and administrative staff. This is achieved by delivering highly diversified, customized content specifically engineered to satisfy the distinct informational needs of each demographic category.
- **Engagement Optimization and Actionable Recommendations:** Recognizing that the analyzed publications generally receive a low volume of engagement across major metrics—including likes, comments, and shares—it is crucial for the page administrators to develop more compelling, high-interest content that directly aligns with the audience's real-time interests. Interaction should be stimulated through the strategic deployment of vibrant visuals and captivating headlines. Furthermore, to enhance content virality, the page should incentivize active participation by explicitly inviting the digital community to reshare and retransmit posts they find highly relevant or engaging.

6. CONCLUSION

In conclusion, university communication strategies via social media networks serve as a vital tool for reinforcing institutional communication and building solid relationships both within the university community and with external environments. By leveraging the unique advantages of these digital platforms, universities can successfully consolidate their corporate identity, stimulate active user interaction and participation, disseminate knowledge and academic research, and build



strategic partnerships with external entities. This is achieved by continuously updating digital content and presenting it in an attractive, dynamic format, whether in terms of the linguistic choices deployed or the available media formats—including images, videos, or a multimedia mix. This approach also entails satisfying the diverse needs of the target audience—encompassing students, faculty members, and administrative staff—whether those needs are academic, institutional, or educational/cultural, thereby fostering seamless integration within the university landscape.

Furthermore, it is equally essential to measure the effectiveness of these strategies by systematically analyzing engagement and participation rates, alongside evaluating the overall impact of the published content on the target audience. Consequently, universities can optimize their communicative efforts and refine their digital strategies to ensure the successful realization of their institutional goals, ultimately contributing to the construction of a dynamic, interconnected university community.

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