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Original Paper

An Assessment of the University Usage of Social Media Platforms: Case from Lebanon—Analytics—Part 2

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Abstract

This paper, the second part of two, aims to provide results and findings to support the main objective of the research, i.e., to assess how a selection of Lebanese Universities utilizes social media platforms to attract potential student candidates. Social Media in the last decade has become a significant recruitment media adopted by universities around the globe, including Lebanon, to attract and effectively recruit millennial high school graduates who are digitally proficient and smart. Six universities were involved, so capturing recorded activity is essential to assess such efforts and pinpoint gaps that must be addressed to justify student recruitment investments by universities. This study is based on a mixed approach though with a concentration on the quantitative, deductive, and descriptive approaches capitalizing on collected data from the different university social media platforms and performing the required analysis to help categorize selected universities in their efforts, successes, and gaps. This paper shows the numerical, graphical, and discussion analyses of the results. Results confirm there is a lack of motivation schemes to attract potential candidates and encourage them to interact with such platforms. Moreover, universities lack specialized digital marketing staff to produce the appropriate content and design marketing strategies that are attractive, interactive, and with high response rates to inquiries.

Keywords

Social media platforms, universities, digital marketing, metrics, analysis, Lebanon

1. Introduction

There are several ways in which social media has changed the realm of higher education. It has made it possible for educators, students, and members of the academic community to engage, cooperate, and communicate in novel and fascinating ways. A HEI, for example, designs a social media plan that entails content creation, posting scheduling, and user engagement across several channels. In addition, they could monitor website clicks, engagement rates, and other Key Performance Indicators (KPIs) to gauge the campaign's effectiveness. Therefore, HEIs could suggest continuous improvements based on their observations and data analytics (Paladan; 2018; Chaudhari & Bhornya, 2022; Bashir, Hejase, Danash, et al., 2022; Williams, 2023; Bashir et al., 2023). According to Williams (2023), universities worldwide that have an adequate digital marketing campaign capitalizing on social media platforms benefit from "Increased visibility and brand awareness, enhanced collaborative learning, improved student recruitment and retention, and enhanced collaboration and knowledge sharing" (para 32). Moreover, Paladan (2018) posits, "Most of the HEIs are using website design and interface as an essential factor in how to present themselves to their potential students" (p. 159).

The primary goal of this paper is to evaluate how several Lebanese universities use social media platforms to draw in prospective students. In addition, the research exposes, assesses, and analyzes documented action to evaluate the adopted digital marketing initiatives and identify possible gaps that need to be mitigated for universities to justify their investments in student recruiting.

The theoretical foundations were detailed in part one of this research series. Therefore, this paper (part two) is dedicated to the data analytics of the collected data and information on how the sample of Lebanese universities approach social media platforms utilizing due diligence and standardized metrics. This approach provides a scientific and structured analysis which is accounted for to support the justification of this work and its uniqueness to close theoretical and empirical data needs about the subject.

This paper is divided as follows: Section One addresses the introduction followed by the methodology discussed fully in Section Two. Section three illustrates and discusses the results in numerical and graphical forms, ending with section four offering a conclusion and recommendations after discussing the limitations of this work.

1.1 Research Questions

Initially, three research questions were formulated in part one of this research namely,

Research Question 1: Are universities using their websites effectively?

Research Question 2: Are universities using selected social media platforms effectively?

Research Question 3: To what extent do universities differ in their use of social media to attract potential new students?

However, to address the results more analytically, these questions were slightly modified and divided question three into two parts. Therefore, the research questions are presented next and their elaborated analysis follows the same sequence.

Research Question 1: How effective are the selected sample of private universities' web pages?

Research Question 2: How effective is the selected private universities' use of social platforms?

Research Question 3: How effective is the universities' use of social media to attract potential new students?

Research Question 4: Are universities' websites comparative and competitive?

2. Materials and Method

This research is based on a mixed quantitative-qualitative approach following a positivist philosophical stance (Hejase & Hejase, 2013, p. 77). It uses descriptive analysis as well as interviews with expert social media professionals.

2.1 Sampling and Sample Size

A non-probabilistic and convenient sampling approach was used selecting six (6) universities based on the criterion of being a private university. Table 1 provides a summary of the selected universities.

Table 1. Selected Sample Universities

University	Date of Establishment	Number of Students-2022	Website
Saint Joseph University-USJ	1875	12,650	https://www.usj.edu.lb/anglais/
American University of Beirut-AUB	1866	8,132	https://www.aub.edu.lb
Islamic University of Lebanon-IUL	2001	~10,000	https://www.iul.edu.lb
Al Maaref University-MU	2015	2,771	http://www.mu.edu.lb
Lebanese International University-LIU	1996	~36,000	https://www.liu.edu.lb
Lebanese American University-LAU	1924	8,228	https://www.lau.edu.lb

Source: Bashir, Hejase, Yassin, & Hejase (2023).

Looking into Lebanon's state of Internet use, we find that "The number of social media users in Lebanon at the start of 2023 was equivalent to 90.5 percent of the total population or 4.91 million" (Kemp, 2023, February 13). Moreover, Google received the highest total share as a percentage of web traffic referred by search engines, 96.58%, in Lebanon (Kemp, 2023, February 13). For example, the researchers conducted a Google search about the six Lebanese universities chosen for this research using both Arabic and English languages. Results were distributed as depicted in Table 2. It is worth mentioning that universities differed in their outcomes depending on the content and the languages most used.

Table 2. Google Search for Six Lebanese Universities

University	Language	Number of Times
Al Maaref University (MU)	Arabic	974,000
جامعة المعارف ـ لبنان	English	63,500
American University of Beirut (AUB)	Arabic	386,000
الجامعة الاميركية في بيروت	English	1,840,000
Islamic University of Lebanon (IUL)	Arabic	1,950,000
الجامعة الاسلامية في لبنان	English	228,000
Lebanese American University (LAU)	Arabic	2,690,000
الجامعة اللبنانية الاميركية في لبنان	English	3,360,000
Lebanese International University (LIU)	Arabic	5,310,000
الجامعة اللبنانية الدولية في لبنان	English	5,160,000
Saint Joseph University (USJ)	Arabic	847,000
جامعة القديس يوسف في لبنان	English	1,240,000

Source: Google.com/search engine, 2023, November 11.

2.2 Methods of Obtaining Information

Information was obtained through monitoring, observation, interviews, and reported data from an electronic questionnaire, books, references, studies, websites, various institutions, and specialized professionals. Bashir et al. (2022a, b) and Bashir, Hejase, Danash, et al. (2022) carried out earlier field research using a formal electronic survey of 41 questions, which was prepared using dyadic and multiple-choice questions and 5-level Likert scale statements to collect the necessary information characterizing students' decision-making. Reliability and validity issues were determined and were adequate. Part of the results are analyzed here to validate the assessment of the universities' approach toward SMPs. Moreover, this paper illustrates the best practice indicators utilized to assess websites and the universities' use of SMPs. This data collection method is very popular. For the theoretical background, secondary data reported in books, scientific articles, periodicals, and professional reports from known statistical institutions (Hootsuite, Napoleon, and We Are Social) related to the subject of the study were reviewed.

2.3 Interviews

Conducting interviews is a crucial method for obtaining information that researchers cannot obtain without delving into the application's actuality (Hejase & Hejase, 2013, p. 112). This method was applied with several digital marketing experts who were consulted regarding best practices to gain access to their knowledge on Lebanese consumers concerning social media platforms and digital marketing in general. Formal interviews took place with

1) Mr. Ibrahim Azar, a specialist in digital marketing and communications affairs at the digital marketing company "Greynab" (is an award-winning creative digital marketing agency with core skills in web development, content creation, digital transformation, animation, social media, and design), as a professional digital marketing company to ensure standards and mechanisms.

2) Mr. Mohamed Mortada, Director of Digital Marketing at LIU University, as Director of Digital Marketing at one of the universities chosen for the study, to learn about the digital marketing mechanisms adopted at the university.
3) Dr. Ali Al Dirani, Assistant Dean of the Faculty of Business Administration at Al Maaref University, as an academic in a private university, to review the mechanisms adopted with students on social media platforms.

2.4 Analytical and Statistical Methods Used

Collecting information and data related to scientific research requires some tools that contribute to the analysis process. All data extracted from professional sites and the previous research were analyzed using descriptive statistics. The Statistical Product and Service Solutions (Hejase & Hejase, 2013), package, IBM SPSS version 23.0, was used for its great ability to process data.

2.4.1 Descriptive Statistics

These were used to describe the variables in the form of frequencies and percentages represented in tables for simplicity.

2.4.2 Website Analytics

The success of the website's role requires a comprehensive, professional, and appropriate design (Responsive) for all digital devices, the most important of which are smartphones, and information such as student admission, selection of educational programs, and links related to colleges, student services, and grants be easily accessible. Responsive design websites are user-friendly and have become a best practice because it is an effective way to reach both desktop/computer and mobile audiences. In many private universities in Lebanon, the website usually provides basic information in a roundabout way and lacks the depth of information potential students might need (Bashir, Hejase, Danash, et al., 2022). To make the site fresh and more dynamic, and for higher interaction, it is preferable to display links to access SMPs, or to allow visitors to interact directly with basic publications visible on the site after linking them to the platform, for example, by placing a bookmark that authorizes "like", "retweet" or "share". Consumer brands such as Amazon (Chaffey, 2022), Netflix (Kay, 2019; Govindarajan & Venkatraman, 2022), and Apple (Apple's Newsroom, 2018) have profoundly changed the way users interact with their websites, assigning language to each category, and building a special environment around them so that consumers expect a personal and individual experience when interacting with the brand. HEIs in several countries of the world followed in the footsteps of these institutions and began to recognize the opportunity as they added more customization to their websites. Therefore, current practices encourage HEIs to present direct and easy information and instructions, linking them to SMPs to integrate with the site, and creating discussion hubs such as forums and blogs that allow current students and alumni to blog about their experiences and share videos and photos (Ridley, 2023).

When HEIs' marketing teams revise/add/support the website with new features, they are supposed to make sure that they have developed ways to evaluate the success of this feature and the extent to which it is useful, or not. Rand (2014), CEO of Rand Business Services, including Rand Marketing, is a veteran in the world of Internet Marketing, posits that there are 24 items to be considered when designing a website: "Choosing a Domain and Host, Backend Services (CMS "Content Management System"/Software), Clean Design, Effective Color Scheme, Branding, Functionality, Navigation, Usability, Interactivity, Short Loading Times, Active Blog, Clean, SEO-Friendly Code, Compatibility with Multiple Browsers, Mobile Sites vs. Responsive Sites, Integration with Social Media, Captcha

Tests, Effective Security, Offsite Reviews, Customer Testimonials, Google+ Author Verification, Tracking, Comprehensive Sitemap, Original Content, and Stock Images" (para 2-27). These represent good metrics that can be used to evaluate the success of a feature. In a related context, universities in Lebanon can benefit in this regard from the online directory of international higher education (www.4icu.org), which reviews accredited universities in more than 200 countries, and ranks university websites based on search engine rankings. Ebizmba.com also ranks the top 15 most popular social networking sites based on average site traffic from Alexa Global Traffic and country traffic rank.

Table 3 depicts the analytical indicators that can be measured for the university website, or any website, the most important of which are: Traffic by Source, Most Visited Pages, Bounce Rate, Conversion Rate, and others.

University Marketers teams can use the data to increase organic search placements and create successful pay-per-click campaigns after optimizing the site before launching the campaign (Search Engine Land, 2023). Tracking campaign results such as impressions, clicks, and conversion rates against measurable goals will highlight successes and areas for improvement in future campaigns. "Interactions between current students and newcomers are important sources of information for prospects and can make new users feel like they have access to a more credible and supportive information network" (Bashir, Hejase, Yassin, et al., 2023, p. 79). It is also important to use metrics to track which social networks are most engaged, and how many alumni have joined. For example, join LinkedIn, participate in online campaigns, or attend university-organized activities. These data, combined with Net Promoter Scores (NPS), customer satisfaction and loyalty metrics (Sreeram, 2023), and platform metrics, will provide HEI marketers with a comprehensive picture of how effective their digital communication is, as well as useful information in reaching more students and engaging them in interaction.

Table 3. Analytical Indicators/Website Key Performance Indicators (KPIs) Monitored

Traffic by Source and Unique Website Visitors	A metric that monitors where the site visitors are coming from—search engines, ads, etc.
Mobile Traffic	Shows how many people used mobile devices to open the website.
Page Views or page views per session	The total number of pages on the site viewed.
Most Visited Pages	Areas of the website are most valuable.
New vs. Returning	It shows how relevant website content is over time. This is to say, multiple visits can indicate are offering content that people find so valuable, that they keep coming back.
Sessions	The number of visits the website receives (30-minute increments counted by Google).
Average Session Duration	Shows the average time spent on site.
Exit Rate	A metric that is very specific and reveals something about the website design and user experience.
Bounce Rate	It is the percentage of visitors who leave immediately (or bounce away) after viewing only one webpage.
Conversion Rate	It could be an actual sale, just a new subscriber, a completed download, a lead entry, etc. Also, this metric depends on what strategy we have executed in our campaign.

4. Results and Discussion

All results are illustrated and discussed following the sequence of the research questions of this study.

4.1 Response to Research Question 1

Analysis of the effectiveness of the selected sample of private universities' web pages

4.1.1 The Pages of the Selected Universities on Social Networking Sites

Organizations choose to use social media technologies in the ways they assumed to be the best way, which was used as a one-way communication tool (Davis, Deil-Amen, Rios-Aguilar & Gonzalez Canche, 2015). The advantage of these sites, their high impact capacity, their strength, and their distinction from traditional advertising and media means lies in their ability to communicate in two directions and provide an opportunity for users. To achieve the best possible result, it must be dealt with bilaterally for more polarization. Over the past years, HEIs have embraced social media technology to maintain a good relationship with potential millennial students (Paladan, 2018). This marketing strategy requires successful research, planning, and goal setting to attract potential students. However, not all uses of social media are effective, nor sufficiently functional, to engage students in conversations across these platforms. For this reason, the researchers, in this study, examined the pages of the main SMPs of the private universities selected within the study, in one month within the registration period, according to the registration dates in each university, and prepared basic statistics to understand and analyze their performance and reach conclusions.

A. The platforms on which the selected university is present

The majority of the universities included in the study are present on the main platforms: "Facebook", "Instagram", "Twitter", "YouTube", and "LinkedIn", with a rare presence on "Snapchat" and "Pinterest". The blue badge (verification) is available for the following university pages: AUB, LAU, and USJ only. Table 4 shows the university pages on all platforms, with the number of followers for each page.

In an examination of the university page links according to each platform, and according to what appears in the (URL) and other designations (Table 5), universities do not adopt a specific mechanism for shortening names in them, bearing in mind that such a mechanism is available, especially for terms used globally. On the other hand, the choice of URL elements differs in terms of using (Dot.), (Under score_), capital letters, or even the phrase (Official) from one university to another. For the "Facebook" platform, AUB and USJ universities are considered the best, given that the (URL) includes the address of the university's website.

As for the history of creating pages on social media platforms (Table 6), it appears that AUB was the first to create its pages, then LAU, then USJ, then LIU, then IUL, and finally MU. The seniority of some of the pages is due to the age of the university compared to more recent or relatively new universities. But comparing between AUB and LAU universities, which were present before the rest of the universities on these platforms, the American University of Beirut was the first.

Table 4. Universities' Presence on SMPs Showing the Number of Followers and Verification

University	Facebook	Instagram	YouTube	LinkedIn	Twitter	Snapchat	Pinterest
AUB	✓	✓	✓	✓	✓	-	-
Verification Blue Sign	Exists	Exists	Does not Exist	Does not Exist	Exists	-	-
Followers	213,171	46.3K	14.7K Subscribers	112,884	266.4K	-	-
Rate	4.5						
LAU	✓	✓	✓	✓	✓	✓	✓
Verification Blue Sign	Exists	Does not Exist	Does not Exist	Does not Exist	Exists	Private	Does not Exist
Followers	98,885	24.8K	Private	75,400	31.8K	Private	78
Rate	4.3						
IUL	✓	✓	✓	✓	✓	-	-
Verification Blue Sign	Does not Exist	Does not Exist	Does not Exist	Does not Exist	Does not Exist	-	-
Followers	48,106	5,216	559 Subscribers	411	160	-	-
LIU	✓	✓	✓	✓	✓	-	-
Verification Blue Sign	Does not Exist	Does not Exist	Does not Exist	Does not Exist	Does not Exist	-	-
Followers	82,251	12.6K	2.23K Subscribers	31,664	5,209	-	-
Rate	3.60						
USJ	✓	✓	✓	✓	✓	-	-
Verification Blue Sign	Exists	Does not Exist	Does not Exist	Does not Exist	Does not Exist	-	-
Followers	82,016	18.9K	865 Subscribers	41,107	6,107	-	-
Rate							
MU	✓	✓	✓	✓	✓	-	✓
Verification Blue Sign	Does not Exist	Does not Exist	Does not Exist	Does not Exist	Does not Exist	-	Does not Exist
Followers	33,217	4,207	553 Subscribers	678	388	-	10 Followers 80 Monthly View
Rate	5.0						

Table 5. Links and Names of University Pages on the Platforms

University	Link to Facebook	Link to Instagram
AUB	https://www.facebook.com/aub.edu.lb	aub_lebanon@
LAU	https://www.facebook.com/LebaneseAmericanUniversity	lebamericanuni@
USJ	https://www.facebook.com/usj.edu.lb	@usjliban
LIU	https://www.facebook.com/lebintuni	@lebinuni
IUL	https://www.facebook.com/IULOfficial	@iul_lebanon
MU	https://www.facebook.com/MaarefUni	@maarefuni
University	**Link to Instagram**	**Link to Twitter**
AUB	**Link to YouTube**	@AUB_Lebanon
LAU	https://www.youtube.com/@aub_lebanon	@LebAmUni
USJ	https://www.youtube.com/c/LauEduLb/featured	@USJLiban
LIU	https://www.youtube.com/channel/UCKImi7HMZ7QOrx5o7R46K7w	@LebIntUni
IUL	https://www.youtube.com/c/LebIntUni/featured	@LebIntUni
MU	https://www.youtube.com/channel/UCNPMX3R2kIMaRRTgN-DVuIw/featured	@MaarefUni
University	**Link to LinkedIn**	
AUB	https://www.linkedin.com/school/american-university-of-beirut/	
LAU	https://www.linkedin.com/school/lebanese-american-university/	
USJ	https://www.linkedin.com/school/usjliban/	
LIU	https://www.linkedin.com/school/lebintuni/	
IUL	https://www.linkedin.com/in/islamic-university-of-lebanon-iul-352b13176/	
MU	https://www.linkedin.com/company/maaref-university/mycompany/	

Table 6. The History of Creating University Pages on Social Media Platforms

University	Facebook	Instagram	YouTube	LinkedIn	Twitter
AUB	2010	2013	2008	2017	2009
LAU	2010	2013	2009	2018	2009
USJ	2013	2014	2015	2019	2013
LIU	2012	2014	2010	2019	2011
IUL	2013	2016	2019	2019	2011
MU	2015	2018	2015	2017	2015

B. Previewing university pages on social media platforms

Digital marketers agree, as emphasized by Mr. Azar and Mr. Mortada (both interviewed on March 28 and June 4, 2021, by the first author), that the use of tools to manage social media platforms, which help in organizing, publishing, scheduling, and analyzing content on them, will not be completely sufficient for a comprehensive understanding of the performance of an institution or company's page on it. Therefore, for this, direct observation, data collection, and analysis must be done manually. Targeted to each page within a campaign period. Accordingly, the pages of the six universities were

reviewed on the main social media platforms: “Facebook”, “Instagram”, “YouTube”, “Twitter”, and “LinkedIn”, during a period that ranged between a month for the main platforms, which are “Facebook”, “Instagram” and “LinkedIn,” and two weeks for the secondary platforms, which are “YouTube” and Twitter. This period was chosen to be within the registration period for the previous year, according to the timing of each university (because it differs from one university to another. Reactions to posts were collected separately).

Previewing was performed in terms of content type and format, hashtags, mentions, language used, video duration, number of views, total posts per month, page creation date, link, or @, etc., according to each platform. The following are the interactions that were monitored according to the privacy of each platform:

i. The interactions that were monitored on Facebook are Reactions, comments, shares, video views, and not interactions but affecting them: Duration.

ii. The interactions that were monitored on “Instagram” are Likes, comments, and video views, and not interactions but affecting them: Duration.

iii. Interactions spotted on YouTube are Likes, dislikes, video views, comments, and not interactions but affecting them: Duration.

iv. The interactions monitored on Twitter are Likes, replies, tweets, quote tweets, and video views, and not interactions but affecting them: Duration.

v. Interactions monitored on LinkedIn are Reactions, comments, video view, min read, and other than interactions but affecting them: Duration.

Despite the number of indicators and interactions that can be collected and benefited from, it is difficult to return to some types of content, such as stories that passed 24 hours without highlighting them to remain on the university’s Instagram page, for example, or reach profile visits (impressions discovery), or find out which posts have been saved by the public (saved posts). Noting that additional details can be known if the account is connected to the “Facebook” page through a business account. On Facebook, for example, it is difficult to know the average video views of the audience of a page. It is a modifier for the audience of each page, and it appears only to (admin) the page with the rest of the indicators. Despite this, basic and important information, statistics, and interactions sufficient for the requirements of the research were collected, monitored, and examined. All of the above was not presented except to be an added value to the study so that the university can benefit from it if it conducts a study exclusively for its students. The full inspection results are summarized in the following tables, noting that all details and the complete inspection of the number of interactions for each publication, the quality and format of the content, and the number of hashtags and references from which we extracted the following tables, are found in Figures 1 to 6 for AUB, LAU, USJ, LIU, IUL, and MU, respectively.

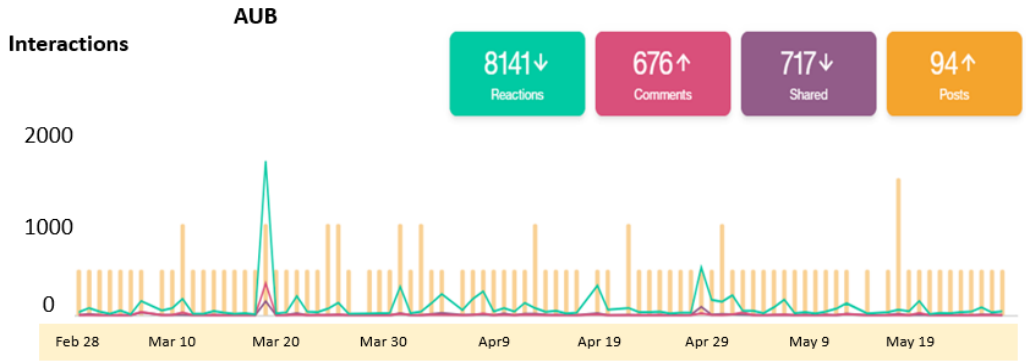

Figure 1. Interactions on AUB University's Facebook Page within Three Months

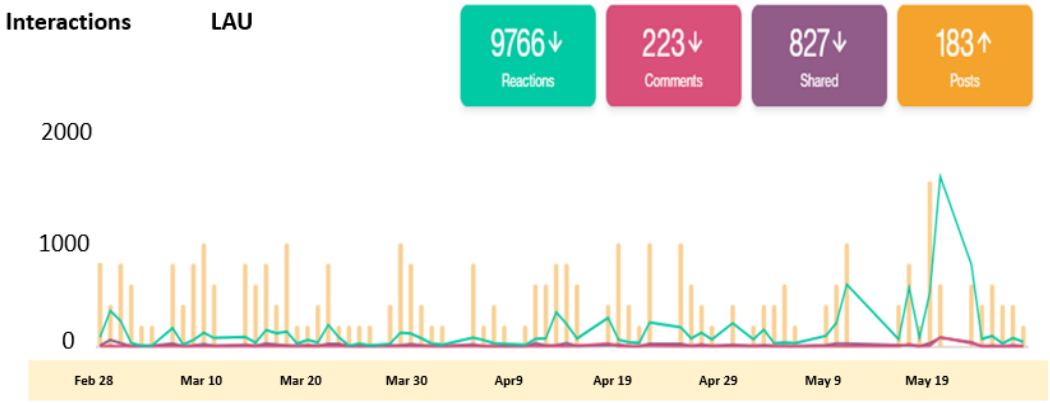

Figure 2. Interactions on LAU University's Facebook Page within Three Months

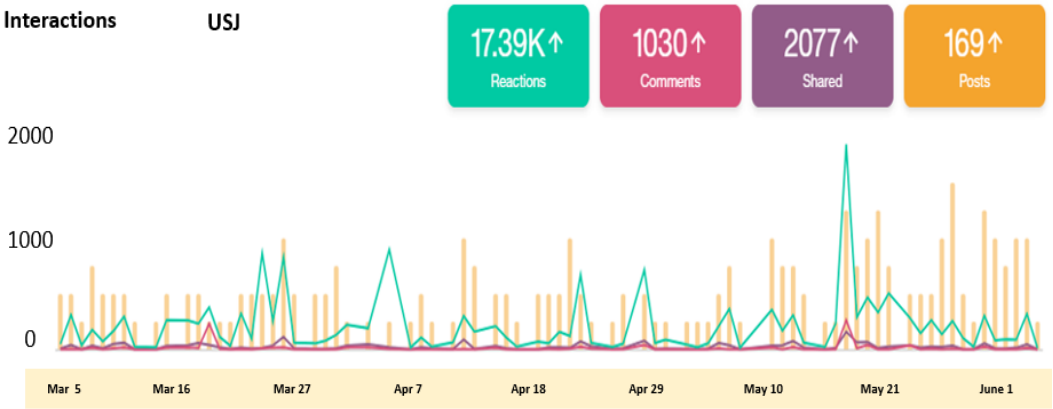

Figure 3. Interactions on USJ University's Facebook Page within Three Months

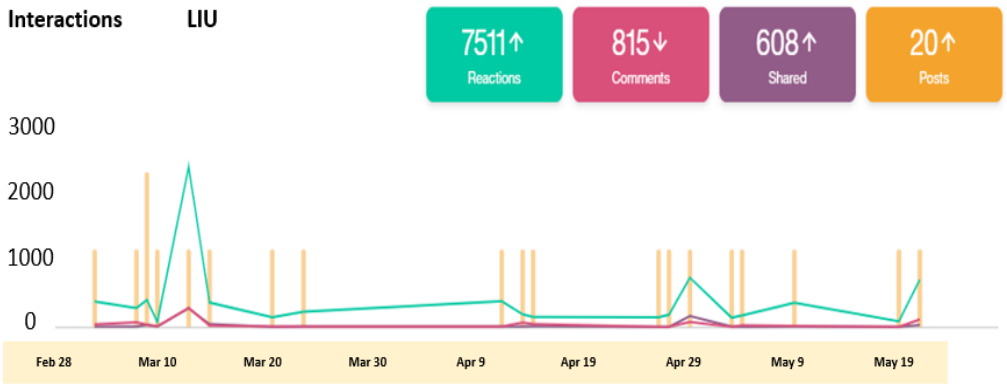

Figure 4. Interactions on LIU University's Facebook Page within Three Months

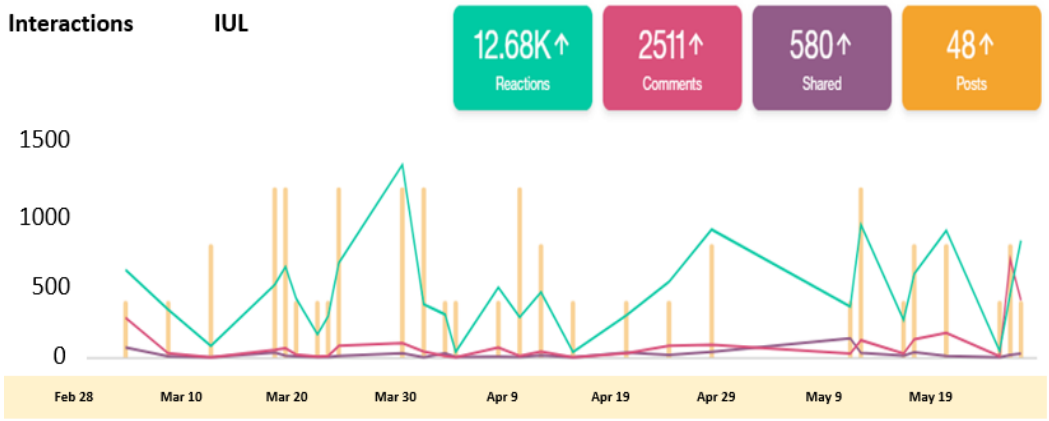

Figure 5. Interactions on IUL University's Facebook Page within Three Months

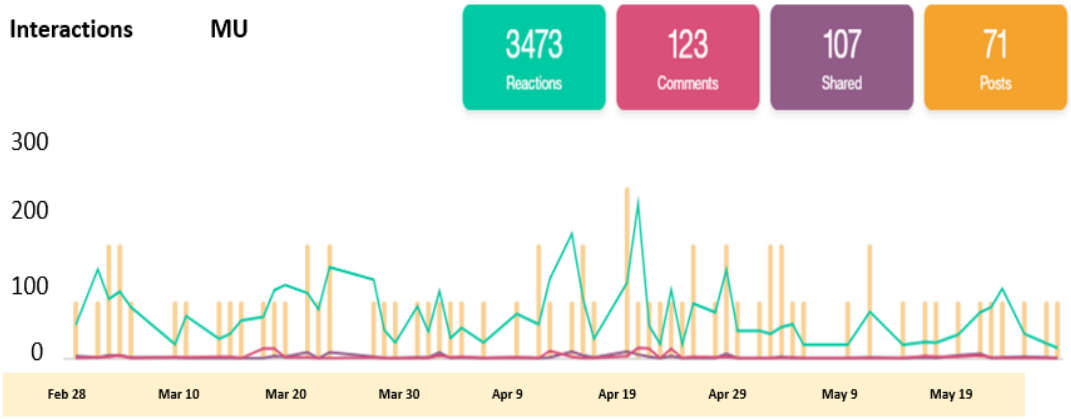

Figure 6. Interactions on MU University's Facebook Page within Three Months

C. The number of publications within a month of the review on the six universities' pages on each platform

Table 7. The Number of Publications during a Month of the Inspection on the Six Universities' Pages on SMPs

University	Facebook	Instagram	YouTube	Twitter	LinkedIn	Total
AUB	30	16	67	37	17	167
LAU	75	16	4	28	14	137
USJ	39	10	25	38	10	122
LIU	12	9	4	7	4	36
IUL	16	5	0	6	0	27
MU	34	18	5	14	4	75

Table 7 indicates the uploading of the highest content came from AUB with the largest number of publications on all platforms during a month with 167 publications, although part of the content is published as it is on several platforms, and despite its repetition, its reach may vary from one platform to another. Therefore, in all cases, it is assumed to be counted among the numbers of content. Looking at each platform separately, LAU had the highest number of posts on the Facebook page with 75 posts, followed by almost half by USJ with 39 posts, while LIU was the university with the least content publishing on this platform with 12 posts. As for Instagram, MU had the largest number of publications in a month, followed by AUB and LAU, with only two publications for the two universities, while IUL had the least publications on this platform.

AUB surpassed all others in its "YouTube" platform by a large margin in publishing videos of seminars and meetings that it held during the period allotted for the inspection, as the number of videos within a month reached 67 videos, followed by USJ with 25 videos, while IUL University did not publish any video in that Period. In terms of the Twitter platform, USJ published the highest number of tweets with 38, followed by AUB with 37 posts, and IUL with the lowest number of tweets. On the "LinkedIn" platform, the highest number of publications was for AUB, which was 17, followed by LAU with 14 publications, while the lowest number was for LIU and MU, with four publications, while IUL did not publish any publications during that period.

According to the results of the study questionnaire (Part 1 paper), although the number of those who have an account on "Instagram" (91%) is greater than the number of those who have an account on "Facebook" (89%), 59% of the student respondents preferred to follow the news and activities of their university on the platform Facebook, and 57% of the students visited the university's page on this platform before registering. While the percentage of those who prefer to follow the university on "Instagram" is (36%), as for the rest of the platforms, they do not receive sufficient interest from students. Comparing the page preview with these results, we find that only LAU succeeded in posting the most content on the Facebook page, followed by USJ. The same applies to the number of publications on other platforms, as it was greater than the number of publications on the "Instagram" pages.

In conclusion, the majority of universities do not focus on publishing the highest content on the primary platform, which is "Facebook". They also publish content on more platforms than they publish on the second secondary and main platform, which is "Instagram".

4.2 Response to Research Question Two

Analysis of the effectiveness of the selected private universities' use of social platforms

4.2.1 Analyzing the Content Published on the Six Universities' Pages on Social Media Platforms

A. Content classification

The content published on the six universities' pages on social media platforms was classified according to two stages of analysis:

I. The initial stage or classification of the content type
   Each publication is categorized based on six types: scientific, informational, informative, emotional, interactive, and social.

II. The second stage or classification of the content
   In it, the six genres above are categorized into two main categories: informational and interactive. Some specialists (NYT Licensing, 2023) call informational content "educational content", and in terms of content, it falls within the classification of informational content, which may include any educational content, instructions, and so on.

The first classification includes "informational" the following three types: Scientific, informational, and news. It can be news, information, advertisements, education, tips, guidelines, and others. The second, "interactive", includes the following three types: emotional, interactive, and social. It can be motivational, sayings, statements, interactive quizzes, entertainment, emotional social content, and so on. The statistics were summarized according to the above classifications on each platform as depicted in Table 8.

Table 8. Type of Content Published on the "Facebook" Platform, According to Each University's Page

Content-Type / University	Informational, News, Scientific		Interactive, Emotional, Social		Total
	Frequency	Percent, %	Frequency	Percent, %	%
AUB	23	76.66	7	23.33	100
LAU	48	64.00	27	36.00	100
USJ	17	43.59	22	56.41	100
LIU	4	33.33	8	66.66	100
IUL	15	93.75	1	06.25	100
MU	28	82.35	6	17.65	100

Compared to the results of the study from Bashir, Hejase, Danash, et al. (2022, p. 27), which stated that 68% of student respondents preferred informative news content over 32% of entertainment interactive content, AUB, and LAU are the best in distributing the type of content published on their pages in proportion to students' preference, while LIU is ranked the least directive or Consistent distribution of quality content.

By reviewing the type of content published on the six universities' pages on the "Facebook" platform, it was found that there is a discrepancy in the distribution of content according to the two main types, as the percentage of informational content at AUB was about 77% compared to 23% of interactive content, which is a good distribution. On the contrary, the percentage of informational content at IUL

was about 94% compared to 6.25% of the interactive content. The content on the LAU page is distributed between 64% informational content and 36% interactive content, which is a good distribution. As for USJ, it used the two types of content at a close level represented by about 44% of the informational content and about 56% of the interactive content showing more of a balanced content. The content published on the LIU page was distributed with about 33% of the informational content and about 67% of the interactive content, which is the reverse to what students prefer. There was a difference in the type of content on the MU page, with about 82% of the informational content and about 18% of the interactive content.

Table 9. Type of Content Published on the "Instagram" and "YouTube" Platforms, according to Each University's Page

Type of Content / University	Informative, Narrative, Scientific		Interactive, Emotional, Social		Informative, Narrative, Scientific		Interactive, Emotional, Social	
	Freq.	Percent, %	Freq.	Percent, %	Freq.	Percent, %	Freq.	Percent, %
	Instagram Platform				YouTube Platform			
AUB	11	42.3	15	57.70	14	87.50	2	12.50
LAU	3	18.75	13	81.25	2	66.66	1	33.33
USJ	1	10.00	9	90.00	0	00.00	10	100.00
LIU	4	44.44	5	55.55	3	75.00	1	25.00
IUL	4	80.00	1	20.00	0	00.00	0	00.00
MU	16	88.88	2	11.11	2	66.66	1	33.33

Note. Frequency is abbreviated Freq.

In a review of the type of content published on the six universities' pages on the "Instagram" platform, the percentage of informational content at AUB University was very acceptable, at about 42%, compared to about 58% of interactive content. On the contrary, the proportion of informational content at LAU and USJ compared to interactive content shows a large discrepancy. The same applies to IUL and MU, however reversed, a much larger informational content compared to a much lower interactive content. As for LIU, it was the most able to use the two types of content on this platform, at a close level, represented by about 44% of informational content, and about 56% of interactive content. According to Ghunaim (2023), "HEIs must embrace a multi-faceted content marketing strategy to thrive in the digital age, i.e., a mix of informational and interactive content, among other content forms". Results are depicted in Table 9.

Table 9 also shows there is a discrepancy in the distribution of content types on university YouTube channels, most notably USJ's content with 100% interactive in the preview period. The least disparity between the types of content was in LAU's and MU's channels, while the largest disparity was observed in AUB's channel, with focused content on the channel of about 88% informational type. Less discrepancy was found on the LIU channel, while we did not find any video published on the IUL channel during the sampling period.

Table 10. Type of Content Published on the "Twitter" and "Linkedin" Platforms, according to Each University's Page

Type of Content / University	Informative, Narrative, Scientific		Interactive, Emotional, Social		Informative, Narrative, Scientific		Interactive, Emotional, Social	
	Freq.	Percent, %	Freq.	Percent, %	Freq.	Percent, %	Freq.	Percent, %
	Twitter Platform				LinkedIn Platform			
AUB	22	81.48	5	18.51	13	76.47	4	23.53
LAU	16	57.14	12	42.85	13	92.85	1	07.14
USJ	8	36.36	14	63.64	0	00.00	10	100.00
LIU	3	50.00	3	50.00	2	50.00	2	50.00
IUL	5	100.00	0	00.00	0	00.00	0	00.00
MU	7	100.00	0	00.00	4	100.00	0	00.00

Note. Frequency is denoted as Freq.

In a review of the type of content published on the six universities' pages on the "Twitter" platform, the percentage of informational content at LAU and LIU was very acceptable, at about 57% and 50%, compared to about 43% and 50%, respectively of interactive content. On the contrary, the proportion of informational content at AUB, IUL, and MU compared to interactive content shows a large discrepancy. The same applies to USJ, however, reversed, a larger interactive content compared to a lower informational content. Results are depicted in Table 10.

Table 10 also shows that there is a discrepancy in the distribution of content types on universities' LinkedIn channels, most notably MU's content with 100% informational in the preview period, and USJ's content concentrated on interactive content. The least disparity between the types of content was in LIU's channel, while the largest disparity was observed in LAU's and AUB's channel, with focused content on the channel of about 93% and 77%, respectively in informational type. While we did not find any video published on the IUL channel during the sampling period.

B. The format of the published content, hashtags, and the language used

After examining the form of the published content, the number of hashtags, mentions, and the languages used in the publications of the six universities' pages on SMPs, the percentages of content forms on the "Facebook" and "Instagram" platforms were detailed only as they are representative and the two main platforms for students, according to the study statistics (Bashir, Hejase, Danash, et al., 2022).

i. The form of the content published on "Facebook" according to each university

Table 11. The Form of the Content Published on the "Facebook" Platform

University	Photos	Design	Video	Link	Live Broadcast	Text	Total
AUB	1	3	21	4	1	0	30
	3.3%	10%	70%	13.3%	3.3%	0%	100%
LAU	2	22	21	30	0	0	75
	2.7%	29.3%	28%	(2 events) 40%	0%	0%	100%
USJ	4	12	10	10	2	1	39
	10%	30%	(4 Podcasts) 26%	26%	5.5%	2.5%	100%
LIU	0	9	3	0	0	0	12
	0%	75%	25%	0%	0%	0%	100%
IUL	1	7	0	7	0	1	16
	6.25%	43.75%	0%	43.75%	0%	6.25%	100%
MU	3	23	3	5	0	0	34
	8.8%	67.6%	8.8%	14.7%	0%	0%	100%

Ghunaim (2023) posits, "HEIs must embrace a multi-faceted content marketing strategy to thrive in the digital age". This author mentioned most of the content types depicted here in addition to more advanced content authored by artificial intelligence and virtual reality. However, our analysis in this paper is inclined to consider the Lebanese preferences in their interaction with HEIs' websites' content. Table 11 shows that the use of video dominated the publications of the AUB page by 70%, followed by links with 13%, while no single text was published. The LAU page had the highest percentage of link usage at 40%, followed by designs at 29%. While the highest percentage was on the USJ University page for using designs, 30%, followed by video and links. There was a discrepancy in the distribution of content formats on the LIU page, with 75% for design and 25% for video. Videos are completely absent from the IUL page, designs are scarce, and most posts focus on video decisions and links. In conclusion, the designs had the highest percentage of the content format published on the MU page, with 67.6%.

Comparing the abovementioned with the results of Bashir, Hejase, Danash, et al. (2022), which stated that more than a third of the respondents (about 37%) prefer pictures on university platforms, followed by those who prefer video clips (26%), with a difference from the percentage (about 15%) of those who are attracted by short texts and articles, and given that the rest of the forms of publications are not received, it is sufficiently popular and attracts students only in low percentages. We consider that the proportion of the most important and first favorite form of publication among students, which is real photos, was very weak on the pages of the six universities, as it did not exceed 10% in any university. Most universities have focused on publishing designs and links. In addition, AUB is almost the only university that publishes the highest percentage of the second content format preferred by students, which is the video, which ranked 70% of its content, while the percentage of video use in other universities was lower compared to the number of publications for each university.

As a result of analyzing the type and form of publications on university pages on SMPs, and showing that less than 40% of students expressed their satisfaction with the information and publications published by the university on its platforms, a percentage that is supposed to put the university marketers on guard, which proves once again that there is a gap between what universities publish on their pages and what students need to know and see in terms of content.

ii. The format of the content published on "Instagram" according to each university

Table 12. The Format of the Content Published on the "Instagram" Platform, according to the Page of Each University

University	Photos	Design	Video	Total
AUB	0	2	14	16
	0%	12.5%	87.5%	100%
LAU	1	3	12	16
	6.25%	18.75%	75%	100%
USJ	1	3	6	10
	10%	30%	60%	100%
LIU	2	7	0	9
	22.22%	77.78%	0%	100%
IUL	4	1	0	5
	80%	20%	0%	100%
MU	1	17	0	18
	5.56%	94.44%	0%	100%

Video use dominated AUB page posts with 87.5%, LAU with 75%, and USJ with 60%, while no video was recorded on the platforms for other universities. The designs dominated the form of the content published on this platform on the pages of LIU at 78%, MU at 94%, and the highest share of images was for IUL at 80%.

iii. Hashtags and languages used in Facebook posts, according to each university's page

Table 13. Hashtags and Languages Used in Posts on "Facebook" and "Instagram" according to Each University's Page

University	Facebook				Instagram			
	Number of Hashtags #	Language			Number of Hashtags #	Language		
		Arabic	English	French		Arabic	English	French
AUB	56	3	27	0	97	2	18	0
LAU	70	8	68	0	31	0	16	0
USJ	180	15	4	20	27	4	3	3
LIU	8	3	9	0	1	3	6	0
IUL	0	16	0	0	0	5	0	0
MU	85	23	11	0	62	10	8	0

During the month of sampling, USJ used the highest number of hashtags (180), compared to LIU's lowest number of 8, while IUL did not use any hashtags in any Facebook post. As for the language, USJ alone was able to use three languages: English, Arabic, and French, with close proportions to the two foreign languages. While the content published on the AUB and LAU pages focused on the English language, IUL only used one language, Arabic.

The highest number of hashtags and tags used on the Instagram platform was for AUB, while IUL did not use any of them in the sampling period.

iv. Interaction with followers in messages and comments

To review the response mechanism and the interaction of the six universities' pages with followers and inquirers on SMPs, the universities' pages were contacted from more than one impersonal account, in different languages, in addition to reviewing the responses in the comments. A note card and a preview of the main titles for the effectiveness of interaction and responses were prepared with the students to satisfy their needs for interactive information (resulting from inquiries and comments), through techniques that support the basic content in the publications, according to the following headings: interaction in general with incoming comments, interaction with positive comments specifically and greetings that contribute to the creation of positive word of mouth in the digital society, the language of responding to inquirers, the speed of responding to inquiries, the need for another contact, i.e., answering with insufficient and insufficient information It is understandable, forcing the student to contact another (digital, verbal, or physical) to obtain a definitive answer, and finally, to fill in the main information on the page, such as the geographical location with a digital map to reach the university (Google maps), its working hours, e-mail, and so on. Accordingly, the results are summarized in Table 14.

Table 14. Interaction with Followers on University Pages on Social Media Platforms

Topic	University					
	AUB	**LAU**	**USJ**	**IUL**	**LIU**	**MU**
Interaction with Comments	There is no interaction with the audience in the comments nor any kind of participation					There is limited interaction with the audience in the comments
Interaction with Positive comments and greetings	There is no interaction with digital word of mouth and positive evaluations					
Interaction in messages	Limited and Brief	Sufficient	Limited and Brief	Limited and Brief	Sufficient	Acceptable
Language of Response	Often in a language different from the language of inquiry			Often in one language: Arabic	Often in the language of the inquirer	
Speed of Response	Relatively late response	Acceptable response time	Late response	Relatively late response	Fast response time	Medium response time
The need for another	Yes	No	Yes	Yes	No	Yes

communication						
The percentage of information filling in the communication pages	70%	70%	80%	80%	90%	60%

The majority of private universities included in the study, in the negativity of not responding to students in the comments, lose an important and major advantage of the two-way communication provided by SMPs. It also technically loses a lot of interaction and reach and increases in (engagement) and (reach) as a result of this lack of response to commenters. Rekhter (2012) and Rutter et al. (2016) recommend that HEIs must provide effective two-way communication to students in an innovative, creative, and attractive manner. As Table 14 shows, the majority of universities did not use a language similar to the language of the inquirer, which the latter does not want, otherwise, he/she would have used it. As for the method of responding to comments, it was difficult to find a professional and responsive style that could be evaluated, as most universities do not respond to their students in comments, while the need and professionalism necessitate a welcome response to each According to Mr. Ibrahim Azar, a specialist in digital marketing from the "Greyab" company (personal interview by the first author on March 28, 2021), far from automation, and by using a friendly and professional language at the same time, it meets the inquirer's need for an answer, without the student having to make another contact, of any kind, to obtain the information he/she wants. According to the outcomes discussed in previous stages, the numbers and rates of interaction with the pages proved that the number of those interacting with them is very small compared to the average followers of each page because the persons in charge of the management of the pages often neglect to respond to the comments or even the writings that the followers write in the posts (shares).

4.3 Research Question 3

Comparative analysis of universities' use of social media to attract potential new students

4.3.1 Measure of Engagement on the Universities' Facebook Pages during the Past Three Months

A. Interactions within the past 3 months

Since the primary examination of university pages took place on publications from a previous period related to the registration stage, the university pages that fall within the study were monitored on the "Facebook" platform, through a technology to manage SMPs (Metricool), during the past three months, which are the following: From February 28, 2021 to May 29, 2021, to measure the rate of interaction with the audience on the pages and the average interaction of competitors for each post, and the results are depicted in Table 15.

Table 15. The Main Interactions on the Universities' Facebook Pages

University	Likes	Posts	Reactions	Comments	Shares	Engagement Rate
AUB	208.29K	94	86.61	7.19	7.63	**0.49**
LAU	97.58K	184	53.1	1.21	4.49	**0.60**
USJ	79.68K	157	137.21	7.03	14.25	**1.99**
IUL	47.67K	48	264.08	52.27	12.08	**6.89**
LIU	80.94K	20	375.55	40.75	30.4	**5.52**
MU	32.72K	65	48.28	1.78	1.46	**1.57**

Note. (a) Data were collected within three months extending from February 28, 2021, to May 29, 2021. (b) The engagement rate is the interactions received by each 1000 followers.

For reference, interaction means the actions people take on a page, and the most common are likes, comments, and shares (Sprout Social, 2022; Tenenboim, 2022). The Interaction Number attempts to explain the way users interact with different brands on social media platforms. This is measured by what is called the extent of "users' commitment to the brand" (Ghasemi, Chitsaz & Saeedi, 2018). Other metrics are added to it, such as the number of times users visit the page, positive ratings, and so on. Interactions on a Facebook post generally include likes, shares, comments, and clicks (Gogolan & Udescu, 2023). The reaction rate is according to the following Formula (Martin, 2019):

Facebook Engagement Rate = [Likes + Comments + Shares+ Mentions]/[Post Reach]

It is noteworthy that the number of followers on the page does not represent the potential reach of the publications, as there are two main reasons for this: first, the (EdgeRank) algorithm in "Facebook", which determines which publications will be displayed on the newsfeeds of followers, and secondly, the paid promotion that enables Reach more people, even those who don't follow the Page (Newberry, 2023).

As Table 15 shows, IUL University had the highest interaction rate with posts on the Facebook page during the past three months, with a rate of (6.89). The same applies to the average comments, as the university ranked first with (52.27). This was explained by the issue of new installments that students interacted with recently on the page. While AUB was the least engaged, followed by LAU. This was explained by the failure of the page management to respond to the comments and interactions of students and those interested in publications. In addition, LIU has the highest average participation rate (30.4), which is more than double that of any other university, while MU has the lowest average participation rate. LIU also had the highest average for reactions, i.e., like, react love, react care, wow, etc. with an average of (375.55). In addition, during the past three months, LAU published the highest number of posts on the "Facebook" page among the aforementioned universities (184), followed by USJ University (157), then AUB University (94), while the number of posts was the least for LIU with 20 posts.

B. Page growth over the past three months

The growth of pages and the movement of interactions and posts were also monitored, using the same technique (Metricool, 2019), for university pages included in the study on Facebook, during the past three months, which are the following: from February 28, 2021 to June 1, 2021. The results were as follows:

-AUB: The page continues to grow acceptable despite the decrease in the number of interactions and shares, while the interaction in comments and the number of publications increases well (Figure 7).

-LAU: The page continues to grow slowly and cautiously despite the decrease in all forms of interactions, shares, and comments, while the number of posts increases significantly (Figure 8).

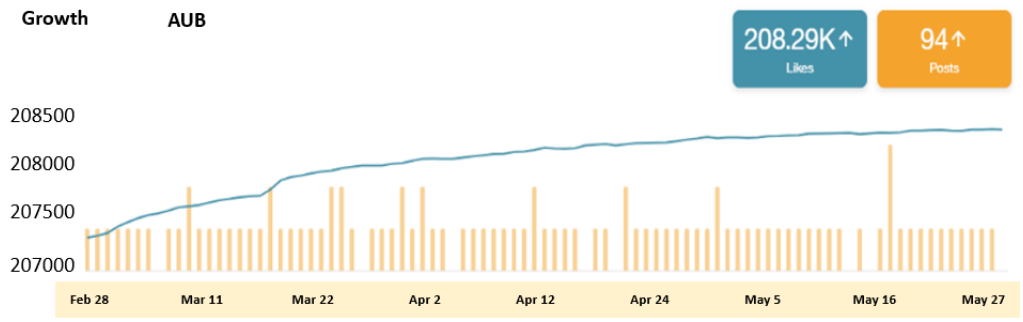

Figure 7. The Growth of AUB's Facebook Page in Three Months

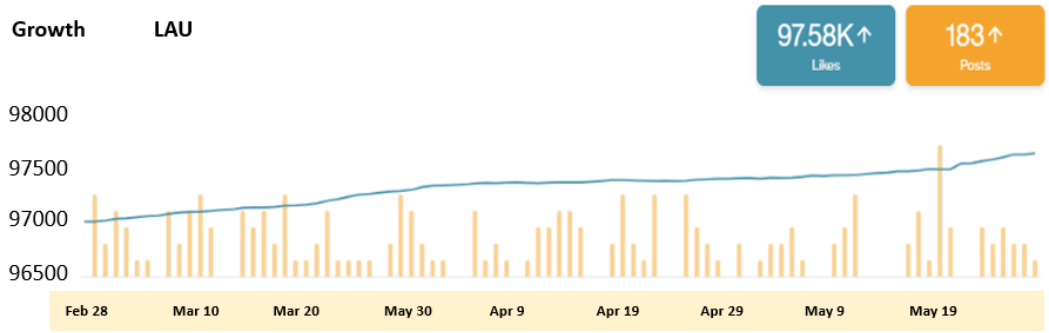

Figure 8. The Growth of LAU's Facebook Page in Three Months

-USJ: The page did not record any growth during the aforementioned three months, but it started with signs of growth at the beginning of June, as shown in Figure 9. The page is currently witnessing a significant increase in the number of interactions, shares, comments, and posts (Figure 9).

-LIU: At the beginning of March, the page witnessed a significant increase, which it continues to maintain until now, despite the increase in the number of interactions and shares, and the number of posts is very limited, while the interaction in comments decreases (Figure 10).

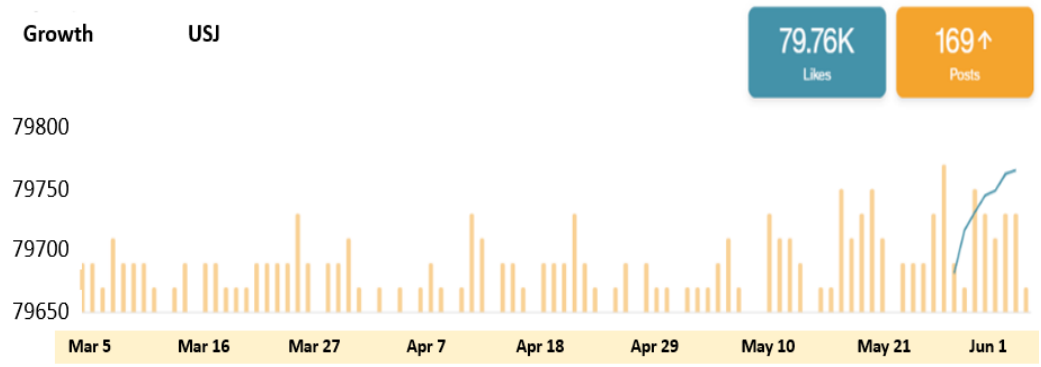

Figure 9. The Growth of USJ's Facebook Page in Three Months

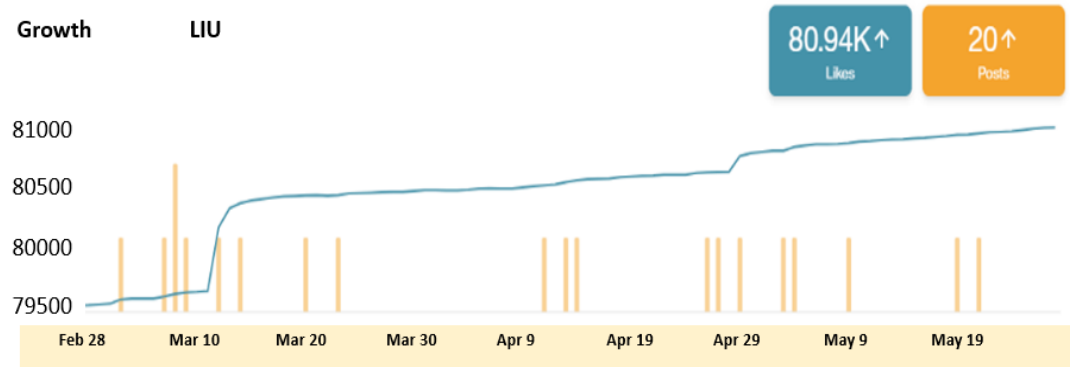

Figure 10. The Growth of the LIU Facebook Page in Three Months

-IUL: The page continues to grow slowly with an average increase in the number of reactions, shares, comments, and posts (Figure 11).

-MU University: There is no significant growth on Al Maaref University's page (Figure 12).

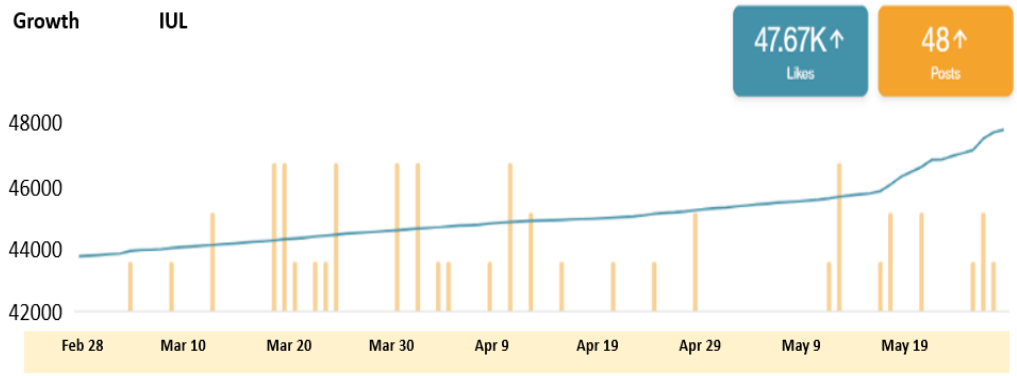

Figure 11. The Growth of IUL's Facebook Page in Three Months

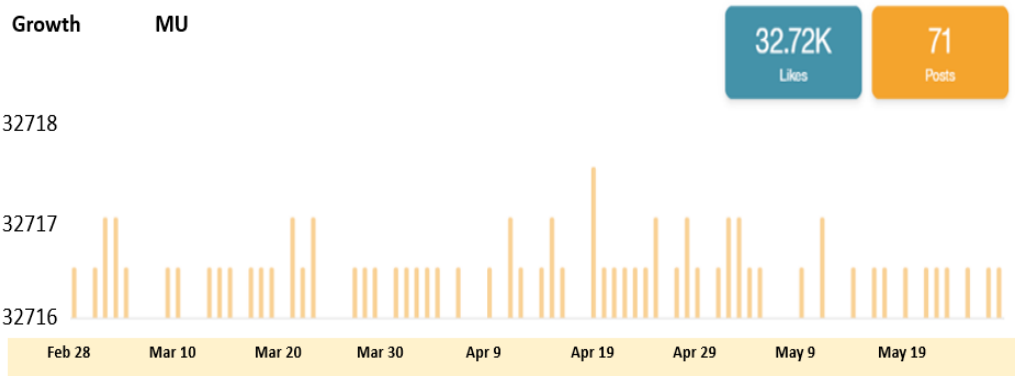

Figure 12. The Growth of the MU Facebook Page in Three Months

Thus, AUB, LIU, and IUL universities are at the forefront of universities that have high growth of their Facebook pages, while the growth was weak in other universities: USJ, LAU, and MU.

4.3.2 Measure of Engagement on the Instagram platform

The university pages included in the study were monitored on the "Instagram" platform, through a technology for social media platforms called (NinjaOutreach, 2023), which is a technology designed to help marketers examine interactions on the pages of influencers and reach informed decisions about the possibility of cooperation with or excluding the "influencer" in digital marketing, according to his/her interaction and reach rate, and the approximate cost of the post on his/her page. Of course, it is not intended for advertisements on the university's page, but rather an indication of the importance and rate of interaction with the page, and the results are as follows:

Table 16. Measures of Engagement and Cost

Measures of Engagement	**University**					
	AUB	**LAU**	**USJ**	**LIU**	**IUL**	**MU**
Average likes per post	1.4K (3.61%)	476 (2.11%)	382 (2.52%)	483 (4.64%)	189 (5.24%)	0 (0%)
Average replies per post	28 (<0.1%)	7 (<0.1%)	3 (<0.1%)	13 (<0.12%)	4 (<0.1%)	0 (0%)
Average views per video	4.6K	4.2K	1.9K	5K	0	0
Followers/Following	6	25	6	1.3K	0	0
Images Engagement	4.77%	2.23%	2.59%	4.42%	5.34%	0
Videos Engagement	1.49%	1.70%	2.28%	8.46%	<0.1%	0%
Posts per day	0.1	0.2	0.3	0.1	0.1	0
Posts per week	0.9	1.4	1.9	0.9	0.5	0
Estimated post value (Cost), USD	327	216	160	118	53	0
Average engagement rate	3.68%	2.14%	2.54%	4.76%	5.34%	0%

Note. a. Statistics of universities' Instagram page, NinjaOutreach, 2023; b. MU did not appear in the search.

In conclusion, it is possible to assess and estimate the importance of the influence on the pages of the universities mentioned on "Instagram" through the expected cost of one post, and accordingly, the arrangement of the pages according to the impact from highest to lowest is as follows: AUB, LAU, USJ, LIU, IUL, and finally Mu. As for the average engagement rate, ranks change dramatically to: IUL, LIU, AUB, USJ, LAU, then finally MU.

4.3.3 Related Outcomes to Universities' Sub-Pages

In addition to the official pages of the universities that were reviewed, there are sub-pages for some of them and they are also active, but they cannot be included as pages managed by marketers at the university, because these may belong to other parties or departments or even to students. About the official pages, the six universities are not the same in their performance on social media platforms, nor their performance on a specific platform. Efforts vary between universities on different platforms, some of which succeeded in hitting basic goals in meeting the student's needs and desires, while others were far from the simplest rules of professionalism. During the preview, some observations were recorded during the posting on the platforms:

-AUB has succeeded in making the YouTube channel an effective channel for lectures and lengthy meetings, and in publishing the largest number of contents directed on it.

-LAU was the only university that had external advertisements on its YouTube channel, which contradicts the message of any non-profit university.

-It was noted that LAU is the one that creates the most content on the "Facebook" platform that students preferred, according to the study form. It is the best at making interactive social-emotional content, especially related to the COVID-19 pandemic, as it conducted an awareness campaign for months, and it is also the best at using the appropriate number of hashtags according to each platform.

-USJ University succeeded in its attempt to revive its YouTube channel through a competition among students about filming the best video, and it published the participating videos on the official channel with the name of the student, the title of the video, and the name of the challenge (the competition), which reactivated the channel relatively after the students competed on posting.

-USJ University was the best in using diverse languages in content and the best in using mentions for different parties on all platforms.

-USJ recorded a shortage in the number of hashtags on "Instagram".

-USJ's page lacks the minimum number of videos required, especially since, according to the study, a video is the second-best form of content for students, at 26%.

-Several universities have carried out systematic campaigns on specific topics, which are campaigns that serve a primary goal for the origin of the existence of these platforms, which is the participation of the target community with their issues and needs. For this reason, USJ conducted a campaign on mental health (given the existence of the specialization), LAU conducted an awareness campaign on the Coronavirus and the vaccine, and AUB launched an emotional social campaign on the Beirut Port bombing on August 4, 2020.

-LIU was the least content-creating and using hashtags and statuses (stories and highlights) on Instagram.

-IUL recorded a shortage in the number of hashtags on "Instagram" and it did not use any hashtags on "Facebook".

-IUL publishes long texts that are not suitable for any communication platform, but for the website, it did not use any language other than Arabic, and it stopped working on some platforms, including YouTube.

-MU's page lacks the minimum number of videos required, especially since, according to the study, a video is the second-best form of content for students, at 26%.

- MU lacked mentions on most platforms and retweets on Twitter.

-Some universities have published several video clips from different dates in one day and one hour, which contradicts the publishing mechanism and its needs.

-The performance of universities was not sufficiently professional on the "LinkedIn" platform, which was the least invested by universities.

-It was noted that the content that received the most interaction and participation was related to scholarships and tuition fees. It is expected due to the economic conditions the country is going through.

-The content in the Arabic language had a higher interaction by the audience on most pages, even the pages of American universities.

-It was noticed, as expected, that the links are the least interactive on the Facebook platform since it reduces the reach of links to a minimum.

-In "Instagram", a paragraph was not allocated to the (reels) feature because it was not present in the recording periods that were previewed.

-The majority of universities do not use external images for videos (thumbnails), which would identify the video before clicking on it, reading the title, or explaining about it, and when prepared attractively, it contributes to increasing the number of views.

4.4 Response to Research Question Four

Comparative and Competitive analysis of universities' websites

4.4.1 Examining the Universities' Websites

Although a website should provide a lot of information on almost anything one thinks of about an organization, it may not be easy to check that information on all sites. Since the website is considered the basis for an attractive digital user environment for any organization or company in whatever sector (Kaplan, 2020), university websites were examined according to basic headings and criteria for evaluating any website in terms of user and marketing, including Attractiveness of design, visual identity, site speed and loading time, ease of obtaining information, consistency, modernity and division of content, directing information according to each specific audience, phone location consistency, live chat location, and more (Singh, 2013).

For this purpose, a group of students from different universities were asked to access university websites other than their university's website, to try it, examine the effectiveness of obtaining information, and use a 5-level Likert scale to evaluate the use of several addresses according to the following: Very poor [1], poor [2], average [3], good [4], and very good [5]. Other titles have also been rated by the researchers on a note card because they are niche and relate to marketers, not users. The results are summarized in Table 17.

Table 17. Effectiveness of Obtaining Information and Evaluating the Use of Several Addresses on University Websites

Topic: Design	AUB	LAU	USJ	LIU	IUL	MU
Design attractiveness	3	4	1	1	3	2
The consistency and size of the display bar with the home page	4	2	3	4	3	2
Color consistency with visual identity	4	4	3	1	1	3
Consistency of lines and numbers	3	3	1	1	1	3
The speed of using the site without the need for High-speed internet (due to the heavy load of pictures and materials)	3	4	4	4	4	2
Loading time to access the Home page and inner pages	4	3	3	3	3	2
Ease of obtaining information	5	3	2	2	4	3
Content consistency and information interdependence and adequacy	4	3	2	2	3	2
Content novelty	4	4	2	3	3	2
Available languages	1	1	1	1	3	3
Total Points	**35**	**31**	**22**	**22**	**28**	**24**

Topic: Organization	AUB	LAU	USJ	LIU	IUL	MU
Ease and clarity of the language used	3	3	3	3	4	3
Easy transition from one page to another	3	3	2	1	2	2
Divide topics in an orderly manner, and direct information to a specific audience, for example: New students, graduates, professors...	4	3	2	1	3	2
Get enough information without having to seek other means such as phone calls, etc.	4	2	3	2	3	2
Location consistency on the smartphone	4	5	2	2	2	1
Website consistency on the smart board	3	3	3	3	3	2
Consistency of the site on the desktop in different browsers	3	4	4	3	3	3
Clarity of means of communication (phone, email, etc.)	3	3	4	3	2	3
Good linking to social media platforms	4	4	3	2	2	2
Total Points	**31**	**30**	**26**	**20**	**24**	**20**

Topic: Accessibility	AUB	LAU	USJ	LIU	IUL	MU
The number of Mouse moves on the desktop in scrolling down	3	3	3	3	2	1
Ease of access to the academic calendar and registration dates	4	2	3	3	3	2
Ease of access to installment plans and tuition fees	4	1	2	2	2	2
Ease of access to available educational programs	4	3	3	3	4	4

Professionalism and quality of materials (photos, videos, etc.)	3	3	2	2	2	3
Supporting the content with evidence (photos, testimonials, etc.)	4	3	2	2	2	3
Ease of comparing the information with similar ones on similar sites (competitors' sites)	4	3	2	2	3	3
A means of communication with academic advisors	3	2	3	3	3	4
Sources of information provide the author of the text or something equivalent	3	4	1	1	2	1
Recording the information that was filled in for the first time to avoid such being rewritten when an error occurs	2	5	2	2	4	2
Total Points	**34**	**29**	**24**	**23**	**27**	**25**

Topic: Focus Group Assessment	**AUB**	**LAU**	**USJ**	**LIU**	**IUL**	**MU**
A score from 1 to 5 as assessed by a focus group for User Experience (UX) and rate						
Maximum Score = 29 items x 5 = 145 Points						
Overall Total Points	**100**	**90**	**72**	**65**	**79**	**69**
Total Average based on 5 points = Average scores/5	**3.45**	**3.10**	**2.48**	**2.24**	**2.72**	**2.38**

Table 18. Availability or Absence of Some Technical Services on University Websites, Prepared by the Researchers

Technical Services	**AUB**	**LAU**	**USJ**	**LIU**	**IUL**	**MU**
The site is available to everyone without the need for prior registration	✔	✔	✔	✔	✔	✔
There is a message when performing any activity to confirm its completion	✔	✔	✔	✔	✔	✔
The presence of a message to the user in the event of any error	✔	✔	✔	✔	✔	✔
Provide a virtual tour	✔ Heavy tour	☒	☒	☒	☒	☒
Provides a place for a live chat box	☒	✔	☒	☒	☒	✔
Availability of a mobile application to complement the site	☒	✔	✔	☒	☒	☒
404 test Check for inactive pages	✔	✔	☒	✔	✔	☒

Note. Prepared by the researchers.

In short, and according to Tables 17 and 18, the majority of university websites lack easy availability of information, frequent transitions from one page to another, lack of consistency and coherence of content and the evidence that supports it, weakness in rapid and effective interaction techniques, and a traditional design that does not amount to the attractiveness required to attract the digital and dynamic generation of students.

On the other hand, to test the model of the hierarchical appearance of the selected universities in the Google search engine, a search was made for the word business administration in Lebanon, as it is common among all universities, to see the results, especially since Google had indicated that 75% of researchers via engine searches do not go beyond the first page of the search results for a topic, and here lies the challenge for universities to strengthen the Search Engine Optimization (SEO) of the site. The results are depicted in Table 19.

Table 19. A Sample of the Search for Management Specialization in Lebanon in English and the Order of Appearance of the Selected Universities on the Google Search Page

URL/Page	1	2	3	4	5	6	7	8	9	10
First Page		LU		AUB	LAU					
Second Page									USJ	
Third Page			LIU							MU
Fourth Page	IUL									

Note. The Lebanese University (LU) is the only public university in Lebanon with more than one-third of Lebanon's university students.

AUB and LAU universities appeared on the first page of the research, ranked No. (4) and (5) after the Lebanese University (LU), while USJ did not appear except on the second page and in a distant rank (9). As for LIU and MU universities, they appeared on the third page of the search, ranked (3) for the first and (10) for the second. Finally, IUL was on page 4 in the first place. This model is an indication that the American University of Beirut (AUB) may be the best among universities in terms of working on search engine optimization of its site. To be more certain of the performance of universities in this field, a competitive analysis of websites has been prepared in the following section.

4.4.2 The Competitive Analysis of University Websites

To direct the organization's digital strategy in the right direction, it is very important to define the so-called "Domain Authority" (DA), which is a metric developed for the first time by Moz (2023) (Note 1), and its role is to predict the extent to which the domain is likely to emerge in Search Engine Results Page (SERPs) compared to its competitors, noting that Google does not use (DA) as a ranking factor to determine how websites are ranked. Therefore, it is not a metric for improving a site's ranking on the search engine results page (SERPs), but rather a good indicator that helps marketers evaluate better site performance compared to competitors. In this context, Tools other than Moz have been developed to optimize various search engines, such as Semrush (2023). DA scores range from 1 to 100, with higher scores corresponding to a higher probability of ranking. The DA relies on data from the Link Explorer web index and uses dozens of factors in its calculations. A DA higher than 30 is acceptable, between 50 and 60 is considered good, and excellent if it is higher than 80. To examine the DA of university websites, the Ubersuggest tool (2) was used to examine the number of keywords and the most visited pages of the six universities' websites, the average number of visitors per month, and the (DA) for each of them, and the results were as shown in Table 20.

The results show that AUB University is the best with (DA: 65) and the average number of visitors per month, followed by LAU with (DA: 57), then UJS with (DA: 52), and the lowest (DA) for MU with (22). AUB and USJ had the highest number of organic keywords and backlinks among the six universities. The AUB University website was classified, according to the above competitive criteria,

as the best and most professional in terms of search engines among the six university websites. Noting that such analysis and these results remain dependent on the user him/herself and differ from one user to another and change over time.

Table 20. Competitive Analysis of the Websites of the Selected Universities within the Study through the (Ubersuggest) Tool

	Traffic Overview			
University	**Organic Keywords**	**Organic Monthly Traffic**	**Domain Authority (DA)**	**Backlinks**
AUB	87,084	58,657	65	554,925
	Great	Great	Great	Amazing
LAU	4,422	20,532	57	74,836
			Great	Great
USJ	16,857	4,895	52	100,972
			Great	Amazing
LIU	1,718	3.805	32	17,195
			Good	Good
IUL	1,690	284	30	3,247
MU	1,928	256	22	60,865
				Great

Note. Competitive analysis of the websites of the selected universities within the study through the Ubersuggest (Note 2) tool—Figures 13 to 16 will be included as a visual example, all other similar figures will not be shown to save space.

By looking at the most visited internal website pages according to the website of each university, we find that the sports pages and the English pages are the most visited on the USJ university website (see Figures 13 to 16), which means that the audience of the university that follows the French system may be more inclined to the English language. As for the most visited pages at LIU University, they are the majors (by phone), installments, and registration dates, in addition to the home page of the site. At LAU, the academic calendar page was the most visited in addition to the site's home page. On the IUL website, the "Voice of the University" page was the most visited, in addition to students' interest in the Faculty of Engineering page, the Tire branch page, and the site's home page. The pages that students visited frequently on the AUB University website varied between basic information (About us), libraries, and pages containing a guide to (zoom), (Voice Over PowerPoint for Mac), and others. Figures 13 to 16 illustrate an example for USJ University. One usually accesses more details of the keywords used according to each university, as the most used words indicate what the public is asking for.

Students begin to get used to using websites from the secondary stage, as public and private secondary schools are supposed to update, activate, and support them with the necessary technologies for communication and obtaining information. To this day, due to the lack of effective websites being developed in secondary schools, these websites do not receive enough attention from students. In a study conducted by Yassin (2020) on public high schools in the Lebanon-Baabda district, including

5497 students, most high school websites need to be updated, and this affects students' behavior in adopting such sites as a main source of information on the one hand, and the application of one of the elements of applying total quality management in secondary schools in terms of equipment. and educational technologies.

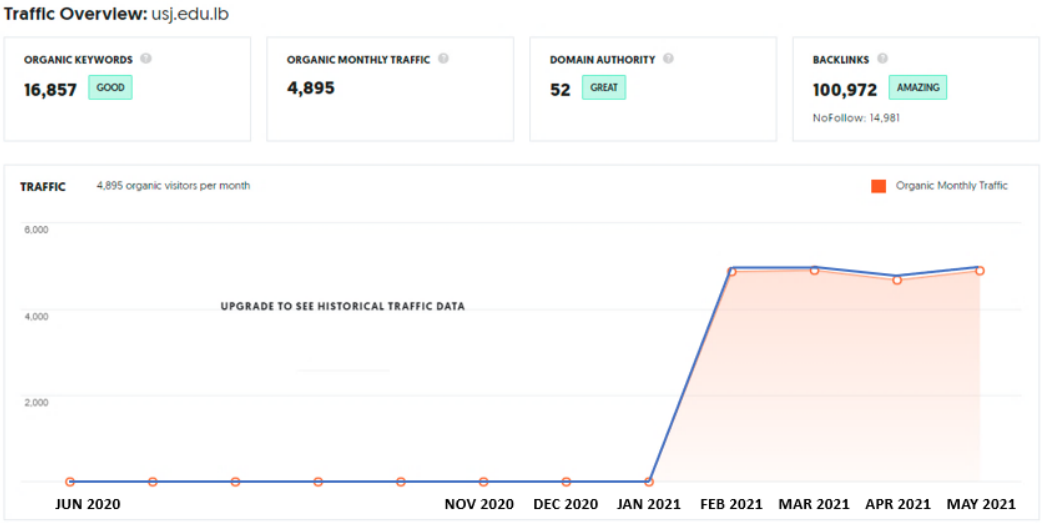

Figure 13. USJ: Traffic Overview—Competitive Analysis USJ Website

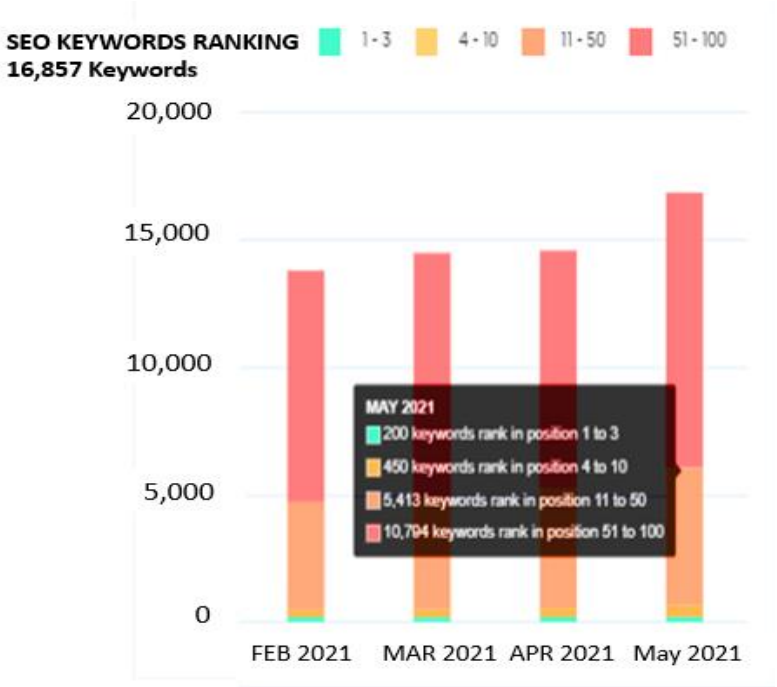

Figure 14. USJ: SEO Keywords Ranking

Figure 15. USJ: SEO Keywords

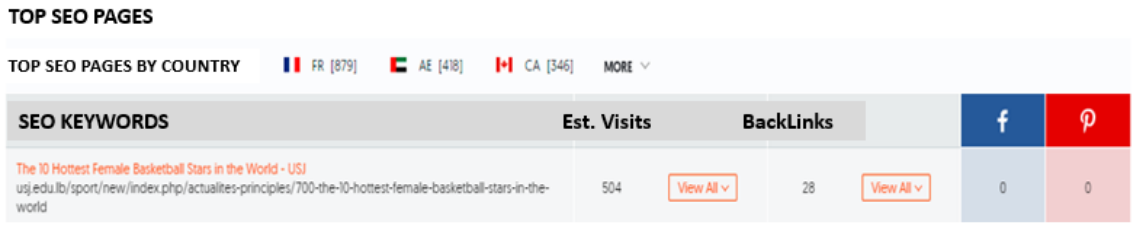

Figure 16. USJ: Top Pages

4.5 Summary

This section deals with the analytical framework of the study, as it touches on the emergence and reality of higher education in Lebanon, the emergence of social media platforms, and the most important statistics necessary to understand the behavior of the target audience and the main platforms it uses. The university pages in these platforms were examined to understand and analyze the content published on each page, the publishing mechanism used, the analysis by facts and figures, the quality of the content, its form, its content, and the hashtags and languages used. Such results could be triangulated and compared with survey results reported by Eman, Hejase, Danash, et al. (2022), and the necessary recommendations are forwarded to target and attract students more effectively and more directed.

5. Conclusion and Recommendation

5.1 Conclusion

Based on the results of a comprehensive study (Bashir, Hejase, Danash, et al., 2022) where we surveyed the students' opinions about private universities in Lebanon, in specific, assessing their attitudes and sayings about the selected university pages on social media platforms, the practical experience in this field, and the accumulated reported empirical research in media and digital marketing in companies and universities in Lebanon and abroad, and our review of the latest Digital marketing best practices (Bashir, Hejase, Yassin, et al. (2023), including marketing through social networking sites, the current study was performed analytically to provide scientific and practical solutions.

Previous outcomes to justify this work (Bashir, Hejase, Danash, et al., 2022):

Lebanese students are active on social media with 91.5% having accounts on Instagram, 89% on Facebook, and 51.8% on YouTube. The first two social media platforms are the most used by universities in Lebanon. A high 85% of them use smartphones to access SMPs, and interestingly 74% add their affiliation to their accounts. However, the main activities of SMPs are being observant and reading the news with 37.6% and 30.9% searching for information. This outcome encourages universities to be creative to attract their students for more interaction. A high 85.4% of students rely

on SMPs to gather information about universities, and 70.6% depend on referents for advice including current students and alumni. Here, the importance of involving students in digital marketing attempts is of high priority. The first university website pages visited first by students before other choices are those functioning on Facebook (56.9%), Instagram (24.3%), and YouTube (15.6%). Moreover, the most preferred SMPs by students are Facebook (58.8%) and Instagram (36.4%). Therefore, performing the best practices analytics on universities' website pages shall add to the theoretical as well as the practical benefits of this study.

Other findings show that students' choice as a means of communication with universities is the website (14%) and the SMPs (13.3%). Also, 41.2% of students agreed their concerns were diminished and 54.3% confirmed their awareness and knowledge increased by consulting the universities' webpages on SMPs, respectively. In addition, about 40% of the students expressed satisfaction with the universities' posts and a high 76% of them do not interact with the universities' pages. Moreover, 33.2% ranked universities SMPs fifth because of the lack of relevant and effective content. One significant indicator here is that the sample universities did not harness the power and attraction of these platforms appropriately. These findings go against the recommendations by Kuzma & Wright (2013), Rekhter (2012), and Rutter et al. (2016) who stress the significant role of the platforms and consider students as one of the most precious stakeholders who deserve to be engaged innovatively, creatively, and attractively.

Therefore, considering the meticulous analyses performed in this paper, we seek to provide practical and academic experience, to contribute and help marketers in universities to succeed in their digital marketing strategies, and provide suggestions to them regarding the content, the required human cadre, publishing mechanisms, and the best standards and practices in this field.

Supplementing the outcomes of this study, an interview with Mr. Ibrahim Azar (Digital and Communication Specialist from "Greyab" company, interviewed on March 28, 2021) was conducted to benefit from the company's expertise in this field. And because social networks are constantly evolving, it is important for marketers in higher education to stay on top of these changes and to keep up with them scientifically and practically. According to him, "Creating effective digital strategies helps to reach potential target students by capitalizing on current and graduate support. The intervention of both the university staff and the students encourages effective communication". In particular, using referral marketing, communication with alumni in higher education, and digital marketing is essential because they may be active supporters and can be re-entered into specific recruitment strategies (Solis, 2020). Moreover, according to the interviewee, Mr. Azar, "to know if universities are deepening the use of social media platforms, the following questions must be asked:

(1) Were the universities monitoring what was said about them on these platforms?
(2) Do universities monitor the Internet for posts, conversations, news, and interactions about their subjects?
(3) Do universities explore the opinions, needs, and tendencies of students?"

On the other hand, Dr. Ali El Dirani (Assistant Dean, Al Maaref University, interviewed on April 9th, 2021), in agreement with Mr. Azar, posits, "In any case, attracting students to universities cannot be limited to digital marketing only, but rather it is a combination of integrated marketing communications, which is an approach to promoting a message through multiple strategies that work together and reinforce each other, including multiple media such as print, television, and radio, websites, social networks, and relationship efforts". Kotler & Keller (2008) contend that the marketing mix is one of the

elements of the marketing strategy that can be applied in higher education institutions. The traditional marketing mix consists of the following elements: product, price, promotion, and place. Marketing strategy development requires coordination and a combination of all elements of the marketing mix. On this point, the interviewee Dr. El Dirani quoted Harvard Business Review author Benson Shapiro's (1985) advice, "Applying ideas as consistency, integration, and leverage are a must when dealing with the marketing mix". However, according to the subject of the study, we are dealing with digital marketing, especially on social media platforms, and looking at specific components of the extended marketing mix, in particular, "Product, Place, People, Process, Promotion" (Spilker, 2017; Allen, 2023).

The Digital Marketing Manager at the Lebanese International University (LIU), Mr. Mohamed Mortada (interviewed June 4, 2021), indicated that "the university did not consider the marketing strategy through social media platforms to be the main one until the arrival of the Corona-19 pandemic, as the university believes these platforms have a psychological effect related to the type of material published, but they have not yet been widely adopted because their effectiveness and the extent of their reach to the public is related to the platform's algorithm that prevents them from reaching a large number except through paid promotion, which we only do in campaigns and important news". According to Mortada, "the university focuses on the "Facebook" and "Instagram" platforms and prioritizes answering students on all platforms as much as it has manpower. The university has developed a smart program that works on Facebook to create a post on Instagram to automatically answer common questions. Also, the university's digital marketing department collects ratings, reviews, and comments and sends a summary report to the responsible offices.

Marketing through social media platforms is one of the forms of paid marketing (push marketing), which also includes (Display Ads, Images and videos), (Ad Networks) and others such as (Influencers, Affiliates, 3rd parties) (Marketing Evolution, 2022). With digital marketing, marketers of higher education institutions can:

-Reach out to more students, parents, professors, and stakeholders,

-Reaching the right people within specific categories who fall within the target audience,

-Tracking everything, they need to know (track), and re-targeting those interested. For example, "Facebook" can be linked to the site by adding (pixel) code to track the movement of followers on the advertisement and request data about students.

-Obtaining a better return on investment at a lower financial cost (Return on Investment (ROI),

-Building targeting lists (Generate Leads),

-Make improvements quickly and easily, i.e., during the campaign, without having to wait for it to end.

Marketing Evolution (2022) justifies the use of marketing through SMPs, "With 5.03 billion of the 7.9 billion people on the planet routinely using the internet, digital marketing can reach 63% of the global population online. Almost 30% of customers would prefer to communicate with brands via social media platforms than in person" (para 9).

5.2 Recommendations

Universities are striving to be proactive in their reach, recruitment, and retention campaigns amid the dynamic events characterizing the higher education ecosystem. In addition, with the advent of the new Metaverse technology, the responsibility to establish two-way communication with stakeholders (Hampton, 2016) is a significant responsibility that needs careful planning and serious consideration of digital marketing strategy (Hermawan, 2019; Elyusufi & Tristanto, 2022; Bashir, Hejase, Yassin, et al.,

2023), capitalizing on social media platforms, and with what entails of investment in new Information and Communications Technology (ICT) applications. Along these lines, the following recommendations are suggested:

5.2.1 Consistency in Each Digital Marketing Campaign

Keeping a consistent process entails following several steps including defining business objectives; defining and setting directions for each of the main objectives; defining target segments to focus on; defining Key Performance Indicators (KPI); creating a metric map to evaluate digital marketing efforts, using a platform; performing a good website analysis; carrying on search engine optimization and social media platforms; implementation of real-time improvements based on measurement results; and finally diversification in the use of the technologies and services of each platform. These steps are consistent with other researchers' and experts' guidelines (Kusumawati, 2019; Solis, 2023). Table 21 illustrates a map that can be adopted and developed according to each university to evaluate digital marketing efforts (Social Metrics Map). However, it is recommended to adopt a metrics portfolio with a concrete series of metrics to monitor, measure, review, and act for improvement. According to a Rock Content writer (2023), the following portfolio of metrics is recommended to achieve informed digital marketing measurements for improvements: "1) Total Website Visits, 2) Traffic by Channels, 3) Inbound Links to the Website, 4) Number of New Visitors vs Number of Return Visitors, 5) Interactions per Visit, 6) Bounce Rate, 7) Exit Rate, 8) Mobile Traffic, 9) Click-Through Rate (CTR), 10) Cost per Visitor (CPV) and Revenue per Visitor (RPV), 11) Cost per Conversion, 12) Cost per Acquisition, 13) Net Promoter Score, and 14) Engagement Rate" (para 8). Adding to those, Hill (2023) posits, "According to the 2023 State of Social Media report, 'gaining a better understanding of customers' is the second most important business priority in the current economic environment" (para 24). In addition, Hill adds, "Social media is a goldmine of unfiltered opinions and conversations about your brand, competitors and product" (para 22).

Table 21. Social Metrics Map

Customers' Journey	Objective	Social media strategy	Social activity	Social KPIs	Business Impact
Awareness	Creating awareness	Expose target audience to brand content	Owned: Posts Earned: Influencers engaged Paid: Promotions, Boosts	Impressions, reach, cost-per-impression	SOV, ToMA
Consideration	Generating demand	Drive engagement of target audience with brand content	Owned: Posts Earned: Interactions Paid: Boosted posts, targeted ads	# of engagements, types of engagements	Visitors/traffic (online or offline)
	Driving conversion	Move target audience to	Owned: Posts with CTAs*	Link clicks, cost-per-click	Conversions (leads,

Decision		brand offers	Earned: Shared links Paid: Targeted ads with CTAs		downloads…)
Adoption	Delighting customers	Drive engagement with brand products/services	Owned: Customer interactions Earned: Responses Paid: Promoted customer content	Positive earned mentions, customer care (responses, times…)	Sentiment and Satisfaction
Advocacy	Inspiring evangelism	Activate customer influencers	Owned: Posts Earned: Outreach to influencers Paid: Boosted influencer posts	Earned impressions, reach, social UGC	Referrals, influencer activity, positive word of mouth, NPS

Note. Excluding Instagram Social Media Platform, it does not have CTA.

Source: https://media.sproutsocial.com/uploads/2020/06/Sprout-Guide-Social-Metrics-Map.pdf

5.2.2 Opening an Area for Discussion with Stakeholders and Listening to Their Criticism, Complaints, or Even Suggestions

According to Hermawan (2019), "The influence of the 'reference group' plays an important role and becomes one of the determining factors. Therefore, the testimony of alumni, existing students, and industry experts need to be the focus" (p. 68). In addition, Rock Content Writer (2023) suggests two metrics are useful here, the first is the "Net Promoter Score, which is a metric widely used to define the degree of loyalty of the customers. There is only one question sent in follow-up emails. How likely is it that you would recommend this company to a friend or colleague?" The second metric is "Engagement Rate, which is used on more than one channel, but is usually applied in social media strategies. The goal is to identify the percentage of the total audience that actively engages with the posted content, either through likes, comments, or sharing". Moreover, Solis (2020) emphasizes the use of "referral marketing" or simply stakeholders' created content.

Furthermore, sites like Study Portal (2023) recommend universities and other entities add stakeholders' reviews to their websites. "One of the most potent kinds of social evidence available online is reviews. As part of the democratization process brought about by the internet, it enables us, the users, to share our singular experiences with brands and products. Our innate desire for intimate, realistic, and affirming experiences feeds this behavior" (para 9). Kolowich Cox (2023) offers information about 32 possible sites that offer product reviews. What if universities provided this feature, and opened pages dedicated to student reviews on their website? Besides that, Hejase (2020) asserts that "HEIs have to continuously train and develop their human elements to guarantee a strong platform of efficiency and effectiveness. Lines of communication have to be open, transparent, and flexible involving all stakeholders, especially if adopting a student-centered strategy" (p. 2).

5.2.3 Using Social Media Monitoring Tools

Marketers are required to set measurable goals and collect data from the start of a campaign, to collect valuable information on progress, results, or setbacks. This makes it easier to review and correct them during the campaign. Among these tools is assistance in publishing, scheduling, statistics, analysis, understanding data, audience, monitoring, and follow-up. There are two basic types of tools: Social listening and monitoring tools and advertising tools. The first is used to monitor and analyze online conversations about a brand, a topic, competitors, and more. Through keywords, this tool helps marketers to analyze and target digital marketing (Marketing Cloud, 2023). The second is a big part of online marketing, driving the growth and success of most digital marketing activities (Barnhart, 2023).

The Internet, as it enhances the growth and success of most digital marketing activities. By using it, brands can improve their online visibility and position on search engine results pages. Table 22 illustrates a wide range of tools that can be used in analysis, digital marketing, and marketing via social media platforms and e-mail. Noting that there are no effective tools very good for LinkedIn because it doesn't allow third-party apps to pull data from its Application Programming Interface (API).

Table 22. Tools That Can Be Used In Digital Marketing and Marketing Analysis

Email Marketing	Social Media	Marketing Software	Analytics	Tool Type
Mailchimp, SUMO, Mailerlite, Drip, ExactTarget*, Constant Contact	Hootsuite, Zoho, Metricool, Tweetreach, SimilarWeb, The Latest, Nuzzel, Chat Salad, TweetChat, Mention, Icon square, Buffer, Later, Squarelovin, Pixlee, Crowdfire, Later, Minter.io, Smartmetrics, Union Metrics, Keyhole, Sprout Social, Socialinsider, Social Pilot, Klipfolio, Whatagraph, LinkedIn native analytics, Unfollowers, DoesFollow, Socialbakers, Commun.it, Hashtagify.me, Spruce, Tweetshot, Twitter Analytics, Whatagraph, Tweet Reach, TweetDeck, Tweet Binder, Twitter Lite, Tweetbots, WP Twitter Auto Publish, Buzzsumo, SocialBro, Awario, Brandwatch, Talkwalker, SentiOne, Agorapulse, Digimind Social, Oktopost, Studio, HowSociable, Sumall (aggregator)*	Hubspot, Elpuqa	Google Analytics	Example
Subscribers, Opens/clicks, Churn rate	Followers, Likes, Subscribers, Engagement	Lead volume, Quality scores, Customer conversions, Lead and customer conversion sources	Visitors Behavior, Traffic sources	Data
https://moz.com/: Ranking and authority				

Answerthepublic.com: Helpful for Content
A site that includes 20 tools used in digital marketing, indexed and detailed:
Chatterjee, M. (2023, November 8). Top 20 Digital Marketing Tools for 2024

According to Hampton (2016), two-way communication must be available in the universities' approach to deal efficiently and effectively with its most important stakeholders the students.

To facilitate the process of communicating with students via private messages (messengers), important tools are available to organize answers to common questions on "Messenger" and many social media platforms, without the need for managing the page to respond in a human way, which saves time and effort on both sides. The following tools are the most popular:

[1] Dialogflow tool: Creates state-of-the-art conversational agents with Google AI. According to Google Cloud (2023), this tool "Supports rich, intuitive customer conversations; provides one comprehensive development platform for chatbots and voicebots; and there is a community of over 1.5 million developers building with Dialogflow" (para 3). It enables marketers to organize related questions so that the next question appears according to the answer to the current question. This tool only needs a programmer at the beginning to develop how the questions will appear (Interface).

[2] Chatfuel: "the world's leading chatbot platform for Facebook Messenger. It is used by 46% of all Messenger bots" (Bot Penguin, 2023, para 5-6). In addition, "With Chatfuel, anyone can create conversational chatbots powered by AI in real-time, without having to know any code. For Facebook and Instagram message services, this unified chatbot platform is a great help, enabling users to efficiently manage automated chats" (para 9-10). However, to ensure the success of this tool and its role in reducing time and effort, marketers are supposed to think about every common detail that a student can bring up.

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Notes

Note 1. Backed by the largest community of SEOs on the planet, Moz builds tools that make SEO, inbound marketing, link building, and content marketing easy.

Note 2. Ubersuggest is a FREE Chrome extension and a powerful SEO tool that shows you keywords monthly search volume, CPC, and competition data. The Ubersuggest extension will not only provide insightful data related to a specific keyword query on Google™ but also on sites like YouTube™, Amazon™, and more.