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**The role of social media marketing in the higher education
sector**

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Abstract

1. Keywords of the thesis

- a. Social media
- b. Higher education
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- d. Instagram
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2. Main academic sources:

- a. Eger, L., Egerová, D., Tomczyk, L., Krystoň, M., & Czeglédi, C. (2021). Facebook for Public Relations in the higher education field: a study from four countries Czechia, Slovakia, Poland and Hungary. *Journal of marketing for higher education*
- b. Herczegh, J. (2022). Az IKT mint közösségépítő eszköz a felsőoktatásban: A Debreceni Egyetem Nevelés és Művelődéstudományi Intézete Művelődéstudományi és Humán Tanulmányok tanszékének esete. *Közösségi Kapcsolódások-tanulmányok kultúráról és oktatásról*
- c. Loitongbam, S., Sorokhaibam, R., & Singh, S. S. (2023). Social Media as a Marketing Tool. *Journal of Law and Sustainable Development*

3. Abstract

The research aimed to show the social media activity of five chosen higher education institution and compare them to their current and former student's opinions and preferences.

The social media analysis was made through examining the five chosen university's Facebook and Instagram page activity and content, and the reactions gained on them between 1st of January 2023 and 31st of December 2023. The universities were chosen based on the HVG Diploma 2024 ranking, where the first four universities with economic faculty were chosen, completed by one extra. For student opinion data collection an online questionnaire was distributed, where the data collection method was snowball sampling. The sample was unrepresentative, which means the conclusions apply for this analysis but not necessarily in general.

The collected data showed that there are slight differences between the actual contents and the student preferences. Only around half of the responding students are following any of the official social media pages of their university. The university students, and former students mostly want to see content about university life and studies, basically content that helps them in fulfilling their studies. The content types the universities are using on their Facebook page, are mainly matching the ones that the students are looking for, but in case of Instagram these two data did not match. Another important finding is that universities should be focusing more on Alumni community related communication, if they have one, and want to recruit graduating students to join.

The communication on Facebook and Instagram showed differences, even though the content type categories were the same (Achievements, Competition promotion, Education, Events, Ranking, Recruitment, Competition promotion and University life), the difference was in the amount these categories were represented on the sites.

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1. Introduction

The main reason for my topic choice is my interest in the field of marketing, especially the digital form. Social media usage and marketing in the higher education sector is an exceptional aspect. The industry itself is outstanding because the potential clients' needs are unique, and the choice of the institution at the age of 18-20 can have a massive influence on their future careers.

My study will examine higher education as a service, focusing on the social media presence and mostly content marketing activity on their Facebook and Instagram sites. I will only look at the unpaid marketing activity, so the paid advertisements will not be included. First, I will examine the “product” as a popular service among all ages, where the competition between the institutions is vast. There are a lot of government-financed universities or other institutions that non-profit organizations lead, and there are a few private ones, like the Budapest Metropolitan University. An interesting aspect is the difference between governmentally or non-profit financed universities and private for-profit universities' marketing activities and communication. The way they treat their students and communicate with them is very different. I have experiences from both sides, and there is a huge difference between how a private university treats the students, how the information flow is going, how they communicate with the students, and how they are helping them fulfill their studies.

I will go through the importance and role of social media in the higher education system as a sector and examine more detailed the importance of social media usage as a communication channel and an owned marketing tool.

After that, I will examine scientific sources about the importance of social media presence through the growing role of social media usage and marketing in almost all sectors in the last decades. I will compare the social media presence and usage of private, like METU, and non-profit organization-financed universities, like BGE and Corvinus, because their differences can be exciting.

My research will contain an analysis of the biggest and most famous universities' social media sites in the economic field in Budapest, which are the following: Budapest Business University (BGE), Budapest Metropolitan University (METU), Corvinus

University of Budapest, Budapest University of Technology and Economics (BME), Eötvös Lóránd University (ELTE) and the Corvinus University Budapest.

My other research will examine the students currently studying at universities and the alumni. I am interested in the university's communication effectiveness and strategies to connect with their students, for example, and how it helps to attract them to choose the university for further education, like a master's degree or any post-graduate training. Social media communication is not the only factor influencing the decision; it can take a more significant role if it is efficient and well-targeted. The communication has to contain important information, fun facts, exciting events, and facts about the university and its operation. Social media communication and everyday experiences can convince students to stay for further studies or alums programs. I am interested in how the university's communication or lack of communication, the style, and the information it communicates influenced their choices during their studies and after graduation.

Social media as a marketing tool is gaining a massive part of today's marketing strategies. This form of advertising is the easiest way of promotion and also the most accessible, which is very attractive for all sizes of enterprises and makes promotion and communication with the target group easier and closer. Social media usage as a marketing communication tool is different for every sector. The difference can be found in how they use it apart from advertising, for brand building and other purposes, like connection building and engaging communities.

The competition among higher education institutions is increasingly high, according to Girardin et al. (2023). In the last decades, external factors have increased the competition between the institutions. The exciting thing is how the universities can stay on the market through their brand authenticity and public communication, which can be easily managed with well-organized online communication together with the paid advertisement appearance and offline communication.

The younger generations often use online sources to gain data about anything connected to their interests, such as the university where they study or want to study. These generations use online platforms to find free-time activities and university events. Therefore, most universities and student unions use a Facebook group or page to organize and promote events, with supporting activities on Instagram and sometimes other platforms.

For the university's reputation, it is essential how the student organizations and the student union operating under the institution's name behave online. It has a massive influence because the students' behavior gives feedback about the university. Acting along the norms the university represents and showcasing a consistent image through online and offline communication is crucial. The official university sites also have to define the same image to ensure the university's reputation.

During one's university career, lots of events, parties, and other social gatherings take place that are available for current students, and to attract them to attend these or take part in organizing them, the university and its student organizations have to communicate effectively online, apart from any offline promotions. To build the school community, and later the alum community, the university, and the student union have to build up an engagement with the students during their studies to be able to build an influential and well-working alum community, which they can count on later. It can be desirable for current and possible new students if successful businessmen and women are willing to come back occasionally for lectures or events and share their experiences.

My study will mainly focus on how universities try to achieve this engagement and how students experience it. It is important to note that I will only examine the unpaid activities.

2. Literature Review

In the last decades, the importance of higher education has grown, and the need for up-to-date knowledge has gained higher importance. The basis for economic development and individual careers is to train highly skilled professionals who can fulfill the standards. Evaluating the quality of higher education service is facing changes as the economy and the environment change. The requirements coming from the market, especially the labor market, are changing and will need faster adaptation from higher education institutions, increasing the competition among them. Institutions face tremendous challenges today when trying to adapt to these fast-changing market trends, which leads to a decrease in quality. When they are teaching outdated models, teachers are not able to adjust their materials to the changes fast enough. Other challenges come up, like obsolete teaching methods, which lead to pressure on traditional teachers and institutions but also give the opportunity to change into a market-centered educational institution. The quality of education is defined by the value it adds, how ready-to-use the knowledge the students gain, and the university's improvements. (Štimac & Šimić, 2012)

According to research (Štimac & Šimić, 2012) on the higher education sector in Hungary, Croatia, and Slovenia, which defines marketing as an essential improvement factor, the main difference between public and private institutions is how they spend and are willing to spend on marketing. The funding makes the difference between their spending willingness of the university, and since private universities are for-profit organizations and public universities are non-profit, their budget for marketing may be different. The aims of the two types are very different. The fact is that universities face the effect mentioned above of the changing market environment and conditions where they have to offer something value-adding for the potential customers, satisfy their needs, and still comply with governmental standards and regulations. The main goal of the university's marketing activity is to create an image and a good reputation and get new and alternative resources. The same research highlights that in all three examined countries, the competition is increasing in the European market as well as in the domestic market. Since the Bologna system was introduced, the competition has grown, and instead of competing only with domestic universities, all the European institutions are in one giant field. By 2012, over 50% of the institutions in Hungary and Croatia were private and profit-oriented.

2.1. Growing importance of social media

In the last decade, the importance of social media for communication, advertising, and teaching has grown rapidly. As a tool that is present in almost every aspect of our lives, the Internet and the tools it provides have gained massive importance for both students and professors during the educational process and community building. It has become evident that these tools are used for educational purposes in both formal and informal ways. Formal ways are the surfaces and platforms created and used by the university for communication, and informal ways are those created and used by students. The COVID-19 crisis has pushed this change forward faster because both the students and the universities were forced to find a way of communication that allows professors to communicate with their students without physical connections. It has accelerated the digital changeover of the institutions. The institutions consider the Internet using ability of the students as given and build their online presence based on that. They assume that based on the guidelines and the information provided by the university, they will be able and willing to create informal platforms for knowledge sharing, such as Zoom, Messenger, and Facebook. Higher education aims to prepare and motivate students to find creative ways to create and participate in a knowledge-based community. (Herczeg, 2022)

2.2. Content marketing

Content marketing is when businesses create and share content in connection with their activities to engage with their consumers and create a community. It is a crucial aspect of digital marketing, which is crucial to establish trust and customer loyalty. Engagement can be measured by monitoring the reactions and engaging with people who are regularly commenting and sharing the posts of the business. The metrics that can be used for measuring content marketing results are the following: the company can measure the visitors number change on the website, the social media page views, the number of subscribers on newsletters (if there is newsletter), number of followers, and the average time spent on the business' website. (Baltes, 2015) There are several other metrics that can be used to measure performance. Besides social media page views, number of followers and reactions we can observe other aspect of the interaction between the page owner and the follower. For example, we can monitor the post and content types through which we will be able to draw important consequences. This article misses a lot of important metrics and aspects of measuring engagement and effectiveness.

The effectiveness of social media usage depends on the content quality and the value addition. It helps to enhance brand recognition and promote services and products cost-efficiently. By generating activity and providing space for feedback that is available to the public, it offers time-efficient solutions for higher education institutions to get to the target audience and increases the number of enrolled students together with the revenue. It also provides the opportunity to offer customer service without additional costs, such as phone costs. (Aman & Hussin, 2018) Content marketing is an essential aspect of a business' marketing activity.

Another study says (Lund, 2019) found that organizations use social media for marketing, even if it is not direct marketing; the final goal of being active on social media is to attract possible customers, who, in this case, apply to the university in the end. "Direct marketing consists of any marketing that relies on direct communication or distribution to individual consumers, rather than through a third party such as mass media." (Kenton, 2022) This means direct marketing is the activity operating on the advertiser's own channels. These activities, which they refer to as direct marketing, are directly communicating about possible purchases and pushing the consumer to buy the product or service offered. What the author is thinking of here is that for a business any communication's final goal is to get the consumer to purchase the goods. Whether it is a brand building or community building, they build it to attract consumers to buy. The author brings the example of a sports team where the social site is not directly filled with "buy tickets." Still, the purpose of posting about the team's life and everyday activity is to make the viewers excited about the team and attract them to see the matches and purchase tickets. The primary hypothesis of the research is the same as that of universities, which post about the achievements of students, alums, and professors to attract the younger generations to apply there. The author here refers to the importance of content marketing. "Content marketing is the process of creating and sharing useful online content like blog posts, guides, and videos to attract and engage customers." (Silva, 2024) The main purpose for universities to use social media, especially Facebook, is that they want to engage with current and alumni students, intending to get them to recommend the university. They often post about the university's work, achievements, and university life. This kind of presence brings brand awareness to the university, especially if they post their achievements and get published by any news organs. The universities often also post about the campus and university life, or introduce the campus, the new happenings, or constructions around or inside it, and also promote the opportunities that are given for

students, for example, sports clubs, or any other thematical clubs. The critical question is that who the target audience is for the university's Facebook page. The potential students, who are following a university's Facebook page are likely to attend that university. Still, a study (Rutter et al., 2015) says that financial supporters can also be a target audience for the institutions. The effectiveness factors of this marketing activity are not well known yet, but they still seem to be effective.

2.3. Social media marketing for higher education institutions

“Social media is a term used to describe the type of media that is based on conversation and interaction between people online” (Strauss & Frost, 2012, p. 306). Social media is a multilateral element of the promotion mix and communication because it lets the organizations talk to their customers; it also allows the customers talk to each other and the company. Public relations offer a wide range of tools to engage with the audience. Universities in Central Europe have begun to use new techniques to engage, including social media, where they use new activities to manage their brand and customer relationships. The importance of branding, reputation, and recruitment has grown significantly, along with the competition among institutions. Today's social media has a huge role in brand reputation and educational reputation image; through this, students require universities to have social media sites where they can gain information about basic university life and achievements. Due to the social media usage of their target audience, the young generation, the number of universities that use social media has grown significantly. This leads to competition between the university social media sites' efficiency; the competition is no longer about being present or not. A well-managed brand brings several advantages to the competition for universities, which motivates them to use these platforms for everyday communication. When making a decision, brand reputation and awareness bring associations to possible customers, which is essential throughout the application process. The brand is closely related to the quality of education; the international reputation is as important as the domestic one, which means that the research made by the university's professors and students is as significant as the quality of education. Universities have to represent and show their values to attract possible students. The labor market demands highly skilled professionals from acknowledged educational institutions with international knowledge. This decision, unlike any other purchasing decision, is one that creates a life-long bond between the service provider and the customer. By signing up for a degree, the student links him- or herself to the university's name, and it

will appear at every critical stop on their career path. Most of their professional relationships will be established during their studies, which is a considerable responsibility for the university. Facebook has become an unavoidable step in communication with customers and potential customers. It is the most common tool to build communities, connect, and stay in touch with them. (Eger et al., 2020)

“The higher education institutions sector it is considered one of the most important sectors in developed countries because of its great contributions to the development process.” (Salem, 2020, p. 192). A comparison between faculty members and students states that faculty members are less likely to use Facebook and prefer to use more traditional channels for communication, such as e-mail. This difference leads to less social media communication, resulting in lower student engagement. (Roblyer et al., 2010)

Traditional marketing is when the advertiser reaches the audience through offline media, such as billboards, newspapers, television, or radio. When talking about social media marketing, we are taking those activities that are building brand and community while also increasing sales and sharing information about the product or service through social media sites, like Facebook and Instagram, and also a lot of others. Social media marketing efficiency is higher than any offline surface, and the targeting is made easier through algorithms and the enormous amount of data provided by the platform owners. Altogether, the available information and the availability of the platforms make communication and advertising easier, more effective, and efficient. (Loitongbam, et al., 2023) The statement regarding the efficiency of social media marketing is debatable. As an average statement, it is not correct since there are areas or specific businesses where this statement is not applicable. For example, in case of any service where the need comes ad hoc and suddenly, like a tire fixing company or towing company, social media is not the best platform for advertising, their primary advertising mode is usually Google Search ads. The most efficient platform for advertising depends on many aspects, such as the product or service offered and the marketing budget of the company, but it mainly depends on the target audience.

Universities must rearrange their social media advertising strategies according to the newest social media trends and usage. They have to take into consideration how their target audience is using social sites and adapt to these habits to be able to engage with their audience. (Amalancei et al., 2021)

“Facebook can be considered the largest virtual community, and it allows developing online brand communities” (Eger et al., 2020, p. 5).

Facebook and other social media sites rely on their algorithms to determine the activities of users. Based on the interactivity, it offers the content they may be interested in. Universities should shape their content and interactions based on this knowledge, and they should aim to create interactivity in their posts on social media, either with them or between the audience. They should raise questions that provide interaction, and the algorithm can notice them. If they use these platforms consciously, they can even bring communication out of the classroom and extend it into the online space, which opens new learning opportunities. (Vaughan et al., 2022)

It is important to note that the universities have to take into consideration how high school students are gathering information before making their choices about university selection. Since the interest in social media has grown in the last decades and the younger generations use it to gain information, universities have to put a big focus on their presence. Also, this trend must be considered during the communication with current and former students. Still, the older generations have to be involved, as alumni, but they can also be current or possibly students. Hence, the institutions must consider several communication methods for the different generations. (Umesh et al, 2022)

Another study states that European universities, especially Eastern European universities, face the challenges of recruiting students from their own countries, who tend to choose Western European universities instead of domestic ones. Due to this, Hungarian higher education institutions are forced to recruit international students and exchange students as well and have to find a balance between the content made for domestic and foreign target audiences. For international students, the most important factors when choosing their university are the reputation of the institution and the quality of education. (Wu & Naidoo, 2016) According to the official Hungarian application website, this statement is not applicable. Felvi. hu’s newest statistics about the spring semester application process for courses starting in February shows that for 1 178 published places, 5 813 students applied. This means that there were 4,93 times more applicants than places published by the universities in Hungary. The same statistics for the general application period in 2023 for the courses starting in September show that for 11 209 published places, 126 449 students applied, which is 11,28 times more than the places published. (Felvi.hu, 2024)

There are although challenges in using social media platforms for communication and marketing as these sites cannot be so strictly monitored by the operator (the university) as for example, a website, which is entirely in the hands of the operator. Strict monitoring means that they can hide and show whatever they want to on the site. The moderation of the content on social media has to be consistent. Consistency in moderation means that the social media sites by Meta show some moderation made by the owner of the page. For example, if the comments are restricted or limited, they can be seen by the viewers, which may lead to a loss of trust. They have to avoid over-moderation because it can lead to reputational damages, and at the same time, for the same reason, it has to be monitored closely. Finding the balance between over-moderation and the acceptable amount of moderation is hard but necessary for the operation of the page. (Xiong et al., 2018)

In terms of marketing, universities are more likely to use social media as their primary platform for promoting and marketing activities because it appears to be much more effective than using their website. However, having a well-operating website has a favorable effect on potential students' decisions when choosing a university. (Salem, 2020) I have tried several keywords in Google because it would be logical to assume that they use search advertisements, but no university ads have come up. The search was not made during the time of the application process, when these ads would be beneficial. Still, besides social media ads, it would be good for universities to use this kind of advertising method during the period, but with a lower budget, it could run all year long.

The development of social media usage brings a new perspective to the world of teaching and learning. It brings a new viewpoint, where the educational players have to adapt to the new level of creativity, multitasking, and decreasing ability to focus. The conscious use of today's technology through social media can help to keep the boundaries in order to avoid getting lost and overwhelmed by the amount of information provided. By keeping these guidelines, communication with the community can be made effective. (Szűts, 2022)

Besides using social media for recruitment, universities often use it for engaging with current students; the paper examines the effect of the electronic word of mouth (eWOM) phenomena on consumer behavior, the influence of quality on loyalty, and the role of social media in information sharing between students. This study summarizes the importance of these factors in enhancing relationships, brand loyalty, and image. Improved social media engagement and strategies focusing on engagement have a positive effect on brand and customer loyalty in the higher education sector. (Song et al., 2023) Engagement on social

media is significant. An article (Eckstein, 2024) says that “Without engagement social media is just media.” (Eckstein, 2024) People use social media to connect with other people and brands. Engagement is how people collaborate with social media accounts and their content. It can refer to various actions such as likes, comments, direct messages, shares, clicks, saves, or mentions. By measuring these aspects, the operator could identify if the content shared is satisfying the audience.

Instagram is also gaining a considerable part of the marketing mix of higher education institutions, as they can reach their primary target audience there. Because of the role the Internet takes in our lives, social media is a very effective platform to engage and recruit communities; many global and small domestic businesses have begun to use Instagram as a promotional tool because, on this platform, the younger generation’s usage rate is much higher than on Facebook. To be able to reach and interact with students, universities should use Instagram. (Rusle et al., 2021)

The effectiveness of social media usage depends on the content quality and the value addition. It helps to enhance brand recognition and promote services and products cost-efficiently. By generating activity and providing space for feedback that is available to the public, it offers time-efficient solutions for higher education institutions to get to the target audience and increases the number of enrolled students together with the revenue. It also provides the opportunity to offer customer service without additional costs, such as phone costs. (Aman & Hussin, 2018) Content marketing is an essential aspect of a business’ marketing activity. It’s one of the best ways to build reputation and credibility while connecting with the audience. (Floam-Greenspan, 2022) Reputation and credibility are essential for any business.

2.4.Social media usage of Generation Z

According to the Pew Research Center (2019), we take those born between 1997 and 2012 to Generation Z. To define the generations; they are taking those events and happenings that influence people’s lives, and those belonging to one generation, who face similar challenges in similar life stages. (Dimock, 2019) There are several other aspects and time frames for defining generation windows, but this is a standard time frame for Generation Z.

The generational gap today makes it harder to communicate with several generations simultaneously with the same message. Generation Z has quite different habits, work ethics,

professional and behavioral attitudes, and learning and motivational skills than the previous generations have. Generation Z is the first generation to use the Internet and social media for content and information sharing, searching for data, and participating in online events or games. It is not a learned skill but a gained skill for them as they grow up. Gen Z prefers to have online communication and interaction; they like to be valued, and this allows them to give and follow feedback on brands, products, or services they are or want to be using. This generation is the biggest consumer of social media content and has a strong bond with online presence and technology. Generation Z is also called the 'Tech Innate', as they were born into the world of technological innovations and had been using smartphones, laptops, and tablets since their childhood. The skill mentioned above that they gained growing up is related to the availability of technology in their lives. (PrakashYadav & Rai, 2017)

A research article (Euajarusphan, 2021) on generations' social media usage says that while the boomer generation, who are those who were born at the end of World War II, used social media mainly for relationship development and staying in touch with friends and relatives, members of Generation X and Y. Generation Xs have grown with the development of the technologies, Ys were born when the development started. Generation Z has grown into the world of these technological tools. The generation who raised Generation Z was already familiar with the technologies, which is why they have a very different approach. Generation Z is the one who, as mentioned, was born into this era. Since they don't yet have or had responsibilities like paying facilities or loans, they have a very different approach to using social media, which is way more efficient than any other generation's usage. Generation Z is mainly using the Internet to use social media; this makes their online presence more confident and a part of their daily lives than the other generations' presence. This leads to the fact that Generation Z uses social media the most, which can also be explained by their better abilities to use it. Their most significant advantage is that they were born into the world of technological innovations.

Lately, for universities, social media has become a tool that is widely used for engagement because of its ability to reach multiple people and target audiences at once. For universities, it means a fast-evolving platform that provides a more accessible opportunity to connect with Generation Z. (Rospigliosi, 2019). Most of the mediums are able to reach multiple people, like TV or billboards. The reason for using social media for engagement is more the opportunity for interactiveness and connection building. Since communication is one way through other mediums, communication is mutual on social media.

According to Paw Research Center, Facebook is no longer the most significant player in the field of social media among teens. The usage of YouTube, Instagram, and Snapchat is much more common among U.S. teens. (Anderson & Jiang, 2018) Facebook is still the platform that has the most users worldwide, but this study asked U.S. teens about their social media using habits, and the responses showed that they are using the three listed platforms more than Facebook. According to data from January 2024 (Datareportal, 2024) worldwide Instagram is the most popular social media platform based on the number of users between the age of 16 and 64. On this scale Facebook is on the third place. In Hungary the total number of Facebook users at the beginning of 2024 is 5.35 million, but it is constantly decreasing. The number of users on Instagram is 2.7 million and the number is growing. (Datareportal, 2024)

Generation Zs crave new technology and continuous availability of fresh news, together with any new consumer goods. This generation's knowledge is superficial because of the fast-moving environment in which they live their 'always-on' lives. They do not have enough time for themselves to go deep into different topics and aspects. Their mentioned 'always on' lifestyle gives them the required flow of information and connections. They are described as a realistic generation compared to the previous generations and value communication a lot, which plays a massive role in their lives. (Pásztor & Bak, 2020)

3. Research Methods

3.1. Research questions

My first research question is where should universities be present more on Facebook or Instagram? If their target audience is Generation Z (people born between 1997 and 2012), they should be using Instagram more actively. Recently, I assumed that Facebook had grown “old” and that the younger generations were trying to avoid it. They are available on Instagram more than on Facebook. Universities should be using social media sites to suit their target audience. If they are primarily targeting the younger generations, they should put a more significant focus on Instagram presence and use Facebook for communication with the older alums.

The second research question is whether universities should post more content targeting their current students and less about recruitment because current students are more likely to follow social media pages than senior high school students. I assume that primarily current students are following the universities’ social media pages; through this, their communication and content should be focused on satisfying their needs.

3.2. Social media analysis

I will analyze the social media sites and communication of the leading and most famous universities in the field of economics in Budapest. This analysis will help in answering both research questions, since the data gained will give a base for the analysis and the questionnaire, where I will be able to compare the student’s content preferences to the actual content shared. As I mentioned before, I will be examining the following five universities, based on the HVG Diploma 2024 list, but only including the ones operating in Budapest:

1. Corvinus University of Budapest (Corvinus)
2. Eötvös Lóránd University (ELTE)
3. Budapest Business University (BGE)
4. Budapest University of Technology and Economy (BME)
5. Metropolitan University of Budapest (METU)

The Budapest Metropolitan University is not on the Top 10 list by faculties, but I will include it in my research as the university I attend. These institutions all have several

social media sites, both official university and student union sites, and some of them have other profiles for practical purposes. I will include only the official Hungarian university Instagram and Facebook pages in my research.

The HVG ranking is made by considering the number of students that were accepted and gave the university as the first choice of their application list, the accepted students' average points, the rate of those who were accepted with language exam, the achieved competition result by accepted students, the excellence of professors and the publication rate. The Metropolitan University of Budapest is the 25th on the list.

Several aspects are essential in analyzing an institution's or organization's social media activity. The analysis will contain basic information, such as the number of followers compared to the average number of reactions to posts (likes, comments, and shares in the case of Facebook, likes and comments in the case of Instagram). The analysis will be done manually. I will examine the content type they are using, how many videos and photos they post, and, on Facebook, how many posts and links they share from other pages or profiles. Also, I will categorize the content they are posting, which means that I will examine what they are posting about, for example, recruitment, university life-related content, or events.

The data collection will be done by going through all the social media sites and taking all the relevant information and numbers in a table, where I will be able to analyze them and prepare the needed calculations for the analysis, together with the visualization in tables and diagrams.

3.3. Survey

The research will include a survey that will detect how the target audience is responding and how efficient the communication is regarding current students following and gathering information from social media and former students to join the alum community and participate in the relevant events. I am also curious about the content types they would like to see on the social media pages of their universities. This survey aims to answer the first research question.

The prepared questions focus on how the students use the social media sites of the universities and the student unions, if they are following them, to get information, and what they think about the universities' efforts to engage students.

There were five main sections in the questionnaire, which aimed to make it easy to understand and fill and also make the results easy to categorize and summarize. The first section, in chronological order, was the filtering section, where those who do or did not attend the universities that were examined in the social media analysis were driven to the end of the survey. The second section was about the content and post type preferences, where the goal was to gather information from the respondents about the post and content types they like to see on social media. The third section was about whether they follow the specific university and student union social media pages and how they rate the content they share. The fifth section was about the alum community, whether they joined or want to join it when they graduate, and how they like it or what they expect. Additional questions were added about demographic data and whether they follow any student organization's social media page.

The data will be collected through snowball sampling, which may result in an unrepresentative sample, where no concrete conclusions can be taken away. Still, suggestions for the future or future research can be made. For complex data analysis JASP-0.18.3 Apple Silicon version will be used, besides the own analysis.

4. Results of Research

4.1. Social media analysis

This analysis was made in Excel based on the criteria that were listed before in the research methods section. The analysis shows the different posting habits and contents of the different universities on the two examined platforms. It also shows the number of reactions they got to the posts, both on average and in numbers. Five universities in Budapest were chosen, which were the following:

1. Corvinus University of Budapest (Corvinus)
2. Budapest Business University (BGE)
3. Budapest Metropolitan University (METU)
4. Eötvös Lóránd University (ELTE)
5. Budapest University of Technology and Economics (BME)

4.1.1. Facebook analysis overview

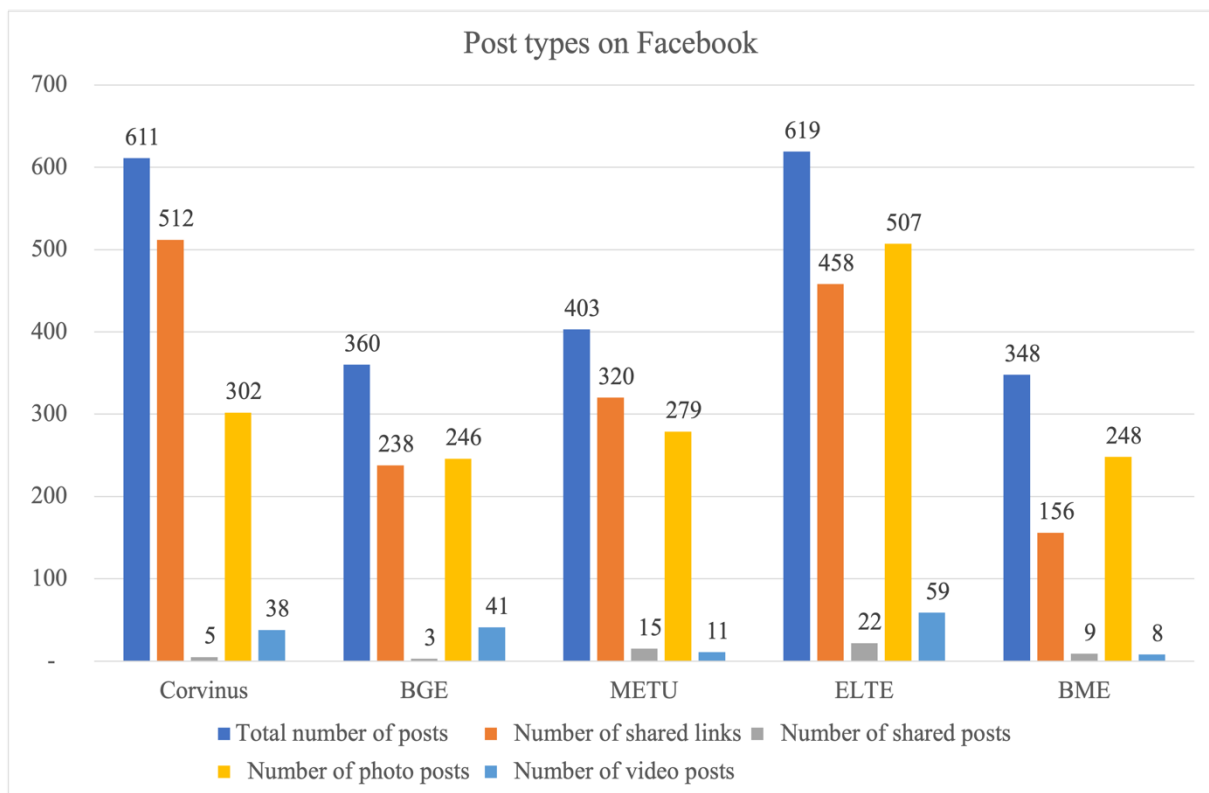
On Facebook, huge differences can be observed in the number of posts in the year 2023. The 1. Table “Posting and Engagement on Facebook”, in the first row, shows the number of posts by each examined university. Corvinus and ELTE were at the top, with over 600 posts, which does not necessarily mean higher efficiency, as the number of reactions is shown in the second row. METU and BGE, with a little more than half of the number of posts, reached almost the same total number of reactions, as shown in the second row, as the two universities with over 600 posts. The total number of reactions contains all the reactions that a user can make on Facebook when seeing a post, all together in this number; there are the number of shares, comments, and likes (the different reactions, that can be chosen instead of liking posts on Facebook, are shown as likes). The effectiveness can be measured better in the average number of reactions because that shows how many reactions they get for one post on average. Based on this, the most effective university is BGE, where the average number of reactions is the highest, with the second-lowest number of posts in 2023. Despite the high average number of posts, Corvinus and ELTE only come in third and fourth place in the case of effectiveness. BME got the lowest average of posts and reactions, meaning

they must improve their strategies. All universities use informal tonality on their Facebook site, which makes it easier to connect with their target audience.

	Corvinus	BGE	METU	ELTE	BME
Number of posts in 2023	611	360	403	619	348
Total number of reactions	23 656	31 895	35 265	32 673	10 508
Average number of posts per day	1.67	0.99	1.10	1.70	0.95
Average number of reactions per post	0.02582	0.06957	0.06353	0.03111	0.01928
Tonality of posts	Informal	Informal	Informal	Informal	Informal

1. Table Posting and Engagement on Facebook, Source: Facebook, own analysis

The differentiation between post types split up the posts into four different groups, the four groups were based on the shared content type. Most posts contain shared links on every university's Facebook page. These can be links to articles about university life, achievements, or links to events. The second most shared type is the post that contains photos. In this case, the number of photos shared in the post was counted. The shown number does not add up to the total number of posts because, in the case of photos, the total number of photos shared in 2023 is shown, as well as in the case of videos. The posts were not split up by the number of photo or posts, but the total number of photos or videos shared were summarized. In almost every case, the number of shared posts, which means that they share content from other users or Facebook pages, is the lowest.



1. Figure Post types on Facebook, Source: Facebook, own analysis

The post contents were categorized into eight other groups that were applicable to all university pages. The groups were estimated during the analysis based on the common groups of topics that were mentioned on all sites.

The eight categories were the following:

1. Achievement: Any student's or professor's achievement, and also former student's achievements.
2. Competition promotion: Any scientific external or internal competition or scholarship tenders that are not provided by the university.
3. Educatio: An event where university representatives can meet potential new students, the high school seniors.
4. Event: Events organized or hosted by the university, containing event promotion, showcase, or report.
5. Holiday: Remembering for National Holidays, for example, the 15th of March, 20th of August, or holiday wishes for Easter, Christmas, or New Year's Eve.
6. Recruitment: Any post that is connected to recruitment. The open days, when high school seniors can visit the university, information about the admission process, or any other advertising post that targets high school students.
7. Ranking: Posts about rankings, where the university is mentioned, both domestic and international (like the HVG Diploma 2024 list).
8. University life (Uni life): Anything that is connected to university life, and the target audience is the current and, or former students. Alumni communication on the official social media page is also included here.

4.1.1.1. Facebook analysis for Corvinus University of Budapest

The above-mentioned content groups for Budapest Corvinus University can be seen on the 2. Figure. 48,61% of the posts were about university life, where a lot of content can fit in. Corvinus posted many things that apply to current students and are about the campuses, deadlines, opportunities, or student organizations, but the graduation ceremony also comes here. These contents aim to connect with the current students at the university.

24,88% of the posts were about different kinds of events. The university organizes a lot of events for the students and the professors as well separately as together. Many scientific events are available for students, and they also take part in the Hungarian event “Researchers’ Night. The posts that belong to this category were event promotions, showcases, and reports. The university was posting about the upcoming events and the ongoing events and was also reporting how they went after the events. All three are very important in getting the students and professors to attend these events. By posting about the events and showing how they went, what those missed, and who did not take part, they can get them easier to take part in the upcoming similar and other kinds of events.

1,96% was about Educatio, which is a recruitment event in Hungary, usually taking part in an event center in Budapest, and most Hungarian universities represent themselves. It is a three days long event where the senior high school students can get to know the institutions through the eyes of current university students, primarily those who are members of the Student Union. Sometimes, professors, the rector, or deans also represent the university at this event. This is the most famous event for student recruitment in Hungary.

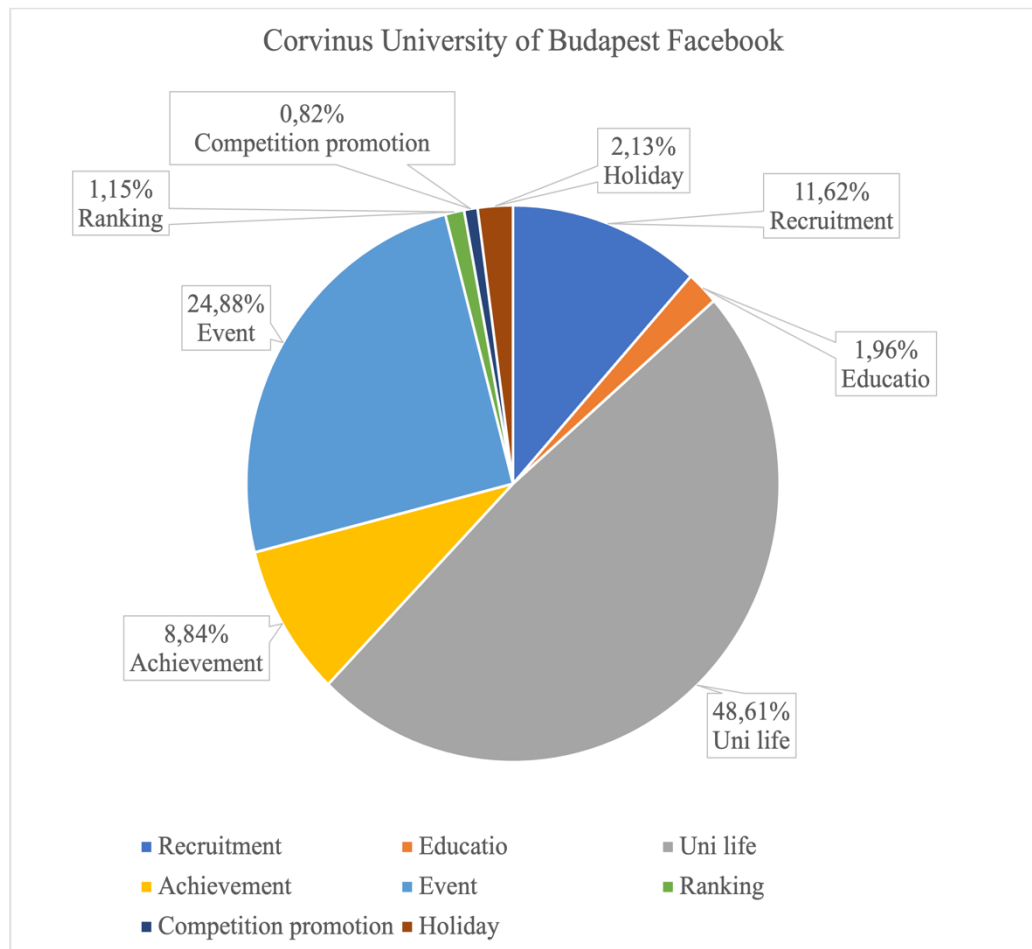
11,62% of the posts were about recruitment. The posts were about the admission process; they were also warning high school seniors about the deadlines and helping them in any way they could, for example, with guides for the successful application process. This can be attractive for potential new students if they see that the university is helping them, even when they are not yet studying there; it can give them confidence for the future that they will not be left alone during their studies as well.

In this case, 8,84% of the posts were about achievements, and 1,15% were about rankings. A good place on a university ranking scale can also be considered an achievement for the university, but it is also attractive in terms of recruitment for possible new students. A good ranking position means the degree is valued more, in scientific terms and also in the

upcoming work life. The achievements of current and former students and professors also raise the university's reputation.

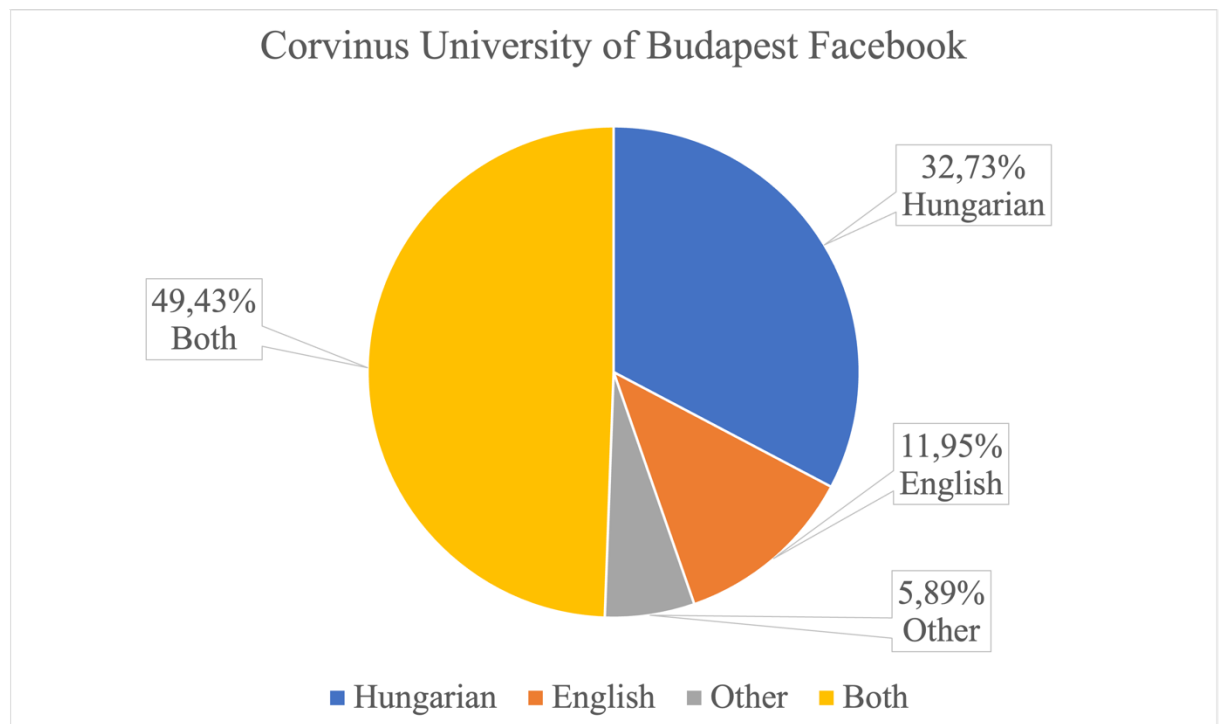
Competition promotions were in 0,82% of the posts. These can be external scholarship opportunities or internal and external scientific or academic competitions. Students taking part and achieving results also contribute to the university's reputation.

In 2,13% of the posts, they posted holiday wishes and rememberings.



2. Figure Facebook content types for Budapest Corvinus University, Source: Facebook, own analysis

Corvinus's language use on Facebook is very diverse. 49,43% of the time, their post are written in both Hungarian and English in one post. This means that they start with one language, and than, below that, they translate it to the other language as well. This is common for posts about university life and holidays. 32,73% of the posts are written in Hungarian, mainly those about recruitment and Educatio, that are only addressed to Hungarians, 11,95% are written in English, and 5,89% are written in other languages, mainly in German. Corvinus only has this official page and this is the reaason why they are using several languages, even at once.



3. Figure Corvinus language use on Facebook, Source: Facebook, own analysis

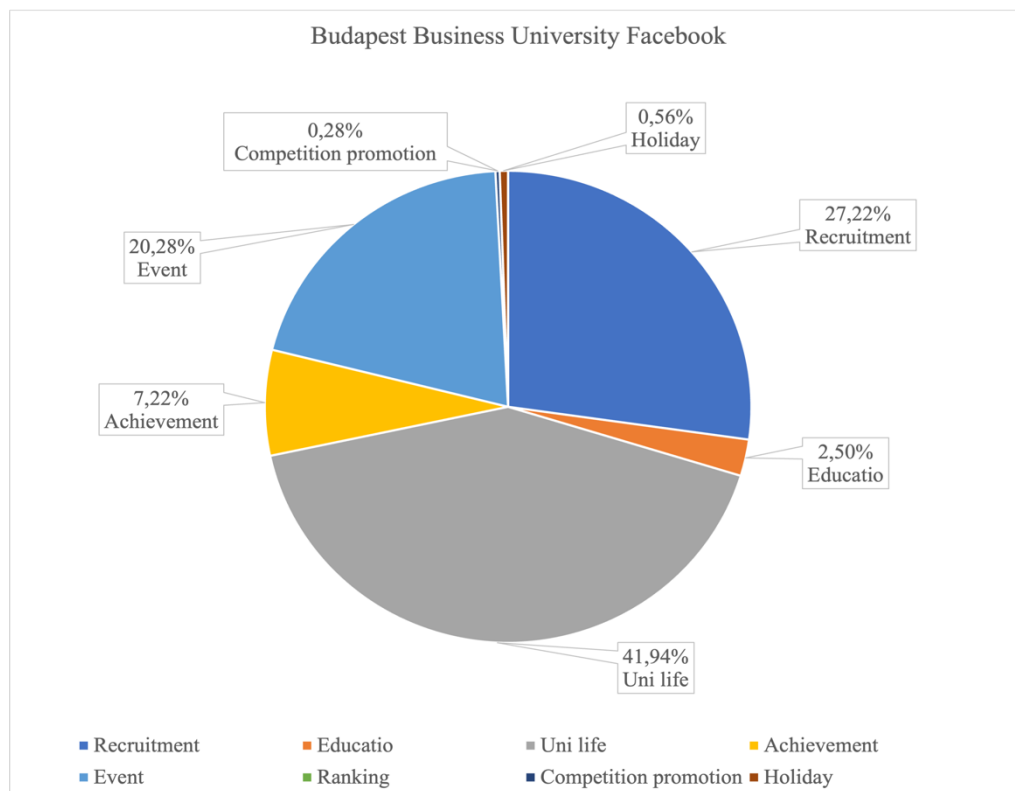
4.1.1.2. Facebook analysis for Budapest Business University

Budapest Business University's posts in 41,94% are about university life. Here, as well as in the case of Corvinus, the contents aim to connect with the current students and are about topics that interest them on a daily basis. For example, they are posting about internal scholarship opportunities, issues related to studies and exams, and deadlines.

27,22% of the posts are about recruitment, where we can find posts whose target audience is high school students. BGE is posting more than 15% more about recruitment than Corvinus; they are putting a bigger focus on recruitment on social media. The 2,5% of the posts were about the Educatio event, where also the main goal is to recruit potential new students. About Educatio, they were posting the double compared to Corvinus.

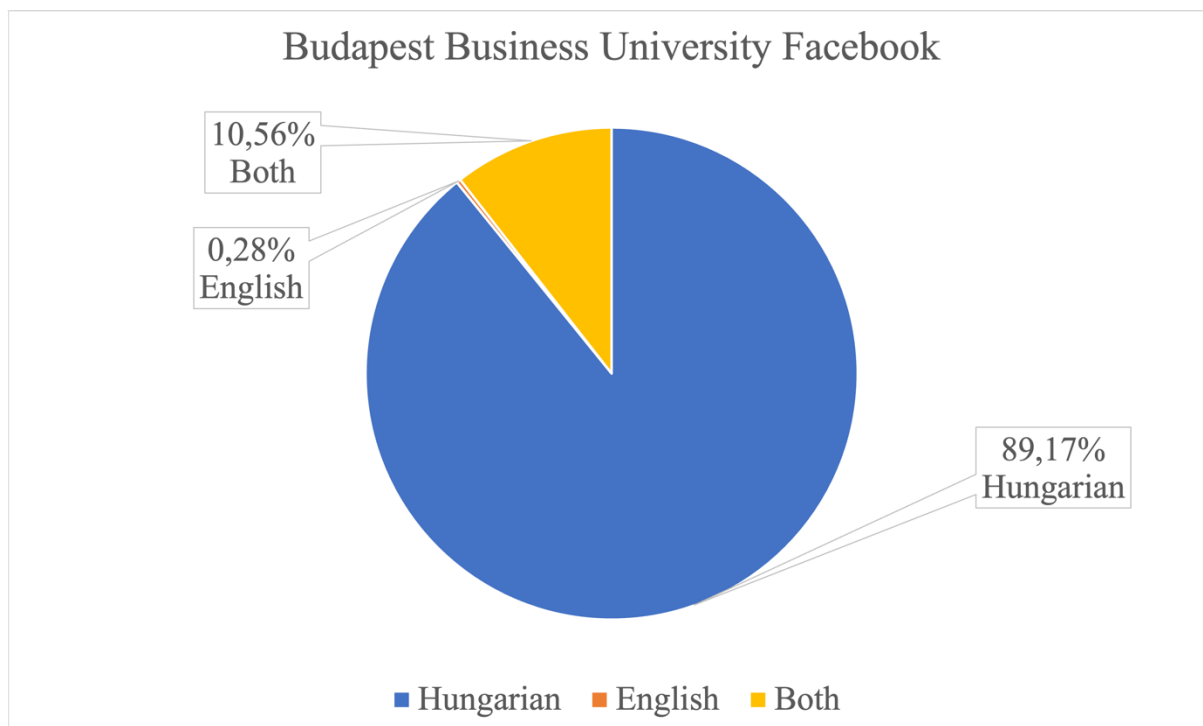
The third biggest amount, 20,28% of the total posts, were about events organized in or by the university. In 7,22%, they posted about achievements by current and former students and professors.

They were posting very few about external scholarships and external or internal competitions; only 0,28% of the posts were about this topic. The remaining 0,56% were about holidays.



4. Figure Facebook content types for Budapest Business University, Source: Facebook, own analysis

BGE is using 89,17% Hungarian language in the posts on Facebook. Only 0,28% is in English, and 10,56% is written in both languages. They have a separate page for only English language communication, with the name Budapest Business University.



5. Figure BGE language use on Facebook, Source: Facebook, own analysis

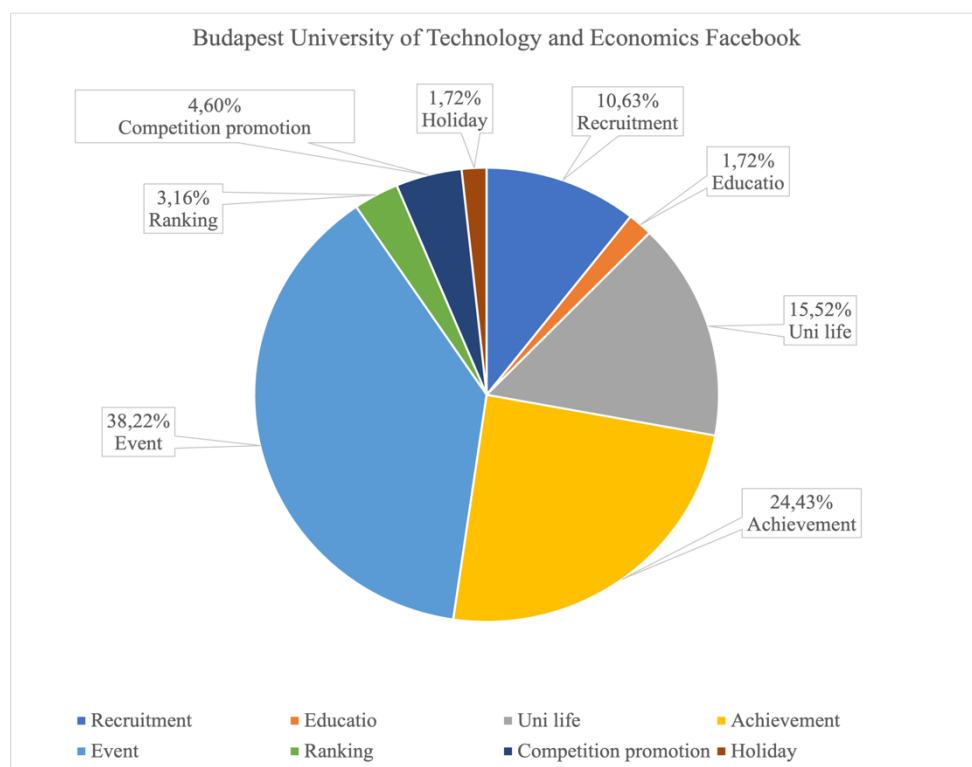
4.1.1.3. Facebook analysis for Budapest University of Technology and Economics

Unlike the previous two universities, BME posts the most about events, organized in or by the university. 38,22% of the posts are about different events, but the fact is that they all together have more events than the previous universities.

The second most are about achievements (24,43%), and only in third place (15,52%) come the posts about university life, which was in the first place for both BGE and Corvinus, meaning, that BME is less focusing on everyday university life in their communication on Facebook.

10,63% was about recruitment, the low percentage can be reasonable because it is doubtful that potential students are following the university's social media daily and are not yet visiting it until they are not attending. They were actively promoting in the 4,6% of the posts to participate in scholarship tenders and competitions, where the achieved results can be attractive for possible new applicants. They also participated in the Educatio event, and 1,72% of the posts were about it.

3,16% was about rankings, where the university got listed, and the remaining 1,72% was about holidays.



6. Figure Facebook content types for Budapest University of Technology and Economics, Source: Facebook, own analysis

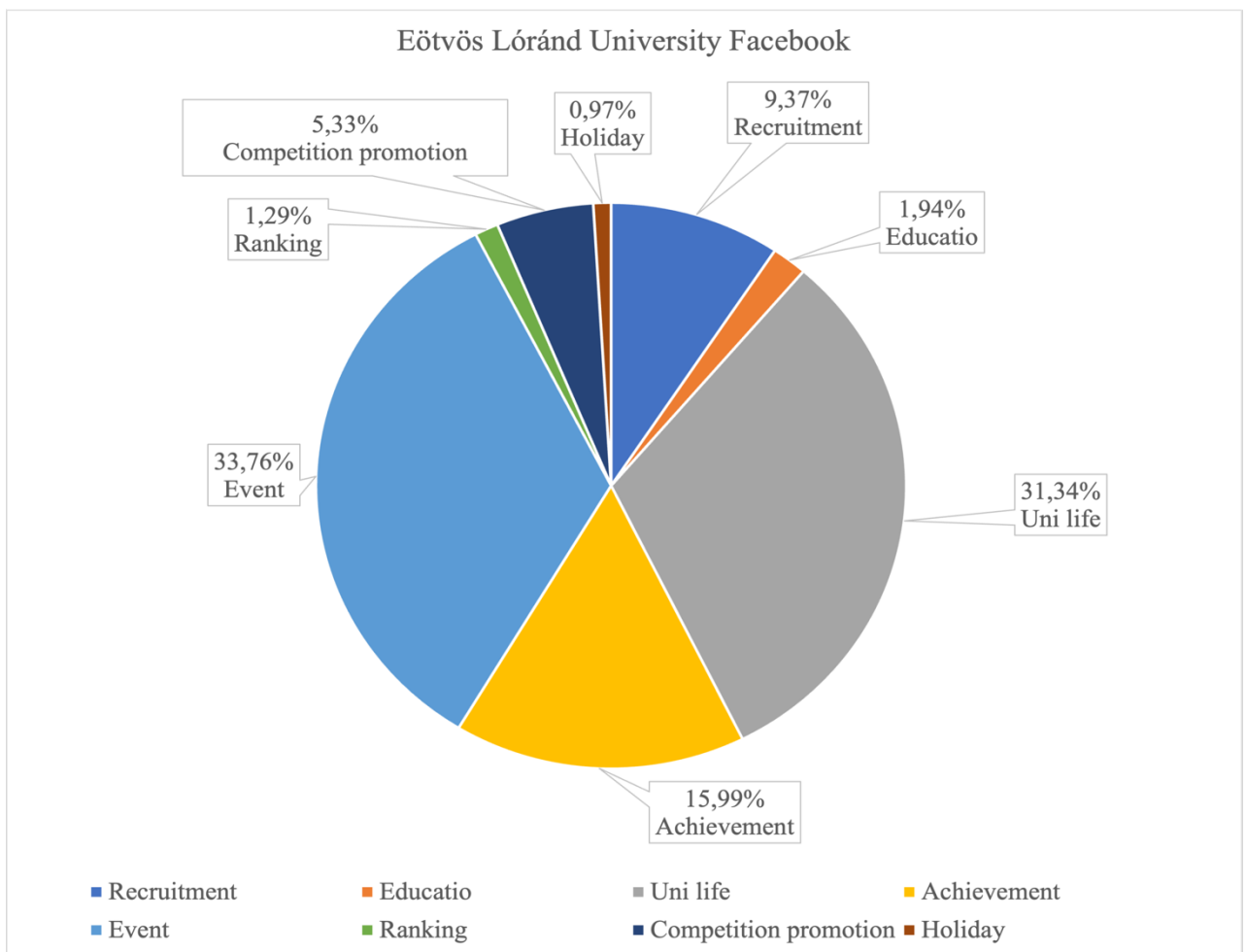
BME was posting on Facebook only in Hungarian because they have a different Facebook page, mainly for international students, where they use English and post other types of content, by the name Budapest University of Technology and Economics – BME.

4.1.1.4. Facebook analysis for Eötvös Lóránd University

ELTE posted almost the same amount about events (33,76%) and university life (31,34%). They prioritized engagement with their current students with these kinds of posts since these contents all target current students. 15,99% were about achievements, and 5,33% were about upcoming competitions.

9,37% were about recruitment, which means they were posting less about it than any of the universities analyzed before. 1,94% were about Education, and 1,29% were about university rankings, which all are in connection with recruitment since these are factors that can influence the choice of senior high school students. The remaining 0,97% were about holidays.

ELTE also used only the Hungarian language in their posts, for English language posts they also have separate page by the name Eötvös Lóránd University International.

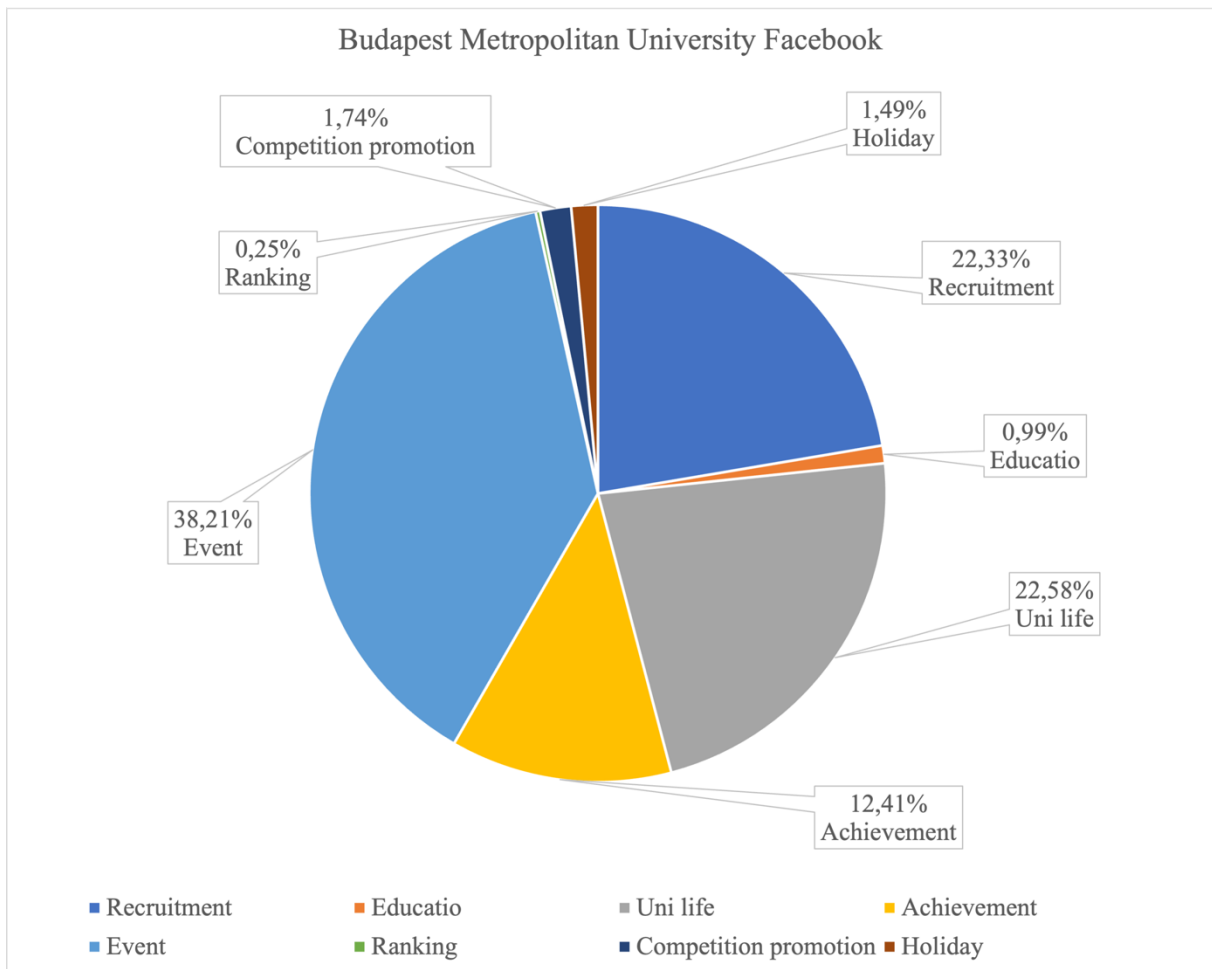


7. Figure Facebook content types for Eötvös Lóránd University, Source: Facebook, own analysis

4.1.1.5. Facebook analysis for Budapest Metropolitan University

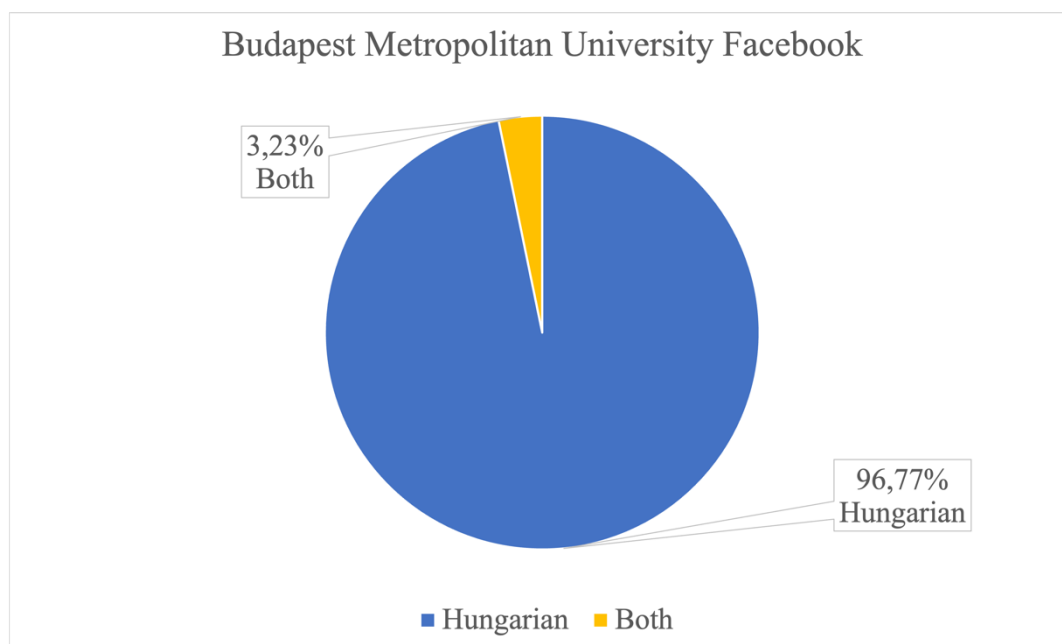
METU also posted the most about events (38,21%), like BME. The second and the third with a very slight difference were about university life (22,58%) and recruitment (22,33%). Regarding achievements, they only wrote in 12,41% of their posts. Competition promotions were also at the bottom of the list, with 1,74%.

About Educatio (0,99%) and ranking (0,25%), they were posting very few; even holiday posts were more frequent (1,49%).



8. Figure Content types for Budapest Metropolitan University, Source: Facebook, own analysis

In 96,77% of the posts, they used the Hungarian language, and in the other 3,23%, they used both English and Hungarian together. METU also has separate page for English language content, under the name Budapest Metropolitan University.



9. Figure METU language use on Facebook, Source: Facebook, own analysis

4.1.1.6. Overall comparison of post types

The four topics that appeared the most in posts of the universities were university life, events, recruitment, and achievement. On the 2. Table we can see the percentage rates of each university's post types compared to each other, by three of the examined universities, BME, ELTE, and METU event category post rates were the highest. The percentages are the rate of their posts, so it will not add up to 100% on one diagram. This comparison aims to show the differences between the post-type rates.

It can be seen, that BME, ELTE, and METU were relatively posting the most, compared to the others, about events that were organized by or held at the university, and their rates are very close to each other. This is attractive for current students interested in the kinds of scientific events that the universities usually invite them to. BGE and Corvinus posted the most about university life; in this category, their rates are the highest. They put a more significant focus on being in touch with their current and former students and followers on common topics that are related to the everyday life of the university than the others. The recruitment category was mainly represented on BGE's and METU's pages, which means that while communicating with current students, they were also focusing more on getting in touch with high school students and getting them to apply for the university. BME's post rates about achievements are by far the highest among the five universities examined, as were their posts about university rankings. They proudly post a lot about any achievements their current and former students and professors made, and the ranking positions in which these achievements also count. In the case of competition promotion, ELTE and BME had outstanding rates. About Educatio, the rates are close to each other on a scale of 0,99-2,5%, where the highest is BGE's and the lowest is METU's. About holidays, Corvinus posted the most, but the scale there was also very small (0,56-2,13%).

This comparison shows the differences, based on the number of posts altogether compared to the number of posts in specific categories. The rates are very different in some categories, and the scales are bigger than in others. There are categories that are rare on each university's Facebook page, and through this, the rates are moving on a smaller scale. The biggest engagement is generated by the photo posts shared by the universities on Facebook.

	Corvinus	BGE	METU	ELTE	BME
Event	24,88%	20,28%	38,21%	33,76%	38,22 %
Recruitment	11,62%	27,22%	22,33%	9,37%	10,63%
University life	48,61%	41,94%	22,58%	31,34%	15,52%
Achievement	8,84%	7,22%	12,41%	15,99%	24,43%
Competition promotion	0,82%	0,28%	1,74%	5,33%	4,60%
Educatio	1,96%	2,50%	0,99%	1,94%	1,72%
Holiday	2,13%	0,56%	1,49%	0,97%	1,72%
Ranking	1,15%	0%	0,25%	1,29%	3,16%

2. Table Comparison of content type rates, Source: Facebook, own analysis

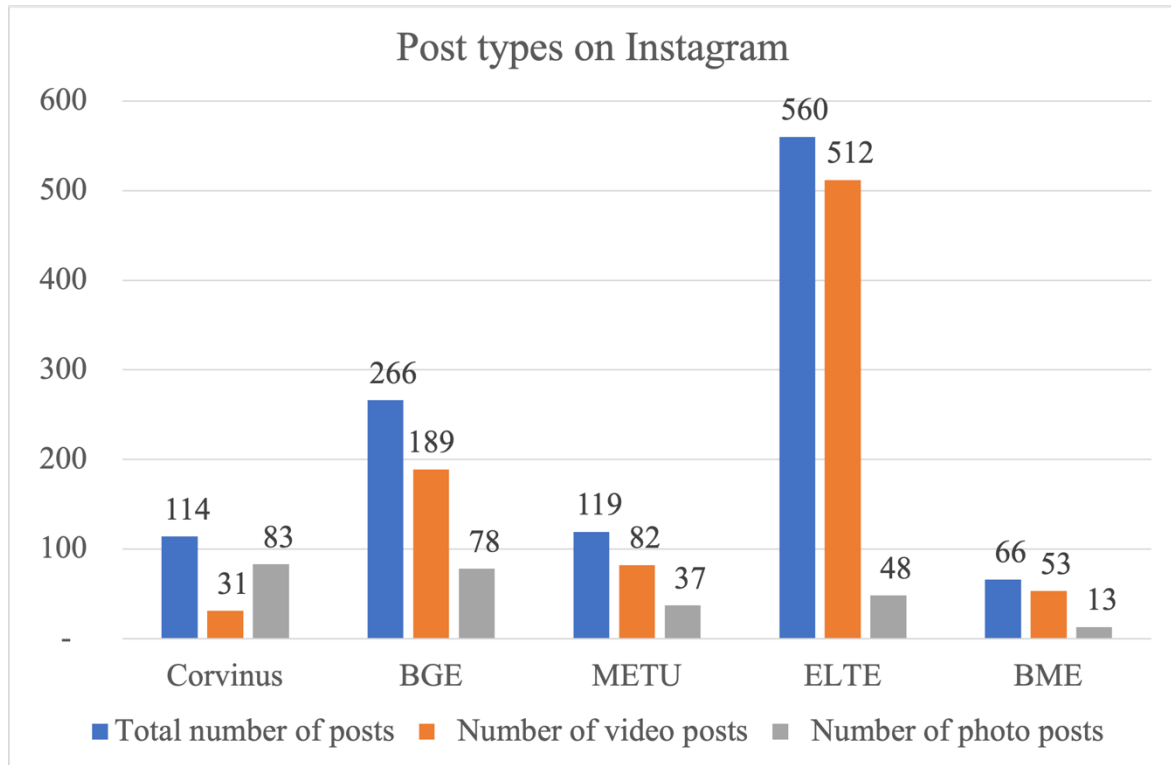
4.1.2. Instagram analysis overview

The same table that was presented in case of Facebook can be seen here, the data about Instagram is shown on the 3. Table “Posting and Engagement on Instagram”, we can observe differences between the number of posts. It is important to note that BME only started their Instagram page at the beginning of May 2023, which explains their extremely low post numbers. ELTE, on the other hand, has an outstandingly high post number, almost 600 posts in 2023. The other three universities are closer to BME’s numbers and closer to each other as well, with between 100-300 posts in the last year. All the universities use informal tonality in their posts, the same as they are using on Facebook. The total number of reactions shows bigger differences on Instagram, than in the case of Facebook. The numbers here summarize the total number of likes and comments, as the other types of reactions are not publicly available. BME has only 5 989 reactions altogether, which is the lowest number among them, but it is important to highlight again that they only started posting at the beginning of May. On the other hand, the average number of reactions was the highest, showing the most considerable efficiency rate on posts. The most reactions were on ELTE’s posts, 64 006, but with the highest number, they got in the middle of the efficiency scale if we observe the average number of reactions. BGE had a similar efficiency rate as ELTE did, with half of the number of posts (266). Corvinus was the second on the list if we take the total number of reactions with their 49 356 total reactions, but on average, they had the lowest average number of reactions rate. METU had the second-highest efficiency rate, with only 119 posts and 11 852 reactions on them.

	Corvinus	BGE	METU	ELTE	BME
Number of posts in 2023	114	266	119	560	66
Total number of reactions	49 356	31 302	11 852	64 006	5 989
Average number of posts per day	0.31	0.73	0.33	1.53	0.18/0.27
Average number of reactions per post	0.00231	0.00850	0.01004	0.00875	0.01102
Tonality of posts	Informal	Informal	Informal	Informal	Informal

3. Table Posting and Engagement on Instagram, Source: Instagram, own analysis

On Instagram, the differentiation of post types split the posts by the number of photo and video posts into two groups. The 10. Figure shows that on all the university's Instagram pages, there were more posts that contained videos. Only BME was posting more photos than videos.



10. Figure Post types on Instagram, Source: Instagram, own analysis

The content types were categorized into the same eight groups as on Facebook before:

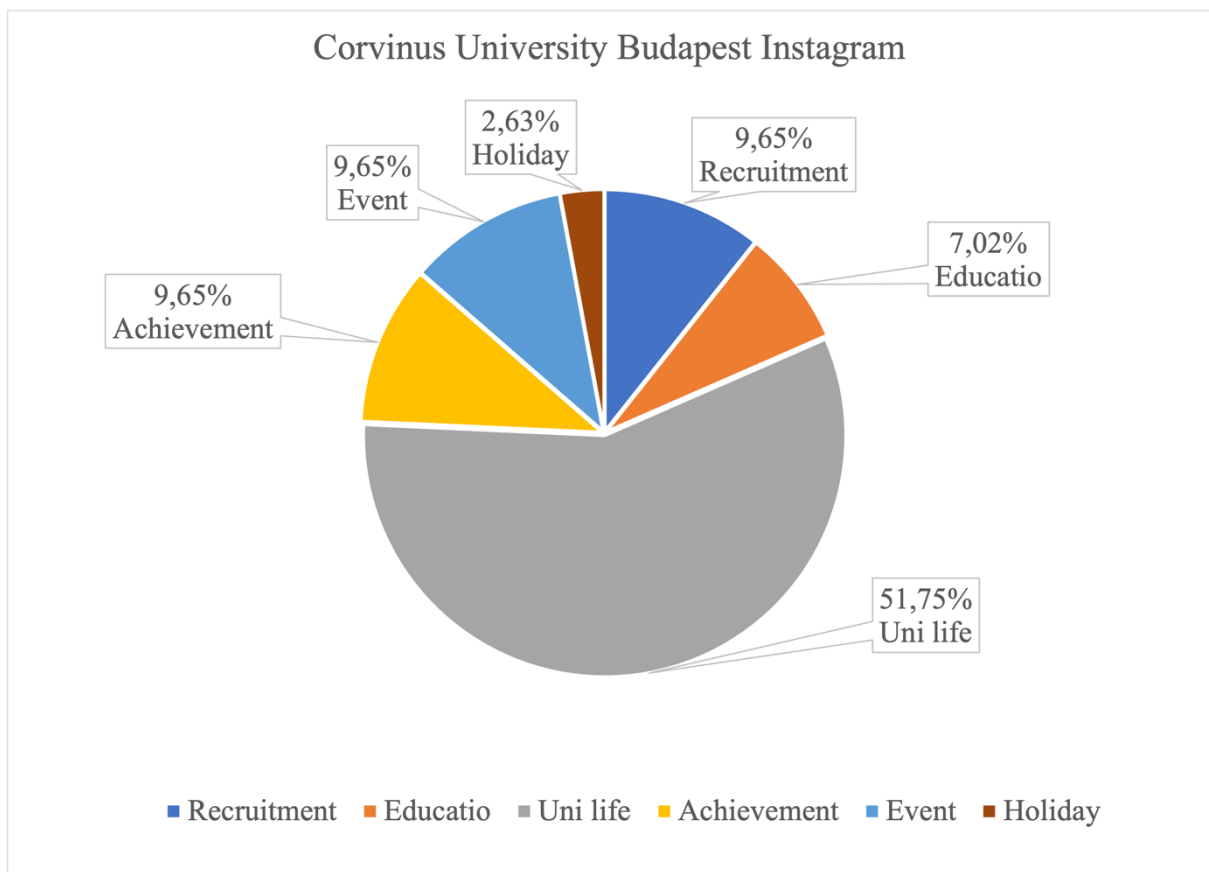
1. Achievement: Any student or professor's achievement, and also former student's achievements.
2. Competition promotion: Any scientific external or internal competition or scholarship tenders that are not provided by the university.
3. Educatio: An event where university representatives can meet potential new students, the high school seniors.
4. Event: Events organized or hosted by the university, containing event promotion, showcase, or report.
5. Holiday: Remembering for National Holidays, for example, the 15th of March, 20th of August, or holiday wishes for Easter, Christmas, or New Year's Eve.

6. Recruitment: Any post that is connected to recruitment. The open days, when high school seniors can visit the university, information about the admission process, or any other advertising post that targets high school students.
7. Ranking: Posts about rankings, where the university is mentioned, both domestic and international (like the HVG Diploma 2024 list).
8. University life (Uni life): Anything that is connected to university life, and the target audience is the current and, or former students. Alumni communication on the official social media page is also included here.

4.1.2.1. *Instagram analysis for Corvinus University of Budapest*

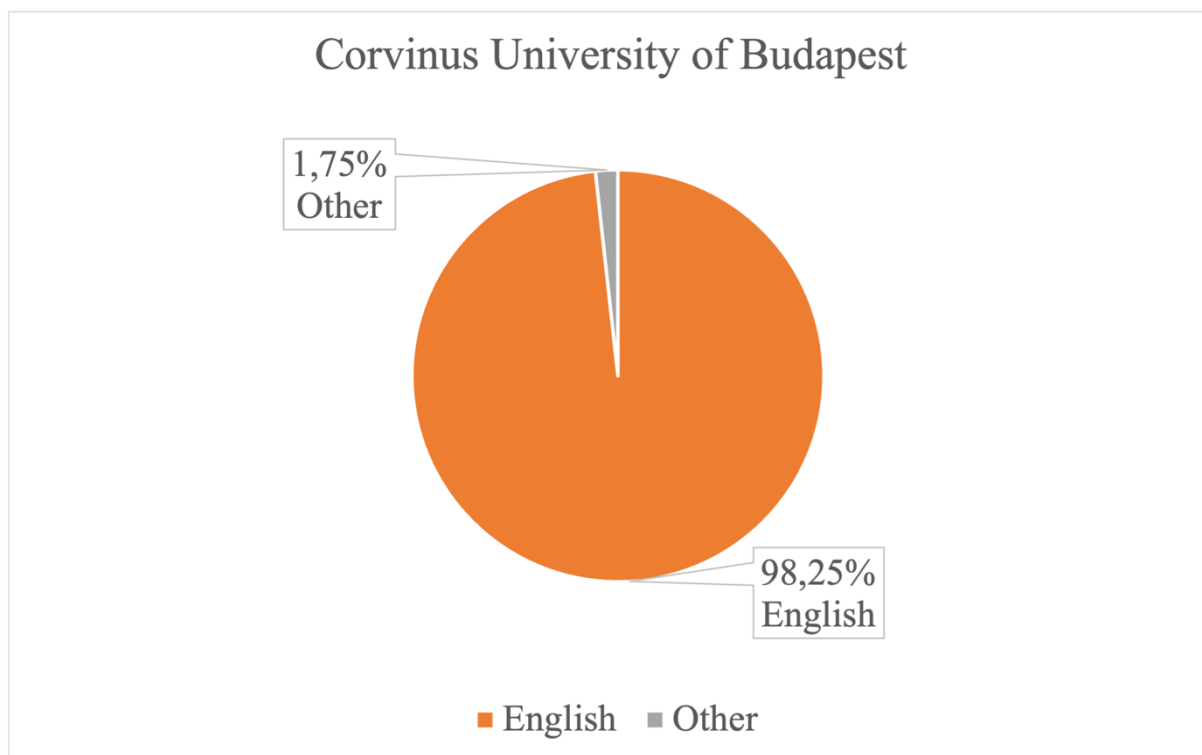
Corvinus, on Instagram, was posting the most about university life; 51,75% of their posts were about it. One time, 9,65% of the posts were about recruitment, another 9,65% about achievements, and one more about events. These categories were represented in the same number of posts. Then comes the Educatio category, which was present in 7,02% of the posts, and the least were about holidays (2,63%). On their Instagram page, they were not posting about rankings and competition promotions.

These rates are close to the ones that were discussed before on Facebook. For Corvinus, based on the total number of posts, Facebook is the primary communication platform, but the content types and the rates they are represented are very close to each other, which means that they are following the same schema on both social media sites. A difference that should be mentioned is that for competition promotion, they are only using their Facebook page, and we can only get information about the ranking positions from their Facebook activities.



11. Figure Content types for Corvinus University of Budapest, Source: Instagram, own analysis

The posts here mainly were written in English, 98,25% of the posts, which means that they are both targeting Hungarians and internationals with their communication. 1,75% was written in other languages, and here it also mostly means German.



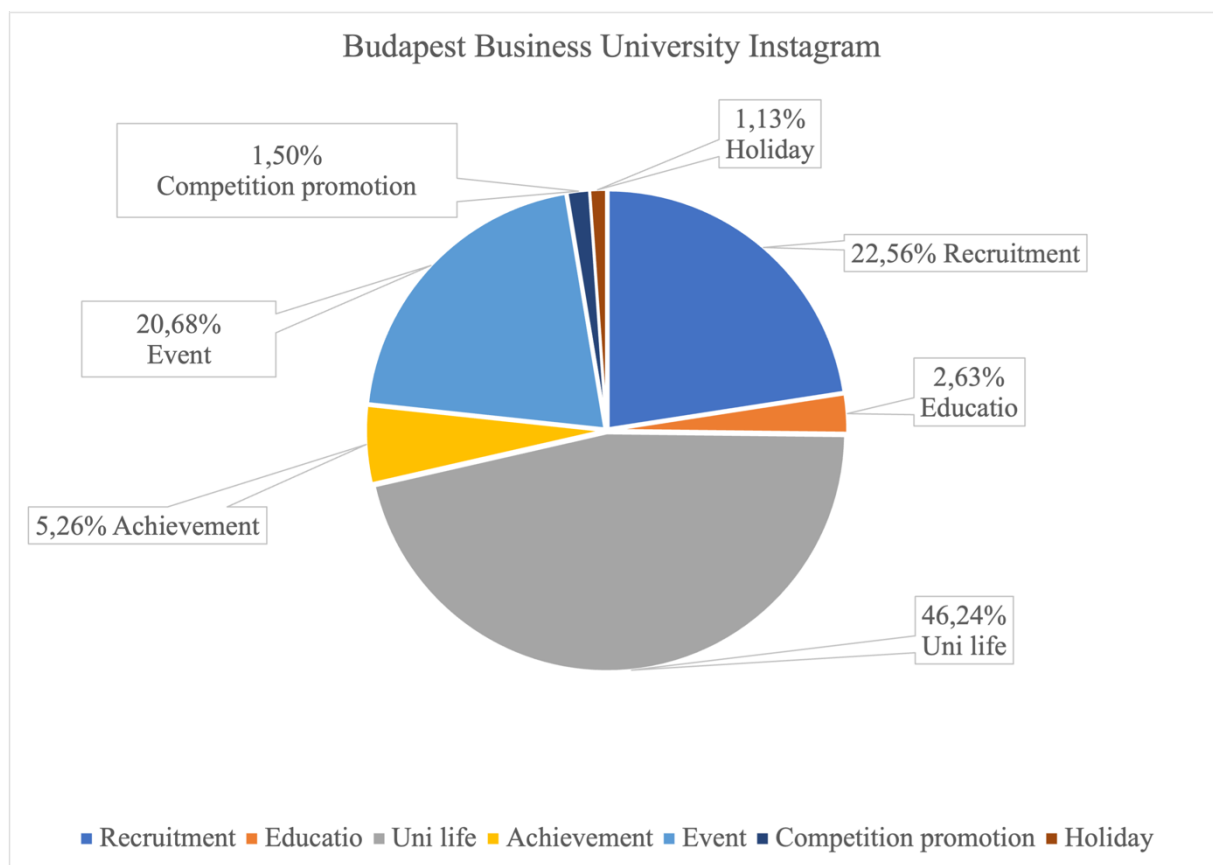
12. Figure Corvinus language use on Instagram, Source: Instagram, own analysis

4.1.2.2. Instagram analysis for Budapest Business University

BGE was also posting the most about university life (46,42%), such as they were on Facebook. They were posting a lot about recruitment, 22,56% and events, 20,68%. These rates are very close to their Facebook rates. Regarding achievements, they posted 5,26% of the time, which is also similar to the rate on Facebook. Competition promotion (1,50%) and holiday (1,13%) posts on Instagram brought relatively higher rates than on Facebook; they were posting twice as much about holidays and almost ten times more about competitions, compared to the total number of posts than on Facebook. They also did not post anything about rankings on Instagram.

BGE also uses Facebook as its primary platform, and similarities can be observed in the content type rates.

On Instagram, BGE only posts in Hungarian.



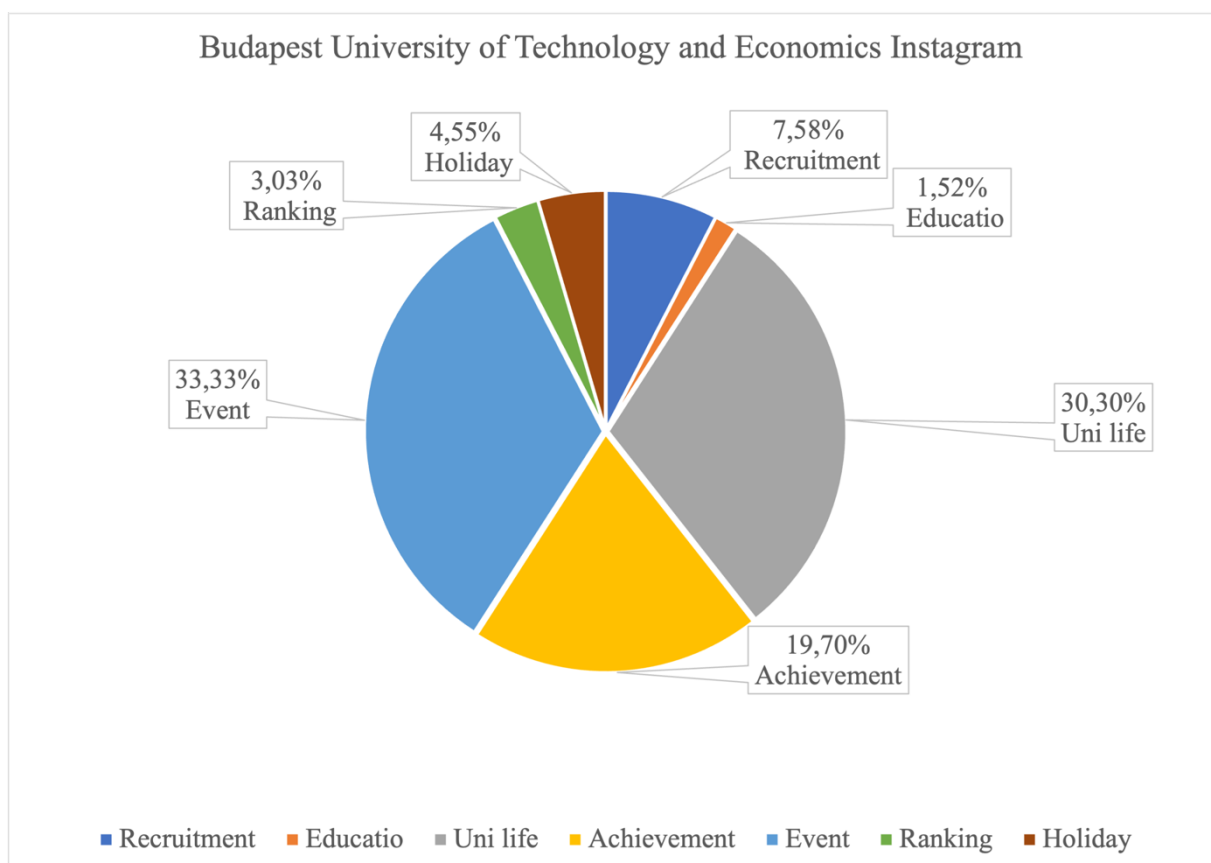
13. Figure Instagram content types for Budapest Business University, Source: Instagram, own analysis

4.1.2.3. *Instagram analysis for Budapest University of Technology and Economics*

Unlike the previous two universities BME was posting the most about events (33,33%), like they were on Facebook as well. Not far behind comes university life related content in 30,30% of the posts. Achievements were mentioned in 19,7% of the posts. 7,58% were about recruitment, 4,55% about holidays, 3,03% about ranking, and 1,52% about Education. They were not posting about competition promotion on Instagram.

In this case, there were more considerable differences between the rates on Facebook and on Instagram; for example, on Instagram, they were posting more about university life than achievements, but on Facebook, it was the other way around.

BME was the first to use only the English language on its official page since its Instagram posts were written only in English, and none of the other universities did the same. Most of them have different pages for their English content that target another audience.



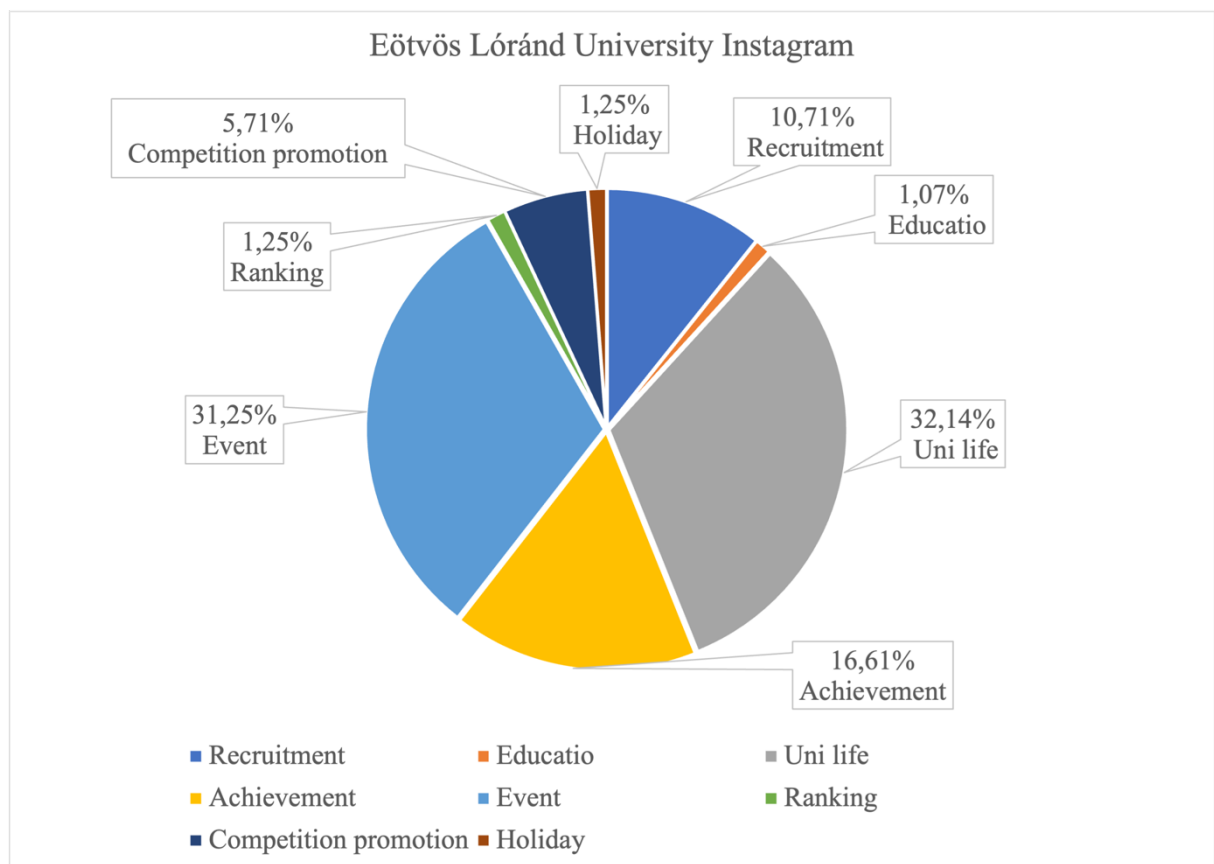
14. Figure Instagram content types for Budapest University of Technology and Business, Source: Instagram, own analysis

4.1.2.4. Instagram analysis for Eötvös Lóránd University

As with the first two universities, ELTE also posted the most about university life (32,14%) on Instagram. Similar to ELTE's Facebook rates, they almost posted the same amount about university life and events (31,25%). 16,61% were about achievements, and 10,71% were about recruitment. 5,71% were about competition promotion, and the remaining were about holidays (1,25%), rankings (1,25%), and Educatio (1,07%).

ELTE was the only university that posted about all eight categories on its Instagram page as well. Their posting habits on Instagram were the most similar to their habits on Facebook since they were the only ones representing all categories on both platforms, and the rates of categories were the closest to each other.

They were only using the Hungarian language in their posts, just like on Facebook.



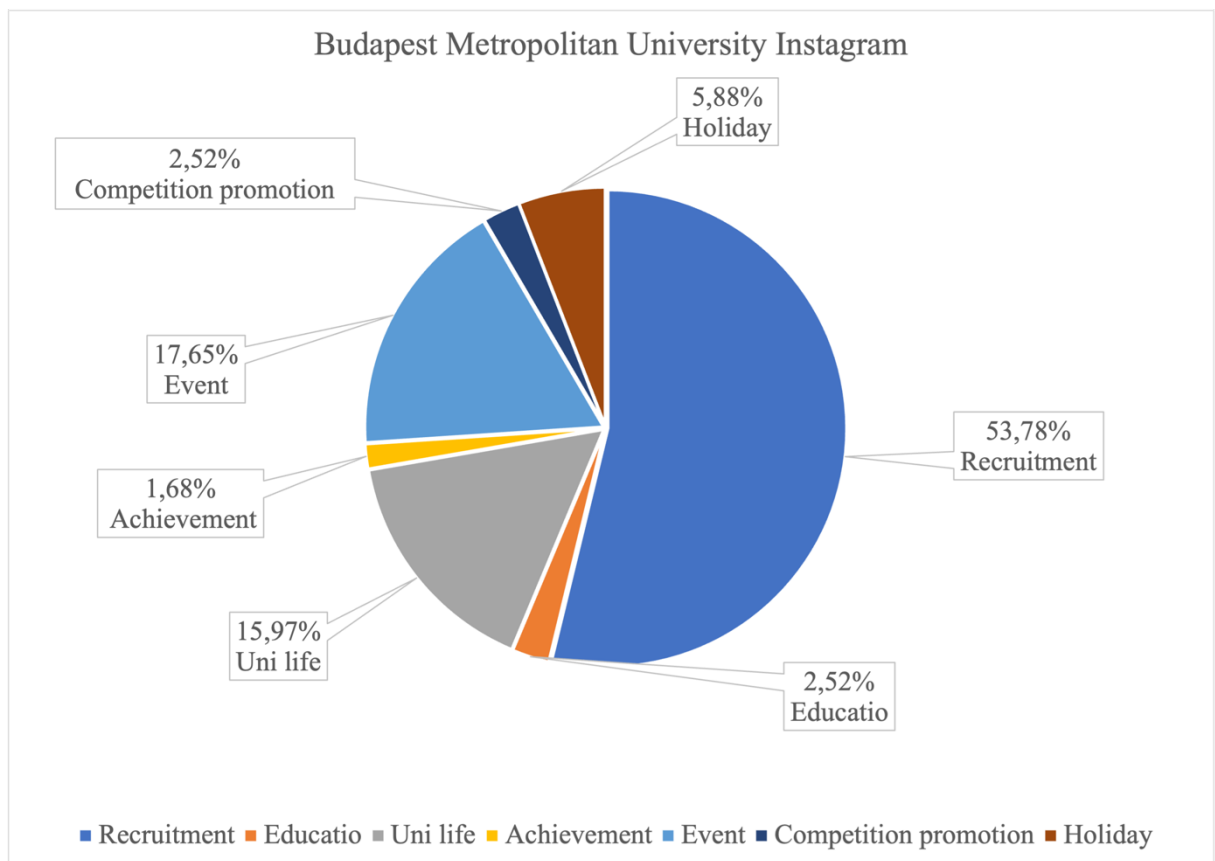
15. Figure Instagram content types for Eötvös Lóránd University, Source: Instagram, own analysis

4.1.2.5. Instagram analysis for Budapest Metropolitan University

METU was posting the most about recruitment; more than the half of their posts (53,78%) belong to this category, which, compared to the others, is very unusual. No other university has posted this much about recruitment on any of its pages; even METU's Facebook page shows a big difference between the rates. The second most posts were about events (17,65%), which on Facebook represented the category with the most posts for METU. 15,97% of the posts were about university life. From these rates, we can see that METU mainly uses its official Instagram page for recruitment.

A similarity to their Facebook posting habits is that they were posting very few about Education (2,52%) and competition promotion (2,52%), and holiday posts were more frequent here as well (5,88%). They were not posting about rankings at all.

They were only using Hungarian in their posts; since most posts targeted Hungarian high school seniors, this is a reasonable choice.



16. Figure Instagram content types for Budapest Metropolitan University, Source: Instagram, own analysis

4.1.2.6. Overall comparison of post types

On the 4. Table, we can observe the percentage rates of content types on Instagram compared to each other. By three of the examined universities, Corvinus, BGE, and ELTE university life category post rates were the highest. But when comparing them to each other, BME's and ELTE's rates are very close to each other and only METU was posting very few in this category. But about recruitment METU was posting outstandingly more than the others, whose rates were very close to each other. About events held by or at the university, BME and ELTE were posting the most, METU and BGE were also close to each other, and Corvinus was posting about events the least on Instagram. Posting about events can be attractive not only for current students and professors but also for alums. The universities, together with posting about university life, can catch the attention of the students through event posts as well. To these two categories, we can attach the achievement category as well, where BME and ELTE had the highest post rates, followed by Corvinus, METU in this case, also was posting the least.

These were the categories where they were posting in higher rates; the other four categories were represented in a lower number of posts. Educatio was represented the most by Corvinus, in over 7%, while the others were only posting about the event in less than 3% of their posts. Holiday posts were in the highest rate on METU's page, and close behind on BME's page, and similar to Facebook, but on a bit bigger scale (1,13-5,88%), all university's rates were close to each other. The last two categories were exceptional in the case of Instagram because there were universities that did not post about them in 2023. Competition promotion was only posted by ELTE, in a very high rate, METU and BGE in a lower rate, and also closer to each other. Ranking, on the other hand, was posted the most by BME, and besides that, it could only be found on ELTE's Instagram page.

Through the analysis of the social media pages, it can be seen, that the content types are different on Facebook and Instagram. The most important difference is that there are topics, that are present on Facebook, but are not mentioned on Instagram, in case of almost all the examined universities, for example ranking. The amount they are posting about the topics are differing as well.

	Corvinus	BGE	METU	ELTE	BME
University life	51,75%	46,24%	15,97%	32,14%	30,30%
Recruitment	9,65%	22,56%	53,78%	10,71%	7,58%
Event	9,65	20,68%	17,65%	31,25%	33,33%
Achievement	9,65%	5,26%	1,68%	16,61%	19,70%
Competition promotion	0%	1,50%	2,52%	5,71%	0%
Ranking	0%	0%	0%	1,25%	3,03%
Holiday	2,63%	1,13%	5,88%	1,25%	4,55%
Educatio	7,02%	2,63%	2,52%	1,07%	1,52%

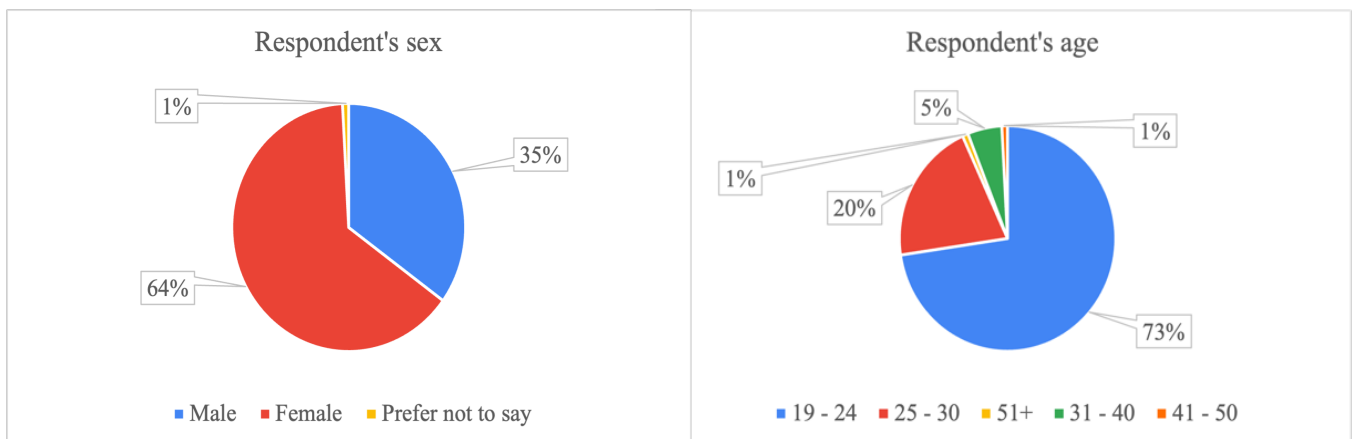
4. Table Comparison of content type rates, Source: Instagram, own analysis

4.2. Survey

The survey was prepared to be able to examine the opinions and effectiveness of the universities' social media from the student's point of view as well. The questions targeted university students or graduated people who had been attending a university in the past few years when social media was already present. One hundred twenty-seven answers came in, by using the snowball sampling method. "Snowball sampling is a recruitment technique in which research participants are asked to assist researchers in identifying other potential subjects." (Oregon State University, 2010) Due to this, the sample is not representative, and conclusions cannot be applicable on average. (n = 117) Most of the answers came from my previous university's current and former students because they were the ones I could get in touch with, and they were sharing my survey with their friends who attended the same institution. The non-normal distribution of the sample does not give the opportunity to apply overall conclusions to the results.

4.2.1. Demographic data

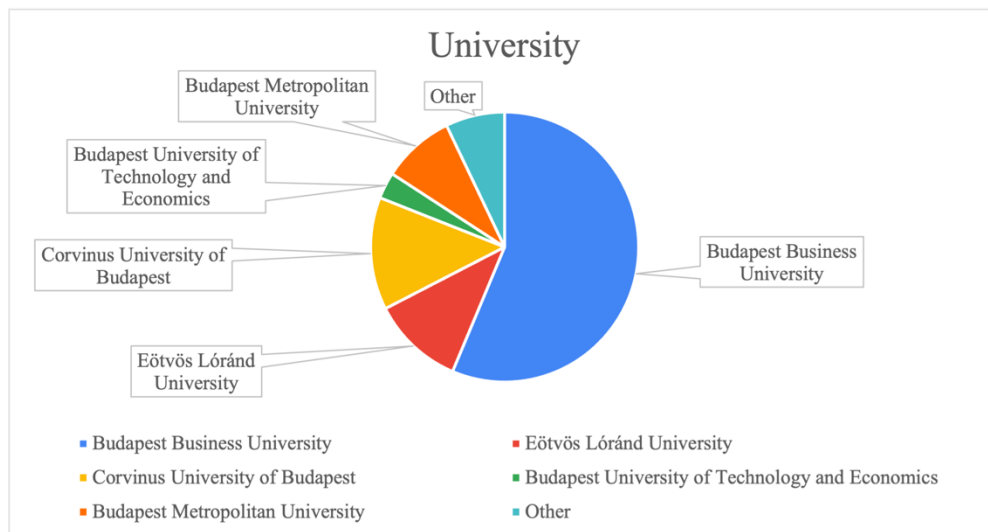
Only a very basic demographic data collection was necessary for the research to know the gender and the age of the respondents because that allows certain conclusions about the overall data. On the 17. Figure it can be seen that 64% of the respondents were female, 35% were male, and 1% preferred not to say. Almost three-quarters of the respondents, 74%, were between the ages of 19-24, which means most of them are in their first degree programs, either starting or finishing it or maybe just starting their further education program if they started right after high school. 20% were between the age of 25-30, 5% were between 31-40, and 1-1% were between 41-50, or over 51 years old.



17. Figure Demographic data, n = 117, Source: Own research Based on Annex 1.

4.2.2. Answer filtering questions

The second question of the survey was a filtering question, which helped me to stay on the line of my research. I wanted to get answers from those students who attended one of the five universities I was examining in my analysis. Those who chose the “other” opportunity were led to the end of the questionnaire; through this, I was able to filter the answers easier. The first question was if they have an active student status, which is filtering the answers in another way, which is that how many of them are following the social media activities of the universities they are not in an active relationship with on the 18. Figure it can be seen that the most answers arrived from those who are or were attending the Budapest Business University; this is because of the sampling method I used. Those who chose the “Other” category were not included in the final sample.



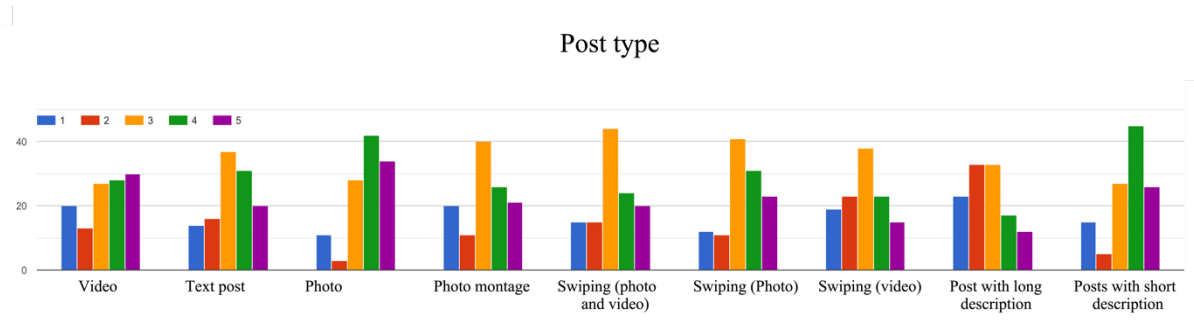
18. Figure University of respondents, $n = 117$, Source: Own research Based on Annex 1.

4.2.3. Content type and post type preferences

In this section, I asked the respondents to rate specific posts and content types based on how much they would like to see them on the official university and student union social media sites. The options were different in the case of content type than the ones; I could categorize the posts on the social media sites of the universities because I assumed that they were focusing more on communication with their current students.

4.2.3.1. Post type

The scale given to the respondents was from one to five, where they could choose which types they would like to see more, where five was what they wanted to see the most, and one was what they wanted to see the least. The type that was the highest rated, which means it got the most fives, was the photo post, which only contains photos, or photos, which means many respondents like this type of post. The second was video, where those posts belong, where they only publish a video. There was the opportunity to choose those where they publish more photos, videos, or photo montages (the followers are able to swipe between the pictures and/or videos), but these post types mostly were rated with a three on the scale, which means, that they are not against them, but there are types, that they prefer more. In terms of description, the respondents prefer posts with short descriptions.



19. Figure Preferred post types on social media, $n = 117$, Source: Own research Based on Annex 1.

The statistics on the 20. Figure show, that the median of the answers was mostly three only in case of photo posts, and post with short description did it change to four. The mean was mostly around or under three, only in case of photo posts did it go higher, closer to four. This means, that the most popular and preferred post type is if the universities post photos.

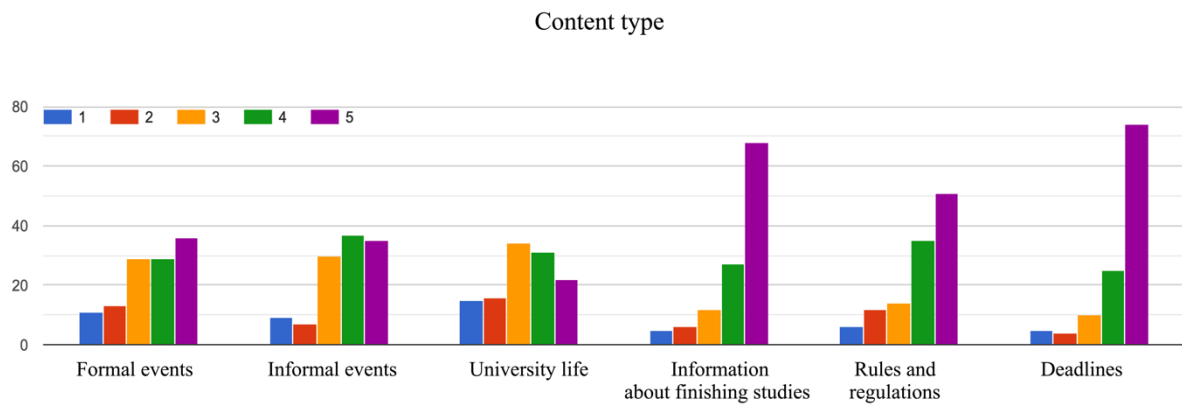
Descriptive Statistics

	Video	Text	Photo	Photo montage	Swiping (Photo and video)	Swiping (Photo)	Swiping (Video)	Photo/Video post with long description	Photo/Video post with short description
Valid	117	117	117	117	117	117	117	117	117
Missing	0	0	0	0	0	0	0	0	0
Median	3.000	3.000	4.000	3.000	3.000	3.000	3.000	3.000	4.000
Mean	3.308	3.222	3.718	3.145	3.162	3.350	2.940	2.667	3.530
Std. Deviation	1.405	1.233	1.188	1.308	1.231	1.199	1.248	1.232	1.250
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000

20. Figure Descriptive statistics about post types, Source: JASP Based on Annex 1.

4.2.3.2. Content type

In this question, the respondents were asked about their content type preferences. Here, as mentioned above, the options were a little different than the categories during the analysis of the social media sites. Instead of the eight categories during the analysis, there were only six in the questionnaire because the options were prepared based on my hypothesis, which is that universities should focus more on creating content for their current students. The scale was the same for this question as for the previous; one was the least, and five was the most wanted content type. Most respondents prefer information about finishing studies and about important deadlines the most, which means these two categories got outstandingly more fives than the others. Rules and regulations are also essential for them to see on social media, and they should be able to gather information about them without digging deep into legal documents. The other three options were not so popular among the respondents; they would prefer to see important information on social media sites than any other informal communication about events (it does not make a difference if it is a formal or an informal event) and university life.



21. Figure Preferred content types on social media, $n = 117$, Source: Own research Based on Annex 1.

The statistics on the 22. Figure shows, that in case of content type, the by formal and informal events and university life was in the middle between three and four, and in case of content related to finishing studies, rules and regulations and deadlines it was more around four. The Median was mostly four and five, only in case of university life did it go down to three. This data means finishing studies, rules and regulations and deadlines are the content types that they would mostly like to see.

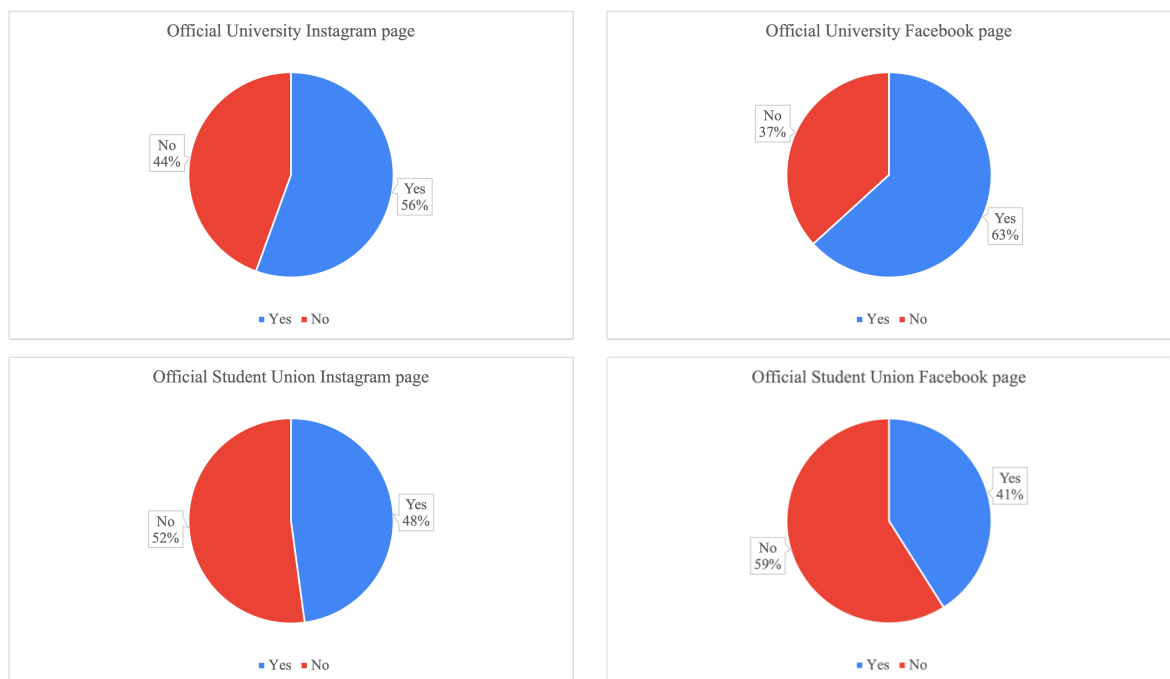
	Formal events	Informal events	University life	Finishing studies	Rules and regulations	Deadlines (payment, application etc.)
Valid	117	117	117	117	117	117
Missing	0	0	0	0	0	0
Median	4.000	4.000	3.000	5.000	4.000	5.000
Mean	3.581	3.692	3.256	4.256	3.949	4.342
Std. Deviation	1.268	1.185	1.267	1.100	1.195	1.060
Minimum	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	5.000	5.000	5.000	5.000	5.000	5.000

22. Figure Descriptive statistics about content types, Source: JASP Based on Annex 1.

4.2.4. Content rating

This section was about the concrete opinions of the respondents about the specific Instagram and Facebook pages and whether they are following them. Here, the scale was a scale of five again, where they had to choose how much they agreed or disagreed with the applicability of the listed characteristics to the university's content on the different pages.

On the 23. Figure the following rates of the respondents can be seen. In the first two diagrams, it can be observed that more than half of them is following the official Facebook and Instagram pages of their university. In the case of the official student union pages, it is the other way around, with less than 50% following them.



23. Figure Respondents following rates on Instagram and Facebook, $n = 117$, Source: Own research Based on Annex 1.

The tables on the 24. Figure show the number if the respondents are following the social media pages or not, broken down by the universities. As I mentioned above, the outstandingly highest number of answers came from BGE, but it can be seen, that the difference between the number of students following Instagram and Facebook is not big, and different, in each university case as well. Difference can be observed between the number of students following the number of students following the student union's and the university's social media.

Contingency Tables

University	Official University Facebook Page			Official University Instagram Page		
	No	Yes	Total	No	Yes	Total
Budapest Business University	25	46	71	25	46	71
Budapest Metropolitan University	5	6	11	6	5	11
Budapest University of Technology and Economics	1	3	4	3	1	4
Corvinus University of Budapest	7	10	17	8	9	17
Eötvös Lóránd Univesity	5	9	14	10	4	14
Total	43	74	117	52	65	117

Contingency Tables

University	Official Student Union Instagram Page			Official Student Union Facebook Page		
	No	Yes	Total	No	Yes	Total
Budapest Business University	28	43	71	36	35	71
Budapest Metropolitan University	6	5	11	7	4	11
Budapest University of Technology and Economics	3	1	4	2	2	4
Corvinus University of Budapest	14	3	17	13	4	17
Eötvös Lóránd Univesity	10	4	14	11	3	14
Total	61	56	117	69	48	117

24. Figure Number of followers on social media, broken down by university, Source: JASP Based on Annex 1.

Another interesting comparison in case of followers is, if we compare that those who are following one social media, are they following the other as well. In both cases, most of those who follow one social media page, are following the other as well. In case of the universities' social media 28 respondents are not following any of the pages, and 50 are following both of them, and the other are following only one. In case of the student union's social media pages 50 are not following any, 37 are following both and the others are only following one of them.

Contingency Tables

Official University Facebook Page	Official University Instagram Page		Total
	No	Yes	
No	28	15	43
Yes	24	50	74
Total	52	65	117

Contingency Tables

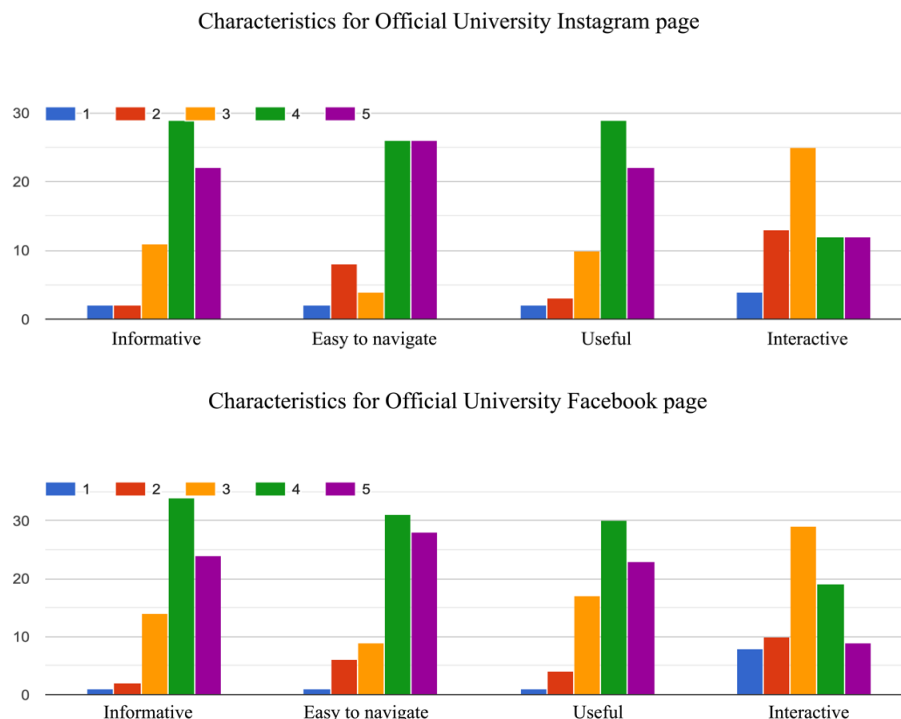
Official Student Union Facebook Page	Official Student Union Instagram Page		Total
	No	Yes	
No	50	19	69
Yes	11	37	48
Total	61	56	117

25. Figure Comparison of followings on social media, Source: JASP Based on Annex 1.

4.2.4.1. Characteristics of social media pages

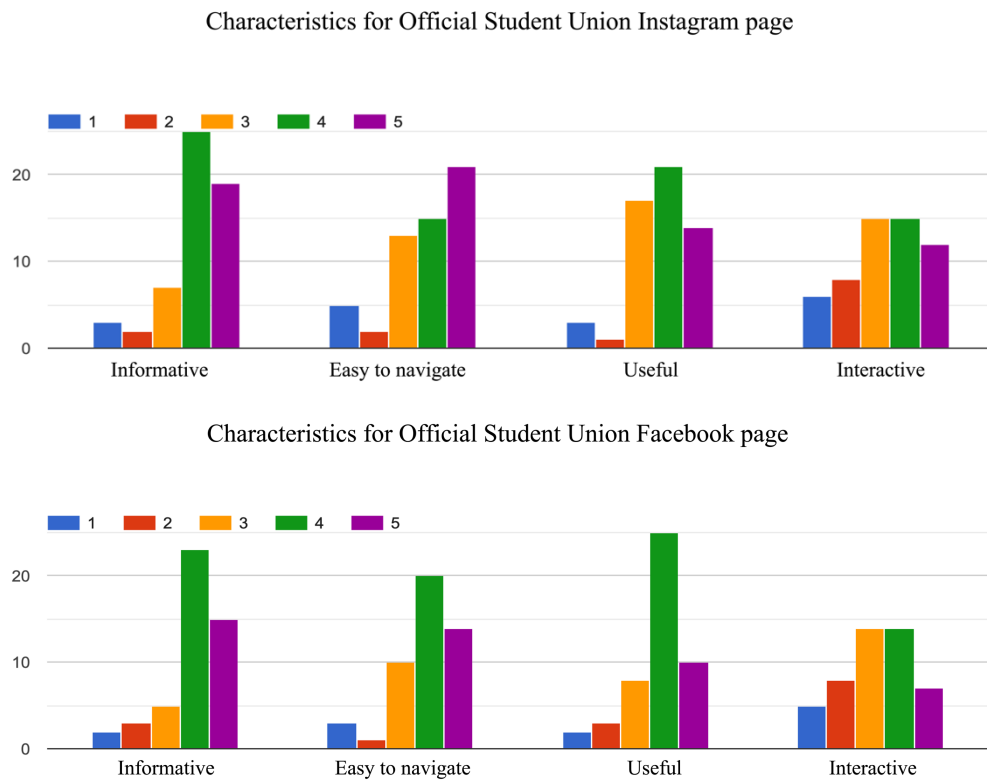
In this section, as mentioned above, characteristics were listed, which were rated by the respondents on a scale of five, where five was “I agree”, and one was “I disagree”. There were four characteristics listed, which are necessary to communicate with the target audience effectively. These were the informativeness, usefulness, and interactivity of the content they are posting and how easy it is to navigate, which means, in the case of a social media site, how easy it is to find the information one is looking for.

On the 26. Figure it can be seen that most of the respondents agree or somewhat agree with the statements about the contents on their university’s official Instagram page. The first three characteristics on the diagram were rated by most of the respondents with a four or a five; they find most of their content informative and useful, and the site itself easy to navigate. The interactivity of the contents, on the other hand, was rated mostly with a three, which means they are neutral, and the others rated it almost equally on both sides of the scale. The interactivity of the posts is very important because it catches the audience’s attention more than other content. It helps to build stronger connections with the followers, so universities should be focusing more on creating their content interactively. Almost the same rating came for the university’s Facebook site, which they found a little more interactive than they did in the case of Instagram.



26. Figure Characteristics for Official University Instagram and Facebook page, n = 117, Source: Own research Based on Annex 1.

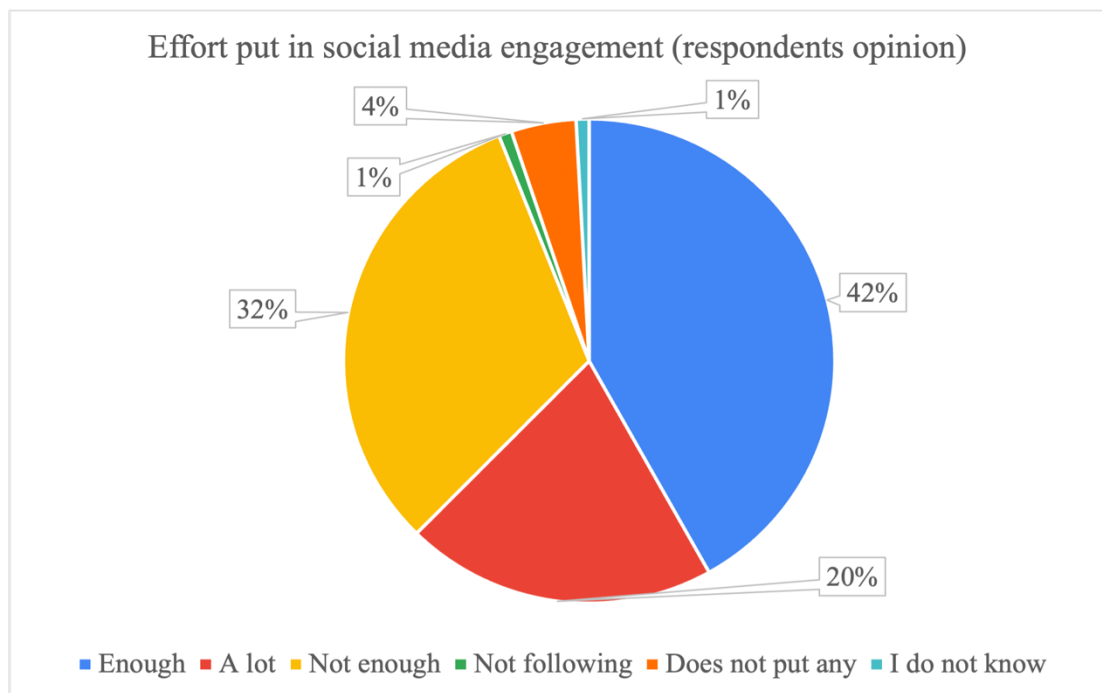
On the 27. Figure, we can see the rating based on the characteristics of the student union's social media sites. These sites were not examined in the analysis, but the cooperation between the student union and the university is very important in the case of communication, both on the website and offline, but also on social media. They have to cooperate and represent the image the university wants to showcase about themselves. The characteristics were rated higher on the Instagram page than they were on Facebook. The interactivenss was relatively low rated in both platforms, which is an area that should be improved the most both by the student union and by the university.



27. Figure Characteristics for Official Student Union Instagram and Facebook page, $n = 117$, Source: Own research Based on Annex 1.

4.2.5. General questions

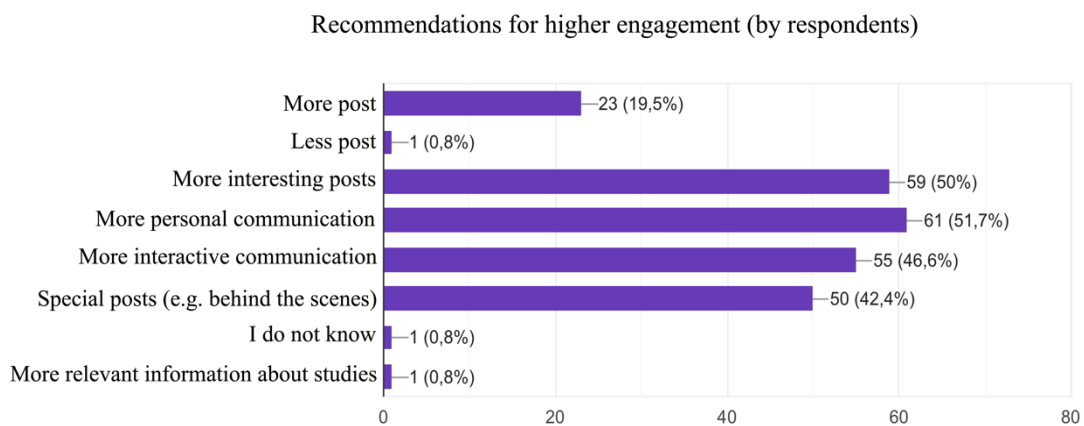
In this section, the questions targeted more general aspects of the social media presence and tried to get information about the respondents' opinions on the engagement the university is trying to achieve. The first question focused on their opinion about the efforts the university puts into their social media communication. Almost half of the respondents think that the university is putting enough effort into social media engagement. To get clear answers, the question was not directly asking them about the word engagement since it is a specific marketing expression, which may be unclear for the respondents. The question was what they think about the amount of effort they put into connecting with their followers and community. The answer opportunities were straightforward and easy to understand, but there was an open opportunity for those who would want to choose something else, and they could add it. The given answers were on a scale from "Does not put any" to "A lot" 20% of the respondents think that they put a lot of effort into engagement, which rate should be higher if the universities want to connect with their followers more. A considerable number of respondents (32%) think that they are not putting enough, and only 4% believe that they are not putting any at all. Two added answers were "I don't know" and "Not following".



28. Figure Respondents opinion about the efforts the university puts in engagement, $n = 117$, Source: Own research Based on Annex 1.

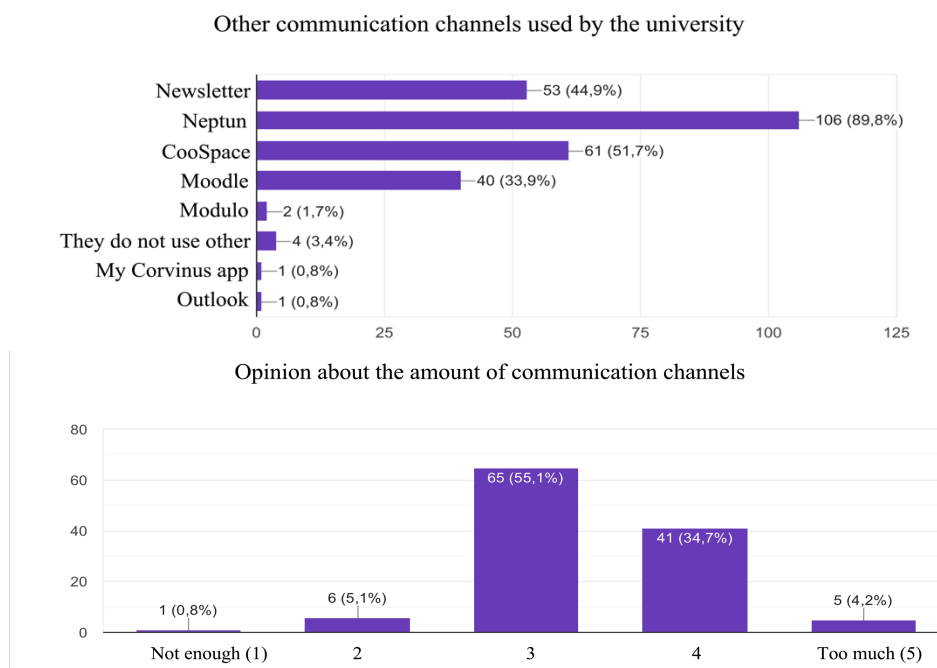
The next question was about the respondent's suggestions, which means they were asked to pick those things that they thought would engage the community more. The options were about the number of posts, the content of posts, or the way of communication.

Most, around 40-50% of the respondents, would recommend universities to share more interesting posts with unique content that helps them during their studies with important information about rules and regulations, conditions that need to be fulfilled to finish their studies, and would communicate more personally and interactively. The interactiveness of the social media pages was underrated in the previous section as well, so this is an aspect the universities should probably be working on harder.



29. Figure Recommendations for higher engagement, $n = 117$, Source: Own research Based on Annex 1.

The following questions were about the number of communication channels and what universities use precisely. On the first diagram on the 30. Figure we can see that 89,9% of the respondents say that their university uses the Neptun system not only for study-related things but also for information sharing and communication. Over half of the respondents say that their university uses the CooSpace system not only to share study materials but also for the reasons mentioned above. 44,9% of the respondents say their university uses newsletters to share important information and to communicate with the students. Moodle is also used for these functions, 33,9% say. A few respondents say they use Modulo and Outlook, and Corvinus is using the “My Corvinus” application. 3,4% say that their university is not using any other channels, but this response may be caused by the misunderstanding of the question. None of the examined universities are only using social media for information sharing, because there are informations that should get to the students, and these should be communicated primarily on the official channels.

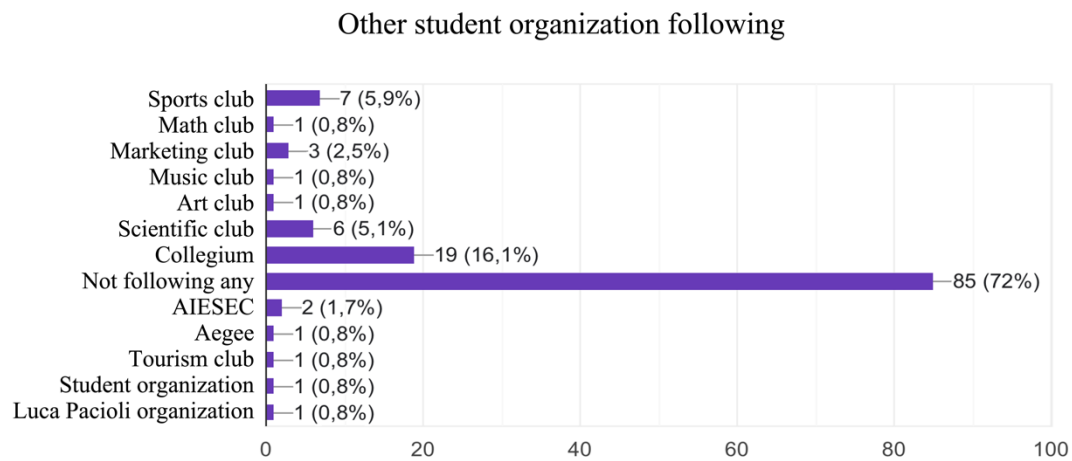


30. Figure Other communication channel opinions, $n = 117$, Source: Own research Based on Annex 1.

In the second diagram, we can see what the respondents think about the number of communication channels the universities are using. The scale was from one to five again, where one was “Not enough” and five was “Too much”. 55,1% of the respondents chose three, which means the number of channels used is ideal for them since this is what the middle of the scale means. 34,7% of the respondents rated with four, which means that this number of channels used is more than ideal but not too much, and only 6,5% say that it is

less than ideal. Only 4,2% say that it is too much, and less than 1% think that it is not enough. This means that, overall, the respondents are satisfied with the number of channels their university uses.

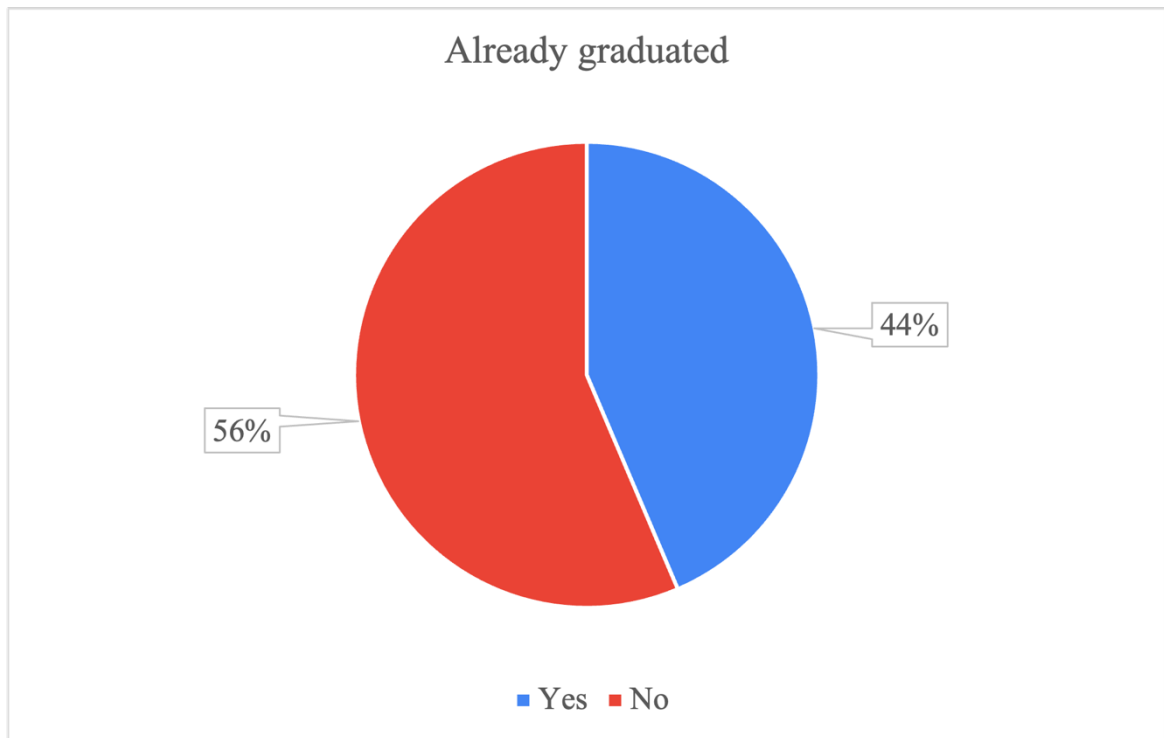
The answers to the question about other student organizations could be interesting because if the students are willing to follow them, and a large number of students can be approached through these sites as well, it may be beneficial to cooperate with them. On the 31. Figure it can be seen that most of the respondents (72%) are not following any of these sites, which means that most probably it would not be beneficial to collaborate.



31. Figure Following student organizations, $n = 117$, Source: Own research Based on Annex 1.

4.2.6. Alum community related questions

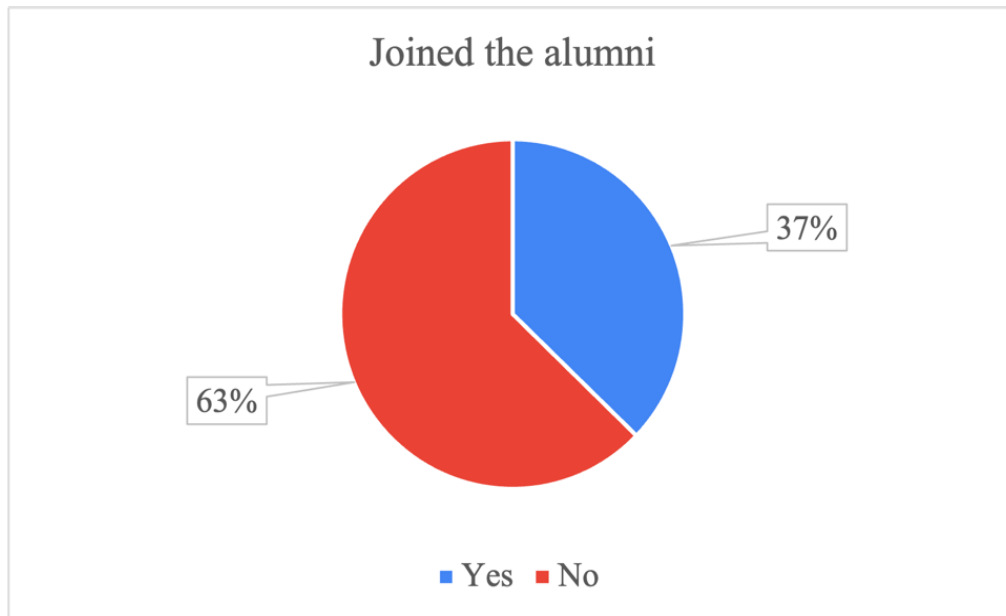
This section was split up into two smaller sections; one is for those who already have a degree, and the other is for those who do not. The 32. Figure shows that 56% (66), of the respondents do not have a degree yet, and 44% (51) have already graduated.



32. Figure Respondents grouped by graduation $n = 117$, Source: Own research Based on Annex 1.

4.2.6.1. Graduated respondents

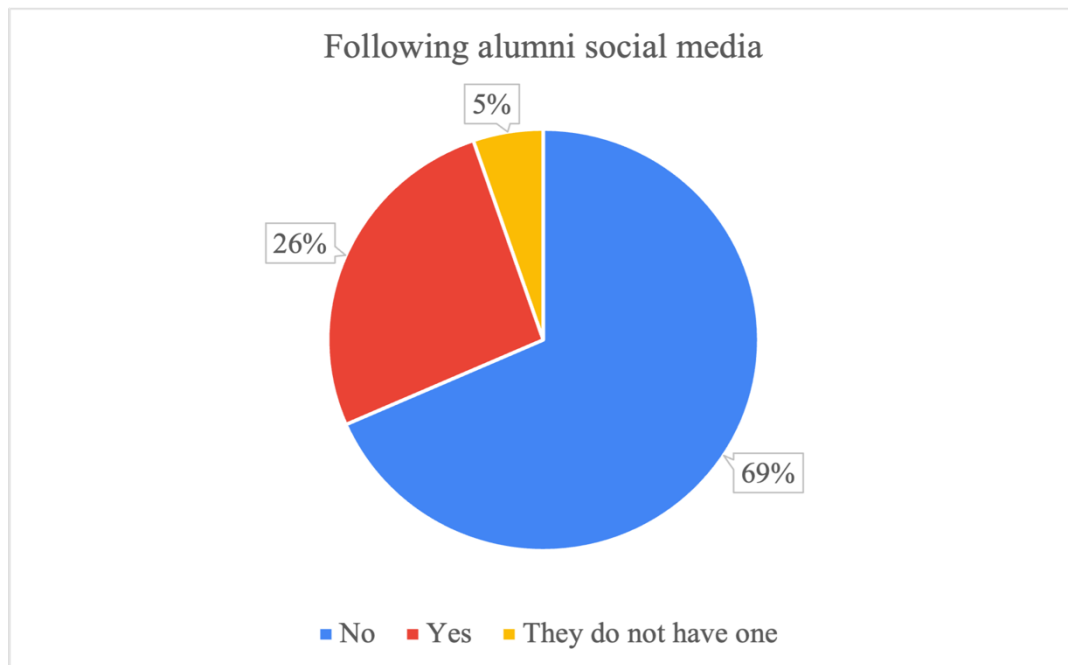
From the graduated respondents, 63,5% have not joined the alum community after graduation, and 36,5% have joined.



33. Figure Respondents joining the alumni community $n = 51$, Source: Own research Based on Annex 1.

Optional question was for those, who did not join the community to give the reason or reasons why they did not join. The answers they gave were mostly because they did not think it would be worth it or it did not seem to be active. Another reason was that they did not know about its existence or what it was, or the university did not give or highlight the opportunity to join. Based on these rates, the universities should put a bigger focus on getting the fresh graduated students to join the alums, but they also have to work on establishing a more interesting community and program that attracts the students to join.

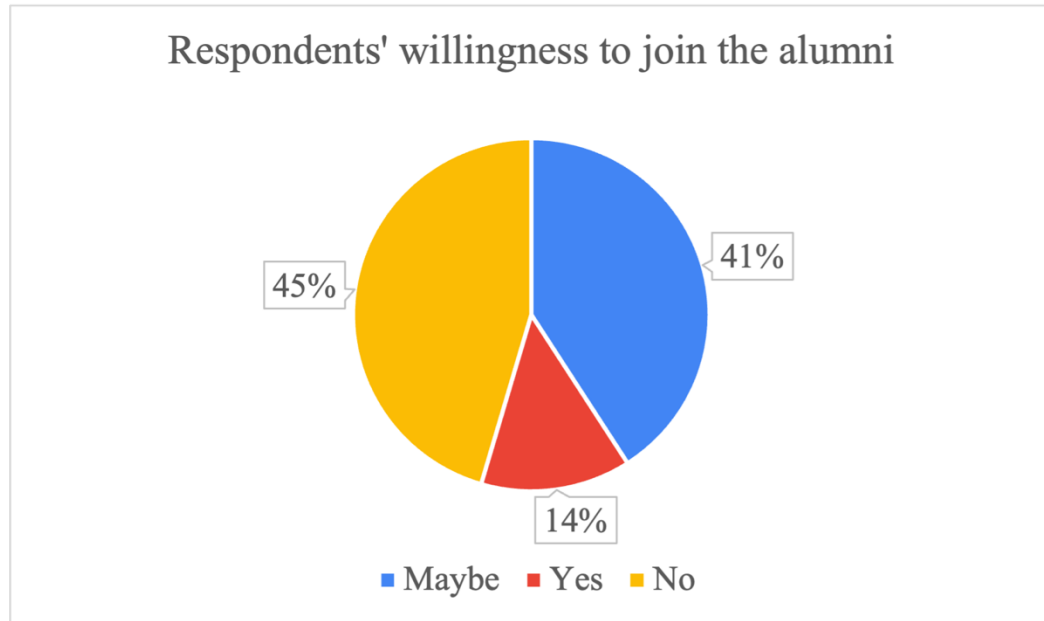
Those who joined the community are not really following the social media pages of it if the university has a specific page dedicated to alum communication. Only 26% of them are following, 69% are not, and 5% say that they do not have one, and this is the reason why they do not follow it, as 34. Figure shows. Based on the answers, for alum communication, the university uses primarily E-mail newsletters for communication, and besides that, they use the website as another communication platform. There are other platforms that the universities use, but none of the respondents listed them, for example LinkedIn.



34. Figure Graduated respondents following rates of alumni social media page $n = 51$, Source: Own research Based on Annex 1.

4.2.6.2. Non-graduated respondents

Most of the non-graduated respondents are not willing to join the community after graduation, or they are not convinced yet to join. Only 14% of the respondents say that they want to join, 45% say that they may enter and the remaining 41% say that they do not want to join.



35. Figure Respondents' willingness to join the alumni community $n = 66$, Source: Own research Based on Annex 1.

Those who want to join expect to be able to participate in job fairs, relationship-building events, and professional events organized by the university, and those who do not or maybe want to join could be convinced with the same event participation opportunities if they could be convinced. The university should put a big focus on showcasing how the alums work and what the students can expect from it if they want to build a solid and active alum community.

5. Conclusion and Suggestions

5.1. Conclusion

The goal of the research was to compare the universities social media usage to the preferences of the students at the universities. The primary research was an analysis on the five universities' Facebook and Instagram activities, using all publicly available information. The secondary research was a questionnaire dedicated to examine the thoughts of university students about their university's social media communication.

Many academic sources suggest universities to focus on recruitment on social media, while others say that engagement with current students would be more beneficial to focus on. My primary research, the social media analysis, shows that the examined universities are using social media to communicate with their current students. Still, recruitment is a highly represented category in their social media communication. Based on the questionnaire, the current students, who are the main target audience of the universities' social media, prefer to see content that is related to their university life, finishing studies and important deadlines.

The engagement rates were examined through publicly available data; since I do not have access to the pages, I could not see the analysis Meta is providing for them. The number of reactions to posts shows moderate engagement rates, which could be improved, by taking into consideration the followers preferences both in post and content types. During the study, I could identify posts that the universities probably highlighted because these posts got an outstandingly high number of reactions, which altogether improved the engagement rate. There were remarkable differences when comparing the universities' posts, post categories, and post types with the questionnaire's results among students. For example, the respondents prefer to see photo posts with short descriptions and would like to see content related to their studies and university life, but the universities were mostly sharing video posts, and they were posting a lot about topics, that are not interesting their audience, which is sometimes also visible in the number of reactions on certain posts.

Most universities post more videos than photos, but based on the responses to the questionnaire, students prefer photo posts to videos, but only with a slight difference, which means that the type of the posts is not an important factor in case of engagement. The language use of the universities was diverse. There were pages, where some of them used only Hungarian, or only English, but there were some, who used both languages, even in one

post. The consistency of the language use was mostly good, but sometimes it could become confusing, especially if I was trying to find logic behind the decisions.

I was examining government or organization financed non-profit universities, which were BME, BGE, Corvinus and ELTE, and one private university, that is for-profit, which was METU. The difference was not that eye-catching, as I thought it will be, but there were small differences that could be observed. On Facebook METU was posting outstandingly more about events, than the other universities', which may be because of the different way of funding. A private university may have larger amount of assets to finance several events, than a non-profit university. On Instagram a very eye-catching difference could be observed, which was that they were almost only posting about recruitment on the official Instagram page of the university. Another interesting thing can be, that METU has a lot of other social media pages, that aims to communicate with current students, which I could not find for the other universities in this amount (if any).

My first research question was, where should universities be present more on Facebook or Instagram? If their target audience is Generation Z (people born between 1997 and 2012), they should be using Instagram more actively. Recently, I assumed before the research that Facebook had grown "old" and that the younger generations were trying to avoid it. They are available on Instagram more than on Facebook. Universities should be using social media sites to suit their target audience. If they are primarily targeting the younger generations, they should put a more significant focus on Instagram presence and use Facebook for communication with the older alums.

Based on the research I made, which because of the sampling method, did not give a representative sample, makes it debatable. Based on the answers, there is a thin line between the Instagram and Facebook followings. In case of the official university pages, more respondents are following on Facebook, than Instagram, but in case of the student union pages, more respondents are following them on Instagram, than on Facebook. This question cannot be answered based on the collected data; it needs further research to be able to find proper answer. The assumption about Facebook growing "old" is not correct in this case, based on the data. Universities should focus on both social media platforms equally, because the difference is very small, and the number of reactions on Facebook are higher.

The second research question was whether universities should post more content targeting their current students and less about recruitment because current students are more likely to follow social media pages than senior high school students.

For the second research question some academic sources suggest the opposite, to target the high school students, with recruitment content, and others suggest the same, to target current students. The use of social media for recruitment should be decreased, but not eliminated, because it still is a useful tool for recruitment, but the primary communication should focus on current and former students.

The responses to the alumni community related questions were interesting. Most of the respondents did not join, or do not want to join the community after graduation. The main reasons for it were the lack of interest and knowledge about it.

5.2. Suggestions

Based on this paper some suggestions can be made for the universities' social media usage. They should be observing the reactions and the engagement rates and shape their contents accordingly. More concrete, their communication content should focus on satisfying their audience's needs and post more about studies, rules and regulations, important deadlines, and university life. Also, when having dedicated sites for different faculties or themes for the university, they should be showcasing them on their official social media pages to give the followers an easier way to find them.

For understanding the audience's needs the Meta Business Suite provides numerous opportunities to follow insights from your audience and about the shared contents. Apart from the analysis and data that could be provided as an observer, who does not have access to this kind of data, these insights show very important information to create a proper and successful content plan. Meta gives insights about the audience, which helps to understand them, the business user can get information about demographic data, interests and behaviors, which are all important for the content strategy establishment. Regarding content creation it offers tools like the content calendar, where the user can plan and create the posts and schedule them according to the plans. The consistency of content sharing schedule can help to stay engaged with the audience. The scheduling gives the opportunity to automate sharing, through which Meta will post the content at the given time, which also helps to stay consistent and saves time and effort. Together with the audience's behavior and these metrics

and tools the posting and content creation can be made effective easily. (Comstat Solutions, 2023)

Another important thing would be to post about the alumni community more. If they want to build strong community from graduated students, they should avoid the problems, that were listed by the respondents as reasons for not joining or not wanting to join the alumni after graduation. The problems they wrote were for example, that they did not know what it was, the university did not give them the opportunity to join, or they do not know what it is good for. They should be explaining more about what it is, how they can join and what they can expect. By showcasing alumni events more on social media or detecting a special site for this purpose can be beneficial, but they should still post it on the main pages as well.

6. Summary

The research questions could not be answered fully, and for both further researches would be necessary. To be able to answer the first research question, several other questions should be answered. The first is, how to Hungarian teenagers and young adults use social media. The second is to examine the followers of the universities, to be able to take away important data for this kind of analysis, because to be able to identify the content marketing strategy, the most important aspect would be to know, who exactly the target audience is, and how they behave and respond towards the current content.

For the second research question the follower analysis would be important as well, but also to gather information from a representative sample about university students, professors and alumni, if they are following the pages and what kind of content they prefer to see on them, here I suggest asking the followers directly in a post or story, what they prefer to see. The platforms offer voting tools that can be used for this purpose. The unrepresentativeness of the survey limits the conclusions that can be taken away from the research, but repeating the research, with wider range of respondents, and also examining high school student together with current university students, and university alumni, would give a better picture about the needed content strategy. Also, the engagement rates of the universities could be useful to be able to answer both research questions, because than through the mistakes, and the observable problems we can draw more complex conclusions based on a bigger and more precise database.

Interesting research could be if the researcher gets access to the platforms and can analyze the metrics given by Meta together with the data that was analyzed in this paper, so that a more detailed analysis can be prepared anonymously or in classified research because of the sensitivity of the business strategy data. Important and detailed content marketing analysis and evaluation could be prepared, with concrete improvement areas defined.

To sum up, the conclusions made based on the paper have to be handled carefully, because of the mentioned unrepresentative sample and that lot of information that would be needed to be able to examine this topic properly are not available publicly.

The main takeaway from this paper is, that despite the missing data, it can be said that universities should be focusing more on what and how they are posting and if the content is suitable for their followers and social media community or not. Closer monitoring of the metrics, that were not available for my research publicly together with those, that were

analyzed here, would help to establish a successful content marketing strategy, which together with the other applied marketing strategies would be very effective.

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Appendix

1. Annex: Higher education institutions social media presence questionnaire

1. Do you have active student status?
 - a. Yes
 - b. No
2. Which university did/do you attend?
 - a. Corvinus University of Budapest
 - b. Budapest Business University
 - c. Eötvös Lóránd University
 - d. Budapest University of Technology and Economics
 - e. Budapest Metropolitan University
 - f. Other... /*SUBMIT*
3. /If answer to the second question was a, b, c, d, or e, then/ Which course do you study?
4. What types of posts do you prefer/like on your university's and student union's official social media pages?

Rate the listed types. (*One answer in each row, 1 – I don't like/prefer and 5 – I like/prefer*)

	1	2	3	4	5
Video					
Photo					
Text					
Swiping (photo and video)					
Swiping (only photo)					
Swiping (only video)					
Photo/video with a short description					
Photo/video with a long description					

5. What types of content do you prefer/like on your university's and student union's official social media pages?

Information about... *(One answer in each row, 1 – I am not interested at all and 5 – I am very interested)*

	1	2	3	4	5
Formal events					
Informal events					
University life					
Finishing studies					
Deadlines (payments, applications)					

6. Do you follow your university's official Instagram page?

- a. Yes
- b. No

7. */If the answer is yes for question 6/ Rate the following characteristics about your university's Instagram page: (One answer in each row, 1 – I disagree at all and 5 – I agree)*

	1	2	3	4	5
Informative					
Easy to use					
Useful					
Interactive					

8. Do you follow your university's official Facebook page?

- a. Yes
- b. No

9. */If the answer is yes for question 8/ Rate the following characteristics of your university's Facebook page: (One answer in each row, 1 – I disagree at all and 5 – I agree)*

	1	2	3	4	5
Informative					
Easy to use					
Useful					
Interactive					

10. Do you follow your university's student union's official Instagram page?

- a. Yes

b. No

11. /If the answer is yes for question 10/ Rate the following characteristics about your university's student union's Instagram page:

	1	2	3	4	5
Informative					
Easy to use					
Useful					
Interactive					

12. Do you follow your university's student union's official Facebook page?

a. Yes

b. No

13. /If the answer is yes for question 12/ Rate the following characteristics about your university's student union's Facebook page:

	1	2	3	4	5
Informative					
Easy to use					
Useful					
Interactive					

14. How much effort do you think the university puts into connecting with its followers and students on social media?

a. A lot

b. Enough

c. Not enough

d. Does not put

e. Other...

15. What would you recommend them to do, to be able to connect with their followers and students more effectively? (*Choose as many as you want*)

a. More post

b. Less post

c. More interesting posts

d. More personal communication

e. More interactive communication

f. Special posts (e.g., behind the scenes)

g. Other...

16. Does your university communicate on other channels? (*Choose as many as you want*)

- a. Newsletter
- b. Neptun
- c. Coospace
- d. Moodle
- e. Modulo
- f. They don't use any
- g. Other...

17. What do you think about the amount of communication channels? (*Choose on a linear scale of five*)

- a. Not enough
- b. Enough

18. If you have anything to add about the topic, please write it here! (*Type answer*)

19. Sex

- a. Female
- b. Male
- c. I prefer not to say

20. Age

- a. – 18
- b. 19 – 24
- c. 25 – 30
- d. 31 – 40
- e. 41 – 50
- f. 51+

21. Do you follow any other student organization's social media page? (*Choose as many as you want*)

- a. Sports club
- b. Math club
- c. Marketing club
- d. Music club
- e. Art club
- f. Scientific club

- g. Collegium
- h. Not following any
- i. Other...

22. Do you have a degree?

- a. Yes
- b. No

23. */If question 22 answer is yes/ On which university? (Type answer)*

24. Did you join the alum community?

- a. Yes
- b. No */SUBMIT*

25. If not, why? *(Type answer)*

26. */If question 24 answer is yes/ Do you follow the social media site of the alums?*

(If they have any)

- a. Yes
- b. No
- c. No, because they don't have any

27. What other platform do they use for communication?

- a. Newsletter
- b. Website communication
- c. Other...

28. Was it worth to join the community?

- a. Yes
- b. No
- c. Other...

29. */If question 22 answer is no/ Would you like to join the alum community after graduation?*

- a. Yes
- b. No
- c. Maybe

30. */If question 29 answer is yes/ What do you expect? (Choose as many as you want)*

- a. Job fair
- b. Relationship building events
- c. Professional events

d. Other...

31. */If question 29 answer is yes/* What would convince you to join? *(Choose as many as you want)*

a. Job fair participation opportunity

b. Opportunity to participate in relationship-building events

c. Professional events

d. Discounted entry to professional events

e. Other...

32. SUBMIT