

<https://doi.org/10.23913/ride.v13i26.1480>

Artículos científicos

Estudio comparativo del uso del marketing digital: redes sociales en Instituciones de Educación Superior de México y América Latina

***Comparative study of the use of digital marketing: social networks in
Educational Institutions in Mexico and Latin America***

***Estudo comparativo do uso do marketing digital: redes sociais em
Instituições de Ensino Superior no México e na América Latina***

Elisa Monterrubio Cabrera

Tecnológico Nacional de México, Campus Pachuca, México

elisa.mc@pachuca.tecnm.mx

<https://orcid.org/0000-0002-8656-6245>

Liliana de Jesús Gordillo Benavente

Universidad Politécnica de Tulancingo, México

liliana.gordillo@upt.edu.mx

<https://orcid.org/0000-0001-9982-7283>

Resumen

El marketing digital ha jugado un papel muy importante en todas las organizaciones y en las Instituciones de Educación Superior no es la excepción. El objetivo de esta investigación fue realizar un estudio comparativo del uso del marketing digital en cuanto a las redes sociales que han incorporado las universidades de México y Latinoamérica. Se llevó a cabo un estudio sobre las publicaciones en redes sociales que utilizan las universidades de renombre internacional de acuerdo al ranking *QS World University Rankings*. Para pertenecer a esta lista mundial de prestigio y calidad, se analizan algunos aspectos de las instituciones educativas de nivel superior. Se utilizó la técnica de levantamiento de información y la sistematización de aplicación, la cual tuvo como objeto analizar e informar la práctica inmediata en el uso del marketing digital y las redes sociales en las instituciones educativas. Los principales hallazgos encontrados en esta comparación de las universidades fueron que



cada universidad crea sus propios canales de comunicación, pero considerando su público objetivo, como son las generaciones *millennial* y *centennial*, que presentan en su uso cotidiano las redes sociales como *Facebook*, *Instagram*, *Twitter* y *YouTube*.

Palabras clave: Marketing educativo, tecnologías on line, canales sociales, comunicación.

Abstract

Digital marketing has played a very important role in all organizations and Higher Education Institutions is no exception. The objective of this research was to carry out a comparative study of the use of digital marketing, in terms of social networks that have been incorporated by Higher Education Institutions in Mexico and in Latin America. The analysis of the publications in social networks of internationally renowned universities was carried out according to the QS World University Rankings, which to belong to this world list of prestige and quality analyzes some aspects of higher level educational institutions, The systematization of experiences was produced as a data collection technique, whose objective was to interpret and analyze the immediate practice in the use of digital marketing: social networks in educational institutions. The main findings found in this comparison of the universities were that each university creates its own communication channels, but considering its public objective such as the millennial and centennial generations that present social networks such as Facebook, Instagram, Twitter and YouTube in their daily use.

Keywords: Educational marketing, On line technologies, Social Channels, communication

Resumo

O marketing digital tem desempenhado um papel muito importante em todas as organizações e as Instituições de Ensino Superior não são exceção. O objetivo desta pesquisa foi realizar um estudo comparativo do uso do marketing digital em termos de redes sociais que foram incorporadas por universidades no México e na América Latina. Foi realizado um estudo sobre as publicações em redes sociais utilizadas por universidades de renome internacional de acordo com o QS World University Rankings. Para pertencer a esta lista mundial de prestígio e qualidade, analisam-se alguns aspectos das instituições de ensino superior. Foi utilizada a técnica de coleta de informações e a sistematização do aplicativo, que teve como objetivo analisar e informar a prática imediata no uso do marketing digital e redes sociais em instituições de ensino. As principais conclusões encontradas nesta comparação das universidades foram que cada universidade cria seus próprios canais de comunicação, mas

considerando seu público-alvo, como as gerações milenar e centenária, que apresentam redes sociais como Facebook, Instagram, Twitter em seu uso diário. e YouTube.

Palavras-chave: Marketing educacional, tecnologias online, canais sociais, comunicação.

Fecha Recepción: Enero 2023

Fecha Aceptación: Mayo 2023

Introduction

The use of digital technologies has undergone a very rapid change throughout the continent, and they are essential means to increase communication immediately and reach all parts of the world. Currently, online technological tools are present in all humanity. Basically, the main challenges have been fast and instant access with mobile devices, as well as precise interactivity and agile communication with people anywhere in the world (Huidobro, 2019). In this context, Vercheval (2016) argues that organizations, regardless of their line of business, are using digital technologies as a means of communication, since the environment demands efficient and agile communication, and digital marketing is a useful and necessary technological tool. as a communication channel.

Communication is a purely social activity involving actions that lead to emotions and, again, actions. Now, with the use of digital media with information technology tools, this process is facilitated and, in turn, becomes more complex and stressful for most people. The concept of speed and immediacy in the response in the communication process is increasingly perceptible in the millennial generation and now in the centennial generation that is approaching the higher levels of education.

According to Angulo-Armenta et al. (2021), argue that currently digital communication is a form of interaction that occurs through the existence of a community and depends on the intrapersonal relationships that occur with the members and through resources on the network. Today, you can see online communities that are applied in the training of students, virtual groups that tend to interact synchronously and asynchronously and occur efficiently. Such is the case of social networks, discussion forums, wikis, blogs and microblogs, which are some digital tools and depend on the participants joining and having constant interaction. With this, social media platforms are able to create virtual communities.

For this reason, social networks play a fundamental role in communication and interactivity with target audiences. To carry out the comparative study of the use of digital marketing in social networks in universities in Mexico and Latin America, 5 recognized universities in their educational field and in their country were selected. The University of

Sao Paulo in Brazil is identified as one of the most prestigious universities in Latin America, the Pontificia Universidad Católica de Chile, the University of Buenos Aires, Universidad de los Andes Colombia and the Tecnológico Nacional de México campus Pachuca, all recognized in their countries for quality and educational programs and within the ranking of universities in Latin America.

The problem that is addressed in this article is the need that the target audiences have to answer their questions regarding educational institutions, which exists a lag and lack of communication between the various digital media that are an alternative for be well connected Therefore, the fundamental question that guided this research was: What are the social networks to streamline communication with target audiences in higher education institutions in Mexico and Latin America?, considering the importance of digital marketing today.

Literature review

Educational marketing

For Nuñez (2017), educational marketing is defined as a set of techniques and strategies used by educational institutions from kindergarten to postgraduate, whose purpose is to satisfy the educational needs of a society, families and students in a profitable way, it is In other words, profitability is managed from a social point of view, not simply from an economic one. The application of educational marketing is independent of the academic degree you have or the origin of your resources, mentioning that this activity is complementary to efficient administrative management.

For their part, Figueroa et al. (2016) define educational marketing as a tool that allows the creation of a social conscience, which, integrating all the protagonists of the educational process, achieves a transformation of educational institutions into centers of human development through processes of the highest quality. humanity, academic depth and social realism.

Digital marketing

For Forero (2020), the main objective of campaigns in online tools is to generate traffic by potential and real customers, that is, they enter the web page, social network or digital media used by organizations and In turn, customers obtain the product or service offered. Said digital tools must be oriented to the market segment to arouse interest. They must also be impressive and very creative.

In this vein and according to Colvee (2013), cited in Forero (2020), web 2.0, which is known as the dynamic stage of virtuality, is a fundamental challenge for digital marketing. It is to create virtuality in an attractive way in view of final consumers and potential customers, incorporating the advantages of proactivity, interactivity and exchange. This is how, following the same ideas of the author, he mentions that digital tools are used by organizations and institutions as innovative applications for the production of useful and efficient content for the target audience. With this, they achieve interactivity with potential customers, using communication channels such as multimedia resources whose purpose is to design marketing strategies so that the consumer can, with these online tools, capture their attention and their purpose is for the customer to buy the product or service offered by the organization.

Relationship marketing in educational institutions

Having a well-defined communication strategy determines the actions that institutions must follow in creating productive and long-term relationships with their audiences. For this reason, relationship marketing plays a very important role in higher education institutions.

Bryce (2007), cited in Gómez-Bayona et al. (2020), recognizes the concept of relationship marketing, which has gained importance in the service sector, considering variables such as trust, value, commitment or loyalty, which allows the creation of long-term relationships between companies, institutions and their users.

At present, for the realization and application of relational marketing, the use of various tools is contemplated, which allow reaching audiences interested in the services that educational institutions offer. These audiences are those who make use of technology in most of their daily activities, from identifying the state of the weather to interacting with their peers and the institutions to which they belong.

Social networks and educational institutions

It is necessary to mention that, according to Santamaría (2008), a social structure that is formed by means of nodes-individuals and organizations and the link by one or more types of interdependence such as points of view, ideas, values, friendship, dislike, conflict, point of view, financial exchange, trade, web links and even love relationships are known as social network.

As García (2018) states, cited in Alcolea et al., (2020), Spanish universities have a corporate presence on social networks, however, in addition to creating a corporate profile on the most popular social networks, content must be created that attract the target audience. Likewise, the presence in social networks must comply with the strategic objectives of the institutions. The same author maintains that it is a constant and pressing need for Higher Education Institutions to keep the information updated with the different digital media in the digital networks that originate more traffic to the target audiences, that is, to the market segment.

Pulido et al., (2021) mention that, as part of the changes in society and the adoption of technologies, a revolution has been generated in the way people relate, changing their routines, the development of their relationships and establishment of contact with others, the planning of conditions as daily as the planning of activities, in their self-validation and in the way of learning, among others. Therefore, educational institutions now more than ever have used digital platforms or social networks to communicate with their communities and shorten response times.

Method

In order to fulfill the objective of the research, which was to carry out a comparative study of the use of digital marketing: social networks in the universities of Mexico and Latin America, a systematic review was carried out under the qualitative approach with the documentary method, and it was applied hermeneutics and discourse analysis (Hernández et al., 2014). The research question was: What are the social networks most used by the different Higher Education Institutions in Mexico and Latin America that allow streamlining communication among their target audiences? The sample was with five Higher Education Institutions from various countries, and the criteria for the selection of HEIs was through a comparison of digital media used for communication to the target audiences, the responses and interaction of the Institution and the segment. market. The information collection

technique consisted of the systematization of experiences in the use of digital media, where the practices of the people who perform it in the IES were analyzed and interpreted (Jara, 2015).

The first aspect that was carried out through the systematic review was to verify the use of social networks in educational institutions. The systematic review is detailed below: each educational institution creates its own communication and relationship strategies with its audiences, according to their characteristics, conditions and needs. Therefore, the use of social networks as two-way means of communication has increased over time and with the hyperconnectivity that the millennial and centennial generations present in their daily use of said social networks.

As part of this study, an analysis of the media used by the selected institutions was carried out, specifically in the structure of their websites, Facebook, Twitter, Instagram and YouTube, the content they share and the way they interact with their student community. and general public.

Table 1 shows the universities in Mexico and Latin America, and the social networks they use, ordered according to the ranking of universities carried out by Webometrics 2020 and the Explore QS World University Rankings 2022. This ranking is based on eight indicators: 1. Academic reputation, 2. Reputation of the employer, 3. Citations by faculty or institute, 4. Foreign students, 5. Foreign professors, 6. Membership of international research networks, 7. Employability results and 8. Proportion of students in the institution . These indicators were used in this study to analyze the quality of the information in the social networks of the universities and the interactions with their audiences. Table 1 shows the universities studied and the social networks used.

Table 1. Comparison of social networks of universities in Mexico and various Latin American countries

Country	University	Website	Facebook	Twitter	Instagram	YouTube
Brasil	University of Sao Paulo	https://www5.usp.br/	https://www.facebook.com/usp-online	https://twitter.com/usp-online	https://twitter.com/usp-online	https://www.youtube.com/canalusp
Chile	Pontificia University Católica de Chile	https://www.uc.cl/	https://www.facebook.com/uca-tolica	https://twitter.com/ucaticola	https://www.instagram.com/ucaticolaoficial/	https://www.youtube.com/channel/UCAf19v22I3cD2SZB9z3kNMw
Argentina	University of Buenos Aires	https://www.uba.ar/#/	https://www.facebook.com/uba-online/	https://twitter.com/UBAonline	https://www.instagram.com/uba_ar/	https://www.youtube.com/user/ubaonline
Colombia	University of the Andes Colombia	https://uniandes.edu.co/	https://www.facebook.com/UniandesCol/	https://twitter.com/Uniandes	https://www.instagram.com/uniandes/	https://www.youtube.com/user/uniandes
México	Tecnológico Nacional de México campus Pachuca	http://www.itpachuca.edu.mx/index.php	https://www.facebook.com/tecnmpachuca	https://twitter.com/tecnmpachuca	https://www.instagram.com/tecnmpachuca/	https://www.youtube.com/c/TecNMCampusPachuca

Source: Author's elaboration based on social networks IES.

As part of the communication actions of the institutions, the aforementioned social networks are used and in each of them their audiences interact with the information provided, this information is sometimes not up to date and, as shown in Table 2, does not All the universities have updated social networks, however the ones they use the most are Facebook, Twitter, Instagram, YouTube.

Table 2. Universities and their followers on social networks

University	Facebook	Twitter	Instagram	YouTube
University de Sao Paulo	Likes 371,571	Seguidores 240,300	Seguidores 223,377	Suscriptores 367,000
	Seguidores 406,393			
Pontificia University Católica de Chile	Likes 128,729	Seguidores 84857	Seguidores 71,960	Suscriptores 13,600
	Seguidores 133,679			
University of Buenos Aires	Likes 359,888	Seguidores 124,603	Seguidores 187,345	Suscriptores 8820
	Seguidores 366,620			
University of the Andes Colombia	Likes 154,480	Seguidores 156,651	Seguidores 101,143	Suscriptores 56,600
	Seguidores 170,856			
National Technological of Mexico. Campus Pachuca	Likes 23,000	Seguidores 1167	Seguidores 1452	Suscriptores 294
	Seguidores 25,000			

Source: Author's elaboration based on social networks IES.

It is important to mention that the number of likes, followers and subscribers is related to the number of students enrolled in each institution, their seniority and graduates. The next step for this analysis was the identification of content designed by each institution. Daily posts from October 1 to November 30, 2022 were reviewed, including the format of the content (video, images, or live streams), the main topics of the posts, and the use of other communication resources.

Results

In order to fulfill the objective of carrying out a comparative study of the use of digital marketing in social networks of universities in Mexico and Latin America, a comparison was carried out between the selected universities and the information in their Facebook, Instagram, Twitter and YouTube accounts, during the months of October and November 2022. The results were contrasted and the functionality of the publications was analyzed in terms of interactions (likes, retweets and views in general).

University of Sao Paulo, Brazil

This educational institution is positioned as one of the best universities worldwide in the QS World University Rankings, occupying position 115 and being the second best university in Latin America. It was founded in 1827 as the Faculty of Law and in 1934 as a public university. It currently has 8 campuses and the Marine Biology Center. Table 3 shows the social networks used and the publications made by the University of Sao Paulo. (USP, 2022).

Table 3. Social networks and publications University of Sao Paulo

Publicatios	Facebook	Twitter	Instagram	YouTube
Videos	0	0	0	65
Photography and information	164	464	0	0
Video Links	0	0	0	5
Other content (Reels, stories)	0	0	15	0

Source: Author's elaboration.based of social networks IES.

The use of Facebook is evident in the communication strategy of the University of Sao Paulo, however, the most widely used scientific dissemination tool is Twitter, incorporating direct links to its institutional magazine <https://jornal.usp.br/>

Regarding the use of the YouTube video platform, the University of Sao Paulo uses videos to disseminate academic activities and interviews with outstanding students. During the month of November 2022, the Agriculture and Livestock Expo organized by the university was held, this being the month with the largest number of publications, with a total of 51 videos.

Pontifical Catholic University of Chile

This university was founded in the city of Santiago de Chile in 1888 with the mission of offering the Chilean community an education based on the values of the Catholic Church, being an institution of public function and vocation (Pontificia Universidad Católica de Chile, s/ F).

It is currently in position 121 of the best universities in the world, according to QS World University Rankings QS Universities Rankings - Top Global Universities & Colleges, (s/f), in table number 4 the social networks and publications are shown.

Table 4. Social networks and publications Pontificia University Catolica de Chile

Publicatios	Facebook	Twitter	Instagram	YouTube
Videos	15	40	10	15
Photography and information	163	471	46	0
Video Links	0	3	0	2
Other content (Reels, stories)				
Publicatios	0	0	0	0

Source: Author's elaboration.based of social networks IES.

In the social network activities of the Pontificia Universidad Católica de Chile, the publications made on Facebook, Twitter and Instagram do not differ substantially from each other, publishing the same information on the three social networks.

Part of the information provided by the university through these media is related to institutional life with an orientation towards the student community and towards society aligned with its culture and institutional values.

Once again it is observed that the Instagram social network is the best positioned among the community to comment and share information and feedback on the events of the institution and academic life.

Buenos Aires' University. Argentina

Institution founded in August 1821 in the capital city Buenos Aires, Argentina; It is the largest university in the country and considered one of the most prestigious study centers in Latin America.

According to the QS World University Rankings, the University of Buenos Aires is in position 67 in the world ranking and in place 8 among Latin American universities (Universidad de Buenos Aires (UBA), s/d). The most used social networks as a communication channel are displayed in Table 5, as well as the number of publications.

Table 5. Social networks and publications University Buenos Aires

Publicatios	Facebook	Twitter	Instagram	YouTube
Videos	0	0	8	1
Photography and information	43	0	41	0
Video Links	0	0	0	0
Other content (Reels, stories)	0	0	0	0

Source: Author's elaboration.based of social networks IES.

The use of Facebook at the University of Buenos Aires is relatively low. The publications made are addressed to its student community by sharing part of the institutional life, mainly news, calls and agreements between institutions. In the case of Twitter, their posts are redirected from other campus posts that belong to the institution.

Instagram turns out to be the most effective platform to communicate with the student community, being the one with the most interactions and responses among the social networks used. Their responses range from 448 to 16,025 "likes" in similar posts on other networks such as Facebook and Twitter.

In the analysis period covered by this research, only one institutional video was published on the YouTube channel of the University of Buenos Aires. Prior to that, the last publication was 4 months ago.

University of the Andes. Colombia

Founded on November 16, 1948, the Universidad de los Andes is the first private higher education institution in Colombia of a secular and independent nature unrelated to defending the interests of any social, economic or political group. The Universidad de los Andes is in position 5 among the best higher education institutions in Latin America and in first position in Colombia (Pérez, 2022). Table 6 shows the social networks used as a communication channel and the number of publications.

Table 6. Social networks and publications University of the Andes. Colombia

Publicatios	Facebook	Twitter	Instagram	YouTube
Videos	6	24	7	14
Photography and information	82	65	32	0
Video Links	2	0	0	0
Other content (Reels, stories)	0	0	0	0

Source: Author's elaboration.based of social networks IES.

Part of the publications that this institution makes on its social networks refer to its daily activities, alliances that it makes with other internationally renowned institutions, highlighting those with concern for the environment and climate change, carrying out constant awareness campaigns on war conflicts. and a constant exercise of communication on inclusion, equal rights and diversity. While her posts on Facebook are constant, her interactions and reactions are very few compared to Instagram, where her reactions range from 600 to 5,112 reactions on some of her posts. YouTube lags behind as it is the social network with fewer publications and fewer reactions from the community and society in general.

National Technological of Mexico, México

The Tecnológico Nacional de México (TecNM), formerly the General Directorate of Technological Institutes (DGIT) and later the General Directorate of Higher Technological Education (DGEST), is the largest higher education system in Mexico, made up of 254 campuses throughout the country (TecNM, 2022).

This university as an institution does not appear among the first positions in any ranking of universities in the world or in Latin America, however, the Tuxtla Gutiérrez Chiapas Campus is positioned in 435th place in Latin America and 68th at the national level. However, it is important to mention that a systematic study was conducted at this university. Table 6 analyzes the most used social networks as a communication channel as well as the number of publications.

Table 6. Social networks and publications National Technology of Mexico. Mexico

Publicatios	Facebook	Twitter	Instagram	YouTube
Videos	95	38	0	7
Photography and information	154	209	0	0
Video Links	0	1	0	0
Other content (Reels, stories)	0	0	0	0

Source: Author's elaboration.based of social networks IES.

According to data from the company specialized in market research Statista, in Mexico in 2022 there are 98.6 million people who have access to the Internet, of which 93.8% use it to search for information; approximately 87.57 million of these users have social networks, 93.4% use Facebook, 79.1% have Instagram and 56% use Twitter (Statista, s/f). Unlike the universities previously analyzed where Instagram predominates in its reactions by its audiences, in Mexico the preponderant social network is Facebook. On the social networks of the Tecnológico Nacional de México, during the months of October and November 2022, publications were made regarding institutional sports events, fragments of conferences by the Director General, publications of calls and invitations to virtual conferences. Its publications are highly directed towards the community that belongs to this institution, however, there are few publications that could be of interest to the general public. YouTube is once again the least used and updated medium of all social networks, with only 7 posts during the two months of analysis.

Discussion

Based on the results obtained in this research, it is considered that Higher Education Institutions should invest more and more in digital marketing, in this case, in social networks that allow reaching target audiences quickly and efficiently with useful information. Currently, there are various digital technologies that allow HEIs to communicate and interact with society. Although it is true that the Latin American countries studied in this research apply the same social networks to communicate with their target audiences compared to

Mexico, it is observed that they do not use them to a greater extent. In each country studied, it can be found that some social networks include more content in relation to others.

Based on the results, the social networks incorporated in higher education institutions in Latin America and Mexico are evident, where the comparison of Facebook, Twitter, Instagram and YouTube was made. It is observed that information publications are not used in all social networks, so it is necessary to incorporate social networks that are useful for students and target audiences, allowing the display of constant news about the institutions, so that they are of interest. utility and work efficiently what is being incorporated in each IES.

According to the results, the social network Instagram is the one that prevails to a greater extent as the social network most valued and appreciated by the millennial and centennial generations, despite the time intervals between publications. The presence and visibility, as mentioned by Simón (2014) cited in Alcolea et al. (2020), it is increasingly imminent in institutions where their main users are immersed in social networks. Communication is no longer done by "traditional" means with its limitations, communication becomes faster, more direct where there are now interlocutors and not just one-way communication. It is convenient to point out, as Forero (2020) mentions, that the objective of online tools is the generation of traffic by real and potential customers, so it is necessary for HEIs to be able to incorporate social networks and include useful content and important for the target audiences, since these contents must generate added value that allows greater traffic on the website of each IES.

It is necessary to emphasize that web 2.0 is dynamic, and therefore there is interaction with the students, since they spend the most time on social networks and it is where they can find out about all the events that take place daily, as mentioned by García (2018), cited in Alcolea et al. (2020). The HEIs, in addition to creating a corporate profile, it is necessary to make content that impacts the target audience, and that the social networks that they really use must meet the objectives that were set for communication and that efficient and constant information reaches the viewer, and that allow a dynamic interaction between HEIs and the student. This is how the information must be constant, updated and must comply with the institutional objectives such as the market segment.

An important aspect to consider in this study is that digitization permeates and every day more social networks are being explored that allow constant interaction and greater traffic to the target audience, so that the HEIs of Latin America, as well as those of Mexico, They must be prepared for the incorporation of online technologies that allow them to generate a

competitive advantage as an organization. But there must be a whole process of digitization, you must bet on these digital tools since currently the population constantly interacts in these social networks and, therefore, those that are incorporated must be fed with useful information and constant content, due to Because the research shows that these social networks do exist, but not all of them are fed with information for the public.

Finally, it can be mentioned that the limitations in this study were that the research was carried out in public Higher Education Institutions, and it is necessary to make a comparison in relation to private Institutions, taking as a starting point that digital marketing currently plays in our days a very fundamental role and it is necessary to review what online tools are being used to create content and reach the target audience easily and efficiently, considering the capacity of the resources available to Private Institutions.

Conclusions

The results denote that each institution, in accordance with the size of its enrollment, seniority and technology infrastructure, will be able to efficiently develop its communication and information processes towards its communities, users and audiences with the tools that the millennial and centennial generation now are increasingly familiar: social networks.

This way of interacting by individuals with their institutions through their social networks has become an increasingly popular process in the search for relevant information for the user, displacing face-to-face communication where generation X and Baby boomers are. more customary and comfortable to perform. Although the generational gap is evident, institutions seek to improve this relationship through agile, fast and efficient communication, putting aside the differences in the semantic language of each generation.

When comparing the use of social networks in Higher Education Institutions between Mexico and Latin America, it is concluded that the HEIs that have the most information are: of the 5 universities under study, 3 of them use of the different social networks such as Facebook, Twitter, Instagram and YouTube. It can be seen that the University of Buenos Aires does not communicate through Twitter and the Tecnológico Nacional de México does not use Twitter and Instagram as a communication channel.

The university that makes the most use of social networks, according to the order of use, is: first, with the constant use of Facebook, Twitter, Instagram and YouTube, is the Universidad Católica de Chile, followed by the Universidad de los Andes Colombia when using the 4 social networks. In third place is the University of Sao Paulo, which uses



Facebook with the most interaction, Twitter with the most information, followed by YouTube and with almost no interaction on Instagram. In fourth place, we find the Tecnológico Nacional de México that incorporates Facebook and Twitter as a means of communication, almost no YouTube and no Instagram. And finally, there is the University of Buenos Aires, which has a greater use of Instagram and to a lesser extent Facebook and YouTube and no Twitter. Instagram prevails as the social network most esteemed and appreciated by the millennial and centennial generations, despite the time intervals between posts.

It can be said that compared to Latin American universities, Mexico uses social networks. However, it has its areas of opportunities since they must make use of all social networks to be able to communicate efficiently to their target audiences, but they must publish content that has a greater impact on the market segment, the content being attractive to the public. goal to which they are directed.

Future lines of research

This study lays the foundations for future lines of research that seek to efficiently attend to the communication of Educational Institutions at a higher level, in order to be able to attend to the different target audiences, and that intercommunication can be expedited. Likewise, inbound marketing strategies can be developed as an additional line of research in Higher Education institutions.

Another line that can be opened is to measure the impact that these social networks have with respect to attracting enrollment. The research subject can be the high schools, that is, the public that will barely enter the universities. Another line of research would be the trend towards preferences of these social networks with the target audiences.

References

- Alcolea, M., Rodríguez, D., & Núñez, V. (2020). The corporate use of Instagram in Spanish private universities. Comparative study of 35 universities. *Áreas.. International Communication Magazine*, 47, 109–134. <https://doi.org/10.12795/Ambitos.2020.i47.06>.
- Agulo-Armenta, J., Sandoval-Mariscal, P., Torres-Gastelú, C. y García-López, R. (2021). Usability of social networks for academic purposes in higher education. *Form. Univ.* vol.14 no.6 La Serena Dec. 2021
- Colveé, J. (2013). *Practical guide to e-commerce for SMEs: first steps towards success*. Valencia, España: Anetcom
- Figuroa, M.E, Muñoz, S., M., Garcés, S., E., y Huayamave, N. P. (2016). *El Marketing Educativo y su impacto en la planeación de la educación*. Compás.
- Forero, M.J. (2020). Educational Digital Marketing: Approach to a management model from a contextualized and innovative perspective. *CIENCIAMATRIA Interdisciplinary Journal of Humanities, Education, Science and Technology*. Year VI. Vol. VI. N°11. July – December 2020
- Hernández R., Fernández C. y Baptista L. (2014). *Research Methodology: Sixth Edition*.
- Huidobro, J. M. (2019). Technological advances and their impact on society. Spain: Mobility zone. <https://www.zonamovilidad.es/avances-tecnologicos-y-su-impacto-en-la-sociedad.html>.
- Jara, O. (2015). The Systematization of experiences produces a critical, dialogical and transforming knowledge. *teaching . teaching*. [Internet] 2015 May [citada 2014/12/12];(55):33-9. Disponible en: <http://www.cepalforja.org/sistem/bvirtual/wp-content/uploads/2015/06/Entrevista-Oscar-Jara-Revista-Docencia.pdf>
- Gómez-Bayona, L., Arrubla-Zapata, J. P., Aristizábal Valencia, J., & Restrepo-Rojas, M. J. (2020). Analysis of relationship marketing strategies in higher education institutions in Colombia and Spain. *CHALLENGES. Journal of Administration Sciences and Economics*, 10(20), 343–359. <https://doi.org/10.17163/ret.n20.2020.09>
- Núñez, V. (2017). *Educational Marketing. How to communicate the value proposition of our center*. S.M. España.
- Pérez, A. M. F. (2022, abril 6). Ranking QS highlights academic areas of the Andes. [Text]. University of the Andes - Colombia - Sitio oficial.

- <https://uniandes.edu.co/es/noticias/premios-y-reconocimientos/ranking-qs-destaca-areas-academicas-de-los-andes>
- Pontificia University Católica de Chile. (s/f). Pontificia University Católica de Chile.
<http://www.uc.cl/universidad/>
- Pulido, M. B., Soto, Á. D., Lozano, F. M., & Peña, W. Q. (2021). Social networks and digital relationships, a communication that goes beyond face to face. *International Journal of Pedagogy and Educational Innovation*, 1(1), Art. 1.
<https://doi.org/10.51660/ripie.v1i1.29>
- QS Universities Rankings—Top Global Universities & Colleges. (s/f). Top Universities.
<https://www.topuniversities.com/university-rankings>
- Santamaria, F. (2008). TELOS 76: Social networks. *Social networks and educational communities*, 76, 99–109. <https://www.fundaciontelefonica.com/cultura-digital/publicaciones/telos-76/291/#close>.
- Statista. (s.f.). Internet use in Mexico. <https://es.statista.com/estudio/79199/el-uso-de-internet-en-mexico/>
- National Technological Institute of Mexico. Campus Tuxtla Gutiérrez (2022).
<https://www.tuxtla.tecnm.mx/>
- University of Buenos Aires (UBA). (s/f). Top Universities.
<https://www.topuniversities.com/universities/universidad-de-buenos-aires-uba>
- University of São Paulo [USP] (2022). <https://www5.usp.br/>
- Vercheval, S. (13 de septiembre de 2016). Advantages of digital marketing.
<https://www.inboundcycle.com/blog-de-inbound-marketing/ventajas-marketingdigital>

Rol de Contribución	Autor (es)
Conceptualización	Elisa Monterrubio Cabrera
Metodología	Liliana de Jesús Gordillo Benavente (Apoya) Elisa Monterrubio Cabrera (Principal)
Software	Elisa Monterrubio Cabrera

Validación	Liliana de Jesús Gordillo Benavente
Análisis Formal	Liliana de Jesús Gordillo Benavente
Investigación	Elisa Monterrubio Cabrera
Recursos	Elisa Monterrubio Cabrera
Curación de datos	Elisa Monterrubio Cabrera
Escritura - Preparación del borrador original	Liliana de Jesús Gordillo Benavente (Apoya) y Elisa Monterrubio Cabrera (Principal)
Escritura - Revisión y edición	Liliana de Jesús Gordillo Benavente
Visualización	Liliana de Jesús Gordillo Benavente (principal) y Elisa Monterrubio Cabrera (Apoya)
Supervisión	Liliana de Jesús Gordillo Benavente
Administración de Proyectos	Elisa Monterrubio Cabrera
Adquisición de fondos	Elisa Monterrubio Cabrera