

*University of Abderrahmane Mira Bejaia*  
*Faculty of Human and Social Sciences*  
*Department of information and communication*



## *Master thesis*

*With a view to obtaining a Master's degree in Information and Communication Sciences.*

*Option: Communication and Public Relations.*

### **THEME**

*The impact of digital communication on brand image enhancement in Algerian institutions*

*Case: University Abderrahmane Mira of Béjaia*

*Directed by :*

- *Djahida Mira*
- *Mouhcene Leticia*

*Farmed by :*

- *Dr Imene Hadjer Mekideche*

**2024\_2025**

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## *Dedication*

*I have the utmost pleasure in dedicating this modest work to my very dear parents who have allowed me to become who I am today. To those who illuminated my path and supported me through all my trials, to my mother to whom I owe everything I am, and to the first man of my heart, my father. May God grant you good health and a long life*

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*Djahida*

## *Dedication*

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*Leticia*

## *List of abbreviations*

| <b>Abbreviation</b> | <b>Full Meaning</b>   |
|---------------------|---|
| <b>GIF</b>          | Graphics Interchange Format   |
| <b>ICT</b>          | Information and Communication Technologies  |
| <b>AI</b>           | Communication and Public Relations  |
| <b>B to B</b>       | Business to Business  |
| <b>B to C</b>       | Business to Consumer  |
| <b>CRP</b>          | Communication and Public Relations  |
| <b>CSRICTED</b>     | Center for Information Systems and Networks, Communication, Tele-education, and Distance Learning |
| <b>VRELEX</b>       | Vice-Rectorate for External Relations, Cooperation, Communication, and Scientific Events          |
| <b>EHCE</b>         | Higher School of Commercial Studies (École des Hautes Études Commerciales)                        |
| <b>INES</b>         | National Institute of Higher Education  |
| <b>CIAV</b>         | Printing and Audiovisual Center   |
| <b>CPM</b>          | Cost Per Mille (Cost per thousand ad impressions)   |
| <b>PLS</b>          | Partial Least Squares   |
| <b>CMEP</b>         | Joint Evaluation and Prospective Committee  |
| <b>CNRS</b>         | National Center for Scientific Research (France)  |
| <b>PHC Maghreb</b>  | Hubert Curien Partnership – Maghreb   |
| <b>PCIM</b>         | Maghreb Interuniversity Cooperation Program   |
| <b>IDB</b>          | Islamic Development Bank  |
| <b>CASAM</b>        | Support and Mobility Assistance Center  |
| <b>BLEU</b>         | Business-University Liaison Office  |
| <b>PAPS</b>         | Support Point for Scientific Projects   |
| <b>AUF</b>          | University Agency for Francophony   |
| <b>MOOC</b>         | Massive Open Online Course  |
| <b>CROSS</b>        | Regional Committee for Strategic Orientation and Monitoring                                       |
| <b>SM</b>           | Social Media  |
| <b>CRM</b>          | Customer Relationship Management  |

## *List of tables*

| <b>Table</b>      | <b>Title</b>   | <b>page</b> |
|-------------------|--|-------------|
| <b>Table N°01</b> | <b>variables and indicators</b>  | <b>09</b>   |
| <b>Table N°02</b> | <b>summarizes of interviews conducted</b>  | <b>31</b>   |
| <b>Table N°03</b> | <b>objectives of digital communication</b>   | <b>42</b>   |
| <b>Table N°04</b> | <b>The characteristics of the study sample</b>   | <b>80</b>   |
| <b>Table N°05</b> | <b>Distribution by gender of respondents</b>   | <b>85</b>   |
| <b>Table N°06</b> | <b>Distribution by age group of respondents</b>  | <b>86</b>   |
| <b>Table N°07</b> | <b>Frequency of use of the university's digital platforms</b>                            | <b>87</b>   |
| <b>Table N°08</b> | <b>Perception of the contribution of digital communication to the university's image</b> | <b>89</b>   |
| <b>Table N°09</b> | <b>Aspects of the institutional image most impacted</b>                                  | <b>90</b>   |
| <b>Table N°10</b> | <b>Proposals for Improving Digital Communication</b>                                     | <b>92</b>   |
| <b>Table N°11</b> | <b>Evaluation of the effectiveness of digital communication</b>                          | <b>93</b>   |
| <b>Table N°12</b> | <b>Most Engaging Types of Content</b>  | <b>95</b>   |
| <b>Table N°13</b> | <b>Perception of the use of digital tools by the university</b>                          | <b>96</b>   |
| <b>Table N°14</b> | <b>Most Desired Types of Content</b>   | <b>97</b>   |
| <b>Table N°15</b> | <b>Main Weaknesses of Digital Communication</b>  | <b>99</b>   |
| <b>Table N°16</b> | <b>Frequency of digital means known by the respondents</b>                               | <b>100</b>  |
| <b>Table N°17</b> | <b>Most Used Digital Tools at the University</b>   | <b>102</b>  |
| <b>Table N°18</b> | <b>Judgment of digitalization by the respondents</b>                                     | <b>103</b>  |
| <b>Table N°19</b> | <b>Use of the university's Web TV</b>  | <b>105</b>  |
| <b>Table N°20</b> | <b>Frequency of interaction with university publications on social media</b>             | <b>106</b>  |
| <b>Table N°21</b> | <b>Evaluation of the quality of disseminated information</b>                             | <b>107</b>  |

## *List of figures*

| <b>Figure</b>      | <b>Title</b>   | <b>Page</b> |
|--------------------|--|-------------|
| <b>Figure N°01</b> | <b>The components of brand image</b>   | <b>52</b>   |
| <b>Figure N°02</b> | <b>Types of brand image</b>  | <b>57</b>   |
| <b>Figure N°03</b> | <b>Distribution by gender of respondents</b>   | <b>85</b>   |
| <b>Figure N°04</b> | <b>Distribution by age group of respondents</b>  | <b>86</b>   |
| <b>Figure N°05</b> | <b>Frequency of use of the university's digital platforms</b>                            | <b>87</b>   |
| <b>Figure N°06</b> | <b>Perception of the contribution of digital communication to the university's image</b> | <b>89</b>   |
| <b>Figure N°07</b> | <b>Aspects of the institutional image most impacted</b>                                  | <b>91</b>   |
| <b>Figure N°08</b> | <b>Proposals for Improving Digital Communication</b>                                     | <b>92</b>   |
| <b>Figure N°09</b> | <b>Evaluation of the effectiveness of digital communication</b>                          | <b>94</b>   |
| <b>Figure N°10</b> | <b>Most Engaging Types of Content</b>  | <b>95</b>   |
| <b>Figure N°11</b> | <b>Perception of the use of digital tools by the university</b>                          | <b>96</b>   |
| <b>Figure N°12</b> | <b>Most Desired Types of Content</b>   | <b>98</b>   |
| <b>Figure N°13</b> | <b>Main Weaknesses of Digital Communication</b>  | <b>99</b>   |
| <b>Figure N°14</b> | <b>Frequency of digital means known by the respondents</b>                               | <b>101</b>  |
| <b>Figure N°15</b> | <b>Most Used Digital Tools at the University</b>   | <b>102</b>  |
| <b>Figure N°16</b> | <b>Judgment of digitalization by the respondents</b>                                     | <b>104</b>  |
| <b>Figure N°17</b> | <b>Use of the university's Web TV</b>  | <b>105</b>  |
| <b>Figure N°18</b> | <b>Frequency of interaction with university publications on social media</b>             | <b>106</b>  |
| <b>Figure N°19</b> | <b>Evaluation of the quality of disseminated information</b>                             | <b>108</b>  |

## **Summary**

**Acknowledgments**

**Dedications**

**List of abbreviations**

**List of figures**

**List of tables**

**Introduction.....01**

## **I. The Methodological Framework of Research**

### **Chapter 1: Conceptual Analysis**

|   |           |
|---|-----------|
| <b>Section 01: The problem statement .....</b>              | <b>06</b> |
| <b>Section 02: The hypotheses .....</b>                     | <b>08</b> |
| <b>Section 03: The reasons for choosing the topic .....</b> | <b>10</b> |
| <b>Section04: The research objectives .....</b>             | <b>11</b> |
| <b>Section05: Definitions of concepts .....</b>             | <b>12</b> |
| <b>Section06: Previous studies .....</b>                    | <b>16</b> |

### **Chapter 2: Methodological Approach**

|   |           |
|---|-----------|
| <b>Section01: The theoretical approach.....</b>             | <b>23</b> |
| <b>Section02: The preliminary survey.....</b>               | <b>25</b> |
| <b>Section03: The research method.....</b>                  | <b>26</b> |
| <b>Section04: The techniques used in the research .....</b> | <b>28</b> |
| <b>Section 05: Sampling and study population.....</b>       | <b>30</b> |
| <b>Section 06: The challenges encountered.....</b>          | <b>33</b> |

## **II. The Theoretical Framework of Research**

### **Chapter 1: Digital Communication principles and tools**

|   |           |
|---|-----------|
| <b>Section 01: The evolution of digital communication .....</b> | <b>39</b> |
| <b>Section02: The objective of digital communication.....</b>   | <b>42</b> |
| <b>Section 03: Principles of digital communication .....</b>    | <b>43</b> |
| <b>Section 04: Digital communication tools.....</b>             | <b>44</b> |
| <b>Section05: Advantages of digital communication.....</b>      | <b>49</b> |

### **Chapter 2: Brand Image types and importance**

|  |           |
|--|-----------|
| <b>Section01: Components of brand image.....</b>           | <b>51</b> |
| <b>Section02: Importance of brand image .....</b>          | <b>53</b> |
| <b>Section03: Types of brand image.....</b>                | <b>56</b> |
| <b>Section04: Advantages of a strong brand image .....</b> | <b>58</b> |

## **III. The Practical Framework of Research**

### **Chapter 1: Presentation of the Host Organization**

|   |           |
|---|-----------|
| <b>Section01: Presentation of the University of Béjaia .....</b>    | <b>63</b> |
| <b>Section02: The missions of the University of Béjaia.....</b>     | <b>67</b> |
| <b>Section03: the University's digital communication tools.....</b> | <b>75</b> |

## **Chapter 2: Presentation and discussion of Results**

|  |            |
|--|------------|
| <b>Section01: Analysis and interpretation of results .....</b> | <b>80</b>  |
| <b>Section02: Hypothesis verification .....</b>                | <b>109</b> |
| <b>Section03: final results .....</b>                          | <b>112</b> |
| <b>Section 04: conclusion and recommendation.....</b>          | <b>116</b> |

## **Bibliographic List**

## **Annexes**

## **Table of content**

## **Abstract of study**

# *Introduction*

# Introduction

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## Introduction:

Now, in the wake of the digital age, communication has transformed significantly from traditional and physical media to dynamic digital spaces. Digital communication is the exchange of information through electronic media such as websites, emails, social sites, and cell phone applications. Not only is it reshaping interpersonal communication but also reorganizing institutions' modes of interaction with their publics, offering them threats as well as possibilities for constructing their image and existence.

Digital communication is in its nature multi-faceted, and it takes multiple forms, including verbal, non-verbal, written, and visual communication. They all play important roles to perform in shaping organizational exchanges. Digital verbal communication comprises video conference, webinars, and podcasts, which allow for simultaneous interaction even remotely. Non-verbal communication is in the form of the use of emoticons, GIFs, or graphic units on media like WhatsApp or Twitter, conveying a tone or emotion.

Tied to the written form, a pillar of business communications, is written communication in the form of emails, blog posts, or reports. And finally, visual communication via videos, infographics, or sponsored posts is increasingly taking over due to its power to capture attention in quick time and convey message nuances with accuracy.<sup>1</sup>

In an institutional setting, and even more in a university setting, digital communication occupies a central role in promoting the image of the institution, propagating its values, and creating a dynamic link with its stakeholders. Social media platforms such as Facebook, Instagram, or YouTube allow universities to share their news, advertise their scientific activities, and engage with their community in dynamic formats. Audiovisual storytelling, for example, is often used to humanize content and strengthen the sense of belonging among students, teachers, and partners.<sup>2</sup>

This thesis is part of a reflection on the impact of digital communication on the enhancement of brand image in Algerian public institutions, particularly in the higher education

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<sup>1</sup> The Knowledge Academy. (n.d.). *Types of communication: Explained*. Retrieved from <https://www.theknowledgeacademy.com/blog/digital-communication/> 04/12/2024 at 01 :26Am

<sup>2</sup> Kaplan, A. M., & Haenlein, M. (2010). *Users of the world, unite! The challenges and opportunities of Social Media*. Business Horizons, 53(1), 59-68. <https://doi.org/10.1016/j.bushor.2009.09.003> consulted on 04/12/2024 at 02:08 AM

## Introduction

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sector. The University of Béjaïa constitutes a relevant field of study here, due to the evolution of its digital communication practices over the past few years. It uses various digital tools.

This is a fully comprehensible problem in the context of Algeria, where the widespread adoption of the Internet and rising use of social networks are revolutionizing communication patterns. Algeria has more than 27 million internet users, and destinations like Facebook, YouTube, and Instagram are some of the most popular sites visited in the country<sup>1</sup>

For a university institution, the use of these web tools is an instrumental tool to market its image, attract new students, and broadcast its scientific outputs. This thesis aims to objectively explore the digital strategies implemented by the University of Béjaïa, by analyzing their characteristics, objectives, and the perception held by the various concerned audiences. Through a mixed approach, combining qualitative interviews and quantitative questionnaires, this research will seek to understand the communicational dynamics at play in a changing digital environment. The study is organized into three main parts, the first is methodological, comprising two chapters one devoted to the conceptual analysis and another presenting the research methodology. The second part is theoretical framework and explores, in two chapters, digital communication and brand image. Finally, the last part is practical and includes a presentation of the host institution, followed by the analyzes of results obtained from the fieldwork and provides a discussion of the findings

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<sup>1</sup> Statista. (2023). *Internet usage in Algeria*. Retrieved from <https://www.statista.com> consulted 04/12/2024 at 02 :17AM

# *The methodological Framework*

*Chapter 01:*

*Conceptual Analysis*

## Preamble

The methodological framework constitutes an essential component of this thesis, as it defines the scientific foundations on which our research approach is based. It is a matter of specifying the choices made regarding methods, data collection tools, sampling, and data analysis techniques. This section is divided into two main parts: the first part is dedicated to conceptual analysis, where the key variables of the research (digital communication and brand image) are detailed, along with their dimensions and indicators. The second part presents the adopted methodological approach, namely a mixed approach combining quantitative method (questionnaire) and qualitative method (semi-structured interviews). This methodological choice aims to ensure the validity and reliability of the results by cross-referencing data from two complementary sources. It also allows for a better understanding of the complex reality of digital communication in an Algerian university context, while rigorously addressing the posed problem.

## Section 01: The problem statement

The rise of digital communication has radically transformed the communications landscape around the world. Indeed, thanks to technological advances in information and communication technologies (ICT), organizations have new interactive, personalized, and real-time media to communicate with their publics. In the midst of such innovations, social networks, websites, and online campaigns have emerged as essential tools to get exposure and strengthen relationships with various stakeholders. Thus, digital communication is not just a matter of disseminating information but also a strategic vector of great importance for building a strong and appealing institutional image.

In this regard, it is essential to emphasize that digital communication has become an essential tool for companies around the world. Indeed, it promotes consumer loyalty and the improvement of the e-reputation of brands through regular and engaging interactions. Digital communication allows companies to control their online image while meeting the growing expectations of connected consumers <sup>1</sup>. In addition, these digital tools facilitate the collection of valuable data, allowing a better understanding of behaviors and the personalization of offers.

In this sense, digital tools, such as social networks and online platforms, offer institutions a unique opportunity to interact directly with their students and stakeholders, these platforms promote two-way communication that strengthens student engagement and improves their experience <sup>2</sup>

Among the major benefits, we note a more authentic and personalized relationship between brands and their audiences. However, these opportunities are accompanied by challenges, including e-reputation management and constant adaptation to technological developments.

In Algeria, digital communication has transformed communication practices in universities and changed the expectations of students. According to DataReportal statistics, as of January 2025, internet penetration in Algeria reached 76.9%<sup>3</sup>. Moreover, the MENA online learning platform market is expected to reach 0.41 billion US dollars in 2025 with a compound annual growth

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<sup>1</sup> Benzerbadj, M. L'impact de la communication digitale sur l'e-réputation d'une entreprise, Mémoire de fin de cycle, École des Hautes Études Commerciales, Alger, 2022

<https://dspace.hec.dz/server/api/core/bitstreams/d0b20675-6515-4570-8fcf-44e9e50b4410/content>

<sup>2</sup> Kaplan, A. M., & Henlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media.[https://www.researchgate.net/publication/222403703\\_Users\\_of\\_the\\_World\\_Unite\\_The\\_Challenges\\_and\\_Opportunities\\_of\\_Social\\_Media](https://www.researchgate.net/publication/222403703_Users_of_the_World_Unite_The_Challenges_and_Opportunities_of_Social_Media) Consulted on 12/12/2024 at 8:00 PM

<sup>3</sup> Simon Kemp, « Digital 2025: Algeria », DataReportal, publié le 3 mars 2025, available on <https://datareportal.com/reports/digital-2025-algeria?utm> consulted 04/04/2025 at. 8 :18 PM

rate of 24.66% from 2025 to 2029<sup>1</sup>. The above statistics show the growth of digital platform for education, pushing Algerian universities to adapt to new digital realities.

While local challenges include linguistic diversity and digital infrastructure, but also enormous opportunities due to the rapid growth of social networks. In this context, digital communication is turning out to be a major lever in consolidating the institutional reputation and competitiveness of Algerian universities.

Web 4.0, or the Ultra-Intelligent Web, is a new phase of online communication evolution. With advances in AI, nanotechnology, and intelligent systems, Web 4.0 enhances online spaces to be more efficient and engaging. For a university like the University of Béjaïa, this evolution can enhance student engagement through personalized learning environments, make communications more efficient, and consolidate the university's online presence, thus improving its brand image.<sup>2</sup>

Our study seeks to measure the impact of digital communication on the University of Béjaïa's brand image, one of Algeria's largest state universities the goal will be to examine what digital tools the university employs and to what extent these tools contribute to interacting with students, promoting academic life, and increasing visibility.

In this respect, our central research question is the following: **What is the impact of digital communication on brand image of university of Abderrahmane Mira?**

To answer this question and achieve our research objectives, we pose the following secondary questions:

1. **How does the digital communication strategies contribute to enhancing the University Abderrahmane Mira of Béjaïa image?**
2. **What is digital tools more used by the University Abderrahmane Mira of Béjaïa?**
3. **What difficulties does the university face in using digital communication to enhance its image?**

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<sup>1</sup> Statista, « Online Learning Platforms - MENA », Statista Market Insights, 2025, available on <https://www.statista.com/outlook/emo/online-education/online-learning-platforms/mena> consulted 04/04/2025 at 08:45 PM

<sup>2</sup> Nupur Choudhury, "World Wide Web and Its Journey from Web 1.0 to Web 4.0," *International Journal of Computer Science and Information Technologies*, vol. 5(6), 2014. P 5-6 on: <https://ijcsit.com/docs/Volume%205/vol5issue06/ijcsit20140506265.pdf>.

## **Section 02: The hypotheses**

In order to answer our questions, we have formulated the following hypotheses, according to Mathieu Guidére a hypothesis is "a temporarily accepted explanation concerning given phenomena and this, until its confirmation or refutation by experience or demonstration"<sup>1</sup> so the hypotheses are provisional answers to the questions asked

### **First Hypothesis (H1):**

Digital communication has a positive and significant impact on improving the brand image of Abderrahmane Mira University of Béjaïa, by enhancing its visibility, reputation, and student engagement.

### **Second Hypothesis (H2):**

The digital communication strategies adopted by the University of Béjaïa (such as targeted content, interactive posts, and online events) are more effective in attracting and engaging students compared to traditional communication methods.

### **Third Hypothesis (H3):**

Despite the digital communication tools used by the University of Béjaïa, however its face some difficulties in their management, thus limiting their communicational effectiveness.

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<sup>1</sup> Mathieu Guidére, **Méthodologie de la recherche**, édition : Ellipses, Paris 2004, p 72

## 1.2 The variables and indicators

**Table 01: variables and indicators**

| Variable              | Type        | Dimension  | Indicators   |
|-----------------------|-------------|--|--|
| Digital communication | Independent | Digital platforms used by the University of Béjaïa | <ul style="list-style-type: none"> <li>- Number of posts on platforms</li> <li>- Type of content</li> </ul>  |
|                       |             | Student engagement via digital tools               | <ul style="list-style-type: none"> <li>- Number of likes , shares , comments</li> <li>- Timestamps of peak engagement</li> </ul>   |
|                       |             | Digital promotion practices                        | <ul style="list-style-type: none"> <li>- Investment in sponsored</li> <li>- Reach and impressions of paid campaigns</li> </ul>   |
| Brand Image           | Dependent   | Institutional visibility through digital channels  | <ul style="list-style-type: none"> <li>- Search engine rankings for the university</li> <li>- Growth in social media followers over time</li> </ul>                                      |
|                       |             | Perception of the university's digital presence    | <ul style="list-style-type: none"> <li>- Student and faculty feedback through online reviews</li> <li>- Sentiment analysis of social media mentions</li> </ul>                           |
|                       |             | Engagement and trust generated via digital efforts | <ul style="list-style-type: none"> <li>- Student enrollment trends influenced by digital communication</li> <li>- Increase in newsletter subscriptions or event participation</li> </ul> |

Source: Developed by us based on the research objectives

**Section 03: The reasons for choosing the topic**

1. It is a subject of concern to us as public relations and communication students, namely understanding how a university upholds its institutional image through digital communication.
2. As digital media assume more and more importance in the education sector, it is worth exploring how they help engage the students and enhance the reputation of the university.
3. Digital communication is an indispensable part of a company's global communication strategy, as every organization needs digitalization to function and enhance its brand image.
4. The desire and need to enrich our knowledge and, in turn, better understand the significant aspect of digital communication.

**Section04: The research objectives**

1. Understand the impact of digital communication on the university's reputation.
2. Acquire new knowledge in the field of communication and public relations with a focus on higher education institutions.
3. Reveal how the University of Béjaïa enhances and improves its institutional image through digital communication strategies.
4. Recognize the way the university maintains its institutional reputation through the use of online platforms and communications tools.
5. Determine the role of visual elements (such as logos, banners, and web content) in shaping the University of Béjaïa's institutional image.

## Section 05: Definitions of concepts

### 1. Digital communication:

Digital communication is, above all, "the digitization of information media. But beyond that, it also involves considering corporate communication as an entire ecosystem, an environment that encompasses and operates in all dimensions of the digital sphere"<sup>1</sup>.

"Digital communication encompasses the actions and strategies implemented on digital channels. It includes creating online content, interacting on social media, internet advertising, email marketing, and much more. The goal of digital communication is to build meaningful connections with the target audience through digital platforms."<sup>2</sup>.

Digital communication encompasses broader concepts and, like the term "digital," refers to a fracture or ideological, organizational, and communicational shift.

According to *Le Communicator*, "digital communication is a broad term that, until now, refers more to a technique than a strategy. Indeed, the term refers to the ability to utilize digital tools (websites, social media, etc.) for communication purposes."<sup>3</sup>

Finally, digital communication designates all the exchanges of information and messages carried out via digital media and tools. This includes social networks, emails, websites, blogs, mobile apps, and more. It is a vast area that encompasses various strategies and techniques to reach a target audience, promote products or services, enhance brand awareness, or engage in conversations with customers.

Digital communication makes it possible to precisely measure the impact of communication actions thanks to analytical tools

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<sup>1</sup> Philippe.G« **qu'est-ce que la communication digitale** », le blog de la communication digitale, publié le 03/02/2014, SL. On <https://www.cegos.fr/ressources/mag/marketing-communication/communication-2/quest-ce-que-la-communication-digitale>

Consulted on 26/12/2024 at 7:28 PM

<sup>2</sup> <https://www.agence-horae.com/la-communication-digitale-definition-et-methode>

Consulted on 26/12/2024 at 7:47 PM

<sup>3</sup> Adary.A, Libaert.TH, Mas.C et Westphalen.M « **Communicator, toutes les clés de la communication** », 7ème édition, éd Dunod, paris, 2015, P63.

## Operational definition of digital communication:

Digital communication is all those communication actions achieved through digital channels and platforms (sites, social media, mobile applications, blogs, etc.) with the purpose of creating direct, targeted, and measurable contact with an audience. It is included in a planned strategy for promoting the image of the organization, its messages, enhancing its visibility, and creating a dynamic and lasting relationship with its audiences through the digital environment.

Digital communication here refers to all the digital tools and actions used by the university's services (WebTV, official website, social networks, institutional emails...) to inform, interact, and enhance the institution's image with its internal and external audiences.

## 2. Brand Image:

Brand image is "the set of mental representations, both emotional and cognitive, that an individual or group of individuals associates with a brand or organization"<sup>1</sup>.

The brand image is directly derived from the company's identity. It represents how stakeholders perceive the organization.

Brand image is defined as "the set of meanings that individuals associate with an object through the brand."<sup>2</sup>

Indeed, brand image refers to the set of meanings evoked by the brand name, which plays a decisive role in identifying and classifying the company's product. It helps provide meaning to a product or a set of products.

"Brand image is a mental reference point in the market on which it operates, relying on both tangible and intangible values."<sup>3</sup>

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<sup>1</sup> Lendrevie.j et Lévy.J« **Mercator tout le marketing à l'ère numérique** »,11ème édition, éd Dunod, Paris, 2014, p784.

<sup>2</sup> Moliner.P « **images et représentations sociales, de la théorie des représentations à l'étude des images sociales** », éd presses universitaires de Grenoble, P 136 et 137.

<sup>3</sup> Lewi.G et Desprez.P « **la marque, fondamentaux du branding** » 4éme édition, éd Vuibert, p172.

Brand image is "a set of rational and emotional representations associated by a person or a group of people with an organization, brand, or product."<sup>1</sup>

Brand image is the identity of the company; it is the picture of how stakeholders perceive the company. It is an important element for a company to differentiate itself from others and a reference point to represent how the company is perceived externally.

Brand image concerns the company's visibility and reputation, serving as a guarantee of its credibility and helping to build trust and likability with the public.

Brand image, in the literal sense, is defined as "the graphical representation of qualities that an organization attributes to itself."<sup>2</sup>

Brand image allows a company to assert its identity and, at the same time, distinguish itself from its competitors, making it a real source of value. It plays a crucial role in the identity of companies in daily life. A strong brand image is a facilitator of relationships; having a good brand image helps the organization in its various relational efforts, whether with public authorities or with employees.

Also its can be defined as the set of impressions, satisfactions, or dissatisfactions accumulated through the use of a product. It results from the perception based on a multitude of physical and intangible elements that the public associates with a company.

Brand image is "a fragile structure. To withstand the test of time, the only remedy is to demonstrate a little more talent every day."<sup>3</sup>

## Operational definition of brand image:

Brand image is the accumulation of perceptions, impressions, and representations logical and emotional the public constructs regarding a company, organization, or product. Brand image is

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<sup>1</sup> Decaudin, La communication marketing, concepts, techniques, stratégie, Editions Economica, Paris, 1999, P 13.

<sup>2</sup> Joannès. « **communiquer par l'image, utiliser la dimension visuelle pour valoriser sa communication** », éd Dunod, paris, 2005, p14.

<sup>3</sup> Denis Lindon, Jacques Lendrevie, Mercator, théorie et pratique de marketing, 8eme Editions DUNOD, Paris, 2006, P 752.

a reflection of the way the brand is perceived from the outside, based on its identity, behavior, communication, and experience lived by its stakeholders.

Brand image is a root element in differentiation, credibility, and gaining trust with the public. Brand image represents the perception that students, teachers, and partners have of the university, shaped by the quality of the information disseminated, the visibility of activities, and digital engagement.

These definitions make sense through the specific missions of the studied services (WebTV, Rectorate, CSRICTED), observed during the internship.

## Section06: Previous studies

### 1. First study:

This study, titled "*The Impact of Digital Communication on Brand Image – Case Study: Ooredoo Algeria*", was conducted by *Katre Nada Bouderba* and *Nina Ait Helal* as part of their Master's thesis in Commercial Sciences, Marketing Option at the School of Higher Commercial Studies of Algiers (*EHEC*), in June 2022.<sup>1</sup>

### Methodology

Various methods can be used to analyze a given phenomenon. In this study, the researchers chose a *quantitative approach* to measure the impact of digital communication on Ooredoo Algeria's brand image.

To collect the necessary data, they used an *online questionnaire*, which provided precise and quantified information. The sample studied consisted of **200 people**, a number considered representative for evaluating consumers' perceptions of the Ooredoo brand on digital platforms.

### Problem Statement and Objectives

The main objective of this research is to answer the following problem:  
**How can digital communication influence the brand image of Ooredoo Algeria?**

To provide answers, the following secondary questions were posed:

- How does Ooredoo's digital presence influence its brand image with its customers?
- How does the content published by the operator on social media positively influence its brand image?
- Does Ooredoo's website contribute to strengthening its brand image?

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<sup>1</sup> Bouderba, K. N., & Ait Helal, N. *L'impact de la communication digitale sur l'image de marque : Étude de cas d'Ooredoo Algérie*, Mémoire de fin de cycle, École des Hautes Études Commerciales, Alger, 2022  
[https://dspace.hec.dz/items/e5b16597-4eec-4a3c-bc3a-f790e5b40a04/full\\_consulted on 17/01/2025 at. 8:44PM](https://dspace.hec.dz/items/e5b16597-4eec-4a3c-bc3a-f790e5b40a04/full_consulted on 17/01/2025 at. 8:44PM)

**Research Hypotheses**

To better guide their analysis, the researchers formulated the following hypotheses:

- **H1:** Digital communication positively influences the perceived image of the brand.
- **H2:** Internet users visit Ooredoo's website primarily for commercial reasons and not for its brand image.
- **H3:** Ooredoo's use of social media positively contributes to the strengthening of its brand image.

**Results and Discussion:**

The analysis of the collected data confirmed the first and third hypotheses. In fact, the results show that online communication is the most important factor in building consumer perception and social media allows Ooredoo to strengthen its image and closeness with customers. For the second hypothesis, the results showed that, while customers primarily access Ooredoo's website to seek business information (offers, promotions, services), the site also contributes toward building the company's brand image.

**Significance of the Study:**

The research provides us with significant details about corporate communication approaches utilizing digital technology and social media. The research focuses on having a close relationship with customers with brand interaction on the internet in order to be with the customers closely.

For our own research, this study is a good source of reference as it addresses the same aspect of digital communication and its impact on brand image. It helps us comprehend the nature of digital communication in business better and apply those principles to our own research.

## 2. Second study

This study, titled “*The Impact of Digital Marketing on Business Performance: A Case Study of a Sample of Algerian Companies*”, was conducted by *Fethi Ferhane* as part of his doctoral thesis in Economic Sciences, Management Option, at Djillali Liabès University of Sidi Bel Abbès. The research was supervised by Professor Elyas Salah and Professor Abdelkader Djeflat for the 2018/2019 academic year.<sup>1</sup>

### Methodology:

To analyze the impact of digital marketing on business performance, the author adopted a *quantitative* approach and conducted an empirical survey on a sample of 149 Algerian companies.

**Analysis method:** The study employed Structural Equation Modeling (PLS) to examine relationships between multiple variables and test complex hypotheses.

**Data collection:** An online questionnaire was distributed to Algerian companies that had implemented digital marketing tools.

Variables studied: Digital transformation, managerial support, digital marketing maturity, and marketing performance.

**Research Problem and Objectives:** This research seeks to answer the following main question:

- How does digital marketing influence the performance of Algerian companies?

The secondary research questions include:

- What are the key factors influencing digital transformation in companies?
- Does managerial support have a direct impact on digital marketing adoption?
- How can marketing performance be measured in the digital age?

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<sup>1</sup> **Fethi Ferhane**, The Impact of Digital Marketing on Business Performance: Case of a Sample of Algerian Companies, Doctoral Thesis in Economic Sciences, Management option, Djillali Liabès University of Sidi Bel Abbès, 2018/2019 <https://theses-algerie.com/3019020880695402/these-de-doctorat/universite-djillali-liabes--sidi-bel-abbes/l-impact-du-marketing-digital-sur-la-performance-des-entreprises-cas-d-un-%C3%A9chantillon-d-entreprises-alg%C3%A9riennes>

**Research Hypotheses:** The following hypotheses were formulated:

**H1:** Managerial support has a positive relationship with the use of digital marketing.

**H2:** The use of digital marketing positively impacts marketing performance.

**H3:** Innovation and collaboration capabilities positively influence digital transformation.

**H4:** The intensity of competition moderates the relationship between digital marketing and business performance.

### **Results and Discussion:**

The findings confirmed the positive relationship between digital marketing and marketing performance. The author demonstrated that companies with a structured digital strategy experience better visibility and enhanced customer relationships, leading to improved performance. Additionally, the study highlighted an indirect relationship, where digital marketing acts as an intermediary variable between managerial support and marketing performance. However, some moderating variables, such as customers' use of ICT, showed no significant effect.

**Significance of the Study:** This research plays an important contribution to the way Algerian firms are impacted by digitalization. It creates a digital marketing maturity matrix, allowing firms to assess themselves and introduce a tailored solution.

In relation to our own study, this study is a reference point since it indicates the same concepts related to the application of digital tools in business performance and management. It helps us structure our analysis and integrate relevant indicators to evaluate the effectiveness of digital marketing.

### 3. Third study :

This study titled "*The Impact of Digital Communication on the Reputation of the Company: Case of the Atlantis Akbou Hotel*" was conducted by *Miss BOUCHENNA Malika* and *Miss BOUAFIA Lilia* as part of their final thesis for obtaining a Master's degree in Commercial Sciences, specializing in Service Marketing at Abderrahmane Mira University of Béjaïa, *class of 2021/2022*.<sup>1</sup>

#### Methodology:

To analyze the impact of digital communication on the reputation of the Atlantis Akbou hotel, the researchers adopted a mixed approach combining qualitative and quantitative methods.

- Qualitative method: Conducting interviews with hotel staff to better understand their digital communication strategy.
- Quantitative method: Distribution of a questionnaire to hotel guests to measure their perception of digital communication and its influence on the establishment's reputation.

The sample studied includes a significant number of clients in order to obtain representative results.

**Problematic and Objectives:** This research aims to address the following issue: What is the impact of digital communication on the reputation of the Atlantis Akbou hotel?

The secondary questions posed are:

1. What does digital communication consist of and what is its importance for service companies?
2. Does digital communication positively impact the reputation of Hotel Atlantis?
3. What digital tools are used by the Atlantis Hotel to improve its reputation?

#### Research hypotheses:

The researchers proposed the following hypotheses:

- **H1:** Digital communication positively impacts the reputation of the Atlantis hotel.
- **H2:** E-reputation is a decisive criterion in the choice of hotel by customers.

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<sup>1</sup> M. Bouchenna et L. Bouafia, *L'impact de la communication digitale sur la notoriété de l'entreprise : Cas de l'hôtel Atlantis Akbou*. Mémoire de fin de cycle, Université Abderrahmane Mira de Béjaïa, Département des Sciences Commerciales, 2022.

- **H3:** A customer satisfied with digital communication is more likely to be loyal to Hotel Atlantis.

**Results and Discussion:**

The analysis of the collected data confirmed the three hypotheses:

Digital communication has a positive impact on the hotel's reputation, increasing its visibility and attractiveness.

E-reputation is an important factor in decision-making among customers, who usually read online reviews prior to booking.

Customers satisfied with digital interactions (website, social media, and online services) are more likely to return and recommend the hotel.

**Interest of the study:**

This study is relevant as it shows the growing importance of communication online in the hospitality sector. It identifies the role of social media and the internet in establishing a company's reputation.

As regards our own research, this thesis serves as a point of reference because it is concerned with an allied issue relating to the impact of online communication on a company's reputation. It thus allows us to better understand effective digital strategies to improve a company's reputation and brand image.

*Chapter 02:*  
*Methodological*  
*Approach*

## Section01: The theoretical approach<sup>1</sup>

The selection of a theoretical perspective is vital in any scientific research since it provides a logical and systematic analytical tool for the phenomenon being studied. In our thesis, which focuses on the influence of digital communication on the institutional reputation of the University of Béjaïa, we opted for the functionalist perspective. The latter is particularly suitable as it illustrates how digital communication can serve as a strategic tool to enhance the visibility and reputation of a university institution.

This approach finds its origins in the works of anthropologists Bronislaw Malinowski (1922) and Alfred Radcliffe-Brown (1952), who viewed social institutions as interconnected structures ensuring stability and collective harmony. In the field of communication, this approach was popularized by Harold Lasswell (1948), who defined communication through his famous model:

"Who says what, to whom, through which channel, with what effect?" This vision highlights the functional dimension of communication, where each message serves a specific purpose.

Later, Katz and Kahn (1966) applied this paradigm to organizations and showed that communication plays a key role in action coordination, control of interactions, and adaptation to environmental changes. Finally, Craig (1999) included functionalism among the seven grand traditions of communication, emphasizing its importance in managing information flow and framing relationships between actors in the institution

The functionalist approach, most typically used in organizational communication, considers communication to be a vital mechanism for the smooth running and stability of organizations. It emphasizes the functions served by communication in the organization, for example, the production, integration, and coordination of activities. We can distinguish two major functions of digital communication in our case:

Productive communication: It focuses on the efficient transmission of information necessary for task completion and the achievement of organizational goals. In our case Digital communication allows the university to effectively disseminate essential information (academic

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<sup>1</sup> *La communication interne : une définition en évolution*, Revue scientifique francophone en communication organisationnelle, openedition journal on <https://journals.openedition.org/communicationorganisation/1696> on 24/02/2025 at. 5 PM

announcements, events, services offered) to the entire university community. It thus plays a key role in the organization and accessibility of information.

Integrative communication: It aims to strengthen cohesion among the members of the organization, thereby fostering a harmonious and collaborative environment. In our study, Digital platforms do not merely transmit messages; they also create connections between the university and its various audiences (students, teachers, and partners). They promote student engagement by involving them in university life through interactions, debates, and feedback.

By applying this approach, we will seek to measure to what extent digital communication influences the perception that students and teachers have of the university's institutional image. We will particularly analyze the impact of interactions on social networks, the clarity and accessibility of the published information, as well as the ability of digital tools to strengthen the sense of belonging to the institution.

The functionalist approach, focused on understanding the functions that communication serves within an organization, proved relevant for analyzing the operation of digital communication at the University of Béjaïa.

Indeed, each digital tool studied (WebTV, website, social networks, emails...) was analyzed as a functional means of regulation, information dissemination, interaction with stakeholders, and image enhancement.

This approach allowed me to understand the cause-and-effect relationship between the use of digital tools (cause) and the improvement of the university's visibility, reputation, and notoriety (effect), which addresses the issue of this thesis.

In summary, the functionalist approach allows us to examine the strategic role of digital communication from a structured and measurable perspective. It offers us a relevant analytical framework to understand how these tools contribute not only to improving the university's visibility but also to strengthening its image among its various audiences.

## **Section02: The preliminary survey**

The pre-survey is a vital and inescapable phase in conducting any research as it helps in the guidance of the project by providing valuable information on the direction to follow and the questions to ask. It is especially useful in hypothesis testing and refining the research problem.

For our thesis *"The Impact of Digital Communication on Brand Image Enhancement in Algerian Institutions: The Case of the University of Béjaïa"*, a pre-survey was conducted at the University of Béjaïa. The pre-survey was conducted within a 60-days period, from *February 3, 2025, to April 3, 2025*.

The general aim of this phase was to gather relevant data about the use of digital communication in the University of Béjaïa, particularly within the *Rectorate Service, the Web TV, and the Computing Center*. The pre-survey allowed us to validate our research problem and confirm the use of digital tools at the university to improve its visibility and brand image.

The pre-survey also helped us gain a better understanding of the field, discover the various departments involved in digital communication, and identify the digital services offered to students and staff. Additionally, we conducted exploratory questionnaire with the heads of these services to better understand the digital communication strategy in place and its impacts.

This pilot stage also helped in verifying our hypotheses and refining the questions within our central survey. It confirmed the role of digital instruments in managing the university's image and helped determine the most appropriate methods and tools of data gathering for our research.

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### Section03: The research method

Each scientific research requires the use of appropriate methods and techniques tailored to a specific objective. These methodological and technical approaches allow for the effective structuring of the work and obtaining optimal results. According to Mathieu Guider, the method refers to "the set of steps that the human mind follows to discover and dismantle a scientific fact, it is the path followed to successfully conduct research."<sup>1</sup>

"The research method is a set of methods and techniques that guide the development of scientific research and direct the scientific approach"<sup>2</sup>

The **qualitative method**: is a research strategy using various techniques of qualitative collection and analysis with the aim of elucidating the understanding of a human or social phenomenon.<sup>3</sup>

A **quantitative method**, according to Maurice Angers, is "a method that aims to measure the phenomenon under study. Measurements can be ordinal, such as larger or smaller, or numerical, involving calculations. Most researchers in social sciences use measurements, such as indices, rates, averages, or, more generally, tools provided by statistics"<sup>4</sup>

The quantitative method is also defined as "the set of procedures for qualifying phenomena"<sup>5</sup>

Quantitative research aims to explain the phenomenon through the collection of numerical data, analyzed using statistical and computational methods

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<sup>1</sup> Mathieu Guider, Méthodologie de recherche, Editions Ellipses, Paris, 2004, P04.

<sup>2</sup> ANGERS Maurice, « **Initiation pratique à la méthodologie des sciences humaines** », Alger : édition Casbah, 1997, p60

<sup>3</sup> Alex - Mucchielli Alex, dictionnaire méthodes qualitatives en science humaines 3ed Armand colin2009, p143

<sup>4</sup> ANGERS Maurice, op-cite P60

<sup>5</sup> Ibid.

**1. Justification for the choice the method :**

In this research, we opted for a **mixed method**, combining **quantitative** and **qualitative** methods, in order to better understand the impact of digital communication on the brand image of the University of Béjaïa.

The **qualitative** method, through the conduct of **semi-structured interviews**, has allowed interpreting and comprehending perceptions, attitudes, and discourse towards the digital policies of the university. This research design aims to enrich the quantitative outcome with a richer interpretative and contextual reading, giving voice to the institution's actors that are part of institutional communication, particularly the directors of the aforementioned services.

Moreover, the **quantitative** method was employed in this research because it allows for a **measurable** and **objective analysis** of the relationship between digital communication and the institutional reputation of the University of Béjaïa. By collecting numerical data through techniques such as surveys and secondary data analysis, the study can precisely determine patterns and correlations. This methodology also facilitates statistical analysis, producing results that are both reliable and transferable to comparable circumstances, such as other Algerian institutions of higher education using digital communication. The focus on quantifiable indicators, such as student activity metrics and institutional visibility, is also appropriate to the study's objectives of assessing the measurable impacts of digital communication strategies.

## Section04: The techniques used in the research

According to Madeleine GRAWITZ, a technique is "the set of procedures and investigative tools used methodologically to collect data from reality."<sup>1</sup>

### 1. Interview:

The research interview is a technique for collecting informative data; this method allows for the gathering and analysis of several elements: the opinions, attitudes, feelings, and representations of the interviewees. It is also referred to as the act of exchanging words with one or more people, involving a conversation or a discussion.

The interview according to Maurice Angers: "a direct investigation with individuals, sometimes in groups, of a semi-structured nature (open questions), to collect qualitative data from individual testimonies"<sup>2</sup>

In order to enrich our theme with quality and relevant information, as well as to meet set objectives, we have chosen a semi-structured interview as a technique. This research allows us to have "direct contact with our interlocutors and a genuine exchange during which the interlocutor expresses their perceptions of an event or a situation."<sup>3</sup>

The semi-structured interview: "The semi-structured interview combines a non-directive attitude to encourage the exploration of thought in a climate of trust and a directive approach to obtain information on predefined points."<sup>4</sup>

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<sup>1</sup> Grawitz, M. *lexique des sciences sociales*, 4<sup>ème</sup> édition, Dalloz, Paris, 1988, P75

<sup>2</sup> ANGERS Maurice, **initiation pratique à la méthodologie des sciences humaines**, 6<sup>ème</sup> édition CEC, Québec, 2014, P98

<sup>3</sup> Raymond Quivy .*Manuel de recherche en sciences sociales*, édition 3, Dunod, paris, 2006, P144

<sup>4</sup> Berthier.N « **les techniques d'enquêtes en sciences sociales** », éd Armand colin, Paris, 2002, p57

### 1.1 Justification for the choice :

This technique was chosen because it **allows direct contact** with key players in digital communication at the University of Béjaïa (WebTV, Rectorate, CSRICTED), and provides an **in-depth understanding of the internal** issues related to the university brand image. It also allowed us to explore elements that are difficult to measure through a questionnaire, such as the **perception of strategies, organizational barriers, and the dynamics of collaboration between departments.**

### 2. questionnaire :

Madeleine GRAWITZ defines the questionnaire as "a direct technique for scientific research, which allows questioning individuals directly and conducting a quantitative sampling to find mathematical relationships and make numerical comparisons"<sup>1</sup>

The questionnaire is a scientific investigation technique used to question individuals directly and to collect quantitative data for numerical comparisons.

For the purpose of our research, we have chosen the questionnaire since it is a suitable instrument for our subject. It is a valuable tool that will enable us to achieve the objectives of our research. The role of the questionnaire is to gather certain and precise information.

#### 2.1 Justification for the choice:

We opted for the questionnaire because it perfectly fits our theme, **allowing us to collect quantitative data from a large sample** (Master's students in Communication and Public Relations). It helped us measure the impact of the digital tools used by the university on the image perceived by its audiences, **through indicators such as visibility, interactivity, perceived effectiveness, and notoriety**. The questionnaire thus proves to be a **reliable and reproducible tool**, particularly relevant for measurement objectives.

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<sup>1</sup> GRAWITZ Madeleine, « **Les méthodes des sciences sociale** », paris : édition Dalloz, 2001, p75

## Section 05: Sampling and study population

### 1. Study Population

Every research must define its study population, which is described by Maurice Angers as: "A set of all individuals who have characteristics that align with the research objectives."<sup>1</sup> In our study, the target population for this study consists of students in the *Master 2 Communication and Public Relations program* at Abderrahmane Mira University of Béjaïa. This population was chosen due to its proximity to the studied theme, as these students possess the necessary academic knowledge to evaluate the university's digital communication strategies. The total number of this population is *124 students*.

In addition, the **administrative staff** from the **Rectorate, WebTV, and the Computing Center (CSRRICTED)** have also been included as part of the **interview population** due to their **direct involvement in digital communication strategies** at the institutional level.

The **total population size** includes approximately **124 Master 2 students** enrolled during the academic year 2024–2025, and the administrative staff involved in institutional communication (5 professionals).

### 2. Sampling

According to "DELANDSHEERE" "sampling is choosing a limited number of individuals, objects, or events whose observation allows for drawing conclusions or inferences applicable to the entire population within which the choice is made."<sup>2</sup>

### 3. Selection

"A sample is a subset of elements from a given population, whereas a sampling technique is the set of operations used to select a subset of a population in order to form a sample."<sup>3</sup>

<sup>1</sup> ANGERS Maurice, **initiation pratique à la méthodologie des sciences humaines**, 6<sup>ème</sup> édition CEC, Québec, 2014, P98

<sup>2</sup> G. DE LANDSHEER, *La recherche expérimentale en éducation*, édition Del chaux et Nestlé, Paris, 1982, P.62.

<sup>3</sup> François Dépelteau, « La démarche d'une recherche en sciences humaines : De la question de départ à la communication des résultats », Bruxelles, De Boeck, 2005, p. 214.

### 3.1 Sample for Qualitative Phase: Semi-structured Interview

As part of this research titled "*The Impact of Digital Communication on the Improvement of Brand Image in Algerian Institutions: Case of the University of Béjaïa*" a qualitative study was conducted through semi-structured interviews. This phase took place over a period of ten days, from March 9 to March 19, 2025, within the university itself.

**Table 02: summarizes of interviews conducted:**

| Structure | Position                   | Interview Date | Number of Participants |
|-----------|----------------------------|----------------|------------------------|
| Rectorate | Communication Officers     | 09/03/2025     | 02                     |
| WebTV     | WebTV Journalists          | 17/03/2025     | 02                     |
| CSRICTED  | Digital Services Engineers | 19/03/2025     | 01                     |

**Source: Elaborated by us from filed data (university of Béjaia, March 2025)**

The sampling used is a **purposive non probability** type, which involves intentionally selecting individuals with expertise or a strategic position related to the subject of the study. This type of sampling is particularly relevant for qualitative research, as it allows for the collection of in-depth and meaningful data from well-targeted profiles.

Five participants were interviewed, evenly distributed among three key institutional structures of the university:

- The Rectorate
- The university WebTV
- The Center for Information Systems and Networks, Communication, Tele-education, and Distance Learning (CSRICTED)

Each structure designated two representatives holding positions related to communication or digital media management. These interviews made it possible to gather strategic data on internal

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digital communication practices, the technological choices made, and perceptions of their impact on institutional visibility.

### 3.2 Sample for Quantitative Phase: Online Questionnaire

In addition to the qualitative study, a **quantitative** survey was conducted through an **online questionnaire**, distributed via the students' institutional professional emails. This phase aimed to collect measurable data on the perception of digital communication by the student community, and more specifically to assess its impact on the university's image.

The selected sample consists of *60 students enrolled in the Master 2 Communication and Public Relations program* at the University of Béjaïa. The choice of sampling **is non-probabilistic by volunteer**<sup>1</sup>, which means that the participants responded freely and voluntarily to the survey, and were free to answer the questionnaire without obligation. This type of sampling is justified by the *exploratory nature* of the research, but also by *logistical constraints*, particularly the impossibility of contacting all students in person, as well as *the limited time* for data collection.

Participation rate:

Among the *124 students enrolled in the Master 2 CRP*, *60 responded*, which represents a *participation rate of 48.4%*. This rate, although below the desired average for quantitative surveys, remains usable, particularly within the framework of an exploratory academic study.

The questionnaire consisted of *17 questions*, divided into five sections:

1. General profile of the respondent
2. Knowledge and use of university digital tools
3. Evaluation of the content and digital communication strategy
4. Perception of the impact on the university's image
5. Weak points and improvement proposals

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<sup>1</sup> ANGERS Maurice, **initiation pratique à la méthodologie des sciences humaines**, 6<sup>ème</sup> édition CEC, Québec, 2014, P108

**Difficulties encountered:**

Despite several follow-ups, many students did not respond, sometimes due to a lack of engagement, difficulties accessing their professional email, or a poor Internet connection. These obstacles limited the sample size, but the 60 responses collected remain relevant for analyzing general trends and cross-referencing the results with qualitative data.

**Section 06: The challenges encountered**

The completion of this thesis was not without obstacles. Several difficulties were encountered throughout the various stages of research, both organizationally and methodologically and technically:

- Time constraints

The academic calendar being tight, it has been difficult to effectively distribute the stages of the research (preparation, data collection, processing, analysis, writing). This sometimes led to delays in processing the questionnaires or organizing the interviews.

- Limited access to data

Certain institutional information deemed sensitive was not easily accessible, particularly detailed statistics on digital audience or internal reports related to the communication strategy. This limited the depth of certain analyses.

- Availability of the respondents

It was not easy to schedule interviews with the administrative staff (WebTV, rectorate, CSRICTED) due to their workload. Several follow-ups were necessary before securing appointments.

- Creation of the questionnaire

The questionnaire was distributed online due to logistical constraints. This mode of dissemination limited the diversity of the sample, as only those who were online and available responded (volunteer sampling). This could introduce a representativeness bias.

- Lack of training in analysis tools

The statistical analysis of the results required learning software like Excel, which demanded extra effort to produce relevant and reliable graphs.

- Difficulties in formulation and writing

Translating theoretical concepts into comprehensible analyses and structuring the chapters with scientific rigor has been a real challenge. The proofreading and correction work required numerous revisions.

- Technical issues and internet connection

The slowness or instability of the Internet connection has sometimes hindered access to research platforms, the downloading of academic documents, or the submission of forms.

**Conclusion:**

In summary, this methodological framework has allowed us to structure our work according to a scientific and rigorous logic. Thanks to the conceptual analysis of the variables and the construction of a coherent empirical framework, we were able to define a relevant study area, develop tools adapted to our research objectives, and ensure data collection that is both reliable and usable. The mixed approach adopted, through the use of an online questionnaire and qualitative interviews with administrative staff, allowed us to cross-check perceptions, refine our understanding of the subject, and validate our hypotheses. Thus, this methodology constitutes the backbone of our thesis, ensuring both the internal coherence of the work and its scientific credibility.

# *Theoretical Framework*

*Chapter 01: Digital  
communication  
principles and tools*

## Preamble

The theoretical part of this thesis aims to lay the conceptual and scientific foundations necessary for understanding our research topic. It is structured around two main chapters, dedicated respectively to digital communication and institutional brand image. This literature review clarifies the definitions, presents the various tools used, and outlines the principles and advantages, as well as the relationship between digital communication and brand image. It is based on recent academic sources. The analysis of the writings also allows us to position our research within a recognized scientific framework and to justify the choices made in the development of our methodological approach.

## Section 01: The evolution of digital communication

Digital communication emerged with the appearance and exponential evolution of the internet and the advent of the Web. Companies are increasingly turning to digital marketing because the digital revolution has made this field essential for all businesses that want to conquer the market. Companies are increasingly turning to communication professionals to support them in their communication campaigns. We are witnessing the emergence of new communication tools to enable companies to master customer relationship management.<sup>1</sup>

- The Experimentation 1994-2001: Along with the emergence of the internet and the "World Wide Web," these two have introduced a way of communicating that took root very soon. Then followed the emergence of the first "Web agencies" which gave their customers, institutions, and companies the opportunity to make a web page. Then those pages turned into websites. Then arrived the first information branch "Yahoo!" and the first search engines like "AltaVista," followed by the creation of an advertising proposition to sell space based on the cost per click display (CPM). And the banner format. From the first ad campaign to the average banner, it dates back to 1994 on "hot Wired." The first ad networks thus made audiences monetizable. At the close of 1990, the period was profitable for the newly minted "dot-coms" from the Silicon Valley cradle, leading to a world-wide boom by the close of this period; until the bubble popped in 2001, the key fundamentals of Digital Communication had been put in place: access to websites, search engine optimization, online marketing, and affiliate marketing were on their way. Google launched sponsored links in 2000, "Google Ad Words," the cornerstone of its business success.
- The explosion between 2001 and 2006: From 2001, the world of Digital Communication intersects with the public in general and professionalization of practices accelerates. Internet thus becomes the hub of the audience and the new factor of the era. If the big advertising and media agency networks have not yet created a uniform Digital offering, they are making way for an economic universe of creative small businesses dedicated to digital creation and marketing. E-commerce has taken its place and then increasingly replaced mail-order selling and created new markets such as second-hand markets,

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<sup>1</sup> **Togoumbaye Monglengar**, *L'apport de la communication digitale sur le comportement du consommateur : Cas de Moov Africa Tchad*, Mémoire de Master, Université Mohamed Premier Oujda, 2020-2021, on <https://www.memoireonline.com/12/22/13568/Lapport-de-la-communication-digitale-sur-le-comportement-du-consommateur-cas-de-Moov-Africa-Tcha.html> consulted 09/01/2025 at 10:50 pm

cultural commodities, and creation filling the screen. Next came in the interference of politicians as well, starting with 2004 in the United States Democratic primary candidate's candidacy, "Howard Dean," with scores of people visiting the campaign website. Along with e-commerce has arrived the genius of the e-CRM system, which pairs audience analysis, email marketing campaigns, and cyber advertising. Online consumer research and website visitor discovery are the new frontiers of today. Its provision of online services is very diverse: Wikipedia is getting integrated and becoming a possible tool. The large offline media, not yet persuaded at the time, pushed themselves into the internet door and equipped themselves with websites that were worthy of the name, and editorial teams dedicated to online content. Then video sharing sites like YouTube which surfaced in 2005, then blogs at the forefront of social web, legalizing and democratizing content production by offering the masses the means to develop a personal Internet space for users Skyblog, Overblog

- The Social Era (2006 to 2011) :The so-called social web or 2.0 phenomenon of 2006 was inevitable, the myth of social networks Facebook, created in 2004, became a reference network in the United States and then worldwide. Actually, even if social networks existed since forever, the social network that gathered 6 million members between 1997 and 2001, and other social networks that existed between 1997 and 2003 such as (Copains d'Avant in France, LinkedIn, or Video in order to manage one's career.) today in 2006, Facebook's launch is available to everyone even if the network is closed, i.e., only available to American elite universities students. Thus, blogs and social networks create a disruption in the digital communication strategy, which hitherto was nothing but an imitation of the conventional marketing model. From business to consumer days of B to C, the change to C to C, also "consumer to consumer," personalization offers and requires that the image of the brand be protected by its loyalists amongst themselves through conversations in blog sites and social media. For a company to become strong, it must be prescribed; this is the only way that it can be heard among the many voices, but also convince in a world where people seek others' experience and comparison before a buy.<sup>1</sup>

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<sup>1</sup> **Guinsaou Bague, H., & Etsiemboni, E. L.** *Le rôle du marketing digital dans la persuasion et la fidélisation des clients : Cas pratique : l'hôtel Raya*, Mémoire de Master, Université Abderrahmane Mira de Bejaïa. 2023, p 40-42

Today, reputation is the initial virtual currency and one does not go to advertising or paying for an audience to appeal to it. Digital Communication is gaining popularity by surprising the consumer and drawing them in using viral videos or scoops. But above all, the effort is in building a relationship with the audiences. In order to persuade a community, brands must have a conversation and even dramatically expose themselves to the proposed innovation.<sup>1</sup>

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<sup>1</sup> **Guinsaou Bague, H., & Etsiemboni, E. L, Op.cit.**

## Section 02: The objective of digital communication

The goal of digital communication is to establish and maintain effective and meaningful interactions between an organization and its target audience through digital channels. This includes increasing brand visibility and awareness, engaging and interacting with the audience, generating leads and sales, providing information and support, as well as analyzing and optimizing performance. Digital tools such as social media, blogs, email newsletters, and websites enable two-way communication and rapid information dissemination, thereby fostering better

**Table N°03: objectives of digital communication**

| Objective                        | Definitions   | Digital Solutions   |
|----------------------------------|---|---|
| <b>Awareness</b>                 | Being recognized and remembered by customers.                                 | Mass media: YouTube, Facebook, Twitter, Instagram...  |
| <b>Image</b>                     | Building your brand image.  | Diversity of content and creativity: videos, photos, blogs...   |
| <b>Traffic</b>                   | Increasing traffic to your website.   | Opportunities to create traffic to a website: advertising, social media...  |
| <b>Acquisition</b>               | Recruiting new customers.   | Easier access to new clients: online communities, data collection, multiple contact points (email, SMS, social media...). |
| <b>Transformation/Conversion</b> | Encouraging visitors to a site to take action (purchase, registration, etc.). | Customer journey analysis on the site, highlighting content value, simplifying processes.                                 |
| <b>Loyalty</b>                   | Retaining customers, making them come back and purchase again.                | Better knowledge of customers and their habits, segmented data management and CRM (Customer Relationship Management).     |
| <b>Research and Development</b>  | Improving its products or services and launching new products.                | Monitoring, analysis of customer feedback, suggestions, co-creation with the brand community.                             |

**SOURCE: ZOUAIMA Nadia, l'impact de la communication digitale sur la notoriété des entreprises, revue internationale des affaires et des stratégies économiques, IJVESES, KOLEA, Algérie, 2017, page 210 à 217.**

### Section 03: Principles of digital communication

- Institutions have shifted from the model of broadcasting to one of interaction, discussion, and dialogue, and today try to produce exchange between the target audience and the institution.
- Institutions have lost control and power over their target audiences, thanks to the internet, as these audiences now regularly present their perspectives on websites such as Facebook pages and websites. The traditional audience has evolved due to the universal accessibility of these networks, bypassing the filters of journalists.
- With instant communication, time and space are abolished, allowing institutions to communicate without boundaries, thus extending their communication flow.
- The exchange relationship with the target audience allows for the establishment of a better image, compared to those used in previous years.
- Digital communication combines media and non-media, breaking the boundaries between the two, as the web serves both as an advertising platform and a tool for dialogue.
- Digital communication has questioned the communication tools used by institutions in the past and is considered both a new tool and a new way of communicating with the target audience <sup>1</sup>

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<sup>1</sup> **Guinsaou Bague, H., & Etsiemboni, E. L.** *Le rôle du marketing digital dans la persuasion et la fidélisation des clients : Cas pratique : l'hôtel Raya* (Mémoire de Master en Sciences de l'information et de la communication, option Communication et Relations publiques). Université de Bejaïa. **2023, p 43**

## **Section 04: Digital communication tools**

The channels of communication not only transmit information about a company's products and services but also allow for the sharing of promotional offers.

A digital communication channel is an online tool designed to share information with a company's audience. The main digital channels include websites, social media platforms, email marketing, and more.

### **1. Social networks**

Kaplan and Haenlein define social media as "a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content."<sup>1</sup>

Online social networks refer to websites and mobile applications that enable users to build a network of friends, connections, or followers, facilitating social interactions between individuals, groups, or organizations. Social networks belong to the broader category of social media.<sup>2</sup>

Social networks are platforms where internet users can share, disseminate, modify, and repurpose content while interacting with other users. They also enable companies to stay in contact with their customers, keep them informed about projects, and enhance their market monitoring efforts.

#### **1.1 Types of Social networks:**

- **Generalist Social Networks:** Generalist social networks are versatile platforms that enable users to connect with a wide range of people, share diverse content (texts, images, videos), and interact with friends, family, or even strangers who share common interests. These networks aim to build a global community and facilitate instant communication through tools such as private messaging, comments, and sharing features.

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<sup>1</sup> Pelet.J.E et Lucas-Boursier.J« **Aide-Mémoire, communication digitale** », éd DUNOD, France, 2017, P7

<sup>2</sup> Baynast, A., Lendrevie, J., & Levy, J. « **Tout le marketing à l'ère de data et de digital** » (13ème édition). Dunod, (2021) p.612

**Facebook:** Created in 2004, Facebook is one of the most popular social networks globally, with around 3 billion monthly active users. It offers a wide range of features, including photo and video sharing, group and event creation, and instant messaging tools. Businesses also leverage Facebook to promote their products and services through professional pages and targeted advertising campaigns.<sup>1</sup>

**Twitter:** Launched in 2006, Twitter is a microblogging platform where users can post short messages called "tweets," limited to 280 characters. With approximately 620 million monthly active users, Twitter is especially popular for real-time information sharing, public discussions, and direct interactions between public figures, companies, and their audiences.

**Instagram:** Established in 2010 and acquired by Facebook in 2012, Instagram is a platform dedicated to sharing photos and videos. With around 2 billion monthly active users, it allows users to post visual content, apply filters, follow accounts, and interact through likes and comments. Features such as "stories" and "reels" provide additional creative and ephemeral content-sharing options.

**Myspace:** Founded in 2003, Myspace was one of the first globally popular social networks, particularly among musicians and artists. It allowed users to customize their profiles, share music, and connect with others who had similar interests. Although its popularity declined with the rise of platforms like Facebook, Myspace played a significant role in the evolution of social networks.

➤ **Social Networks Specializing in Multimedia:** These platforms focus on the sharing and consumption of multimedia content, such as videos, photos, and music. Examples include:

**YouTube:** Launched in 2005, YouTube is the leading online video-sharing platform, with around 2.5 billion monthly active users. Users can upload, view, comment on, and share videos on various topics. YouTube also serves as a revenue source for many content creators through monetization via advertisements.

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<sup>1</sup> Leptidigital. (n.d.). Liste des 79 réseaux sociaux les plus populaires en 2025. Retrieved from <https://www.leptidigital.fr/reseaux-sociaux/liste-reseaux-sociaux-14846> consulted on 10/01/2025 at 06:04 PM

**TikTok:** Created in 2016 by the Chinese company Byte Dance, TikTok specializes in sharing short videos, often set to music, with around 1.5 billion monthly active users. It is particularly popular among younger generations and promotes creativity through challenges, dances, and humorous content.

**Flickr:** Founded in 2004, Flickr is a platform for sharing photos and videos, popular among amateur and professional photographers. It enables users to store, organize, and share high-resolution images while participating in groups and discussions centered on photography.

➤ **Professional Social Networks: These:** platforms are designed to facilitate professional interactions, networking, recruitment, and knowledge sharing in the workplace. Examples include:

**LinkedIn:** Established in 2003, LinkedIn is the most widely used professional social network, with approximately 930 million users. It allows professionals to create detailed profiles showcasing their experiences, skills, and achievements, connect with others, seek job opportunities, and share work-related content.

**Viadeo:** Created in 2004, Viadeo is a professional networking platform popular in France and other French-speaking countries. It helps users develop their professional networks, follow companies, and explore career opportunities.

**Ziki:** Ziki was a platform that enabled professionals to centralize their online presence, including blogs, portfolios, and profiles on other social networks. It aimed to enhance users' online visibility and facilitate professional connections.

**Piwie:** Piwie is a social network designed for entrepreneurs, startups, and innovators, promoting collaboration, idea sharing, and project development within communities focused on innovation.<sup>1</sup>

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<sup>1</sup> Leptidigital. OP-cite

- **Social Networks Specializing in Geolocation:** These platforms use geolocation to connect users based on their location, enabling them to share local experiences and discover nearby places or events. Examples include:

**Foursquare:** Launched in 2009, Foursquare allows users to discover locations such as restaurants, cafes, and shops based on their current location. Users can leave reviews, ratings, and recommendations, helping the community find the best places to visit.

**Gowalla:** Established in 2007, Gowalla was a geolocation application enabling users to share the places they visited in real time. Users could collect virtual badges and explore recommended locations. Although it ceased operations in 2012, Gowalla influenced geolocation-based social networks like Foursquare.

**Nextdoor:** Founded in 2008, Nextdoor is a neighborhood-focused social network connecting residents of specific areas. Users must verify their addresses to join local networks, fostering trust and relevance. It facilitates sharing information about local events, service recommendations, and community initiatives.

**Meet up:** Launched in 2002, Meet up connects people with shared interests through local events. Users can join or create groups in various areas, such as technology, sports, reading, or personal development. Meet up encourages real-life interactions, networking, and exploring new hobbies.<sup>1</sup>

## **2. The Web site :**

"A website is an opportunity to gather an audience, either temporarily or over the long term. Through its website, a company can aim to consistently inform about its identity, activities, values, and socio-economic role, while also promoting its products or creating events. Thus, the website serves both as an image-building platform and a marketing tool."<sup>2</sup>

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<sup>1</sup> Leptidigital. OP-cite

<sup>2</sup> Morel.PH « communication d'entreprise, stratégies et techniques », éd studyramapro, 2015, P190.

Websites are also defined as "official buildings representing administrations or individuals, providing relatively limited interaction compared to other platforms. However, they primarily serve to make information accessible."<sup>1</sup>

A website hosts multiple dynamic pages containing information about the company. It can be used for both institutional and commercial communication. It acts as a showcase for the company's activities and serves as an exchange tool through features like a contact section.

### 3. Other Digital Platforms

**Blogs:** Companies use blogs to share news and updates in a chronological order, where the latest information replaces the previous one. Depending on the company's policies, users may interact by posting comments.

**Wikis:** Collaborative websites where everyone is invited to participate and co-create reference information.

**Podcasts:** Audio or video content that can be downloaded regularly via subscription or accessed on demand.

**Applications:** Apps allow users to download a set of features provided by the company, such as information, service facilitation, or content that extends beyond the company's core business, helping to create a sense of proximity and engagement.<sup>2</sup>

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<sup>1</sup> Mas.C, Adary.A et Westphalen.M « **Communicator, toute la communication à l'ère digitale** », 8ème édition, éd Dunod, paris, 2018, P373.

<sup>2</sup> Libeart.TH et Westphalen.M « **la communication externe des entreprises** », 4ème édition, éd Dunod, paris, 2014, P51.

## Section 05: Advantages of digital communication

- **Reduction of communication costs through digital communication:** The costs of communication media on the internet are significantly lower than those of more traditional media. Communication campaigns on new media are both simpler and faster.
- **Ease of access to a large-scale market:** Digital is the most powerful means to reach the maximum number of people in the minimum amount of time. There are no spatiotemporal boundaries, so the company can target new markets, establish new contacts, and sell its products in different markets without having to move, 24/7, anywhere in the world.
- **A new customer relationship using digital communication:** The customer relationship has been transformed. With digital technology, the customer has access to all the information they wish to have, and it is also possible for them to interact with the company and get in touch with it at anytime from anywhere. This two-way communication revolutionizes the customer relationship on both the customer side and the company side, which can analyze customer behavior to better satisfy them.
- **More agility for the company:** Thanks to new digital practices, the company can offer new products in a very short time and benefit almost instantly from market feedback. It can this respond very quickly to customer requests.
- **Enhancing its image through digital communication:** New digital practices mark a profound and irreversible change in our society, their adoption by a company shows its clients that it masters new media and attests to its modernity.
- **The differentiation of its offer:** Beyond the image benefit, digital allows the company to stand out from the competition both in terms of its products (quality) and the associated services. Availability, accessibility, speed, responsiveness, simplicity, and personalization are the essential advantages of digital that the company must leverage to stand out.<sup>1</sup>

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<sup>1</sup> DJERROUD Amel, « L'analyse sociologique de la stratégie de la communication digitale : étude comparative entre les institutions publiques financières et les entreprises économiques. Cas pratique : C.O.G.B la Belle et BNA », Mémoire de fin de cycle, Université Abderrahmane Mira de Béjaïa, Département de sociologie, 2022/2023. P46\_47

## *Chapter 02: Brand*

*image types and*

*importance*

## **Section01: Components of brand image**

### **1. Visual Identity:**

Visual identity encompasses all the pictorial representations through which a company expresses its brand image.

“The company’s visual identity can be complemented by the visual identity of the brand, product, or product range. The complementarity of these visual identities is evident and must be translated graphically.”<sup>1</sup>

In essence, visual identity refers to the set of symbols and rules that provide brands with a unique graphic and visual universe in a world dominated by imagery. It enables the company to be recognized.

Moreover, visual identity is “inseparable from the choice of a name or brand, as it must reflect the brand’s image, history, and reality.”<sup>2</sup>

### **2. Graphic Charter:**

“The graphic charter includes all the graphical rules defined for a company’s visual identification system, ensuring the consistency and coherence of the produced image. In short, it is a guide for implementing the adopted visual concept.”<sup>3</sup>

The graphic charter ensures consistency between the representation of the company’s values and the brand image reflected in the logo and a more varied visual identity system. It defines how all the dominant visual elements of the company should be reproduced, including: (The logo design, Typography, Colors, Sizes and proportions, the relationship between graphic elements)

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<sup>1</sup> Décaudin.J « **la communication marketing, concepts, techniques, stratégies** », 2éme édition, éd economica, paris, 1999, P141.

<sup>2</sup> Ibid. p 141

<sup>3</sup> Libeart.TH et Westphalen.M « **la communication externe des entreprises** », 4éme édition, éd Dunod, paris, 2014, P13

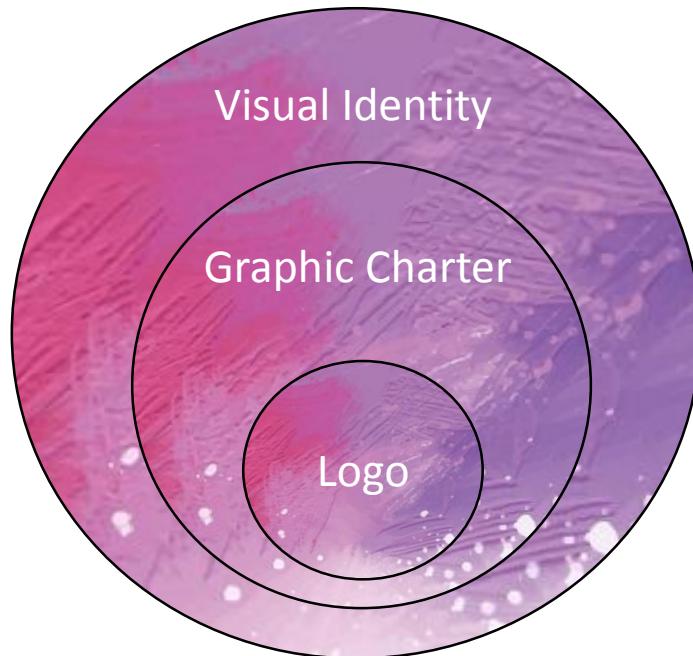
### 3. The logo:

The logo is the company's first visual expression, serving as its graphic identity card and the starting point for its visual communication strategy. It helps differentiate the company from its competitors while giving it a unique identity through specific typography that is easily recognizable. The logo can be used on different types of media (company documents, advertising campaigns) and in various situations (either in white, black, in color or in all dimensions).

The logo can be designed as: "the name of a company or an organization drawn in a unique and specific way. »<sup>1</sup> Obviously the logo should not be confused with that of a competitor.

"The logo is the first sign of recognition of a brand, it gives substance to its reason for being and what differentiates it in its market. »<sup>2</sup> Indeed, the logo symbolizes the identity, culture and personality of the company, the more powerful the logo, the less it needs the typographical support of the name of the firm to exist.

**Figure 01: The components of brand image**



**Source: personal development based on the theoretical concepts covered in the thesis, 2025**

<sup>1</sup> Libaert. T et Westphalen.M, Op.cit. P07

<sup>2</sup> Mas.C, Adary.A et Westphalen.M « **Communicator, toute la communication à l'ère digitale** », 8ème édition, éd Dunod, paris, 2018, P279

## Section02: Importance of brand image

**1. Importance of brand image:** Brand image plays a crucial role in shaping consumers' perceptions of a company or its products. It not only influences purchasing decisions but also impacts customer loyalty. According to a study conducted by the University of Quebec at Trois-Rivières, brand image is defined as "the perceptions of a brand reflected by the brand associations held in the consumer's memory." This perception is shaped by various factors, including the perceived quality of products or services, previous experiences with the brand, marketing communication, and word-of-mouth. A positive brand image can strengthen customer loyalty, justify price differentials, and serve as a foundation for brand extensions.<sup>1</sup>

- Differentiation and market positioning: Effective brand image helps a firm to differentiate and differentiate itself. It helps facilitate differentiation, customization, and positioning of products, thereby enhancing the attractiveness of the offer for customers.
- Choice facilitation and loyalty: An existing brand creates an impulsion among the customer to make a decision by giving out a univocal, uniform image. It gives security and retains the customer, therefore increasing perceived product or service value.
- Financial value and competitiveness: Brand image is an intangible asset which can enhance the financial value of the company. It is a main contributor to competitiveness, having a positive effect on investors' and business partners' perception.<sup>2</sup>
- Recognition and memory: A logo or a repeating visual identity instils an image in the consumers' minds, helping them to identify and remember the company and the branded products.<sup>3</sup>

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<sup>1</sup> Université du Québec. *Impact de l'image de marque sur la fidélité à la marque* (Mémoire de maîtrise). Université du Québec à Trois-Rivières.2011, On <https://depot-e.uqtr.ca/id/eprint/1769/> 29/01/2025 at 07:38pm

<sup>2</sup> **Stéphane Magne**, « Marque et marketing : construire la personnalité d'une marque », *Presses de l'Université Toulouse Capitole*, Openedition Books, <https://books.openedition.org/putc/2601> consulted on 14/02/2025 at 11:30pm

<sup>3</sup> **Philippe Boistel**, « La Corporate Visual Identity (CVI) permet-elle réellement de se différencier ? Analyse du marché bancaire français », *Communication*, vol. 31, n°2, 2013, disponible sur <https://doi.org/10.4000/communication.4486> consulted on 14/02/2025 at 11:50 pm

- Flexibility and robustness the brand image should be considered dynamic because it may change rapidly. Active image management allows the company to adapt to market changes and enjoy a good image in the public's eyes.<sup>1</sup>

### 1.1 The relation between digital communication and brand image

Digital communication is a fundamental part of developing and building brand image in organizations. It supports interactive interaction with the audience, dissemination of homogeneous messages, and brand reinforcement.

According to Ben Nasr, the user experience of a company's website significantly contributes to their brand image perception. A quality user interface, relevant content, and user-friendly navigation all result in positive brand perception. This study highlights usability and the quality of digital content's role in shaping the brand image.<sup>2</sup>

A well-known example is sportswear brand Nike. Nike has been able to create a strong and interactive brand image through digital media. With the help of effective social networking advertising campaigns, endorsement deals, and creative mobile applications, Nike has been able to create a loyal customer base for its brand.

All these digital activities have further supported Nike's position as a sports and fashion sector leader.<sup>3</sup>

This is an example of how a quality digital communications plan cannot just improve the brand's public image but also spur customer interaction and loyalty. Another article titled "The Effect of Online Communication on Corporate Brand Image"

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<sup>1</sup> Éric Boutin, Pei Liu et Lysiane Buisson, « Veille d'image sur Internet : enjeux, méthodes, limites », *Communication & Organisation*, n°34, 2008, p. 98-114, on

<https://doi.org/10.4000/communicationorganisation.611> on 15/02/2025 at 00:17

<sup>2</sup> Ben Nasr, I. *Impact de l'expérience web vécue sur le site d'une marque sur son image perçue par le consommateur: présentation d'un cadre conceptuel* 2018. On  
[https://scholar.google.com/citations?hl=en&user=hft\\_nJsAAAAJ](https://scholar.google.com/citations?hl=en&user=hft_nJsAAAAJ)

<sup>3</sup> Adobe. 10 exemples de stratégies de marketing digital pour inspirer votre prochaine campagne. Business.adobe.com, (2023, 12 mai). <https://business.adobe.com/fr/blog/basics/digital-marketing-strategy-examples>

concluded that a university's overall corporate image was primarily based on student ratings of the website of a university.

The research concluded that brand image was greatly influenced by online communication tactics and can enhance interactivity in these strategies.<sup>1</sup>

Similarly, the thesis "Influence of Digital Marketing on Brand Image Perception" examined how customers perceive digital marketing activity. The study identified that perception of a company's digital marketing by customers has direct impact upon their image of the brand, and effective digital communication is a key function in building brand image.<sup>2</sup>

These researches emphasize the most important connection between brand reputation and digital communication, demonstrating how successful online campaigns can reinforce brand image and build stronger relationships with the target audience.

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<sup>1</sup>[https://www.researchgate.net/publication/220449384\\_The\\_Effect\\_of\\_Online\\_Communication\\_on\\_Corporate\\_Brand\\_Image](https://www.researchgate.net/publication/220449384_The_Effect_of_Online_Communication_on_Corporate_Brand_Image) on 12/02/2025 at 13:30PM

<sup>2</sup>[https://www.thesimus.fi/bitstream/handle/10024/147668/thesis\\_Ekaterina\\_Smolkova\\_Influence\\_Of\\_Digital\\_Marketing\\_On\\_Brand\\_Image\\_Perception\\_Of\\_The\\_Company.pdf?isAllowed=y&sequence](https://www.thesimus.fi/bitstream/handle/10024/147668/thesis_Ekaterina_Smolkova_Influence_Of_Digital_Marketing_On_Brand_Image_Perception_Of_The_Company.pdf?isAllowed=y&sequence) on 12/02/2025 at 14:15PM

### Section03: Types of brand image

Brand image is the set of mental, cognitive, and emotional representations that a person or a group of people form about a brand or a company.

- **Intended image:** This is what the company aims to convey to its various target audiences through communication techniques. If a company wants to be seen in a way that differs from its actual identity, there may be an intention of manipulation, deception, etc.

The intended image corresponds to the perception that the company wants to project to its audience. It is defined by the values, mission, and vision that the company intentionally communicates

*Example:* A company selling eco-friendly products wants to be perceived as environmentally friendly and innovative

- **Transmitted image:** This is the translation of the intended image through the communication techniques used. It represents the set of meanings and messages emitted by and about the organization.

The transmitted image is the set of messages and communications that the company distributes through its various channels, such as advertising, social media, and public relations.

*Example:* The same company regularly posts content on its green initiatives and sustainability efforts on its online platforms.

- **Perceived image:** This is the image that target audiences form after being exposed to the communication techniques used by the company. It reflects how people perceive the brand.<sup>1</sup>

The perceived image is the way the public and consumers actually perceive the company, which may differ from the intended and transmitted images<sup>2</sup>

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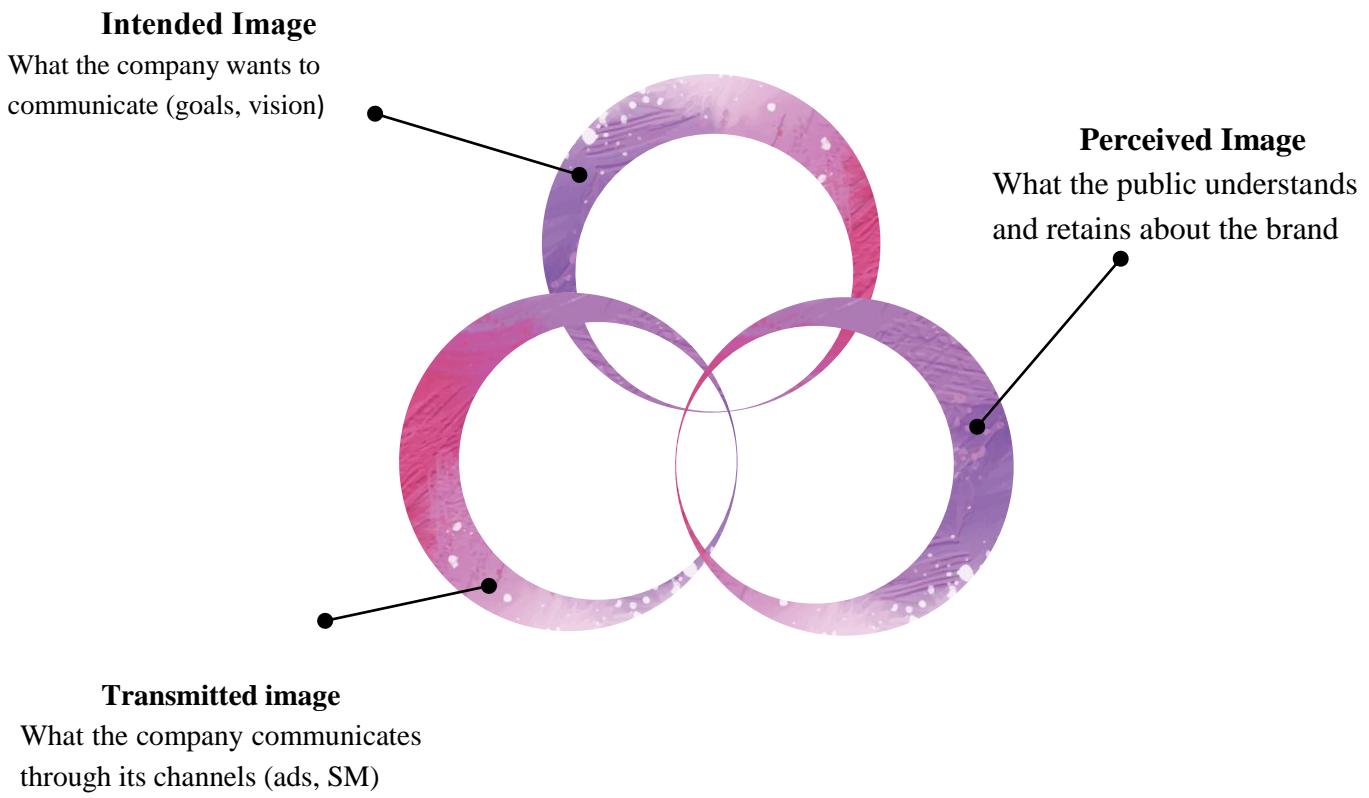
<sup>1</sup> Décaudin.J « **la communication marketing, concepts, techniques, stratégies** », 2éme édition, éd Economica, paris, 1999, P215.

<sup>2</sup> Mise en Valeur. *Branding et image de marque : le guide complet*. Disponible sur : <https://www.mise-en-valeur.fr/communication-digitale/branding-image-de-marque/> consulted on 14/02/2025 at 11:14pm

*Example:* Customers see the company as genuinely committed to environmental protection, which enhances their loyalty.

From this, we understand that the intended image, transmitted image, and perceived image must necessarily align to help a company achieve a strong and positive image. In other words, for the company to be perceived as it desires, the intended and transmitted images must be the same, but the final decision will always rest with the external audience.

**Figure 02: Types of Brand image**



**Source:** personal development based on branding concepts

## Section04: Advantages of a strong brand image

- Strengthen customer loyalty by creating an emotional attachment to the brand.  
Strengthening customer loyalty by creating an emotional attachment to the brand.
- Differentiate the company from its competitors, thus offering a competitive advantage.  
Differentiating the company from its competitors, thus offering a competitive advantage.
- Justify higher prices through the perception of added value. Justify higher prices by the perception of added value.
- Improve brand awareness and visibility in the market. Improve brand awareness and visibility in the market.
- Attracting talent and partners by conveying a positive image. Attracting talent and partners by conveying a positive image.
- Strengthen the company's resilience during a crisis by maintaining consumer trust.  
Strengthening the company's resilience during a crisis by maintaining consumer trust.<sup>1</sup>

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<sup>1</sup> Elyette Roux, *Un modèle tridimensionnel des relations à la marque : de l'image de marque à la fidélité*, [en ligne], available on <https://www.researchgate.net/publication/260247009> *Un modèle tridimensionnel des relations à la marque de l'image de marque à la fidélité*, consulted 14/04/ 2025 at 04 :28PM

## Conclusion

This theoretical foundation has made it possible to identify the main dimensions of digital communication and brand image, while also identifying the possible links between these two concepts within an institutional framework. It has also highlighted the growing importance of digital technology in the communication strategies of academic institutions, as well as the issues related to their visibility and reputation. The contributions of the analyzed authors have enriched our reflection and provided useful benchmarks for constructing our analysis framework. Ultimately, this theoretical part constitutes the intellectual foundation of our research, upon which the analysis of empirical results will be based.

# *The practical Framework*

*Chapter 01:  
presentation of the  
host organization*

**Preamble**

The practical part of this thesis represents the concrete implementation of our research approach in the field. It is based on our internship conducted at the Abderrahmane Mira University of Béjaïa, and more specifically within several key departments: the Rectorate, the WebTV, and the CSRICTED. This section includes two parts: on the one hand, a detailed presentation of the internship location and the structures involved in digital communication; on the other hand, the analysis and interpretation of data collected through qualitative interviews and a quantitative questionnaire. The objective is to confront the institutional reality with our theoretical and methodological framework, in order to verify our hypotheses and to respond in a reasoned manner to our research question. This immersive approach allows for a better understanding of practices and perceptions related to digital communication in a university environment.

## **Section 01: Presentation of the University of Béjaia**

### **1.1 History of the University of Bejaia:**

The *Abderrahmane Mira University* traces its origins back to the *National Institutes of Higher Education (I.N.E.S)* in *Electrotechnics, Natural Sciences, and Hydraulics*.

As part of the *Horizon 2000 university plan*, the institution was later authorized to establish three new departments:

- Economic Sciences
- Exact Sciences
- Amazigh Language and Culture

The *I.N.E.S of Bejaia* were merged under a single administration with the creation of the *Bejaia University Center* in 1992. In December 1996, the center was named after the famous revolutionary martyr *CHAHID Abderrahmane Mira*.

By *Decree 98-396 of December 2, 1998, modifying Decree 98-218, the Bejaia University Center* was upgraded to a full-fledged *university*. It initially comprised *three faculties*, each divided into multiple departments, in accordance with *Decree 98-253 of October 17, 1998*, which amended *Decree 83-544* defining the status of universities.

Due to the significant expansion of the *Faculty of Sciences and Engineering Sciences*, the university was reorganized by *Executive Decree 01-268 of September 18, 2001, into four faculties with 26 academic departments*.

By *Executive Decree No. 07-271 of September 11, 2007, modifying and supplementing Executive Decree No. 98-218*, and in accordance with *Article 03 of Executive Decree No. 03-279 of August 23, 2003*, the number of faculties increased to *seven*.<sup>1</sup>

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<sup>1</sup> Establishment project of Abderrahmane Mira University of Béjaïa. (May 2018). Consulted on April 10, 2025, at 04:17 PM on the Establishment Project of Abderrahmane Mira University - Bejaia: <http://www.univ-bejaia.dz>

Today, the *organizational structure* of Abderrahmane Mira University of Bejaia includes *eight faculties and four vice-rectorate*, in line with *Executive Decree No. 10-309 of December 5, 2010.*<sup>1</sup>

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<sup>1</sup> Establishment project of Abderrahmane Mira University of Béjaïa, Op-cite

## **1.2 Presentation of the University of Béjaïa:**

The University of Béjaïa, founded in October 1983, is a multidisciplinary public institution that currently has 03 campuses: TAGRA OUZEMOUR, ABOUDAOU, and El Kseur. It has its origins in the national institutes of higher education (I, N, E, S) in electrotechnics and natural sciences (created in 1983) and industrial chemistry created in 1986. Established as a university center in 1994, then as a university in 1998, and which today hosts more than 37,031 students, supervised by 1,828 teachers and supported by 1,244 technical and administrative staff. It is composed of eight faculties covering various fields of study:

- Faculty of Technology
- Faculty of Exact Sciences
- Faculty of Law and Political Science
- Faculty of Natural and Life Sciences
- Faculty of Arts and Languages
- Faculty of Human and Social Sciences
- Faculty of Economic, Commercial, and Management Sciences
- Faculty of Medicine<sup>1</sup>

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<sup>1</sup> Internal document of Abderrahmane Mira University of Béjaïa, Vice-Rectorate for External Relations, 2025.

The University of Béjaïa strives to train students in line with the demands of the job market, by developing programs that meet the needs of economic partners. Its commitment to scientific research is reflected in the creation of innovative projects, such as:

- The National Center for Research in Amazigh Language and Cultures (Executive Decree of February 26, 2017)
- The National Center for Research in Agro-food Technology (Executive Decree of April 29, 2019)
- The Technical Platform for Physico-chemical Analyses (Interministerial Order of August 26, 2020)
- The Common Research Service "Incubator" (Interministerial Order of February 14, 2022)

The university is largely open to its socio-economic environment and has signed more than sixty framework cooperation agreements with academic institutions in France, Italy, Spain, Canada, Tunisia, Morocco, among others. These partnerships facilitate scientific exchanges and the mobility of students and research professors.

In order to promote innovation and address global challenges, the University of Béjaïa works closely with national companies. It organizes an annual university and productive forum, a space for discussion and collaboration on current scientific and socio-economic topics.<sup>1</sup>

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<sup>1</sup> Internal document provided in PowerPoint format of Abderrahmane Mira University of Béjaïa, *Vice-Rectorate for External Relations*, 2025.

## **Section 02: The missions of the University of Béjaia**

### **1. Objectives of the University**

- In terms of education: The goal is to place quality assurance at the heart of the university's strategy and support student success by providing the necessary resources.
- Support scientific, socio-economic, and cultural development at both regional and national levels.
- Develop innovative strategic research areas, aligned with national priorities and social challenges.
- Ensure the consolidation of Bejaia University's ranking and uphold its core values: ethics, quality, openness, and social responsibility.
- Promote territorial exchange and development through the activities of a local committee (CROSS) responsible for strategic reflection and guidance at the wilaya level, aiming to provide relevant ideas and solutions to societal needs.
- Adopt an environmental approach under the motto: "For a green university and a stimulating environment."
- Further invest in digitalization and expand the availability of online courses and training programs.
- Improve administrative processes and support skills development.
- Establish new educational and research entities.<sup>1</sup>

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<sup>1</sup> Internal document provided in PowerPoint format of Abderrahmane Mira University of Béjaïa, *Vice-Rectorate for External Relations*, 2025.

## **2. Presentation of the Rectorate Service:**

The Rectorate Service of the University of Béjaïa plays a strategic role in administrative management and the coordination of academic activities. This service, which is the nerve center of the university's administration, manages human resources, institutional projects, as well as the implementation of communication strategies and partnerships.

The Rectorate Service is also responsible for institutional communication, ensuring the university's visibility at the local, national, and international levels. In this context, it uses various digital platforms to enhance the university's image, notably through online communication campaigns, webinars, and the management of the university's Web TV.

### **The objectives of the rectorate service:**

The rectorate's mission is to adapt the university to the new demands of the digital world, by facilitating internal and external communication and implementing digital tools that allow for continuous interaction with students, teachers, and institutional partners.

Furthermore, the Rectorate Service is responsible for international partnerships, monitoring research projects, and promoting digital infrastructures. It plays a key role in the university's influence and the integration of its actions within the framework of academic globalization.<sup>1</sup>

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<sup>1</sup> Internal document provided in PowerPoint format of Abderrahmane Mira University of Béjaïa, *Vice-Rectorate for External Relations*, 2025.

### **3. Presentation of the Vice-Rectorate for External Relations (VRELEX):**

The Vice-Rectorate for External Relations, Cooperation, Animation, Communication, and Scientific Events is the university's central institution. It is tasked with the execution and development of international policy and internationalization of the University of Béjaïa.

This vice-rector is structured into two major services:

#### **3.1 Service for Cooperation and Interuniversity Exchanges**

This service is responsible for managing and monitoring national and international academic relations. Its missions include:

1. The management of partnership agreements with universities and institutions in Algeria and abroad.
2. The coordination of joint doctoral thesis supervision with partner universities.
3. The management of European programs (Tempus, Erasmus Mundus, Erasmus+...).
4. The monitoring of bilateral research projects (CMEP, CNRS, PHC Maghreb, PCIM...).
5. The organization of official visits by foreign experts and researchers.
6. Support for students and teachers benefiting from scholarships abroad (Erasmus Mundus, AUF, Islamic Development Bank - IDB).
7. The administrative management of visa applications for academic mobility.
8. The development of partnerships with the socio-economic sector, in connection with businesses and public institutions.<sup>1</sup>

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<sup>1</sup> Internal document provided in PowerPoint format of Abderrahmane Mira University of Béjaïa, *Vice-Rectorate for External Relations*, 2025.

9. The supervision of support structures for innovation and entrepreneurship, such as:

- CASAM (Center for Support and Mobility Assistance).
- BLEU (Business-University Liaison Office).
- House of Entrepreneurship.
- PAPS Office (Support Point for Scientific Projects).

### **3.2 Department of Communication and Scientific Events:**

This service is responsible for promoting the scientific and academic activities of the university.

Its missions include:

1. The organization of scientific and technical events, such as forums, colloquia, conferences, and job fairs.
2. The preparation of the university's newsletters, intended for the academic community and partners.
3. The dissemination of international news on the university's website and the VRELEX Facebook pages.
4. The design of communication materials: leaflets, brochures, posters, postcards, institutional guides.
5. The management of the account dedicated to the university's scientific and technical events.<sup>1</sup>

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<sup>1</sup> Internal document provided in PowerPoint format of Abderrahmane Mira University of Béjaïa, *Vice-Rectorate for External Relations*, 2025.

#### **4. Presentation of the WebTV :**

The *WebTV* of the Abderrahmane Mira University of Béjaïa is a digital platform for audiovisual broadcasting, officially launched on *September 28, 2014*, by the university's audiovisual section, headed by *Mr. IKHLEF Aomar*, head of the Printing and Audiovisual Center (CIAV). It presents itself as an interactive and dynamic website broadcasting video-dominant content, organized according to an editorial logic. A true digital communication tool, the WebTV allows internet users, students, teachers, and institutional partners to consult and follow university news live via the Internet or through hundreds of videos hosted on its platform. It reflects the university's openness to its national and international environment, by showcasing its events, scientific projects, and educational actions. It should be noted that the WebTV's YouTube channel is currently the most followed nationally in the field of higher education, with nearly 40,000 subscribers.

##### **4.1 Missions and Objectives :**

- Cover educational and scientific events through videos and photos (conferences, seminars, study days, etc.).
- Produce reports and documentaries on the university's activities.
- Ensure the dissemination of multimedia content via the official website, Facebook page, and YouTube channel.
- Participate in the promotion of the university's heritage and the academic influence of Béjaïa.
- Promote the image of the University of Béjaïa on a national and international scale.
- Record university courses (MOOC).
- Consolidate the quality approach.
- Produce programs with a scientific and educational nature.<sup>1</sup>

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<sup>1</sup> Internal document of Abderrahmane Mira University of Béjaïa, *University WebTV*, 2025.

**4.2 Proposed services :**

- Reports & interviews: highlighting university activities and projects.
- Video recording and editing: coverage of events in video format.
- Professional photography: capturing major events.
- Dissemination of official information: publication on social media and the website.
- Promotion of research and innovations by teachers and students.

**4.3 Broadcasting tools :**

➤ University website: hosting of videos and reports.

<https://webtv.univ-bejaia.dz/>

➤ Facebook Page: regular posts and interactions with the university community.

<https://www.facebook.com/Webtv.universite.de.Bejiaia>

➤ YouTube channel: broadcasting videos for a wider audience.

[WebTV de l'université de Bejaia](#)

➤ Professional emails: sharing audiovisual content with teachers and students.<sup>1</sup>

[webtv@univ-bejaia.dz](mailto:webtv@univ-bejaia.dz)

**4.4 Strengths and Achievements:**

- First to deploy a university WebTV at the national level.
- More than 40,000 subscribers on the YouTube channel, the most followed in the higher education sector in Algeria.
- Offers professional internships to students in the Department of Information and Communication Sciences.

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<sup>1</sup> Internal document provided in word format of Abderrahmane Mira University of Béjaïa, *University WebTV*, 2025.

- Tool for popularizing knowledge and effectively transmitting information.

## **5. Presentation of the Center for Information Systems and Networks, Communication, Tele-education, and Distance Learning (CSRICTED)**

:

CSRICTED is one of the common services of the University of Béjaïa. It is responsible for managing all the university's IT resources and ensuring the continuity of digital services. His main role is to ensure the maintenance and operation of IT services, including the management of intranet and internet networks, technical support for educational services, as well as the administration and development of digital solutions for the university. The center is organized into four main sections, each with specific missions:

1. Information System Section This section implements the policy on information systems and information and communication technologies (ICT). It ensures the management of databases and the automatic processing of information. It consists of two units:

- Web Development Unit: Development of management applications (inventory management, personnel management, academic management, etc.).
- Pedagogical unit: Maintenance of practical workrooms, installation of educational systems and software, planning of practical work sessions.

2. Network Section : Her mission is to ensure the proper functioning of the university's intranet and internet network, while guaranteeing the security of equipment and data. She is responsible for:

- The maintenance of network infrastructures.
- The management of email and user support services.
- The monitoring of projects related to the university's networks.<sup>1</sup>

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<sup>1</sup> Internal document of Abderrahmane Mira University of Béjaïa, *Computing Center – CSRICTED*, 2025.

3. E-learning Section: This section is responsible for the implementation and management of distance learning platforms. It consists of four units:

- Platform Administration Unit: Management and Maintenance of E-learning Tools.
- Multimedia and Graphic Design Unit: Production of Digital Educational Materials.
- Video conferencing unit: Organization and management of online courses and seminars.
- Training unit: Training of teachers and staff in the use of ICT for teaching.

4. Section Maintenance: This section is responsible for maintaining the university's computer equipment in good condition. Its missions include:

- The installation and repair of computer equipment (computers, printers, UPS, etc.).
- The management and maintenance of network infrastructure (switches, network cabinets, etc.).
- Software and hardware maintenance to ensure service continuity.<sup>1</sup>

The CSRICTED is at the center of the University of Béjaïa's smooth operation through the assurance of the modernity and security of digital infrastructures. It is also involved in developing innovative solutions for teaching and administrative management via tele-education, communication, and data management tools.

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<sup>1</sup> Internal document of Abderrahmane Mira University of Béjaïa, *Computing Center – CSRICTED*, 2025.

## **Section 03: the University's digital communication tools**

### **1. The digital communication tools used at the University of Béjaïa:**

The University of Béjaïa adopts various digital communication tools to ensure the dissemination of information, improve its interaction with the university community, and strengthen its institutional image. These tools enable smoother, more accessible, and interactive communication with students, teachers, and administrative staff.

#### **a) The official website of the University of Béjaïa :**

<https://www.univ-bejaia.dz/>

The institutional website is one of the main digital communication tools of the university. It serves as a central information platform and offers several online services:

- Access to academic and administrative news.
- Consultation of training programs and research offers.
- Information on registration and orientation for new students.
- Provision of official documents (announcements, regulations, calls for applications, etc.).
- Access to digital platforms such as Moodle, the Baccalaureate Portal, and online administrative services.

#### **b) Social media: Facebook, Instagram, LinkedIn, YouTube:**

Social media has become an essential tool in the university's digital communication. Each faculty and structure has official pages on social media, namely:

- Facebook: Main real-time communication channel for announcements, events, conferences, and institutional updates.
- Instagram: Used for sharing photos and videos highlighting university life and events.
- LinkedIn: Platform dedicated to promoting academic collaborations, partnerships, and professional opportunities.<sup>1</sup>

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<sup>1</sup> Internal document of Abderrahmane Mira University of Béjaïa, Vice-Rectorate for External Relations, 2025.

- YouTube (University WebTV): Broadcasting educational videos, interviews, reports on university events, and scientific conferences.

**c) The Web TV of the University of Béjaïa :**

<https://webtv.univ-bejaia.dz/>

The university Web TV is an essential digital medium for institutional communication. It offers:

- Reports on academic and scientific events.
- Interviews and testimonies from students, teachers, and researchers.
- Educational and pedagogical programs to enhance the visibility of research and training activities.

**d) University professional messaging (Institutional email):**

[Firstname.lastname@univ-bejaia.dz](mailto:Firstname.lastname@univ-bejaia.dz)

The university provides its academic and administrative staff with a professional messaging system allowing:

- A secure and official exchange of information between the different departments and faculties.
- The management of administrative correspondence (summons, official documents, internal communications).
- The sending of notifications to students regarding their courses, exams, and academic activities.

**e) Educational digital platforms (Moodle, E-learning, Baccalaureate Portal):**

<https://elearning.univ-bejaia.dz/>

The university uses digital platforms dedicated to teaching and student management:

- Moodle: Online learning platform allowing teachers to share courses, assignments, and educational resources.
- E-learning: Development of distance education to facilitate access to online courses.
- Baccalaureate Portal: A tool designed for new students to assist them in their registration and university orientation process.<sup>1</sup>

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<sup>1</sup> Internal document of Abderrahmane Mira University of Béjaïa, Vice-Rectorate for External Relations, 2025.

**f) Content creation and distribution tools:**

The university also uses various tools for the creation and dissemination of digital materials:

- Development of brochures, posters, guides, and newsletters to promote university activities.
- Development of web pages dedicated to scientific events (conferences, open days, job fairs, etc.).
- Translation of the website and official documents for better accessibility for foreign students and researchers.

**2. Digital communication project:<sup>1</sup>****Achievements in Digital Communication:**

The University of Béjaïa has implemented several initiatives to improve its digital communication and strengthen its institutional image. These achievements aim to ensure better visibility, effective information dissemination, and dynamic interaction with students, teachers, and partners.

**Projects and achievements in web communication:**

- Improvement of the university website for better readability and visibility.
- Creation of websites dedicated to faculties and their departments.
- Implementation of a web portal for high school graduates facilitating access to information on courses and university guidance.
- Management of the official Facebook pages of the university and its various departments.
- Development of specific web pages for each academic and scientific event (conferences, forums, job fairs, etc.).
- Creation of platforms for educational management (Moodle, student tracking, digital workspaces).

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<sup>1</sup> Internal document of Abderrahmane Mira University of Béjaïa, Vice-Rectorate for External Relations, 2025.

- Design and distribution of digital media (greeting cards, digital brochures, online posters).
- Launch and management of the Web TV, a multimedia tool intended for the internal and external communication of the university.
- Translation of the website to promote accessibility for international audiences.<sup>1</sup>

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<sup>1</sup> Internal document provided in PowerPoint format of Abderrahmane Mira University of Béjaïa, *Vice-Rectorate for External Relations*, 2025.

*Chapter 02:*  
*presentation and*  
*discussion of results*

## Section01: Analysis and interpretation of results

### 1. Qualitative phase :

#### Axis 1 – personnel data

Table 04: The characteristics of the study sample.

| Interviewed person     | Service         | Position   | Age      | Experience (years) | Date/ Time of interview      |
|------------------------|-----------------|--|----------|--------------------|------------------------------|
| Mr. Yacine Chebah      | VRELEX Rectorat | Responsible of communication and scientific events | 34 years | 09 years           | 09/03/2025<br>At<br>09:00 AM |
| Ms. Tata Zahra Belouad | VRELEX Rectorat | Responsible of communication and scientific events | 40 years | 12 years           | 09/03/2025<br>At<br>10:15 AM |
| Ms. Benouaret Zahia    | WebTV           | Journalist   | 43 years | 15 years           | 17/03/2025<br>At<br>10:00 AM |
| Mr. Ghanem Abdelhalim  | WebTV           | Journalist   | 45 years | 15 years           | 17/03/2025<br>At<br>11:30 AM |
| Mr. Hafid Saidani      | CSRRICTED       | CSRRICTED Responsible                              | 38 years | 10 years           | 19/03/2025<br>At<br>11:15 AM |

Source: Fieldwork conducted at the University of Béjaïa between March 7 and March 19, 2025.

## Axis 02: General Impact of Digital Communication on Brand Image

The interviewees agree that digital communication serves a *strategic function* within the institution, particularly in enhancing its *visibility*, *accessibility*, and *credibility*. According to staff at the Rectorate, the university implements a *multi-channel strategy* combining the use of the official website, Facebook, institutional e-mail, and WebTV to communicate with different stakeholders. These findings echo previous research, such as the study on *Atlantis Hotel Akbou*, which found that an integrated communication strategy allowed the brand to position itself more effectively in the digital space <sup>1</sup>

In this context, digital communication at the University of Béjaïa is not only informative but also *relational and image-oriented*, aligning with the *functional role of communication* in managing reputation and organizational coherence<sup>2</sup>

Participants unanimously confirmed that digital communication significantly contributes to ***strengthening the university's institutional image***, particularly through increased interaction, transparency, and real-time visibility of academic events. A WebTV staff member stated: "*Our videos help the university speak for itself and show what's happening in real time*"<sup>3</sup>. Similarly, from the Rectorate's perspective, positive reactions from followers on digital platforms serve as ***indicators of brand engagement and public perception***. : "*The positive interactions we receive on posts confirm the impact of our actions on brand image*"<sup>4</sup>

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<sup>1</sup> M. Bouchenna et L. Bouafia, L'impact de la communication digitale sur la notoriété de l'entreprise : Cas de l'hôtel Atlantis Akbou .Mémoire de fin de cycle, Université Abderrahmane Mira de Béjaïa, Département des Sciences Commerciales, 2022. P89

<sup>2</sup> Interview with Mr. Yacine Chebah , Responsible of communication and scientific events, 09/03/2025, at 09:00AM

<sup>3</sup> Interview with WebTV Journalist, Ms. Benouaret Zahia 17/03/2025 at 10:00AM

<sup>4</sup> Interview with Ms. Tata Zahra Belouad , Responsible of communication and scientific events, 09/03/2025, at 10:15AM

### Axis 03: Effectiveness of the Digital Communication Strategy Adopted

The communication strategy of the university is essentially multi-channel, combining website updates, WebTV videos, Facebook posts, and professional emails. According to Ghanem Abdelhalim, journalist at WebTV: "*We produce content based on university priorities, such as ceremonies, seminars, and announcements to ensure proximity to the university community*<sup>1</sup>"

This testimony confirms the *functional use of digital media* to maintain active and ongoing engagement. The *functionalism approach* used in this research reinforces this logic: the communication system acts as a tool to maintain the institutional balance and relationship with its audiences

Tata Zahra Belouad from VRELEX indicated: "*Our goal is to consolidate scientific events and highlight the image of the university internationally through Facebook and press releases*<sup>2</sup>"

The strategy appears to be coherent, but would benefit from better interdepartmental coordination and more diversified content, this reflects a public relations orientation, where digital channels help institutional branding and academic diplomacy. According to previous studies (e.g., case of Ooredoo Algérie), similar multi-channel strategies involving newsletters and social media have helped boost brand image and institutional visibility. The university's strategy aligns with modern digital branding logic. However, based on the interviews, coordination between departments remains a challenge, and content variety (interactive posts, student testimonials, etc.) is still limited. This supports the second hypothesis, which argues that while a strategy exists, it needs refinement and interdepartmental coherence.

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<sup>1</sup> Interview with WebTV Journalist , Mr. Ghanem Abdelhalim, 19/03/2025 at 11:30 AM

<sup>2</sup> Interview with Ms. Tata Zahra Belouad , Responsible of communication and scientific events, 09/03/2025, at 10:15AM

#### Axis 04: Digital Tools used and their roles

Interviewees from WebTV and CSRICTED detailed the use of tools such as *Moodle, e-learning platforms, YouTube, and Facebook* as core channels. The WebTV team particularly stressed the role of video content as a way to "humanize" the institution and highlight scientific and educational activities<sup>1</sup>. CSRICTED confirmed that services like *webmail, virtual learning, and infrastructure maintenance* are essential pillars of the university's digital presence<sup>2</sup>.

The *WebTV team* emphasized the ***humanizing power of video content***, which allows the university to showcase real-time events and give voice to the academic community. Similarly, the CSRICTED confirmed that ***infrastructural support, IT maintenance, and professional e-mail communication*** are essential pillars of digital governance. These findings are consistent with the case study of Ooredoo Algeria, where social media and e-platforms were used to manage interaction, improve visibility, and enhance service performance. These tools are not merely used for functional communication; they are integrated into the university's *daily operations and image building*. This echoes the findings of the *Ooredoo Algeria* case study, which showed how integrated digital platforms can enhance *organizational performance and trust*. However, it also highlights the *importance of user training* and a clear digital roadmap, as some platforms remain *underutilized*. The presence of such tools validates the third hypothesis (multiple tools are used), but the need for better integration and optimization remains evident.

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<sup>1</sup> Interview with WebTV Journalist, Ms. Benouaret Zahia 17/03/2025 at 10:00AM

<sup>2</sup> Interview with CSRICTED responsible, Mr. Hafid Saidani, 19/03/2025 at 11:15AM

### Axis 05: Challenges and Limitations Encountered:

Despite the progress made, several challenges were identified. These include:

- **Limited technical infrastructure**
- **Lack of coordination between communication services**
- **Insufficient digital literacy or training for staff**

A CSRICTED staff noted: "*Some tools are underused because users are not trained to exploit their full potential*" <sup>1</sup>. At the Rectorate, the issue of *human resources and content production rhythm* was also mentioned <sup>2</sup>

These challenges are not unique to Béjaïa. Similar difficulties were also encountered in the Ooredoo case studies, particularly the *fragmentation of communication flows and resistance to innovation*<sup>3</sup>

These remarks reflect challenges identified in other institutions. In the case of *Atlantis Akbou*, digital communication was hindered by *lack of training and resistance to change*. Similarly, *Ooredoo Algérie* reported a *lack of alignment between strategy and execution*.

Thus, these findings **confirm our fourth hypothesis: despite the presence of tools, constraints remain** that reduce the efficiency and impact of digital communication.

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<sup>1</sup> Interview with CSRICTED responsible, Mr. Hafid Saidani, 19/03/2025 at 11:15AM

<sup>2</sup> Interview with Mr. Yacine Chebah , Responsible of communication and scientific events, 09/03/2025, at 09:00AM

<sup>3</sup> Bouderba, K. N., & Ait Helal, N. *L'impact de la communication digitale sur l'image de marque : Étude de cas d'Ooredoo Algérie*, Mémoire de fin de cycle, École des Hautes Études Commerciales, Alger, 2022  
[https://dspace.hec.dz/items/e5b16597-4eec-4a3c-bc3a-f790e5b40a04/full\\_consulted\\_on\\_21/05/2025](https://dspace.hec.dz/items/e5b16597-4eec-4a3c-bc3a-f790e5b40a04/full_consulted_on_21/05/2025) at. 10:44AM

## 2. Quantitative phase :

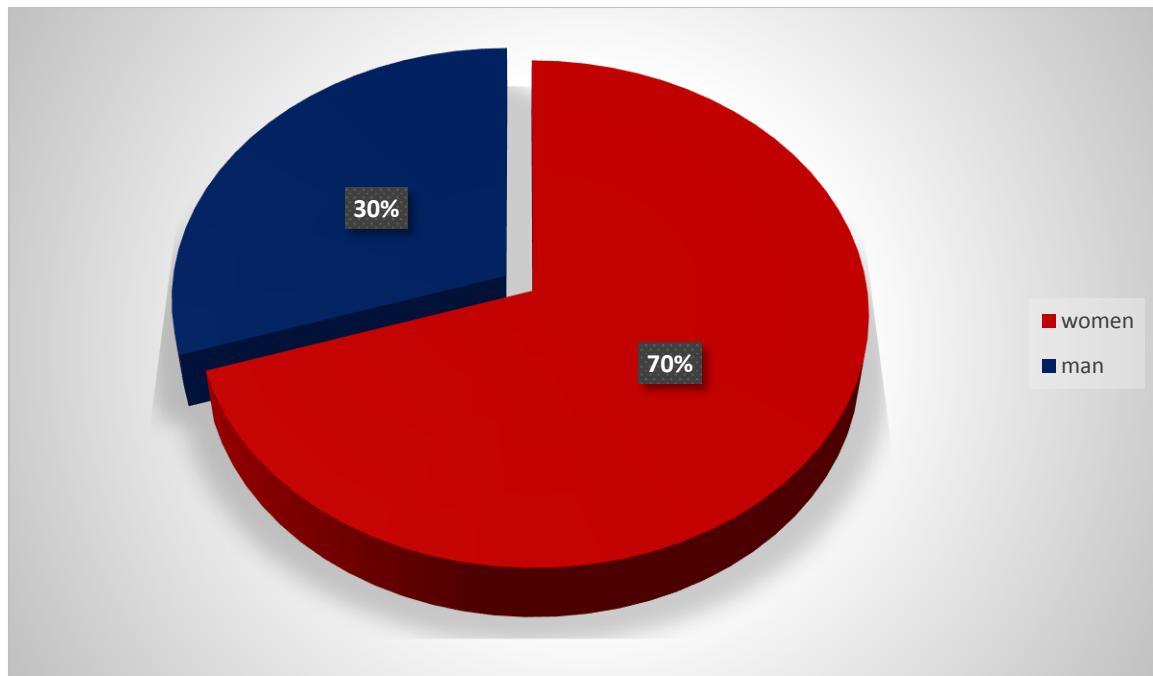
### *Axis 01: general data*

**Table 05: Distribution by gender of respondents**

| Gender | Frequency | Percentage % |
|--------|-----------|--------------|
| Women  | 42        | 70 %         |
| Man    | 18        | 30 %         |
| Total  | 60        | 100 %        |

Source: developed by us on Word

**Figure 03: Distribution by gender of respondents**



Source: developed using EXCEL software

**Observation:** The table and the graph reveal a clear predominance of women among the respondents to the questionnaire. Out of a total of 60 participants, 42 are women, representing 70% of the sample, while 18 are men, or 30%.

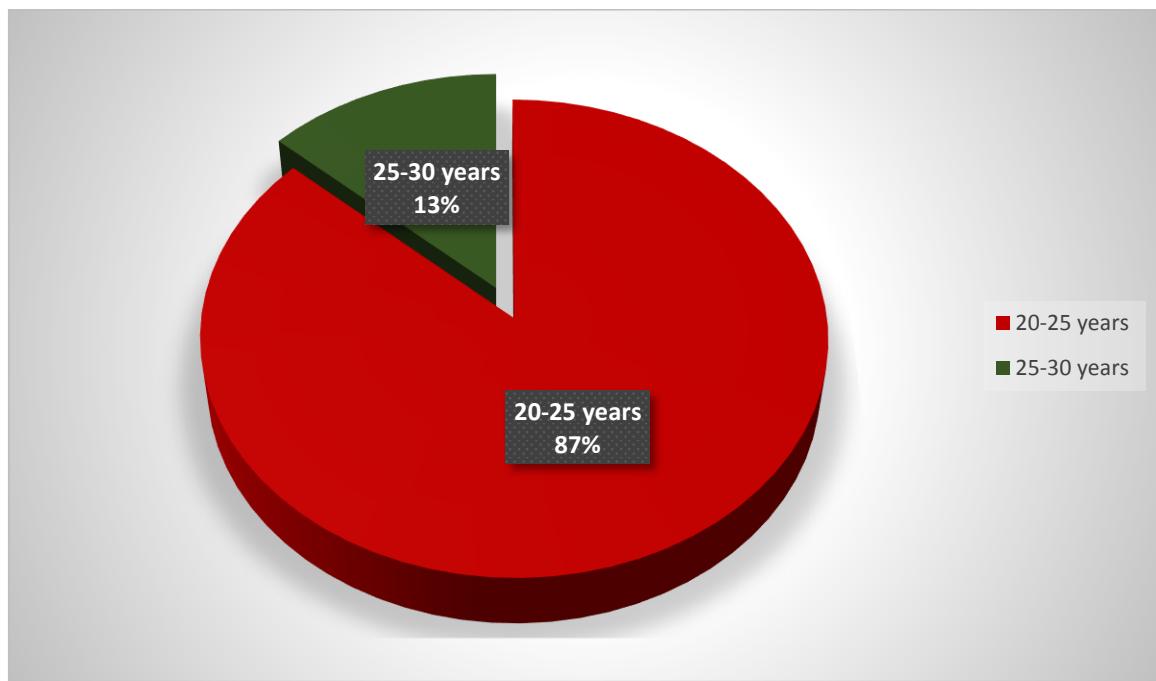
**Interpretation:**

This distribution could reflect the demographic composition of Master 2 CRP students at the University of Béjaïa. It would be interesting to compare this proportion with the overall distribution of students in this program to determine if the sample is representative of the studied population. This female predominance could potentially influence the responses to the following questions, particularly those related to the perception and use of digital tools.

**Table 06: Distribution by age group of respondents**

| Age group    | Frequency | Percentage % |
|--------------|-----------|--------------|
| 20 - 25 ans  | 52        | 86,67 %      |
| 25 - 30 ans  | 8         | 13,33 %      |
| <b>Total</b> | <b>60</b> | <b>100 %</b> |

Source: developed by us on Word

**Figure 04: Distribution by age group of respondents**

Source: developed using EXCEL software

**Observation:** The majority of respondents (52 out of 60, or 86.67%) are in the age group of 20 to 25 years. A minority (8 respondents, or 13.33%) are between 25 and 30 years old.

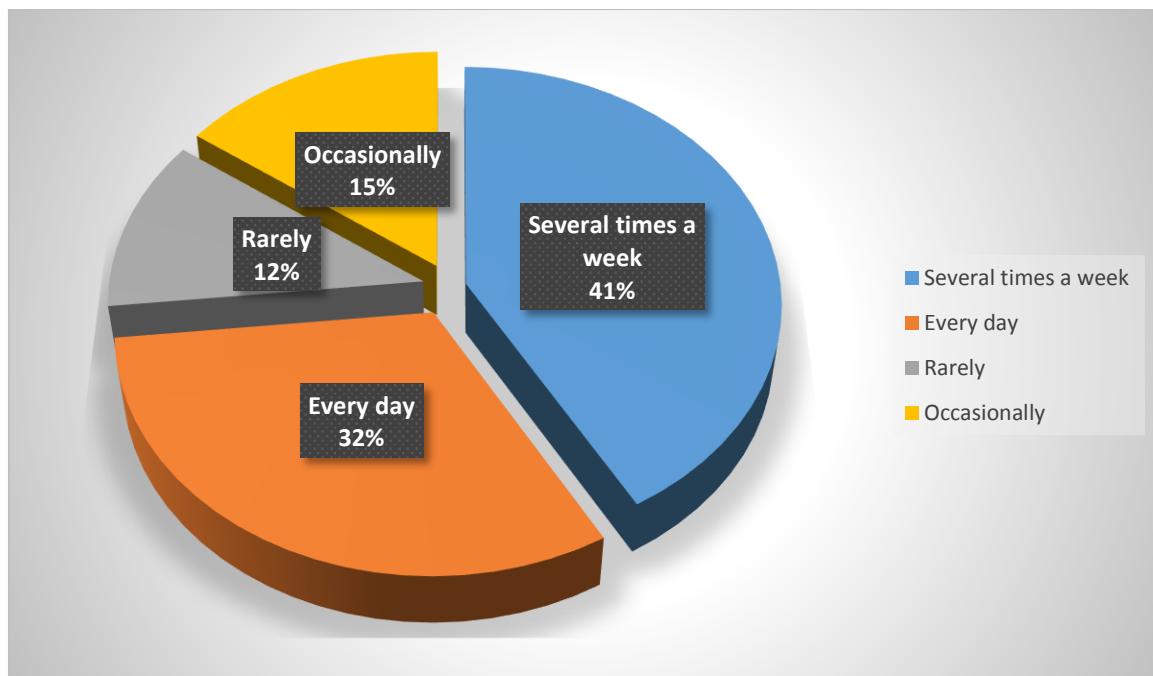
**Interpretation:** The sample is predominantly composed of young adults, which is typical of Master's students. This age homogeneity could influence their familiarity and use of digital tools, which are often well integrated into the lives of younger generations.

**Table 07: Frequency of Use of the University's Digital Platforms**

| Frequency of use     | Frequency | Percentage (%) |
|----------------------|-----------|----------------|
| Several times a week | 25        | 41,67 %        |
| Every day            | 19        | 31,67 %        |
| Rarely               | 7         | 11,67 %        |
| Occasionally         | 9         | 15 %           |
| <b>Total</b>         | <b>60</b> | <b>100 %</b>   |

Source: developed by us on Word

**Figure 05: Frequency of Use of the University's Digital Platforms**



Source: developed using EXCEL software

**Observation:** A majority of respondents frequently use the university's digital platforms: 25 students (41.67%) consult them several times a week, and 19 students (31.67%) use them daily. A minority use them rarely (7 respondents, 11.67%) or occasionally (9 respondents, 15.00%).

**Interpretation:** The regular use of digital platforms by a large portion of students suggests that these tools are integrated into their academic daily lives. This underscores the importance of having functional, up-to-date platforms that offer relevant content. A quarter of the respondents who use them rarely or occasionally could indicate a lack of interest, a lack of knowledge of the available resources, or difficulties in accessing them.

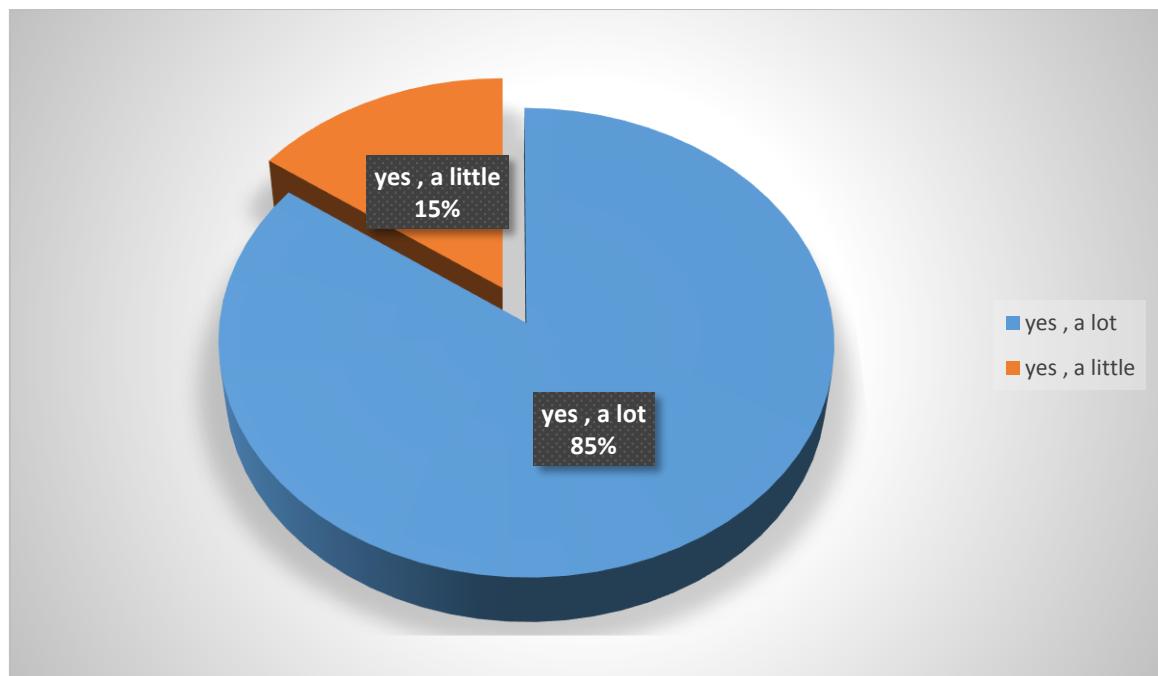
**Axis 02: Impact of digital communication on institutional image of university of Béjaïa**

**Table 08: Perception of the contribution of digital communication to the university's image**

| Contribution to the image | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
| Yes, a lot                | 51        | 85 %           |
| Yes, a little 9           | 9         | 15 %           |
| <b>Total</b>              | <b>60</b> | <b>100 %</b>   |

Source: developed by us on Word

**Figure 06: Perception of the contribution of digital communication to the university's image**



Source: developed using EXCEL software

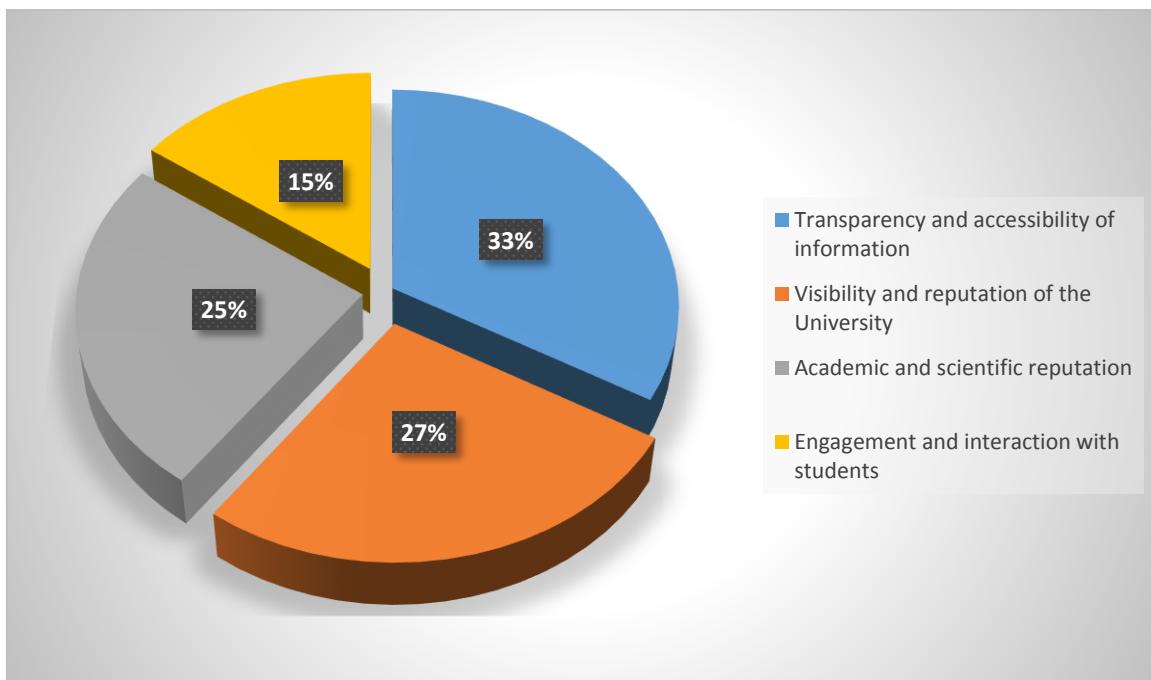
**Observation:** The vast majority of respondents (51 out of 60, or 85.00%) believe that digital communication contributes "a lot" to improving the image of the University of Béjaïa. The other 9 respondents (15.00%) believe that it contributes "a little." No respondent thinks that digital communication does not have a positive impact on the university's image.

**Interpretation:** Students perceive the influence of digital communication on their university's image very positively. This highlights the importance of the institution's digital efforts in shaping its reputation within its community and potentially beyond. It would be interesting to analyze the specific aspects of the image that are perceived as being the most impacted.

**Table 09: Aspects of the institutional image most impacted**

| Aspect of the institutional image                    | Frequency | Percentage (%) |
|--|-----------|----------------|
| <b>Transparency and accessibility of information</b> | 20        | 33,33 %        |
|  |           |                |
| <b>Visibility and reputation of the University</b>   | 16        | 26,67 %        |
| <b>Academic and scientific reputation</b>            | 15        | 25 %           |
| <b>Engagement and interaction with students</b>      | 9         | 15 %           |
| <b>Total</b>   | 60        | 100 %          |

**Source:** developed by us on Word

**Figure 07: Aspects of the institutional image most impacted**

**Source:** developed using EXCEL software

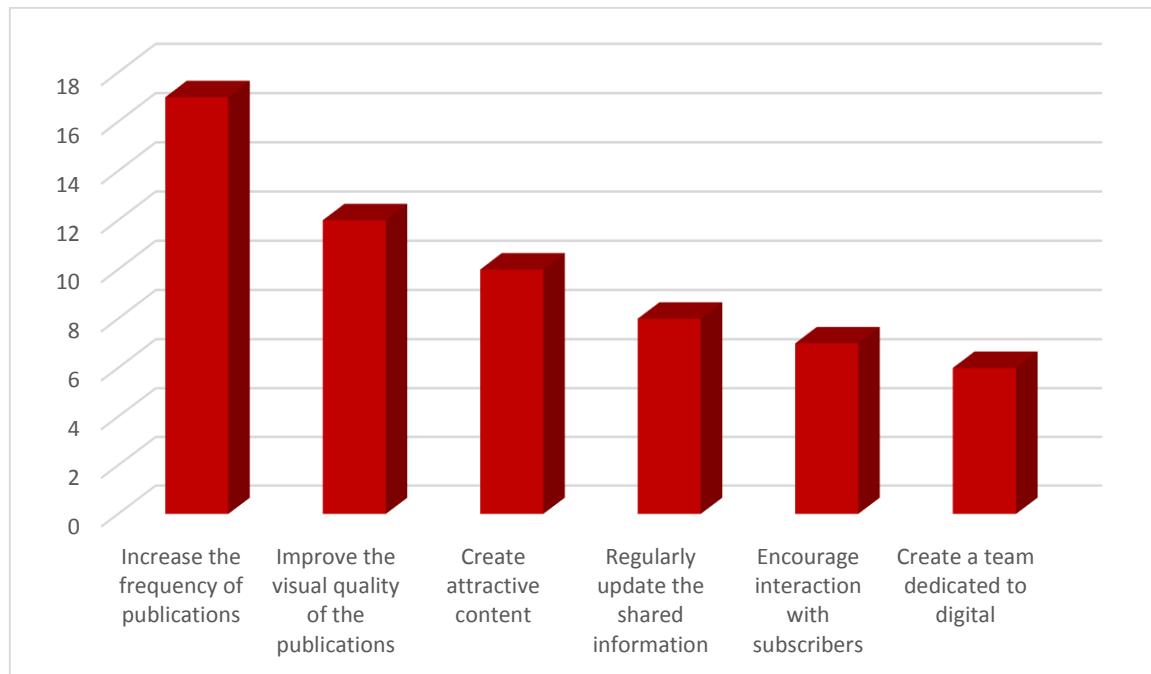
**Observation:** "Transparency and accessibility of information" are perceived as the aspect most impacted by digital communication (20 respondents). The "visibility and reputation of the University" come in second place (16 respondents), closely followed by the "academic and scientific reputation" (15 respondents). "Engagement and interaction with students" are considered to be less impacted (9 respondents).

**Interpretation:** Students believe that digital communication primarily contributes to making the university more transparent and facilitating access to information. It also plays an important role in increasing the visibility and reputation of the institution, as well as in the perception of its academic and scientific quality. The impact on engagement and interaction is perceived as less significant, which is consistent with the previously identified weakness regarding the lack of interaction.

**Table 10: Proposals for Improving Digital Communication**

| Improvement proposal                                    | Frequency | Percentage |
|---|-----------|------------|
| <b>Increase the frequency of publications</b>           | 17        | 28,33 %    |
| <b>Improve the visual quality of the publications</b>   | 12        | 20 %       |
| <b>Create attractive content</b>                        | 10        | 16,67 %    |
| <b>Regularly update the shared information</b>          | 8         | 13,33 %    |
| <b>Encourage interaction with subscribers</b>           | 7         | 11,67 %    |
| <b>Create a team dedicated to digital communication</b> | 6         | 10 %       |
| <b>Total</b>  | 60        | 100 %      |

Source: developed by us on Word

**Figure 08: Proposals for Improving Digital Communication**

Source: developed using EXCEL software

**Observation:** The most frequent suggestion for improving digital communication is to "increase the frequency of posts" (17 respondents). "The improvement of the visual quality of the publications" (12 respondents) and the "creation of attractive content" (10 respondents) are also important suggestions. Other suggestions include regularly updating information, encouraging interaction, and creating a dedicated team.

**Interpretation:** Students want more dynamic and regular communication, with visually more appealing and relevant content. The desire for greater interaction confirms the previously identified weakness. The suggestion to create a dedicated team highlights the perception of a lack of resources or focus on digital communication.

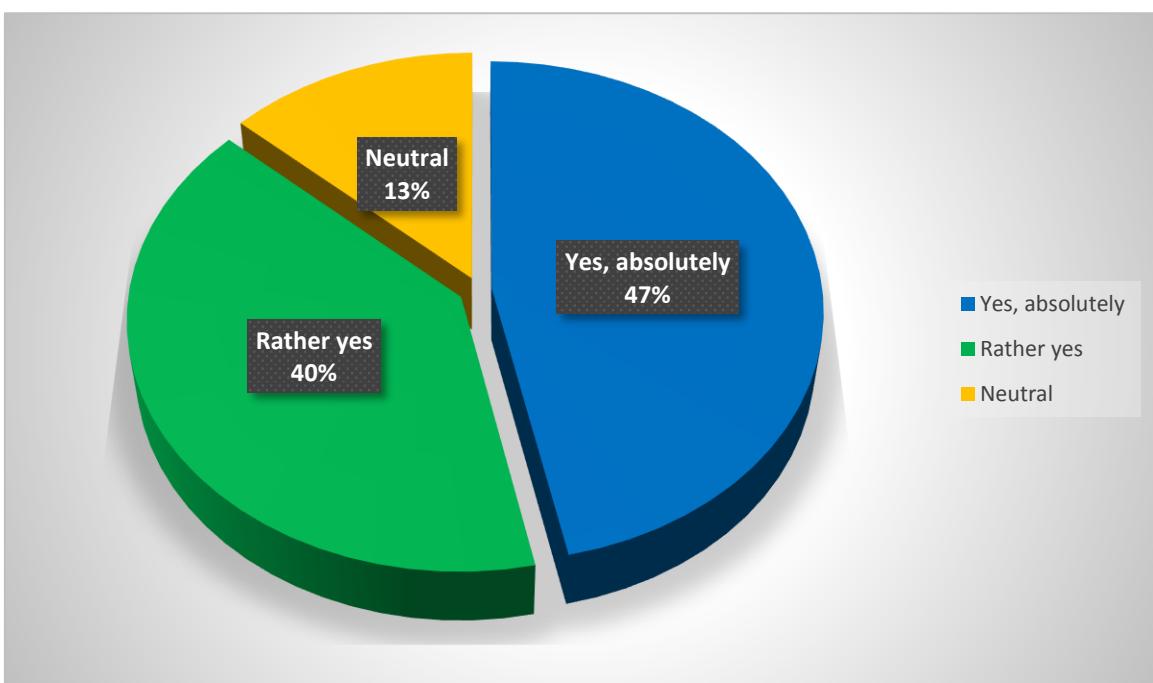
### *Axis03: Strategy adopted by the University of Béjaia*

**Table 11: Evaluation of the effectiveness of digital communication**

| Efficiency             | Frequency | Percentage (%) |
|------------------------|-----------|----------------|
| <b>Yes, absolutely</b> | 28        | 46,67 %        |
| <b>Rather yes</b>      | 24        | 40 %           |
| <b>Neutral</b>         | 8         | 13,33 %        |
| <b>Total</b>           | 60        | 100 %          |

**Source:** developed by us on Word

Figure 09: Evaluation of the effectiveness of digital communication



Source: developed using EXCEL software

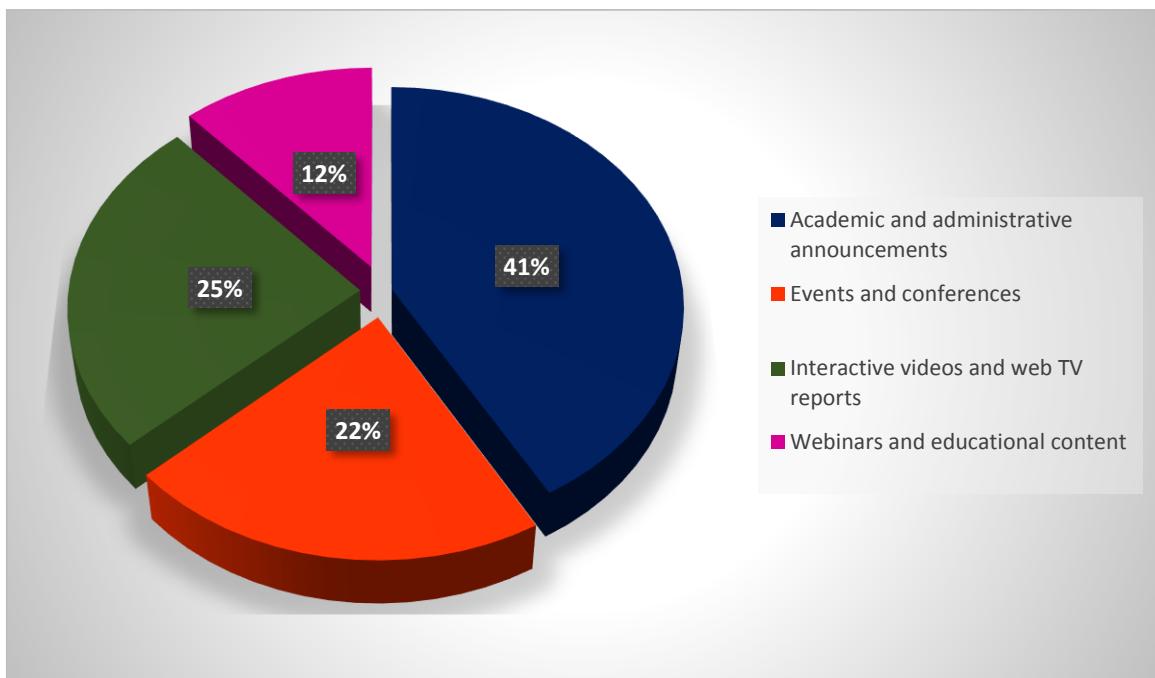
**Observation:** A majority of respondents perceive the university's digital communication as effective for informing and engaging: 28 students (46.67%) respond "yes, absolutely" and 24 students (40.00%) respond "rather yes." Only 8 respondents (13.33%) have a neutral opinion.

**Interpretation:** The University's digital communication seems to generally achieve its goal of informing and engaging students. However, the significant percentage of "rather yes" and "neutral" responses indicates that there is potential for improvement to enhance this effectiveness and convince a larger portion of students of its positive impact.

**Table 12: Most Engaging Types of Content**

| Type of content                           | Frequency | Percentage (%) |
|---|-----------|----------------|
| Academic and administrative announcements | 25        | 41,67 %        |
| Events and conferences                    | 13        | 21,67 %        |
| Interactive videos and web TV reports     | 15        | 25 %           |
| Webinars and educational content          | 7         | 11,67 %        |
| <b>Total</b>                              | <b>60</b> | <b>100 %</b>   |

Source: developed by us on Word

**Figure 10: Most Engaging Types of Content**

Source: developed using EXCEL software

**Observation:** Academic and administrative announcements are considered the most engaging type of content (25 respondents). Interactive videos and web TV reports come in second place (15 respondents), followed by events and conferences (13 respondents). Webinars and educational content are considered less engaging (7 respondents).

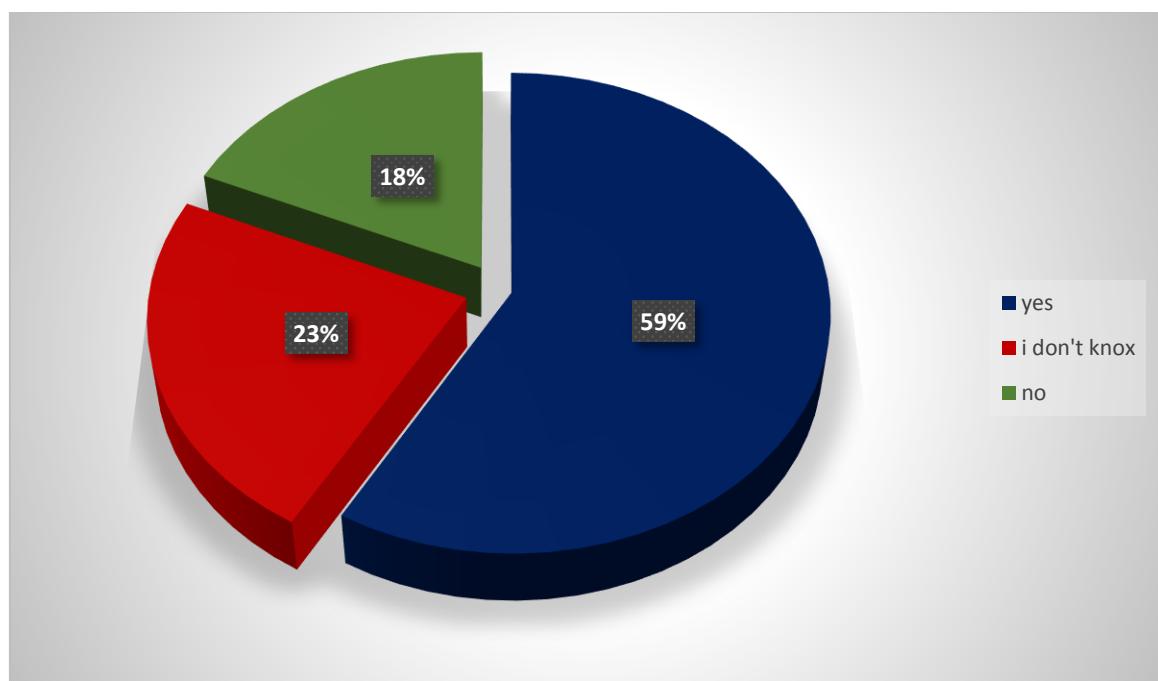
**Interpretation:** The main interest of students seems to be focused on practical and important information regarding their academic journey. However, a significant interest in visual and dynamic content such as videos and reports suggests potential for diversifying communication formats to increase engagement. The lower interest in webinars and educational content might indicate a need to rethink their format or promotion.

**Table 13: Perception of the use of digital tools by the university**

| Perception of exploitation | Frequency | Percentage (%) |
|----------------------------|-----------|----------------|
| Yes                        | 35        | 58,33 %        |
| I don't know               | 14        | 23,33 %        |
| No                         | 11        | 18,33 %        |
| <b>Total</b>               | <b>60</b> | <b>100 %</b>   |

Source: developed by us on Word

**Figure 11: Perception of the use of digital tools by the university**



Source: developed using EXCEL software

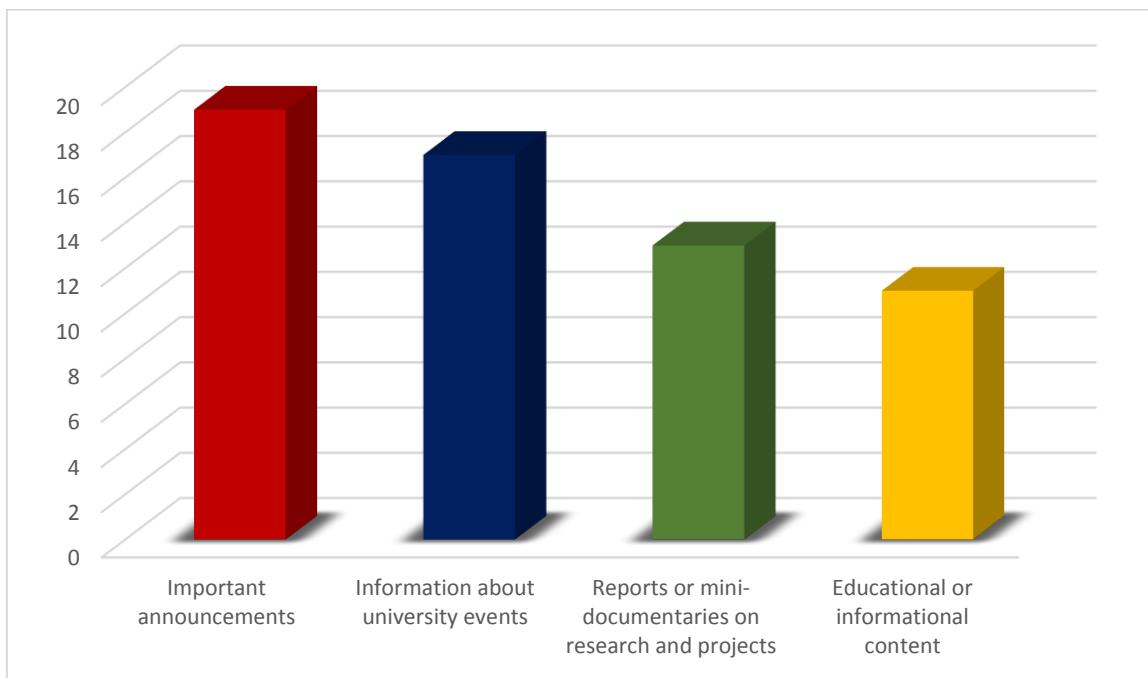
**Observation:** More than half of the respondents (35 out of 60, or 58.33%) believe that the university is properly utilizing the digital tools at its disposal. However, a significant number of respondents (14 out of 60, or 23.33%) are unsure, and nearly one-fifth (11 out of 60, or 18.33%) believe that the university does not use them properly.

**Interpretation:** Although a majority have a positive opinion, the notable percentage of "I don't know" and "no" suggests that there is room for improvement in how the university communicates about its use of digital tools or in the effectiveness of that use itself. It could be beneficial to make the university's digital strategy and initiatives more visible to better inform students and potentially change the perception of those who are uncertain or negative.

**Table 14: Most Desired Types of Content**

| Desired type of content  | Frequency | Percentage (%) |
|--|-----------|----------------|
| Important announcements (registration, exam, results, scholarship) | 19        | 31,67 %        |
| Information about university events (conference, seminar, ...)     | 13        | 28,33 %        |
| Reports or mini-documentaries on research and projects             | 17        | 21,67 %        |
| Educational or informational content (MOOCs, study tips, advice)   | 11        | 18,33 %        |
| <b>Total</b>   | 60        | 100 %          |

Source: developed by us on Word

**Figure 12: Most Desired Types of Content**

**Source:** developed using EXCEL software

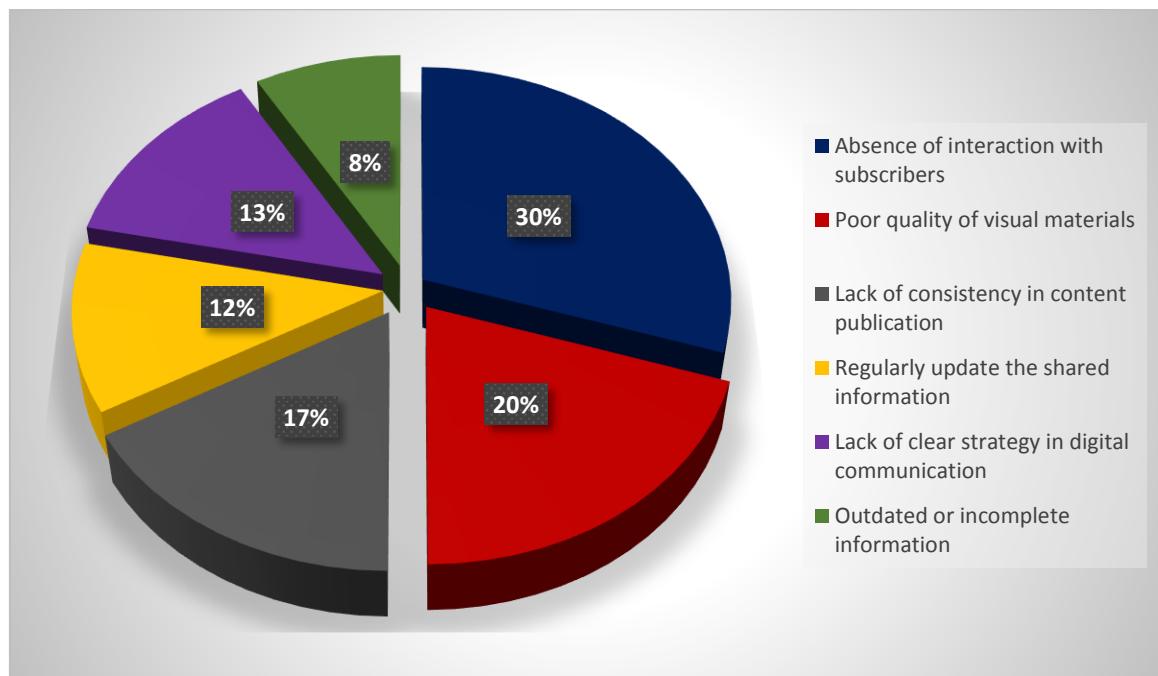
**Observation:** Students want to see "important announcements" (19 respondents) and "information about university events" (17 respondents) more frequently. "Reports or mini-documentaries on research and projects" (13 respondents) and "educational or informative content" (11 respondents) are also desired types of content.

**Interpretation:** Students' content priorities focus on practical information and the opportunities offered by the university. The interest in content related to research and pedagogy suggests a desire to learn more about the university's activities and expertise beyond administrative aspects. These preferences should guide the content strategy of the university's digital communication to better meet the needs and interests of its student community.

**Table 15: Main Weaknesses of Digital Communication**

| Weak point   | Frequency | Percentage (%) |
|--|-----------|----------------|
| <b>Absence of interaction with subscribers</b>         | 18        | 30 %           |
| <b>Poor quality of visual materials</b>                | 12        | 20 %           |
| <b>Lack of consistency in content publication</b>      | 10        | 16,67 %        |
| <b>Regularly update the shared information</b>         | 7         | 11,67 %        |
| <b>Lack of clear strategy in digital communication</b> | 8         | 13,33 %        |
| <b>Outdated or incomplete information</b>              | 5         | 8,33 %         |
| <b>Total</b>   | 60        | 100 %          |

Source: developed by us on Word

**Figure 13: Main Weaknesses of Digital Communication**

Source: developed using EXCEL software

**Observation:** The lack of interaction with subscribers is the most frequently cited weakness (18 respondents). The poor quality of visual materials (12 respondents) and the lack of consistency in content publication (10 respondents) are also perceived as major issues. Other mentioned weaknesses include the lack of a clear strategy, overly institutional communication, and information that is sometimes outdated or incomplete.

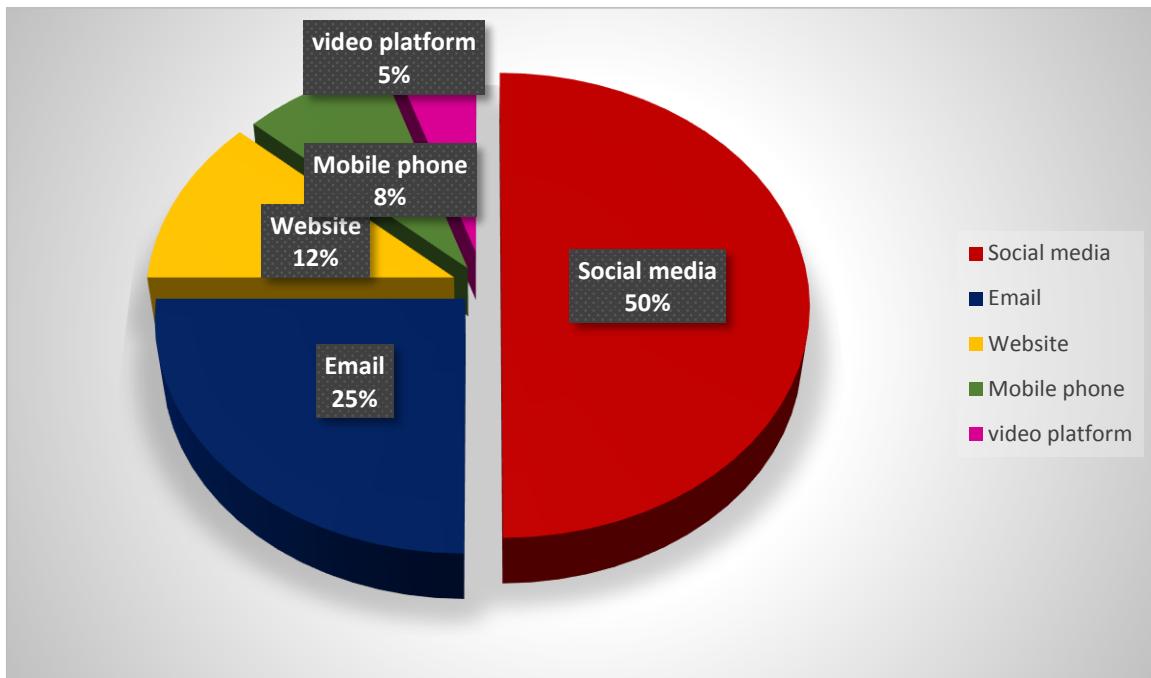
**Interpretation:** Students clearly identify a lack of engagement and interactivity in the university's digital communication. The visual aspect and the regularity of the dissemination are also critical points. These observations highlight concrete areas for improvement to make communication more effective and better meet students' expectations. The perception of a lack of underlying strategy could explain some of these problems

#### *Axis04: The digital communication tools used in the University of Béjaia*

**Table 16: Frequency of digital means known by the respondents**

| Digital Medium | Frequency | Percentage (%) |
|----------------|-----------|----------------|
| Social media   | 30        | 50 %           |
| Email          | 15        | 25 %           |
| Website        | 7         | 11,67 %        |
| Mobile phone   | 5         | 8,33 %         |
| Video platform | 3         | 5 %            |
| <b>Total</b>   | <b>60</b> | <b>100 %</b>   |

**Source:** developed by us on Word

**Figure 14: Frequency of digital means known by the respondents**

**Source:** developed using EXCEL software

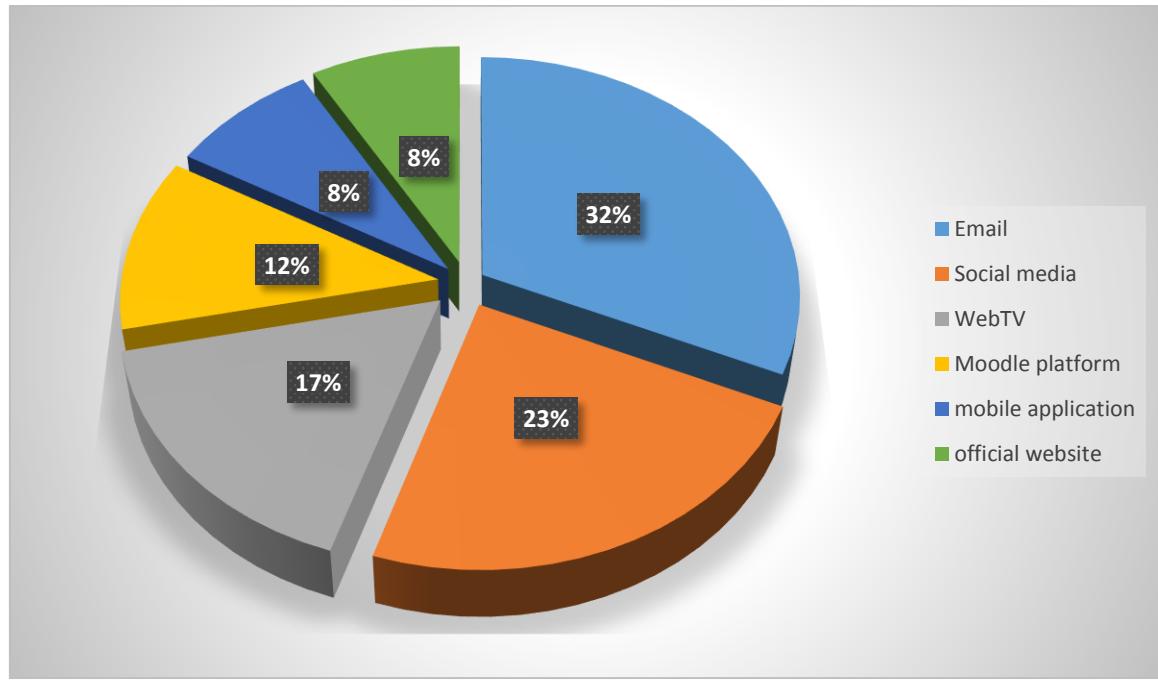
**Observation:** Social media is the most frequently mentioned digital medium (30 times), followed by email (17 times) and the website (7 mentions). Mobile phones and video platforms are mentioned less often. Several respondents combined different digital means in their response.

**Interpretation:** The strong knowledge of social networks suggests that it is a familiar and potentially preferred communication channel for students. The importance of email and the website also indicates their established role in digital communication. The slightest mention of mobile phones and video platforms could indicate a lesser familiarity or less widespread use in an academic context, or a different interpretation of what these terms imply. The analysis of combinations reveals the perceived importance of certain sets of tools.

**Table 17: Most Used Digital Tools at the University**

| Digital Tool        | Frequency | Percentage (%) |
|---------------------|-----------|----------------|
| Institutional email | 19        | 31,67 %        |
| Social media        | 14        | 23,33 %        |
| Web TV              | 10        | 16,67 %        |
| Moodle platform     | 7         | 11,67 %        |
| Mobile application  | 5         | 8,33 %         |
| Official website    | 5         | 8,33 %         |
| <b>Total</b>        | <b>60</b> | <b>100 %</b>   |

Source: developed by us on Word

**Figure 15: Most Used Digital Tools at the University**

Source: developed using EXCEL software

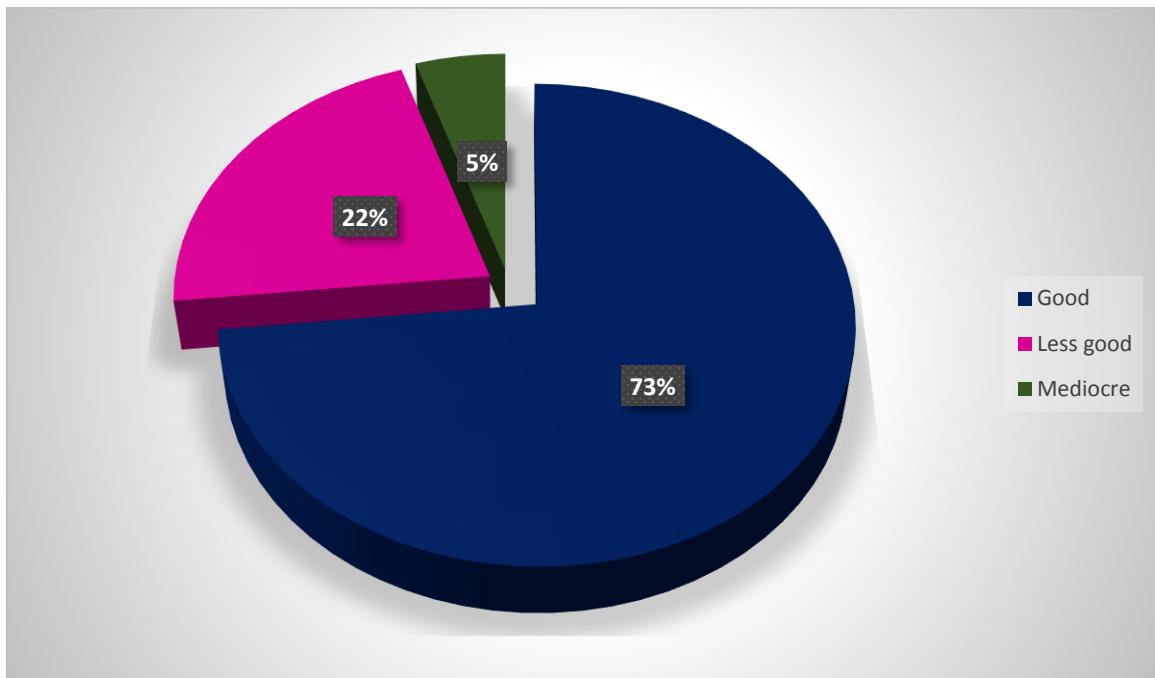
**Observation:** The combination of institutional email and social media is the most frequently used tool. The WebTV comes in second place (10 respondents), followed by the combination of the Moodle platform (7 respondents). The other tools (mobile application, official website) are used by a smaller number of respondents.

**Interpretation:** The importance of the combination of institutional email and model platform underscores the central role of these tools for communication and learning within the university. The popularity of social networks, often combined with other platforms, highlights their importance for information and potentially engagement. Web TV, often used in conjunction with social media, suggests an interest in video content. The more limited use of the mobile app and the official website alone could indicate a need for improvement of these platforms or a preference for other channels.

**Table 18: Judgment of digitalization by the respondents**

| Judgment     | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Good         | 44        | 73,33 %        |
| Less good    | 13        | 21,67 %        |
| Mediocre     | 3         | 5 %            |
| <b>Total</b> | <b>60</b> | <b>100 %</b>   |

**Source:** developed by us on Word

**Figure 16: Judgment of digitalization by the respondents**

**Source:** developed using EXCEL software

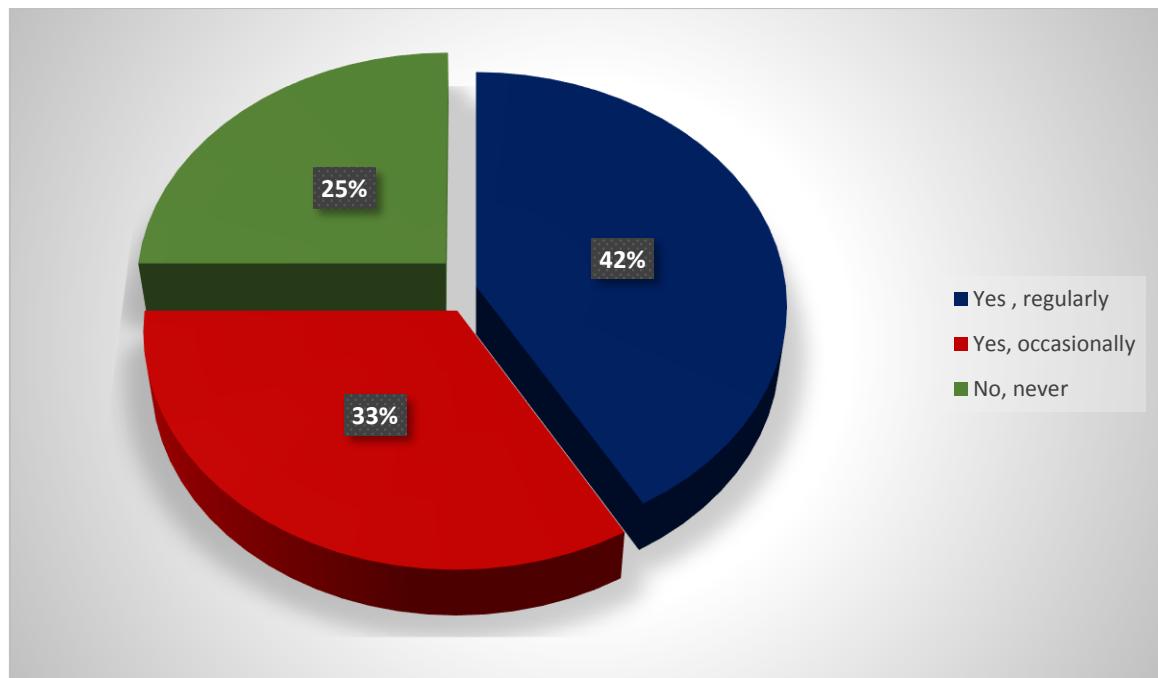
**Observation:** A large majority of respondents (44 out of 60, or 73.33%) consider the digitalization of the university to be "good." A smaller proportion considers it to be "less good" (13 respondents, 21.67%), and a very small minority qualifies it as "mediocre" (3 respondents, 5.00%).

**Interpretation:** Overall, students have a positive perception of the university's digitalization. However, the significant proportion of those who rate it as "less good" or "mediocre" suggests that there are aspects to improve. It would be pertinent to explore the reasons for these less positive evaluations in the following questions to identify the weaknesses and areas for improvement.

**Table 19: Use of the university's Web TV**

| Use of Web TV     | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Yes, regularly    | 25        | 41,67 %        |
| Yes, occasionally | 20        | 33,33 %        |
| No, never         | 15        | 25 %           |
| <b>Total</b>      | <b>60</b> | <b>100 %</b>   |

**Source:** developed by us on Word

**Figure 17: Use of the university's Web TV**

**Source:** developed using EXCEL software

**Observation:** A majority of respondents have already used the university's Web TV, either regularly (25 respondents, 41.67%) or occasionally (20 respondents, 33.33%). A little over a quarter of the respondents (15 out of 60, or 25%) have never used it.

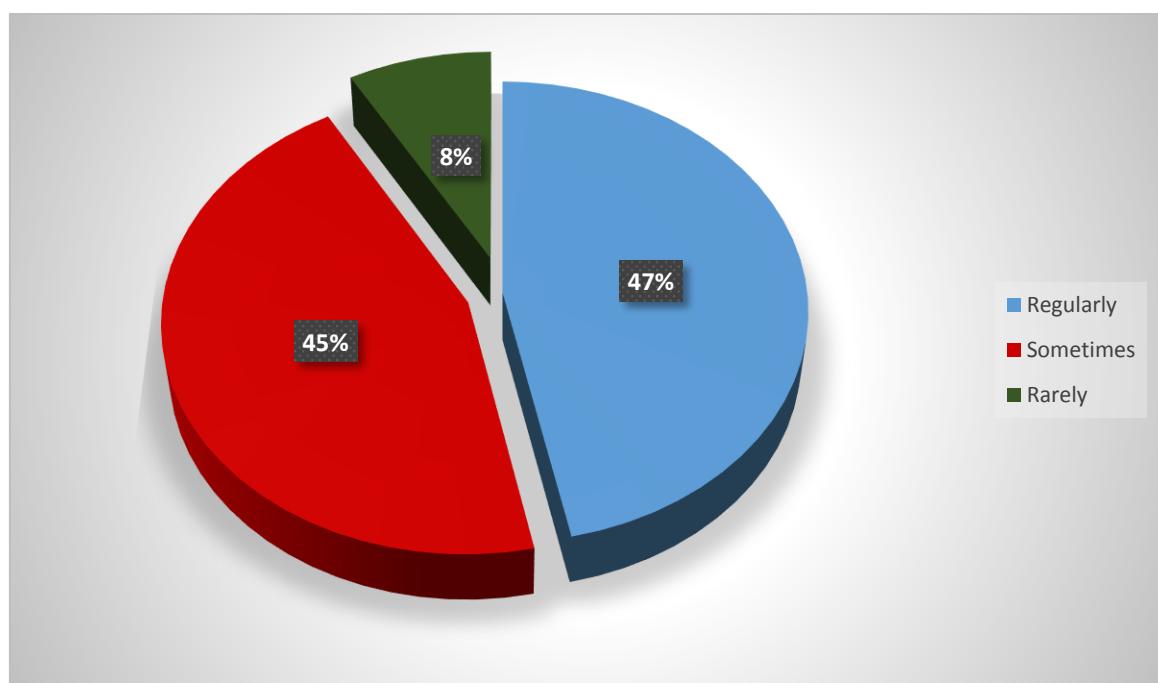
**Interpretation:** The Web TV seems to be a tool relatively well adopted by a significant portion of the students. However, the significant percentage of non-users could indicate a lack of awareness of its existence, a lack of interest in the proposed content, or difficulties in accessing it. It would be interesting to explore the reasons for non-usage to potentially improve the attractiveness and accessibility of the Web TV.

**Table 20: Frequency of interaction with university publications on social media**

| Interaction frequency | Frequency | Percentage (%) |
|-----------------------|-----------|----------------|
| Regularly             | 28        | 46,67 %        |
| Sometimes             | 27        | 45 %           |
| Rarely                | 5         | 8,33 %         |
| <b>Total</b>          | <b>60</b> | <b>100 %</b>   |

Source: developed by us on Word

**Figure 18: Frequency of interaction with university publications on social media**



Source: developed using EXCEL software

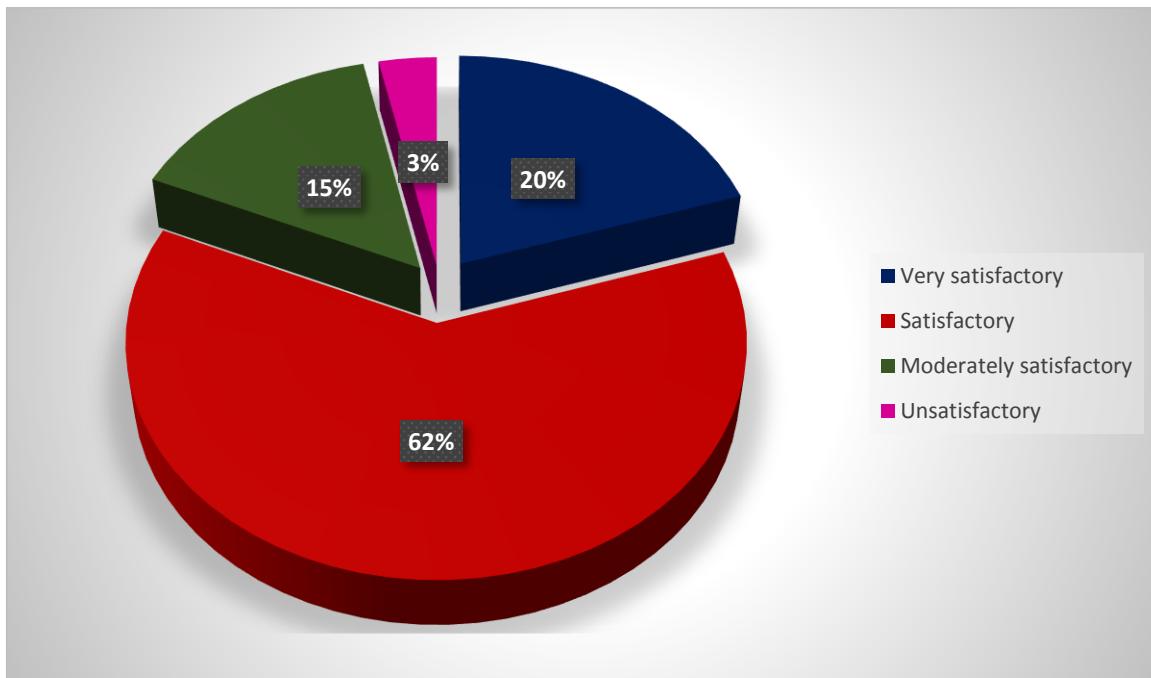
**Observation:** The frequency of interaction with the university's social media posts is quite evenly distributed. A slight majority (28 respondents, or 46.67%) interact "regularly," while an almost equal number (27 respondents, or 45.00%) interact "sometimes." Only a small minority (5 respondents, or 8.33%) interacts "rarely."

**Interpretation:** Nearly half of the students are actively engaged with the university's presence on social media, highlighting the importance of this channel for communication and engagement. The other half interacts more occasionally, which could indicate a variable interest in the shared content or a preference for other information platforms. The low percentage of those who rarely interact suggests that the majority of students are at least occasionally connected to the university's communication through social media.

**Table 21: Evaluation of the quality of disseminated information**

| Evaluation                     | Frequency | Percentage (%) |
|--------------------------------|-----------|----------------|
| <b>Very satisfactory</b>       | 12        | 20 %           |
| <b>Satisfactory</b>            | 37        | 61,67 %        |
| <b>Moderately satisfactory</b> | 9         | 15 %           |
| <b>Unsatisfactory</b>          | 2         | 3,33 %         |
| <b>Total</b>                   | 60        | 100 %          |

Source: developed by us on Word

**Figure 19: Evaluation of the quality of disseminated information**

**Source:** developed using EXCEL software

**Observation:** A majority of respondents (37 out of 60, or 61.67%) declare themselves "satisfied" with the quality of the information disseminated. A significant number are "very satisfied" (12 respondents, 20.00%). However, 9 respondents (15.00%) are "moderately satisfactory" and 2 (3.33%) are "unsatisfactory."

## Section02: Hypothesis verification

### 1. Verification of General Hypotheses

In this section, we will proceed with the *cross-verification of the hypotheses* formulated at the beginning of our research using the data collected by the two adopted methods *quantitative via the questionnaire, and qualitative via semi-structured interviews*. Each hypothesis will be *confirmed* or *disconfirmed* based on the results analyzed in the previous sections, and supported by our *functionalist theoretical approach* as well as similar *previous studies*.

- **Digital communication has a positive and significant impact on improving the brand image of Abderrahmane Mira University of Béjaïa, by enhancing its visibility, reputation, and student engagement.**

*Hypothesis confirmed*, this hypothesis has been validated through several results from the *questionnaire*, notably:

- To *question 5*, 51 respondents out of 60 believe that digital communication contributes "a lot" to the improvement of the University's image.
- To question 6, the most impacted aspects are *transparency* (31.7%) and *visibility* (26.7%).

These results are also supported by the *interviews*, in which the participants from the Rectorate and WebTV stated that digital communication allows for better visibility and continuous contact with the audiences *cf. interview [4] and [5]*.

Referring to the previous study on *digital communication within the Atlantis hotel*, it has also been demonstrated that digital channels promote the improvement of external perception and the reputation of institutions.

➤ **Hypothesis 02: The digital communication strategies adopted by the University of Béjaïa are more effective in engaging attracting and engaging students compared to traditional communication methods.**

*Partially confirmed hypothesis*, the results of the questionnaire confirm a certain effectiveness:

- To (*question 08, 86% of respondents*) believe that the strategy is effective ("yes, absolutely" or "rather yes").
- To (*question 09*), the most engaging content are administrative *announcements* (41.6%) and *WebTV videos* (25%).

However, limitations emerge through questions *12 and 07*: weaknesses are mentioned, such as *lack of interaction, visual quality, or publication frequency*.

The *interviews* corroborate this: the staff mentions a strategy that is present but sometimes uncoordinated or *under-optimized* due to *workload, lack of training, or limited staff cf. interviews* [6] and [7].

➤ **Hypothesis 03: Despite the digital communication tools used by the University of Béjaïa, however its face some difficulties in their management, thus limiting their communicational effectiveness.**

Hypothesis confirmed, this hypothesis is largely confirmed:

- The *questionnaire data, question 12* show that the *identified weaknesses* by the respondents are: the *lack of consistency, absence of interaction, and the poor quality of visual content*.
- The *interviews* highlight difficulties such as:
- A lack of coordination between services.
- Underutilized digital tools due to lack of training *interview [6]*.
- An excessive workload for the responsible teams *interview [3]*.

These findings are supported by the study on *Ooredoo Algeria*, where both internal and external teams express the same difficulties related to management and the pace of publication on digital networks.

**2. Verification according to the theoretical approach (functionalist)**

The functionalist approach adopted in this study allowed us to understand how *digital communication meets the social and structural functions* of the university: informing, training, integrating, and representing. This theory assumes that *each tool or practice serves a specific function* within the overall system of the institution.

Thus, digital tools such as *WebTV, Facebook, the website*, or even *professional emails* play an essential role in structuring the university's communication towards its various internal and external audiences.

The results show that this approach is relevant for understanding the impact and limitations of digital communication in an Algerian public university.

**3. Verification according to previous studies**

- The study on *Atlantis Akbou* demonstrates that digital strengthens the image, provided it is structured.
- The study on *Ooredoo Algeria* highlights the challenges of *coordination and responsiveness* in digital communication.
- The analyzed *doctoral thesis* confirms that public institutions often suffer from an *organizational lag* in digital communication, but recognize its *strong potential for image enhancement*.

### Section03: final results

In a global context marked by the digitalization of exchanges and the rise of information and communication technologies, digital communication today stands out as a fundamental strategic lever for any institution wishing to build, strengthen, or reposition its brand image. Indeed, digital tools such as social media, websites, video platforms, and e-learning platforms enable continuous interaction, rapid dissemination of information, but above all, a continuous highlighting of the institution's actions to its internal and external audiences. The brand image, on the other hand, represents the overall perception that the public has of an institution. It is influenced not only by the quality of the services provided but also by the way these services are communicated, relayed, and staged through digital channels.

In this sense, digital communication becomes an essential vector for enhancement, capable of transforming institutional visibility into notoriety, engagement, and trust. It is in this perspective that our research titled: "*The impact of digital communication on brand image enhancement in Algerian institutions Case: University Abderrahmane Mira of Béjaia*" is situated.

The results obtained clearly address our main issue, as well as the secondary questions posed, while evaluating the degree of achievement of the objectives of our thesis. Our central question was the following:

#### **What is the impact of digital communication on brand image of university of Abderrahmane Mira?**

The results from the *questionnaire* (quantitative) as well as the *interviews* (qualitative) have demonstrated that digital communication has a *positive, real, and measurable impact* on visibility, reputation, accessibility, and the trust relationship between the university and its audiences. Thus, *the majority of respondents* (85%) believe that digital tools enhance the institution's image. This confirms that digital communication is not limited to information but constitutes a *true strategic lever* for image, interaction, and institutional engagement.

Regarding the *first secondary question*, related to the *effectiveness of digital strategies*, interviews with the staff of the rectorate and WebTV revealed a multi-channel strategy *social media, WebTV, email, website* aimed at *maintaining smooth and coherent communication*. However, the results also highlighted certain *lacks of coordination and consistency*, particularly

noted in the questionnaire responses. This shows that the current strategy is *effective but improvable*.

For the *second secondary question*, regarding the most used tools, the questionnaire results indicate a *clear preference for social networks, WebTV, and online teaching platforms (Moodle)*. These tools are appreciated for their accessibility and interactivity. This data aligns with the study *Miss BOUCHENNA Malika* and *Miss BOUAFIA Lilia* (2022) on the Atlantis Hotel in Akbou, which shows that social media platforms are perceived as the most engaging channels for young audiences<sup>1</sup>.

As for the *third secondary question*, related to the *difficulties encountered by the university*, the results reveal *recurring obstacles*:

- Lack of training for internal stakeholders
- Heavy workload
- Absence of a team dedicated exclusively to digital communication
- Visual quality deemed inconsistent

These limitations were also observed in a study conducted on *the impact of digital communication on brand image* the School of Higher Commercial Studies of Algiers (*EHEC*), where internal gaps hinder the optimal deployment of digital strategies<sup>2</sup>.

Regarding the *thesis objectives*, we can affirm that they have been *generally achieved*:

- The impact of digital communication on institutional image has been measured, analyzed, and confirmed.
- The tools, perceptions, and usages have been described in a concrete manner.
- Improvement opportunities have emerged through the analysis of identified weaknesses.

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<sup>1</sup> M. Bouchenna et L. Bouafia, *L'impact de la communication digitale sur la notoriété de l'entreprise : Cas de l'hôtel Atlantis Akbou*. Mémoire de fin de cycle, Université Abderrahmane Mira de Béjaïa, Département des Sciences Commerciales, 2022.

<sup>2</sup> Bouderba, K. N., & Ait Helal, N. *L'impact de la communication digitale sur l'image de marque : Étude de cas d'Ooredoo Algérie*, Mémoire de fin de cycle, École des Hautes Études Commerciales, Alger, 2022

- The methodological cross-validation (quantitative + qualitative) allowed for a complete validation of the research hypotheses.

The results obtained through interviews and questionnaires confirm the elements developed in the theoretical framework, namely:

The tools analyzed in the theoretical part (social networks, website, email, WebTV) have indeed been identified as the most used according to field data.

The expected benefits (visibility, interactivity, accessibility) clearly emerged as factors contributing to brand image, which confirms the main hypothesis.

Furthermore, the mixed methodology proved to be suitable for cross-referencing internal perceptions (qualitative interviews) and usage data (quantitative questionnaire), which strengthens the validity of the results.

Finally, this research is part of a broader dynamic to enhance the *strategic role of digital communication in Algerian higher education*. It highlights the growing need for universities to equip themselves with *specific structures and skills* to better exploit digital tools for visibility, interaction, and academic reputation.

*Conclusion*

## Conclusion

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### Section 04: Conclusion and recommendation:

In the era of digital transformation, digital communication has become an essential strategic lever to enhance the brand image of institutions, including universities. This research work, conducted at the Abderrahmane Mira University of Béjaïa, explored how this institution utilizes digital tools to build, develop, and strengthen its image among its various audiences.

Through the analysis of data collected from an online questionnaire aimed at Master 2 CRP students and semi-structured interviews conducted with the administrative staff (Rectorate, WebTV, and CSRICTED), we were able to highlight the main digital communication dynamics adopted within the university. The study demonstrated that tools such as WebTV, social media, the official website, professional messaging, and educational platforms play an essential role in disseminating information, interacting with stakeholders, and especially in enhancing institutional visibility.

The study results confirm the positive and measurable impact of digital communication on the university's brand image, particularly regarding transparency, notoriety, and information accessibility. Students generally perceive these tools as effective and useful, even though structural weaknesses have been identified, particularly the lack of regularity in publications, a poorly visible strategy, and limited interaction with the public.

By cross-referencing qualitative and quantitative data, we were also able to verify our hypotheses and observe that the efforts made by the relevant services (VRELEX, CSRICTED, WebTV) demonstrate a genuine willingness to modernize university communication. However, challenges remain, such as the need for training, the lack of specialized communication staff, and coordination between services.

Thus, we can affirm that the main objective of this research – to evaluate the impact of digital communication on the brand image of an Algerian institution – has been achieved. The University of Béjaïa, through its initiatives, illustrates a model in full evolution that deserves to be consolidated and professionalized.

For future researchers, this study can serve as a foundation to explore other dimensions of digital communication in the university sector, particularly online crisis management, participatory communication, or even academic e-reputation.

## Conclusion

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In order to strengthen the impact of digital communication on the brand image of the University of Béjaïa, we propose the following recommendations:

- Create a dedicated digital communication unit

A specialized team (community manager, designer, videographer, writer) should be set up within the rectorate, in connection with other services (WebTV, CSRICTED), to ensure message consistency and regular platform engagement.

- Develop a clear and interactive content strategy

Communication should not only inform but also engage in dialogue with the public. It is recommended to use various formats (videos, polls, testimonials, and infographics) and encourage interaction with subscribers.

- Strengthen staff training in the use of digital tools

Regular training workshops in digital communication, storytelling, social media management, or digital content creation should be offered to administrative staff and teachers.

- Update the digital platforms and improve the visual quality.

A modern institutional graphic charter, consistent across all media, as well as high-quality publications (visuals, HD videos, and well-written texts) will enhance the credibility and attractiveness of the communication.

- Involve students in content production.

Communication or language students can participate in workshops or content creation projects (podcasts, blogs, and videos) as a form of internship or supervised project, which creates a strong connection with the target audience.

- Regularly evaluate the effectiveness of the digital strategy.

It is essential to analyze the statistics (engagement rate, reach of publications, user feedback) to adjust communication actions.

- Highlight research projects and scientific events

It is advisable to give greater visibility to the scientific productions of teachers and student projects to strengthen the academic image and institutional identity.

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## Bibliographic List

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*Annexes*

Annex 01: Interview guide

***DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA***

***Ministry of Higher Education and Scientific Research***

***Abderrahmane Mira University of Bejaia***

***Faculty of Humanities and Social Sciences***

***Department of information and communication sciences***



## **The interview guide**

As part of the completion of a research thesis for the attainment of a degree in a Master's program specializing in communication and public relations, under the theme "The impact of digital communication on brand image enhancement in Algerian institutions: the case of the University of Bejaia." We kindly ask you to take a moment to grant us a bit of your time to answer this interview guide with a certain precision and honesty possible, in order to obtain reliable and representative results for a scientific work.

We would like to inform you that your responses will be used in a scientific framework.

Realized by:

- Djahida Mira
- Mouhcene Leticia

Year 2024/2025

## Annexes

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### Axis 1 – personnel data

Name and last name:

Age:

Position held:

Work experience:

### Axis 2: The general impact of digital communication on brand image

- How do you use digital communication to promote the university's brand image?
- What is technics to enhance a good image of university?
- What is the role of WebTV in the digital communication strategy?

### Axis 3: The effectiveness of the adopted digital communication strategy

- What is the digital communication strategy adopted by the university?
- What types of content are shared on social media?
- How do external relations contribute to the university's image?

### Axis 4: The digital tools used and their roles

- What digital tools are used to promote the university's image?
- What are the main digital services developed?

### Axis 5 – The difficulties and limitations encountered in the implementation of digital communication at the University of Béjaia

- What challenges does the University of Béjaia face in improving its image through digital communication?
- What do you suggest to develop the university's image through digital platforms?

**Annex 02 : Questionnaire**

**University of Abderrahmane Mira**  
**Faculty of humanities and social sciences**  
**Department of information and communication sciences**



**Scientific Questionnaire untitled:**

***The impact of digital communication on brand image enhancement  
in Algerian institutions***

**-Study case: University of Abderrahmane Mira Bejaia -**

This questionnaire is part of an academic research project aimed at analyzing the impact of digital communication on the institutional image of the University of Béjaïa. Your responses will be processed anonymously and will be used solely for research purposes.

Realized by:

- Djahida Mira
- Mouhcene Leticia

Year 2024/2025

## Annexes

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### *Axis 01: General data*

1-Are you?

- Man
- Woman

2- How old are you?

- Between 20 and 25 years old
- Between 25 and 30years old

3- How often do you use the university's digital platforms?

- Every day
- Several times a week
- Occasionally
- Rarely
- Never

### *Axis 02: Impact of digital communication on institutional image of university of Béjaïa*

4- Do you think that digital communication contributes to improving the image of the University of Béjaïa?

- Yes, a lot Yes, a lot
- Yes, a little Yes, a little.
- No, it has no impact
- No, it tarnishes the university's image

5- Which aspects of the institutional image are most impacted by digital communication?  
(Multiple answers possible)

- Visibility and reputation of the university

## Annexes

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- Transparency and accessibility of information
- Engagement and interaction with students
- Academic and scientific reputation

6- What changes would you propose to improve the university's digital communication?

- Increase the frequency of publications
- Create more attractive and interactive content (videos, polls, stories, etc.)
- Be present on other platforms (e.g., Instagram, TikTok)
- Regularly update the shared information
- Improve the visual quality of publications
- Adapt the tone and style to younger audiences (students)
- Create a team dedicated to digital communication
- Propose participatory or co-created content with students
- Encourage interaction with followers (replies, comments, etc.)
- Other (please specify): \_\_\_\_\_

### ***Axis 03: Strategy adopted by the University of Béjaïa***

7- In your opinion, is the university's digital communication effective in informing and engaging students and staff?

- Yes, absolutely
- Rather yes
- Neutral
- Rather not
- No, not at all

8- What types of content do you find most engaging? (Multiple answers possible)

- Academic and administrative announcements
- Events and conferences
- Webinars and educational content

## Annexes

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- Student and teacher testimonials
- Interactive videos and reports WebTV

9- Do you think the university is making proper use of the digital tools at its disposal?

- Yes
- No
- I don't know I don't know

10- What type of content would you like to see more often on the university's digital platforms?

- Information about university events (conferences, seminars, open days, etc.)
- Important announcements (registrations, exams, results, scholarships, etc.)
- Interviews with teachers, students, or alumni
- Presentation videos of programs, departments, and services
- Student testimonials and university life
- Educational or informational content (MOOCs, study tips, advice)
- Reports or mini-documentaries on the university's research and projects
- Interactive content (quizzes, polls, contests)
- Humorous or inspiring publications related to student life
- Other (please specify): \_\_\_\_\_

11 - What are the main weaknesses of the university's digital communication?

- Low visibility on social media
- Lack of consistency in content publication
- Outdated or incomplete information
- Unattractive content or content not well adapted to the target audience
- Lack of interaction with followers
- Poor quality of visual materials (photos, videos, graphics)
- Communication that is too institutional and not dynamic enough

## Annexes

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- Lack of a clear digital communication strategy
- Insufficient presence on popular platforms (e.g., TikTok, Instagram)
- Other (please specify): \_\_\_\_\_

### ***Axis 04: the digital communication tools used in the University of Béjaia***

12- What digital means do you know?

- Social media (Facebook, Instagram, Snapchat...)
- E-mailing
- Website
- Mobile telephony
- Video platform (YouTube...)

13- Which digital tools from the university do you use the most?

- Official website
- Social media (Facebook, Instagram, LinkedIn, YouTube)
- University WebTV
- Moodle platform (e-learning)
- Institutional emails
- Mobile application (progress)

14- How do you judge digitalization (these digital means)?

- Good
- Less good
- Mediocre

15- Have you ever used the university's WebTV?

- Yes, regularly
- Yes, occasionally
- No, Never

## Annexes

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**16-** How often do you interact with the university's posts on social media

- Regularly (likes, shares, comments)
- Sometimes
- Rarely
- Never

**17-** How do you evaluate the quality of the information disseminated on the university's digital platforms?

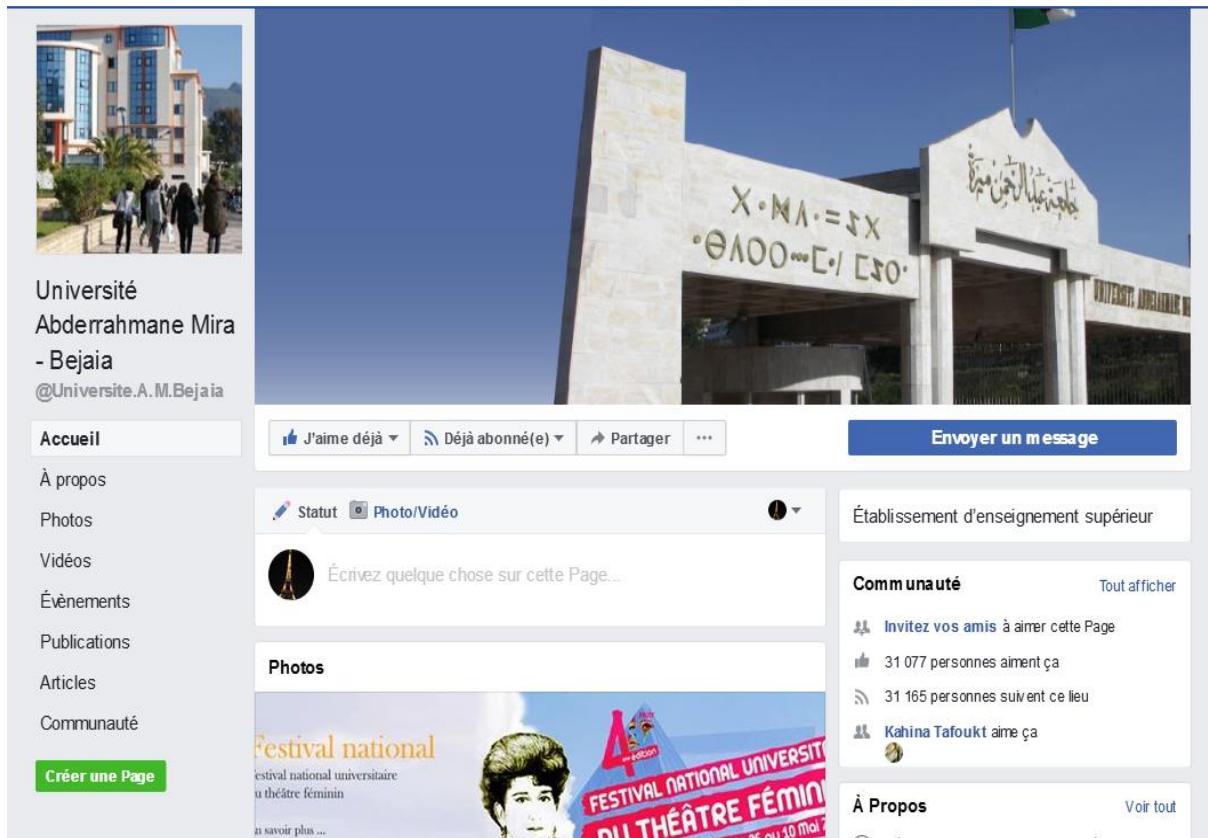
- Very satisfactory
- Satisfactory
- Moderately satisfactory
- Unsatisfactory
- Very unsatisfactory

## Annexes

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### Annex 03: U.B on Facebook

[www.facebook.com/Universite.A.M.Bejaia](https://www.facebook.com/Universite.A.M.Bejaia)



The screenshot shows the Facebook page for Université Abderrahmane Mira - Bejaia. The page header features a photo of the university's modern building complex. The main content area displays a large image of the university's main entrance, which is a stone structure with a flag and Arabic inscriptions. The left sidebar contains a navigation menu with links to Accueil, À propos, Photos, Vidéos, Événements, Publications, Articles, and Communauté. A green 'Créer une Page' button is also visible. The right sidebar shows statistics: 31,077 likes, 31,165 followers, and a post from Kahina Tafoukt. The central feed area includes a post about the 'Festival national du théâtre féminin'.

## Annexes

### Annex 04:

Rechercher sur Facebook

جامعة بجاية  
Tasdawit n Bgajet  
Université de Béjaïa

Vice Rectorat de la Pédagogie

034 81 37 27

Campus Targa ouzemour

<http://www.univ-bejaia.dz/formation/>

9,1 K J'aime • 9,9 K followers

Message J'aime Rechercher

Publications À propos Mentions Avis Reels Photos Plus

Intro

cette page est dédiée à vous tous, vous allez trouver toutes les informations concernant la scolarité à l'université de Bejaia et pleinnes d'autres choses

Publications Filtres

Scolarité de l'Université Bejaia 15 décembre 2024

## Annexes

### Annex 05: WebTV on Facebook.



The screenshot shows the Facebook page for WebTV université de Béjaïa. The page header features a banner with the text "LA DIFFUSION DU SAVOIR & LA TRANSMISSION DE L'INFORMATION" and a circular image of a university building. Below the banner, there is a description of the page's focus: "Pédagogiques, Culturels, Sportifs ... Conférences, Séminaires, Colloques, Cours, journées d'études...". The page's profile picture is a circular logo for "WebTV Univ Béjaïa". The main content area shows a post titled "Intro" with a description of the web TV as the 1st media university in Algeria and its slogan "la diffusion du savoir & la transmission de l'information". Another post titled "À la une" shows a video thumbnail for "Couverte audiovisuelle du concours d'accès au doctorat au titre de l'année universitaire 2024 – 2025..." and a video thumbnail for "Vidéo: concours d'accès au doct...". The page has 51K likes and 74K followers.

## Annexes

### Annex 06: Structures Facebook page



**Gérer la Page**

Vice Rectorat des Relations Extérieures Université de Béjaïa

Tableau de bord professionnel

Statistiques

Espace Pubs

Créer des publicités

Booster une publication Instagram

Paramètres

Plus d'outils

Gérez votre entreprise sur les différentes applications Meta.

Meta Verified

Centre de prospects

Meta Business Suite

10 K J'aime • 11 K followers

Tableau de bord professionnel

Modifier

Promouvoir

Publications

À propos

Canaux

Mentions

Avis

Followers

Plus

Promouvoir

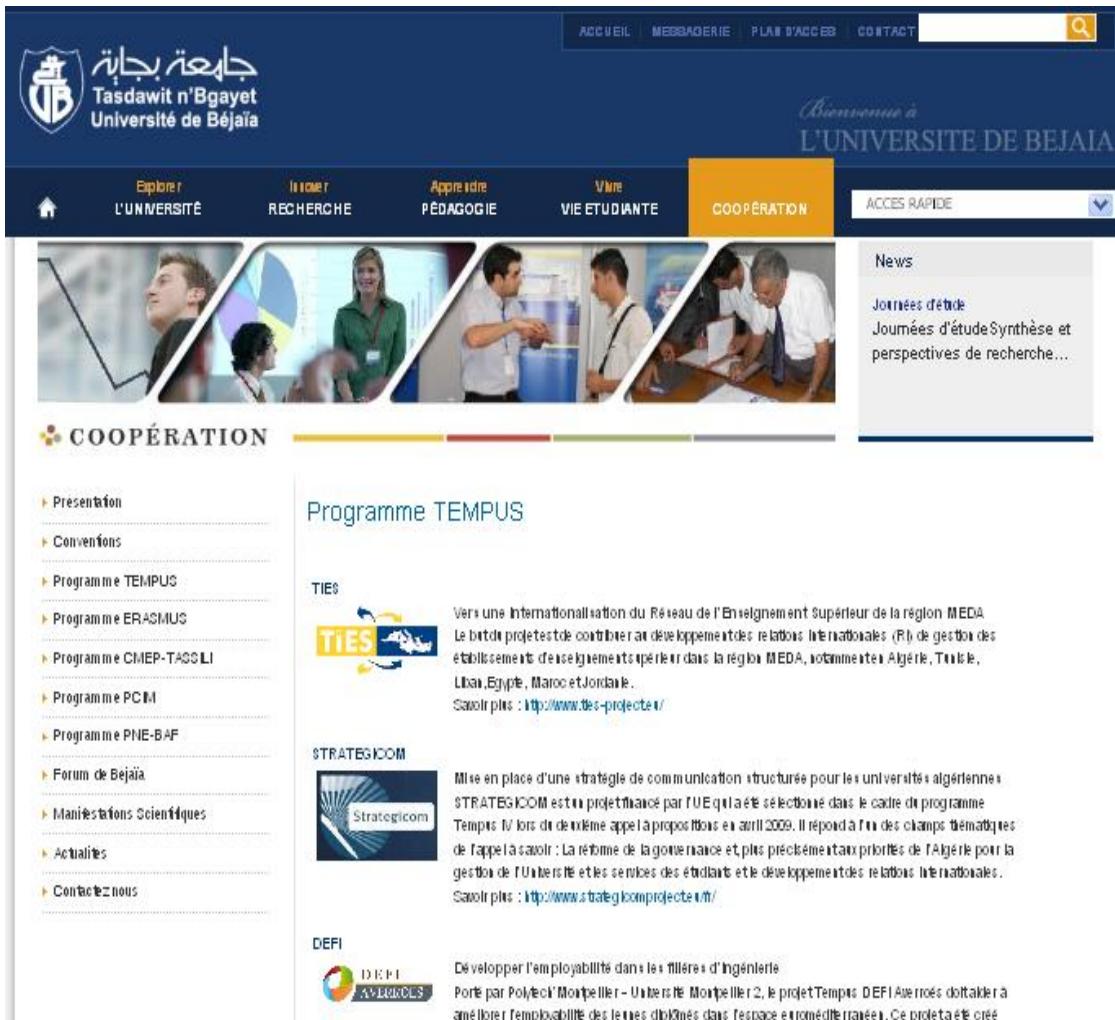
Intro

Qui vous dire ?

## Annexes

### Annex 07: Portal websites

<https://www.univ-bejaia.dz/>



The screenshot shows the homepage of the Université de Béjaïa website. The top navigation bar includes links for ACCUEIL, MESSAGERIE, PLAN D'ACCÈS, and CONTACT, along with a search icon. The main menu features links for EXPLORE L'UNIVERSITÉ, RECHERCHE, APPRENDRE PÉDAGOGIE, VIE ETUDIANTE, COOPÉRATION (which is highlighted in orange), and ACCÈS RAPIDE. A banner at the top right says "Bienvenue à L'UNIVERSITE DE BEJAIA". Below the menu, there is a grid of four images showing various university activities. The "COOPÉRATION" section is currently selected, displaying a sub-menu with links to "Présentation", "Conventions", "Programme TEMPUS", "Programme ERASMUS", "Programme CMEP-TASSILI", "Programme PCM", "Programme PNE-BAF", "Forum de Béjaïa", "Manifestations Scientifiques", "Actualités", and "Contactez-nous". The "Programme TEMPUS" section is expanded, showing details about the TIES project, which aims for internationalization of higher education in the MEDA region. It mentions the project's role in developing international relations (RI) for MEDA institutions in Algeria, Tunisia, Libya, Egypt, Morocco, and Jordan. A link to the project website is provided. The "STRATEGICOM" section is also detailed, showing its role in developing communication strategies for Algerian universities and its selection for the Tempus IV program. A link to the project website is provided. The "DEFI" section is partially visible, mentioning the development of employability in engineering fields and its implementation by Polytech Montpellier - Université Montpellier 2. A link to the project website is provided.

## Annexes

### Annex 08: Creation of a platform for educational management

 **جامعة بجاية**  
Tasdawit n Bgayet  
Université de Béjaïa

PLATE FORME D'ENSEIGNEMENT À DISTANCE  
*cours, collaboration et affichage en ligne*

**i Rappel aux enseignants** Si vous souhaitez supprimer les étudiants de l'année passée inscrits à votre espace cours ainsi que leurs traces d'activités, veuillez consulter la [procédure de réinitialisation d'un cours en images](#).

Pour inscrire les étudiants de l'année en cours à votre espace de cours, veuillez consulter les différentes méthodes d'inscription en cliquant sur [ce lien](#)

**Présentation de la plate forme**  
La plateforme d'enseignement à distance de l'université de Béjaïa permet de créer un environnement d'apprentissage en ligne favorisant les échanges et les interactions entre les étudiants et les enseignants autour de contenus pédagogiques

**Pour les enseignants et les étudiants**  
La plate forme permet aux enseignants, de créer et d'édition leurs cours en ligne et de les enrichir en ressources et une multitude d'activités pédagogiques, et elle permet aux étudiants, de consulter en ligne ou de télécharger des contenus pédagogiques, de transmettre des travaux à corriger, de consulter leurs notes, etc.

**D'autres catégories d'espaces**  
La section e-learning de l'université de Béjaïa a créé dans la plate forme d'autres catégories d'espaces dédiés à l'affichage, la collaboration et le suivi des projets de fin d'études. Accédez à ces espaces à travers les listes déroulantes ci-dessous.

**Connexion**  
Nom d'utilisateur  
Mot de passe  
Se souvenir du nom d'utilisateur  
Connexion  
Mot de passe perdu ?

**Accéder**  
Cours Affichage Collaboration P.fin d'étude

**Navigation**  
Accueil Brèves Charte de déontologie Organisation Mondiale de la propriété intellectuelle (OMPI) Portail web de l'université

**Important:** Indiquez votre structure et sous structure (Faculté et Département pour étudiants et enseignants) pour accéder à votre espace  
Formations | Logithèque | Textes de lois | Aide et supports

## Annexes

### Annex 09: WebTV



The screenshot shows a web page for Université A-MIRA Béjaïa WebTV. At the top, there is a logo for the university (جامعة بجاية Tasdawit n Bgayet Université de Béjaïa) and a stylized 'UAMB' logo. To the right, the text 'WEBTV Université A-MIRA Béjaïa' is displayed. Below the header, there is a navigation bar with links for 'Agenda', 'YouTube', 'Live', 'Rechercher pour:', and 'Chercher'. The main content area features a video player showing a man in a white shirt being interviewed, with a timestamp of 01:01 to 01:30. The video is titled 'Spot publicitaire " Web tv université de Béjaïa"'. To the right of the video player is a 'Description' panel containing the following text:

Spot publicitaire " Web tv université de Béjaïa"  
Publié, le: Jeudi 5 avril 2018  
Nombre de vue: 132 Vues

Below the description is a 'THEME' section with the tag 'Divers, Documentaires.' and a detailed description of the web TV's purpose and links:

Lancée en septembre 2014 par la section audiovisuelle, la web tv de l'Université Abderrahmane Mira Béjaïa, permet aux internautes de consulter et de suivre l'actualité et les activités de l'université, en direct via internet sur les liens suivant:  
1- [webtv.univ-bejaia.dz/](http://webtv.univ-bejaia.dz/)  
2- [www.facebook.com/Webtv.universite.de.Bejiaia](http://www.facebook.com/Webtv.universite.de.Bejiaia)  
3- [www.youtube.com/c/WebTVdeluniversitédeBejaia](http://www.youtube.com/c/WebTVdeluniversitédeBejaia)  
ou à travers nos inestimables archives vidéos, qui retracent l'histoire de l'université par ses

## Table of content

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### Table of content

|   |          |
|---|----------|
| <i>Acknowledgments</i> .....                                |          |
| <i>Dedication</i> .....                                     |          |
| <i>List of abbreviations</i> .....                          |          |
| <i>List of tables</i> .....                                 |          |
| <i>List of figures</i> .....                                |          |
| <i>Summary</i> .....  |          |
| <b>Introduction:</b> .....                                  | <b>1</b> |
| <i>The methodological Framework</i> .....                   | 3        |
| <i>Chapter 01: Conceptual Analysis</i> .....                | 4        |
| <b>Preamble</b> .....                                       | 5        |
| <b>Section 01: The problem statement.</b> .....             | 6        |
| <b>Section 02: The hypotheses</b> .....                     | 8        |
| 1.2 The variables and indicators .....                      | 9        |
| <b>Section 03: The reasons for choosing the topic</b> ..... | 10       |
| <b>Section04: The research objectives</b> .....             | 11       |
| <b>Section05: Definitions of concepts</b> .....             | 12       |
| 1.    Digital communication .....                           | 12       |
| 2.    Brand Image .....                                     | 13       |
| <b>Section06: Previous studies</b> .....                    | 16       |
| 1.    First study .....                                     | 16       |
| 2.    Second study .....                                    | 18       |
| 3.    Third study .....                                     | 20       |
| <i>Chapter 02: Methodological Approach</i> .....            | 22       |
| <b>Section01: The theoretical approach</b> .....            | 23       |
| <b>Section02: The preliminary survey</b> .....              | 25       |
| <b>Section03: The research method</b> .....                 | 26       |
| 1. Justification for the choice the method .....            | 27       |
| <b>Section04: The techniques used in the research</b> ..... | 28       |
| 1.    Interview .....                                       | 28       |
| 1.1    Justification for the choice .....                   | 29       |
| 2.    questionnaire .....                                   | 29       |
| 2.1    Justification for the choice .....                   | 29       |
| <b>Section 05: Sampling and study population</b> .....      | 30       |
| 1. Study Population .....                                   | 30       |

## Table of content

---

---

|   |    |
|---|----|
| 2. Sampling .....   | 30 |
| 3. Sample Selection .....   | 30 |
| 3.1 Sample for Qualitative Phase: Semi-structured Interview .....   | 31 |
| 3.2 Sample for Quantitative Phase: Online Questionnaire.....        | 32 |
| Section 06: The challenges encountered .....                        | 33 |
| Conclusion.....   | 35 |
| <i>Theoretical Framework</i> .....                                  | 36 |
| <i>Chapter 01: Digital communication</i> .....                      | 37 |
| Preamble .....  | 38 |
| Section 01: The evolution of digital communication .....            | 39 |
| Section 02: The objective of digital communication.....             | 42 |
| Section 03: Principles of digital communication.....                | 43 |
| Section 04: Digital communication tools .....                       | 44 |
| 1. Social networks .....  | 44 |
| 1.1 Types of Social networks: .....                                 | 44 |
| ➤Generalist Social Networks .....                                   | 44 |
| ➤Social Networks Specializing in Multimedia.....                    | 45 |
| ➤Professional Social Networks.....                                  | 46 |
| ➤Social Networks Specializing in Geolocation .....                  | 47 |
| 2. The Web site .....   | 47 |
| 3.Other Digital Platforms.....                                      | 48 |
| Section 05: Advantages of digital communication.....                | 49 |
| <i>Chapter 02: Brand image types and importance</i> .....           | 50 |
| Section01: Components of brand image.....                           | 51 |
| 1. Visual Identity .....  | 51 |
| 2. Graphic Charter .....  | 51 |
| 3. The logo.....  | 52 |
| Section02: Importance of brand image .....                          | 53 |
| 1.1 The relation between digital communication and brand image..... | 54 |
| Section03: Types of brand image .....                               | 56 |
| ➤ Intended image.....   | 56 |
| ➤ Transmitted image.....  | 56 |
| ➤ Perceived image. .....  | 56 |
| Section04: Advantages of a strong brand image .....                 | 58 |
| Conclusion.....   | 59 |
| <i>The practical Framework</i> .....                                | 60 |
| <i>Chapter 01: presentation of the host organization</i> .....      | 61 |

## Table of content

---

---

|  |            |
|--|------------|
| <b>Preamble .....</b>  | <b>62</b>  |
| <b>Section 01: Presentation of the University of Béjaia .....</b>  | <b>63</b>  |
| 1.1 History of the University of Bejaia .....  | 63         |
| 1.2 Presentation of the University of Béjaïa .....   | 655        |
| <b>Section 02: The missions of the University of Béjaia.....</b>   | <b>67</b>  |
| 1.    Objectives of the University .....   | 67         |
| 2.    Presentation of the Rectorate Service: .....   | 68         |
| 3.    Presentation of the Vice-Rectorate for External Relations (VRELEX) .....   | 69         |
| 3.1 Service for Cooperation and Interuniversity Exchanges .....  | 69         |
| 3.2 Department of Communication and Scientific Events.....   | 70         |
| 4.    Presentation of the WebTV .....  | 71         |
| 4.1Missions and Objectives .....   | 71         |
| 4.2Proposed services .....   | 72         |
| 4.3Broadcasting tools .....  | 72         |
| 4.4 Strengths and Achievements.....  | 72         |
| 5.    Presentation of the Center for Information Systems and Networks, Communication, Tele-education, and Distance Learning (CSRICTED) ..... | 73         |
| <b>Section 03: the University's digital communication tools .....</b>  | <b>75</b>  |
| 1.    The digital communication tools used at the University of Béjaïa.....  | 75         |
| a)The official website of the University of Béjaïa .....   | 75         |
| b)Social media: Facebook, Instagram, LinkedIn, YouTube: .....  | 75         |
| c)The Web TV of the University of Béjaïa .....   | 76         |
| d)University professional messaging (Institutional email): .....   | 76         |
| e)Educational digital platforms (Moodle, E-learning, Baccalaureate Portal).....  | 76         |
| f)Content creation and distribution tools.....   | 77         |
| 2.    Digital communication project .....  | 77         |
| <b>Achievements in Digital Communication .....</b>   | <b>77</b>  |
| <b>Projects and achievements in web communication .....</b>  | <b>77</b>  |
| <b>Chapter 02: presentation and discussion of results .....</b>  | <b>79</b>  |
| <b>Section01: Analysis and interpretation of results.....</b>  | <b>80</b>  |
| 1.    Qualitative phase .....  | 80         |
| 2.    Quantitative phase .....   | 85         |
| <b>Section02: Hypothesis verification.....</b>   | <b>109</b> |
| 1.    Verification of General Hypotheses .....   | 109        |
| 2.    Verification according to the theoretical approach (functionalist).....  | 111        |
| 3.    Verification according to previous studies.....  | 111        |

## Table of content

---

---

|   |     |
|---|-----|
| Section03: final results .....                  | 112 |
| <i>Conclusion</i> .....                         | 115 |
| Section 04: Conclusion and recommendation:..... | 116 |
| <i>Bibliographic List</i>                       |     |
| <i>Annexes</i>                                  |     |
| <b>Table of content</b>                         |     |
| <b>Abstract</b>                                 |     |
| <b>ملخص</b>                                     |     |

## Abstract

This thesis explores the **impact of digital communication** on the enhancement of **brand image**, with a focus on **Abderrahmane Mira University of Béjaïa**. The **main objective** is to analyze how **digital communication tools** such as the **official website**, **WebTV**, **social media platforms**, and **professional emails** contribute to strengthening the university's image among its **internal and external audiences**. To achieve this, the study adopts a **mixed-methods**: **qualitative data** were collected through **semi-structured interviews** with administrative staff (**Rectorate**, **WebTV**, and **Computing Center**), while **quantitative data** were obtained via an **online questionnaire** distributed to **Master's students**. The **findings** reveal that **digital communication** significantly improves **brand visibility** and **reputation**, particularly through **social networks**, despite challenges related to **coordination**, **technical resources**, and **content regularity**.

**Keywords:** Digital communication, Brand image, University of Béjaïa

## Résumé

Ce mémoire explore **l'impact de la communication numérique sur l'amélioration de l'image de marque**, en se concentrant sur **l'Université Abderrahmane Mira de Béjaïa**. L'**objectif principal** est d'analyser comment les outils de **communication numérique** tels que le **site officiel**, la **WebTV**, les **plateformes de médias sociaux** et les **courriels professionnels** contribuent à renforcer l'image de l'université auprès de ses **publics internes et externes**. Pour ce faire, l'étude adopte une **méthode mixte** : des **données qualitatives** ont été recueillies par le biais **d'entretiens semi-structurés** avec le personnel administratif (**Rectorat**, **WebTV** et **Centre Informatique**), tandis que des **données quantitatives** ont été obtenues via un questionnaire en ligne distribué aux **étudiants de Master**. Les **résultats révèlent** que la **communication numérique améliore** considérablement la **visibilité** et la **réputation** de la marque, en particulier à travers **les réseaux sociaux**, malgré les défis liés à la **coordination**, aux **ressources techniques** et à la **régularité du contenu**.

**Mots-clés :** Communication numérique, Image de marque, Université de Béjaïa

## ملخص

يتناول هذا البحث تأثير الاتصال الرقمي على تعزيز صورة العلامة التجارية، من خلال دراسة حالة جامعة عبد الرحمن ميرة – بجایة. وفي ظل التوجه المتزايد نحو الرقمنة، يسلط هذا العمل الضوء على كيفية مساهمة أدوات الاتصال الرقمي (الموقع الإلكتروني، قنوات الويب، شبكات التواصل الاجتماعي، البريد المهني) في تحسين صورة الجامعة لدى جمهورها الداخلي والخارجي. ومن خلال اعتماد منهجية مزدوجة جمعت بين مقابلات شبه موجهة مع إطارات الإدارة (رئيسة الجامعة، الويب تيفي، مركز الحساب) واستبيان إلكتروني موجه إلى طلبة الماستر، تمكن الدراسة من فهم الاستراتيجيات المعتمدة، وتقييم التصورات، وقياس التأثيرات على مستوى السمعة والظهور المؤسسي. وقد أظهرت النتائج تأثيراً إيجابياً عاماً للاتصال الرقمي، مع تسجيل بعض التحديات المرتبطة بالموارد البشرية والتنسيق الفني واستمرارية المحتوى.

**الكلمات المفتاحية:** الاتصال الرقمي، الصورة المؤسسية، صورة العلامة، جامعة بجایة.