

STUDENTS' SATISFACTION ON THE UTILIZATION OF SOCIAL MEDIA PLATFORMS AS TOOL FOR INFORMATION DISSEMINATION

*Rosalyn Galvez

**Maria Fe Garcia

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Corresponding Author: Dr. Rosalyn Galvez; doi: 10.46360/cosmos.mgt.420232004

Abstract

Social media utilization increases in the midst of a pandemic, especially in the education sector. Social media was boosted as a new communication tool to deliver information to different stakeholders (Conole, & Alevizou as cited on Pinto & Leite, 2020). Social media is utilized for numerous reasons and purposes in educational settings, and it is exploited for enhancing teaching and learning by providing both teachers and students with academic support services, including e-mentoring, e-feedback, information dissemination, and other e-facilities (Mugahe, et.al as cited on Ansari & Khan, 2020).

The main purpose of the study was to assess the satisfaction of the students on the utilization of Social Media Platforms as a Tool for Information Dissemination. Students enrolled in one private HEI in Bulacan enrolled during the academic year 2021-2022 were the respondents of the study. The study made use of a researcher-made instrument which underwent the reliability-validity process. It is a 10-item instrument with 3 subcategories, namely: (1) Interactivity, (2) Engagement, and (3) Usefulness with a Cronbach's alpha value of 0.90. The study employed a concurrent parallel mixed method.

Results revealed on quantitative phase analysis that the overall students' satisfaction on the utilization of Social Media Platforms as tools for Information Dissemination was very satisfactory, as evident by the 4.49 weighted mean average. The very satisfactory weighted mean was manifested by the following indicators namely: interactivity, 4.45 (very satisfactory), engagement - 4.37 (very satisfactory), and usefulness - 4.65 (excellent).

Moreover, qualitative phase analysis made on the interview conducted with the key informants with regards to their suggestions for the improvement of the Utilization of social media platforms as a tool for information dissemination revealed two (2) emerging themes namely: (1) Proper scheduling of posting of announcements, and (2) Faster feedback mechanism. The key informants suggested that a timely manner of posting the announcement that does not go beyond school hours and faster feedback mechanism can further improve the utilization of social media platforms as a tool for information dissemination.

Keywords: Student's Satisfaction, Social Media, Internet-Based Technology, Communication, Educational.

Introduction (TIOC Approach)

Social media is Internet-based technology that is frequently used to promote the potential for social communication among its people. It's boosted through new communication tools and sites which are known as social media (Conole, & Alevizou as cited on Pinto & Leite, 2020). In the midst of the COVID-19 pandemic using social media platforms is regarded as rising and adopting communication relevant to academic purposes.

Social media is utilized for numerous reasons and purposes in educational settings and it is exploited for enhancing teaching and learning by providing both teachers and students with academic support services, including e-mentoring, e-feedback, information dissemination, and other e-facilities (Mugahe, et.al as cited on Ansari & Khan, 2020)

In-Service marketing in both profitable and non-profitable organizations, customer satisfaction with an organization's products or services is often seen as the key to an organization's success. Thus, this

study pays particular attention to one of the main services that students use as a standard on which to assess the variety of educational institutions. Customer satisfaction is essential for firms in the service sector in the present consumer market and it will receive a great deal of attention from scholars over the coming years. This is because customers are considered a real asset to service firms, the majority of which are facing consumer base losses to a considerable degree (Swanson and Hsu, 2019).

This study investigates the students' satisfaction with the utilization of social media platforms as a tool for information dissemination. The result of the study may contribute to the improvement of the utilization of social media platforms as a tool for information dissemination given to the student clientele.

Theoretical/ Conceptual Framework (SEC Approach)

The study is based on the theoretical underpinnings of the disconfirmation of expectations paradigm

*-**Student Affairs and Services, Admission Services Unit, La Consolacion University, Philippines.

conceptualized by Oliver (as cited in Hossain, 2019). It originated from a topic of study for antecedents of satisfaction (Hossain, 2019). The typical method to study satisfaction involves the assessment of prior expectations with observed performance. Thus, in this theory, the customer's perception of overall satisfaction results from an evaluation between expectation and outcome performance.

The abovementioned theory is deemed relevant to the present study since the general objective of this

research was to assess the students' satisfaction utilization of social media platforms as a tool for information dissemination provided by the school. Similarly, it is expected that students' perception of the overall satisfaction was the result of the evaluation of what students expect from the utilization of social media platforms as a tool for information dissemination and what the student actually received from the utilization of social media platforms as a tool for information dissemination provided by the HEI.

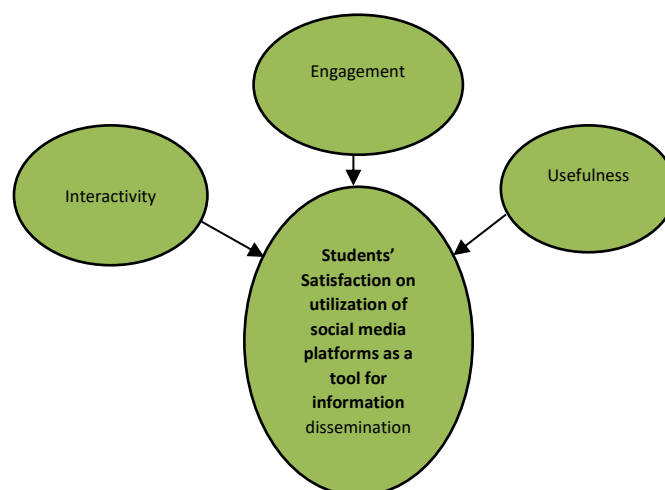


Figure 1: Conceptual Paradigm of the Study

Figure 1, presents the conceptual paradigm of the study, students' satisfaction with the utilization of social media platforms as a tool for information dissemination is believed to be affected by the following parameters: (1) interactivity factors, (2) engagement factors, and (3) usefulness factors. These three significant factors were evaluated by the students to determine their overall satisfaction with the services which could yield better and improved services.

Statement of the Problem

The major problem of the study was to assess students' satisfaction with the utilization of social media platforms as a tool for information dissemination. Specifically, the study sought answers to the following problems:

1. How may the satisfaction of student-respondents be described in terms of the following parameters?
 - 1.1 Interactivity
 - 1.2 Engagement
 - 1.3 Usefulness
2. What are the suggestions of the student-respondents for the improvement of the utilization of social media platforms as a tool for information dissemination?
3. Based on the findings of the study, what implications may be drawn?

Scope and Delimitation

The main purpose of the study was to assess the satisfaction of the students on the utilization of Social Media Platforms as a Tool for Information Dissemination. Students enrolled in one private HEI in Bulacan enrolled during the academic year 2021-2022 were the respondents of the study

Ethical Consideration/s

The following ethical considerations were considered during the conduct of the study:

1. The dignity and well-being of learners were protected. The researcher ensured that there was no harm in any form or placed in an uncomfortable position.
2. The researcher obtained from the respondents an informed consent that includes essential information, i.e., who the researcher is, the intent of the study, the data to be collected, level of commitment, etc. Respondents were also informed that participating in the study is voluntary, ensuring no coercion or deception in participation.
3. The research data remained confidential throughout the study. The researcher obtained the respondents' permission to write their real names on the survey to navigate their performance more conveniently. Respondents

were also informed that their names will not appear in the final paper.

4. In the Conduct of the Study, “No Conflict of Interest” was declared by the researcher.

Methodology

Methods and Techniques

The study employed a concurrent parallel mixed method. According to Creswell (as cited on Almeida, 2018), Convergent parallel mixed methods is a kind of mixed methods design that makes the researcher converge or merge the qualitative data and quantitative information to come up with a substantial presentation of findings and results of the research problem. In this method, the researcher typically collects the two forms of data at roughly the same time and then integrates the data analysis results and findings in the interpretation of the overall results. Contradictions or incongruences that may arise in the end are explained or further probed in this design. The convergent mixed methods approach is probably the most familiar of the basic and advanced mixed methods strategies. In this approach, a researcher gathers both qualitative and quantitative data, separately analyzes them, and then converges the results to see if the findings confirm or disconfirm each other.

Data Collection and Analysis

Upon approval from LCUP- RPL department and LCUP-REC, permission was sought and data collection commenced. A survey questionnaire with

a consent form was distributed electronically via google forms. Means and frequency counts were used in tabulating the results.

Respondents of the Study

The respondents of the study were college and graduate studies students from one higher educational Institution from Malolos City enrolled in SY 2021-2022.

Instruments of the Study

The instrument of the study was a researcher-made undergone the reliability-validity process. The 10-item instrument has 3 subcategories namely: (1) Interactivity, (2) Engagement, and (3) Usefulness with a Cronbach’s alpha value of 0.90.

Results and Discussions

Utilization of social media platforms as a tool for information dissemination

Students’ satisfaction does not always come from the level of education they receive; sometimes, providing a variety of supplementary services will add more value and contribute essentially to students’ satisfaction. Customer satisfaction is the favorable affective response of customers who find cumulative service interactions worthwhile, pleasing, and motivating. The measurement of student satisfaction can be useful for identifying areas in need of improvement. (Sanchez-Franco et al., as cited on Camilleri & Camilleri, 2022)

Table 1: Utilization of Social Media Platforms As A Tool for Information Dissemination in Terms of Interactivity

Indicators	Mean	Interpretation
1. Using the social media platforms for announcements and information disseminations promotes interaction with peers	4.00	Very Satisfactory
2. Using the social media platforms for announcements and information disseminations provides accurate and timely announcements	4.75	Excellent
3. Using the social media platforms for announcements and information disseminations allows exchange of information with other students and school personnel one’s self if needed to ensure the safety of others	4.55	Excellent
4. Using the social media platforms for announcements and information disseminations facilitates dialog with other students and school personnel	4.50	Excellent
Weighted mean	4.45	Very Satisfactory

Table 1 depicts the overall students’ satisfaction with the Utilization of social media platforms as a tool for information dissemination in terms of Interactivity, the weighted mean was 4.45 (Very satisfactory). The very satisfactory weighted mean was manifested by the following indicators; the indicators with the highest rating were (2) Using the social media platforms for announcements and information dissemination provides accurate and timely announcements – with a rating of 4.75 (Excellent), while the indicator (1) Using the social

media platforms for announcements and information disseminations promotes interaction with peers got the lowest rating of 4.00 (Very satisfactory).

On A study conducted by Rahman, et.al (2020) social media has changed the communication landscape for institutions of Higher Education by providing an improved teaching and learning experience. However, very little is known as to whether the use of social media by Higher Education students improves their satisfaction.

Table 2: Utilization of Social Media Platforms As A Tool for Information Dissemination in Terms of Engagement

Indicators	Mean	Interpretation
1. Using the social media platforms for announcements and information disseminations favored personal relationship with peers and school personnel	4.00	Very Satisfactory
2. Using the social media platforms for announcements and information disseminations made me feel valuable and always informed	4.65	Excellent
3. Using the social media platforms for announcements and information disseminations made me felt that my opinions and suggestions were taken into considerations.	4.45	Very Satisfactory
Weighted mean	4.37	Very Satisfactory

As seen in table 2, the weighted mean of students' satisfaction with the Utilization of social media platforms as a tool for information dissemination in terms of Engagement was 4.37 (Very satisfactory). Among the indicators, indicator (2) Using the social media platforms for announcements and information dissemination made me feel valuable and always informed – garnered the highest rating of 4.65

(Excellent), while indicator (1) Using the social media platforms for announcements and information disseminations favored personal relationship with peers and school personnel – got the lowest rating of 4.00 (Very Satisfactory). On a similar note, Rahman, et.al (2020) noted that perceived usefulness of social media has positive effect in student learning.

Table 3: Utilization of Social Media Platforms As A Tool for Information Dissemination in Terms of Usefulness

Indicators	Mean	Interpretation
1. Using the social media platforms for announcements and information disseminations is a useful toll	4.70	Excellent
2. Using the social media platforms for announcements and information dissemination enhances effectiveness of information dissemination	4.80	Excellent
3. Using the social media platforms for announcements and information disseminations reaches most students than the conventional manner of giving announcement	4.45	Very Satisfactory
Weighted mean	4.65	Excellent

It can be gleaned from Table 3, that the weighted mean of students' satisfaction on Utilization of social media platforms as a tool for information dissemination in terms of Usefulness was 4.65 (Excellent). Among the indicators, indicator (2) Using the social media platforms for announcements and information dissemination enhances the effectiveness of information dissemination – got the highest rating of 4.80 (Excellent), while indicator (3) Using the social media platforms for announcements and information dissemination reaches most students than the conventional manner of giving announcement – got the lowest rating of 4.45 (Very Satisfactory).

In order to allocate university resources more effectively, student affairs units need to be informed about what types of information and services students need, to what extent the information and services are available or insufficient, as well as what types of students need particular types of services. It is important to gauge the students' satisfaction to understand the needs of the students and design appropriate programs and services for the students (Galvez, 2018)

Students' Suggestions for the improvement of the Utilization of social media platforms as a tool for information dissemination

Table 4: Students' Suggestions for the Improvement of Utilization of Social Media Platforms As A Tool for Information Dissemination

Meaning Unit	Condensed Meaning Unit	Sub-Themes	Themes
"Announcements and information disseminated should be given ahead of time."	Announcement and information disseminated should be announced prior to its implementation	Proper scheduling of posting of announcement	Proper scheduling of posting of announcement

“Please post the announcement during school days’ time not in the evening.”	Announcement and information disseminated should be posted during office hours	Proper scheduling of posting of the announcement	
“Much better if you can provide assistance on every comment posted in the announcement”	Real time feedback/assistance in the announcement posted	Faster feedback mechanism in a social media page	Faster feedback mechanism
“Kindly assigned personnel who will answer our queries in your social media page”	Faster feedback mechanism in the queries of clientele	Faster feedback mechanism in social media page	

Table 4 presents the summary of analysis made on the interview with the key informants with regards to their suggestions for the improvement of the Utilization of social media platforms as a tool for information dissemination. It can be gleaned from table 4 the two (2) emerging themes namely: (1) Proper scheduling of posting of announcements, and (2) Faster feedback mechanism.

The key informants suggested that a timely manner of posting the announcement that does not go beyond school hours and faster feedback mechanism can further improve the utilization of social media platforms as a tool for information dissemination.

Implications

The study reveals that the lowest indicators for students’ satisfaction with the utilization of social media platforms as a tool for information dissemination were the following: (1) Using the social media platforms for announcements and information dissemination promotes interaction with peers, (2) Using the social media platforms for announcements and information disseminations favored personal relationship with peers and school personnel, and (3) Using the social media platforms for announcements and information dissemination reaches most students than the conventional manner of giving announcement. It was also suggested that (1) Proper scheduling of posting of announcements, and (2) Faster feedback mechanism can be done to further improve the service.

Whilst, the HEIs may consider the above mentioned factors in drafting their guidelines and procedure in the implementation of the utilization of social media platforms as a tool for information dissemination.

Conclusion and Recommendations

In light of the findings of the study, the following conclusions are put forth:

Students’ satisfaction with social media platforms as a tool for information dissemination revealed areas for improvement in the utilization of social media platforms as a tool for information dissemination.

The quantitative phase analysis indicated that students were highly satisfied with the utilization of Social Media Platforms as tools for Information Dissemination. This high level of satisfaction is reflected in the very satisfactory weighted mean average of 4.49, suggesting that these platforms are effective in disseminating information to students. Moreover, the specific indicators of interactivity, engagement, and usefulness all contributed to the overall satisfaction. Students found the interactivity and engagement on these platforms to be very satisfactory (4.45 and 4.37, respectively), indicating that they are actively engaged with the content and interactive features. Furthermore, the excellent rating of 4.65 for usefulness suggests that students perceive social media platforms as highly valuable for accessing and receiving information.

The qualitative phase analysis, which included interviews with key informants, identified two key themes for improving the utilization of social media platforms as tools for information dissemination. Proper Scheduling of Announcements: Key informants emphasized the importance of scheduling announcements in a timely manner, without extending beyond school hours. This suggests that students value receiving information when it is relevant and convenient for them, and Faster Feedback Mechanism: Another significant theme was the need for a faster feedback mechanism. This implies that students desire a more efficient and responsive communication process through social media platforms.

These findings demonstrate that students are highly satisfied with the use of social media platforms for information dissemination. However, there is room for improvement, particularly in terms of scheduling announcements and enhancing the feedback mechanism. These findings highlight the importance of aligning social media practices with students' preferences and needs to maximize the effectiveness of these platforms for educational communication.

Recommendations

Based on the conclusions drawn from this research, the following recommendations are suggested to enhance the utilization of social media platforms as tools for information dissemination in an educational context:

1. Educational institutions should establish a clear and effective schedule for posting announcements on social media platforms. It is essential to ensure that announcements are made at times that are relevant and convenient for students, avoiding posting beyond school hours.
2. Institutions should invest in improving the feedback mechanism on social media platforms. This can be achieved by implementing faster response times to queries and comments from students, thereby creating a more efficient and responsive communication process.
3. Educators and administrators should provide training and guidance to faculty and staff responsible for managing social media platforms. This training should focus on best practices for engaging students, maximizing interactivity, and efficiently disseminating information.
4. Educational institutions should conduct periodic surveys or assessments to understand evolving student preferences regarding the use of social media platforms. This information can help tailor communication strategies to meet students' changing needs.
5. Establish a mechanism for students to provide feedback on the use of social media platforms for information dissemination. Regularly gather input from students to identify areas for improvement and to ensure their voices are heard in shaping communication practices.
6. Offer digital literacy programs or workshops to students to enhance their ability to navigate and utilize social media platforms effectively for academic purposes.
7. Develop a well-defined content strategy for social media platforms, ensuring that content is not only informative but also engaging and interactive. This may involve incorporating multimedia elements, such as videos and infographics, to capture students' attention effectively.

Conflicts of Interest

The authors declare that there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript. The study involves only human

participants who volunteered for this study and informed consent was obtained from them.

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