

# Social Media: Bridging the Distance Between Students and Faculty of FDSA, a Case Study on Effective Communication in an Approved Training Organization

Karl Matthew D. Tan<sup>a\*</sup>, Allia Marie A. Padilla<sup>b</sup>, Estrelita L. Bernardo<sup>c</sup>, Rick Donald S. Manzon<sup>d</sup>

<sup>a,b</sup> Student, Graduate School, Nueva Ecija University of Science and Technology, Cabanatuan City 3100, Nueva Ecija, Philippines

<sup>c,d</sup> Subject Adviser, Graduate School, Nueva Ecija University of Science and Technology, Cabanatuan City 3100, Nueva Ecija, Philippines

<sup>a</sup>Email: [tankarl122@gmail.com](mailto:tankarl122@gmail.com), <sup>b</sup>Email: [alliapadilla081997@gmail.com](mailto:alliapadilla081997@gmail.com)

<sup>c</sup>Email: [estrelitabernardo60@gmail.com](mailto:estrelitabernardo60@gmail.com), <sup>d</sup>Email: [rsmanzon@ineust.ph.education](mailto:rsmanzon@ineust.ph.education)

## Abstract

Approved Training Organizations are organizations that train future aviation personnel. Aviation personnel must have good communication skills. Effective communication allows groups of people to better understand one another and form a closer and deeper relationship. This quantitative study aims to determine the effectiveness of social media platforms in bridging the distance between students and faculty of FDSA Aviation College of Science and Technology, Inc. The results from this study show that students and faculty of FDSA were able to form a bond with the other party through the use of social media platforms.

**Keywords:** Approved Training Organization; Aviation; Effective Communication; Faculty; Students; Social Media.

## 1. Introduction

Communication is sharing of information between two or more individuals or groups to reach a common understanding. The sharing of information is not enough for communication to take place, however; the second defining feature of communication is the reaching of a common understanding. The sharing of information does not accomplish much in organizations unless people concur on what this information means. This can be done verbally, using body language, and even through images or carvings.

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*Received:* 5/1/2023

*Accepted:* 6/8/2023

*Published:* 6/18/2023

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\* Corresponding author.

Nowadays, communication can even be done digitally, thru e-mails, texts, and of course, using social media outlets. In recent years, social media has become an indispensable part of the lives of the people. Children above 13 years old will have their account on any of the popular social media networks such as Facebook, Instagram, Twitter, etc. The advantage of social media is the improvement of communication. A person can connect with anyone at any point in time via Messenger, Instagram, Twitter, or other platforms. They can use such apps via their smartphones, tablets, or computer, and students and teachers can exchange questions, make phone calls or video calls. If a student is stuck with their homework, they can always communicate with their friends or instructors. They don't need to wait and meet the teacher physically [1]. Social media has become an effective and necessary tool in organizational communication. It increases the effectiveness in providing knowledge, motivating the students and the employees, controlling and coordinating activities and tasks, as well as helping members of the organization express their thoughts, feelings, ideas, and emotions. For this study, the researcher aims to analyze the effect of social media as an effective communication means between students and the faculty of FDSA Aviation College of Science and Technology, Inc. (hereinafter referred to as FDSA) to help the institution in assessing the relationship between the two groups in the training organization..

### ***1.1. Background of the Study***

An Approved Training Organization (ATO), as defined by the Civil Aviation Authority of the Philippines (CAAP), is an organization that trains future aviation personnel, such as mechanics, pilots, ground crews, and flight crews. Many ATOs in the country are also college institutions, such as FDSA. In the field of aviation, proper communication is a significant factor in ensuring the safety of the operations of a company. In fact, we have what we call the Maintenance Dirty Dozen, which are the 12 most common causes of maintenance human errors. One of these is the "Lack of Communication." As such, ATOs are obligated to ensure that students are able to communicate properly not just with their schoolmates, but also with their instructors [2]. This ensures that they are well prepared and are able to communicate with their future colleagues and supervisors. One of the ways in which we can improve communication is thru the use of social media platforms.

## **2. Review of Related Literature**

### ***2.1. Effective Communication***

In any type of setting, whether a report, a job interview, recitation, or even just chitchatting with other people, sharing information must be done clearly and concisely, in that the topics discussed are understood by the audience. The author in [3] stated that knowledge is a large part of effective communication and knowing the topics you are discussing would make one a good communicator. Effective communication occurs when a receiver or listener understands what is meant by the speaker or the sender of the information. If the receiver misunderstood what is meant by the sender, then miscommunication has happened. The authors of [4] discussed that for effective communication to happen, individuals must understand their roles. They likened communication to the different departments at an organization. These departments must be able to understand their current role and how their role can affect the work of the other departments otherwise, conflicts may arise. As with communication, the sender must know how to properly provide information to the receiver, and the receiver must be able to properly receive the information provided. If the receiver, only wants to provide

information and does not receive information, then conflict may arise.

Students must learn how to communicate effectively during their school days for them to properly exchange information with their future coworkers. In the study by [5], it was found that communication plays an important part in developing and maintaining employee engagement, the results of their study were used in a study conducted in 2019 and were supported by the “Social Exchange Theory” [6]. The study suggests that when the management of an organization communicates with the employees in a way that is perceived to be beneficial, employees will consider the relationship favorably and reciprocate with positive and beneficial cognition, behavior, and emotions namely engagement [7]. For effective communication to happen, teachers, professors, and instructors must instill in the students the importance of properly conveying and listening to different kinds of information. According to a study conducted by [8], communication by teachers, either verbal or nonverbal, is an important factor required by students to become successful in their educational pursuit. Communication motivates the students to enhance their abilities. It also encourages the students to work hard. Therefore, it is very important and necessary that teachers should communicate with students effectively. [8] argued that the success of students still depends greatly on the students themselves. Most students do not approach or consult their professors and instructors for help when they are experiencing difficulties in their studies. This prevents any form of communication from happening, as the students, which are the listeners, are refusing to receive proper information from their professors. However, the study of [9] also found that students who approach their instructors are helped and given proper guidance. The problem is that most students only approach their instructors when they have problems with their grades.

## ***2.2. Social Media as a Communication Tool in Learning/Training Organizations***

In recent years, social media has become a huge part of people’s everyday lives. Today, students have made use of social media platforms to express their thoughts or to understand the thoughts of their peers. The technological advancements and extended use of the Internet for studying in higher education institutions has brought wide-ranging changes and advantages in communication pattern. A report on 3000 college students in the United States revealed that 90% used Facebook while 37% used Twitter to share resource materials cited (Elkaseh, Wong, & Fung, 2016). The use of social media in the academe has allowed students to talk about previous lessons and assignments given to them. Passing and transfer of information has never been more convenient. A local research study conducted in 2016 observed that the usage of social media and search engines allowed students to understand their topics more. They can visually or audibly learn what is taught by their professors. The study concluded that social media created a more collaborative and communicative learning environment for students and teachers [10]. Another local study [11] declared that many students use their social media accounts to do their research work, discuss with their classmates, and prepare for exams. This improves their communication skills. Since social media has emerged, it has continuously dominated the lives of people and has become an indispensable part of their lives. However, many parents have believed that social media would lead their adolescent children to lose focus on their studies. The study of [12] argued that it is not the case for most children. Social media has allowed students to connect with their parents and teachers and to maintain a healthy relationship with them. Eventually, a student would graduate and enter the real world and work in their chosen or available organization. The importance of social media in allowing students to learn how

to communicate properly would allow them to apply this skill in their future workplace. A recent study [13] found that social media has a significant impact on improving work efficiency.

### 3. Methodology

The researchers used a quantitative approach to learn and evaluate the effect of using social media as a means of communication between faculty members and students of FDSA. The researchers utilized deductive reasoning in which the researcher defined the study's purpose, collected data through electronic form and questionnaires and the findings when statistical treatments were applied.

The information was collected between March to April 2023. All information through surveys were gathered from faculty and students of FDSA only. Afterwards, conclusions were made by the researchers to complete the study. In this study, purposive sampling or judgmental sampling was used to select samples from the different strata of the population. Purposive sampling is a non-probability sampling in which researcher choose people of the population to participate in their surveys based on their judgement. This survey sampling technique demands researchers to be familiar with the goal of their studies to correctly choose and approach qualified respondents for interviews performed via questionnaire. The researcher used a sample size calculator with 95% confidence level, 5% margin of error, 50% population proportion, and population size of 200 students and 12 faculty members.

The sample size should be 132 students and all 15 faculty members. The study was initiated by the researcher, who is a faculty member of FDSA. The researcher sent a formal request to the admin of FDSA to conduct the study. The researchers used this to ensure the confidentiality and integrity of the questionnaire collection process. The researcher used a 4-point Likert scale that intends to evaluate the efficacy of social media as a medium for effective communication. In addition, it was already stated to the respondents that their responses would remain confidential and purely for research purposes only.

The respondents were informed of the critical nature of their response to the study and clarifies certain words so that respondents can complete the questionnaire fully aware of their responsibilities as the study's subject.

The survey conducted by the researcher was divided into two groups which targets the two demographics that are focused in this study. There is a total of 10 questions for each demographic, which properly evaluates the usefulness of social media in communicating between students and the faculty of the school. Table 1 was used by the researcher to interpret the results of the survey where X is the value of the result.

**Table 1:** Scale and Interpretation of Results.

| <b>SCALE</b>         | <b>INTERPRETATION</b> |
|----------------------|-----------------------|
| $1.00 \leq x < 1.75$ | Strongly Disagree     |
| $1.75 \leq x < 2.50$ | Disagree              |
| $2.50 \leq x < 3.25$ | Agree                 |
| $3.25 \leq x < 4.00$ | Strongly Agree        |
| <b>SCALE</b>         | <b>INTERPRETATION</b> |

#### 4. Results

##### 4.1. Demographic Profile and Social Media Platform Commonly Used

**Table 2.1:** Scale and Interpretation of Results.

| <b>Demographic Profile</b>                  | <b>No. of Respondents</b> |
|---|---------------------------|
| Faculty                                     | 15                        |
| Students                                    |                           |
| Bachelor of Aircraft Maintenance Technology | 116                       |
| Bachelor of Aviation Electronics Technology | 20                        |
| <b>Total</b>                                | <b>151</b>                |

Table 2.1 shows the total number of respondents and how many respondents are there for the faculty members, and the total number of students for each course, which are Bachelor of Aircraft Maintenance Technology and Bachelor of Aviation Electronics Technology.

Table 2.2 shows the results on which social media account is used by both faculty and students to communicate with one another. The results shows that 100% of the faculty uses their Facebook Messenger to digitally engage with their students, while approximately 97% of the students uses their Facebook Messenger and 3% uses Instagram to communicate with the members of the faculty of FDSA Aviation College of Science and Technology, Inc.

**Table 2.2:** Social Media Accounts Used by Respondents to Communicate with Each Other.

| <b>Respondents</b> | <b>Facebook Messenger</b> | <b>Instagram</b> | <b>Twitter</b> | <b>Others</b> |
|--------------------|---------------------------|------------------|----------------|---------------|
| Faculty            | 15                        | 0                | 0              | 0             |
| Students           | 132                       | 4                | 0              | 0             |
| <b>Total</b>       | <b>147</b>                | <b>4</b>         | <b>0</b>       | <b>0</b>      |

##### 4.2. Faculty Responses on Social Media as an Effective Communication Tool

**Table 2.3.1:** Respondents who Allow Students to know at least One of their Social Media Account.

| <b>Indicators</b> | <b>Frequency</b> | <b>Description</b>    | <b>Rank</b> |
|-------------------|------------------|-----------------------|-------------|
| 1                 | 0                | Strongly Disagree     | 4           |
| 2                 | 1                | Disagree              | 3           |
| 3                 | 7                | Agree                 | 1.5         |
| 4                 | 7                | Strongly Agree        | 1.5         |
| Total             | 15               |                       |             |
| Weighted Mean     | 3.40             | <b>Strongly Agree</b> |             |

Table 2.3.1 displays the proportion of respondents who have students that know at least one of their social media account. Based on the results, seven (7) respondents agreed with the statement, and another seven (7) respondents strongly agreed.

Furthermore, two individuals disagreed with the claim. According to the findings, the majority of faculty have social media accounts and are digitally connected with their students.

**Table 2.3.2:** Respondents who can Message the Faculty via their Social Media Accounts.

| <b>Indicators</b> | <b>Frequency</b> | <b>Description</b>    | <b>Rank</b> |
|-------------------|------------------|-----------------------|-------------|
| 1                 | 0                | Strongly Disagree     | 3.5         |
| 2                 | 0                | Disagree              | 3.5         |
| 3                 | 6                | Agree                 | 2           |
| 4                 | 9                | Strongly Agree        | 1           |
| Total             | 15               |                       |             |
| Weighted Mean     | 3.60             | <b>Strongly Agree</b> |             |

Table 2.3.2 displays the number of respondents who have students that can message the FDSA faculty through their social media accounts. Based on the results, six (6) respondents agreed with the statement, while another nine (9) strongly agreed with it.

The findings indicate that the majority of respondents allow their students to message of contact them through their social media accounts.

**Table 2.3.3:** Respondents who Allow Students to Message them Anytime of the Day.

| <b>Indicators</b> | <b>Frequency</b> | <b>Description</b> | <b>Rank</b> |
|-------------------|------------------|--------------------|-------------|
| 1                 | 1                | Strongly Disagree  | 4           |
| 2                 | 4                | Disagree           | 2           |
| 3                 | 8                | Agree              | 1           |
| 4                 | 2                | Strongly Agree     | 3           |
| Total             | 15               |                    |             |
| Weighted Mean     | 2.73             | <b>Agree</b>       |             |

Table 2.3.3 displays the portion of FDSA faculty who are available to their students anytime of the day. Based on the results, eight (8) respondents agreed with the statement, while another two (2) strongly agreed with it.

In addition, four (4) people disagreed and one (1) strongly disagreed with the claim. The findings indicate that the majority of the FDSA faculty are open to communicating with their students even when it's not office hours.

**Table 2.3.4:** Respondents who Students can Directly Message to Inquire about Their Subject.

| <b>Indicators</b> | <b>Frequency</b> | <b>Description</b>    | <b>Rank</b> |
|-------------------|------------------|-----------------------|-------------|
| 1                 | 0                | Strongly Disagree     | 3.5         |
| 2                 | 0                | Disagree              | 3.5         |
| 3                 | 9                | Agree                 | 1           |
| 4                 | 6                | Strongly Agree        | 2           |
| Total             | 15               |                       |             |
| Weighted Mean     | 3.40             | <b>Strongly Agree</b> |             |

Table 2.3.4 displays the portion of respondents who allow students to message directly to ask questions regarding their subject.

Based on the results, nine (9) respondents agreed with the statement, while another six (6) strongly agreed with it. The findings indicate that the majority of respondents who can be directly messaged by the students regarding their questions and are digitally engaged.

**Table 2.3.5:** Respondents who Students can Message to Ask School-Related Questions, (even if They are not Regarding the Subject of the Faculty).

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 0         | Strongly Disagree | 3.5  |
| 2             | 0         | Disagree          | 3.5  |
| 3             | 12        | Agree             | 1    |
| 4             | 3         | Strongly Agree    | 2    |
| Total         | 15        |                   |      |
| Weighted Mean | 3.20      | <b>Agree</b>      |      |

Table 2.3.5 displays the number of respondents who allow students to message regarding school-related questions which are not regarding their subject. Based on the results, twelve (12) respondents agreed with the statement, while another three (3) strongly agreed with it. The findings indicate that the majority of respondents who students can message regarding their school-related questions are digitally engaged.

**Table 2.3.6:** Respondents who send private messages to inquire about the situation of a student with constant absences.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 0         | Strongly Disagree | 4    |
| 2             | 3         | Disagree          | 2.5  |
| 3             | 9         | Agree             | 1    |
| 4             | 3         | Strongly Agree    | 2.5  |
| Total         | 15        |                   |      |
| Weighted Mean | 3.00      | <b>Agree</b>      |      |

Table 2.3.6 displays the portion of respondents who message a student with constant absences to inquire about his or her situation. Based on the results, nine (9) respondents agreed with the statement, while another three (3) strongly agreed with it. Furthermore, three (3) respondents disagreed. The findings indicate that the majority of respondents who send private messages to inquire about the constant absences of a student are digitally engaged.

**Table 2.3.7:** Respondents who Inform the Students About Important School Events via Class Group Chats or Class Representatives.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 0         | Strongly Disagree | 4    |
| 2             | 1         | Disagree          | 3    |
| 3             | 10        | Agree             | 1    |
| 4             | 4         | Strongly Agree    | 2    |
| Total         | 15        |                   |      |
| Weighted Mean | 3.20      | <b>Agree</b>      |      |

Table 2.3.7 displays the number of respondents who use group chats or class representatives to deliver important school events to students. Based on the results, ten (10) respondents agreed with the statement, while another four (4) strongly agreed with it. In addition, one (1) disagreed.

The findings indicate that the majority of respondents who inform the students about important school matters using group chats are digitally engaged.

**Table 2.3.8:** Respondents who Inform the Students About Their Absence or Tardiness in class.

| Indicators    | Frequency | Description           | Rank |
|---------------|-----------|-----------------------|------|
| 1             | 0         | Strongly Disagree     | 3.5  |
| 2             | 0         | Disagree              | 3.5  |
| 3             | 10        | Agree                 | 1    |
| 4             | 5         | Strongly Agree        | 2    |
| Total         | 15        |                       |      |
| Weighted Mean | 3.33      | <b>Strongly Agree</b> |      |

Table 2.3.8 displays the portion of respondents who inform the students whenever they are absent or late in class. Based on the results, ten (10) respondents agreed with the statement, while another five (5) strongly agreed with it. The findings indicate that the majority of respondents who inform the students about their absence or lateness are digitally engaged.

**Table 2.3.9:** Respondents who Inform the Students About School Announcements Using Social Media Accounts or Group Chats.

| Indicators    | Frequency | Description           | Rank |
|---------------|-----------|-----------------------|------|
| 1             | 0         | Strongly Disagree     | 4    |
| 2             | 1         | Disagree              | 3    |
| 3             | 7         | Agree                 | 1.5  |
| 4             | 7         | Strongly Agree        | 1.5  |
| Total         | 15        |                       |      |
| Weighted Mean | 3.40      | <b>Strongly Agree</b> |      |

Table 2.3.9 displays the number of respondents who use social media accounts to deliver school announcements. Based on the results, seven (7) respondents agreed with the statement, while another seven (7) strongly agreed with it. In addition, one (1) disagreed.

The findings indicate that the majority of respondents who inform the students about school announcements using social media accounts are digitally engaged.

**Table 2.3.10:** Respondents who Formed Deeper Connection with Students Through Social Media.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 0         | Strongly Disagree | 4    |
| 2             | 3         | Disagree          | 2    |
| 3             | 11        | Agree             | 1    |
| 4             | 1         | Strongly Agree    | 3    |
| Total         | 15        |                   |      |
| Weighted Mean | 2.87      | <b>Agree</b>      |      |

Table 2.3.10 displays the number of respondents who formed deeper connection with students because of social media. Based on the results, eleven (11) respondents agreed with the statement, while another one (1) strongly agreed with it. In addition, three (3) disagreed.

The findings indicate that the majority of respondents who formed deeper connection with students through social media accounts are digitally engaged.

**4.3. Student Responses on Social Media as an Effective Communication Tool**

**Table 2.4.1:** Respondents who Know at least One Social Media account of their Instructor.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 6         | Strongly Disagree | 4    |
| 2             | 8         | Disagree          | 3    |
| 3             | 82        | Agree             | 1    |
| 4             | 40        | Strongly Agree    | 2    |
| Total         | 136       |                   |      |
| Weighted Mean | 3.15      | <b>Agree</b>      |      |

Table 2.4.1 displays the number of respondents who know at least one social media account of their instructor. Based on the results, 82 respondents agreed with the statement, while another 40 strongly agreed with it. In addition, 8 disagreed and 6 strongly disagreed. The findings indicate that the majority of respondents who know at least one social media account of their instructor are digitally engaged.

**Table 2.4.2:** Respondents who can Message their Instructors via Social Media Accounts.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 5         | Strongly Disagree | 4    |
| 2             | 11        | Disagree          | 3    |
| 3             | 80        | Agree             | 1    |
| 4             | 40        | Strongly Agree    | 2    |
| Total         | 136       |                   |      |
| Weighted Mean | 3.14      | <b>Agree</b>      |      |

Table 2.4.2 displays the number of respondents who can message their instructors using social media. Based on the results, 80 respondents agreed with the statement, while another 40 strongly agreed with it. In addition, 11 disagreed and 5 strongly disagreed. The findings indicate that the majority of respondents who can message their instructors via social media are digitally engaged.

**Table 2.4.3:** Respondents who can Message their Instructors Anytime of the Day.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 3         | Strongly Disagree | 4    |
| 2             | 41        | Disagree          | 2    |
| 3             | 58        | Agree             | 1    |
| 4             | 34        | Strongly Agree    | 3    |
| Total         | 136       |                   |      |
| Weighted Mean | 2.90      | <b>Agree</b>      |      |

Table 2.4.3 displays the number of respondents who can message their instructors anytime of the day. Based on the results, 58 respondents agreed with the statement, while another 34 strongly agreed with it. In addition, 41 disagreed and 3 strongly disagreed.

The findings indicate that the majority of respondents who can message their instructors anytime of the day are digitally engaged.

**Table 2.4.4:** Respondents who can message their instructors to ask subject-related questions.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 5         | Strongly Disagree | 4    |
| 2             | 16        | Disagree          | 3    |
| 3             | 74        | Agree             | 1    |
| 4             | 41        | Strongly Agree    | 2    |
| Total         | 136       |                   |      |
| Weighted Mean | 3.11      | <b>Agree</b>      |      |

Table 2.4.4 displays the number of respondents who can message their instructors to ask subject-related questions. Based on the results, 74 respondents agreed with the statement, while another 41 strongly agreed with it. In addition, 16 disagreed and 5 strongly disagreed. The findings indicate that the majority of respondents who can message their instructors to ask subject-related questions are digitally engaged.

**Table 2.4.5:** I can message my instructors to ask questions that are school-related, even if it is not regarding my subject.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 5         | Strongly Disagree | 4    |
| 2             | 24        | Disagree          | 3    |
| 3             | 69        | Agree             | 1    |
| 4             | 38        | Strongly Agree    | 2    |
| Total         | 136       |                   |      |
| Weighted Mean | 3.03      | <b>Agree</b>      |      |

Table 2.4.5 displays the number of respondents who receive messages from their instructors regarding their constant absences. Based on the results, 69 respondents agreed with the statement, while another 38 strongly agreed with it. In addition, 24 disagreed and 5 strongly disagreed.

The findings indicate that the majority of respondents who receive messages from instructors regarding their constant absences are digitally engaged.

**Table 2.4.6:** Respondents who receive private messages from instructors regarding their constant absences.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 9         | Strongly Disagree | 4    |
| 2             | 32        | Disagree          | 2    |
| 3             | 66        | Agree             | 1    |
| 4             | 29        | Strongly Agree    | 3    |
| Total         | 136       |                   |      |
| Weighted Mean | 2.85      | <b>Agree</b>      |      |

Table 2.4.6 displays the number of respondents who receive messages from their instructors regarding their constant absences. Based on the results, 66 respondents agreed with the statement, while another 29 strongly agreed with it. In addition, 32 disagreed and 9 strongly disagreed.

The findings indicate that the majority of respondents who receive messages from instructors regarding their constant absences are digitally engaged.

**Table 2.4.7:** Respondents who are informed by instructors about important school events via group chats.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 4         | Strongly Disagree | 4    |
| 2             | 31        | Disagree          | 3    |
| 3             | 69        | Agree             | 1    |
| 4             | 32        | Strongly Agree    | 2    |
| Total         | 136       |                   |      |
| Weighted Mean | 2.95      | <b>Agree</b>      |      |

Table 2.4.7 displays the number of respondents who receive important school events announcements from instructors via group chats. Based on the results, 69 respondents agreed with the statement, while another 32 strongly agreed with it. In addition, 31 disagreed and 4 strongly disagreed. The findings indicate that the majority of respondents who receive important school events announcements from instructors via group chats are digitally engaged.

**Table 2.4.8:** Respondents who are informed by instructors if they will be absent or late for class.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 4         | Strongly Disagree | 4    |
| 2             | 34        | Disagree          | 2    |
| 3             | 71        | Agree             | 1    |
| 4             | 27        | Strongly Agree    | 3    |
| Total         | 136       |                   |      |
| Weighted Mean | 2.89      | <b>Agree</b>      |      |

Table 2.4.8 displays the number of respondents who receive notice from instructors who will be absent or late for class. Based on the results, 71 respondents agreed with the statement, while another 27 strongly agreed with it. In addition, 34 disagreed and 4 strongly disagreed. The findings indicate that the majority of respondents who are informed by instructors if they will be absent or late for class are digitally engaged.

**Table 2.4.9:** Respondents who are informed by instructors about school announcements via social media accounts.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 4         | Strongly Disagree | 4    |
| 2             | 21        | Disagree          | 3    |
| 3             | 76        | Agree             | 1    |
| 4             | 35        | Strongly Agree    | 2    |
| Total         | 136       |                   |      |
| Weighted Mean | 3.04      | <b>Agree</b>      |      |

Table 2.4.9 displays the number of respondents who receive school announcements from instructors via social media accounts. Based on the results, 76 respondents agreed with the statement, while another 35 strongly agreed with it. In addition, 21 disagreed and 4 strongly disagreed.

The findings indicate that the majority of respondents who are informed by instructors about school announcements via social media are digitally engaged.

**Table 2.4.10:** Respondents who Formed Deeper Connection with Instructors Through Social Media.

| Indicators    | Frequency | Description       | Rank |
|---------------|-----------|-------------------|------|
| 1             | 6         | Strongly Disagree | 4    |
| 2             | 28        | Disagree          | 3    |
| 3             | 73        | Agree             | 1    |
| 4             | 29        | Strongly Agree    | 2    |
| Total         | 136       |                   |      |
| Weighted Mean | 2.92      | <b>Agree</b>      |      |

Table 2.4.10 displays the number of respondents can form a deeper connection with instructors because of social media. Based on the results, 73 respondents agreed with the statement, while another 29 strongly agreed with it. In addition, 28 disagreed and 6 strongly disagreed. The findings indicate that the majority of respondents who can form deeper connection with instructors because of social media are digitally engaged.

**Table 2.5:** Comparison of the Weighted Mean of the Faculty and Student Responses.

|                      | Faculty Response Weighted Mean | Student Response Weighted Mean |
|----------------------|--------------------------------|--------------------------------|
| Item 1               | 3.40                           | 3.15                           |
| Item 2               | 3.60                           | 3.14                           |
| Item 3               | 2.73                           | 2.90                           |
| Item 4               | 3.40                           | 3.11                           |
| Item 5               | 3.20                           | 3.03                           |
| Item 6               | 3.00                           | 2.85                           |
| Item 7               | 3.20                           | 2.95                           |
| Item 8               | 3.33                           | 2.89                           |
| Item 9               | 3.40                           | 3.04                           |
| Item 10              | 2.87                           | 2.92                           |
| <b>Weighted Mean</b> | <b>3.21</b>                    | <b>3.00</b>                    |
| <b>Description</b>   | <b>AGREE</b>                   | <b>AGREE</b>                   |

Table 2.5 shows the comparison of the weighted mean of the faculty and student responses. The results show that both the faculty and students agree that social media is a tool that they use to communicate with each other.

## 5. Discussion

The results were intended to answer what social media platform is commonly used by both the respondents in communicating with each other outside of their classroom and are social media platforms effective in performing the functions of communication which bridges the distance between the faculty and students of FDSA. By analyzing the data shown in Table 2.2, it is revealed that the most commonly used platform is Facebook Messenger. In total, around 97% of the respondents use Facebook Messenger. In the study conducted by [14], they concluded that Facebook Messenger is used by teachers as a platform for effective e-learning tools to deliver various instructions, communicate with the students, and address students' queries. The 1st to 10th questions of the faculty questionnaire correlate with their counterparts on the student questionnaire. The survey questions intend to evaluate the effectiveness of social media platforms in deepening the connection between the AMT and AET students and faculty of FDSA Aviation College of Science and Technology, Inc. By thoroughly examining the results from tables 2.3.1 - 2.4.10, most of the weighted mean interprets as agree and strongly agree, this means that both the faculty and students consider social media platforms effective in performing the

functions of communication. From the results in Table 2.3.10 and Table 2.4.10, the responses from the faculty and the students show that they agree that they were able to form a deeper connection with one another through the use of social media. This is supported by the data from Table 2.5 shows the weighted mean for all of the questions on both the faculty and student responses.

## 6. Conclusion and Recommendation

The aviation industry places a very high importance on the process of communication. Communication is a significant aspect in every branch of the industry, whether it's the pilots, cabin crews, traffic controllers, maintenance personnel, and even down to food providers. Communicating effectively is a skill that all personnel must have. Both parties must be able to send, receive, understand the messages. As an Approved Training Organization, FDSA Aviation College of Science and Technology, Inc. must ensure that their students can communicate well with their fellow students and also with their instructors. One of the many ways in which students may be able to communicate with the faculty members of FDSA is through the use of different social media platforms. Based on the data analyzed, the students and faculty are digitally engaged with one another. The results from the data show that the most used social media platform for communication is Facebook Messenger, as it is a free and convenient app to use. Most of the respondents typically use this platform to interact with one another. The data also shows that social media has become an effective tool in communicating with the other party, and the bond and connection between the two parties to deepen. The researchers, therefore, conclude that social media is not just effective in performing the functions of communication. It also allows groups of people to form a bridge and close the distance with each other.

For future applications of this study, the researchers recommend the results to aviation schools, approved training organizations, educators, and to those concerned towards improving the relationship of the students and their teachers or instructors. The results from this research may be used to understand the importance of social media in allowing the instructors in forming a bond with their students. Since this study focuses on the effectiveness of social media in improving the relationship between faculty and students, the researchers suggest that data should also be obtained from the members of the staff to further assess the situation inside an Approved Training Organization. Furthermore, future researchers may also focus upon on how to improve communication even without the use of social media.

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