

Social Media Feedback Response Strategies of Earist: Inputs for Collaborative Plan

Marylane J. Lazaro¹, Reign Angel Consolacion¹, Joy Q. Duetes¹, Prince Carlo R. Feliciano¹, Khim Irra G. Laceda¹, Jewel Rose E. Layson¹

¹*Bachelor of Science in Business Administration Major in Marketing Management, Eulogio "Amang" Rodriguez Institute of Science and Technology - Nagtahan, Sampaloc, Manila, Philippines*

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Email of Corresponding Author: lazaromlj.cbpa@gmail.com

Abstract

This study assessed the social media feedback and response strategies of the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) to develop a collaborative plan for enhancing stakeholder engagement. Specifically, it examined the characteristics of social media feedback, institutional response strategies, differences in the perceptions of employees and students, and the factors influencing effective digital communication practices. The study employed a quantitative descriptive-comparative research design using a cross-sectional survey approach. Data were collected through a validated researcher-made questionnaire administered to 112 purposively selected respondents, consisting of 14 employees and 98 students. The data were analyzed using percentage, weighted mean, ranking, and t-test. The findings revealed that EARIST's social media feedback and response strategies were generally effective. Feedback Type, Feedback Reach and Visibility, and Feedback Content Quality were identified as the strongest dimensions, while Action Taken received the lowest assessment, indicating the need to improve the resolution and follow-through of stakeholder concerns. Significant differences were found between the perceptions of employees and students, with students consistently providing more favorable assessments. Time constraints, workload, limited resources, and the availability of trained personnel were identified as the primary factors influencing effective social media feedback management. The study concluded that strengthening feedback resolution processes, establishing a dedicated social media management team, implementing standardized communication policies, providing regular personnel training, and allocating additional resources would enhance institutional communication and stakeholder engagement. The study supports Sustainable Development Goal (SDG) 4: Quality Education by promoting effective communication that enhances stakeholder engagement within educational institutions and SDG 16: Peace, Justice and Strong Institutions by encouraging transparent, responsive, and accountable institutional communication. The findings contribute to institutional sustainability by strengthening digital communication practices, improving stakeholder participation, and supporting responsive governance through effective social media management.

Keywords: Action Taken, Digital Communication, Feedback Management, Social Media Feedback, Stakeholder Engagement, Stakeholder Feedback, Sustainable Development Goals, Transparency

1. Introduction

Social media has become an essential communication platform for organizations, enabling timely information dissemination, stakeholder engagement, and feedback management. Educational institutions increasingly rely on social media to strengthen communication with students, employees, parents, and the wider community. Effective management of social media feedback promotes transparency, improves stakeholder relationships, and supports institutional development. Recent studies have shown that higher education institutions increasingly rely on social media as a strategic communication tool to strengthen institutional reputation, promote stakeholder engagement, and improve responsiveness to public concerns (Capriotti & Zeler, 2023; Górska, 2024). Furthermore, educational institutions that integrate social media into their communication strategies are better positioned to foster transparency and build stronger relationships with their stakeholders. This study examines the social media feedback and response strategies of the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) by assessing feedback characteristics, institutional responses, and factors influencing digital communication practices to develop a collaborative plan for enhancing stakeholder engagement.

1.1 Background of the Social Media Feedback and Response Strategies in EARIST

Social media has transformed organizational communication by providing accessible platforms for sharing information, receiving feedback, and engaging stakeholders. Platforms such as Facebook, Instagram, and X (formerly Twitter) have become important tools for educational institutions to communicate with their stakeholders, promote transparency, and improve institutional services through effective feedback management. In the Philippine educational setting, social media

serves as a primary communication channel for connecting with students, employees, parents, and the community. Institutions use these platforms to disseminate announcements, address concerns, and gather stakeholder feedback. However, challenges such as delayed responses, inconsistent communication practices, varying feedback quality, and inadequate monitoring mechanisms may reduce communication effectiveness and stakeholder satisfaction.

1.2 Themes and Insights on Social Media Feedback and Response Strategies in EARIST

Students and employees increasingly use social media to express opinions, concerns, and experiences regarding institutional services and activities. Assessing how feedback is managed across EARIST's social media platforms is essential to determine the effectiveness of existing communication practices. This study focuses on evaluating feedback type, frequency, content quality, visibility, tone, communication style, and platform-specific response strategies while identifying factors that facilitate or hinder effective stakeholder engagement.

1.3 Global, National, and Institutional Context of Social Media Feedback and Response Strategies

Globally, educational institutions utilize social media to strengthen stakeholder engagement, improve communication, and support institutional reputation through responsive digital interactions. Universities have increasingly adopted interactive communication strategies that encourage dialogue rather than one-way dissemination of information, resulting in improved stakeholder satisfaction and institutional credibility (Capriotti, Carretón, & Zeler, 2024). Moreover, studies have shown that students expect timely, transparent, and personalized communication from their institutions, making social media an essential component of higher education communication strategies (Gilani, 2024). Nationally, Philippine educational institutions have likewise adopted social media as a primary communication platform for announcements, feedback collection, and stakeholder engagement.

1.4 Institutional Basis for Assessing Social Media Feedback and Response Strategies in EARIST

This study is anchored on evaluating EARIST's social media feedback and response practices by examining feedback characteristics, communication approaches, and institutional responses. The findings will serve as the basis for developing a collaborative plan that strengthens stakeholder engagement and improves the institution's digital communication practices.

1.5 Research Gaps in Social Media Feedback Management and Response Strategies in EARIST

Although social media plays a significant role in institutional communication, there remains a need to assess the effectiveness of feedback management and response strategies across EARIST's social media platforms. Addressing this need will provide insights into existing strengths and challenges and support the development of more structured, responsive, and effective digital communication practices.

1.6 Alignment of the Study on Social Media Feedback and Response Strategies with the Sustainable Development Goals (SDGs)

This study aligns with SDG 4 – Quality Education by supporting effective communication practices that enhance stakeholder engagement within educational institutions. It also contributes to SDG 16 – Peace, Justice, and Strong Institutions by promoting transparent, responsive, and accountable institutional communication through improved social media feedback management.

1.7 Importance of the Study on Social Media Feedback and Response Strategies to Multidisciplinary Sustainability

The study contributes to educational sustainability by strengthening communication between educational institutions and their stakeholders. Effective use of social media supports collaborative learning environments, stakeholder participation, and institutional transparency (Perez et al., 2023). By enhancing digital communication practices, institutions can improve stakeholder trust while promoting innovation and sustainable educational management.

2. Material and methods

2.1 Research Design

The study adopted a quantitative descriptive-comparative research design using a cross-sectional survey approach. The descriptive method assessed the nature, frequency, quality, and effectiveness of EARIST's social media feedback and response strategies, while the comparative component examined differences in the perceptions of employees and students.

2.2 Locale of the Study

The study was conducted at the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), focusing on the institution's social media feedback and response strategies.

2.3 Respondents of the Study

The respondents consisted of 112 participants, comprising 14 employees and 98 students, who provided information regarding the institution's social media feedback and response practices.

2.4 Sample and Sampling Procedure

The study employed purposive sampling to select 112 respondents composed of employees and students who were considered relevant to the assessment of EARIST's social media feedback and response strategies.

2.5 Research Instrument

Data were collected using a researcher-made survey questionnaire that underwent content validation and pilot testing to ensure its reliability and appropriateness. The instrument measured indicators related to social media feedback, response strategies, challenges encountered, and the acceptability of the proposed collaborative plan.

2.6 Data Gathering Procedure

Data were gathered by administering the validated researcher-made survey questionnaire to the selected respondents. The collected responses served as the basis for assessing the institution's social media feedback and response strategies.

2.7 Data Analysis Techniques

The collected data were analyzed using percentage, weighted mean, ranking, and t-test. Percentage described the respondents' profile, while weighted mean and ranking determined the effectiveness of social media feedback and response strategies. The t-test identified significant differences between the assessments of employees and students. The results served as the basis for developing a collaborative plan to improve EARIST's social media feedback management and stakeholder communication.

3. Results and Discussion

3.1 Assessment of EARIST's Social Media Feedback and Response Strategies

3.1.1 Social Media Feedback Type

The findings showed that respondents assessed the different types of social media feedback as evident, with an overall weighted mean of 3.97. The highest-rated indicator was the presence of different forms of feedback, including complaints, suggestions, and compliments, indicating that stakeholders actively use EARIST's social media platforms to express their views. The results suggest that EARIST's social media platforms effectively encourage stakeholder participation by providing an accessible avenue for diverse feedback. This supports the importance of maintaining open communication channels where various stakeholder concerns can be expressed and addressed.

3.1.2 Social Media Feedback Frequency

Respondents rated the frequency of social media feedback as evident, with an overall weighted mean of 3.81. Feedback was reported to increase during important announcements and institutional events, while stakeholders regularly interacted with posts through comments and reactions. These findings indicate that EARIST maintains an active flow of communication with its stakeholders. Regular feedback enables the institution to identify issues promptly and sustain stakeholder engagement. As discussed in Chapter 2, maintaining consistent feedback mechanisms helps institutions avoid delayed responses and supports proactive communication practices. Continuous evaluation of digital communication practices also enables institutions to refine their engagement strategies and strengthen stakeholder trust, consistent with the recommendations of Capriotti and Zeler (2023) regarding effective institutional social media management.

3.1.3 Social Media Feedback Content Quality

The assessment of feedback content quality was also evident, obtaining an overall weighted mean of 3.88. Respondents indicated that feedback generally contains specific details, is relevant to institutional concerns, and contributes to improving communication and services. The findings demonstrate that stakeholders provide meaningful and actionable feedback that can support institutional decision-making and service improvement. These findings are consistent with Kerman et al. (2024), who concluded that well-structured online feedback promotes meaningful interaction and improves communication outcomes within higher education institutions.

3.1.4 Social Media Feedback Reach and Visibility

The results revealed that feedback reach and visibility were evident, with an overall weighted mean of 3.93. Respondents agreed that feedback posted on EARIST's social media platforms is highly visible, reaches a broad audience, and promotes public engagement. These findings indicate that EARIST effectively uses social media to disseminate information and promote transparency. High visibility strengthens institutional accountability and allows stakeholders to recognize that their concerns are publicly acknowledged. Existing literature likewise highlights accessibility and visibility as essential components of effective institutional communication.

3.1.5 Tone and Communication Style

Respondents assessed the tone and communication style of EARIST's responses as evident, with an overall weighted mean of 3.77. Respectful and polite responses received the highest ratings, while maintaining a consistent communication style across platforms received the lowest assessment. The findings indicate that EARIST generally maintains professionalism and courtesy when responding to stakeholders, contributing to positive digital interactions. Similarly, Peungcharoenkun and Waluyo (2024) observed that respectful and supportive communication encourages positive stakeholder engagement and constructive participation in online educational environments.

3.1.6 Action Taken on Social Media Feedback

The assessment of action taken was evident, with an overall weighted mean of 3.70. Respondents agreed that stakeholder feedback often leads to improvements and follow-up actions, although informing stakeholders about the progress of their concerns received the lowest rating. The findings suggest that while EARIST effectively receives and acknowledges feedback, greater attention is needed to strengthen follow-through and communicate progress to stakeholders. As discussed in Chapter 2, the absence of standardized response procedures and turnaround times may reduce the long-term impact of institutional feedback management.

3.1.7 Platform-Specific Response Strategies

Respondents rated platform-specific response strategies as evident, with an overall weighted mean of 3.82. The highest-rated indicator showed that social media platforms are effectively used to communicate updates and solutions, while timely responses and platform management received slightly lower ratings. These findings indicate that EARIST adapts its communication strategies according to the characteristics of different social media platforms. Such adaptability supports broader stakeholder engagement and reflects recommended practices in institutional social media management, which emphasize tailoring communication to platform-specific audiences.

3.1.8 Monitoring and Evaluation of Social Media Feedback

Monitoring and evaluation were likewise assessed as evident, obtaining an overall weighted mean of 3.77. Respondents agreed that feedback trends are analyzed and that evaluation results are used to improve future communication strategies, although timely monitoring received the lowest assessment. The results indicate that EARIST has established mechanisms for utilizing feedback in planning and decision-making, but further improvements in systematic monitoring and evaluation are needed. As noted in Chapter 2, effective monitoring enables institutions to assess the impact of their responses and continuously improve communication strategies, supporting long-term institutional development. Continuous evaluation of digital communication practices also enables institutions to refine their engagement strategies and strengthen stakeholder trust, consistent with the recommendations of Capriotti and Zeler (2023) regarding effective institutional social media management.

3.2 Differences in the Perceptions of Employees and Students on Social Media Feedback and Response Strategies

3.2.1 Comparative Assessment of Employees and Students

The results revealed significant differences between the assessments of employees and students across all dimensions of EARIST's social media feedback and response strategies. Students consistently gave higher ratings than employees in feedback type, feedback frequency, feedback content quality, feedback reach and visibility, tone and communication style, action taken, platform-specific strategies, and monitoring and evaluation. The largest differences were observed in platform-specific strategies and monitoring and evaluation, indicating more favorable student perceptions than those of employees. The findings suggest that employees and students experience the institution's social media communication differently. While students generally perceive the strategies as effective from the user perspective, employees evaluate them more critically because of their involvement in implementing and managing institutional communication. This difference reflects the varying responsibilities and experiences of the two groups. As discussed in Chapter 2, institutional communication and stakeholder dynamics influence how feedback is perceived. This finding is consistent with Gilani (2024), who reported that stakeholders' expectations and experiences influence how institutional communication is evaluated.

3.3 Facilitating and Hindering Factors in Managing EARIST's Social Media Feedback and Response Strategies

3.3.1 Factors Influencing Effective Social Media Feedback Management

The findings showed that the facilitating and hindering factors affecting EARIST's social media feedback and response strategies were generally assessed as evident, with a composite weighted mean of 3.74. Time constraints, workload, and limited resources received the highest rating, indicating that these were the primary factors affecting the institution's ability to respond promptly to stakeholder feedback. Other factors, including institutional policies, response challenges, and the availability of trained personnel, were also recognized as influencing the effectiveness of social media feedback management. The results indicate that the major challenge in managing social media feedback is institutional capacity rather than the absence of communication policies. Heavy workload and limited resources may restrict timely responses despite the presence of established communication practices. As discussed in Chapter 2, many educational institutions

encounter similar challenges due to resource limitations and insufficient trained personnel. These findings reinforce the importance of strengthening institutional support through formal social media communication protocols, dedicated response teams, and improved resource allocation to enhance the effectiveness and sustainability of digital stakeholder engagement.

4. Conclusion & Recommendations

The study concluded that EARIST's social media feedback and response strategies are generally effective, with Feedback Type, Feedback Reach and Visibility, and Feedback Content Quality identified as the strongest aspects of its social media communication. However, Action Taken emerged as the weakest area, indicating the need to improve the resolution of stakeholder concerns. Significant differences were found between the perceptions of employees and students, with students providing more favorable assessments. The findings also showed that time constraints, workload, limited resources, and the availability of trained personnel influence the effectiveness of social media feedback management. Overall, effective feedback management enhances response strategies, stakeholder engagement, and institutional communication within EARIST.

EARIST should strengthen its feedback resolution process by ensuring that stakeholder concerns are addressed, monitored, and resolved promptly. The institution should establish a dedicated social media management team or assign trained personnel to oversee feedback management across official platforms. Regular training on digital communication, social media management, and customer service should be provided, alongside the implementation of a standardized social media communication policy to ensure consistency in responses and turnaround time. Additional resources and technological support should also be provided to address workload and monitoring challenges. Future studies may examine similar practices in other educational institutions or employ qualitative approaches to gain deeper insights into stakeholder experiences.

The study was limited to assessing the social media feedback and response strategies of the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) based on the perceptions of selected employees and students. The findings reflect the responses of the study participants within the scope of the quantitative descriptive-comparative design and are intended to serve as the basis for improving the institution's social media feedback management and stakeholder communication.

Compliance with ethical standards

The authors conducted this study in accordance with generally accepted ethical principles for research. Throughout the research process, the authors upheld ethical standards by respecting participants' rights, safeguarding privacy and confidentiality, and ensuring the responsible collection, handling, and reporting of research data.

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