



MASTER OF DEVELOPMENT COMMUNICATION PROGRAM

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**DIALOGIC COMMUNICATION ON FACEBOOK AND
ACCOMPLISHMENTS OF A STATE COLLEGE**

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ACCEPTANCE PAGE

This Thesis titled “**DIALOGIC COMMUNICATION ON FACEBOOK AND ACCOMPLISHMENTS OF A STATE COLLEGE IN THE PHILIPPINES**” is hereby accepted by the Faculty of Information and Communication Studies, U.P. Open University, in partial fulfillment of the requirements for the degree of Master of Development Communication (MDC).

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His academic unit, the DNSC Department of Communication, is one of the youngest units in the College, which started in 2018.

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He is an active member of Media Educators of Mindanao (MEM), an organization that promotes conflict-sensitive reporting in communication curricula. In addition, he pioneered establishing the department of communication in the College, making it one of the two SUCS in the region.

He is currently the coordinator of the Applied Communication Unit under the Office of Research, Extension and Production, primarily responsible for popularizing research outputs and Head of College and Internationalization Initiatives and External Linkages.

In 2021, he was recipient of the Presidential Award for Excellence for his significant contribution to achieving the College President's vision.

Outside of work, he serves in a Singles' Ministry of *Bukas Loob sa Diyos* Charismatic Community, a lay community in the Roman Catholic Church.

He was born to a family of teachers.

DANIEL FRITZ V. SILVALLANA

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ABSTRACT

Kent and Taylor's (1998) dialogic communication model posited that a dialogic perspective focuses on attitudes toward each other held by the participants in a communication transaction online. Guided by this assumption, this study explored the dialogic capacity of social media, specifically, Facebook in the context of a state college and how these led to public communication, participation, information bridge, and community cohesion. Through quantitative content analysis and key informant interviews, this study examined the dialogic internet principles implemented in a state college and an institution's accomplishments. These dialogic principles include conservation of visitors, generation of a return visit, dialogic loop, and information of interests to the public, and organizational engagement. Results showed that the state college used a variety of dialogic principles on Facebook. However, based on the multiple regression analysis, the principle of conservation of visitors and organizational engagement effectively were least subscribed despite its potential to enhance public engagement outcomes. Therefore, it is vital to identify issues that stakeholders considered as necessary that required feedback to stimulate discussions rather than simply using platforms to promote campus events. As well, findings from qualitative data demonstrate that a state college relied on social media more to disseminate information rather than a dialogic and interactive medium for governance.

Keyword: dialogic communication, public engagement, social media, Facebook, state college, higher education institutions, public communication, participation, community cohesion

Chapter 1

INTRODUCTION

Rationale and Background of the Study

The use of social media is quickly becoming prevalent in colleges and universities that are hoping to creatively connect with their technology-consumed public. In the Philippines, state colleges and universities (SUCs) are using social media as a tool to communicate, connect, respond, and build mutually-beneficial relationships with their key stakeholders. In fact, these institutions implemented various strategies with the hope to achieve this goal despite the lack of knowledge and resources (Hall, 2014).

One of these SUCs is the Davao del Norte State college which was created through Republic Act 7879 to provide higher professional, technical, and special instruction for particular purposes and promote research and extension services, advanced studies, and progressive leadership in education, engineering, arts, sciences, fisheries, and other fields as may be relevant.

The College is governed by the Board of Trustees (BOT), the highest governing body represented by different stakeholders such as students, alumni, and private citizens. The BOT shall promulgate and implement programs and policies of the College to carry out its function. These programs and policies are implemented through the College's administration headed by the President. In order to inform the stakeholders regularly and allow them to participate in decision-making, DNSC communicates with the multiple stakeholders through websites and social media pages like Facebook, Twitter, and YouTube.

Facebook is quickly becoming a leading communication channel in DNSC because of its ability to share information, interact with different publics and build mutually-beneficial relationships. With more than 14,000 friends and followers since it started in 2015, it is one of the most significant dialogical social media tools utilized by the College. This social media page is managed by the Public Information and Communication Office under the Office of the College President, as the leading communication arm responsible for informing the stakeholders on the programs and projects implemented and any other school-related activities.

Online communication has been identified by scholars as the perfect environment to foster dialogue and build relations. Kent and Taylor (1998) provided a framework which can be used by organizations to maintain an ongoing level of engagement in a webbed environment. Kent and Taylor (1998) explained that dialogic perspective “focuses on the attitudes toward each other held by the participants in a communication transaction.” Dubbed as dialogic communication, such a process refers to any negotiated exchange of ideas and opinions.

Furthermore, communication has been closely associated with relationship formation, public engagement, and school-based governance in the school environment (Kent and Taylor, 2002; Wang et al., 2017). Facebook as a dominant social media and dialogic communication tool may be considered to disseminate helpful information in the College's programs, activities, and even policy changes. It may be a mechanism to facilitate open communication and a tool for participation among different stakeholders to discuss ideas, post, ask questions, and share information. It may also be considered to build community among students, faculty, staff, and alumni.

Much of literature involving dialogic communication focuses on nonprofit organizations, and private corporations; however, there is little evidence on how Facebook's potential as a dialogic communication tool can offer up benefits to institutions such as a state college—a public institution.

Statement of the Problem

In the Philippines, nearly every college and university (Kuzma and Wright, 2013) has at least one primary Facebook page which is a very powerful and interactive dialogical tool that can be utilized to build mutually-beneficial relationships between a state college and its stakeholders. Even if Kent and Taylor (1998) provided a framework for practitioners as a guide to incorporate dialogic features into their online communication efforts, many organizations including universities and colleges failed to do so. The popularity, characteristics, features, and powers of social media somehow convinced the College management of the need to have a social presence online since it is presumed everyone is connected through the Internet. The possibility of tapping social media to facilitate dialogue could have been an eye-opener for the BOT members to consider.

Given the openness of the communication platform and the features that social media possess, which are very different from traditional forms of communication, what could have been accomplished in doing so? What do those posts, likes, comments mean? How do these form part of governance through dialogic communication?

In general, the study aimed to answer the question: what were the accomplishments of the Davao del Norte State College in using dialogic communication through Facebook?

Specifically, the study attempted to answer the following research questions:

1. What are the characteristics of posts in terms of post type and day of posting?
2. To what extent are the features of dialogic communication implemented in DNSC's Facebook posts?
3. How does stakeholder engagement with DNSC's Facebook posts expressed in terms of likes, comments, and shares?
4. How does Davao del Norte State College use dialogic communication to engage with and build relations with stakeholders? and
5. What accomplishments did DNSC achieve in using social media in terms of engagement, dialogue, bridging information, and building community?

Objectives of the Study

In general, this study aimed to determine the accomplishments of the Davao del Norte State College in using dialogic communication through Facebook.

Specifically, it sought to:

1. Describe the characteristics of posts in terms of post type, date, and time of posting;
2. Identify the features of dialogic communication implemented in DNSC's Facebook posts;
3. Assess stakeholder engagement with DNSC's Facebook posts expressed in terms of likes, comments and shares;
4. Find out how Davao del Norte State College use dialogic communication to engage with and build relations with stakeholders; and
5. Determine accomplishments DNSC achieved using social media in terms of public communication, participation and community building.

Significance of the Study

Facebook is being analyzed because of its potential as an interactive, dialogic communication and relationship building tool, as well as the fact that nearly every college and university in this country has at least one Facebook profile. This study hopes to provide empirical evidence on Facebook's effectiveness as a dialogical tool that a state college can utilize to build relationships with its stakeholders, as well as what has been accomplished in using it, making it more comprehensive in nature

and first of its kind. This research also extends the existing knowledge of how social media is used in a dialogic context and within the bounds of a state college, as there has been less research conducted in these areas.

This study is also a significant endeavor for colleges and universities to draw insights on how to effectively take advantage of social media in higher education. It is significant because examining what a state college accomplished in using Facebook can offer insight into the effectiveness of social media as an organizational communication tool, which hopefully contributes to achieving their goals and objectives.

Scope and Limitations of the Study

The study delved around the concept of dialogic communication and what accomplishments that DNSC had achieved governance-wise. It did not, however, include the logistics that went into the design, development, production, and institutionalization of the social media account. It did not also include how messages were crafted or the reasons for posting a particular post or the nature of the posts. Furthermore, the study was mum about writing style or branding issues that may somehow influence online presence and presence of influencers.

Chapter 2

REVIEW OF RELATED LITERATURE

This research explored the accomplishments of a state college by incorporating dialogic communication within their Facebook activity to build and maintain mutually beneficial relationships with their stakeholders. This chapter is organized based on the objectives of the study. The first section covers higher educational institutions' use of social media in different countries. The second part discusses the positive effects of public engagement on perceptual, relational, and behavioral outcomes. The last part focused more on dialogic strategies as used on different social media platforms.

Use of social media in higher education institutions

With the ever-increasing access to the Internet and social networking services, it is no doubt that many students are very accustomed to using social media as a means of communication. For this reason, colleges and universities adopt these new technologies to engage these publics through social media if they want to build better relationships and relay important information (Lim et al., 2013). There is evidence that some colleges and universities are shifting their tactics to build and maintain online relationships with their key stakeholders more effectively. A great deal of the scholarship on social media use in higher education focuses on how it is used comprehensively by these institutions to reach a common goal or complete a common mission.

In an effort to determine how higher education institutions use social media, Kuzma and Wright (2013) conducted a survey in different universities in Africa, Asia, and Europe. These universities were divided evenly across the three geographical areas and selected based on the use of the English language as reflected in their University's official website and sizable populations. The results of the study revealed that Facebook and LinkedIn were the most prevalent social networking sites used as a support to marketing functions across major universities in Africa, Asia, and Europe, followed by Twitter and YouTube.

The study also revealed interesting results regarding usage and social network participation. Not all universities and colleges use social media similarly. It varied and depended on what region the university was located. Social media platforms such as Facebook and LinkedIn showed high usage in all regions. On the other hand, Twitter, Myspace, and YouTube showed varying usage levels in other regions. The social network participation rates were much lower among African universities compared to European and Asian universities. One factor cited was the cultural differences in attitudes and social media usage between the university official and their audience which affected such low social network participation (Kuzma and Wright, 2013). Social media must shape consumer conversations along with other communication methods to engage potential students. The University must use social media consistent with the mission and performance goals of the institution.

The importance of creating dialogue could help strengthen the way institutions build their brand with the public. Twitter was also heavily utilized by marketing and communications offices in many higher education institutions (Stageman and Berg, 2013) Several strategies, tactics, and measurement approaches were employed.

Stage and Berg (2013) conducted semi-structured interviews to explore these strategies and approaches with the University's Office of Marketing and Communication through their Vice President of Marketing and Communication, Director of Social Media, Director of Interactive Marketing and Digital Strategy, and Undergraduate Admissions Counselor. Each participant was interviewed either via email or telephone. After the interview, all responses were transcribed and analyzed using a constant comparative method to determine key themes and topics.

The results of the study revealed that Marquette's (2014) social media strategy started with a simple marketing principle "go to where the audience is." This principle is important because it serves as their guide in creating content that the university's target audiences would find engaging. Creating relevant and interesting content for this specific communication was vital for the success of Marquette's social media brand. Hence, a competent social media coordinator to be designated must have an experience in journalism and storytelling rather than having the most up-to-date technology skills.

The goals of the strategic social media plan may "build awareness for the University brand online, to build a sense of community among target audiences, and to foster word-of-mouth communication" (Stageman and Berg, 2013). From a strategic perspective, the University may seek to disseminate information and tell stories via social media outlets that will engage multiple key audiences.

It makes strategic sense for the University to be involved with social media because using various communication methods to engage the audience may dictate good communication practice. The University's participation in social media also allows them to lead the discussion that defines the institution brand. With the

potential of social media as an innovative communication channel, it allows the University to position itself as an innovator among its peers (Stageman and Berg, 2013).

But what could have been the benefits of the University in using social media to engage its key public? A successful social media content could result in open dialogue between the University and current or prospective students (Kent, Taylor, and White, 2003; Mersham et al. 2009 as cited in Stageman and Berg, 2013). For the University, engaging with various audiences via social media could allow the institution to become part of the community and further extend its brand, especially to those who are not physically on campus. The University must also create an opportunity for open dialogue that will connect people from all corners of the university community. This is important because creating dialogue on social media will enable the University to better connect with and strengthen relationships with their key audiences.

Social media could also help colleges and universities to serve as the information bridge. Facebook could be an avenue where the online audience may directly communicate if they want to request any information or express concerns with the University. Another benefit is that social networks help to magnify the importance of community. University Facebook pages or Twitter profiles could serve as a trusting and supportive environment in which to establish relationships. For any prospective students, these platforms are a great introduction to know more about the University. Hence, social media should not only be viewed as a mere forum in which students can connect but also an opportunity to successfully reflect the university brand to clients and other stakeholders.

However, there are various factors that influenced various higher education institutions to adopt social media technology to communicate with their various audiences. Hall (2014) conducted in-depth interviews with social media managers at various types of higher education. The report found that many institutions utilized social media as an additional communication outlet in order to reach their intended audiences as well as additional tools to brand themselves online. Despite social media's popularity, it was not considered as a primary strategy with regard to communication.

Within institutions, different departments used social media differently. Admissions and recruitment offices used social media in an effort to support public relations and marketing of the institution. On the other hand, student activity offices used social media with an effort to communicate and engage with current students. The report also showed that different types of institutions may vary in adoption of social media. The research and comprehensive type of institution have proven to be parallel to its success and knowledge of social media. However, state colleges and universities fall behind on social media due to their lack of knowledge and resources (Hall, 2014).

Motivation was a major factor that makes research and comprehensive institutions successful on social media. These institutions placed a strong emphasis on implementing strategies and as well as researching what the top higher education institutions in social media were doing in an effort to model their behavior (Hall, 2014). Institutions that had social media managers with experience in using social media in different environments were bound to be successful because they are more familiar with the technology and other marketing methods. Staff size also dictated

how institutions used social media. It is vital for the institution to hire more professionals who will spend on social media activities.

In the Philippines, few studies have been conducted to understand the use of social media in higher education institutions. Dumpit and Fernandez (2017) conducted a survey of 500 students from public and private higher education institutions (HEIs) to explain their adoption and usage behavior of social media. The report found that perceived usefulness, perceived ease of use, subjective norm and perceived playfulness were robust predictors of usage behavior of students. The study affirmed the digital divide between the public and private institutions. Public higher education institutions had less priority or underinvested in information and communication technology (ICT) infrastructure. Public institutions also need to reassess their use of social media to take full advantage of the benefits of ICT (Dumpit and Fernandez, 2017).

In an effort to analyze the use of online marketing and social media strategies by both public and private universities in Romania, Alexa et al. (2012) conducted a survey with these universities to examine their websites and social media involvement. The report revealed that public institutions invest more in their online marketing communication instruments as evident in their active involvement on websites. Public institutions used social media with 18% of them having Facebook and Twitter accounts for recruitment. However, the study found that most of these universities do not have a comprehensive plan for engagement in social media, creating the appearance that they engage in social media. Lack of control over the communication instruments was the factor that hinders these universities to be more active in social media.

Effects of Public Engagement

The success of colleges and universities in this new public and media environment lies on how these institutions effectively engage their stakeholders and build meaningful relationships. Public engagement has emerged as an essential concept in contemporary corporate and strategic communication. Much of current scholarship examines the positive outcomes of engagement as online interactivity. Specifically, publics have increasingly used social media as a communication tool of public engagement with organizations.

Few scholars attempted to examine public engagement as a concept in different contexts. Kang (2014) was among the first scholars who conducted a study on public engagement in a theater organization and sought to answer the question, "To what extent does engagement mediate effects key antecedents of engagement (i.e., trust and satisfaction) on supportive behavioral intentions that publics have toward the organization?" Kang (2014) introduced public engagement as the focal concept that could bring behavioral support. He described public engagement as a "predominantly affective concept that connects the cognitive experiences to loyalty and positive referral communication behaviors that demonstrate the importance of fostering intimate relationships with the public that are not just characterized by cognitive beliefs and assessments of relational quality" (Kang, 2014, 411).

Through an online survey with stakeholders of a professional theater organization, he asked the theatergoers to rate their engagement based on their affective commitment, positive affectivity, and empowerment and how likely it leads

them to loyalty and positive word-of-mouth to the theater organization. The study found that public engagement has a significant mediation effect between relationship variables (i.e., trust and satisfaction) and supportive behavioral intentions (i.e., loyalty and positive word-of-mouth support). This finding confirmed three main points. First, the engagement level was critical in linking the public's level of trust and satisfaction with an organization to their actual supportive behavioral intention. Second, the public's evaluation of the level of satisfaction and trust was necessary for the public to feel effectively motivated to act out their beliefs on organizations to support. Lastly, public engagement was an important motivator that connected cognitive evaluation to supportive public actions. In other words, public supportive behavioral intentions were more likely to occur when their interactions are based on high levels of trust and satisfaction and adequate bonding marked by feelings of passion, pride, and excitement.

To systematically assess public engagement with corporate social networking sites (SNS), Men and Tsai (2014) proposed a conceptual model that evaluates the influence of public engagement on perceptual, relational and behavioral outcomes. The integrated model examined the positive effects of public engagement on social media and how these affect the way the public evaluates the organizations transparency, authenticity, relational outcomes, and public advocacy behavior. They conducted a web-survey and asked adult American SNS users who have liked or followed at least one company's Facebook page. Findings showed that social media users engaged more in message-consuming activities rather than contributing activities. Message consuming refers to social media activities such as reading company posts, user comments, or product reviews. On the other hand, contributing

activities refer to social media actions such as engaging in conversations by commenting or asking and answering questions and uploading product-related pictures, videos, or audio.

The study indicated that users who were more deeply engaged with their Facebook page tended to perceive the corporation as a more transparent and authentic entity. With the accessibility and virality nature of social media, organizations have the tool to disseminate detailed and up-to-date information promptly and could reach a broader range of audiences. The two-way interactive features of social media allowed organizations to listen closely to their stakeholders and incorporated their voice in deciding what information was necessary for the public.

Public engagement with corporate social media positively influences public relational outcomes such as trust, satisfaction, and commitment. This finding implies that users engaged on social media paid more attention and were more receptive to messages distributed on the organization's SNS pages. By participating in the conversation embedded in the company's SNS pages, online users could directly engage the company and fellow corporate community members on a more personal level. This mechanism would gradually reinforce their relationships with the organizations. Moreover, public perception of organizational transparency and authenticity significantly contributed to the relationships between the organization and its online public.

Publics engaged with corporate SNS pages were more likely to become advocates of an organization that supports, protects, and defends the organization and recommends it and its product or services within their networks. Relational

outcomes such as trust, satisfaction, and commitment were vital to the public's behavior to advocate. A separate study conducted by Men and Tsai (2016) also attempted to test how a Chief Executive Officer's (CEO) public engagement on social networking sites impacted communicative variables of perceived authenticity and approachability and relational outcomes of trust and satisfaction. They conducted a web-based survey using a random sample of adult social media users in the United States. There were a total of 332 users from diverse demographic backgrounds.

They randomly selected respondents and asked them to answer to an online survey platform called "Qualtrics." Before answering any questions, respondents were first instructed to identify a CEO's social media page they had recently visited. Public engagement was operationalized based on how frequently they participated in various corporate CEOs' social media activities. Their motivations to follow or like the CEO page, perceived authenticity, perceived approachability, relational trust, and satisfaction were also measured.

The study showed that respondents reported Facebook was the most followed CEO social media page then Twitter, LinkedIn, YouTube, Instagram, Tumblr, and Google+. Respondents were most frequently engaged with message consuming behaviors while less frequently in proactive contributing behaviors such as participating in a conversation with the CEO and other fans or sharing CEOs' posts to the users. The respondents' primary motivations for following or liking a CEO's social media pages were thought leadership and task attraction. These motivations were directly associated with the CEO's expertise and competence. Other key motivations included information seeking, job-related interest, and social capital.

Motivations were distinct according to the audience's needs, gratifications, and expectations.

CEOs who had successfully managed their SNS pages to induce deeper public engagement were perceived as more authentic and approachable, which helped reinforce the public's relationship with the organizations in terms of trust and satisfaction. Moreover, the CEOs who demonstrated strong social media presence and induced strong public engagement can effectively project themselves as more open, accessible, caring, and approachable. The way CEOs present themselves on social media affects the public's relationship with the organization.

In a university, public engagement on mobile phones and social media impacted students' attachment and identification to the University. Wang, Ki, and Kim (2017) examined this in a large, public university. They surveyed 633 undergraduate students from the southern region in the United States. Wang et al. (2017) argued that students' engagement on mobile phones and social media could play an essential role in fostering their identification with and attachment toward their University, which inspired their positive e-word of mouth communication (eWOM).

The study found that college students' engagement with the University on mobile phones significantly impacted their attachment toward and identification with the University. One plausible explanation for this was that college students who used mobile phones more frequently engaged with their University may be more concerned about their campus lives and felt a greater emotional attachment to their University. Similarly, college students' engagement in social media was also found to influence their organizational identification and attachment. Through social media, college students could stay connected with other students and their University, thus,

enriching their college lives. Also, college students who tended to engage with their University on social media are more likely to show psychological attachment toward and identification with their University.

Findings further demonstrated that public engagement was another critical factor affecting positive e-WOM communication. Public positive e-WOM communication correlated with higher levels of public engagement and organizational identification. For instance, students with greater levels of identification with the University were more likely to mention good things about their University and recommend it to others.

Wang et al. (2017) suggested practical advice on harnessing mobile technology and social media to engage their students and strengthen university reputation. First, public engagement should be aligned with the organization's goals. Second, organizations should consider how mobile technology and social media could be incorporated into their overall strategic communication plans. Third, universities should create a mobile platform to make students engaged more effectively with the University. Fourth, university management should effectively operate the University's social networking sites and encourage students to utilize social media to obtain useful university information and interact with other students, professors, and staff. Lastly, the management needs to allocate personnel dedicated to operating and monitoring those apps and websites and updating them every minute.

Stakeholder engagement can also be measured according to the amount of public quantitative information offered by Facebook. The popularity, commitment and virality are measured to offer a better view of reactivity, dialogues and stakeholder

engagement. In the study of Bonson and Ratkai (2012), popularity was measured in terms of the number of posts with “likes” on Facebook; commitment was measured in terms of the number of posts with “comments”; and virality was measured by the number of “shares” on Facebook.

Evaluating the effectiveness and outcomes of online stakeholder engagement is a task more appropriate in social media application compared to traditional websites (Saxton and Waters, 2014). By analyzing the Facebook posts of the 100 largest nonprofit organizations, the study found that the public was more likely to engage with organizations when they use community-building updates. Public responds positively to all three types of message updates: information sharing, promotion, mobilization, and community building (Saxton and Waters, 2014).

Social media for governance

Social media has much potential to be used for governance. However, this was not capitalized in most contexts. Many public institutions were using e-government strategies and disseminating information through the online channel but did not solicit feedback. Few studies have explored the impact of social media on governance. In the United States, local governments have employed social media. Graham and Avery (2013) examined what social media tools were prevalent by local governments and their perceptions of social media use by their citizenry. It specifically addressed how social media were used as public relations functions to serve democratic, participatory, and transparency models across a range of government contexts.

The study conducted a survey of 463 local government officials from municipalities across the United States. The researchers asked questions regarding the extent of their use in a wide range of social media tool categories. Social networking tools measured Facebook, Twitter, LinkedIn, Blogs, Google+, SlideShare, YouTube, and Flickr. On the one hand, they also captured the officials' perceptions of the extent of their citizens' expectations for them to use social media.

The study's findings indicated that local governments were utilizing social media to communicate with citizens and key publics. Social networking tools were most used, while at least a third of these officials employed networking or research tools. Social media such as Facebook and Twitter were used primarily on event information rather than engagement to promote citizen dialogue and government transparency on substantive issues. The government's goal to use social media was to make information available to citizens and provide them with a forum to get information and ask questions. Also, local governments used social media to inform, educate, and report about government activities, policies, and community issues through social media.

In Singapore, new communication technologies have changed the way officials communicate with their citizens. From web 1.0 to web 2.0 technologies, Soon and Soh (2014) examined how this progression had benefited the government. Singapore government's engagement portal and ministers' Facebook pages were explored to explain how these new technologies allowed more significant dialogic interaction between ministers and their constituents. The two types of platforms' structural features and textual content were analyzed to illustrate how web 2.0

technologies could enhance mutuality, propinquity, and empathy in government-citizen communication daily.

Soon and Soh (2014) argued that Facebook's nature and hyper-immediacy, enhanced by widespread public access to social media through mobile devices, has increased the dialogic component of government-citizen communication. Ministers were able to seek out in advance public sentiments and potential disagreements on specific issues and policies through comments and feedback provided by Facebook users. Thus, it helps improve organizational effectiveness and strengthens citizens' "buy-in" of future policies.

Compared to the web 1.0 platform called REACH, Facebook's potential to allow the public to directly interact with the policymakers through updates and comments has ensured policymakers heard the public in their concerns and sentiments. According to Soon and Soh (2014), a feedback loop of social media offers public institutions the opportunity to respond to questions, concerns, and problems, albeit the significant challenges it brings due to the increasing nebulosity between personal and private life. However, there were ways to achieve this. First, public institutions need to invest time and resources in sense-making, maintaining presence, and managing communication activities. Furthermore, public institutions also need to evaluate current mindset and engagement practices on soliciting opinions and recommendations for policy development.

Soon and Soh (2014) pointed out the commitment of public officials to apply dialogic communication as part of their governance. However, Martin et al. (2015) cited several factors that could hinder the local government from applying this

framework. They conducted a descriptive study to examine the use of Twitter to determine the extent to which the characteristics of dialogic principles determine factors leading local governments to apply the dialogic principles in their Twitter profiles.

To determine the use of dialogic principles, they analyzed the Twitter profiles of the European Union local government. They developed a content index of dialogic communication capacity based on five dialogic principles. This index was divided into sub-indices on the nature of each principle of dialogic communication. Meanwhile, researchers also identified factors such as economic capacity, political competition, political ideology, experience in social networks, online activity, and public communication level that significantly influenced the use of dialogic principles.

The study showed that more than half of local governments had achieved an index of dialogic communication capacity. Conservation of visitors, generation of visitors, and dialogic loop were the most used dialogic principles. On the other hand, the dialogic principle relating to the information of interest to stakeholders was least often used among local governments' Twitter profiles.

The most common dialogic principles in the Twitter profiles were links on the government Twitter profile's official municipal website, links to websites where additional information can be requested, use of other social networks to enter information, and display of municipal logos or coat of arms. Meanwhile, the least used features were links to news related to speeches by members of the local government and statements of the local government's philosophy, mission, and objectives. The noteworthy features regarding the use of the dialogic loop principle were the possibility for public members to initiate a comment on the Twitter profile.

Martin et al. (2015) concluded that the application of dialogic principles in social networks at the local government was still at an early stage. They argued that integrating it offers more benefits than risks. Dialogic communication may provide a framework for public institutions in building and maintaining online social relationships. It makes it possible for local governments to measure social networks as a tool for public participation and communication. They particularly stressed the importance of the dialogic loop principle to enhance public participation and favored the emergence of relations based on dialogue and interaction.

Applying “Principles of Dialogic Communication” on Social Media

The rapid technological advancement and the growing popularity of the Internet have impelled social media's inclusion in many organizations' communication plans. This has led to many studies to understand its relationship management potential. Dialogic communication is a widely used framework to guide communication practitioners in web-based relationship building between the organization and the public.

On Facebook, one of the early scholars who used dialogic principles in this platform was Bortree and Seltzer (2009). They sought to determine the extent of the use of these strategies in Facebook profiles of advocacy organizations. They also examined the relationship of these strategies to actual dialogic outcomes, indicating that dialogue has taken place between the organization and stakeholders. These dialogic outcomes were divided into two: 1) on-site posts by the organization and users; and 2) extent of the social network linked to organization profiles.

They conducted a purposive sample of 50 Facebook profiles created by environmental advocacy groups. Content categories were developed on the dialogic communication literature with modification to fit a social networking context. They added a new strategy which they called "organizational engagement." They argued that this strategy was necessary because organizations could post to their sites to encourage dialogue.

Six outcomes of dialogic communication were identified. Four outcomes indicated content posted by organizations and visitors, such as user posts, network activity, user responses to others, and organization response to users. The other two outcomes considered were the number of user profiles linked to the organization's profile, such as network extensiveness and network growth.

Findings revealed that advocacy organizations typically used three dialogic features: usefulness to members, usefulness to media, ease of interface, and conservation of visitors. In contrast, no features were found in terms of generation of return visits, dialogic loop, and organization engagement. The findings indicated that dialogic outcomes were correlated with three dialogic strategies: conservation of members, generation of return visits, and organization engagement.

Bortree and Seltzer (2009) concluded that most advocacy organizations viewed the mere creation of an interactive space on social media as sufficient to facilitate dialogue. However, these organizations failed to use the dialogic strategies that social networking sites offer effectively. This is even though dialogic strategies appeared to be closely related to positive dialogic outcomes. One of the positive outcomes was the increasing number of stakeholders who interact with the organization by growing the organizations' social network. This could be reinforced

when organizations initiate stimulating dialogic engagement by posting comments in dialogic spaces on their Facebook profile.

In Twitter, Watkins and Lewis (2014) examined the use of dialogic principles in professional athletes. They attempted to determine how the dialogue was initiated with followers using these principles and the structural features of Twitter. They conducted a purposive sample of 990 tweets from 22 professional athletes using content analysis. There were four categories used in this study: dialogic principles, dialogic orientation, frequency of Twitter activity, and user interaction. Out of the five principles, they only coded four of the dialogic principles: the usefulness of information, dialogic loop, conservation of visitors, and generation of return visits. They excluded the ease of interface in their analysis. Dialogic orientation was measured by the responsiveness of the organization to tweets from users. The frequency of Twitter activity by athletes was examined in the study regarding the number of times that athlete tweets. Lastly, user interaction was operationalized as the sum number of retweets and favorites by followers for each individual.

They found that the generation of visits was the most frequently used dialogic principles by professional athletes on Twitter, followed by the usefulness of information, conservation of visitors, and dialogic loop. There was a significant relationship between frequency and usefulness of information, generation of return visits, and dialogic loop use. A similar, significant relationship was found between user interaction and dialogic loop, conservation of visitors, and generation of return visits. However, there is no significant relationship between user interaction and the usefulness of the information.

Watkin and Lewis (2014) concluded that professional athletes were underutilizing the dialogic capabilities of Twitter. However, findings indicated that athletes employed structural features of Twitter-like hashtags and multimedia to keep users coming back to their Twitter feed. The high level of Twitter activity was associated with sharing helpful information and usage of both dialogic loop and generation of return visits principles.

In a blog, Ward and Sweetser (2014) sought to provide empirical insight into blogs' potential and strengthen the organization-public relationship. They examined how one's connection to an issue interacts with dialogic capacity and relationship.

This study employed a full experiment with two conditions and one control group - high dialogic and low dialogic blog. The experiment focused on the comparison of two shoe blogs as stimuli. To ensure a high and low dialogic set of blogs, dialogic capacity was determined by quantitatively coding both blogs on the standard dialogic content analysis system. A high dialogic company's blog was created to portray consistent information using a larger variety of dialogic features, while a low dialogic blog features only the required default features in the WordPress system.

They conducted a facilitation session in a controlled research setting. Participants were randomly assigned to three experimental cells - high dialogic, low dialogic, and control. Two treatment groups were exposed to one of the two blogs within 15 minutes. After exposure, participants were asked to familiarize themselves with the blog and interact with all aspects of interest. Upon completing the exposure period, an online posttest questionnaire was completed based on their observations and interactions with the blog. Meanwhile, the control group was asked to complete

an online posttest questionnaire based on their perceptions and previous experiences with blogs in general rather than their interaction with treatment.

Results indicated that blog visitors report a higher dialogic experience for all five dialogic principles when engaging with a high dialogic blog than a low dialogic blog. This finding revealed that the presence or absence of dialogic features on a blog affects blog visitor experiences within each of the dialogic principles. Moreover, blogs that incorporate a high number of dialogic features are more effective at establishing organization-public relationships than those that incorporate lower numbers of dialogic features.

In a similar research method with Ward and Sweetser (2014), Watkins (2017) used experimental research design to examine the influence of dialogic principles on engagement, interactivity, and attitude with professional athletes on Twitter. The researcher asked: How did professional athletes employ dialogic principles on Twitter? This study aimed to empirically test the use of dialogic principles on social media to enhance attitude toward athletes, encourage engagement, and improve the overall relationship.

The stimulus material was a fabricated Twitter feed from professional athletes - Serena Williams, the most famous female athlete, while tweets from Danica Patrick were used as control. Tweets selected for use in the stimulus were coded. Five Twitter profiles were constructed using actual tweets from the athletes' profiles for use as stimulus material. There were four experimental groups where each featured a tweet from Serena Williams that primarily employed one of the four dialogic principles. One control group was randomly selected from tweets of Danica Patrick.

Results found a significant difference between implementing the usefulness of information and control group engagement and attitude. This finding means that respondents tended to engage with the athlete when they found the information they tweeted to be helpful, or in the case of the control group, there were a variety of principles in the tweets. For both engagement and attitude variables, the information principle's usefulness was significantly higher than any other condition. Respondents tended to react to useful information from the athlete in positive and relationship-building ways.

20 years of Dialogic Communication Research

Over two decades, dialogic communication has been a widely used framework to analyze how web 1.0 and web 2.0 facilitate organization-public relationship. Wirtz and Zimbardo (2018) conducted a systematic analysis of research applying the "principles of dialogic communication" to organizational websites, blogs, and social media. They analyzed studies that applied one or more of the original principles of dialogic communication. In particular, they identified characteristics and recurring themes from those research. Findings from the analyses aimed to serve as the basis of the critique of the contribution and consequently developed recommendations for future principles of dialogic communication research and recommendations for developing a dialogic theory of public relations.

The primary unit of analysis was the publication, such as journal articles and book chapters. A criteria for study inclusion were studies that were published in a peer-reviewed journal or book written in English, applied one or more of the five

principles of dialogic communication to organizational websites, blogs, or social media or study uses the principles to dialogic communication, examined perceptions of or responses to web-based organizational communication or the principles, and lastly, presented the results of data collection and analysis.

The key finding of the study was that most studies used content analysis as a research method, and more than half of these examined web-based communication in the context of a nonprofit organization. In contrast, almost two-thirds of that group of studies were done in the nonprofit universities or activist organizations context.

Researchers found that more studies offered an implication for practice than offered an implication for theory. Thus, few studies explicitly addressed how results supported, challenged, or extended dialogic theory or dialogic communication theory. With this finding, Wirtz and Zimbardo (2018) urged scholars to see how dialogic communication framework research can advance theory.

In 2018, the Public Relation Journal published a special issue on two decades of digital dialogic communication research in public relations (Sommerfeldt and Yang, 2018). This essay's primary goal was not simply to look back and summarize what has been done in the last 20 years but to reflect on new directions for theoretical development in digital dialogic communication research.

There are several existing gaps and criticisms in the digital dialogic literature. First, dialogic communication literature was criticized for the frequent conflation of dialogue with symmetrical communication. Previous studies tended to treat the presence of any interactive features or functions on organizations' websites and social media accounts as evidence of a dialogic approach. Second, principles of dialogic communication had been challenged by practitioners who either failed to see

the value of the dialogic approach in their daily practice or were constrained by their issue positions or resources to implement dialogic communication. Others have criticized the theory for failing to account for power imbalances between the organization and their publics and the influence of social, political, and economic contexts on dialogic communication.

The rapid changes in the media environment posed challenges in the study of dialogic communication. Early scholars such as Bortree and Seltzer (2009) began exploring expansions or modifications of the dialogic principles to fit new digital communication technology and social media platforms. Most of these studies have focused on improving or modifying measures. However, few have considered the actual fit between contemporary social media's original dialogic principles and characteristics.

New methodological tools such as big data and social networks were also suggested to offer new ways to understand the publics' online behavioral patterns. These approaches would perhaps provide scholars with an opportunity to develop new indicators of dialogic communication or create new forms of enacting models to understand better and predict dialogic communication outcomes.

Organizational and institutional barriers need to be taken into consideration in the adoption and implementation of dialogic communication. Understanding both the institutional and socio-cultural contexts and how power dynamics play in the organization will create a comprehensive understanding of the theory. Besides, though most studies explore dialogic communication's positive outcomes, it is equally important to pay attention to the potential negative consequences of dialogic communication.

Theoretical Framework

This paper adopted dialogic communication developed by Kent and Taylor (1998) to explore the accomplishments of a state college in using Facebook. Two of the most prominent communications at the time were two-way symmetrical communication and dialogic communication. Kent and Taylor (1998) argued that to understand symmetrical communication fully, one must first understand dialogic communication.

As cited in Kent and Taylor, Karlberg (1996) traced the concept of symmetrical communication from historic philosophers from Plato to modern philosophers such as Jurgen Habermas. The relationship between two-way symmetrical communication and dialogic communication can be seen as a process and a product. Kent and Taylor (1998) stated that the theoretical imperative of two-way symmetrical communication was to "provide a procedural means whereby an organization and its public can communicate interactively. Kent and Taylor then contrasted dialogic communication as a specific type of relational interaction, one in which a relationship exists, explaining that dialogue is a product rather than a process.

They pointed out that the dialogic perspective focuses on the attitudes toward each other held by the communication transaction participants. Buber (1970) viewed this as an intersubjective process in which parties come to a relationship with openness and respect, explaining dialogue as the basis for that relationship. The concept of dialogue, according to Buber (1970), focused implicitly on ethics, which means parties must view communicating with each other for a dialogic relationship to exist.

Also, Kent and Taylor (1998) clearly defined dialogic communication as "any negotiated exchange of ideas and opinions" that represents a "communicative give and take." (pg. 325) There are major principles that should guide individuals or organizations who wish to engage in dialogic communication. First, is the willingness to reach mutually satisfying positions through dialogue. Second, it emphasizes intersubjectivity or creating shared meaning together rather than one group or individual claiming "absolute truth" about the meaning of the interaction.

Even if new communication technology has excellent potential in relationship management, it also has limitations. Kent and Taylor (1998) stated that technology "can neither create nor destroy relationships; instead, it is how the technology is used that influences organization-public relationships. Despite social media's potential to facilitate dialogic communication and be used as a tool for relationship building, it is not a guarantee.

Kent and Taylor (1998) presented five principles of dialogic communication that organizations could use to help achieve both (Table1).

Table 1. Five principles of dialogic communication adapted from Kent and Taylor (1998, pp. 326-311)

Name of Principle	Description
Dialogic Loop	Kent and Taylor described this as the beginning point for which an organization can engage in dialogue with its publics on the web. This principle allows the public to query organizations, and more importantly, it offers organizations the opportunity to respond to questions, concerns, and problems.
Usefulness of Information	The information of dialogic communication should have a general value to all publics. For school, information include issuances of memorandums, event announcements,
Generation of Return Visits	The features available for repeat visits are updated information, special forums, changing issues, new commentaries, online question and answer sessions, and online "experts" to answer interested visitors' questions. Interactive strategies are forums, question and answer formats, and experts - such as featuring the school's heads on the site; formats for frequently asked questions (FAQs), easily downloadable or mailed information, technical or specialized information that can be requested by regular mail or electronic mail and referral services or links to local agencies or information providers.
Intuitiveness/Ease of Interface	This feature ensures that the platform is easy to figure out and understandable. It can use a table of content. Content should be textual rather than graphical.
Rule of Conservation of Visitors	An online environment's goal is to create and foster relationships with the public and not entertain them. Hence, the platform should include essential links with clearly marked paths for visitors to return to your site.

Conceptual framework

Guided by Kent's and Taylor's (1998) Dialogic Communication model, this study forwarded that DNSC's posts on Facebook page characterized as videos, photos, news stories, infographics and asking questions to support engagement can lead to public communication, participation, and community cohesion.

Public communication involves a one-way messaging strategy in which organizations simply share information with the sole intention to inform the public, for instance, creating custom posts about new academic policy, enrollment process, a new mode of learning due to the pandemic. On the other hand, participation indicates how a state college solicits feedback and encourages participation among stakeholders to embark on a particular issue, such as addressing academic changes due to the pandemic. Social media can be used as an issues management strategy to encourage participation from stakeholders. Community cohesion involves applying social media to build and nurture the participation of members around passion points related to the organization, which include dialogue to facilitate community building. This accomplishment may be indicated through the stakeholders' support in the College's initiatives, plans, and activities or even displaying advocacy.

However, this will only happen if, from the very beginning, the dialogic loop, usefulness of information, generation of visitors, conservation of return visits, and organizational engagement were integrated into the social media platform. A post that uses a dialogic loop indicates if a state college allows the public to ask questions to the organization, and more importantly, the College offers the opportunity to respond to questions, concerns, and problems. On Facebook, this can be

manifested through the College reply to comments on users' posts, liking or reacting to the users' comments on the post, providing a survey to users to express their opinions on the College, or tagging an individual to participate in the conversation. The usefulness of information refers to information that has "general value" to the public, even if the page was created for the College's targeted audiences. Although the Facebook page of a state college primarily serves students, and faculty, it should try to provide a "statement of vision, mission, and goals," details on how to participate in activities or events organized by the College, and summaries of state college activities. The generation of return visits determines how attractive social media sites are to attract repeat visits, such as links to websites where additional information can be obtained, links to news related to the state college issued by external media, or links to other Facebook pages. A post uses the principle of conservation of visitors if it has "essential links" with clearly marked paths for visitors to return to your site. The post may include a link to the College's official website linked to other social networks in which the College is present, like Twitter, YouTube, and Instagram. Organizational engagement refers to the College's posting on its sites to encourage dialogue. It can be posted on its wall or on discussion boards. The study assumed that these principles suggest how the state college could enhance online dialogic communication.

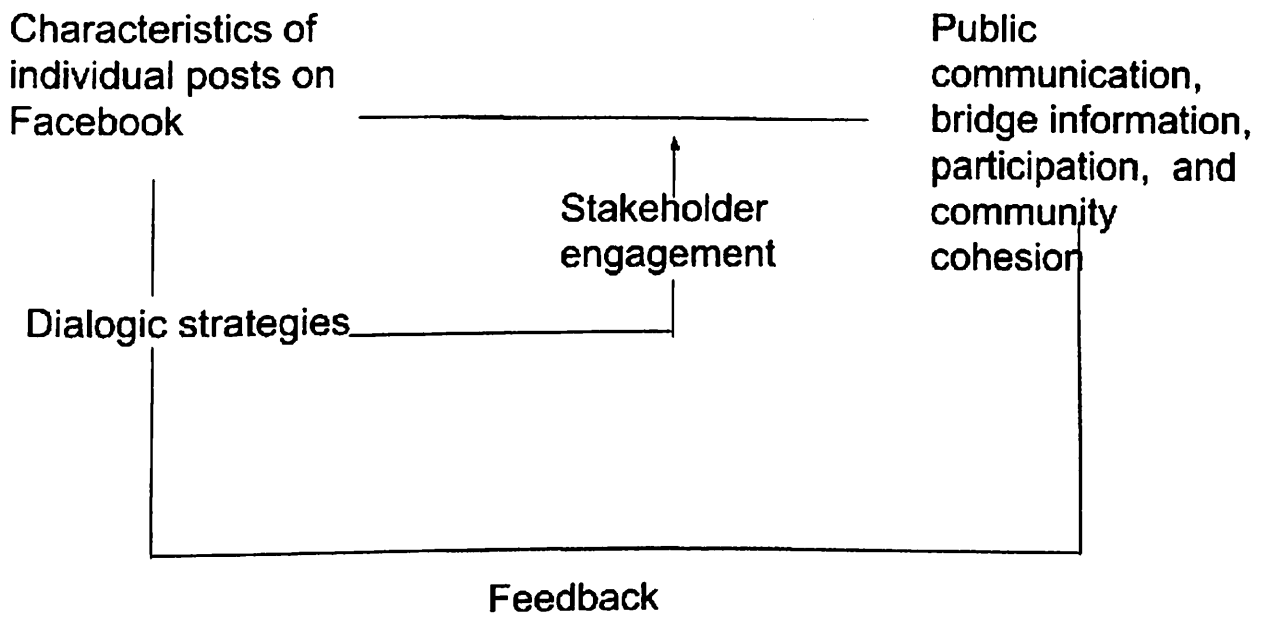


Figure 1. Dialogic communication in a state college and accomplishment

Operational Definition of Terms

Information interest to stakeholders is a dialogic feature that includes information of general value to all public. This was coded if the post contained information such as issuances of memorandums, press releases, statement of the college's vision, mission, and goals and summaries of activities of the state college.

Dialogic loop is a dialogic feature that allows the public to query organizations and respond to questions , concerns, and problems. This was coded if the post represented an attempt by the state college to engage in communication with their public by posing a question, responding directly or indirectly to a question.

Generation of return visits refer to the posts which contain links to websites not necessarily its official website where additional information can be obtained or links to news related to

the college issued by external media.

Conservation of visitors

refer to the posts which contain a link to the state college's official website or link to other social networks in which the state college is present such as YouTube, Twitter.

Organizational engagement

refers to the posts which are a response to a user's comment in a wall and discussion wall.

Public engagement

refers to the stakeholders' behavioral involvement in posts on social media. The engagement was measured through the number of likes, comments, and shares in a given post.

Public communication

refers to the one-way messaging strategy in which organizations simply share information with the sole intention to inform the public.

Participation

refers to the use of social media to inspire behavioral changes such as volunteer or

offline demonstrations.

Community cohesion

refers to the use of social media with the intention to build and nurture community cohesion among community members through dialogue.

Chapter 3

METHODOLOGY

Research Design

Quantitative content analysis was employed as the research design because it is the most appropriate research method to address the highlighted questions for this study. Neuendorf (2002) described content analysis as a "systematic, objective, quantitative analysis of message characteristics." This research design is one of the fastest growing techniques in communication research. It helps examine human interactions, character portrayals in TV commercials, films and novels and computer driven investigation of word usage (Nuerndorf, 2002). Krippendorf (2004) highlights that by employing content analysis as a technique, one may draw new insights, increase a researcher's understanding of phenomena, or inform practical actions.

Locale of the Study

The study was conducted at the Davao del Norte State College (DNSC) Main Campus. DNSC is a public tertiary school geographically located at Tadeco Road, Brgy. New Visayas, Panabo City, Davao del Norte. Panabo City is near Davao City and Tagum City.

DNSC is one of the five state universities and colleges in Region XI. It was formerly known as a secondary school in 1969 and became a technical vocational school in 1978. On 14 February 1995, it was converted to a state college under

Republic Act 7879 signed by former President Fidel V. Ramos.

At present, the school campus has a total land area of almost 10 hectares with a 10-minute drive through public transport from the City's downtown area. It has a total population of more than four thousand, including students, faculty, non-teaching staff, and research staff.

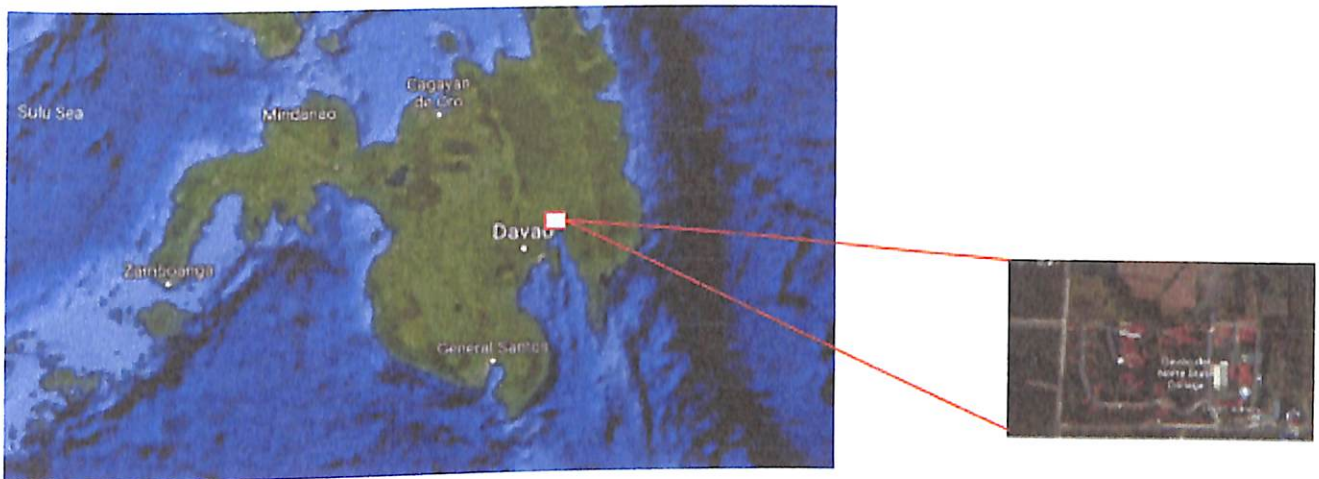


Figure 2. Image taken from the Google Map.

Sampling and Respondents

This research study was based on a total population sample from the DNSC Facebook page identified in 2020 to determine the presence of Kent and Taylor's (1998) dialogic principles. Complete enumeration was appropriate in this study as this would provide detailed information on all or most elements of the content being analyzed (Lavrakas, 2008).

Facebook was selected as the data collection platform because it was the top social media platform used by the state college, and it has analytic tools, which are

easier to obtain the data from. From the DNSC Facebook page, posts from 2020 were retrieved through a Facebook analytic tool called Insights. From this year, the study selected those posts from January to December. The data was exported by inputting the data type (e.g., page, post, or video) and date range. The data types were also selected, such as key post metrics for reach, impression, and feedback.

A total of 236 posts on the DNSC Facebook page were collected. However, three posts were categorized as statuses with no corresponding content, hence, eliminated in the sample. Thus, the final sample consisted of 233 qualified posts from January to December 2020 on the DNSC Facebook page.

Meanwhile, purposeful sampling was also used to determine the sample for the focus interviews. Purposeful sampling is a technique commonly used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). The study included heads of offices from Executive Affairs, Institute Dean, Public Information and Communication Office, Board and College Secretary, faculty and staff whose knowledge on the College's social media management and their availability during the interview of the study. The heads of offices were invited through a letter while other participants were selected by a call for participation in this study posted on the researcher's personal Facebook account. The posts stated the two qualifications; 1. The participant must be a member of the DNSC community, and 2) must be familiar with the official Facebook page of the College.

Research Instrument

The study used a content analysis guide sheet to filter the DNSC posts on Facebook. This guide included the 1) post characteristics: identification, permalink,

message; 2) dialogic principles; and 3) engagement metrics. To operationalize dialogic principles, Bortree and Seltzer's (2009) approach was followed by eliminating "Ease of the interface," which was deemed indiscriminate and by default in all Facebook profiles (Bortree and Seltzer, 2009).

In addition, consistent with Kent et al. (2003) and Bortree and Seltzer (2009), the principle "usefulness of information" was renamed as "information of interest to the public." The study also added the dialogic strategy "organizational engagement" proposed by Bortree and Seltzer (2009). Hence, dialogic internet principles were coded with five sub specifics: conservation of visitors, generation of a return visit, dialogic loop, and information of interests to the public and organizational engagement. All the measurement items for the dialogic internet principles were adopted from previous literature (Bortree & Seltzer, 2009; Kent et al., 2003; Rybalko & Seltzer, 2010) and modified to fit the study context of Facebook. They were coded as 1 being yes and 0 being no.

Moreover, a focus interview guide was used to facilitate the interviews with the heads of offices, faculty, staff, students, and director, revealing social media strategy and accomplishments in using it for governance. A focus interview guide helped determine how the College's tactics and dialogue on social media to engage with and build relations with stakeholders and how such tactics helped achieve the College's goals.

Data Gathering Procedure

A codebook and coding sheet were developed with variable selection based on the objectives of the study. A training on how to code to ensure reliability and validity of the coding scheme was conducted. During the pilot coding, a sample of 30 Facebook posts were coded during the pretest. The intercoder reliability scores ranged from .82 to 1.00, with an average value at .985 using Perreault and Leigh (1989) formula, indicating a high agreement between the two coders. Inconsistencies were resolved through further training and discussion. Each coder then independently coded the remaining posts in February 2021.

Data from the content analysis were used as the basis for the focus interviews. Before the interview, a brief pre-notice letter to the head of offices, faculty, and staff that included their voluntary permission to be part of the study and the availability of their time to be interviewed was sent. Students who voluntarily approached and expressed interest in participating in the study were asked to sign a consent form before the interview.

A focus interview guide was prepared, including participants' socio-demographic profile, DNSC social media strategy, and their perceptions of the DNSC's accomplishments in using social media. Moreover, an observation matrix was used to observe the participants' behavior during the interview.

Data Analysis

Data collected from the content analysis and interviews were tabulated, coded, and analyzed based on the study's objectives. Descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to describe the characteristics of the post, including post type, the extent of features of dialogic communication, and engagement metrics in an individual post.

Multiple regression analysis (MRA) was employed to measure stakeholder engagement in individual posts expressed in likes, comments, and shares. Qualitative data were analyzed using the dialogic communication framework. The strategy of dialogic communication implemented at the state college served as the basis to establish the accomplishments in employing dialogic communication on social media. The accomplishments were conceptualized based on stakeholders' actual engagement activities, primary stakeholders, bridging information, and the platform's perceived significance. The study attempted to discover empirical referents of these accomplishments in a state college's use of social media.

Chapter 4

RESULTS AND DISCUSSION

This chapter presents the content from the DNSC Facebook page analyzed for this study and insights from primary stakeholders gleaned from the interviews. To understand the content being analyzed, this chapter presents the characteristics of the DNSC Facebook posts and the strategies most frequently employed by the school in the posts. The subsequent sections assessed how stakeholders engaged with social media through likes, comments, and shares. The last part discussed how the state college used dialogic communication to engage and build relations and how it led to public communication, participation, information bridge, and community cohesion.

Type of postings

There were 233 Facebook posts that formed part of the study. An overwhelming majority were photos (181 or 75.7%), followed by shared videos (22 or 9.2%) , videos (20 or 8.4%). The smallest number of posts included links (3 or 1.3%) status (7 or 8.4%) were less used by the page administrators. A previous study indicates that photos in a post can cause high interaction levels between the College and its stakeholders (Cvijikj and Michahelles, 2011). This finding appears to be consistent with the findings of Kim and Yang (2017) that photos were more likely to encourage Facebook users to engage. From these results, surprisingly videos did not hold the attention of the users when these mediums that involve the five senses were assumed to have more likely gotten the attention of the followers. Perhaps, the

photos were more relatable and useful compared to the shared videos and videos posted. Hence, this implies that the College did not maximize the use of Facebook to get the attention of its stakeholders (Table 1).

Table 2. Distribution by post type in DNSC's Facebook page

Type of Post	Frequency	Percentage
Photos	181	77.6
Shared Videos	22	9.4
Videos	20	8.5
Links	3	1.2
Status	7	3.0
Total	233	100

Frequency of posting

Distribution of page administrator's posts was relatively uniform over different days of the week. On a daily basis, postings from Mondays to Saturday ranged from 11 to 20 percent. Monday had the highest posting at 20% and Friday with the least (6%). This finding implies that messages are posted on Mondays which got higher traffic probably because it was the start of workdays. Friday had the least because it was the end of the week which connotes that nobody would bother to check on the page because nothing new will be posted anyway. On weekends, users may want to anticipate what will happen during the week and would be interested to find out what it would be. This implies that the College should capitalize on posting relevant information during weekends till Monday to sustain engagement for the rest of the week. However, previous studies indicated that the posting day had a minimal effect

on the engagement of the public (Cvijikj et al., 2011) probably because it is the nature of the posts that matters much (Table 2).

Table 3. Distribution posting in DNSC's Facebook page on a daily basis

Day of Post	Frequency	Percentage
Monday	47	20
Tuesday	37	16
Wednesday	37	16
Thursday	37	16
Friday	14	6
Saturday	26	11
Sunday	35	15
Total	233	100

Features of Dialogic Communication

Table 4 shows the extent to which the functional features of digital dialogic communication, namely dialogic loop, generation of return visits, information interest to stakeholders, organizational engagement, and conservation of visitors, were incorporated in a state college's Facebook posts. The results of the study revealed that among the five principles examined, majority (139 or 58.2 %) could be attributed to features indicating a dialogic loop, followed by information interest to stakeholders (127 or 53.1%), generation of return visits (88 or 36.8%), organizational engagement (16 or 6.7%), and conservation of visitors (1 or 0.4%). This finding shows that the state college uses a variety of features of dialogic communication.

Table 4. Distribution of posts by principles of dialogic communication

Dialogic Communication Principle	Frequency	Percentage
Dialogic loop	139	58.2
Information Interest to stakeholders	127	53.1
Generation of return visits	88	36.8
Organizational Engagement	16	6.7
Conservation of visitors	1	0.4

**DNSC posts used multiple features*

To maintain a dialogic loop, the state college often used hashtags to initiate or engage in conversations. However, the state college rarely directly replied to users' comments and occasionally liked or reacted to users' comments. Kent and Taylor (1998) described a dialogic loop as an "appropriate starting point for dialogic communication between an organization and its public." This implies that in order to fully maximize this feature, the public should be able to query the organization and more importantly, the state college should be able to respond to publics' questions, concerns and problems. However, with the limited staff and support provided by the administration, this is a bit challenging. Thus, commitment to resources on the part of the college requires for dialogic communication to take place on social media.

Table 5 . Distribution of posts by dialogic loop

		Frequency	Percentage
<i>Dialogic Loop</i>		139	58.2
	Reply by the College to a user's comment on a post	22	10.6
	Like or other reaction by the College	16	7.7

	to a user's comment on a post		
	The provision of surveys for users to express opinions on the College	5	2.4
	The use of hashtags	139	67.1
	Request to ask a question or leave a comment	10	4.8
	Questions posted by the College to solicit feedback	1	0.5
	College tagging/calling someone to engage in conversation	14	6.8

**DNSC posts used multiple features*

The second most featured dialogic principle implemented in DNSC's post was the usefulness of information, evident in 127 or 53% of the posts. These posts contained information such as memoranda, frequently asked questions, announcements, events, and details on participating in activities or events organized by the College. The results indicate that the state college is using Facebook to keep their public informed about important information. Posting helpful information goes a long way in building trust and mutually-beneficial relationships between the state college and its primary stakeholders. Furthermore, it indicates that the state college is using Facebook with the understanding that helpful information is essential because "relationships with the public must be cultivated not only to serve the public relations goals of an organization, but so that the interest, values, and concerns of publics are addressed" (Kent and Taylor, 1998).

Table 6. Distribution of posts by information interest to stakeholders

		Frequency	Percentage
<i>Information Interest to Stakeholders</i>		127	53.1
	Press Releases	11	6.3
	Speeches/written statements/column by the College	7	4.0
	Statement of the College's vision/mission/goals	2	1.1

	Memorandums/FAQ/Announcements/Events	103	59.2
	Details on how to participate in activities or events organized by the school	32	18.4
	Summaries of activities of the College	19	10.9

**DNSC posts used multiple features*

The third most featured dialogic principle was the generation of return visitors, featured in 88 or 36.8% of the posts. Kent and Taylor (1998) describe this principle as an organization's attempt to make strong efforts to ensure that visitors keep returning to the organization's website. These posts contained links to websites where users can have additional information, news related to the College, and other institution's social media pages.

Table 7. Distribution of posts by generation of return visits

		Frequency	Percentage
<i>Generation of Return Visits</i>		88	36.8
	Links to websites where additional	10	9.7
	Links to news related to the College	4	3.9
	Option to request information by mail/email	7	6.8
	Links to other Facebook pages	82	79.6

**DNSC posts used multiple features*

The fourth most featured dialogic principle was organizational engagement (16 or 6.7%). This is an attempt of the state college to interact with the public by interacting in dialogic spaces like walls and discussion boards. This finding implies that the state college rarely engages with users through these dialogic spaces. Bortree and Seltzer (2009) describe this as a new strategy to post to their sites to encourage dialogue.

Table 8. Distribution of posts by organizational engagement

		Frequency	Percentage
<i>Organizational Engagement</i>		16	6.7
	Organizational comments in dialogic spaces	16	6.7

**DNSC posts used multiple features*

The least featured principle within the state college posts was the conservation of return visitors, aligning with less than 1% of the posts. Kent and Taylor (1998) describe the conservation of visitors as an organization's attempt to keep visitors on their site as long as possible. These posts contained links that led to the College's websites and other social media sites. Although this is important, the low percentage of posts that contained this dialogic principle showed that the state college failed to use Facebook to keep its public informed strategically and interested in everything the state college has to offer. Many organizations are simply not taking advantage of Facebook's capabilities that can help conserve its visitors (Table 9).

Table 9. Distribution of posts by conservation of visitors

		Frequency	Percentage
<i>Conservation of visitors</i>		1	0.4
	Links to the College's official websites	1	0.4

**DNSC posts used multiple features*

Effects of dialogic communication on public engagement

Using multiple regression, Table 10 shows the effect of dialogic communication on public engagement. The overall results suggest that among the five dialogic principles, the information of interest to stakeholders had negative effects on the total number of users shares, comments, and reactions. It appeared that although information such as memoranda, FAQs, and announcements may satisfy the publics' information needs, it lessened interactions of the online users from state college's Facebook page.

Meanwhile the principle of organizational engagement was positively associated with the most engagement indicators in terms of likes, comments and shares. In other words, the state college's interaction on discussion or wall spaces positively influences public engagement. In addition, the principle of conservation of visitors exhibited positive effects on the total number of likes. The state college providing links to websites where additional information could be obtained engendered public engagement.

This finding implies that the principle of organizational engagement on discussion or wall spaces leads to more public interactions (e.i. comments, reactions) and advocacy (e.i.likes and shares). This is despite that this principle was less used as compared to dialogic loop. Meanwhile, the state college's providing links to official websites contribute significantly to publics' likes, shares, comments and stronger engagement. It shows that users tend to be satisfied with information if their queries and concerns are addressed.

Although the College's social media page can be used as an informal venue to distribute information tailored to publics' information needs, the two-way dialogic

feature should be fully capitalized to engage the digital public more effectively. Due to the growing trend of open governance on social media, the online public expect to participate in direct and open conversations with the school's leaders and acknowledge their opinions, ideas and suggestions for the institution.

Table 10. Summary of regression analysis results

	Predictor	User_Like		User_Comment		User_Share	
		β	<i>t</i>	β	<i>t</i>	β	<i>t</i>
Dialogic internet principles							
	<i>Dialogic loop</i>	.209	2.751	-.068 ^c	-.765	.034 ^c	.386
	<i>Conservation of visitors</i>	.166	2.665	.387	5.448	.430	6.365
	<i>Organizational engagement</i>	.183	2.441	.282	3.971	.466	6.908
	<i>Generate return visits</i>	.047 ^d	.664	.069 ^c	.950	.041 ^c	.604
	<i>Information of interest to stakeholders</i>	-.016 ^d	-.252	-.084 ^c	-1.177	-.009 ^c	-.127

*** $p > 0.001$; ** $p > 0.01$; * $p > 0.05$

Social media strategy to engage with and build relations with stakeholders

The findings of the key informant interviews revealed that the state college managed the Facebook page to inform their various stakeholders. They saw themselves as an information provider or gatekeepers of information. According to the Executive Assistant, the Facebook page offered them an opportunity to update the stakeholders on different activities. Similarly, the Public Information Officer believed that social media also became a vital tool in providing relevant information to their stakeholders. Figure 3 is an example of information dissemination.

The findings imply that the state college positioned social media as a one-way communication platform. The finding confirmed similar results even from previous

research on how organizations used web-based platforms to disseminate information rather than create public dialogue. The organization must view dialogue as an orientation. Mutuality is a vital step to articulate dialogue wherein both parties acknowledge each other as inextricably linked to each other. Mutuality can be shown through collaboration and display a "spirit of mutual equality" with each party.

During the pandemic, the state college took advantage of the potential of social media where it can be used as a shared space for all. According to the Head of Secretarial Affairs, the information emanated from the College administration was directly posted to the public for them to be aware of the new policies or urgent matters such as new academic policy and class suspension brought about by the series of community quarantine protocols. However, stakeholders such as students and faculty were left out in the consultation but rather reduced as receivers of information. This resulted in more questions from the stakeholders and hesitancy from the community members. The state college could have maximized the social media to consult the stakeholders on their views and concerns based on equality and acceptability.



Figure 3. A sample visual description of DNSC news stories

Several students interviewed expressed reluctance in engaging the organization through comments and sharing the post. It is imperative that dialogue does not occur in one's spare time or the periphery but requires respect by all parties involved. With social media, the state college and its stakeholders become interrelated despite the distance. It becomes a potential means to engage not only the organization but even other members of the community. Dialogue presupposes communal interaction between interactants. With rapid globalization, each organization has the opportunity to engage in local relationships.

In order to activate dialogue on social media, the state college could also use features on social media that show empathy, such as reactions to comments, use of positive emoticons conveying the confirmation of value to others. For the state college, this will show concerns to the public. Confirmation is a necessary precondition of dialogue where the discussant builds trust with others.

Even if the interviewees recognized the importance of social media to engage the public, they also identified several challenges. The PIO shared that the Office is the primary unit responsible for managing the platform; however, it is managed by a few staff. In 2018, the PIO was reorganized and became an attached unit under the Office of the College President, formerly a sub-unit of the Planning Office. An organizational structure was created and teamed up with the Information Technology Service Office, which is responsible for websites and graphics; Secretarial Affairs for content creation and Applied Communication under the Research Office for managing other social media platforms of the College.

From an organizational perspective, dialogue equates to their high commitment of resources, especially to train representatives to communicate

dialogically. While it is true that dialogue is a difficult outcome of communication and relationship, this requires dialogic commitment on the part of the organization. A dedicated staff must be assigned to create content and graphics to attract and engage an audience online. Training for the staff is also necessary to upgrade their skills and improve their strategies in using online platforms. Lastly, the organizational commitment is where the organization is committed to maximizing the social media presence to engage in dialogue.

Accomplishments of DNSC in using social media

The state college uses social media as a public communication platform. Social media affordances enabled the state college to reach its audience simultaneously. According to the Public Information Officer, people's lifestyle toward social media and accessibility prompted the state college to be visible online. This approach to social media enabled them to efficiently share information on events happening at the College, news stories, policy issues and other resources to the community. A junior communication student mentioned how the information was essential for increasing awareness of various school issues.

The current situation also served the state college to create positive attitudes despite the challenges encountered by each member. The state college enacted this approach by making updates on COVID 19-related messages both locally and nationally and providing encouraging messages. Figure 4 shows several activities/programs implemented by the College to contribute to the covid-response efforts by distributing face shields produced by the students to support the Frontliners.

Davao del Norte State College
 [WHAT WE DO] The more threatening the situation is, the greater the need for service and compassion toward others.
 Davao del Norte State College, alongside its units and supporting organizations, has initiated a series of programs to contribute to the nationwide campaign of **“Arm in Arm for a COVID-Free Philippines”**.

- An Online Psychological Support Group was established to cater to the mental health needs of employees and students during this uncertain time
- Skilled employees were able to produce handmade Personnel Protective Gears to be distributed to the frontliners
- Distribution of relief goods is in motion for the security personnel and health workers in Panabo and adjacent cities.

A full article will follow once the distribution reports are in. Let's work arm in arm for a **COVID-FreePH**. Kaya nato ni!
 #DnDnSC

posters source: Daniel Fritz Silvallana

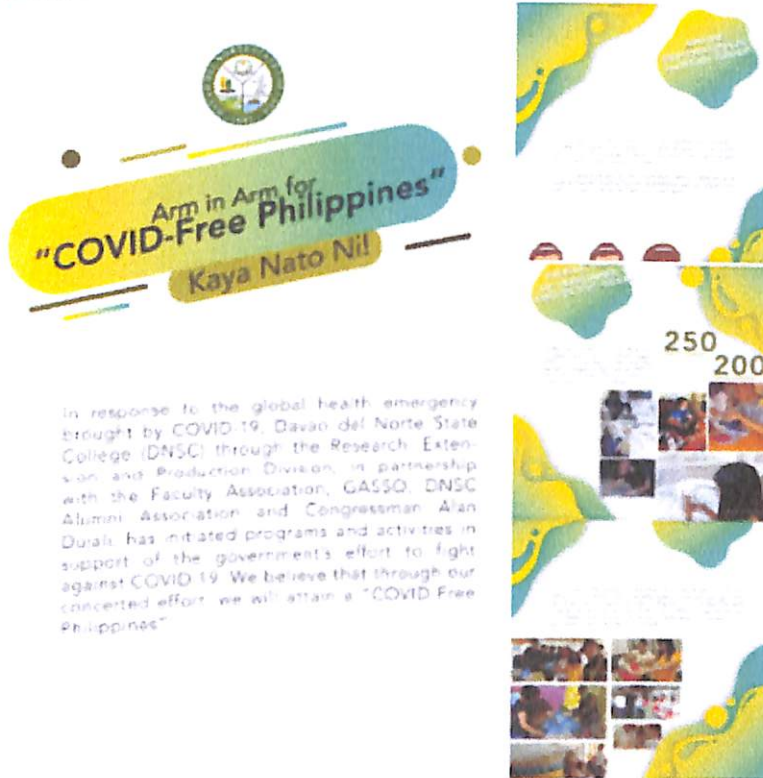


Figure 4. News stories on COVID-19 response activities and programs

The interview findings also showed that the students and faculty were able to increase their awareness of the resources available to them. According to a junior student, the shift from face-to-face classes to virtual classes made Facebook essential for them to stay updated with the relevant information.

The study revealed that both the administrators and their stakeholders viewed

social media as a venue to advertise events to the school. According to the Dean, they posted event opportunities for students, faculty members, alumni and staff to increase participation. The Executive Affairs Director noted that invitations posted on social media made a notable impact on the number of audiences who participated in several activities online.

The platforms also enabled it to become a place of interaction among members to interact with the organizational representatives and other stakeholders, resulting in community cohesion. According to the staff, they usually tagged their friends if there was essential information helpful to them. Such communities displayed a sense of solidarity that can be manifested through strong cooperation and social support spirit. Figure 5 shows how the community members expressed excitement and positive messages in an award received by the institution. It also allowed for more social small talk, fulfilling the critical function of providing information when members share information that benefited the community.

However, several interviewees believed that social media were not used to create a community atmosphere to a notable degree. For a program chairperson, Facebook became a platform to encourage interaction with their posted content. The findings of the interviews showed that the state college relied on social media as an information dissemination tool. This is consistent with the content analysis results, where one-way strategies were commonly used rather than a two-way strategy. At first glance, it was tempting to say that the presence of a dialogic loop equated to dialogue.

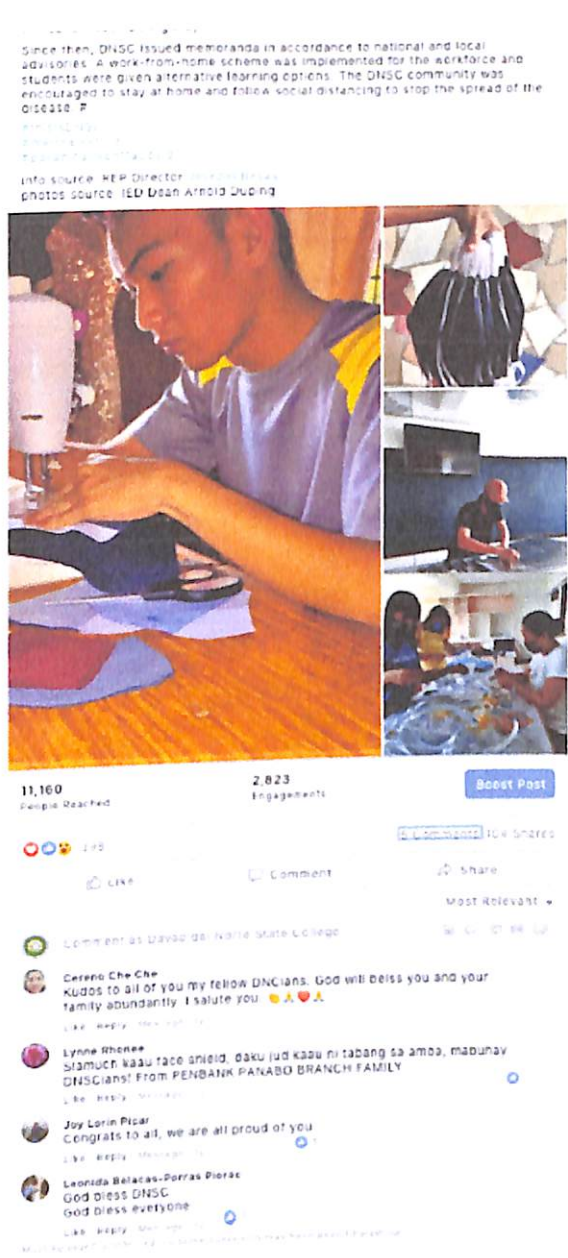


Figure 5. A sample visual description of a comment thread

However, the simple use of a hashtag, a commonly used strategy in the dialogic loop principle, could not equate to intended genuine dialogue. This is in line with Kent's and Taylor's (2008) observation. In the present study, it was assumed that the state college sought to mobilize people to act through communication appeals collectively. However, the findings revealed that the state college primarily saw social media as a tool for event promotion. This means to say that the platform

was not maximized, such as recruiting audiences as volunteers for an event or causes. Social media could also help to encourage positive behaviors by showcasing good practices in the campus.

Dialogic communication acknowledges individuals and indirectly communicates that participants play an active role in addressing issues confronted by the parties. This approach is a requirement in order to foster a sense of community. Through dialogue, the organization and its public could aim to foster relationships through interactive communication. A paradigm shift on the part of an organization is necessary. It is vital to identify issues that they consider necessary to the campus population, such as by requesting feedback or stimulating discussions on how to address issues rather than simply using platforms to promote campus events.

Suffice it to say that DNSC's accomplishments through the use of Facebook may not have resulted in full public communication, bridge information, participation, and community cohesion in terms of governance. Dialogic communication as an offshoot for online interaction had not been maximized simply because the creation of the social media platform was meant for information dissemination rather than communication. In communication, interactions are expected; therefore, it is incumbent upon the management to initiate those to sustain return visits and dialogues.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

State colleges and universities have started using social media networking sites as a medium for governance. Inasmuch as many constituents have online presence, it is imperative for any organization to have online presence as well. Facebook is quickly becoming a leading communication channel in DNSC because of its ability to share information, interact with different publics and build mutually-beneficial relationships. With more than 14,000 friends and followers since it started in 2015, it is one of the most significant dialogical social media tools utilized by the College. This social media page is managed by the Public Information and Communication Office under the Office of the College President, as the leading communication arm responsible for informing the stakeholders on the programs and projects implemented and any other school-related activities.

Thus, the study attempted to answer the question: What did the Davao del Norte State College achieve in using social media for governance? It sought to describe the characteristics of posts in terms of post type and date of posting; identify the features of dialogic communication implemented in DNSC's Facebook posts; assess stakeholder engagement with DNSC's Facebook posts expressed in terms of likes, comments, and shares; find out how Davao del Norte State College use dialogic communication to engage with and build relations with stakeholders; and determines accomplishments DNSC achieved in using social media in terms of

goals, strategic thrusts, core values, and information dissemination.

Guided by Kent's and Taylor's (1998) Dialogic Communication model, this study forwarded that DNSC's posts on Facebook page characterized as videos, photos, news stories, infographics and asking questions to support engagement can lead to public communication, participation, and community cohesion. Public communication involves a one-way messaging strategy in which organizations simply share information with the sole intention to inform the public, for instance, creating custom posts about new academic policy, enrollment process, a new mode of learning due to the pandemic. On the other hand, participation indicates how a state college solicits feedback and encourages participation among stakeholders to embark on a particular issue, such as addressing academic changes due to the pandemic. Social media can be used as an issues management strategy to encourage participation from stakeholders. Community cohesion involves applying social media to build and nurture the participation of members around passion points related to the organization, which include dialogue to facilitate community building. This accomplishment may be indicated through the stakeholders' support in the College's initiatives, plans, and activities or even displaying advocacy.

Using quantitative content analysis, a total of 233 posts on the DNSC Facebook page from January to December 2020 were analyzed using dialogic communication principles. Key state college stakeholders were also interviewed.

Highlights of study found that the Facebook posts were characterized by various media resources such as photos and shared videos and the regular posting on early days of the week. Among the principles of dialogic communication, a dialogic loop was commonly featured, followed by the information interest to

stakeholders, while the least commonly featured was the principle "conservation of visitors".

However, the principle of "organizational engagement" had a positive association in terms of engagement indicators, while the principle "information interest to stakeholders" had negative effects on user's shares, comments and reactions.

Overall, the study found that the state college operates under the monologic continuum as social media was used as an information dissemination tool rather than as a tool to engage with and build relations with stakeholders. Public communication was the primary role of social media for the state college, enabling the organization to reach their audience simultaneously and efficiently share information on events happening at the College.

Conclusion

The advent of social media offers new opportunities for a state college to engage with their stakeholders. The current study examined the outcomes of the College's engagement on social media. The Facebook post has been characterized by media resources to encourage the digital public, however, not to a notable degree. The page administrator had relatively uniform Facebook posts over different days of the week.

In terms of principles of dialogic communication, one-way communication strategies were most commonly used compared to two-way strategies. However, without two-way conversations, communication can hardly be fully dialogic. This finding also confirms that two-way communication such as organizational engagement and dialogic loop encourages online users to interact through likes, comments and shares. Although social media or any other technological tool alone cannot achieve dialogue but its affordances such as interactive, conversational, empowering nature helps put into motion the potential for a dialogic exchange between the College administration and the public.

Overall, the study results indicate that the state college operates under the monologic continuum rather than the dialogic continuum. Monologic indicates communication as either propaganda and persuasion instead of creating a dialogue based on mutuality and respect to all parties. Thus, the state college has managed social media as simply a public communication tool that enables it to convey the organization's message to its stakeholders simultaneously and efficiently share information in events happening in the College.

Recommendations

Based on the findings of this study, the research could provide theoretical and practical recommendations to the following:

For college management

- Communicators may harness social media to engage their students and strengthen the College governance. They may capitalize on the functional dialogic features of social networks, such as replying and reacting to the publics' comments to complete the dialogic loop.
- Be more proactive in messages to be posted to increase engagement.
- Identify social media influencers that could sustain continuous following.

For stakeholders

- Social media powered by mobile phones have a significant impact in bringing their concerns to the college management. They could use the platform as an avenue to promote genuine dialogue and a shared platform to other community members.
- Students, staff, faculty, and the larger community can strengthen social media as a platform for governance if they make it a habit to visit the site regularly to concretize the relationship.

For Development Communication

- The potential of social media for governance communication may be tapped as an area to the growing interest in information and communication technology for development (ICT4D).

- Further research may explore how development organizations such as non-government organizations and government agencies communicate on social media to engage the digital public and its governance implications effectively.

For policymakers

- This study reinforces the importance of using social media as a convivial tool to an organization. This means that organizations must commit to dialogic communication by investing time and resources in sense-making and managing communication activities and evaluating current mindset and engagement practices.
- The head of the SCU should create a segment that will encourage constituents to visit the page for interaction. It should also start using twitter or Instagram.

Future research

- Topics on social media platforms such as Twitter, Instagram, and Snapchat are used differently by state colleges and universities. Other theoretical frameworks such as social presence theory may offer additional insights on how organizations can create dialogue and engage effectively.

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APPENDIX A

CODEBOOK: DNSC FACEBOOK POSTS

Unit of Analysis: Individual posts in Facebook page by Davao del Norte State College that were posted between January 1, 2020 to December 31, 2020.

The coding scheme for this study was developed in conjunction with Kent and Taylor's (1998) dialogic principles that were also utilized in studies conducted by Bortree and Seltzer (2009) and Men, Tsai, Chen and Ji (2018). Each feature will be investigated within the individual posts. Circle, type or write in the appropriate information when applicable.

Kent and Taylor's Dialogic Principles: Each individual post will be examined to determine if it contains the following dialogic features: usefulness of information, conservation of return visitors, dialogic loop, and organizational engagement. It is perfectly fine if the post contains more than one of the dialogic features. The researcher will circle "1" if the individual post contains the dialogic principle and circle "0" if the individual post does not contain the dialogic principle.

1. Usefulness of Information: Circle: Yes or No

Kent and Taylor (1998) describe useful information as being contact information such as deadlines, emergency alerts, historical information, background information, and contact information such as telephone numbers, email addresses, web addresses, fax numbers, and mailing addresses. They argue that useful information is important because "relationships with publics must be cultivated not only to serve the public relations goals of an organization, but so that the interests, values, and concerns of publics are addressed" (Kent & Taylor, 1998, p. 328). This study considers useful information within the individual tweets (and its links) to be security alerts, weather alerts, employment information, important dates and deadlines, and information regarding special events.

2. Conservation of Return Visitors: Circle: Yes or No

Kent and Taylor (1998) describe the conservation of visitors an organization's attempt to keep visitors on their site as long as possible. Kent and Taylor argue that "if the goal of public relations in webbed environments is to create and foster relationships with publics, and not to entertain them, websites should only include essential links with clearly marked paths for visitors to return to your site" (Kent & Taylor, 1998, p. 330). This study considers conservation of visitors as links within the individual tweets that lead to any of the institution's other social media sites and/or websites.

3. Generation of Return Visitors: Circle: Yes or No

Kent and Taylor (1998) describe the generation of return visitors as an

organization's attempt to make strong efforts to ensure that visitors keep returning to the organization's web site. This study considers generation of return visits as links within the actual tweets that lead to discussion forums, FAQ pages on the college/university's web site, pages on the college/university's web site where visitors can request additional information, and internal and external pages highlighting newsworthy information about the college/university.

4. Dialogic Feedback Loop: Circle: Yes or No

Kent and Taylor (1998) describe the dialogic feedback loop as the beginning point for which an organization can engage in dialogue with its publics on the web. This study considers the dialogic feedback loop of the individual tweets as when the college/university attempts to engage with their publics in communication by posing a question, responding directly or indirectly to a question, or retweeting an original tweet posted by another individual/organization.

APPENDIX B

CODESHEET: DNSC FACEBOOK POSTS

Kent and Taylor's (1998) Dialogic Principles: Each individual post will be examined to determine if it contains the following dialogic features: usefulness of information, conservation of return visitors, and dialogic feedback loop. It's perfectly fine if the Facebook post contains more than one of the dialogic features. The researcher will circle 'Yes' if the individual post contains the dialogic principle and circle 'No' if the individual post does not contain the dialogic principle.

Usefulness of Information: Circle: Yes or No

The post meets this dialogic principle if any of the following features are present, and does not meet this principle if all of these features are absent:

- Press releases
- Speeches (text, audio, video)/ written statements/column by the College
- Statement of the College's vision/mission/goals
- Memorandums/Advisory/FAQ
- Details on how to participate in activities or events organized by the organization
- Summaries of activities of the College

Conservation of Return Visitors: Circle: Yes or No

The post meets this dialogic principle if any of the following features are present, and does not meet this principle if all of these features are absent:

- Links to the College's official website
- Link to other social networks in which the College is present (Twitter, Flickr, Youtube, blogs, Instagram)

Generation of Return Visitors: Circle: Yes or No

The post meets this dialogic principle if any of the following features are present, and does not meet this principle if all of these features are absent:

- Links to (not necessary College's website) websites where additional information can be obtained
- Links to news related to the College issued by external media
- Option to request information by mail/e-mail

- Links to other Facebook pages

Dialogic Feedback Loop: Circle: Yes or No

The tweet meets this dialogic principle if any of the following features are present, and does not meet this principle if all of these features are absent:

- Reply by the College to a user's comment on a post
- Like or other reaction by the College to a user's comment on a post
- The provision of surveys for users to express opinions on the College
- The use of hashtags
- Request to ask a question or leave a comment (request can be done via text/video/Facebook live)
- Questions posted by the College to solicit feedback
- College tagging/calling someone to engage in a conversation

Organizational Engagement: Circle: Yes or No

The tweet meets this dialogic principle if any of the following features are present, and does not meet this principle if all of these features are absent:

- Organization comments in wall or discussion boards

APPENDIX C

LIST OF INDIVIDUAL POSTS FROM DNSC FACEBOOK PAGE

List: Contains individual posts that were collected through Facebook Insight, an analytic tool that provides key metrics of the Facebook page.

	Post ID	Posted
1	189216321110062_3317828991582097	5/29/2020
2	189216321110062_3314892375209092	5/27/2020
3	189216321110062_3297797433585253	5/21/2020
4	189216321110062_3273591682672495	5/12/2020
5	189216321110062_3252138751484455	5/5/20 2:53 AM
6	189216321110062_3247437591954571	5/3/20 5:49 AM
7	189216321110062_3239419669423030	4/29/20 11:30 PM
8	189216321110062_3239181932780137	4/29/20 8:52 PM
9	189216321110062_3214220318609632	4/19/20 4:16 PM
10	189216321110062_3188421357856195	4/9/20 1:29 AM
11	189216321110062_3184230584941939	4/7/20 7:07 AM
12	189216321110062_3183978331633831	4/7/20 4:40 AM
13	189216321110062_3180365975328400	4/5/20 2:00 PM
14	189216321110062_3172541296110868	4/2/20 2:18 AM
15	189216321110062_3170702092961455	4/1/20 7:14 AM
16	189216321110062_3151205454911119	3/24/20 1:17 AM
17	189216321110062_3150960564935608	3/23/20 10:18 PM
18	189216321110062_3132702956761369	3/16/20 5:53 AM
19	189216321110062_3132654703432861	3/16/20 5:26 AM
20	189216321110062_3130432550321743	3/15/20 5:38 AM
21	189216321110062_3126483670716631	3/13/20 3:00 PM
22	189216321110062_3123700484328283	3/12/20 6:09 AM
23	189216321110062_3120547594643572	3/10/20 8:34 PM
24	189216321110062_3119452801419718	3/10/20 8:47 AM
25	189216321110062_3119120491452949	3/10/20 5:45 AM
26	189216321110062_3114475721917426	3/8/20 4:00 AM
27	189216321110062_3109511935747138	3/5/20 8:50 PM
28	189216321110062_3109427775755554	3/5/20 7:54 PM

29	189216321110062_3105025876195744	3/3/20 9:31 PM
30	189216321110062_3102697629761902	3/2/20 8:57 PM
31	189216321110062_3100306073334391	3/1/20 7:15 PM
32	189216321110062_3100141386684193	3/1/20 5:27 PM
33	189216321110062_3093989283966070	2/28/20 1:18 AM
34	189216321110062_3091935710838094	2/27/20 3:04 AM
35	189216321110062_3091866434178355	2/27/20 2:13 AM
36	189216321110062_3089831827715149	2/26/20 3:57 AM
37	189216321110062_3087868147911517	2/25/20 5:34 AM
38	189216321110062_3085402668158065	2/24/20 2:55 AM
39	189216321110062_3080386611993004	2/21/20 8:45 PM
40	189216321110062_3079875732044092	2/21/20 3:02 PM
41	189216321110062_3071192186245780	2/17/20 8:52 PM
42	189216321110062_3071116559586676	2/17/20 8:02 PM
43	189216321110062_3059592677405731	2/12/20 8:38 PM
44	189216321110062_3059592317405767	2/12/20 8:37 PM
45	189216321110062_3059592057405793	2/12/20 8:37 PM
46	189216321110062_3055359334495732	2/11/20 12:14 AM
47	189216321110062_3053576754673990	2/10/20 6:00 AM
48	189216321110062_3053631971335135	2/10/20 5:50 AM
49	189216321110062_3053507618014237	2/10/20 4:51 AM
50	189216321110062_3053321478032851	2/10/20 3:30 AM
51	189216321110062_3053292408035758	2/10/20 2:41 AM
52	189216321110062_3052546501443682	2/9/20 5:34 PM
53	189216321110062_3048279541870378	2/7/20 8:53 PM
54	189216321110062_3039737542724578	2/4/20 12:58 AM
55	189216321110062_3035682676463398	2/2/20 3:04 AM
56	189216321110062_3026804414017891	1/29/20 1:22 AM
57	189216321110062_3021772934521039	1/26/20 5:40 PM
58	189216321110062_3011372722227727	1/22/20 1:48 AM
59	189216321110062_3009124062452593	1/21/20 2:01 AM
60	189216321110062_2991074740924192	1/13/20 1:02 AM
61	189216321110062_2988575974507402	1/11/20 10:24 PM
62	189216321110062_2980946068603726	1/8/20 4:21 PM
63	189216321110062_2979405908757742	1/8/20 12:45 AM

64	189216321110062_2974736412558025	1/5/20 11:35 PM
65	189216321110062_2974638905901109	1/5/20 10:19 PM
66	189216321110062_2965609536804046	1/2/20 1:30 AM
67	189216321110062_2965508910147442	1/2/20 12:26 AM
68	189216321110062_3765649153466743	10/28/20 1:26 AM
69	189216321110062_3762869267078065	10/27/20 1:56 AM
70	189216321110062_3762332653798393	10/26/20 8:27 PM
71	189216321110062_3760114784020180	10/26/20 1:17 AM
72	189216321110062_3757186577646334	10/25/20 12:13 AM
73	189216321110062_3751861714845487	10/23/20 3:39 AM
74	189216321110062_3751678424863816	10/23/20 2:05 AM
75	189216321110062_3751191898245802	10/22/20 9:24 PM
76	189216321110062_3748097441888581	10/21/20 7:09 PM
77	189216321110062_3743187779046214	10/19/20 11:54 PM
78	189216321110062_3740446735986985	10/19/20 1:37 AM
79	189216321110062_3740089282689397	10/18/20 9:46 PM
80	189216321110062_3729833310381661	10/15/20 3:57 AM
81	189216321110062_3727122093986116	10/14/20 3:52 AM
82	189216321110062_659129044798364	10/14/20 1:03 AM
83	189216321110062_1286239578434969	10/14/20 12:39 AM
84	189216321110062_3726666437365015	10/13/20 11:58 PM
85	189216321110062_3720056731359319	10/12/20 1:17 AM
86	189216321110062_3719451718086487	10/11/20 7:56 PM
87	189216321110062_3717847441580248	10/11/20 8:11 AM
88	189216321110062_3703860352978957	10/6/20 9:32 PM
89	189216321110062_3697634390268220	10/4/20 11:14 PM
90	189216321110062_3695982030433456	10/4/20 10:08 AM
91	189216321110062_3683984788299847	9/30/20 4:23 PM
92	189216321110062_3681788828519443	9/30/20 12:23 AM
93	189216321110062_3681421011889558	9/29/20 9:35 PM
94	189216321110062_3681348788563447	9/29/20 9:29 PM
95	189216321110062_3674984619199864	9/27/20 7:57 PM
96	189216321110062_3669973296367663	9/26/20 6:07 AM
97	189216321110062_3659522557412737	9/23/20 1:11 AM
98	189216321110062_3659316757433317	9/22/20 11:36 PM

99	189216321110062_3656455134386146	9/22/20 3:27 AM
100	189216321110062_3655332607831732	9/21/20 6:07 PM
101	189216321110062_3653179238047069	9/21/20 2:44 AM
102	189216321110062_3653096548055338	9/21/20 2:00 AM
103	189216321110062_3651044084927251	9/20/20 3:00 PM
104	189216321110062_3643979855633674	9/18/20 4:08 AM
105	189216321110062_3634234983274828	9/15/20 2:16 AM
106	189216321110062_3622226137809046	9/11/20 6:01 AM
107	189216321110062_3622208807810779	9/11/20 5:54 AM
108	189216321110062_3611992472165746	9/7/20 11:05 PM
109	189216321110062_3611964528835207	9/7/20 10:49 PM
110	189216321110062_3608331289198531	9/6/20 6:08 PM
111	189216321110062_3607120369319623	9/6/20 8:43 AM
112	189216321110062_3603437093021284	9/5/20 4:43 AM
113	189216321110062_3603435506354776	9/5/20 4:43 AM
114	189216321110062_3599846186713708	9/4/20 12:13 AM
115	189216321110062_3599663390065321	9/3/20 10:41 PM
116	189216321110062_3597766693588324	9/3/20 7:39 AM
117	189216321110062_3597544070277253	9/3/20 6:17 AM
118	189216321110062_3596839210347739	9/3/20 1:09 AM
119	189216321110062_229272491847813	9/2/20 5:33 PM
120	189216321110062_3594530180578642	9/2/20 7:59 AM
121	189216321110062_3594106023954391	9/2/20 5:05 AM
122	189216321110062_3592801894084804	9/1/20 6:45 PM
123	189216321110062_3591115327586794	9/1/20 6:23 AM
124	189216321110062_3587965861235074	8/31/20 6:05 AM
125	189216321110062_3587964541235206	8/31/20 6:04 AM
126	189216321110062_3587962864568707	8/31/20 6:04 AM
127	189216321110062_3577268348971492	8/27/20 7:30 PM
128	189216321110062_3577083598989967	8/27/20 6:15 PM
129	189216321110062_3576963165668677	8/27/20 5:29 PM
130	189216321110062_3571375166227477	8/25/20 10:46 PM
131	189216321110062_3569871753044485	8/25/20 10:49 AM
132	189216321110062_3568179896547004	8/24/20 9:34 PM
133	189216321110062_3568038813227779	8/24/20 8:21 PM

134	189216321110062_3565817873449873	8/24/20 3:14 AM
135	189216321110062_318753899576811	8/23/20 5:57 PM
136	189216321110062_3562873500410977	8/23/20 3:44 AM
137	189216321110062_3559200097444984	8/21/20 10:36 PM
138	189216321110062_3553854251312902	8/20/20 4:13 AM
139	189216321110062_3550157871682540	8/18/20 10:07 PM
140	189216321110062_3547267861971541	8/17/20 10:56 PM
141	189216321110062_3546632652035062	8/17/20 5:35 PM
142	189216321110062_3544085162289811	8/16/20 9:20 PM
143	189216321110062_3541189059246088	8/15/20 9:48 PM
144	189216321110062_3529724253725902	8/12/20 12:55 AM
145	189216321110062_3529575280407466	8/11/20 11:21 PM
146	189216321110062_3529473350417659	8/11/20 10:32 PM
147	189216321110062_3523825444315783	8/10/20 12:28 AM
148	189216321110062_3523351671029827	8/9/20 8:04 PM
149	189216321110062_3517943698237291	8/8/20 1:56 AM
150	189216321110062_3489028764462118	7/29/20 9:13 PM
151	189216321110062_3486678674697127	7/29/20 3:17 AM
152	189216321110062_3482425755122419	7/27/20 3:11 PM
153	189216321110062_3480742268624101	7/27/20 1:44 AM
154	189216321110062_3471928376172157	7/24/20 1:06 AM
155	189216321110062_3466266240071704	7/22/20 1:42 AM
156	189216321110062_3460823183949343	7/20/20 3:27 AM
157	189216321110062_3459804634051198	7/19/20 5:45 PM
158	189216321110062_3452058764825785	7/16/20 11:23 PM
159	189216321110062_3450316211666707	7/16/20 3:00 PM
160	189216321110062_3436735699691425	7/11/20 3:05 PM
161	189216321110062_3424953604202968	7/7/20 4:49 AM
162	189216321110062_3424824924215836	7/7/20 3:47 AM
163	189216321110062_3423777964320532	7/6/20 6:48 PM
164	189216321110062_3423715930993402	7/6/20 6:17 PM
165	189216321110062_3407363715961957	6/30/20 8:47 PM
166	189216321110062_3391707990860863	6/25/20 5:54 AM
167	189216321110062_3388693217829007	6/24/20 5:01 AM
168	189216321110062_3388057061225956	6/23/20 11:30 PM

169	189216321110062_3374987765866219	6/19/20 6:28 AM
170	189216321110062_3365254693506193	6/15/20 6:06 PM
171	189216321110062_3362636640434665	6/14/20 7:47 PM
172	189216321110062_3354149791283350	6/11/20 5:39 PM
173	189216321110062_3349391305092532	6/10/20 12:24 AM
174	189216321110062_3343984702299859	6/8/20 1:24 AM
175	189216321110062_3324492617582401	5/31/20 6:48 PM
176	189216321110062_3324475634250766	5/31/20 6:38 PM
177	189216321110062_3930253163673007	12/26/20 9:51 PM
178	189216321110062_3919875871377403	12/22/20 5:23 PM
179	189216321110062_3917419708289686	12/21/20 7:52 PM
180	189216321110062_3917017004996623	12/21/20 3:37 PM
181	189216321110062_3907104029321254	12/17/20 9:05 PM
182	189216321110062_3907104395987884	12/17/20 9:03 PM
183	189216321110062_3907103832654607	12/17/20 9:02 PM
184	189216321110062_3907104599321197	12/17/20 9:02 PM
185	189216321110062_3907104165987907	12/17/20 9:02 PM
186	189216321110062_3906983525999971	12/17/20 8:10 PM
187	189216321110062_382265136367511	12/17/20 5:33 PM
188	189216321110062_3904161819615475	12/16/20 6:39 PM
189	189216321110062_3904111412953849	12/16/20 6:13 PM
190	189216321110062_3902054256492898	12/15/20 11:19 PM
191	189216321110062_3900117370019920	12/15/20 6:07 AM
192	189216321110062_3899052996793024	12/14/20 8:06 PM
193	189216321110062_3896639960367661	12/13/20 10:33 PM
194	189216321110062_3896168240414833	12/13/20 5:40 PM
195	189216321110062_3896006230431034	12/13/20 3:57 PM
196	189216321110062_3884275104937480	12/9/20 4:13 AM
197	189216321110062_3883785454986445	12/8/20 11:08 PM
198	189216321110062_3881437811887876	12/8/20 3:44 AM
199	189216321110062_3881069771924680	12/8/20 12:23 AM
200	189216321110062_3881003475264643	12/7/20 11:40 PM
201	189216321110062_3879213268776997	12/7/20 7:25 AM
202	189216321110062_3878596945505296	12/7/20 2:36 AM
203	189216321110062_3870184999679824	12/3/20 11:29 PM

204	189216321110062_3867336373298020	12/2/20 11:58 PM
205	189216321110062_3864789870219337	12/2/20 1:57 AM
206	189216321110062_3864203056944685	12/1/20 8:39 PM
207	189216321110062_3858380110860313	11/29/20 7:13 PM
208	189216321110062_3858261124205545	11/29/20 6:09 PM
209	189216321110062_3855670767797914	11/28/20 7:59 PM
210	189216321110062_3850082478356743	11/26/20 11:00 PM
211	189216321110062_3850075105024147	11/26/20 10:00 PM
212	189216321110062_3850066028358388	11/26/20 9:00 PM
213	189216321110062_3849844308380560	11/26/20 6:00 PM
214	189216321110062_3849754451722879	11/26/20 4:59 PM
215	189216321110062_3847227971975527	11/25/20 7:50 PM
216	189216321110062_3844900545541603	11/25/20 12:30 AM
217	189216321110062_3841863835845274	11/23/20 10:57 PM
218	189216321110062_3835699759795015	11/21/20 4:44 PM
219	189216321110062_3828371437194514	11/19/20 2:49 AM
220	189216321110062_3827374683960856	11/18/20 5:01 PM
221	189216321110062_3822781377753520	11/17/20 2:49 AM
222	189216321110062_3822175691147422	11/16/20 8:58 PM
223	189216321110062_3819236071441384	11/15/20 8:22 PM
224	189216321110062_3817303644967960	11/15/20 4:55 AM
225	189216321110062_3816962451668746	11/15/20 2:11 AM
226	189216321110062_3814154311949560	11/14/20 2:46 AM
227	189216321110062_1070011673457825	11/11/20 9:46 PM
228	189216321110062_3805594719472186	11/11/20 4:34 AM
229	189216321110062_3805185292846462	11/11/20 1:10 AM
230	189216321110062_3801872359844422	11/9/20 8:42 PM
231	189216321110062_3799847873380204	11/9/20 4:21 AM
232	189216321110062_3790147121016946	11/5/20 5:23 PM
233	189216321110062_3787347651296893	11/4/20 5:54 PM

APPENDIX D

FOCUS INTERVIEW GUIDE

Dialogic communication on Facebook and
accomplishments of state college in the Philippines

Introduce yourself

Hello! I am Fritz. Thank you for accepting my invitation to become one of the participants of the study.

Explain the study/research

This interview is part of my research study in UPOU on public engagement and digital governance communication framework.

Role in the project or research

I am the main author and guided by Dr. Benjamina Flor of UPLB College of Development Communication and UPOU Faculty of Information and Communication Studies.

Objectives of the study and the interview activity

The study's objective is to understand how the public engage on social media and what has been accomplished by a state college in using it for governance.

The interview seeks to gather that information with the hope of developing a framework on digital governance communication.

What would happen to the results of the interview

Results of the study will be coded and analyzed using a constant comparative analysis method in qualitative research.

There are no “wrong” answers in the interview and that any information shared would be appreciated.

This interview may take about 30 minutes to 1-hour only.

Personal Information Sheet

I. Sociodemographics

Name:	Gender:	Age:
Marital Status:	Birthplace:	Religion:
Educational attainment		
Name of office/school:		
Present occupation:		

II. Research Questions

1. What social media do you use in implementing it?
2. In what we call the new normal, what do you think is the help of social media in terms of reaching out to the primary stakeholders?

3. What do you think is/are the goals of using social media in a state college context?
 - a. In terms of promoting good governance
 - b. In terms of information sharing
4. Who are the primary stakeholders being served on our social media platform?
 - a. Students?
 - b. Faculty/Staff
 - c. Alumni
 - d. Community
5. What are your guiding principles on social media usage in the College in terms of the core values?
 - a. Social capital formation?
 - b. Transparency?
 - c. Community participation?
6. What are the major thrusts of digital governance communication at the school?
7. What is the dominant message you get by visiting the official DNSC Facebook page?