

Evaluating the use and quality of University Face-Book in medical education: a cross sectional study, UAE

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ABSTRACT

Context: Face-book allows students to create, manipulate, and share content, exchange opinions and connect with each other online. These features and functions among others, motivate the students to use the face-book in the context of medical education, thus better understanding of this service' expectations and perceptions, improves the quality. **Aims:** to evaluate the use and quality of university Face-book page in medical education from medical students' perspective in the content of service quality. **Setting and Design:** This study was a descriptive cross sectional survey conducted from March 2017 to December 2017 among a convenience sample of 144 undergraduate medical students of Ajman University (AU) in United Arab Emirates (UAE). **Method and Material:** Data were collected by using validated web-based electronic Questionnaire which is a personal, socio-economic and the Service Quality (SERVQUAL) questionnaire. **Statistical analysis:** Data analysis was done through SPSS version 23. Paired sample test was used to investigate the gap exists between the expectation and perception mean scores. **Results:** Medical students' expectations exceed the actual quality provided for service recipients. **Conclusions:** The negative gap between students' perceptions and expectations in all dimensions of quality, indicates that the actual service is less than what was expected and shows that quality improvement is necessary in all dimensions.

Keywords: Face-book, Medical students, Social media, Survive quality

Introduction

Social Network Sites (SNSs) such as Facebook, MySpace, Twitter, Bebo and others can be described as web-based medium where the individuals create a public or semi-public profile for social interaction and content sharing. Practice and research show that many organizations realize how critical are the SNSs' services and have integrated these sites into different domains in many felids such as commerce, business, marketing, politics, health, computing and engineering^[1]. In society advances, SNSs

had been engaged as tools of interaction with students in the universities. It also has a significant value in learning where the students can share information about the institution, academic materials^[2] and attitude about instructors' performance and student services^[3]. Moreover, the use of such non-regulated SNSs may affect the grades of students who use these sites^[4]. In this context, an increasing number of researchers have focused their attention on the use of social media services in the educational context and open several ways to use this technology^[2, 4-8]. Moreover, a number of studies have also assessed the characteristics and functions identified by students in social media enhanced learning systems in the context of higher education and other targeting the factors that motivate the users to act in social media services related to their studies and student life^[9, 10]. As social networking became critical and important in medical education, SNSs quality and the information provided to those who are active on these sites should be satisfying to meet their expectations. Considering this fact, the current study aimed to

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evaluate the service quality of university Face-book page in medical education from students' perspective and to understand the level of gap that exists between expectation and perception among the medical students in United Arab Emirates (UAE) with regard to service quality.

Materials and Methods

This study was descriptive cross sectional survey, conducted from March 2017 to December 2017 among undergraduate medical students of Ajman University (AU) in UAE. Approval for study conduction was received from the University Student Research Committee. All undergraduate students from 1st to 5th year of medical colleges (pharmacy and dentistry) and who have used Face-book in their education were eligible and enrolled in the study. Postgraduates of the university were excluded. For statistical reason, first and second year students were combined and called first years, also we combined third, fourth and fifth year students and called final year. A convenience sampling technique was used to approach potential respondents for the study. This survey was designed to be self-completed by the student through a web-based electronic link that was sent to the respondents' emails. The questionnaire was sent to 200 medical students from which 144 respondents have been achieved yielding a response rate of 72%. The participation of the students in this study was entirely voluntary and without compulsion. The nature and purpose of the study was explained within the first page of the survey and if participants continued to the following page this, was taken as their consent and willingness to participate in the study. Data collection was performed using a SERVQUAL questionnaire developed by Parasuraman and Zeithaml^[11] in 1985. The questionnaire comprises of two main sections: an "expectation" section with 33 items and a "perception" section consisting of a set of matching statements. The items in both expectation and perception sections were classified into seven dimensions of Functionality & Design, Reliability & Trustworthiness, Responsiveness, Assurance, Empathy, Content and Security & Privacy. These items were rated on 7-points Likert scale (1= "Completely Disagree," 2 = "Disagree," 3 = "Slightly Disagree," 4 = "Neutral," 5 = "Slightly Agree," 6 = "Agree," and 7 = "Completely agree"). Considering the standard questionnaire, the questionnaire was thoroughly reviewed by subject experts and a pilot study was carried out among 20 randomly selected medical students. The data was analyzed using the SPSS version 23. Two scores were created to measure the expectation and perception of the participants towards the service quality of university Face-book page. Each score was defined as the proportion of questions for which the answers were either "agree" or "completely agree". Paired sample test was used to investigate the gap exists between the expectation and perception mean scores. A p value < 0.05 was chosen as the criteria to make decisions regarding statistical significance.

Results:

1. G Socio-demographic characteristics of the participants

A total of 144 subjects participated in the study and completed the whole questionnaire. Males constituted 43.8% of sample (n= 63) and 56.3% of respondents were females (n=81). Among these participants 23.6% belonged to first years and 76.4% were final year students. Regarding nationality, 66% were Emirati and 34% were expatriates. For more details, see table 1.

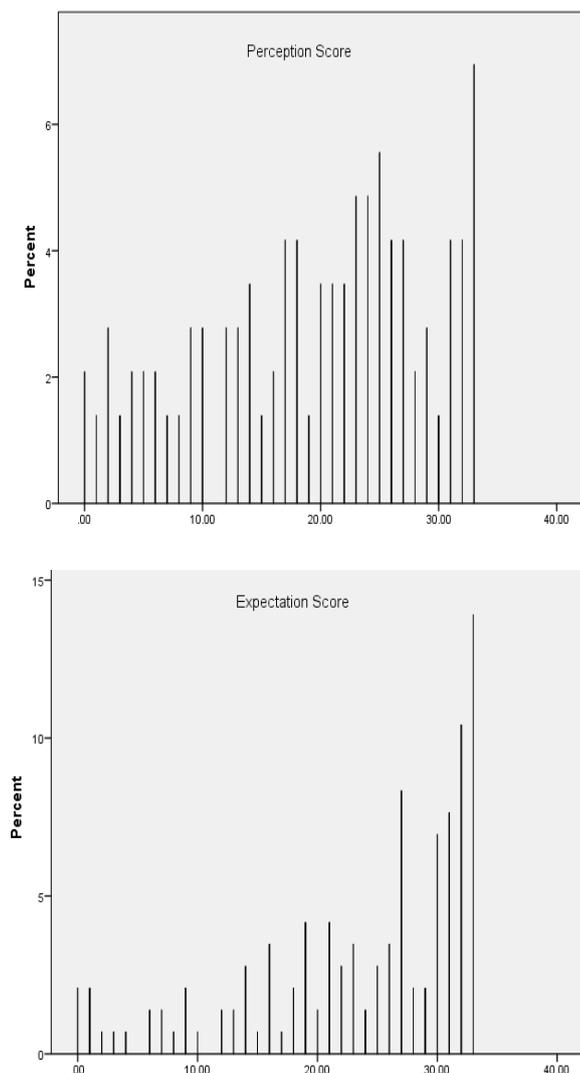
Table 1: Demographic characteristics of the participants (n=144)

Socio-demographic	Frequency (%)
Gender:	
Male	63 (43.8%)
Female	81 (56.3%)
Study Year	
First years	34 (23.6%)
Final years	110 (76.4%)
Nationality:	
Emeriti	95 (66%)
Non Emirati	49 (34%)

2. Expectation and Perception about university Face-Book page in medical education: Analysis of the overall scores

In this report, we investigated the expectation and perception towards the use of university Face-book page in medical education by looking at derived overall scores. Overall expectation and perception towards the use of university Face-book page in medical education was assessed by asking 33 questions. Two scores were created to measure the expectation and perception of the undergraduate students towards the use of university Face-book page in medical education. Each score was defined as the proportion of questions for which the answers were either "slightly" agree "agree" or "completely agree". These two scores range from 0% to 100% and may be used as good approximation of expectation and perception. The average expectation score was 71% with a 95% confidence interval (CI) [67%, 76%], while the average perception score was 59% with a 95% confidence interval (CI) [54%, 64%]. This means that the participants scored in average higher in the expectation score compared to perception score (Figure 1).

Figure 1: Histogram of Expectation and Perception scores



3. Expectation and Perception about university Face-Book page in medical education: A Gap Analysis

Table 2 shows the analysis of the gap existing between the expectation and perception of undergraduate medical students towards university face-book page. The table also provides the 95% confidence interval for the differences along with p-values. These p-values were provided from the results of the paired sample t test.

The study revealed that, there is (-0.49) an overall gap between the perception and expectation of the undergraduate medical students towards the service quality of university Face-book page. Moreover, the significance value is (P = <0.0001) which is less than 0.05 at 95% level of significance. The same pattern of the results was observed between the mean scores of all SERVQUAL dimensions, where the expectation mean scores are greater than the perceptions mean scores. we can conclude that; medical students' expectations exceed the actual quality provided for service recipients.

The results of each of the questions related to SERVQUAL dimensions were analyzed using frequency and percentage (Table, 3,4,5,6,7,8 & 9).

Dimension	Expectation Score	Perception Score	Mean difference	95% Confidence interval	Sig
Functionality & Design	5.31	4.56	-0.75	(0.56-0.92)	<0.0001
Reliability & Trustworthiness	5.29	4.72	-0.57	(0.39-0.76)	<0.0001
Responsiveness	5.27	4.79	-0.48	(0.29-0.66)	<0.0001
Assurance	5.24	4.72	-0.52	(0.31-0.72)	<0.0001
Empathy	5.09	4.83	-0.26	(0.09-0.44)	<0.0001
Content	5.18	4.75	-0.43	(0.25-0.59)	<0.0001
Security & Privacy	5.37	4.91	-0.46	(0.27-0.63)	<0.0001
Overall	5.24	4.76	0.49	(0.34-0.64)	<0.0001

Table 4: Frequency table for Reliability & Trustworthiness of university Face-Book page

Reliability & Trustworthiness items	Completely Disagree n(%)	Disagree n(%)	Slightly Disagree n(%)	Neutral n(%)	Slightly Agree n(%)	Agree n(%)	Completely Agree n(%)
E6- Facebook page administrators should include a post update at least every second day.	3 (2.1%)	5 (3.5%)	10 (6.9%)	16 (11.1%)	35 (24.3%)	34 (23.6%)	41 (28.5%)
P6- your university Facebook page administrator includes a post update at least every second day.	4(2.8%)	10 (6.9%)	26 (18.1%)	27 (18.8%)	34(23.6%)	34(23.6%)	9 (6.3%)
E7- Facebook page administrators should respond to queries by showing sincere interest in solving them.	2 (1.4%)	2 (1.4%)	18(12.5%)	21 (14.6%)	29(20.1%)	38(26.4%)	34(23.6%)
P7- your university Facebook page administrator responds to queries by showing sincere interest in solving them.	8(5.6%)	11(7.6%)	17(11.8%)	31 (21.5%)	41 (28.5%)	22(15.3%)	14 (9.7%)
E8- Facebook pages should deliver the information they promise their users.	4 (2.8%)	2 (1.4%)	10 (6.9%)	22 (15.3%)	31 (21.5%)	37 (25.7%)	38 (26.4%)
P8- your university Facebook page delivered the information it promised to the user.	2 (1.4%)	6 (4.2%)	17 (11.8%)	35 (24.3%)	35(24.3%)	31 (21.5%)	18 (12.5%)
E9- Facebook pages and posts should not include any errors or mistakes.	4 (2.8%)	2 (1.4%)	12 (8.3%)	16 (11.1%)	38(26.4%)	35(24.3%)	37 (25.7%)
P9- your university Facebook page and posts do not include any errors or mistakes.	3 (2.1%)	8 (5.65)	9 (6.3%)	36 (25%)	38 (26.4%)	30 (20.8%)	20 (13.9%)
E10- The pictures and videos on the Facebook page of any university should reflect the reality of the university.	3 (2.1%)	4 (2.8%)	14 (9.7%)	16 (11.1%)	16 (11.1%)	40 (27.8%)	38 (26.4%)
P10- The pictures and videos on your university Facebook page reflect the reality of the university accurately.	6 (4.2%)	4 (2.8%)	10 (6.9%)	32 (22.2%)	50(34.7%)	25(17.4%)	17(11.8%)
E11- Facebook users should be able to trust the information provided on the Facebook page of any university.	4 (2.8%)	3 (2.1%)	13 (9.0%)	27 (18.8%)	26 (18.1%)	39 (27.15)	32 (22.2%)
P11- You trust the information provided on the your university Facebook page.	2 (1.4%)	6 (4.2%)	13 (9.0%)	27 (18.8%)	48(33.3%)	27 (18.8%)	21(14.6%)

Table 3: Frequency table for Functionality & Design of university Face-Book page

Functionality & Design items	Completely Disagree n(%)	Disagree n(%)	Slightly Disagree n(%)	Neutral n(%)	Slightly Agree n(%)	Agree n(%)	Completely Agree n(%)
E1- The appearance of the Face-book page of any university should be modern and visually appealing.	6 (4.2%)	10 (6.9%)	5 (3.5%)	16 (11.1%)	38 (26.4%)	28 (19.4%)	41 (28.5%)
P1- The appearance of your university Facebook page looks modern and visually appealing.	4 (2.8%)	13 (9.0%)	24 (16.7%)	37 (25.7%)	40 (27.8%)	17 (11.8%)	9 (6.3%)
E2- The Facebook page of any university should be easy to locate.	3 (2.1%)	8 (5.6%)	8 (5.6%)	18 (12.5)	28 (19.4%)	36 (25.0%)	43 (29.9%)
P2- your university Facebook page is easy to locate	2 (1.4%)	8 (5.6%)	24 (16.7%)	34 (23.6%)	40 (27.8%)	21 (14.6%)	15 (10.4%)
E3- The Facebook page of any university should provide high quality images and videos of the university.	4 (2.8%)	6 (4.2%)	12 (8.3%)	15(10.4%)	35 (24.3%)	32 (22.2%)	40 (27.8%)
P3-your university Facebook provides high quality images and videos of the university.	5(3.5%)	2(1.4%)	23(16.0%)	34 (23.6%)	42(29.2%)	25(17.4%)	13(9%)
E4- All links posted on the Facebook page should work and lead to the correct path	4(2.8%)	2(1.4%)	10(6.9%)	18 (12.5%)	32(22.2%)	34(23.6%)	44(30.6%)
P4- All links posted on your university Facebook page are working and leading to the correct path	3 (2.1%)	10(6.9%)	19 (13.2%)	30 (20.8%)	33 (22.9%)	30 (20.8%)	19 (13.2%)
E5- Universities will allow users to interact with their Facebook page.	3 (2.1%)	3 (2.1%)	6 (4.2%)	28 (19.4%)	35 (24.3%)	39 (27.1%)	30 (20.8%)
P5- your university allows users to interact with their Facebook page.	1 (0.7%)	7 (4.9%)	20 (13.9%)	34 (23.6%)	46 (31.9%)	21 (14.6%)	15 (10.4%)

Table 5: Frequency table for Responsiveness of university Face-Book page

Responsiveness items	Completely Disagree n(%)	Disagree n(%)	Slightly Disagree n(%)	Neutral n(%)	Slightly Agree n(%)	Agree n(%)	Completely Agree n(%)
E12- The Facebook page administrator should answer queries in a prompt and professional manner.	2 (1.4%)	3 (2.1%)	6 (4.2%)	21 (14.6%)	31(21.5%)	33(22.9%)	48(33.3%)
P12- your university Facebook administrator answers queries in a prompt and professional manner.	5 (3.5%)	5 (3.5%)	16 (11.1%)	23 (16.0%)	42(29.2%)	35(24.3%)	18(12.5%)
E13- University events and news coverage should be posted on the Facebook page close to the actual event.	4 (2.8%)	2 (1.4%)	5 (3.5%)	27 (18.8%)	39(27.1%)	37(25.7%)	30 (20.8%)
P13- Events and news coverage are posted on the your university page close to the actual event.	3 (2.1%)	7(4.9%)	14(9.7%)	32 (22.2%)	40(27.8%)	30(20.8%)	18(12.5%)
E14- All Universities reviews (positive/negative) posted on the Facebook page should be addressed by the administrator.	0	1(0.7%)	16(11.1%)	25 (17.4%)	28(19.4%)	48(33.3%)	26(18.1%)
P14- your university review (positive/negative) posted on the Facebook page are addressed by the administrator.	3 (2.1%)	3 (2.1%)	14(9.7%)	38 (26.4%)	53(36.8%)	22(15.3%)	11(7.6%)
E15- Facebook page administrators should monitor the site for irrelevant posts from users and delete them immediately.	2 (1.4%)	3 (2.1%)	14(9.7%)	31 (21.5%)	34(23.6%)	25(17.4%)	35(24.3%)
P15- your university Facebook page administrator monitors	2 (1.4%)	6(4.2%)	22(15.3%)	25 (17.4%)	41(28.5%)	27(18.8%)	21(14.6%)
E16- The Facebook page administrator in any university respond to any question in a proper time	3 (2.1%)	2 (1.4%)	16(11.1%)	26 (18.1%)	32(22.2%)	34(23.6%)	31(21.5%)
P16- your university Facebook page administrator respond to any question in a proper time	5(3.5%)	5(3.5%)	11(7.6%)	32 (22.2%)	50(34.7%)	26(18.1%)	15(10.4%)

Table 6: Frequency table for Assurance of university Face-Book page

Assurance items	Completely Disagree n(%)	Disagree n(%)	Slightly Disagree n(%)	Neutral n(%)	Slightly Agree n(%)	Agree n(%)	Completely Agree n(%)
E17- The information provided on the Facebook page of any university should build confidence in the university.	3 (2.1%)	4 (2.8%)	3 (2.1%)	23 (16.0%)	35(24.3%)	32(22.2%)	44(30.6%)
P17- your university information provided on the Facebook page	6(4.2%)	6(4.2%)	15(10.4%)	30 (20.8%)	39(27.1%)	33(22.9%)	15(10.4%)
E18- The Facebook page administrator of any university should have the ability to answer all questions and possess the accurate information.	2 (1.4%)	2 (1.4%)	15(10.4%)	20(13.9%)	47(32.6%)	30(20.8%)	28(19.4%)
P18- your university Facebook page administrator has the ability to answer all questions and possess the accurate information.	4 (2.8%)	3 (2.1%)	18(12.5%)	33 (22.9%)	47(32.6%)	23(16.0%)	16(11.1%)
E19- The Facebook page should be a safe and secure platform to express my opinions about any university.	3 (2.1%)	2 (1.4%)	10(6.9%)	31 (21.5%)	36(25.0%)	33(22.9%)	29(20.1%)
P19- your university Facebook page is a safe and secure platform.	2 (1.4%)	6(4.2%)	12(8.3%)	48 (33.3%)	35(24.3%)	24(16.7%)	17(11.8%)
E20- The content on a university Facebook page should make me feel more confident	2 (1.4%)	4 (2.8%)	10(6.9%)	29 (20.1%)	38(26.4%)	28(19.4%)	33(22.9%)
P20- your university content on the Facebook page makes me feel more confident about attending the institution in the future.	2 (1.4%)	6(4.2%)	18(12.5%)	33 (22.9%)	44(30.6%)	30(20.8%)	11(7.6%)

Table 7: Frequency table for Empathy of university Face-Book page

Empathy items	Completely Disagree n(%)	Disagree n(%)	Slightly Disagree n(%)	Neutral n(%)	Slightly Agree n(%)	Agree n(%)	Completely Agree n(%)
E21- University Facebook pages should make you familiar with the institution before you ever physically enter the campus.	1(0.7%)	2 (1.4%)	13(9.0%)	22 (15.3%)	44(30.6%)	26(18.1%)	36(25.0%)
P21- your university Facebook page makes you familiar with the institution before y ever physically enter the campus.	6(4.2%)	5(3.5%)	12(8.3%)	32 (22.2%)	51(35.4%)	25(17.4%)	13(9.0%)

E22- Facebook pages should encourage me to connect with other current students at the university.	2 (1.4%)	5(3.5%)	12(8.3%)	39 (27.1%)	25(17.4%)	34(23.6%)	27(18.8%)
P22- your university Facebook page encourages me to connect with other current students at the university.	5(3.5%)	6(4.2%)	16(11.1%)	31 (21.5%)	50(34.7%)	22(15.3%)	14(9.7%)
E23- Facebook pages should allow me to connect with Alumni's of the university.	3 (2.1%)	7(4.9%)	14(9.7%)	19 (13.2%)	45(31.3%)	35(24.3%)	21(14.6%)
P23- The Facebook page allows me to connect with Alumni's of your university.	6(4.2%)	8(5.6%)	17(11.8%)	34 (23.6%)	42(29.2%)	21(14.6%)	16(11.1%)

Table 8: Frequency table for Content of university Face-Book page

Content items	Completely Disagree n(%)	Disagree n(%)	Slightly Disagree n(%)	Neutral n(%)	Slightly Agree n(%)	Agree n(%)	Completely Agree n(%)
E24- The main Facebook page of a university should provide all necessary information.	2 (1.4%)	3 (2.1%)	14(9.7%)	20 (13.9%)	35(24.3%)	33(22.9%)	37(25.7%)
P24- The main Facebook page of your university provides all necessary information.	5(3.5%)	9(6.3%)	15(10.4%)	35 (24.3%)	32(22.2%)	37(25.7%)	11(7.6%)
E25- The Information posted in any university Facebook page is accurate and up to date.	1(0.7%)	3 (2.1%)	11(7.6%)	30 (20.8%)	34(23.6%)	31(21.5%)	34(23.6%)
P25- The Information posted on the your university Facebook page is accurate and up to date.	4(2.8%)	4(2.8%)	10(6.9%)	45 (31.3%)	42(29.2%)	19(13.2%)	20(13.9%)
E26- The content of Universities Facebook posts should be relevant and appropriate for a range of users.	4(2.8%)	5(3.5%)	9(6.3%)	38 (26.4%)	32(22.2%)	26(18.1%)	30(20.8%)
P26- The content of your university 's Facebook posts is relevant and appropriate for a range of users	4(2.8%)	5(3.5%)	18(12.5%)	38 (26.4%)	40(27.8)	23(16.0%)	16(11.1%)
E27- Posts on Facebook pages should include regular news updates, events coverage and other relevant information about the university	1(0.7%)	2 (1.4%)	12(8.3%)	27 (18.8%)	41(28.5%)	27(18.8%)	34(23.6%)
P27- Posts on the your university Facebook page include regular news updates, events coverage	1(0.7%)	3 (2.1%)	14(9.7%)	36 (25.0%)	39(27.1%)	27(18.8%)	24(16.7%)
E28- Facebook post of any university should provide information about student life activities	3 (2.1%)	2 (1.4%)	4(2.8%)	34 (23.6%)	40(27.8%)	32(22.2%)	29(20.1%)
P28- Facebook posts of your university provide information about student life activities.	2 (1.4%)	6(4.2%)	14(9.7%)	34 (23.6%)	37(25.7%)	33(22.9%)	18(12.5%)
E29- Universities should find a balance between posting promotional content and information based content.	1(0.7%)	4(2.8%)	9(6.3%)	39 (27.1%)	35(24.3%)	31(21.5%)	25(17.4%)
P29- your university 's Facebook manages to find a balance between posting promotional content	5(3.5%)	5(3.5%)	13(9.0%)	37 (25.7%)	39(27.1%)	30(20.8%)	15(10.4%)
E30- The Facebook page and posts of a university should be distinctive and unique when compared to other university pages on Facebook	3 (2.1%)	2 (1.4%)	8(5.6%)	30 (20.8%)	41(28.5%)	25(17.4%)	35(24.3%)
P30- university Facebook page and posts your university are distinctive	4(2.8%)	5(3.5%)	15(10.4%)	38 (26.4%)	48(33.3%)	21(14.6%)	13(9.0%)

Table 9: Frequency table for Security & Privacy of university Face-Book page

Security & Privacy items	Completely Disagree n(%)	Disagree n(%)	Slightly Disagree n(%)	Neutral n(%)	Slightly Agree n(%)	Agree n(%)	Completely Agree n(%)
E31- Any university will protect the Facebook page user's right to privacy.	3 (2.1%)	12(8.3%)	19(13.2%)	19 (13.2%)	35(24.3%)	27(18.8%)	48(33.3%)
P31- your university protects the Facebook user's right to privacy.	4(2.8%)	3 (2.1%)	9(6.3%)	29 (20.1%)	48(33.3%)	32(22.2%)	19(13.2%)
E32- Facebook page administrators will not post any material on the Facebook page that violates student's privacy.	2 (1.4%)	2 (1.4%)	10(6.9%)	23 (16.0%)	37(25.7%)	28(19.4%)	42(29.2%)
P32- your university will not post any material on its Facebook page that violates student's right to privacy	1(0.7%)	3 (2.1%)	17(11.8%)	38 (26.4%)	37(25.7%)	24(16.7%)	24(16.7%)
E33- It should be easy to contact the Facebook administrator privately.	3 (2.1%)	3 (2.1%)	8(5.6%)	25 (17.4%)	43(29.9%)	27(18.8%)	35(24.3%)
P33- It is easy to contact your university Facebook administrator privately.	6(4.2%)	3 (2.1%)	13(9.0%)	34 (23.6%)	39(27.1%)	28(19.4%)	21(14.6%)

Discussion

To our knowledge, this is the first study to assess the use and the service quality of university Face-book page in medical

education by undergraduate medical students in UAE. By looking at the average perception score of medical students, with a 95% confidence interval (CI) [54%, 64%], it can be said that the overall level of perception towards university Face-

book page was poor in 59%. The present study further indicates a statistically significant difference between the means of student' expectations and their perceptions in almost all dimensions ($P = 0.000$), so that students' expectations exceed the actual quality provided for service recipients. According to the study results, the highest gap between students' perceptions and expectations was observed in the functionality and reliability dimensions. In terms of Functionality /Design dimension, the appearance of the university Face-book page scored the highest gap between students' perceptions and expectations, while updating the Face-book page, responding to queries and answering the queries in a prompt and professional manner showed the highest gap between students' perceptions and expectations in Reliability dimension.

Our findings showed that 40% of students believed that, information provided on the university Face-book page does not build confidence in their university and around half of them (55.5%) identified that, main Face-book page of their university does not provide all the necessary information. Similar to our study, some researchers declared that YouTube platform can mislead the users, as the available information is not well regulated^[12]. Moreover, no significance association was found between Twitter engagement and exam performance of undergraduate medical students^[13]. However, these results are not supported by the finding from the other studies, where the use of the face-book found to be good and beneficial channel for online educational community and interaction between students and their teachers^[14, 15]. The present study showed also, that around third of the students (31.3%) believed that their university doesn't protect the Face-book user's right to privacy. Similarly, this is consistent with the finding from the previous study^[16]. The results of this study warrant the importance of implementation of service quality assessment program of the university face-book page in medical education to determine current gaps, to meet the students' expectation and to to achieve the highest level of quality. Moreover, these results emphasize the significant roles played by the policy makers and managers in addressing the difference between the students' perceptions and expectations towards university face-book page and in determining suitable levels of service delivery based on the highest score shown by the 'ERVQUAL' tool.

Conclusion

The negative gap between students' perceptions and expectations in all dimensions of quality, indicates that the actual service is less than what was expected and shows that quality improvement is necessary in all dimensions.

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