

Facebook Messenger: A Tool for Academic Inquiries

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Abstract

Most of social media users use Facebook Messenger as a messaging platform because of its free messaging and video chatting service. Thus, it is not a surprise that Facebook Messenger is utilized as a communication tool for academic inquiries. This descriptive qualitative research is anchored on the epistemology constructionism, methodology and naturalistic inquiry aimed to determine how do students use Facebook-Messenger as means of communication for academic inquiries. The aforesaid research was conducted among the twelve (12) BSED Social Studies learners who were identified through a purposeful sampling. Researchers utilized a semi-structured written interview which contains one question anchored in the Task-Technology Fit Theory. On the other hand, the data and information were collected through essay format which was analyzed through the Conventional Qualitative Content Analysis. In utilizing Facebook Messenger as a means of communication for academic inquiries, the BSED Social Studies informants expressed that the platform is avenue for academic skills, task-needs, and their preferred technology. First, informants expressed that Facebook Messenger is an avenue for academic skills because it (1) facilitates collaboration, its (2) easy navigation of features, and (3) fosters teacher-learner communication. Also, Facebook Messenger fills for their task-need as it promotes the conduct of (1) group discussion, (2) convenient submission, have (3) clear instruction, and (4) task clarity. Lastly, informants exhibit that the platform is their preferred technology because it is an (1) alternative platform, (2) file-sharing platform, (3) provide storage for preference, (4) up-to-date reminder, and a (5) a convenient tool for communication. Hence, this study reveals that Facebook Messenger is used as a tool to open an avenue for academic skills, an essential platform for delivering task needs, and was a preferred technology as a means of communication for academic inquiries.

Keywords: facebook messenger, academic inquiries, social studies

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Introduction

It is undeniable that many individuals use multiple platforms to communicate, even if these platforms have almost the same functionalities (Nouwens, Griggio, & Mackay, 2017) and Facebook-Messenger is one of them. It is a dedicated messaging platform application with free messaging and video chatting service created by Meta which has over 1.3 billion users around the world, with the goal to stay in touch and communicate with friends, family and also do businesses with a notable advantage of being free of charge for anyone who wish to use with a Facebook account given a stable internet connection (Sehl, 2021). No wonder that the said social platform is also utilized as a tool of the learners to communicate with their teachers and vice versa. Consequently, it tops the ranking as the most downloaded social platform for communication in the Philippines (SimilarWeb, 2022). The staggering majority of the nation, 98% in particular, are using this platform in communicating with their loved ones, particularly their relatives and friends (Statista Research Department, 2021). With all the social platforms for communication that is readily available, Facebook Messenger is one of the most commonly used in the set-up of education (Chang, Hsieh, Liao, Huang, & Lin, 2022). It has also been found that 95% of the population regardless of age, status, gender, and education are determined by the frequency of their overall, active, and interactive use of the said platform (Laor, 2022) for social media engagement (Büchi, Fosch-Villaronga, Lutz, Tamò-Larrieux, & Velidi, 2023). The existing technological advancement has brought a drastic change in the field of education which caused traditional mode of learning to shift to online or remote learning platforms (Ng, 2022). In line with this, numerous social platforms are being utilized to further strengthen the learning process and the education as a whole especially with the aid of various available media sources including Facebook Messenger. It is believed that the solution in the dilemma of education delivery in the present is through the utilization of online-based platforms that can be done in a smooth manner (Nehe, 2021). Consequently, learners' interest and engagement in learning are improved when there is a clear teacher and learner communication through the use of the said platform (Kahu, Thomas, & Heinrich, 2022). The aforementioned social media platform is essential as the learning process through it involves the delivery of instruction of teachers towards their learners, and an avenue for clarifications for the learners to their teachers in relation to their academic concerns. Furthermore, the usage of Facebook Messenger for the purpose of academic consultation, Thai undergraduates' attitude is seen to be positive as compared to face-to-face interactions during class hours, as it provides information that serves as the augmentation of the learners' mind and body offering them the senses of convenience, confidence, lower power distance, travel time saving, and most importantly, money saving (Tananuraksakul, 2018). Although there are a number of studies related to Facebook-Messenger as a communication platform have been published such as becoming a part of teaching which has been used to develop communication skills and to gain ICT-related skills (Giri & Rana, 2022). Despite these, there are relatively few studies which tackles Facebook-Messenger as a medium of communication for academic inquiries.. To add more, there is a minimal amount of localized study that tackles Facebook Messenger as a means of communication in learners' academic inquiries.

Therefore, this study generally aims to describe Facebook-Messenger as a means of communication for academic inquiries of the learners. Specifically, the study shall seek to answer the following question: (1) How do learners use Facebook-Messenger as means of communication for academic inquiries? Furthermore, this study used the Task-Technology Fit (TTF) Theory. This theory is formulated as an assessment construct developed within a theoretical perspective that analyses essential elements of technology and seeks to comprehend how it influences performance impacts. It is a variance theory describing the relationship between three components in a given time: technology functionality, task needs, and individual skills (Goodhue & Thompson, 1995). When an individual who uses the technology recognize how it helps them in completing their task efficiently, they are most likely adopt and use it thereby leading to a better result. When technology suits the task qualities designed to assist and the specific abilities of an individual, smooth performance using it is achieved (Spies, Grobbelaar, & Botha, 2020; Pedroso, Tubola, Mamon, & Sencida, 2022).

Methodology

Research design

The study employed a descriptive qualitative research design and anchored on the epistemology constructionism, methodology (Mogashoa, 2014), and naturalistic inquiry (Lincoln & Guba, 1985).

Participants and Sampling

A Purposeful sampling was used in this qualitative research study which was used in determining twelve (12) informants from the Bachelor of Secondary Education major in Social Studies (BSED Social Studies). From 1st to 3rd year level, four (4) informants are identified to answer the given question. The inclusion criteria are as follows: (1) enrolled in the school-year 2022-2023; (2) officially enrolled as BSED Social Studies learner; (3) have an active, existing, and functioning Facebook Messenger account of at least six (6) years; (4) and uses Facebook Messenger for academic inquiries of at least thrice a week whether with their teachers or their classmates.

Table 1 presents the profile of informants. The twelve (12) learners of BSED Social Studies enrolled in the School Year 2022-2023 comprises of seven (7) male and five (5) female informants. In each of the 1st to 3rd year level of the said college course, four (4) informants were chosen. Moreover, one (1) of the informants came from Iloilo City; five (5) from Iloilo province; one (1) from Antique; one from Capiz; one (1) from Guimaras; and three (3) from Aklan. The identity of the informants was made incognito to maintain its confidentiality.

Table 1. Profile of Informants

BSED Social Studies Learners	Sex	Year Level	Location
Fern	M	1	Santa Barbara, Iloilo
Chris	M	1	Banga, Aklan
Joy	F	1	San Lorenzo, Guimaras
Brian	M	1	Buruanga, Aklan
King	M	2	Passi City, Iloilo
May	F	2	Tapaz, Capiz
Karen	F	2	Passi City, Iloilo
Dani	F	2	Anini-y, Antique
Hannah	F	3	Cabatuan, Iloilo
Leon	M	3	Badiangan, Iloilo

James	M	3	Zamora St., Iloilo City
Jay	M	3	Malinao, Aklan

Instrument

A semi-structured written interview, duly validated by experts in qualitative research, it was utilized to draw out useful information from numerous informants. Nevertheless, caution is observed in order not to ask leading questions which could create biased answers that could lessen the reliability of the said research study (George, 2022). The informants of this research study were given one question to answer with the use of Microsoft Word in a hard copy as a platform to write their responses. Using this method, the researchers are able to collect relevant data with regards to the effectiveness of the Facebook Messenger application as a tool of academic inquiries. The question is derived from the study of Akgül and Uymaz (2022) and anchored with the Task-Technology Fit (TTF) Theory (Goodhue & Thompson, 1995) that this research study which hypothesizes the connections between digital technology and the tasks it aims to accomplish (Pedroso, Tubola, Mamon, & Sencida, 2022).

Data collection

The first step in the collection of data was sending a consent form to the informants that contained the purpose of the research study and the signatories of the course facilitator were attached prior to the distribution of the semi-structured written interviews. On the other hand, to ensure the confidentiality of the data and information which are given by the informants, a direct interaction between the researchers and the informants are being practiced. In addition, the identity of the informants was guaranteed to be anonymous for they will be provided with pseudonyms. The semi-structured written interview was distributed through a hard-copy of the questionnaire, and directly hand-over among the identified informants. Informants are asked to answer the question in English language as the question is also written in English for uniformity. Consequently, from the day they received the semi-structured written interview, they were given seven (7) days to answer the question for them to have an adequate time starting from May 8, 2023 to May 15, 2023. After they finished answering, the researchers directly gathered the questionnaire one-by-one. Also, the researchers administered an accurate note taking to correctly identify the differences and similarities of the data and information gathered from the informants. In addition, frequent communication between the researchers is being practiced to clarify some gray areas in the process. With these number of precautions, researchers collect the data and information from the informants which are free from inconsistencies, misinterpretations, and error where they can formulate an accurate result and a reliable and well-founded conclusion.

Data analysis

The researchers utilized the Conventional Qualitative Content Analysis by Hsieh and Shannon (2005) in analyzing the gathered data and information (Pedroso, Siason, Basbas, Felimon, Montano, & Rocas, 2022; Pedroso et al., 2022). With the use of the aforementioned method of analysis, the researchers gained first-hand data and information from the informants. The researchers scrutinized the information gathered by transcribing the thoughts through initial analysis. Upon the agreement of the researchers, the significant sentences and phrases from the answers of the informants are highlighted and organized in accordance to their respective themes.

Results

The informants have expressed that Facebook Messenger is an avenue for academic skills, task-needs, and a preferred technology as a means of communication for academic inquiries. There were three (3) significant themes taken from the data transcripts. In terms of exhibiting individual skills, Facebook Messenger is an (1) avenue of academic skills. In terms of task accomplishment, informants deemed that Facebook Messenger completes their (2) task-needs. In addition, informants choose Facebook Messenger as their (3) preferred technology as a means of communication for academic inquiries.

Avenue for Academic Skills

Because of the pandemic, academic skills of learners are not only limited on the four-cornered classroom, but also in the virtual set-ups like Facebook Messenger. This is divided into three (3) sub-themes namely (1) Facilitates Collaboration, (2) Easy Navigation of Features, and (3) Teacher-Learner Communication.

● *Facilitates Collaboration*

Through modern technology, individuals can create an environment where they can work together as a group regardless of their location and time. The positive impact of Facebook Messenger on collaboration and learning in academic inquiries is seen through the platform's ability to facilitate group task completion, support collaborative learning, and create an environment conducive to effective communication and knowledge sharing among learners.

Hannah: *“This assisted me well whenever we are doing group task which need collaboration from one another and so, it became easier for us to accomplish our goals and finish the task easily.”*

Joy: *“Modern technology provides a collaborative learning environment inside and outside the classroom.”*

● *Easy Navigation of Features*

The popularity Facebook Messenger is due to a constant updates and new features that is deemed useful. The platform is also extremely easy to use and navigate through a series of clicks, since it is also connected to pages and accounts. Moreover, it is necessary to talk to numerous people at the same time, especially in a learning set-up (O’neill, 2022). Hence, the functionality of Facebook Messenger of group chat comes in handy. The easy navigation of features greatly benefits the learners regardless of their year level and as well as for teachers where they can use the platform despite of the fact that some teachers are not digital natives.

Karen: *“It is accessible and can easily be navigated even by students who are not tech-savvy.”*

Jay: *“Group chats also allow for polls which make decisions making between students and sometimes teachers, easier.”*

● *Teacher-Learner Communication*

The advantage of Facebook Messenger in academic inquiries is it able the teacher and learner to maintain connection outside the classroom. Hence, it fosters effective teacher-learner communication. Facebook Messenger provides convenience, efficiency, direct links, video-call functionality, and support for academic tasks contribute to enhanced communication and successful completion of academic responsibilities. Which is why, the usage of Facebook for

educational communication improved perceptions of academic accomplishment (Goh, Rasli, Tan, & Choi, 2019).

May: *“With a fast communication, I am able to connect and share my ideas with my groupmates no matter what time or distance we have from one another.”*

James: *“It has allowed constant, efficient, and private communication in terms of working as a group.”*

Leon: *“Facebook-Messenger includes a video-call feature which strengthens communication among those who are using the mobile platform since users can talk virtually with one, another especially with regards to academic responsibilities.”*

Brian: *“Facebook-Messenger assists me in accomplishing my academic tasks in a way that I get to communicate with my classmates, professors, and groupmates.”*

Task-needs

This theme includes four (4) sub-themes such as (1) Group Discussion, (2) Convenient Submission, (3) Clear Instruction, and (4) Task Clarity that are needed in order to accomplish the academic tasks easily.

- **Group Discussion**

Facebook Messenger provides a platform for group discussion that creates a space where ideas are sent and can be seen by all members where they can solicit criticism as well as praise (Ping, & Maniam, 2015). Also, it provides convenience, harmonious working environment, productive, and extensive group discussions through Facebook Messenger's features, such as group chats, call, and video conference functionalities. These is useful for learners as they have a forum to discuss in order to accomplish their task.

King: *“With messenger we are able to create convenient conversation, especially in the group chat.”*

James: *“This benefit resulted in a smoother, effective, and harmonious working environment and relationship throughout the group members.”*

Leon: *“Establishing a productive forum to discuss academic related concerns by creating a group chats is also a crucial feature of Facebook-Messenger.”*

Fern: *“When we have projects or tasks that need to be completed in the safety of our homes, it has given us the platform to hold an extensive and comprehensible group discussion with its call and video conference features.”*

- **Convenient Submission**

To transmit and exchange images, movies, and other things, a lot of individuals utilize Facebook Messenger (Aguila, 2023). In fact, one of the simplest things you can do on Facebook Messenger is probably sending files. There are numerous file types in which you can transfer images and files (O’neill, 2022). Facebook Messenger is easier compared to other file sharing platform since the application is considered an all-in-one and does not require too much internet data.

Leon: *“Project completion have become more convenient since it can be submitted through Facebook-Messenger which enable students to save time and effort since they can submit their outputs in just one click.”*

Fern: *“The app also included features including the ability to send documents that are required for submission including files, videos, and photos.”*

- **Clear Instruction**

Clear instructions make the task completion easier by providing a roadmap or guidance on the steps to be taken. This suggests that through the platform where learners can access the provided instruction ensures that individuals have a clear understanding of expectations and requirements, enhancing their ability to complete tasks successfully. Nonetheless, clear instructions provided through the platform contribute to increased efficiency, reduced ambiguity, and improved task outcomes.

Hannah: *"I was able to communicate my queries or concerns in regards to the academic tasks. With that, I can know if what I am doing is correct or that it could guide and direct me of the proper steps I should take to finish the said tasks."*

Chris: *"This helps me accomplish the task as having clear instructions makes the job a lot easier."*

- **Task Clarity**

Another significance of Facebook Messenger is it provides an avenue for clarity and able learners to clarify. Facebook Messenger serves as a significant tool for learners to seek clarification, obtain guidance, and ensure that they are following the correct steps to accomplish their academic tasks. Hence, this will prevent learners to create mistakes and consume more time.

Joy: *"We can utilize it for communicating with our groupmates and even to the teachers to make the task clear and more accessible."*

Fern: *"It provided me with the opportunity to speak with the anytime I had questions or need clarifications."*

Chris: *"I also use this app to ask for certain clarification to teachers in certain activities."*

Preferred Technology

There were (5) sub-themes such as (1) Alternative Platform, (2) File-Sharing Platform, (3) Provides Storage for References, (4) Up-to-date Reminder, (5) Convenient Tool for Communication identified through the informant's perspective about using Facebook Messenger.

- **Alternative Platform**

Facebook can be utilized to establish a community of learning, especially for groups of students that are geographically dispersed (Kent, 2013). Discussion and distribution of learning materials are not only limited through a face-to-face set-up, but can also be done through a virtual set-up like in the group chats in Facebook Messenger. This is prevalent and greatly use in the recent Covid-19 pandemic that helps in the continuity of education due the prevention of mass gathering.

Karen: *"It serves as an alternative to f2f group discussion. Because it does not require students to gather in a single location, I can do academic tasks even without going to school."*

Jay: *"In some way, group chats also serve as student's digital classroom."*

- **File-Sharing Platform.**

Facebook Messenger is a platform where various types of files such as pdf, images, videos, docs, and audio recordings can be shared. This is a notable feature of the platform since learners can easily share their files to their classmates or teachers. Although, other platforms has this feature, Facebook Messenger is still considered by the learners. The instant sharing of related content contributes to the efficiency, collaboration, and resource sharing among students in academic inquiries.

Jay: *“I also make use of messenger to send videos and photos of academic products and other related files. Audio recordings can also be sent through the app, which means recordings of online classes can be stored there for my reference.”*

Dani: *“One of the notable features of FB-Messenger is the capability to upload, send, and share files such as pdf, images, videos, docs, mp3, and others. As a student, it is inevitable to work remotely, hence, it is important for me to have a platform as medium that is convenient to share my files in different format.”*

Brian: *“I also get to instantly send related posts, videos, links, or related topics with our tasks.”*

● **Provides Storage for References**

An informal feature of Facebook Messenger is it acts as a storage platform for files that are sent. There is not limit in the number of files you can store as long as each file does not exceed 25 mb. Consequently, Facebook Messenger allows learners to easily access their uploaded files and refer to them when needed with its feature of sorting media files that are sent within the conversation. Hence, Facebook Messenger can maintain a repository of academic materials for future reference that results to enhancing the overall learning experience or learners.

Joy: *“We can send files, images, and videos in this application and they will last as long as you don’t delete them.”*

Jay: *“Students may freely send files, images, and links there for everyone’s access and for storage.”*

Hannah: *“Facebook-Messenger is also a great tool in sending attachment/files, links and videos for future reference.”*

● **Up-to-date Reminder**

Since Facebook Messenger offers direct messaging, reminders from other learners about deadlines and number of tasks needed to complete are much more accessible. Specifically, Facebook Messenger helps learners stay organized, remember important deadlines and additional tasks, and keep track of their school work. By leveraging the messaging and notification features, students can ensure that they are aware of their academic responsibilities and can collaborate with their classmates efficiently.

James: *“If there were announcements that were missed out, it is they (especially my close friends who are also my classmates), who remind me pf what needs to be done.”*

Hannah: *“Facebook-Messenger serves as a reminder tool for me wherein sometimes I forget things easily such as deadline of our tasks, the additional tasks to be done, and as well as the group tasks.”*

May: *“It allows me to keep track on the school works that I need to do with the help of the messages or notice sent by my classmates.”*

● **Convenient Tool for Communication**

Facebook Messenger as a medium of communication that is considered convenient for its time-saving, fast and money-saving attribute (Tananuraksakul, 2018). Consequently, Facebook Messenger’s accessibility and real-time communication capabilities contribute to enhanced collaboration, knowledge sharing, and academic success of learners regardless of time and location as long as internet connectivity is present.

Dani: *“The dissemination of information can be done anytime and anywhere as long as there is an internet connection.”*

Karen: “It allows instant messaging among people with a common academic goal.”

Fern: “The importance of the aforementioned software is still applicable now as we frequently return to the conventional set-up.”

King: “This tool is important for me since I can directly message my peers if I need help.”

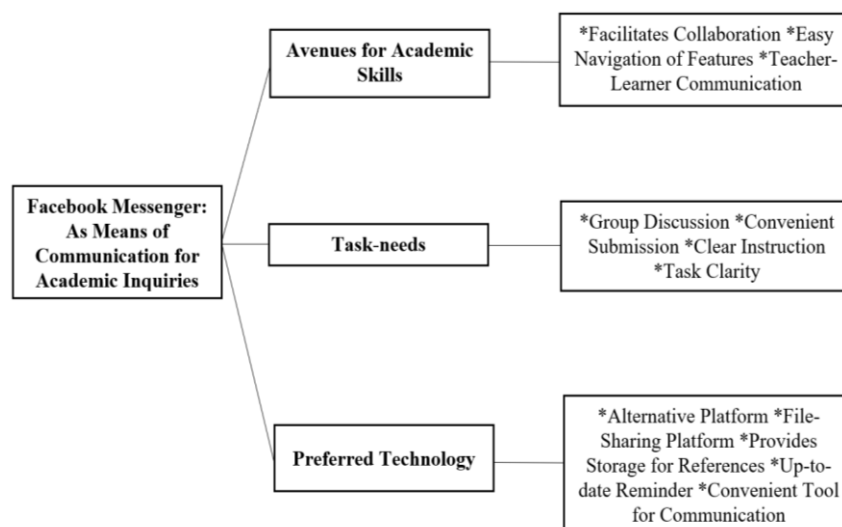


Figure 1. Significant Themes of the Study

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Discussion

With the sudden change in the educational landscape brought about by the Covid-19 pandemic (Pedroso, Oducado, Ocampo, Tan, & Tamdang, 2021), from the traditional classroom to the multimodal mode of delivering instructions through the aid of technology (Almumen, 2023), our study aims to describe how students use Facebook Messenger for academic inquiries. There were three (3) significant themes namely: (1) avenue for academic skills, used as the medium to deliver; (2) tasks needs; and, is considered (3) the preferred technology to use in academic inquiries.

Education always demands a medium to deliver the best outputs to the institution for students to learn and master their skills as well as become an example to others. With the onset of 21st-century skills in education, students are obliged to collaborate to produce a meaningful outcome in education (Limna, Siripipatthanakul, Phayaphrom, & Siripipattanakul, 2022). This study revealed a strong manifestation of collaborative learning because informants use the said platform most of the time not just for leisure but for their academic inquiries. Baylon (2023) affirmed that with the use of Facebook social learning groups, collaborative interactions are present, especially in group chats wherein politeness and kindness are manifested resulting in harmonious collaboration among members of the academe especially between students and

teachers (Salazar, 2022; Acahrya, & Acahrya, 2022). Along with its positive attitude towards collaboration, Facebook Messenger was also used most of the time because of its features that are easy to navigate. Jha (2023) claimed that next to ease of navigation, speed, gaming, and privacy were considered factors that attract people to use the said platform. Facebook Messenger, as an educational chatbot also promotes healthy communication between teachers and students. Compared with the use of email, Giannikas (2022) claimed that students considered it formal, whereas Facebook Messenger was primarily used because it was more informal where teachers are more approachable, making the communication process feel personal. Educational chatbots such as this were also perceived as an embodiment of teachers because it facilitates teacher-student interaction by giving impactful guidance and online feedback to the outputs of the students, having discussions by raising questions through video or text and helping them to keep track of their progress in learning to lead to better engagement which consequently affects student's academic performance (Kumar, 2021; Ansari & Khan, 2020; Lin, Lee Cheng, & Hung, 2020).

As the shift in the educational spectrum was most evident during the heights of the current health crisis (Liwin, 2022), the use of technology in education was further highlighted especially in submitting outputs, having discussions, and raising questions (Halaweh, 2023) among students and their fellows as well as to their teachers. Using Facebook Messenger for offline-online submission, informants did not experience any complicated procedures because of easy access and ease in submitting their outputs (Arangote, Paz, & Vinarao, 2022). Discussions on the said platform were effective and easy as well because the contribution of ideas was easily shared since everyone is familiar with and has access to it (Baylon, 2023). In delivering clear instructions, Facebook Messenger was also considered effective in modular distance learning, especially in helping learners cope with the challenges of learning mathematics (Insorio & Insorio, 2023). Tasks were also clarified with the use of the said medium because it is used by teachers to contact their students (Chen, Sandford, LaGrone, Charbonneau, Kong, & Ragavaloo, (2022), instructing them to do their assigned activities and helping them such as by sending them online educational materials (Le et al., 2022).

This study also indicates that using Facebook Messenger as the preferred technology for gaining confidence, sharing files, storing information that will later be used for their references, reminding themselves of their academic activities, and considering it as a convenient tool for communication. The said social medium was used as an alternative platform for informants to express themselves through chats. It was discovered that using reactions through the use of appropriate emoji in the outputs sent by the students boosted their confidence to participate more in discussions in the Facebook Messenger group chats (Baylon, 2023). Arangote, Paz, & Vinarao (2022) claimed that it is better used in submitting outputs as compared with other online applications. Facebook-Messenger was used as well to store files and could be beneficial to send online academic references because it supports various media including images and videos where students could review their outputs from time to time (Smutny & Schreiberova, 2022; Lin, Lee, Cheng, & Hung, 2020). Further, despite the absence of an actual reminder button, the mere fact that students are keeping on track of their progress denotes the idea of reminding themselves to work on their tasks so they can catch on time with their respective workloads (Angote, Paz, & Vinarao, 2022). Social media platforms that have chatbots including Facebook Messenger have free data option, which allows students with limited financial support to take advantage of this feature because of convenience and its user-friendliness characteristics considering it as a convenient tool for communication (Nova, DeVito, Saha, Rashid, Roy Turzo, Afrin, & Guha, 2021; Arangote, Paz, & Vinarao, 202; Zuñiga-Tonio, 2021).

It is also important to note that despite the use of Facebook Messenger as a tool for academic inquiries, some concerns were also evident which could be taken as a gap for further research. Perez-Lanting (2022) claimed that in terms of educational collaboration, the said

platform does not fit to some instructional strategies defeating the purpose of group engagement. The navigation features of Facebook Messenger, specifically its automation limitations, cause disappointment among its users because of the narrow chatbots ecosystem (Smutny & Schreiberova, 2020). Teacher-learner communication was put at stake as well because of overstepping the boundaries of teachers by the students due to familiarity which resulted in inappropriate communication and lesser student autonomy (Giannikas, 2020). Issues on privacy, effectivity, and safety were also raised while using Facebook-Messenger for teaching and learning especially in public secondary schools (Acarya & Acharya, 2022; Baylon, 2023).

This study has different limitations that could be addressed by conducting future studies. Firstly, the limited number of respondents denotes the fact that the sample size could be improved to further generalize the findings of Facebook Messenger as a tool for academic inquiries. Secondly, since it was only conducted on the Bachelor of Secondary Education Major in Social Studies, the involvement of other colleges and departments could improve the results of the study because of broader academic environments and different factors affecting their use of Facebook Messenger in their academic inquiries. Thirdly, the informants did not adhere to the ten-sentence structure of the interview. This impacts the form of the semi-structured interview conducted by the researchers since it limits the extraction of sentiments among informants and could possibly alter the results of the study. Lastly, time constraints have an impact on the quality of the informant's answers since they were only given limited time to answer the questions and reflect on their responses. This study generated additional information on the effectiveness of Facebook Messenger as a tool for academic inquiries despite the limitations mentioned above.

Conclusion

Despite being perceived by some as a lone social media platform, Facebook Messenger remains relevant in delivering teaching and learning among college students in the Philippines. Its impact on the academic performance of the informants, along with its ease of use and useful features, is a strong manifestation of its effectiveness. Notably, technologies like this are important in academia, especially as the COVID-19 pandemic begins. Nonetheless, Facebook Messenger encourages effective teacher-learner communication, which has a significant impact on academic activities and the quality of student outputs. Thus, as time passes and technology evolves, social media platforms, specifically Facebook Messenger, must be used to promote a healthy, collaborative, and effective teaching and learning experience.

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