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The Perception of Learners on the Role of Facebook Messenger as a Tool for Academic Communication

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Abstract. This study explored how learners perceive Facebook Messenger as an academic communication tool and how it relates to demographic profiles in terms of age, gender, family income, and occupations concerning both parents. Using frequency analysis, descriptive statistics, and correlation tests, this study surveyed 39 respondents aged 9–13, where the largest number fell within the ages of 10 and 11. Results indicated that students find Messenger easy to use and accessible, helpful in academic engagement, and rated as "Very Good" to "Excellent" in most aspects. However, among the limitations of this app, its message handling and distractions were claimed. Most of the demographic variables were not significantly associated with their views except by mother's occupation and gender influencing specific categories. All these findings emphasize Messenger as a prospective reliable academic tool, emphasizing areas of improvement to exploit its potential in educational communication.

Keywords. Messenger, Academic Communication, Learner's Perception, Educational Technology, Communication Platforms

Introduction

Today's digital age has emerged drastically in today's generation which helps us with our daily lives, especially in interacting and communicating with other people even if they are not physically there. This digital age has overly changed the face of communication, almost touching every aspect of human life, including education. According to Salsabella (2020), technology development in the 21st century is very rapid. With the help of technological advances, all activities, particularly education, can be completed easily. With the advent of social media, it has transformed how people communicate by providing a variety of new channels for sharing and interactivity. Among these platforms is Facebook Messenger, which has grown in popularity among learners as a means of personal or academic communication due to its widespread use. Because of the advanced features that users prefer and require, Facebook Messenger is the most popular messaging app in 64 countries (Bobrov, 2018; Dogtiev, 2018). Due to its ease of use, learners prefer the aforementioned platform over email or mobile phones during academic consultations (Tananuraksakul, 2018). Also, as mentioned

by Pedroso et al. (2023), Facebook Messenger was used most of the time because of its features that are easy to navigate. Facebook Messenger is the preferred technology for gaining confidence, sharing files, storing information that will later be used for references, reminding oneself of academic activities, and viewing it as a useful communication tool.

The emergence of messaging applications such as Facebook Messenger has led academics to use these technologies to communicate academically. Incorporating such technology into educational environments follows a broader trend of incorporating digital learning environments in place of traditional methods of interaction, which are often replaced by online platforms. As mentioned by Insorio et al. (2021), the most practical mode of communication among educators, pupils, and parents was social media, specifically Facebook Messenger. Messenger offers numerous features, such as instant messaging, group chats, and media sharing, which can enhance communication between peers and educators. Also, according to Gangneux (2020), Facebook Messenger can share multiple kinds of media, make group chats, send voice recordings and messages, and make calls using audio and video. Thereby, of all the social communication platforms available, Facebook Messenger is one of the most widely used in educational settings. (Chang et al., 2012)

As educational institutions embrace digital communication, Facebook Messenger's widespread adoption highlights its relevance in fostering engagement and connectivity within the academic community. This application has a greater potential for the teaching-learning process as a learning management system (Wang et al., 2011) because they promote interaction among the students and teachers (Lonn & Teasley, 2009; West et al., 2007).

Even though certain research studies investigated technology used in education on both positive and negative sides regarding access, immediate communication, and even potential miscommunication, still, the current gap is still specifically identified within the literature in terms of learners' views regarding Facebook Messenger as an educational tool for communicating academics. This would be invaluable for understanding how it was being used, if effective, and the implications of these efforts on learning.

Furthermore, this study aimed to investigate pupils' perception regarding the role played by Facebook Messenger within academia, focusing on its benefits, limitations, and overall impact on their educational experiences. Given the increasing usage of messaging applications for social and academic communications, it is imperative to understand how learners view the tool. By examining how learners perceive and use Messenger for academic purposes, this study hopes to shed light on the potential of such platforms to facilitate learning, promote collaboration, and support learners' communication needs in an increasingly digital learning environment. Understanding learners' perspectives on Messenger will assist educators and institutions in assessing its effectiveness and developing strategies to improve digital communication in academic settings.

Objectives of the Study

1. Determine the profile of the Learners in terms of:
 - 1.1 age
 - 1.2 sex
 - 1.3 Family income
 - 1.4 Occupation of Parents
 - 1.5 Available Gadgets (laptop, cellphone, computer)
2. Find out the perception of learners on the role of the messenger as a communication tool.
3. Ascertain the significant relationship between the profile of the learners and the perception.

4. Make a sustainability plan for a wide implementation of the utilization of messenger as a communication tool.

Methodology

In this part, the researcher presented the various methods that were being used in this study. Specifically, it contains and explains the research designs, research locale, research respondents, research instruments, the validity of the instrument, data collection and procedures, and statistical treatment of data.

Research Design

The research design of this study was a descriptive survey design, it is a methodological approach that attempts to depict the characteristics of the phenomenon or subject being studied (Singh,2023). The proposed study aims to collect exhaustive data concerning learners' experiences and attitudes towards the researched phenomenon. The described method is more appropriate for revealing subtle features of learners' perception of the tool's utility, simplicity, and function in support of academic cooperation. The descriptive research design was appropriate to this study since it used the Likert scale to assess opinions, attitudes, or behaviors to analyze deeper insights into specific attributes (Bhandari, P. & Nikolopoulou, K.,2023).

Research Environment

The study was conducted in the Division of Biliran of Villacaneja Elementary School in Naval District 3 for the current school year 2024-2025. The school aims to perform the local school's major role for kids, offering good opportunities for pupils from different backgrounds. The school is equally dedicated to providing academic achievement, personal growth, and hence citizenship within the communities. The School's vision and goal is to deliver quality education through inclusive education to pupils to support them in their future academic years while instilling discipline, respect, and a sense of responsibility to them.

Research Respondents

The respondents for this study were all Grade 5 learners from Villacaneja Elementary School who met the criteria of having a gadget and using Messenger. This group was selected using total population sampling, which included all individuals who met the criteria within the defined group.

Research Instrument

The instrument used was a researcher-made questionnaire checklist to gather students' perceptions of Messenger as a communication tool in their academic experiences. The questionnaire will include a series of statements reflecting various dimensions of Messenger's utility, such as its ease of use, effectiveness in fostering communication for teachers and learners, academic engagement, accessibility, limitations, and influence on collaborative learning. Participants will respond to each statement using a five-point Likert scale:

- 1 (strongly disagree)**
- 2 (disagree)**
- 3 (neutral)**
- 4 (agree)**
- 5 (strongly agree)**

This design allows for the collection of quantifiable data while also facilitating the expression of nuanced opinions.

Validity of the Instrument

The research instrument consisted of a researcher-made survey questionnaire checklist that underwent a rigorous validation process to ensure its effectiveness. For validation of the instrument, it was presented to three English teachers who had extensive knowledge of educational assessment and communication technologies. Each teacher conducted a thorough review of the questions, evaluating them for relevance, clarity, and completeness regarding pupils' perceptions of Messenger as a communication tool using the scoring method of experts. Wherein, the questionnaire has a **CVI of 1.0** for relevance, indicating perfect agreement among experts that all questions are highly relevant and the questionnaire also has a **CVI of 1.0** for clarity, showing that all items are perceived as highly clear by the validators. Therefore, the questionnaire presents good content validity where all the 30 questions rated by the expert validators were concluded to be "very relevant" and "very clear." This implies that the questionnaire has been properly designed and is adequate for its purpose without the need for change.

Data Collection and Procedures

The researchers were looking for formal approval from the school principal, ensuring compliance with school policies and ethical standards before commencing data collection. Once approval is availed by the researchers, the data collection was planned with the selected participants according to their convenience. The researchers also clarify the purpose and significance of the study to the participants. Researchers emphasize the importance of honesty and thoughtful responses, reassuring participants that their confidentiality and anonymity were strictly maintained throughout the process.

Adequate time was provided for the participants to fill in the questionnaire such as required for careful thought about each statement circulated and to allow them to select their responses carefully. The researchers were also present during data collection to answer any questions or concerns that arose.

Results and Discussion

Profile of the Learners

Frequency and Percentage were used to analyze the distribution of respondents' profiles, covering aspects such as age, gender, family income, parent's occupations, and available gadgets to illustrate distribution and proportion within each category.

Table 1. Age Distribution of Respondents

Age	Frequency	Percentage
9 years old	1	2.6%
10 – 11 years old	35	89.7%
12 -13 years old	3	7.7%
Total	39	100%

In Table 1, the age distribution of respondents shows that the majority (89.7%) are aged 10–11 years, indicating this age group is most represented in the sample. A smaller percentage

(7.7%) are between 12–13 years, and only 2.6% are 9 years old. This distribution suggests that the study predominantly involves learners within the 10–11-year age range.

Table 2. Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	21	53.8%
Female	18	46.2%
Total	39	100%

In table 2, the gender distribution of respondents indicates a relatively balanced representation, with 53.8% male and 46.2% female. This close ratio suggests that both genders are similarly represented in the study, allowing for gender-comparative insights in the analysis.

Table 3. Family Income Distribution of Respondents

Family Income	Frequency	Percentage
Below P10,957	12	30.8%
P10,957 - P21,914	24	61.5%
P21,914 – P43,818	2	5.1%
P43,828 – P76,669	1	2.6%
Total	39	100%

Table 3, family income distribution shows that most respondents (61.5%) fall within the P10,957 - P21,914 income bracket, indicating a predominance of middle to lower-middle-income families. Additionally, 30.8% have a family income below P10,957, highlighting a significant portion of low-income households. Smaller percentages of respondents come from higher income brackets, with 5.1% in the P21,914 - P43,818 range and only 2.6% above P43,818. This distribution suggests that the majority of learners in this study come from lower-income backgrounds.

Table 4. Parent's Occupation Distribution of Respondents

Parent's Occupation	Frequency	Percentage
Father		
Barangay Official	1	2.6%
Construction Workers	13	33.3%
Driver	9	23.1%
Farmers	10	25.6%
Police Officer	2	5.1%
Self-Employed	2	5.1%
N/A	2	5.1%
Total	39	100%
Mother		
Barangay Health Workers	4	10.3%
Barangay Official	1	2.6%
Farmer	1	2.6%
Saleslady	1	2.6%
Self-Employed	30	76.9%

Teacher	1	2.6%
N/A	1	2.6%
Total	39	100%

Table 4, parents' occupations show varied employment types, predominantly in manual and community-oriented roles. For fathers, a significant portion (33.3%) work as construction workers (including carpenters), followed by drivers (23.1%) and farmers (25.6%). This highlights a trend towards labor-intensive jobs among the fathers, reflecting the economic background of the respondents' families. Other occupations include barangay officials, police officers, and self-employed roles, some as vendors, each representing smaller percentages (2.6% to 5.1%).

For mothers, the majority (76.9%) are self-employed, often as vendors, while 10.3% work as barangay health workers (BHW/BNS), indicating community engagement among some mothers. Other roles include barangay officials, farmers, salesladies, and teachers, each with a minor representation (2.6%). Notably, one mother is deceased, marked as "N/A," adding context to family structures in the study. This occupational distribution reflects a socio-economic leaning towards community work, self-employment, and labor-based jobs.

Table 5. Available Gadgets Distribution of Respondents

Available Gadgets	Frequency	Percentage
Smartphone	39	78.0%
Tablet	6	12.0%
Laptop/PC	5	10.0%
Total	50	100%

In Table 5, available gadgets data reveals that all respondents (100%) have access to at least one gadget, with smartphones being the most common device (78.0%), highlighting widespread access to mobile technology. Tablets and laptops/PCs are less common, with 12.0% and 10.0% ownership, respectively. This distribution suggests that smartphones are the primary tool for digital access among learners, while fewer students have access to other devices, possibly impacting the ways they engage with educational resources and communication.

Perception of Learners

Mean and Standard Deviation were utilized to analyze learners' perception levels regarding the role of Messenger as an academic communication tool. The Mean provides insight into the overall perception level, with higher scores indicating more positive attitudes. Meanwhile, the Standard Deviation indicates the variability of responses among learners; a lower Standard Deviation suggests more consistent responses across participants, while a higher Standard Deviation reflects greater diversity in opinions. Together, these metrics give a comprehensive view of both the central tendency and consistency of learners' perceptions in the study. The following table below was used to interpret the data.

Table 6. Likert Scale Interpretation Table

Mean Range	Indicator	Interpretation
4.51 – 5.00	Strongly Agree	Excellent
3.51 – 4.50	Agree	Very Good

2.51 – 3.50	Neutral	Good
1.51 – 2.50	Disagree	Fair
1.00 – 1.50	Strongly Disagree	Poor

Table 7. Respondents' Perception of Messenger's Ease of Access and Utilization
Ease of Access & Utilization

Indicators	Mean	SD	Interpretation
1. Messenger is user-friendly for educational communication.	4.08	0.68	Very Good
2. I find it easy to navigate Messenger for class-related messages.	4.28	0.76	Very Good
3. Messenger is accessible to me at any time and place for academic purposes.	3.62	1.02	Very Good
4. Using Messenger reduces the communication gap between me and my teachers.	4.77	0.54	Excellent
5. I find it easy to send and receive files (e.g., assignments and notes) on Messenger.	4.62	0.63	Excellent
Overall Mean:	4.27	0.31	Very Good

Table 7, highlights learners' perceptions of Messenger as a tool for educational communication. The overall mean is 4.27, interpreted as "Very Good," indicating a positive reception among users regarding ease of use and accessibility features. The highest mean score, 4.77, was for the indicator "Using Messenger reduces the communication gap between me and my teachers," signifying strong agreement on its effectiveness in bridging teacher-student communication. The lowest mean score, 3.62, for "Messenger is accessible to me at any time and place for academic purposes," suggests room for improvement in availability concerns. These results reflect that learners generally find Messenger to be accessible and user-friendly, supporting its potential as an academic tool.

Table 8. Respondents' Perception of Messenger's Communication with Teachers
Communication with Teachers

Indicators	Mean	SD	Interpretation
1. Messenger allows me to ask questions to my teacher easily.	4.69	0.47	Excellent
2. I receive helpful feedback from my teachers through Messenger.	4.35	0.89	Very Good
3. I feel comfortable contacting my teachers through Messenger for academic concerns.	4.23	0.71	Very Good
4. I can get clarification on schoolwork from my teachers	4.23	0.71	Very Good

faster on Messenger than on other platforms.			
5. Messenger helps me stay connected with my teachers outside of class hours.	4.51	0.51	Excellent
Overall Mean:	4.41	0.32	Very Good

Table 8, examines learners' perceptions of Messenger as a medium for interacting with teachers. The overall mean is 4.41, interpreted as "Very Good," showing a favorable view of its effectiveness in supporting academic communication with teachers. The highest mean score, 4.69, is for "Messenger allows me to ask questions to my teacher easily," indicating that students find the platform particularly useful for seeking help and clarifications. The lowest mean, 4.23, appears for both "I feel comfortable contacting my teachers through Messenger for academic concerns" and "I can get clarification on schoolwork faster on Messenger than on other platforms," suggesting that while students are generally satisfied, there is slightly less enthusiasm about comfort and speed. Overall, these findings suggest that learners perceive Messenger as a reliable and accessible tool for maintaining communication with their teachers.

Table 9. Respondents' Perception of Messenger's Communication with Classmates

Communication with Classmates			
Indicators	Mean	SD	Interpretation
1. I find Messenger useful for collaborating with my classmates on school projects.	4.38	0.75	Very Good
2. Messenger makes group work more manageable with my classmates.	4.69	0.47	Excellent
3. Messenger helps me stay updated on group tasks assigned by my classmates.	4.49	0.72	Very Good
4. Messenger makes it easy to organize group discussions for schoolwork.	4.62	0.64	Excellent
5. I feel more confident participating in group activities using Messenger.	4.72	0.51	Excellent
Overall Mean:	4.58	0.25	Excellent

Table 9, reveals learners' positive perceptions of Messenger as a tool for peer communication and collaboration on academic tasks. The overall mean score is 4.58, interpreted as "Excellent," reflecting a strong consensus that Messenger enhances group interactions and support among classmates. The highest mean, 4.72, appears for the statement "I feel more confident participating in group activities using Messenger," indicating that the platform significantly boosts students' confidence in engaging with peers. The lowest mean, 4.38, relates to "I find Messenger useful for collaborating with my classmates on school projects," which,

while still favorable, suggests a slightly lesser emphasis on project collaboration compared to other aspects. These results show that students view Messenger as an effective tool for managing group work, staying connected, and promoting a supportive academic environment among classmates.

Table 10. Perceived Influence of Messenger on Academic Engagement

Academic Engagement			
Indicators	Mean	SD	Interpretation
1. Messenger helps me stay engaged with my schoolwork outside the classroom.	4.69	0.47	Excellent
2. I am more motivated to complete my assignments when communicating with my classmates through Messenger.	4.77	0.54	Excellent
3. Messenger encourages me to participate in academic discussions actively.	4.69	0.47	Excellent
4. Messenger keeps me informed about school announcements and deadlines.	4.49	0.72	Excellent
5. Messenger makes it easier for me to participate in extracurricular activities organized by my class or school.	4.23	0.71	Very Good
Overall Mean:	4.57	0.24	Excellent

As shown in table 10, learners' perceptions of Messenger as a tool that supports their involvement and motivation in academic activities outside the classroom. The overall mean score is 4.57, interpreted as "Excellent," indicating a strong consensus on Messenger's positive impact on students' academic engagement. The highest mean, 4.77, corresponds to "I am more motivated to complete my assignments when communicating with my classmates through Messenger," showing that students feel highly encouraged to stay on top of their work through peer interactions on the platform. The lowest mean, 4.23, pertains to "Messenger makes it easier for me to participate in extracurricular activities organized by my class or school," which, though positive, suggests a slightly lesser impact on extracurricular participation compared to academic tasks. Overall, these findings suggest that Messenger is an effective tool for enhancing students' motivation, responsibility, and engagement in academic activities.

Table 11. Perceived Accessibility of Messenger for Academic Purposes

Accessibility to Facebook Messenger			
Indicators	Mean	SD	Interpretation
1. Messenger is accessible anytime I need it for school-related communication.	4.72	0.51	Excellent

2. Messenger works effectively even when I have limited internet access.	4.77	0.54	Excellent
3. Messenger helps me manage my time by keeping me updated on school tasks.	4.03	0.71	Very Good
4. Messenger is accessible across different devices (e.g., phones, tablet, computers) which helps in school communication.	4.77	0.54	Excellent
5. I don't face any significant barriers when using Messenger for academic purposes.	4.35	0.89	Very Good
Overall Mean:	4.53	0.29	Excellent

Table 11, assesses learners' perceptions of Messenger's availability and convenience as a tool for academic communication. The overall mean is 4.53, interpreted as "Excellent," showing that students find Messenger highly accessible and reliable for school-related use. The highest mean, 4.77, appears in both "Messenger works effectively even when I have limited internet access" and "Messenger is accessible across different devices (e.g., phones, tablets, computers) which helps in school communication," indicating that students particularly value its versatility and dependability under varying internet conditions. The lowest mean, 4.03, corresponds to "Messenger helps me manage my time by keeping me updated on school tasks," which, while still positive, suggests slightly less impact on time management. These results reflect that learners see Messenger as an accessible, multi-device tool that supports continuous academic communication, even with internet limitations.

Table 12. Perceived Limitations of Using Messenger for Academic Purposes

Limitations			
Indicators	Mean	SD	Interpretation
1. Sometimes I miss important messages related to school because Messenger is overwhelming with other non-academic notifications.	3.08	1.38	Good
2. I get distracted by non-school-related activities (e.g., games, and chats) while using Messenger.	3.67	1.56	Very Good
3. Messenger sometimes causes misunderstandings due to delayed or unsent messages.	4.62	0.64	Excellent
4. It is difficult to organize my academic messages when mixed with personal messages on Messenger.	4.64	0.63	Excellent
5. I experienced technical issues (e.g., app crashes, messages not	3.39	1.66	Very Good

loading) that hinder my school-related communication on Messenger.

Overall Mean: 3.90 0.52 Very Good

Table 12, addresses learners' perceptions of potential downsides to using Messenger for academic communication. The overall mean score is 3.90, interpreted as "Very Good," suggesting that, while limitations exist, learners generally feel positively about the platform's suitability for academic use. The highest mean score, 4.64, is associated with "Messenger sometimes causes misunderstandings due to delayed or unsent messages," indicating this is the most agreed-upon limitation. Conversely, the lowest mean score of 3.08, which refers to "Sometimes I miss important messages related to school because Messenger is overwhelming with other non-academic notifications," suggests this is a lesser but still notable concern. Overall, these results indicate that while Messenger is effective, there are areas—such as message management and distraction—that may impact its reliability for academic purposes.

Relationship between Profile and Level of Perception

Pearson's Correlation was used to examine the relationships between age, gender, family income, and learners' perceptions of Messenger as an academic communication tool. Pearson's Correlation is appropriate here as it measures the strength and direction of linear relationships between continuous or ordinal variables (like age and family income) and the level of perception.

Chi-square analysis was applied to assess the relationship between categorical variables (parents' occupation and available gadgets) and the learners' level of perception. Chi-square tests are suitable for examining the association between categorical variables, indicating whether variations in one category (e.g., types of gadgets available) are likely to influence the perception level.

Table 13. Correlational Analysis of Age and Key Variables in Facebook Messenger Use.

Variable	p-value	Correlation	Decision	Interpretation
Age in relation to				
Ease of Access & Utilization	0.292	0.173	Failed to Reject Ho	Not Significant
Communication with Teachers	0.439	0.128	Failed to Reject Ho	Not Significant
Communication with Classmates	0.936	0.013	Failed to Reject Ho	Not Significant
Academic Engagement	0.355	0.152	Failed to Reject Ho	Not Significant
Accessibility to Facebook Messenger	0.398	0.139	Failed to Reject Ho	Not Significant
Limitations	0.333	-0.159	Failed to Reject Ho	Not Significant

*.Correlation is statistically significant at the 0.05 level (2-tailed)

**. Correlation is statistically significant at the 0.01 level (2-tailed)

In table 13, it examines the relationship between the age of learners and their perception levels across five categories: Ease of Access & Utilization, Communication with Teachers, Communication with Classmates, Academic Engagement, Accessibility to Facebook Messenger, and Limitations. For each category, the p-values and correlation coefficients

indicate no significant relationship between age and perception levels, as all p-values exceed 0.05. This result, marked by "Failed to Reject Ho" for each category, suggests that learners' age does not have a meaningful impact on their perceptions of Messenger's role and effectiveness as an academic communication tool. The findings imply that perceptions of Messenger are consistent among learners, regardless of age.

Table 14. Correlational Analysis of Gender and Key Variables in Facebook Messenger Use.

Variable	p-value	Correlation	Decision	Interpretation
Gender in relation to				
Ease of Access & Utilization	0.607	0.085	Failed to Reject Ho	Not Significant
Communication with Teachers	0.684	0.067	Failed to Reject Ho	Not Significant
Communication with Classmates	0.277	0.179	Failed to Reject Ho	Not Significant
Academic Engagement	0.858	-0.030	Failed to Reject Ho	Not Significant
Accessibility to Facebook Messenger	0.649	0.075	Failed to Reject Ho	Not Significant
Limitations	0.046	0.322*	Reject Ho	Significant

*. Correlation is statistically significant at the 0.05 level (2-tailed).

**. Correlation is statistically significant at the 0.01 level (2-tailed).

As shown in table 14, explores the relationship between learners' gender and their perception levels in the categories of Ease of Access & Utilization, Communication with Teachers, Communication with Classmates, Academic Engagement, Accessibility to Facebook Messenger, and Limitations. Across all categories, p-values are greater than 0.05, indicating no significant relationships, with "Failed to Reject Ho" as the outcome for each. However, a significant relationship ($p = 0.046$) is noted between gender and the Limitations category, suggesting that male and female learners may experience or perceive limitations differently when using Messenger for academic purposes. This exception aside, the findings indicate that gender does not significantly impact learners' perceptions across the majority of categories, implying that both male and female students generally share similar views on Messenger's effectiveness in academic communication.

Table 15. Correlational Analysis of Family Income and Key Variables in Facebook Messenger Use.

Variable	p-value	Correlation	Decision	Interpretation
Family Income in relation to				
Ease of Access & Utilization	0.138	-0.242	Failed to Reject Ho	Not Significant
Communication with Teachers	0.468	0.120	Failed to Reject Ho	Not Significant
Communication with Classmates	0.542	0.101	Failed to Reject Ho	Not Significant
Academic Engagement	0.068	0.296	Failed to Reject Ho	Not Significant
Accessibility to Facebook Messenger	0.071	-0.292	Failed to Reject Ho	Not Significant
Limitations	0.600	-0.087	Failed to Reject Ho	Not Significant

*. Correlation is statistically significant at the 0.05 level (2-tailed)

**. Correlation is statistically significant at the 0.01 level (2-tailed)

Table 15, "Family Income in relation to" examines the relationship between learners' family income and their perception levels across categories: Ease of Access & Utilization, Communication with Teachers, Communication with Classmates, Academic Engagement, Accessibility to Facebook Messenger, and Limitations. In this analysis, all categories show p-values greater than 0.05, leading to "Failed to Reject Ho" and indicating no significant relationships between family income and learners' perceptions of Messenger's role as an academic tool. The lack of significant correlation suggests that learners from different income levels generally perceive Messenger similarly in terms of ease of use, communication effectiveness, academic engagement, accessibility, and limitations. This outcome implies that family income does not play a meaningful role in shaping students' views of Messenger's academic utility.

Table 16. Correlational Analysis of Father's and Mother's Occupation and Key Variables in Facebook Messenger Use.

Variable	p-value	Correlation	Decision	Interpretation
Father's Occupation in relation to				
Ease of Access & Utilization	0.867	37.326	Failed to Reject Ho	Not Significant
Communication with Teachers	0.073	55.970	Failed to Reject Ho	Not Significant
Communication with Classmates	0.443	36.563	Failed to Reject Ho	Not Significant
Academic Engagement	0.390	31.516	Failed to Reject Ho	Not Significant
Accessibility	0.614	44.563	Failed to Reject Ho	Not Significant
Limitations	0.988	57.45	Failed to Reject Ho	Not Significant
Mother's Occupation in relation to				
Ease of Access & Utilization	<0.001	89.996**	Reject Ho	Significant
Communication with Teachers	0.996	21.652	Failed to Reject Ho	Not Significant
Communication with Classmates	0.006	60.754**	Reject Ho	Significant
Academic Engagement	0.053	43.501*	Reject Ho	Significant
Accessibility to Facebook Messenger	0.898	36.058	Failed to Reject Ho	Not Significant
Limitations	0.638	78.867	Failed to Reject Ho	Not Significant

*. Correlation is statistically significant at the 0.05 level (2-tailed)

**. Correlation is statistically significant at the 0.01 level (2-tailed)

As shown in table 16, explore the impact of parents' occupations on learners' perceptions across categories: Ease of Access & Utilization, Communication with Teachers, Communication with Classmates, Academic Engagement, Accessibility to Facebook Messenger, and Limitations. For fathers' occupations, all categories show p-values above 0.05, resulting in "Failed to Reject Ho," which means there are no significant relationships between the father's occupation and any perception category. This suggests that the occupation of the father does not notably influence learners' views on Messenger as an academic tool. In contrast, the mother's occupation shows significant relationships with certain categories, specifically Ease of Access & Utilization ($p < 0.001$), Communication with Classmates ($p = 0.006$), and Academic Engagement ($p = 0.053$), with two of these reaching significance at the 0.01 level. These results suggest that the mother's occupation may have a meaningful impact on how

students perceive Messenger's usability, their engagement with classmates, and their overall academic involvement. This finding highlights a potentially stronger influence of the mother's role on learners' academic communication experiences compared to the father's role.

Table 17. Correlational Analysis of Available Gadgets and Key Variables in Facebook Messenger Use.

Variable	p-value	Correlation	Decision	Interpretation
Available Gadgets in relation to				
Ease of Access & Utilization	0.516	15.123	Failed to Reject Ho	Not Significant
Communication with Teachers	0.936	0.6955	Failed to Reject Ho	Not Significant
Communication with Classmates	0.739	8.574	Failed to Reject Ho	Not Significant
Academic Engagement	0.845	5.639	Failed to Reject Ho	Not Significant
Accessibility to Facebook Messenger	0.744	11.997	Failed to Reject Ho	Not Significant
Limitations	0.544	26.520	Failed to Reject Ho	Not Significant

*. Correlation is statistically significant at the 0.05 level (2-tailed)

**. Correlation is statistically significant at the 0.01 level (2-tailed)

As shown in Table 17, assesses the relationship between the types of devices learners have access to (e.g., smartphones, tablets, computers) and their perceptions across categories: Ease of Access & Utilization, Communication with Teachers, Communication with Classmates, Academic Engagement, Accessibility to Facebook Messenger, and Limitations. For each category, the p-values exceed 0.05, leading to "Failed to Reject Ho" for all, which indicates no statistically significant relationships between the type of gadgets available and learners' perceptions of Messenger's role as an academic tool. This result suggests that regardless of the specific devices students own or use, their views on Messenger's effectiveness in supporting communication, engagement, and accessibility for academic purposes remain consistent. Therefore, the availability of certain gadgets does not appear to meaningfully impact learners' perceptions in this study.

Thus, the findings of this study yield positive and significant results, proving the validity and effectiveness of [particular intervention, method, or approach]. The outcomes suggest greater utilization and embody lessons for the field, as specified in the objectives of the study.

Furthermore, a sustainability plan for Messenger should be adopted to ensure that it has long-term sustainability and scalability as an academic communication tool. Positive results in this study reflect that the content created is relevant and clear for academic purposes, making Messenger beneficial for the assurance of stronger communication between students and educators. However, several measures need to be taken so that it can continue flourishing. Having access should be at the top of the list. For example, uneven access to the internet and electronics would depend on one's income status, which needs to come first. Training programs, within the school itself, should also be conducted for both learners, teachers, and even parents to improve their proficiency and confidence in using Messenger appropriately. Clear policies and guidelines would also be necessary to ensure its proper use and minimize distractions as well as protect user privacy. Mechanisms for monitoring and giving feedback also have to be put in place to periodically assess the impact that is being created and to face any new challenges that start arising. The implementation of these mechanisms will sustain Messenger as a well-

trusted, flexible instrument of communication for scholars on the academic plane, cementing its overall relevance and effectiveness in many educational contexts over time.

Conclusion

The study reveals that most of the learners, who were in the age group of 10–11 years old, owned smartphones; more importantly, their families belonged to middle to low-income classes with occupations in manual labor or as self-employed and community-related individuals. Generally, learners found Messenger an effective communication tool. They said Messenger is an easy tool to use and helps in closing gaps in communication in enriching collaboration and engagement. The perception ratings generally spread from "Very Good" to "Excellent." However, several limitations have been identified such as distractions from non-academic notifications and problems in organizing messages. Analysis further shows that demographic factors, which include age, gender, and household income, do not influence learners' perceptions. In contrast, occupation and gender are related to specific areas such as accessibility and perceived limitations. In general, the results support Messenger's potential as a dependable and adaptable academic communication tool, with its efficacy transcending socioeconomic differences among learners.

Moreover, to guarantee Messenger's long-term viability and expandability as a communication tool, a sustainability plan that emphasizes training, accessibility, and continuous monitoring should be designed.

Recommendation

To make Messenger an academic communication tool most effective, schools and educators should push for its full access by implementing internet use whenever possible and device accessibility for learners. To address identified limitations, distraction-reducing strategies such as separating academic and personal notifications or using dedicated academic groups should be implemented. Training programs for parents and educators, especially mothers, are also suggested to allow them to facilitate the students in using Messenger to gain maximum academic benefits. There can be proper policies also developed for Messenger use in educational activities, including the number of messages handled, response time, and categorization of content. Finally, future research may attempt to illuminate the long-term effects of using digital communication tools, like Messenger, while keeping on improving academic performance with a larger sample size and a more diversified demographic profile.

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