Facebook Messenger as a Pedagogical Platform: A Text-Based Approach to Teaching Specialized Humss Subjects

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ABSTRACT

Education today is increasingly shaped by the integration of digital technologies, offering new avenues for teaching and learning. Within the realm of specialized subjects in the Humanities and Social Sciences (HUMSS) Strand, teachers face the challenge of engaging learners in disciplines that demand critical analysis, deep understanding, and interdisciplinary exploration. A context-based approach in education involves tailoring instructional methods, curriculum design, and learning experiences to the specific context, needs, and backgrounds of learners. The primary goal of this study is to examine the utilization of facebook messenger as a text-based teaching approach in specialized subjects in HUMSS strand. The study used a mixed-method approach and employed a purposive sample approach. The respondents of the study were the learners and teachers under the HUMSS Strand of batch 2021-2022 in the schools. Overall, in terms of the perception of the respondents on the utilization of Facebook messenger as a text-based teaching approach in specialized subjects in HUMSS strand concerning the pedagogical tool and learning mode were moderately agreed. It's also important to look at the learner's learning outcomes while using Facebook as a learning platform. While most people considered using Facebook to be useful and easy, a small percentage nevertheless found it to be inconvenient and distracting.

INTRODUCTION

In the digital age, the landscape of education continued to evolve, driven by the integration of technological tools that offered new and flexible avenues for teaching and learning. Within the Humanities and Social Sciences (HUMSS) Strand, this evolution proved especially significant, as the curriculum required not only the delivery of content but also the development of critical thinking, interdisciplinary analysis, and reflective inquiry. One response to these instructional demands was the adoption of context-based teaching—a pedagogical approach that aimed to align learning content with students' lived experiences, cultural backgrounds, and future aspirations. This approach promoted relevance and meaning-making by encouraging learners to connect academic knowledge to their personal, social, and community realities.

Context-based teaching deviated from rigid, standardized instructional models. Instead, it emphasized learner-centered strategies that fostered active participation and deeper understanding. In the HUMSS context, it enabled students to relate abstract concepts to real-life issues, thereby enhancing their motivation and comprehension. In response to the increasing need for accessible and flexible learning environments, digital communication platforms—particularly text-based mobile applications such as Facebook Messenger—emerged as practical tools for delivering instruction, especially in resource-constrained settings.

Facebook Messenger, widely used by Filipino learners, offered real-time communication features and was already familiar to both students and teachers. During the shift to flexible learning modalities caused by the COVID-19 pandemic, the platform gained popularity as an alternative mode of instructional delivery. It allowed for continued engagement through asynchronous and synchronous messaging, even in households with limited internet access. Although originally designed for informal communication, Facebook Messenger served as a functional environment for conducting text-based learning, particularly in situations where traditional learning platforms were inaccessible or unaffordable.

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Despite its widespread adoption, there remained limited empirical research on the pedagogical effectiveness of Facebook Messenger, particularly in the context of specialized HUMSS subjects. Most existing literature on digital tools in education tended to focus on generalized online learning platforms or temporary solutions for emergency remote teaching. Few studies examined the long-term integration of text-based platforms like Messenger into formal instruction. This study aimed to bridge that gap by exploring how Facebook Messenger was utilized as a text-based teaching approach within the HUMSS Strand. Specifically, it investigated how Messenger supported learner engagement, contextual relevance, and instructional delivery in the post-pandemic educational landscape. Furthermore, the study examined the perceptions of both teachers and students regarding the effectiveness, limitations, and potential of Messenger as an educational tool.

Although Messenger was primarily used for instant messaging, it shared the essential characteristics of other text-based platforms such as email or SMS, allowing users to engage in written communication in real time or asynchronously. Its versatility was demonstrated in various studies. Smith et al. (2018), for example, highlighted Messenger's potential in delivering mental health interventions, while Johnson et al. (2020) found it useful for fostering collaboration and discussion in online learning environments. Likewise, Jones and Lee (2019) examined its feasibility for delivering health-related services to patients with chronic conditions. These studies underscored Messenger's adaptability across contexts; however, its application as a formal teaching tool in subject-specific secondary education settings, such as the HUMSS Strand, remained underexplored.

Alongside its benefits, the use of Messenger in education also presented several challenges. Educators reported issues such as limited or unstable internet access, reduced student participation, and difficulties in conveying complex concepts via text alone. While Messenger facilitated instructional continuity, it also revealed limitations in terms of student interaction, the depth of content delivery, and feedback mechanisms. These limitations were particularly relevant in specialized HUMSS subjects, where meaningful discourse and critical engagement were central to effective instruction.

Given these considerations, this study examined the utilization of Facebook Messenger as a text-based teaching approach in specialized subjects in the HUMSS Strand across selected senior high schools in the Schools Division of Pasig City. It aimed to assess the platform's effectiveness as a pedagogical tool and its suitability as a learning modality. Additionally, the study investigated the challenges encountered by both teachers and students in Messenger-based learning environments. Through this inquiry, the research contributed to a deeper understanding of how accessible, low-cost digital tools could be integrated into context-based and learner-responsive instruction in public secondary education.

Statement of the Problem

1. How do HUMSS learners in selected senior high schools in the Division of Pasig City perceive the utilization of Facebook Messenger as a text-based teaching approach in terms of:
   a) effectiveness as a pedagogical tool, and
   b) suitability as a mode of learning?
2. Are there significant differences in learner perceptions based on their demographic profile (e.g., age and sex)?
3. What challenges are encountered by both teachers and learners in the use of Facebook Messenger for text-based instruction in specialized HUMSS subjects?

Hypothesis

H_0 (Null Hypothesis):

There is no significant difference in the perception of the learner-respondents on the utilization of Facebook Messenger as a text-based teaching approach in specialized subjects in the HUMSS strand when grouped according to their age and sex.

H_1 (Alternative Hypothesis):

There is a significant difference in the perception of the learner-respondents on the utilization of Facebook

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Messenger as a text-based teaching approach in specialized subjects in the HUMSS strand when grouped according to their age and sex.

THEORETICAL FRAMEWORK

Every effort must be taken to ensure that learners succeed in all educational settings. This includes pedagogical concerns, as well as an awareness of student backgrounds and learning styles, teacher ability, and course design and administration. Distance learning has its own set of success factors, including a less structured learning experience for learners because they do not meet regularly in a classroom; a possible learning curve related to course delivery technologies, which is a potential concern for both learners and teachers; different strategies for sharing and discussing information than would be present in a face-to-face context; and, specifically for teachers, the need to adapt and expand on traditional teaching methods. In this new learning activity, inexperienced online learners and educators must be prepared and supported.

While learner success in any learning situation, especially distance learning, is based on a variety of factors, not all of which are within an instructor's control, there is a lot that can be done to anticipate and mitigate the obstacles that come with an online course. Teachers who have a thorough grasp of online teaching techniques and the capacity to use them, on the other hand, will be able to offer a more positive learning environment for their learners and enjoy their teaching experience more completely.

One of the early SRL authors was Zimmerman (e.g., Zimmerman, 1986). He created three SRL models, the first of which was published in 1989 and was the first attempt to describe the relationships that drive SRL. Self-regulated learning is an educational paradigm that may be used to offer learners the scaffolding they need to control their learning in an online class. The transactional distance theory, developed in the field of distance education, sheds light on the interaction between the course, the learners, and the teacher, as well as how the psychological distance caused by the physical separation between the learner and the teacher might be reduced. The notion of collaborative control, which is most commonly used in distant language learning, debunks the myth that online learning is synonymous with independent study (although this is a possibility) and proposes cooperation tactics.

The framework is related to the study because it examines the Utilization of Facebook Messenger as a Text-based Teaching Approach in Specialized Subjects in HUMSS Strand. concerning: the Pedagogical Tool, and Learning Mode and its challenges. This also includes understanding of learners' backgrounds and learning styles, teacher abilities, course design, and course management. Distance learning has its own set of success factors, such as a less structured learning experience for learners because they do not meet regularly in a classroom; a potential learning curve related to course delivery technologies, which is a potential concern for both learners and teachers; different strategies for sharing and discussing information than would be present in a face-to-face context; and, particularly for teachers, the need to adapt and expand on the Inexperienced young online learners and teachers must be prepared and supported in this learning mode.

Conceptual Framework

The conceptual framework of the study encompasses a comprehensive overview of the utilization of Facebook Messenger as a Text-based Teaching Approach in Specialized Subjects in HUMSS Strand.

The input of the research paradigm focuses on the key factors identified by the researcher as the primary indicators of the Utilization of Facebook Messenger as a Text-based Teaching Approach in Specialized Subjects in HUMSS Strand. These are primarily based on the bodies of literature in this chapter. This will provide a holistic perspective on the current shape of our teaching approaches in terms of their effectiveness.

On the other hand, the processes identified in the paradigm specifically determined the perception of the teachers and learners on its utilization and challenges. Lastly, the output of this study is a proposed program for the improvement of the utilization of Facebook Messenger as a text-based teaching approach in specialized subjects in HUMSS Strand.

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Related Literature

The integration of Facebook and its messaging features into educational settings has gained scholarly attention, particularly in light of the shift toward flexible and remote learning models. Several studies in the Philippine context and beyond have examined student perceptions, instructional effectiveness, and the challenges of utilizing Facebook Messenger as a tool for academic engagement.

Caipang et al. (2021) investigated perceptions among undergraduate industrial technology students in a Philippine higher education institution. Their findings revealed that students generally held favorable perceptions of using Facebook for learning assistance, particularly outside classroom settings. Although no significant correlations were found, the researchers emphasized Facebook's potential as a tool for asynchronous and self-directed learning. They recommended that institutions consider Facebook not only as a communication platform but as a supplementary learning environment.

In a study by Farhan (2019), Facebook Messenger was used as a platform for online literature discussions. Over twelve weeks, students studied William Golding's Lord of the Flies. After five weeks of traditional classroom instruction, students participated in online group discussions via Messenger, guided by critical thinking questions. Results showed a significant improvement in test performance, suggesting that Messenger-based discussions could enhance literary comprehension and academic outcomes.

Tasir (2018) found that students across different educational levels (high school, undergraduate, and graduate) held favorable perceptions of Facebook Messenger as a platform for managing academic interactions. The study reported improved academic performance and noted that students were generally willing to engage in collaborative learning through the platform. Perceptions were more influenced by educational level than by gender, and students appreciated the platform's speed and accessibility.

Custodio et al. (2021) explored the impact of the COVID-19 pandemic on the Philippine educational system. While students acknowledged the convenience of Facebook Messenger for remote learning, they also cited challenges related to mental health, boundaries between personal and academic spaces, and internet accessibility. Despite these challenges, Facebook was regarded as a practical tool, though not a substitute for comprehensive learning management systems.

Julius (2018) concluded that while students accepted Messenger as a medium for instruction during the pandemic, they still preferred face-to-face learning. Messenger was considered cost-effective and helpful in understanding lessons, especially for peer communication. Notably, students' perceptions were not influenced by their demographic profiles, nor was perceived usefulness dependent on ease of use.

Lama (2022) emphasized that Messenger increased student engagement in language learning through sharing, discussion, and collaboration. The study concluded that the app was effective in enhancing learning experiences and positively shaped students' attitudes.

Murray et al. (2023) highlighted Facebook's role in promoting communication, student-centered learning, and participation. Students shared learning materials and initiated peer-led activities, indicating that Facebook contributed to a more interactive and engaging distance learning environment.

Chua (2021) studied E-learning implementations during the enhanced community quarantine in the Philippines. While students had positive experiences, issues such as poor internet connectivity and lack of training persisted. The study recommended professional development and structured content preparation to address these challenges.

Samani and Noordin (2020) analyzed the use of Messenger for grammar tasks among ESL students. The discourse analysis showed that Messenger supported language acquisition, particularly in grammar, and helped students become aware of the platform's educational applications. The researchers recommended that teachers integrate motivational and inclusive activities to maximize engagement.

Almaghaslah et al. (2018) linked the use of information and communication technology (ICT) with changes in

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pedagogy. They emphasized that technology enhanced both student and teacher access to resources and reshaped instructional approaches.

Bulla and Perales (2020) and Ulla et al. (2020) also supported the idea that online platforms significantly influence language teaching by facilitating resource sharing and enabling remote instruction. They noted that technological adaptation enhanced pedagogical effectiveness during the COVID-19 pandemic.

Ulla and Perales (2020) stressed the importance of online learning management systems (LMS) in maintaining continuity in instruction during crises. They argued that in the absence of formal LMS platforms, social media like Facebook could serve as a provisional alternative, provided its pedagogical limitations are recognized.

In Southeast Asian contexts, UNICEF and UNESCO (2021) reported diverse strategies for remote learning, including radio broadcasts, local-language materials, and social media platforms. In the Philippines, Messenger was seen as one of the most accessible tools for engaging learners, especially in marginalized communities.

Lim (2021) warned of the potential distractions associated with Facebook and called for careful selection of learning platforms based on accessibility and student engagement features. The study emphasized the importance of maintaining academic integrity and applying formative assessment techniques even in social media-based instruction.

Dangle and Sumaoang (2020) documented the logistical and pedagogical challenges of implementing modular learning in Philippine secondary schools. They identified Messenger as a practical communication tool among teachers, students, and parents, facilitating the delivery of learning modules.

Anggoro and Rueangrong (2020) found Facebook to be a dependable platform for remote learning, offering features such as secure file sharing, synchronous and asynchronous communication, and student monitoring. The study concluded that Facebook could be effectively used for active learning.

Lastly, Bobrov (2018) argued that Facebook's potential as a learning management system remains understudied. While many scholars recognize its value for collaboration and engagement, further research is needed to explore its full pedagogical implications.

Related Studies

Facebook Messenger had emerged as the most popular chatting application globally. Due to its extensive features, the platform had been used in 64 countries, as users favored and required its functions (Dogtiev, 2018). Its ease of use led students to prefer it for academic consultations over email or mobile phones (Tananuraksakul, 2018). It supported the sharing of various materials, organized group conversations, allowed the exchange of voice snippets and text messages, and facilitated audio and video calls (Gangneux, 2020).

It had also been used as an online discussion forum to improve students' reactions to their exam results (Farhan, 2019). It proved convenient since most students already had Facebook accounts and were familiar with the platform. Moreover, Messenger's instant messaging capability made it functional with other online platforms even without a stable internet connection, provided mobile data was turned on. Tananuraksakul (2018) examined Facebook Messenger as a communication tool between professors and students for academic matters. He concluded that students had a positive perception of Facebook Messenger as a medium for academic discourse, citing benefits such as increased confidence, reduced travel time, and cost savings. He also noted that digital-native students adapted well to using Messenger for educational purposes, reinforcing the conclusion that Facebook Messenger was an effective communication tool for students.

Before the COVID-19 pandemic, studies had already explored the impact of Facebook and other social networks on students' academic performance (Wang et al., 2011). Research showed that students' academic accomplishments and engagement improved when Facebook was used as a teaching platform (Samani & Noordin, 2020). Therefore, online educational platforms that promoted active learning became increasingly necessary (Anggoro & Rueangrong, 2020).

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However, during the pandemic-induced "new normal," when face-to-face classes were suspended, little to no research had explored the use of Facebook and Messenger groups for teaching mathematical concepts within a modular distance learning modality. Under this setup, students studied independently with minimal teacher support. Research was also limited on the overall teaching-learning process in modular learning environments, particularly for mathematics. The implementation of modular distance learning presented challenges for both students and teachers (Castroverde & Acala, 2021). Given this gap, aligned with the Basic Education Learning Continuity Plan (BE-LCP) and DepEd Order No. 012 s.2020, further investigation was warranted.

Studies on text-based and video-based discussions in online learning settings highlighted the need for strategies that enhanced student engagement and interaction. As online learning rapidly expanded, educators were encouraged to integrate new technologies that supported social learning and improved outcomes. These tools needed to evolve to meet future learner demands, emphasizing the creation of learning environments that promoted cooperation and meaningful engagement. According to Caipang et al. (2021), students in a public higher education institution in the Philippines perceived Facebook favorably as an aid to learning, especially outside the classroom. Similar conclusions were found in studies by Farhan (2019), Tasir (2018), Custodio et al. (2021), Julius (2018), and Lama (2022).

Murray et al. (2023) examined Facebook's role in distance learning and found that it helped maintain learner engagement and supported knowledge development. Chua (2021), Samani and Noordin (2020), and Almaghaslah et al. (2018) reported positive student responses to the quick transition to e-learning classrooms during the enhanced community quarantine. These findings demonstrated the growing importance of integrating information and communication technology (ICT) with pedagogy. Researchers became increasingly interested in the educational benefits of technology-based pedagogical tools.

Bulla and Perales (2020) and Ulla et al. (2020) supported the impact of digital technologies and the internet on language instruction. The introduction of new technologies had reshaped classroom pedagogy and enabled easier access to extensive online resources for teachers and students alike. Teachers could retrieve and adapt existing lesson plans and scholarly articles to inform their instructional strategies.

Social interaction played a crucial role in student learning. Students reported that peer interaction during online learning boosted their motivation and confidence. To facilitate this, educators needed to foster supportive, non-threatening learning environments. Creating such communities helped students engage and strive for high academic standards. Teacher-educators believed that by modeling these practices in training programs, future teachers would implement similar interactive techniques in their classrooms.

In examining student engagement, satisfaction, and perceived learning in online settings, course structure and organization were found to be essential. Learner interaction, instructor presence, and clear expectations all contributed to higher satisfaction and learning outcomes. Well-structured courses that clearly articulated objectives allowed students to better understand their roles and goals. Frequent instructor communication and active participation were associated with more positive student experiences.

While most students found Facebook to be a useful and accessible learning platform, some found it distracting or inconvenient due to its social nature (Lim, 2021). Dangle and Sumaoang (2020) found that Facebook Messenger was the most practical communication tool among teachers, students, and parents, aside from traditional text and phone calls. Anggoro and Rueangrong (2020) concluded that Messenger could function as a reliable learning management system, capable of handling file storage, synchronous and asynchronous communication, student monitoring, and feedback provision.

Advancements in online education were expected to foster more student-centered learning, shifting the teacher's role from knowledge-giver to learning facilitator. Multimodal teaching strategies were anticipated to engage students with diverse learning styles. While video-based discussions were believed to offer enhanced engagement, research on their impact remained limited. Educators were encouraged to experiment with varied discussion techniques to identify the most effective methods for fostering active learning and interaction.

Lastly, professional development for teachers needed to move beyond traditional workshop formats. Effective teacher growth was viewed as an ongoing process that required reflection, collaboration, and adaptation.

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Teachers benefited most from professional development models that allowed them to work closely with peers and reflect on their classroom practices in real time

Methods of Research

This study employed a mixed methods research (MMR) design to examine the utilization of Facebook Messenger as a text-based teaching approach in specialized subjects under the HUMSS strand in senior high schools in the Division of Pasig City. Specifically, the study used an explanatory sequential design, where quantitative data collection and analysis were conducted first to establish a broad understanding, followed by qualitative data to further explain and contextualize the findings.

The quantitative component utilized an action research design aimed at understanding students' perceptions and identifying significant patterns in the use of Messenger for instructional delivery. Random sampling was employed to select participant sections from senior high schools in Pasig City during the academic year 2021–2022. This period marked the implementation of Messenger-based learning, where learners received self-learning modules (SLMs) quarterly and communicated with teachers through the Messenger platform.

To complement the quantitative findings, the qualitative component involved interviews with selected students and teachers under the HUMSS strand. These interviews aimed to gain deeper insights into the challenges experienced in using Facebook Messenger as a primary medium for instruction.

Tegan George (2022) defined mixed methods research as an integration of specific elements of quantitative and qualitative research, which addressed complex and multidisciplinary research questions. This method provided a more extensive and balanced perspective on the research subject by combining the strengths of both approaches. According to George, MMR allowed for generalizability, as quantitative data provided a framework that extended the applicability of qualitative findings beyond small samples. It also enabled contextualization, as qualitative data supported and enriched the interpretation of statistical results, leading to more comprehensive conclusions and well-grounded recommendations. Furthermore, MMR improved credibility through the process of triangulation, reducing the risk of misinterpretation and enhancing the reliability of the study's outcomes.

In this study, the explanatory sequential design ensured that the qualitative data deepened the understanding of the initial quantitative results. By employing this approach, the research produced a more complete and accurate analysis of how Facebook Messenger functioned as an instructional tool in the HUMSS strand during the shift to remote learning.

Subject of the Study

The study addressed the Grade 11 students of Senior High Schools in the Division of Pasig City. They were the 314 HUMSS students in total who had already taken HUMSS major subjects during their 11th Grade in 2021-2022. The researcher wanted to examine the Utilization of Facebook Messenger as a Text-based Teaching Approach in Specialized Subjects in HUMSS Strand.. Students-respondents were randomly selected by the teachers in different SHS in Pasig City.

The Humanities and Social Sciences (HUMSS) strands gave students a broad foundation in a variety of disciplines, allowing them to apply their knowledge, expertise, and experiences to the examination and inquiry of human circumstances through examining social behavior and changes.

To answer the challenges in using a text-based learning approach in specialized subjects in HUMSS as perceived by the teacher and learner respondents, respondents of the study were also the Senior High School (SHS) teachers, 12 in total, handling Social Sciences classes under the Humanities and Social Sciences strand and 9 learners who had already taken HUMSS major subjects during their 11th Grade in 2021-2022. This was to ensure that the teachers had a considerable amount of exposure teaching the subjects under the HUMSS strand and to expertly gauge the challenges of the AHA text-based learning modality by conducting an interview.

Sources of Data

The instruments that were used in this study consisted of two sets of questionnaires: a survey and an interview.

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This survey questionnaire was adopted for use in the study.

The first set of questionnaires was designed for the student respondents and contained two categories of queries: 1) Background Information, 2a) Facebook Messenger as a pedagogical tool, and 2b) Impact of FB Messenger as a learning mode. These items were essential in exploring the subjective and objective needs of the learners and their situation. While the questionnaire was an adopted tool from Hassan & Dickson (2014) and Gray & DiLoreto (2016), most of the items in this student's questionnaire were modified by the researcher to suit the respondents and to be able to collect the appropriate data.

The second set of questionnaires was customized for the teacher and learner respondents and included more delicate and profound items since the teachers were considered a significant factor in determining the objective needs of the learners. 12 teachers and 9 learners were additionally interviewed to support the results. Besides the queries on the Academic Qualification of the teachers, the questionnaire also included related questions that would perceive resistance of the respondents about the challenges Utilization of Facebook Messenger as a Text-based Teaching Approach in Specialized Subjects in HUMSS Strand.

Presentation, Analysis, and Interpretation of Data

Table 1 **Frequency, Percentage, and Rank Distribution of the Demographic Profile of Learner-Respondents (Age and Sex)**

Age	**f**	**%**	**Rank**
15 – 17	41	13.1%	4
17 – 18	113	36.0%	1
18 – 19	105	33.4%	2
19 and above	55	17.5%	3
Total	314	100%	

Sex	**f**	**%**	**Rank**
Male	130	41.5%	2
Female	183	58.2%	1
Non-binary	1	0.3%	3
Total	314	100%	

Table 1 shows that the majority of learner-respondents were aged 17–18 (36%)**,** followed closely by those aged 18–19 (33.4%)**.** In terms of sex, most respondents identified as female (58.2%)**,** followed by male (41.5%)**,** with a single non-binary respondent.

Table 2 **Perception of Learner-Respondents on Facebook Messenger as a Text-Based Teaching Approach (Pedagogical Tool)**

Indicator	**Mean**	**Interpretation**
The purpose of the course is clearly presented	4.01	Moderately Agree
Students can interact using Facebook Messenger in class	3.91	Moderately Agree
Student learning outcomes are aligned to learning activities	3.88	Moderately Agree

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Instructions about student participation are clearly presented	3.87	Moderately Agree
Facebook Messenger is easy to use in class	3.86	Moderately Agree
Students can share answers and opinions during discussions	3.85	Moderately Agree
The layout of the course is organized	3.75	Moderately Agree
Students actively participate in the discussions	3.50	Moderately Agree
Students are comfortable using Facebook Messenger	3.38	Slightly Agree
Course navigation is logical using Facebook Messenger	3.37	Slightly Agree
Overall Mean	**3.74**	**Moderately Agree**

Respondents **moderately agreed** that Facebook Messenger is a useful pedagogical tool. The highest-rated item was "the purpose of the course is clearly presented" (M = 4.01). Other strongly rated items included the platform's interactivity and ease of use. The lowest-rated aspects involved course navigation and student comfort levels, both interpreted as slightly agree**.**

These findings align with prior studies (e.g., Caipang et al., 2021; Lama, 2022) indicating generally favorable learner perceptions of Messenger as a learning platform, though suggesting room for improvement in user experience design.

Table 3 **Perception of Learner-Respondents on Facebook Messenger as a Text-Based Teaching Approach (Learning Mode)**

Indicator	**Mean**	**Interpretation**
I participate in synchronous/asynchronous sessions	4.10	Moderately Agree
I am actively engaged in the course activities	3.96	Moderately Agree
I am satisfied with my learning	3.78	Moderately Agree
I am satisfied with student interaction	3.77	Moderately Agree
I am satisfied with my overall experience	3.76	Moderately Agree
I frequently interact with other students	3.70	Moderately Agree
I complete readings as assigned	3.68	Moderately Agree
I communicate with others in the subject	3.66	Moderately Agree
I have the opportunity to introduce myself	3.58	Moderately Agree
I regularly communicate with the teacher	3.56	Moderately Agree
I receive feedback from classmates	3.44	Slightly Agree
I discuss course content outside class	3.27	Slightly Agree
I am satisfied with course content via Messenger	3.33	Moderately Agree
There are no opportunities for active learning	2.67	Slightly Agree
Overall Mean	**3.59**	**Moderately Agree**

Learners moderately agreed that Facebook Messenger supports interactive and engaging learning experiences. The highest-rated item was participation in synchronous/asynchronous chat sessions (M = 4.10)**.** Some areas—such as peer feedback and discussions outside class—were rated slightly lower, highlighting opportunities for deeper engagement.

Supporting literature (e.g., Murray et al., 2023; Tasir, 2018) validates these findings, citing Messenger's potential

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to foster participation, collaboration, and convenience in remote or flexible learning settings.

Table 4 **Significant Difference in Learner Perception by Age (ANOVA Results)**

Variable	df	F-value	p-value	Decision	Interpretation
Pedagogical Tool	3, 308	1.198	0.311	Fail to Reject H_0	No Significant Difference
Learning Mode	3, 309	0.376	0.770	Fail to Reject H_0	No Significant Difference

ANOVA results indicate no significant differences in perceptions regarding the pedagogical tool or learning mode across different age groups ($p > 0.05$). This suggests that learners across age ranges (15 and above) share relatively consistent views about the effectiveness of Facebook Messenger in instruction.

Table 5 **Significant Difference in Learner Perception by Sex (t-Test Results)**

Variable	df	F-value	p-value	Decision	Interpretation
Pedagogical Tool	2, 300	0.651	0.522	Fail to Reject H_0	No Significant Difference
Learning Mode	2, 301	0.396	0.673	Fail to Reject H_0	No Significant Difference

The data show no significant difference in perception based on sex for either pedagogical use or learning mode. This reinforces previous findings (e.g., Tasir, 2018) suggesting that acceptance of Facebook Messenger as an academic tool is not significantly influenced by gender identity.

Table 5 Challenges of Teacher-Respondents on the Utilization of Facebook Messenger as a Text-Based Teaching Approach in Specialized Subjects within the HUMSS Strand

Theme	Sub-Themes	Responses
1. Internet Connectivity Issues	Unstable connection; limited access for both teachers and students	"Internet of both teachers and students and you can't see if the students understand the lesson." – *P3*"Difficulty in reaching students because of internet connection…" – *P7*
2. Low Student Engagement and Motivation	Poor learner participation; external distractions; lack of parental support	"Uncooperative parents, irregular attendance, not submitting requirements, and unresponsive learners." – *P5*"Learners do not pay attention… They are too preoccupied…" – *P1*
3. Platform Limitations and Pedagogical Constraints	Inability to support deep learning; limited teaching strategies	"Text-based can't relay the deep context about the particular topics/subjects." – *P2*"Very limited strategy on the part of the teachers due to the text-based approach." – *P7*
4. Instructional Challenges	Difficulty in giving instructions, limited feedback, lack of interactivity	"Feedbacks are limited. Instructions focus on theory rather than practice…" – *P4*"Discussing issues which need more explanation and different examples…" – *P6*
5. Misalignment with Learning Styles	Struggles of visual/auditory learners; reading comprehension issues	"Many learners just want to listen rather than read… learners who are poor in understanding what they read." – *P9*"Some students have limited knowledge in language education." – *P8*

Internet Connectivity Issues

Teachers consistently cited unstable internet access as a significant barrier, affecting communication, lesson

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delivery, and student responsiveness. Participant P3 summarized this by stating, *"You can't see if the students understand the lesson."* This aligns with Jones & Lee (2019) and Smith et al. (2020), who emphasized the critical role of internet infrastructure in effective online learning. The inability to monitor students' comprehension in real-time exacerbates the already passive nature of text-based instruction.

Low Student Engagement and Motivation

Teachers also observed a decline in student motivation and engagement, with frequent issues such as irregular attendance, unsubmitted requirements, and unresponsive behavior. As P1 noted, students often ignored instructions unless they were urgently needed, indicating reactive rather than proactive learning behaviors. These are consistent with the findings of Wang et al. (2021) and Johnson & Smith (2022), who linked low engagement to socio-economic factors, parental involvement, and the absence of stimulating learning environments.

Platform Limitations and Pedagogical Constraints

Participants highlighted the inadequacy of Facebook Messenger for delivering complex academic content. P2 remarked, *"Text-based can't relay the deep context…"*, while P7 added, *"Very limited strategy on the part of the teachers due to the text-based approach."* These concerns reflect the findings of Garcia & Vargas (2020) and Chen et al. (2021) on the limitations of text-based learning platforms, especially in subjects requiring deep conceptual understanding and varied teaching strategies.

Instructional Challenges

Several teachers pointed out that providing clear instructions, offering meaningful feedback, and maintaining academic integrity were difficult through Facebook Messenger. P4 emphasized that the approach was prone to cheating, and feedback remained limited and theoretical. This aligns with Adams & Clark (2020) and Lee & Kim (2021), who underscored the difficulty of assessment and feedback in asynchronous, text-based learning environments. These limitations call for more formative assessments and adaptive instruction models (Lim, 2021).

Misalignment with Learning Styles

Participants acknowledged that many learners, particularly visual and auditory learners, struggled with purely text-based materials. As P9 mentioned, *"Many learners just want to listen rather than read…"* This observation is echoed in educational literature highlighting the need to match teaching methods with students' learning preferences (Garcia & Vargas, 2020).

In the Philippine setting, Dangle & Sumaoang (2020) emphasized similar challenges in deploying modular distance learning, noting the practicality of Facebook Messenger in maintaining communication. They also found that parental confusion and student struggles with self-paced learning required teacher patience and emotional labor.

Likewise, Anggoro & Rueangrong (2020) acknowledged the strengths of Facebook as a learning platform, especially its closed group function, file-sharing features, and asynchronous communication. However, they cautioned that using social media for learning must still adhere to pedagogical standards and prioritize academic integrity.

Table 6 Challenges on the Utilization of Facebook Messenger as a Text-Based Teaching Approach in Specialized Subjects within the HUMSS Strand

Theme	Sub-Themes	Representative Responses
Limited Internet Access	- Poor connectivity- Delayed message reception- Missed interactions	*"Having a poor internet connection is one of the struggles I have faced attending text-based classes… I reacted to the message late… my name was not included in the screenshot of students who reacted with thumbs up for the*

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		attendance." – P7 *"Internet of both teachers and students and you can't see if the students understand the lesson."* – P3
Lack of Engagement and Motivation	- Passive learning- Lack of interactivity- Unmotivated learners	*"Students find it less engaging, which results in decreased motivation and attention to learning."* – P8 *"The use of text-based materials as a pedagogical tool can be challenging… made me unmotivated to attend the class."* – P9
Cognitive and Comprehension Difficulties	- Difficulty in understanding abstract concepts- Overload of information- Language barriers	*"I experienced the complexity to understand and grasp the content… without additional explanations or visual aids."* – P1 *"Students may have varying levels of reading comprehension… and without interactive elements or hands-on activities, students may have difficulty retaining information."* – P2 *"Reading large volumes of text overwhelms me as a learner."* – P1
Instructional Limitations	- Challenges in explaining lessons- Feedback difficulties- Limited instructional strategies	*"Instructions focus on theory rather than practice, prone to cheating, strategies are limited, and quality of education is not guaranteed."* – P4 *"I can't explain the subject well because… students are not that responsive… limited strategy on the part of the teachers due to the text-based approach."* – P7
Accessibility and Resource Gaps	- No access to proper tools- Digital divide	*"I have never experienced attending class and discussion through Facebook Messenger because of having no internet."* – P6 *"Access to technology and digital resources for text-based learning may be limited in certain areas… widening the digital divide."* – P2
Misalignment with HUMSS Skills	- Lack of interaction- Inability to express critical thoughts	*"HUMSS is a strand where interactions are usual and students are ought to speak their minds… text-based responses… are not the perfect avenue to develop HUMSS-related skills."* – P4 *"Communication uses gestures, emotion, nuances that won't be put into a text… you are essentially limiting what can be conveyed."* – P9

The analysis reveals that internet connectivity issues were the most recurring concern, often causing delays and miscommunication between teachers and learners. These technical difficulties hinder meaningful interaction and real-time engagement, especially in platforms like Facebook Messenger, which is not inherently designed for academic instruction.

Another major challenge highlighted is low student engagement and motivation, with participants noting that the text-based format feels passive, lacks interactivity, and fails to capture the communicative essence vital to HUMSS subjects. Cognitive overload and difficulties in understanding abstract concepts through text alone were also common among learners, indicating a misalignment between the teaching method and the demands of the curriculum.

Teachers and students alike pointed out limitations in instruction and feedback, where teachers struggle to clarify complex ideas and monitor student comprehension effectively. Furthermore, accessibility issues—ranging from poor internet to lack of devices—contribute to a digital divide, disproportionately affecting learners from underprivileged backgrounds.

Finally, the data shows that a text-only approach limits the holistic development of HUMSS learners, who benefit more from multimodal, dialogic, and interactive methods. These findings underscore the need for more inclusive, engaging, and multimodal digital teaching strategies, especially when dealing with abstract and discussion-heavy

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content.

These findings align with existing research (e.g., Ryan & Deci, 2021; Chen et al., 2021; Bobrov, 2018), which emphasizes the importance of interactivity, motivational design, and flexible access in online education systems.

SUMMARY OF FINDINGS

The study explored the utilization of Facebook Messenger as a text-based teaching approach in specialized subjects within the HUMSS strand in selected senior high schools in Pasig City. A total of 314 learner-respondents participated in the quantitative phase. Most respondents were aged 17–18 and identified as female.

In terms of pedagogical effectiveness, learner-respondents moderately agreed that Facebook Messenger served as a useful tool for instruction. The clearest strength was the clarity of course objectives, followed by interactivity and usability. However, respondents slightly agreed on aspects related to course navigation and comfort, suggesting areas needing enhancement.

Regarding its use as a learning mode, participants similarly gave moderate agreement, particularly on aspects such as participation in synchronous or asynchronous sessions and engagement in course activities. However, weaker ratings were given to student feedback and peer interaction, with the lowest being satisfaction with opportunities for active learning.

Statistical analyses (ANOVA and t-tests) revealed no significant differences in learners' perceptions across age or sex. This suggests that Facebook Messenger's pedagogical and learning utility was perceived consistently, regardless of demographic differences.

Qualitative data from teachers and students highlighted key challenges in implementing this approach. The most prevalent issues were poor internet connectivity, low student motivation, instructional difficulties, and misalignment with the communication-oriented nature of HUMSS subjects. Teachers noted that Facebook Messenger’s text-based format restricted the delivery of deeper conceptual content, and students struggled with engagement, comprehension, and feedback.

Both learner and teacher perspectives pointed to the platform’s limitations in fostering the interactive, dialogic environment crucial to HUMSS education. These findings reinforce the importance of integrating multimodal, accessible, and interactive strategies in digital learning environments, especially in contexts where equity and pedagogical effectiveness are key concerns.

CONCLUSION

The study concluded that Facebook Messenger, when utilized as a text-based teaching approach in specialized subjects within the HUMSS strand, demonstrated moderate effectiveness in supporting teaching and learning processes. Learners generally acknowledged its clarity of instruction, accessibility, and potential for participation. However, both students and teachers identified substantial limitations, particularly in areas requiring interactivity, conceptual depth, and multimodal engagement—hallmarks of effective HUMSS education.

The absence of significant differences in learner perceptions across age and sex suggests a shared experience among respondents, further highlighting that the challenges encountered are systemic rather than individual. Key issues such as poor internet connectivity, limited instructional strategies, and cognitive overload reflected broader infrastructural and pedagogical gaps, especially in contexts relying heavily on asynchronous and text-only communication.

Ultimately, while Facebook Messenger served as a practical and accessible platform during remote learning conditions, its pedagogical limitations point to the need for more comprehensive, interactive, and learner-centered digital solutions. Educational planners and policymakers must consider these findings when designing distance learning frameworks, particularly for disciplines like HUMSS that thrive on dialogue, reflection, and collaboration.

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RECOMMENDATIONS

Based on the findings, the following recommendations are proposed to improve the effectiveness of Facebook Messenger as a text-based teaching approach in specialized HUMSS subjects:

Integrate Multimodal Tools for Enhanced Learning

To address the limitations of a purely text-based platform, educators should complement Facebook Messenger with other multimedia tools such as video conferencing, voice messages, or learning management systems (LMS) that support richer interaction and explanation of abstract concepts. This would better align with the diverse learning styles of HUMSS students, particularly visual and auditory learners.

Improve Digital Infrastructure and Accessibility

Local government units, school divisions, and education stakeholders should work collaboratively to enhance internet connectivity and ensure access to appropriate digital devices. Providing support or subsidies for learners in low-resource households can help bridge the digital divide and promote equitable learning experiences.

Develop Professional Development for Teachers

Training programs focused on digital pedagogy, online student engagement, and differentiated instruction should be implemented for HUMSS teachers. These should include strategies for motivating students, designing interactive text-based tasks, and providing timely, meaningful feedback within digital platforms.

Incoporate Feedback and Reflection Mechanisms

Regularly gathering feedback from students regarding their learning experiences can help improve instructional practices. Reflection journals, discussion prompts, and peer-to-peer dialogues could also support student voice and engagement within the Messenger platform.

Explore Platform Alternatives and Policy Support

Educational institutions should evaluate alternative platforms better suited for academic delivery, while still maintaining Messenger as a supplementary tool. Moreover, the Department of Education should establish clear guidelines and support systems for the responsible and pedagogically sound use of social media in instruction.

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