FB MESSENGER GROUP CHAT CLASS LEARNING APPROACH EFFECTIVENESS: AUGMENTATION TO PEDAGOGY

Jocyl C. Caber
jocel.caber@gsc.edu.ph

Alberto T. Embang
aberto.embang@gsc.edu.ph

ABSTRACT This study aimed to discover the effectiveness of the Facebook (FB) Messenger Group Chat class interaction as a learning approach and augmentation to Pedagogy. Many higher education institutions use online instruction learning instruction to augment the teaching and learning process. Online education represents different forms of course delivery. It is subject to the same need for discussing, interacting, monitoring, and assessing as traditional forms of instruction. Students perceive the use of technology in their education, which would help faculty adjust pedagogy to increase student learning and satisfaction. Methods use in the study are research design, including why the chosen design is selected, personal profiles of the participants, researcher-made questionnaire, data collection, data monitoring, data analysis, and interpretation. Results revealed and analyzed that the overall level of effectiveness has a mean of 3.60, described as "more effective". The value of the total mean fell within the second highest scale, indicating that the level of effectiveness of the learning approach implemented was high. It was concluded and discovered the effectiveness of FB Messenger Group Chat class interaction as augmentation for pedagogy is more effective. This implies that FB chat class interaction adds a positive impact and augmentation to the student's way of learning, especially for millennial learners. They would feel convenience and enjoyment. They would also be aware of their sense of responsibility as they engaged in online activities. This is one of the teaching approaches that a teacher might use in class, especially when they were absent, for it is the simplest way that the students could manage and afford if technology is concerned, although; the obstruction that mostly hinders the involvement of students in technology is the internet connectivity issue.

Keywords: *effectiveness, group chat class, facebook*

INTRODUCTION

Background of the Study

Millennial education is in demand with the use of technology nowadays. It is coupled with expenses and skills. In the millennial era nowadays, the fact is, life becomes changes easily due to advances in technology. Since the 19th century, there is an increase in using web-based tools in economics, businesses, and many more. Today, many higher education institutions offer online instruction with integrated web-based instructional tools.
How about in the Guimaras State College setting? What do students think about online instruction as a way of learning? What makes students successful online with technology-aided education? Do they learn well through web-based instructional tools?

In this case, curiosity takes place on the part of the researchers, how it works and how to level up their teaching if they are going to use web-based instruction. Hence, the researchers responded to the call by introducing to the students the FB chat class interaction as an alternate to the classroom setting. With this, the researchers wanted to examine the augmentation of the Facebook online chat class interaction of students in the college, although there is Google classroom use by some professors, specifically in the College of Teacher Education. Online education represents different forms of course delivery, it is subject to the same need for discussing, interacting, monitoring, and assessing as traditional forms of instruction. At any institution, educators "should not only be concerned with the number of degrees awarded but also the quality of student learning obtained in achieving those degrees", Armstrong (2011). To that end, called for more research on how students perceive the use of technology in their education would help faculty adjust pedagogy to increase student learning and satisfaction (Warschauer, 2007).

The study was designed to address that gap. It was conducted to offer traditional classroom instruction, which is done in facebook online chat class interaction to level up the instructional teaching and learning process through online class interaction to avoid boredom on the part of the students by providing opportunities for students to access the course at their own pace and convenience.

This study was anchored to the e-Learning Model of Engelbrecht (2003), which states that the e-learning

model began as mere replication of classroom instruction but has evolved to those that integrate technology and pedagogy. Another one is the Mobile Learning Theory. In mobile learning, students learn both space and time and move from one topic to another topic. Like a blended environment, learners move in and out of engagement with technology. In mobile learning theory, it is the learner that is mobile, not the technology (Shuler, 2009). Mobile learning theory is essential when thinking of the role of mobility and communication in learning environments (Sharpes, Taylor, & Vavoula, 2005).

Objectives of the Study

The study wanted to find out the FB online chat class interaction in terms of its augmentation as another way of having a class, instead of doing it inside the classroom and facing each another in terms of topic discussion among fourth-year teacher education students of Guimaras State College for Academic Year 2018-2019, as respondents. It also wanted to know if there is a relationship between the personal profiles of the respondents and the FB online chat class interaction.

METHODOLOGY

The study discussed the methodology in accordance with the Teacher Education students' experiences with messenger FB online class interaction in relation to its effectiveness for augmentation of teaching and learning process. It covers research design, including why the chosen design is selected. It also includes personal profiles of the participants, data collection, data analysis, and interpretation. The study designed the constructivist-interpretative paradigm, which is based on hermeneutics (Wilhelm Dilthey) and relied on the participants being studied by generating data that reflect their profile and experiences that paradigm has also been prepared. This qualitative and quantitative study was anchored on the e-learning model and mobile learning theory.

Purposive sampling was used for the fourth-year education students represented by three class sections in one of the researchers' subjects. Each of the respondents was individually asked regarding his online learning experiences by answering the questionnaire prepared in relation to its augmentation to pedagogy. This study aimed to examine the FB online chat class interaction through messenger on the topics of the subject discussed instead of classroom class setting. The participants were asked by means of chatting and sending questions according to the topics presented and posted by the reporters on FB group chat for discussion. The total population of GSC fourth-year education students who have a subject under the researchers was 80. The researchers were participants in the topics discussed and interacted through FB online chat class interaction through messenger. Researchers' relationship with participants was done in respectful, cordial, honest, and impersonal. The relationship evolved, and participants were aware that they were gathering data from them to represent their ideas, knowledge, and understanding of the topics being discussed. Participants were becoming progressively more open and honest, sharing their ideas about the topics discussed online. Sometimes they used emoticons to express their thoughts and feelings toward the topics posted online. Participants were given questionnaires to be answered. Questions addressed how participants evaluated the FB group chat in messenger interaction as a learner. The questionnaires were sent to the participants online and in hard copy. All participants returned the questionnaires, filled out, after a week of classes for the first semester of the academic year 2018-2019. The FB Chat class interaction was piloted for the fourth-year education students of GSC–Mosqueda Campus first semester, academic year 2017-2018 as an alternative to the classroom class setting. The questionnaire was reviewed by three education professors with an extensive background in qualitative research from GSC. The questionnaire was administered and answered by the researcher students. The results of the pilot study were reviewed by the three education professors and found out the suitability for administration in the final study. It passed the process of reliability test by using Cronbach Alpha of 0.5 and content validity. Data of the FB Group Chat in Messenger class interaction were technologically and automatically stored in the group chat in relation to topics interaction. The researchers were considered as sole interviewers and data collectors in this study. The researcher's role in the study was that of the learner: listening to, observing, and learning from participants to capture their views and the meanings they would attach to the mobile way of learning instead.

RESULTS AND DISCUSSION

Table 1 summarizes the profiles of the respondents. The mean age of the respondents is 20 years old. The youngest is only 18 and the oldest is 24. Of the 80 respondents, 53 or 66.35% are female, 9 or 11.25% were male and the remaining 18 or 22.50% of respondents did not indicate their age. Most of the respondents are BSEd in course, more specifically in their following major: 28 or 35% are English, 15 or 18.75% are Mathematics, 10 or 12.50% are Social Science, and only 9 or 11.15% are Filipino. There were 18 or 22.50% were taking up the BEEd course. Their monthly household income is mostly in the range of Php 5,001–Php 10,000 (46 or 57.50%). The exact number of respondents had income ranging from Php 9,001 to Php 12,000, and with below Php 5,000 were 15 or 18.75%. Only 4 or 5% had income ranging from Php 13,000 and above. The respondents were also identified as to the distance of their home to school where majority of 20 (25%) were 5 to 15 kilometers far. Below 5 kilometers and more than 20 kilometers distance had the same number of respondents (15 or 18.75%), and 10 or 12.5% had distances ranging from 15 to 20 kilometers.

Table 1. Profile of the Respondents

Profile	F	%
Entire Group	80	100%
Age		
18 – 19	32	40.00
20 – 21	39	48.75
More than 21	9	11.25
Sex		
Male	9	11.25
Female	53	66.35
Did not indicate	18	22.50
Course		
BEED	18	22.50
BSEd English	28	35.00
BSEd Filipino	9	11.25
BSEd Social Science	10	12.50
BSEd Mathematics	15	18.75
Monthly Family Income		
Below Php 5,000	15	18.75
Php 5,001 – Pnp 8,000	46	57.50
Php 9,001 – Php 12,000	15	18.75
Php 13,000 and above	4	5.00
Distance of House	15	
Below 5 km	20	18.75
5.10 – 10.00 km	20	25.00
10.10 – 15.00 km	10	25.00
15.10 – 20.00 km	15	12.50
More than 20 km		18.75

Table 2 presents the level of effectiveness of the online learning approach using one of the social media sites. The effectiveness was measured in terms of the computed mean based on the respondents' rate on the effect of the method/approach used in their learning of the subject. Results revealed that the overall level of effectiveness has a mean of 3.60, described as "more effective." The value of the total mean fell within the second highest scale, indicating that the level of effectiveness of the learning approach implemented was high. As shown in Table 2, out of 25 items, 20 items had a mean which described as more effective and only 5 items were described as equally effective.

Table 2. Effectiveness of Online Learning Approach using Social Media Site

Online FB group chat class interaction is …	Mean	Description
offering convenience.	4.13	More Effective
meeting individual learning needs.	3.38	Equally Effective
contributing to effective communication in the class.	3.53	More Effective
increasing the sense of community with the instructor and fellow students.	4.03	More Effective
promoting greater student participation and interaction.	3.84	More Effective
supplying lots of information from various resources in the web.	3.94	More Effective
widening the sense of responsibility of a learner.	4.10	More Effective
making the learner to be lazy in doing his tasks on time.	3.66	More Effective
adding extra expenses in order to be online.	3.03	Equally Effective
updating oneself in the latest trend of learning.	3.96	More Effective
frustrating if the signal is not enough and couldn't get in right away in the interaction.	2.73	Equally Effective
delaying of getting information from professor and fellow students.	2.66	Equally Effective
interesting to learn more from fellow students interaction.	4.06	More Effective
exciting of knowing who are online regardless of not seeing each other.	3.93	More Effective
enhancing the knowledge gained.	3.86	More Effective
having fun with fellow students online by interacting pros and cons ideas.	4.10	More Effective
joining in the online education is hands-on.	4.06	More Effective
having online interaction and discussion is	3.41	Equally Effective
not the second-best alternative to face-to-face classes.	3.70	More Effective
encouraging lots of human interaction.	3.86	More Effective
building long relationship through online classes.	3.53	More Effective
doing not everything alone.	2.75	Equally Effective
to be online classes means also offline learning.	2.79	Equally Effective
needing not to read books.	3.29	Equally Effective
catering not one own style of learning.	3.74	More Effective
needing not to participate in the classroom activities.	3.60	More Effective
Total		

The FB Messenger Group Chat class interaction serves as another teaching approach for the learning experiences and perceptions of the fourth year education students of Guimaras State College. It allows for more efficiency and reflection in data analysis. Uploaded data were classified according to the study's research questions. Specifically, data were coded by using appropriate statistical tools. Analyzing each item, the most rated item garnered a mean of 4.13 was found in item no. 1, which indicates that online interaction is more convenient for them compared to traditional one. The second most rated garnered a mean of 4.10 where respondents believe that a non-face-to-face interaction with the teacher could widen their responsibility (item no. 7) and it gives fun by interacting pros and cons ideas together with their classmates (item no. 16). The third highest rated mean was 4.06, where respondents found it more interesting to learn (item no. 13) and were aware of joining an online education is hands-on with electronic devices (item no. 17). These highest rated items were all described as more effective or the effectiveness of the online interaction set to high. On the other hand, the lowest item garnered a mean of 2.66. When slow internet connectivity occurs, they experienced a delay in accessing information from their teacher and classmates (item no. 12). This occurrence resulted in disappointment because they could not do the task right away (item no. 11, M=2.73). The next lowest rated item garnered a mean of 2.75, which indicates that the students expressed that learning online was also the same way as learning offline, where most of them somewhat disagree (item no. 22). They also disagreed that learning through online interaction does not need to read books (item no. 23, M=2.79). Lastly, they expressed that online tasks give them additional extra expenses (item 9, M=3.03). These least rated items were all described as equally effective or just an average level. Moreover, the middle items garnered mean within 3-4, where it highlights the possible outcome where students could probably build a long relationship online and it promotes greater participation of everybody where they prefer to express thoughts confidently unlike the usual classroom interaction setting. The perceived effect is also noted that some students were taking advantage of not finishing the task on time because of unexpected occurrences, but then they have been given an opportunity to learn new things and develop skills.

CONCLUSION

The overall assessment of the effectiveness of FB online chat class interaction as augmentation for pedagogy is more effective. This implies that FB chat class interaction positively impacted and augmented the student's way of learning, especially in millennial education. Students felt convenience and enjoyment. They were also aware of the sense of responsibility as they engaged in online activity. This is one of the teaching approaches that a teacher might use in class especially in his/her absent, for it is the simplest way that the students could manage and afford if technology is concerned, although; the obstruction that mostly hinders the involvement of students in technology is the internet connectivity issue.

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