

# EMERGING ORGANIZATIONAL CULTURE FROM THE BENEFITS AND DRAWBACKS OF FACEBOOK MESSENGER GROUP CHAT TREND IN PUBLIC SCHOOLS

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**Abstract:** The new normal in education leads to new normal practices among teachers in public schools to carry out the Department of Education Basic Education Learning Continuity Plan (BE- LCP), leading to the Facebook Messenger group chat trend in public schools. This study explores the benefits and drawbacks of this communication application as experienced by public-school teachers and aimed at understanding patterns of emerging organizational culture due to the utilization of Facebook Messenger group chats. The study utilized the phenomenological research design. Data were gathered through semi-structured one-on-one interviews and focus group discussions with randomly selected public-school teachers, and results were interpreted through thematic analysis. The study found out that the Facebook Messenger group chat trend is beneficial in convenience, accessibility, and learning delivery while its drawbacks are in the aspects of work-life balance, emotional-psychological, and technical. Open communication, sensitive communication, netiquette in social behavior, and technological reliance were the patterns of organizational culture emerging from using Facebook Messenger group chats. Assessment on the appropriateness of its use depending on the purpose and further innovation on its features that may fit well for its use in education and work purposes were recommended to manage its drawbacks and optimize its use in the new normal education delivery.



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The new normal landscape in the education system, as an impact of the COVID-19 pandemic, has created recent communication trends and practices among educational leaders, teachers, and other school personnel to carry out their everyday duties. Despite the continuous pan-

demic, the Department of Education (DepEd) implemented BE-LCP starting SY 2020-2021 to sustain learning and instruction. DepEd Order No. 12, s. 2020 emphasizes the significance of maintaining clear communication, consultation, and coordination among learners, parents, teachers, and other education stakeholders. DepEd intends to strengthen media communication channels and assess the local situations as their guide in making further decisions in terms of communication plans.

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Due to health risks being fostered by the pandemic, Civil Service Commission, in its MC No. 18, s. 2020, identified alternative work arrangements for government workers, including work-from-home arrangements. DepEd Sec. Leonor Briones admitted that the biggest challenge they encounter when SY 2020-2021 begins, in the context of new normal education, filling in the communication gaps among stakeholders (Malipot, 2020). Facebook Messenger has become one of the communication trends nowadays among many teachers since communication is necessary for teachers and school personnel's performance as they are working from home. Most particularly those in public school since it is economically friendly and does not require company subscriptions and rigorous processes to be used. Facebook Messenger has already 2.77 billion users all over the world as of 2020 and is projected to be 3 million in 2022 (Tanskovska, 2021)

Before the pandemic, it was commonly used for socialization and personal communication. It is normally used as an official communication medium in many public schools. In DepEd, teachers and even school administrators at different levels create group chats and delineate and communicate work concerns using this tool. The use of the group chat features of Messenger has become a trend in communication among colleagues and between teachers and students, and parents. This can also be associated with DepEd mandates to teach and reach out to students in all ways possible and through using multiple methods, and DepEd incited students to do the same vice versa (Abad, 2020).

In addition, most people are fond of using this application due to certain benefits like instant messaging and free use. Parrocha (2020) wrote that teachers are set to explore Facebook's use in education specifying that Facebook, especially its Messenger, is useful in sharing attachments, articles, and videos that students can easily access. Yet, this communication tool at work also created drawbacks and issues of interest. Davis (2017) explored the use of Facebook Messenger in classroom instruction positively promotes cohesion and collaboration and also highlighted that its use can lead to cognitive overload in which users get overwhelmed by multiple information and tasks at hand.

This phenomenon can also be associated with challenges on work-life balance because when a communication tool makes it easy to connect to a person at any time and anywhere, colleagues and other school stakeholders might tend to be insensitive to work-home boundaries. Teachers might fail to recognize the limits of communication for work being done at home. Vyas and Butakhieo (2020) also found that work from home arrangement is less favorable because employees miss the distinctions between home commitments and work commitments leading to work-life imbalance. But since Work-from-home arrangement fits the situation to protect the health of school stakeholders, an effective and efficient communication tool is necessary to carry out everyday school duties. When applied to work performance and organization, communication is important to create working relationships among colleagues and clients and create an environment that targets the organization's mission and vision (Bucăpa and Rizescu, 2017).

Given these premises, the author was motivated to explore both the benefits and drawbacks of utilizing Facebook Messenger group chats as experienced by teachers in public schools and understand how these experiences reflect the pattern of organizational culture emerging from their constant use of group chats for work purposes. This study provides research-based real pictures of how communication is done in public schools as teachers and school personnel carry out their duties concerning the DepEd Learning Continuity Plan. The current communication practices in public schools were evaluated in terms of the benefits that must be optimized and its drawbacks that anticipate consideration of school officials in their policy-making. The study also targets to understand how the adoption of Facebook Messenger group chats as one of the primary communication tools in public schools created a new culture in the system. Additionally, the study's findings provide digital technology developers with recommendations on how they could improve features of their applications and what other digital technology can still be innovated, which are beneficial for education-related purposes. This study aims to explore the advantages and disadvantages of communication applications and understand the

organizational culture patterns that arise from the use of Facebook Messenger group chats.

## **LITERATURE REVIEW**

### **Facebook Messenger's Benefits**

Facebook (FB) Messenger or simply Messenger is an instant messaging app with Facebook contacts that allow users to send/share text messages, photos, videos, voice messages, money, files, and even the user's location. Its main functions are group chats and live video calls (Messenger, 2022). Froment et al. (2017) found out that the acceptability of teacher-student communication through Facebook and other interactive applications depends on the perceptions of persons involved. However, teachers should only use social networks on class-related issues such as class organization and building camaraderie. Most professors found Messenger convenient to connect and provide instruction to students at the college level. They find it very easy to give instructions about the tasks.

Moreover, this communication platform is affordable and can be used without a Wi-Fi connection (Reyes-Chua et al., 2020). Facebook Messenger, especially chatbots, is also used as a marketing communication channel. Balasudarsun et al. (2018) found that Facebook Messenger users prefer Facebook Messenger over email and website marketing because of Facebook Messenger chatbot elements such as daily updates, images, smart talk, and emoji. In terms of work performance, Lee and Lee (2020) concluded that the use of Facebook in the workplace has a positive relationship with employees' job performance in a collectivist culture. When mediated with organizational commitment and social capital, Facebook can enhance job performance.

### **Facebook Messenger's Drawbacks**

DepEd Undersecretary Alain Pascua did not recommend using online platforms, like Facebook Messenger, for lesson delivery in new normal education because of the risks of exposing students' identity and access to unnecessary content. He encouraged the use of education online and offline plat-

forms in delivering instructions such as the DepEd Commons, open-source Learning Management System, and Open Educational Resource (Malipot, 2020).

Like other messaging apps, Messenger fosters risks like accessing inappropriate content, cyberbullying, security and privacy risks, personal hacking messages, and easy chatting with strangers. However, Messenger.com writes that they have a team of experts responsible for ensuring the privacy and security of their users through two-factor authentication. These factors are login alerts, requests for safer messages, stopping scammers, removing fake accounts, taking advantage of artificial intelligence, finding impersonators, reducing the spread of misinformation, and protecting minors. The Messenger being accessed through and linked to the user's Facebook account also fosters risks. Cybersecurity experts and journalists were criticizing an issue on the Facebook data breach. In the issue, the contact details and addresses of more than five million users were hacked (O'Flaherty, 2021). End-to-end encryption that protects technology companies from sensitive information is critically important to protect users. The alleged continued failure of Facebook to encrypt Messengers calls out for more secured and private communication without other people – including Facebook – monitoring the conversation (Doffman, 2021).

In terms of using the app in the education context, Ruther (2016) found out that the advantages of Messengers depend on how much time the user needs to engage while using it. Those who use the application seldomly tend to perform better than those who use it frequently, but among app users, those who heavily use the app tend to do better than other users. While in terms of relationships with a co-worker, according to Gardner and Motensen (2015), collaborating with co-workers in the distance can create the "us and them" thinking where employees group their colleagues into categories and do not consider them as separate individuals. Working at a distance also limits the amount of information. Unlike when employees physically work together, they understand the power hierarchy, motivations, actions, and other projects competing for their col-

leagues' time and attention. They emphasize that employees and leaders must focus on commonalities and symmetrize information to resolve these issues.

### Patterns of Organizational Culture

How an organization can adapt to the current context depends on its leaders. According to Ancho (2020), in this new normal setting in education, school leaders must be open to changing their old mindsets and promote values and ethics through sustaining effective relationships with school stakeholders. Concerning the demand fostered by the pandemic to effective communication at work, new communication culture must be oriented towards organizational members' engagement and motivation and the overall organization's success. In relevance to teamwork-based culture in an organization, Heathfield (2019) identified that a culture of teamwork is sustained when teams solve real work issues, participate in the assessment of projects and progress, practice open communication, and emphasize the value of teamwork rewarded and recognized.

According to Alavi and Yoo (2015), the positive impacts to the organizational culture of integrating technology in its system are efficiency in different organizational levels, improved communication system, well-guided decision-making approaches, and innovation of new organizational models towards improved products and services. Organizational culture is determined and evaluated with various considerations: evaluating the recruitment and onboarding process, assessing openness among leaders, evaluating the presence and lack of rewards and incentives, assessing the teamwork environment, and determining how organizational culture influences members' attitudes. (Thiefels, 2020)

### METHOD

The study is qualitative in nature. Specifically, it utilized a phenomenological research design. Phenomenological research intends to study challenging problems by exploring research participants' lived experiences (Neubauer et al., 2019). The study was carried out in two stages where gathering primary data was the first step. The researcher used semi-

structured interviews and focus group discussions with seven public-school teachers who utilize Facebook Messenger as their primary tool for communication at work. Research participants were selected randomly. One was interviewed virtually, while six others participated in a focus group discussion organized for this study. The consent letter was e-signed by research participants, and their permission to record the interview and focus group discussion was sought as the basis for interview transcription. The interview questions focused on the benefits and drawbacks of the Facebook Messenger group chat trend experienced by the research participants. Also, as included are questions on patterns of organizational culture emerging from these experiences. The second and last step is applying thematic analysis to interpret the study results based on the feedback from the research participants. The analysis was conducted manually in which the researcher created transcripts of data gathered, familiarized herself with the data, searched for emerging patterns on participants' responses, then defined and named the themes in writing the results of the study.

### RESULTS AND DISCUSSION

This section presents the results and analysis of the benefits and drawbacks of the Facebook Messenger group chat trend as experienced by public-school teachers and the patterns of organizational culture emerging from these experiences. Through thematic analysis of the findings of this study, the benefits and drawbacks were classified into several aspects. The benefits of the Facebook Messenger group chat trend resulted in concerns on three aspects: efficiency, accessibility, and learning delivery. On the other hand, the drawbacks of the Facebook Messenger group chat trend are concerned with three aspects: work-life balance, emotional-psychological and technical. In terms of the organizational culture from the experiences of public-school teachers with Facebook Messenger group chat, the emerging patterns are open communication, sensitive communication, netiquette in social behavior, and technological dependency.

Benefits and Drawbacks of Facebook Messenger Group Chat Trend

**Table 1. Benefits of Facebook Messenger Group Chat Trend as Experienced by Public-School Teachers**

| <b>Aspects</b>       | <b>Benefits of Facebook Messenger Group Chats</b>   |
|----------------------|---|
| 1. Efficiency        | <ul style="list-style-type: none"> <li>▪ Serves as a tool for instant communication with colleagues and immediate heads</li> <li>▪ Promotes collaboration in its features</li> <li>▪ Offers convenience in disseminating work-related announcements and reminders</li> <li>▪ Provides means for immediate responses to urgent work notices</li> <li>▪ Helps in finding and tracking people concerned at work</li> </ul> |
| 2. Accessibility     | <ul style="list-style-type: none"> <li>▪ Easy to download and create user accounts</li> <li>▪ It can be used for free and requires only low bandwidth on some of its features</li> <li>▪ Popular locally and user-friendly</li> </ul>   |
| 3. Learning Delivery | <ul style="list-style-type: none"> <li>▪ Convenience in sending and accessing learning materials</li> <li>▪ Aids the unavailability of Learning Management System</li> </ul>  |

Source: Primary Data, 2021

Efficiency, accessibility, and learning delivery are the three aspects concerned with the benefits of the Facebook Messenger group chat trend as experienced by public-school teachers. The participants identified that Facebook Messenger group chat becomes beneficial to them in terms of efficiency as it serves for instant communication with their colleagues or immediate heads, promotes collaboration, offers convenience in disseminating work-related announcements or reminders, provides means for immediate responses for urgent notices, and helps them in finding or tracking people concerned at work.

The participants identified that the Facebook Messenger group chat trend in public school becomes beneficial in terms of accessibility because, firstly, the application is easy to download and create accounts. One's Facebook account can automatically be used in creating a Messenger account or even one's phone number. Secondly, it can be used for sending and receiving chats for free without an internet connection. If its other features ever require an internet connection, only low internet bandwidth is consumed. Lastly, its popularity locally makes it easily accepted by both internal and external school stakeholders as means of communication in the new normal education. And since most stakeholders are already familiar with Facebook

Messenger, which was previously used for socialization purposes in social media, they found it user-friendly when used for work and education-related purposes.

Finally, the participants found the Facebook Messenger group chat trend in public schools beneficial due to its convenience in sending and accessing learning materials. They can easily send various learning materials to their students like PowerPoint presentations, files, pictures, and videos. Similarly, students can easily get notified and access these learning materials. Additionally, the Facebook Messenger group chat trend is perceived to have aided the unavailability of the Learning Management System in public schools and the lack of the organization's subscription to a convenient official communication platform.

The study's findings revealed that in the aspects of work-life balance, emotional-psychological and technical are where public-school teachers experience the drawbacks of Facebook Messenger group chats. In terms of work-life balance, due to the convenience offered by group chats and easy access to the application, late-night and untimely messages are quite disturbing. Teachers experience failure to effectively manage time when instructions are simultaneously received from several persons and school-related group chats. The queries and sub-

**Table 2. Drawbacks of Facebook Messenger Group Chat Trend as Experienced by Public-School Teachers**

| Aspects                    | Drawbacks of Facebook Messenger Group Chats  |
|----------------------------|--|
| 1. Work-Life Balance       | <ul style="list-style-type: none"> <li>▪ Difficulty separating work from personal life in using social media for work purposes</li> <li>▪ Late night and untimely messages</li> <li>▪ Requires shift of communication styles when using the application for social media and work purposes</li> <li>▪ Failure on effective time management as instructions can be simultaneously received from several persons or group chats</li> </ul> |
| 2. Emotional-Psychological | <ul style="list-style-type: none"> <li>▪ Increased anxiety and stress level</li> <li>▪ Avenue for bullying among students and colleagues</li> <li>▪ Variations in communication manners as a result of cultural diversity</li> </ul>   |
| 3. Technical               | <ul style="list-style-type: none"> <li>▪ Hassle in accessing old messages</li> <li>▪ Security and privacy issues</li> </ul>  |

Source: Primary Data, 2021

missions received through chats from their students in their several handled classes are also included. Group chats make receiving and back-reading of messages overwhelming as well.

Additionally, the adverse effect of group chat trends on participants’ work-life balance is also influenced by how they previously used Facebook Messenger before the pandemic solely for personal and socialization purposes. It has become one of the primary communication tools they are using at work. They experience difficulty in separating work from personal life. Due to the use of this application both for personal and professional work-related purposes, they experienced struggles in a shift of communication styles when using the application for social media and work purposes.

The second aspect where participants are mostly affected by the drawbacks of the Facebook Messenger group chat trend at work is emotional-psychological. Turkle (2012) stated that modern digital communication is psychologically powerful in transforming what we do and who we are. It can create interconnection among people and create isolation for an individual. Due to overwhelming messages and membership to numerous group chats, they experience increased anxiety and stress levels. They also experienced how group chats were used as an avenue for bullying among colleagues or

students intentionally or unintentionally, which usually arise from the failure of the group chat administrators to moderate the group or establish rules and routines among group chat members. Added to the causes is how users get used to the language and manners they apply in using Facebook Messenger before it was even used for education and work-related purposes in the pre-pandemic period. These variations on manners with how people communicate in group chats also cause them anxiety. Especially that they only interpret the message from the symbols used and are not seeing more linguistics cues from the sender of the message that might present how pleasant or unpleasant was the message delivery unlike in face-to-face conversation.

The third aspect in which drawbacks on the Facebook Messenger group chat were experienced is the technical aspect. It includes the hassle of accessing old messages since the app’s feature requires long backreading when accessing old messages. The option on shared media and files somehow might help and the “search in conversation” option. However, these options will also cost time to retrieve old messages. Additionally, users of the application are also concerned about their information security and privacy disadvantages. Especially since Facebook Messenger is usually linked to their personal social media accounts, that adds difficulty

to make their personal lives private from the people they interact with at work. Facebook Messenger group chat, as a new trend of communication in a public school in response to the challenge to face-to-face communication brought about by pandemic, has fostered both positive and negative impacts not only to the users but also on how the community is being transformed. Modern technology can be a double-edged weapon. Users must have a compre-

hensive understanding of how they benefit from it and how it is gradually changing them and their community in return (Iosr et al., 2015). This study suggests that the benefits of the use of Facebook Messenger group chat must not be abused. Its drawbacks must be managed to balance the pros and cons and maximize this communication application's benefits.

**Emerging Patterns of Organizational Culture**

**Table 3. Patterns of Organizational Culture based from the Experiences of Public-School Teachers with Facebook Messenger Group Chats**

| <b>Patterns of Organizational Culture</b> | <b>Experiences of Public-School Teachers with Facebook Messenger Group Chats</b>  |
|---|---|
| 1. Open Communication                     | <ul style="list-style-type: none"> <li>▪ Leaders are proactive in relaying information and instructions.</li> <li>▪ Teachers conveniently connect to and contact school leaders.</li> <li>▪ Students confidently and instantly raise concerns and queries to their teachers.</li> </ul>   |
| 2. Sensitive Communication                | <ul style="list-style-type: none"> <li>▪ Understanding individuality among colleagues becomes the basis of a shift in communication styles.</li> <li>▪ Messages are interpreted in the context of the sender</li> <li>▪ Symbol-conscious communication is practiced.</li> </ul>   |
| 3. Netiquette in Social Behavior          | <ul style="list-style-type: none"> <li>▪ Students gradually learn to use the app to communicate in a respectful tone.</li> <li>▪ Polite words and reactions in chats are prevalent.</li> <li>▪ Group chats foster distinction between good and bad communication practices.</li> <li>▪ Kind and polite words motivate harmony and collaboration.</li> </ul>                                 |
| 4. Technological Reliance                 | <ul style="list-style-type: none"> <li>▪ Short notices for urgent concerns become rampant.</li> <li>▪ Abusive use of the app for most work-related communication needs, even for unnecessary personal messages</li> <li>▪ Over-reliance on group chats on communication matters</li> <li>▪ Dependence on the use of the app overrides socialization and communication in person.</li> </ul> |

Source: Primary Data, 2021

The study found that due to the trend of utilizing Facebook Messenger group chats as new normal means of communication in public schools, which aid their different pandemic work arrangements. Certain patterns of organizational culture are emerging which are open communication, sensitive

communication, netiquette in social behavior, and technological dependency.

First, the use of Facebook Messenger group chats positively supports open communication between school administrators and teachers or school personnel. Leaders in a digitalized world play a key

role in sustaining relationships with various stakeholders while promoting collaboration and work ethics (Cortellazzo et al., 2019). The ease of sharing important instructions and information made school leaders proactive at connecting with and relaying these to their subordinates. In response, it develops confidence among subordinates, the teachers, and non-teaching personnel, to openly communicate with their immediate heads due to familiarity and constant communication. On the other hand, students with their teachers have developed the confidence to easily contact and be comfortable at raising concerns and issues with their teachers due to the convenience in contacting their teachers and the capability of their teachers to respond to them immediately.

Second, the pattern of communication with the use of Facebook Messenger group chat creates an emerging culture of sensitive communication among members of the organization. Radhakrishnan (2020) stated that sensitivity in the workplace communication is a linguistics matter and the practice of comforting others and creating a sense of belongingness. Since Facebook Messenger group chats in some ways replaced our social life at work, colleagues are only interacting in symbols, audios, videos, and images, and people have different manners of communication using technological media. The study found out that public-school teachers depend on their communication styles, whether in personal messages or in group chats, depending on the individuality of their colleagues, which is based on the personality they portray by how they send and respond to messages in group chats. That creates a practice within the organization to create and understand meaning from the sender's context. Participants explained that some colleagues are very careful and polite with their messages in group chats while others are not. That communication style led to their practice that a communication approach must be made depending on the person to be communicated with. They also become symbol-conscious in their digital communication because any inappropriate use of punctuation, emoticons, and message formats might not deliver politeness in their messages.

The third pattern of organizational culture emerging is the widespread practice of netiquette in social behavior manifested by how people in the school community communicate using Facebook Messenger group chats. Wadson (2021) stated that netiquette is a set of unofficial rules that guides a person on standards of politeness and good behavior when interacting online or digitally. There has been a transition from how the application is used for personal purposes. Netiquette is not greatly considered since users are only communicating with their close friends and relatives to work purposes in which the user has to demonstrate professionalism in communication. Politeness in messages and responses becomes prevalent. Students, when group chats for classes were initially introduced, bombarded with unnecessary messages, now gradually learn to communicate in their classes' group chats with a respectful tone and understand the distinctions of different communication styles depending on the purpose.

The participants of the study link the attitude of politeness and kindness manifested in the group chats as resulting in harmony and collaboration among colleagues, between school heads and teachers, and between teachers and students. The participants' experiences communicating primarily through group chats teach them the distinction between good and bad communication practices. From the experiences of the teachers and other concerned school stakeholders on using Facebook Messenger group chats in the new normal as one among primary communication tools, unofficial rules on social behavior is set and being followed by the members of the organization because they experience the benefits of applying netiquette in effective communication with colleagues and attaining their specific goals at work.

Lastly, having mentioned that the impact of technology in an organization is compared to a double-edged weapon, it is inevitable that undesirable and harmful cultural patterns may also arise in the organization. Like other users, it was experienced by the participants that their school community is demonstrating technological dependence in their com-



munication practice at work. They only depend primarily on Facebook Messenger group chats for most work-related communication needs.

Too much dependence, abusive and over-reliance are the common terms used by the participants in describing the adverse patterns in their organizational culture created by the use of Facebook Messenger group chats for work purposes due to using it primarily in most communication concerns starting with their administration down to their clients – the students. According to Sandra (2013), constant use of technology in communication can shape the way people perceive themselves, including their thoughts of how they should communicate. According to the participants, the constant use of Facebook Messenger chats makes urgent and short notices, untimely messages, unnecessary personal messages on group chats, over-reliance on group chats for communication matters, and overriding face-to-face communication normal for them at work. However, the use of technology must be aimed towards positive organizational change (Niroula, 2015). That's why the technology at work must be used to ease the struggles of communication needs in the new normal and to communicate while creating authentic communication and promoting respect, values, and innovation.

## CONCLUSIONS

As experienced by public school teachers, the Facebook Messenger group chat trend has been beneficial in terms of convenience, accessibility, and learning delivery. Due to the popularity and free features of Facebook Messenger, they found it user-friendly, the most feasible way to communicate with school stakeholders of different socio-economic profiles, and the simplest way to share learning materials and assist students in remote learning modalities. On the other hand, they experienced drawbacks in the aspects of work-life balance, emotional-psychological and technical such as over-use of the group chats even for unnecessary and inappropriate communication, over-reliance to group chats for work communication needs, difficulty adjusting in using group chats for professional purposes, risks related to personal privacy and account

security and the challenges on adjusting to group chat member's individual communication styles.

Because of the Facebook Messenger group chat trend, open communication, sensitive communication, netiquette in social behavior, and technological reliance were the emerging organizational patterns in public schools. Due to convenience in online communication, stakeholders became proactive, became linguistic symbol-sensitive, and are gradually adopting formal communication netiquette even in using another social media application. One adverse cultural pattern associated with the group chat trend is the organization's over-reliance on technology for most communication needs at work.

Future studies may focus on how the emerging patterns of organizational culture caused by the group chat trend in public-schools influence teachers' level of performance. Studies on how public-school teachers experience other aspects of workplace communication may also be conducted.

## RECOMMENDATIONS

The results of this study found out that the Facebook Messenger group chat trend has been very beneficial to public school teachers as they transit and sustain the new normal in education. And since adopting any digital technology in the school system must be oriented towards creating positive organizational culture, certain recommendations were derived based on the study results. It is recommended that there must be rules set in group chats that the users should constantly practice and be religiously moderated by the group chats administrators to manage drawbacks. Appropriateness on the use of the application for work purposes must also be observed. The school system may also explore other digital and online applications to balance the use of certain applications depending on the purpose. Public schools must also sustain programs that will develop awareness and education among school stakeholders on how the application may be used in ways where netiquette is observed and how its drawbacks can be managed. Finally, for the developer of this application, further innovation with the application can be made to make it more appropriate for education purposes and specific educational tool with

almost the same features as that of Facebook Messenger group chat but with accounts and contents that school administrators can manage may be introduced to the digital world.

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