

Perceptions Of Students And Teachers On The Mobile Phone Usage In The Classroom

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Abstract: At present time, mobile phone is widely used as medium of communication. People around the globe from all walks of life started using mobile not just for calling but more importantly for texting, getting information, using as thesaurus dictionary, conducting business, among others. For students, it is mostly being used to look for the correct spelling, pronunciation, grammar, among others. Many people possess more than one mobile phone for business purposes or personal purpose. Mobile phones can be useful in the educational process. Sometimes students look for some information from the internet, or harness it for an instant information. It is like a part of our life. Today, the impact of mobile phones on the lives of students and teachers could not be ignored. Though it is useful in many ways, it has also harmful effects as well. Teachers and students use mobile phones on their daily activities, likewise in the classroom. Most often than not, they use it as a form of instructional material in teaching and learning process. Both derive advantages and disadvantages benefits from it. No one cannot live without it because it is anybody's contact, navigator, time teller, entertainment, and life itself. There are two sides of the coin: constructive and destructive. For constructive, mobile phones consume most of our time, whether in calling, texting, studying, playing games or social networking. Some of the results improve the performance of students in the classroom. Another advantage of mobile phones is that it has made internet more accessible and affordable than ever before, thus, giving people a voice on the internet. Mobile phones easily promote collaborative and different types of learning through their wireless connection to the internet. On the destructive side, mobile phones when used by students in the classroom can create noise, distract other students' listening powers to the lecture. Modesty aside, these can make students cheat, weaken the students' mental capabilities, and increase the students' dependence on them. However, they perceive something in common and differ in some concerns in using mobile in classroom. It uses the mean, weighted mean, to compute the average of the responses on the perceptions of teachers and students. While Independent T-Test is used to determine the results or the average of all indicators or items of the teachers and students. The perception of students and teachers towards mobile usage in the classroom showed that both mean scores fall in the category of Agree. That is, they are totally amenable on the items given. However, the perception of teachers towards mobile phone usage in the classroom showed that both have Uncertain verbal interpretation. Comparing the mean scores between the two universities, it revealed that there is no significant difference between the two groups. Although, the result revealed a failure mark, there were items which both groups accepted and agreed.

1.0. Introduction

At present time, mobile phone is widely used as medium of communication. People around the globe from all walks of life started using mobile not just for calling but more importantly for texting, getting information, using as thesaurus dictionary, conducting business, among others. For students, it is mostly being used to look for the correct spelling, pronunciation, grammar, among others. Many people possess more than one mobile phone for business purposes or personal purpose. Mobile phones can be useful in the educational process. Sometimes students look for some information from the internet, or harness it for an instant information. It is like a part of our life. No one cannot live without it because it is anybody's contact, navigator, time teller, entertainment, and life itself. There are two sides of the coin: constructive and destructive. For constructive, mobile phones consume most of our time, whether in calling, texting, studying, playing games or social net working. Some of the results improve the performance of students in the classroom. Another advantage of mobile phones is that it has made internet more accessible and affordable than ever before, thus, giving people a voice on the internet. Mobile phones easily promote collaborative and different types of learning through their wireless connection to the internet. On the destructive side, mobile phones when used by students in the classroom can create noise, distract other students' listening powers to the lecture. Modesty aside, these can make students cheat, weaken the students' mental capabilities, and increase the students' dependence on them. Today, the impact of mobile phones on the lives of students and teachers could not be ignored. Though it is useful in

many ways, it has also harmful effects as well. Mobile phone is a kind of device used in communication system that has its service divide into small cell each having separate low power transmitted and received combination. According to Rich Ling, the mobile phone has fundamentally affected our society, accessibility, safety, and security, co-ordination of social and business activities. It has become the part of culture of every region in the world. The craze of mobile phone started after 1980's, but it has touched the level of esteem. First, it was just for a status symbol but now it has become a dire need of the day and is in the reach of everyone.[1] With these observations, the researchers attempt to determine the perception of teachers and students on the mobile usage in the classroom.

Statement of the Problem

This study attempts to answer the following questions:

1. What are the perceptions of teachers and students of AMA and BSU towards mobile phone usage in the classroom?
2. Is there a difference between the teachers and student' perceptions of AMA and BSU towards mobile usage in the classroom?

Research Hypothesis

There is a significant difference between the perception of the teachers and the students in using mobile phones in the classroom.

1.2 Significance of the Study

This study will drive the interest of the administrators, curriculum planners in the Ministry of Education (MOE) and

English teachers to include mobile phone usage in the classroom. For curriculum planners, the study will provide valuable input on the possibility of using mobile phone in the classroom. It is hoped that the findings will serve as concrete bases for sound judgments on the utilization of this kind of instructional strategy. For English teachers, this study will offer a more interesting and highly effective method of reinforcing the teaching-learning the lessons. For students, and future researchers, the study will definitely increase their knowledge and conveniently understand the rich source of data on relevant issues through the use of internet in finding some relative problems in grammar, pronunciation, spelling, and parts and figures of speech.

1.3 Scope and Limitations of the Study

The study is limited to the use of mobile phone in the classroom. This study utilized students taking up Speech and Oral Communication subject from the two universities: AMA International University-Bahrain, and Batangas State University, Philippines. Likewise, all English teachers from the 2 universities were the respondents of this study. The research design employs the qualitative-quantitative data using the survey instrument. The researchers also utilized checklist, questionnaire and interview or documentary analysis to gather the necessary data.

1.4 Theoretical Framework

This research is based on the theory of Good, T.L. which is cognitive learning. It is the acquisition or reorganization of the cognitive structures through which humans' process and store information [2]. Learning can be interwoven with activities as part of everyday life and mobile learning environment could be controlled. Learners could construct the texts through their interactions with the devices and with each other.

1.5 Conceptual Framework

Mobile technologies have changed the life of human beings. It is a fact that mobile usage has gained popularity in phone technology connectedness. It has been obviously used in Mathematics/Statistics or in business classes. Soon it will be in full swing to be used in the teaching and learning scenario in the classroom. Thus, the researcher deemed it proper to conduct on the perceptions of the teacher and the students and the benefits and advantages of using mobile phone in the classroom. The schema of the conceptual framework of the study is shown in Figure 1.

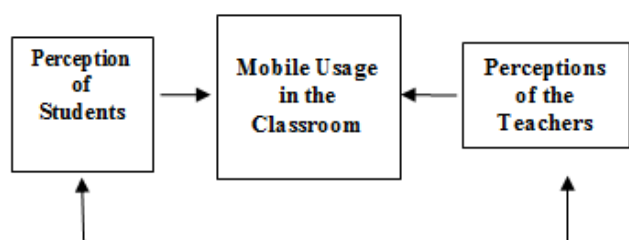


Figure 1: Conceptual Framework of the Study

The paradigm shows the first box is the perceptions of students; the third box is the perceptions of the teachers. The arrows are geared towards the second box, the mobile usage in the classroom. The teachers and students perceive that

mobile usage would be a part of the teaching and learning scenario in the classroom.

2.0. Related Studies

This presents the related literature and the studies undertaken by the past researches which added important highlights and significant insights to the present study. Most people especially students are engaged with instant message or texting and consequently use informal abbreviation and lingo in more formal writing situations. They use instant messages or texting not mindful of its effect on their academics. Some use the so called internet English in mobile as breakdown of the English language. Language is constantly developing and changing, but also in type of literacy in the language. A study on the effects of media technology to some non-intellectual factor, that the way of life of their respondents was affected by media technology to some extent as well as their study habits and attitudes [3]. There are different ways for integrating mobile phones into curriculum as they can be as varied as the phones themselves. Mobile phones function such as a dictionary, a camera, games and a calculator rolled into one. The impacts of mobile phone technologies on learning are portability, collaboration and enhancing students, parents and teachers [4]. This means that since mobile phone is so light and handy these users can access and use this anytime, anywhere. It can improve a wide range of learning settings outside or inside the campus. They can send and share their knowledge, experiences and information. The use of mobile phones results in increasing parents' involvement in education and thus, their children's learning and capabilities are enhanced. Mobile phones incorporated in a large classroom, students are more engaged in learning process [5]. It means that when you involve a teaching strategy especially technology, the students are more excited and interested because it is within their grasp and understanding. The cell phone is especially functional for making short-term just-in-time adaptations to unpredictable changes in needs. Thus, each phone user is empowered to make more efficient use of his or her "social capital". Under conventional conditions, individuals have usually to be satisfied with the support of bystanders for fulfilling their current needs (e.g. asking them for information or counseling). Mobile phone users are prone to choose the person who most closely satisfies his/her preferences at any given moment. Mostly all adults own one or two mobile phones and media device. This device can offer many services, one of which is sending long distance messages. Personal mobile technologies for learning has become more updated which include updated personal response system are stating the value of incorporating mobile [6]. Children are developing new skills and literacy's which are enabled by mobile devices such as sms texting, mob logging on mobile device and mobile device video creation [7]. According to Dunn, using a **Classroom Response System (CRS)** has been associated with positive educational outcomes, by fostering student engagement and by allowing immediate feedback to both students and instructors. This study examined a low-cost CRS (VotApedia) in a large first-year class, where students responded to questions using their **mobile phones**. It explored whether the use of VotApedia retained the advantages of other CRS, overcame some of the challenges of other CRS, and whether new challenges were introduced by using VotApedia. These concerns were studied within three themes: students'

perceptions of using VotApedia; the impact of VotApedia on their engagement; and the impact of VotApedia on their learning. Data were collected from an online survey, focus groups and student feedback on teaching and course content. The results indicated that using VotApedia retains the pedagogical advantages of other CRS, while overcoming some of the challenges presented by using other CRS, without introducing any new challenges.[8] Another study was conducted by Kuznekoff, H. **mobile phone** use in the **classroom** by using an experimental design to study how message content (related or unrelated to class lecture) and message creation (responding to or creating a message) impact student learning. Participants in eight experimental groups and a control group watched a video lecture, took notes, and completed tests of student learning. The control and relevant message groups earned a 10-17% higher letter grade, scored 70% higher on recalling information, and scored 50% higher on note-taking than students who composed tweets or responded to irrelevant messages. Sending/receiving messages unrelated to class content negatively impacted learning and note-taking, while related messages did not appear to have a significant negative impact.[9]. O'Bannon, Blanche W. et al. examined the digital native–digital immigrant dichotomy based on the results of a study involving 1095 teachers from two states in the southeastern United States. The study focused on age as it relates to the relationship between the type of **mobile phone** they owned, their support for the use of **mobile phones** in the **classroom**, their perceptions of the benefits of specific **mobile** features for school-related work, and their perceptions of instructional barriers. According to him, the perceptions of 1,121 teachers in Kentucky and Tennessee determine their support for the use of mobile phones in the classroom, as well as their perceptions of the mobile phone features that are beneficial for school-related work and the instructional barriers to mobile phone use. However, he found out that more teachers did not support the use of mobile phones in the classroom,. The following gadgets according to him which are the most suitable and useful are the following: internet, educational apps, the calculator, the calendar, and the ability to play a podcast as the most beneficial features/functions In addition, they identified cheating, access to inappropriate information on the Internet, cyberbullying, and disruptions as the primary barriers to using mobile phones in the classroom [10]

3.0. Research Methodology

This section deals with the procedures and methods utilized by the researcher. This includes the research design, subjects of the study, data gathering instrument, data gathering procedure, and statistical methods in interpreting the data.

Research Design

In this study, the descriptive method was used. The questionnaire results were used by the researchers in gathering data so as to provide adequate interpretation on the topic under study. The questionnaire was adapted from Wafa'N.Muhanna, Awaif M. Abu-Al- Sha'r, Al-al-Bayt, University, September 23-25,2009 Villach, Austria. Conference ICL 2009.

Respondents of the Study

The respondents of the study were students who were taking up Speech and Oral Communication subject and faculty

members from the AMA International University, Kingdom of Bahrain, and Batangas State University, Philippines, This was conducted last September, for the 1st trimester SY 2016. There were 50 student respondents , 25 coming from the Batangas State University and 25 from AMA International University. For the teachers, eight came from Batangas State University and seven came from AMAIU-B.

Data Gathering Procedure

The questionnaire was administered by the researchers this September, 2016, before the trimester ended. This serves as the main instrument in data gathering, The researchers used this tool because the researchers wanted to know the perception of the students and faculty on mobile usage in the classroom. The researcher wrote a letter to the Presidents/Deans of the University, to allow her to conduct the study to the respondents.

Statistical Treatment of the Data

The data was tallied, analyzed and interpreted using the statistical tools most appropriate for the study. For this study the mean, weighted mean, were used to compute the average of the responses on the perceptions of teachers and students. While Independent t-test was used to determine the results or the average of all indicators or items of the teachers and students. To interpret the mean performance obtained by the faculty members, the following scale and descriptive interpretations were used.

<u>Scale</u>	<u>Descriptive Interpretation</u>
4.5 – 5.0	Absolutely Agree
3.5 – 4.49	Normally Agree
2.5 – 3.49	Uncertain
1.5 – 2.49	Disagree
1.0 – 1.49.	Completely Disagree

4. Presentation and Analysis of Qualitative and Quantitative Results

The following discussions present the results of the perception of teachers and students towards mobile phone usage in the classroom. This result is supported by the qualitative data gathered from the informal interview.

Table 1: Perception of BSU and AMA students towards mobile phone usage in the classroom

Students' Perceptions towards Mobile Phone Usage in the Classroom	BSU	AMA
1. Mobile phone encourages them to learn in class.	3.44	3.85
2.Using mobile phone is amusing because it is easy to use.	4.28	3.90
3.They prefer using mobile phone to feel independent.	3.88	3.95
4. Mobile phones do not need cables.	3.48	3.45
5.Small size mobile phones facilitates its use in class.	3.44	3.80
6.They concentrate a lot when I use mobile phone than the other visuals.	3.68	3.80
7.They feel that learning via mobile phone increases isolation in educational environment.	3.68	3.85

8.Mobile phone environment is quiet and comfortable.	3.60	3.45
9.Mobile phone environment needs large space in class.	2.84	3.15
10.Classroom with mobile phone teaching needs special seats arrangement.	3.08	3.05
11. Teaching via mobile phone needs a base for each mobile phone in the classroom.	3.68	3.35
12.Charging the mobile phone upsets me while learning via the mobile phone.	3.60	4.00
13.Mobile phone does not hinder students' movement in the classroom.	3.64	3.30
14. Teaching via mobile phone encourages students using independent learning strategy.	3.64	3.75
15.Designing educational mobile phone for educational environment is easy.	3.68	4.30
16.Mobile phone use in class saves time and effort.	3.84	4.00
17.They prefer using mobile phone on the test in the classroom.	3.52	4.00
18.There is no need for a teacher in classrooms via mobile phones.	3.12	2.80
COMPOSITE MEAN	3.56	3.65

From table 1 presents the results of AMA and BSU students' perception towards mobile phone usage in the classroom. From the table, it could be gleaned that: items: using mobile phone is amusing because it is easy to use, with weighted means of 4.28 and 3.90 and both have verbal interpretation of Agree. I prefer using mobile phone to feel independent, concentrate a lot when I use mobile phone than the other visuals, concentrate a lot when I use mobile phone than the other visuals, mobile phone used in class saves time and effort, and I prefer using mobile phone on the test in the classroom with weighted means of 3.88, 3.95; 3.68, 3.80; 3.84, 4.00; 3.52, 4.00; respectively with a verbal interpretation of Agree. It could mean that both students are amenable on using mobile in the classroom. Items: mobile phones do not need cables, mobile phone environment needs large space in class, classroom with mobile phone teaching needs special seats arrangement, there is no need for a teacher in classrooms via mobile phones have weighted means of 3.48,3.45; 3.44, 3.80; 2.84, 3.15; 3.08, 3.05; 3.12, 2.80 respectively with verbal interpretation of Uncertain. This could mean that both students from two different universities are not sure or don't approve that mobile phone has good seat or space in the classroom. This could also mean that the students are not convinced that mobile phones get a lion share in the classroom environment for students to learn. They are one in saying that still the teacher is the best instrument in imparting the teaching and learning of students. This has a composite means of 3.56 and 3.65 with a verbal interpretation of Agree. This study is similar to Farlane et.al. that children are developing new skills and literacies by using mobile devices.

Table 2: Perception of teachers towards mobile phone usage in the classroom

Teachers' Perceptions towards Mobile Phone Usage in the Classroom	BSU	AMA
1. It is difficult to administer the class while teaching via mobile phones.	4.63	3.71
2. Their presence is necessary in the classroom of teaching via mobile phone.	4.50	4.29
3. It is difficult to control teaching websites when students access via mobile phone among them in class.	4.38	4.14
4. They allows students to communicate via cell phone among them in class.	2.63	2.29
5. No verbal communication is allowed in class using the mobile phone.	3.63	3.71
6. They feel bored because he has no control in the classroom.	3.63	3.00
7. They don't allow verbal communication using the mobile phone	3.63	3.29
8. They prefer using computer lab in using classroom with mobile phone.	3.75	4.14
9. Learning via mobile phone encourages class interaction.	3.00	2.14
10. Learning environment via mobile phone is the same in all educational subjects.	3.25	2.29
11. The best easiest and fastest learning technique is the mobile phone.	3.25	2.57
12. Teacher's presence in teaching via mobile phone confuses the students.	3.00	3.29
13. Designing educational mobile phone is necessary.	3.88	3.86
14.Mobile phone use in class save time and effort.	3.13	3.29
15. Classroom with mobile phone teaching needs special set assignments.	2.75	3.57
16.Mobile phone does not hinder student's movement in the classroom.	3.00	2.57
17. Teaching via mobile phone encourages independent learning strategy.	3.38	3.71
18.Teaching via mobile phone increases isolation in perception.	2.50	3.43
COMPOSITE MEAN	3.44	3.29

From table 2, it could be gleaned that items: it is difficult to administer the class while teaching via mobile phones, teacher's presence is necessary in the classroom of teaching via mobile phone, it is difficult to control teaching websites when students access via mobile phone among them in class,

no verbal communication is allowed in class using the mobile phone, and designing educational mobile phone is necessary with weighted means of 4.63, 3.71, 4.50, 4.29, 4.38, 4.14, 3.63, 3.71, 3.88, 3.86 respectively and a verbal interpretation of Agree. This could mean that teachers don't approve of students using mobile in the classroom. They are one in saying that teachers' presence is better than mobile phones. However, item numbers: 4 the teacher allows students to communicate via cell phone among them in class have weighted means of 2.6 for BSU and 2.29 for AMA; 9. learning via mobile phone encourages class interaction, with 3.0, 2.14 weighted means; 10. learning environment via mobile phone is the same in all educational subjects, with weighted means of 3.25, 2.27 with different verbal interpretations of Uncertain for BSU and Disagree for AMA. This could mean that teachers are not convinced that mobile phones are useful in the classroom. In the same way that AMA teachers are not amenable towards the use of mobile phones in all subject areas. Both may differ on their interpretations maybe because of their culture and environment. In like manner, item numbers: 11 the best, easiest and fastest learning technique is the mobile phone, 12 teacher's presence in teaching via mobile phone confuses the students, 14 mobile phone use in class saves time and effort, 16 mobile phone does not hinder student's movement in the classroom, and 18 teaching via mobile phone increases isolation in perception with weighted means of 3.25, 2.57; 3.0, 3.29; 3.13, 3.29; 3.0, 2.57; 2.50, 3.43 respectively with verbal interpretation of Uncertain. It has a composite means of 3.44 and 3.29 with verbal interpretation of Uncertain. This could mean that both teachers from 2 different universities are one in saying that using mobile phone is also detrimental to the students' learning process. Students could not concentrate on the lessons maybe because they are preoccupied with their activities. This study is similar to Ling R. Helmersen that it is necessary to cover a need of adoption of mobile telephony among pre-adolescents and adolescents.

Table 3: Difference between teachers and students' perception towards mobile usage in the classroom

Group	p	t	Decision on H_0	V.I.
Students	0.46	0.75	Failed to Reject	Not Significant
Teachers	0.51	-0.66	Failed to Reject	Not Significant

As gleaned from table 3, there is no significant difference on the students' perception towards mobile usage in the classroom. However, there are different statements which are found in numbers: 5. small size mobile phones facilitates its use in class with weighted mean of 3.44, with Uncertain verbal interpretation and weighted mean 3.80 with Agree verbal interpretation; 11. teaching via mobile phone needs a base for each mobile phone in the classroom has a weighted mean of 3.68 with verbal interpretation of Agree and 3.35 weighted mean with a verbal interpretation of Uncertain; 13. mobile phone does not hinder students' movement in the classroom with weighted mean of 3.64 and has verbal interpretation of Agree, and weighted mean of 3.30 and has a verbal interpretation of Uncertain. In like manner, as gleaned from table 4, there is no significant difference on the

teachers' perception towards mobile usage in the classroom. However, there are different items which could show that their perceptions differ. Numbers: 4. the teacher allows students to communicate via cell phone among them in class with weighted mean of 2.63 and has a verbal interpretation of Uncertain and 2.9 weighted mean with verbal interpretation of Disagree; 6. The teacher feels bored because he has no control in the classroom, with a weighted mean of 3.63 and a verbal interpretation of Agree and 3.0 weighted mean which has a verbal interpretation of Uncertain.

5. Summary, Findings, Conclusions and Recommendations

This chapter presents the summary, findings, conclusions derived from the findings and the recommendations of this study. The main objective of this study was to find out the perception of students and teachers towards mobile usage in the classroom, First Trimester, 2016-2017. The study was conducted using questionnaire adapted from Wafa'N. Muhanna, Awaif M. Abu-Al- Sha'r, Al-al-Bayt University, September 23-25, 2009 Villach, Austria. Conference ICL 2009. The study wants to find out the perceptions of teachers and students of AMA and BSU towards mobile phone usage in the classroom, and to find out if there is a difference between the teachers and student' perceptions of AMA and BSU towards mobile usage in the classroom This study utilized two (2) universities, AMAIUB and BSU- Phil., First Trimester, AY 2016-2017 in Engl 403-Speech and Oral Communication). The two universities were chosen to avoid bias There were 25 students from each 2 university and 8 teachers from BSU and 7 from AMA. The findings of this study are presented below following the sequence of the research questions in the statement of the problem. The perception of students and teachers towards mobile usage in the classroom showed mean scores of 3.56 for BSU and 3.65 for AMA. Both mean scores fall in the category of Agree. That is, they are totally amenable on the items given. However, the perception of teachers towards mobile phone usage in the classroom showed mean scores of 3.44 for BSU and 3.29 for AMA which both have Uncertain verbal interpretation. Comparing the mean scores between the two universities, it revealed that there is no significant difference between the two groups: students, pp-value of 0.46 while the teachers have p-value of 0.51. The computed t- value of students is 0.75 while the teachers have 0.66 which Failed to Reject. Therefore, there is no significant difference of the gain scores between the two groups. It is therefore possible to increase the gain scores of the students using any grouping method used in this study. Although, the result revealed a failure mark on the pretest but a significant increase of the gain scores was achieved in the posttest. Specifically, an average increase was gained by both groups which obtained a passing mark of 2.75 and 2.5 (control and experimental group, respectively). Insights drawn from the students' journal that can contribute more in raising students achievement in Differential Calculus deserves an attention, which is the video recorded lectures of the professor rather than shared videos lectures of instructors from the YouTube. The researchers conclude the following: Majority of the students and teachers agree on the use of mobile phones in the classroom. There is a significant difference between the perception of the teachers and the students in using mobile phones in the classroom. It is therefore possible to increase the gain scores of the students using any grouping method

used in this study. Although, the result revealed a failure mark on the pretest but a significant increase of the gain scores was achieved in the posttest. Specifically, an average increase was gained by both groups which obtained a passing mark of 2.75 and 2.5 (control and experimental group, respectively). Insights drawn from the students' journal that can contribute more in raising students achievement in Differential Calculus deserves an attention, which is the video recorded lectures of the professor rather than shared videos lectures of instructors from the YouTube. Based on the findings of the study the following are recommended: It should be done in groups of three members. Duplication of the study in another setting. Incentives should be given to motivate students to participate in the activity by groups.

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