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## Parents' and Students' Perceptions Toward Mobile Phone Usage and its Impact on Academic Performance

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### Abstract

**Aim:** The study primarily aimed to evaluate parents' and students' perceptions of the impact of mobile phone usage on their academic performance at Dagohoy National High School, Poblacion, Dagohoy, Bohol for the School Year 2022-2023.

**Methodology:** Researchers utilized a descriptive research design to evaluate parents' and students' perceptions of the impact of mobile phone usage on academic performance. The research was conducted at Dagohoy National High School in the first semester of School Year 2022-2023. The study involved 60 parents and 60 students identified through simple random sampling.

**Results:** Since the computed r value of 0.132 is less than the critical value of 0.254 using a 0.05 level of significance at 58 degrees of freedom ( $p > 0.05$ ,  $p = 0.313$ ), there is no significant relationship between academic performance and the impact of mobile phone usage as perceived by the students. Furthermore, the computed t value of -0.272 is less than the critical value of 1.980 using a 0.05 level of significance at 118 degrees of freedom ( $p > 0.05$ ,  $p = 0.786$ ), thus, there is no significant difference between parents' and students' perceptions of the impact of mobile phone usage on students' academic performance.

**Conclusion:** It was concluded that parents understand the potential benefits of technology in enriching their child's learning experience, while students recognize the possible gains of technology for enhancing their educational endeavors and place a high value on learning quality. The use of mobile phones does not appear to have a major impact on academic achievement. The parents and the children concur on the possible benefits and downsides of using a mobile phone for academic purposes. Future studies must explore the potential benefits and drawbacks of technology and investigate the specific factors that affect academic performance.

**Keywords:** academic performance, descriptive design, mobile phone, parents, perceptions, students

### INTRODUCTION

Mobile phone usage has become an essential part of daily life, especially for students. With the advancement of technology and the widespread use of mobile phones, their impact on academic performance has been a topic of concern for both parents and educators. The purpose of this study is to investigate parents' and students' perceptions of mobile phone usage and its impact on academic performance.

Mobile phones have the potential to distract students and reduce their productivity. As students use mobile phones for various purposes such as social media, gaming, and entertainment, it is important to understand how their usage affects their academic performance. It is evident that the vast majority of the population, consisting of 823 students at Dagohoy National High School, utilize mobile phones for both personal and academic purposes. Given that students use their mobile phones for both personal and academic purposes, it can be challenging to strike a balance between the two and ensure that academic usage takes priority. In light of this observation, both parents and educators at secondary schools, including the aforementioned institution, have expressed apprehension regarding the effects of mobile phone usage on students' academic performance. This concern has prompted an upsurge in research on the topic.



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In the study of Hossain (2019), a correlational design was utilized to explore the impact of mobile phone usage on academic performance. In this study, the time duration of engaging mobile phones by the students was correlated to their academic performance. The author found that as cell phone technology develops swiftly, it appears that the device aids students in learning and achieving higher academic outcomes. Unquestionably useful and practical study aids, cell phones can also be a detrimental source of distraction depending on a student's mindset and usage patterns. Furthermore, Galgo (2020) suggests that students believe technology, such as mobile phones, can help them feel more comfortable and confident in their educational pursuits, ultimately aiding them in reaching their educational goals. Various studies also adhere to the idea of improving the educational setting via proper utilization of technology (Buntalilio & Lombrio, 2022; Muñoz & Sanchez, 2023; Obrero & Obrero, 2019; Amihan, 2020a; Amihan, 2021; Salendab & Dapitan, 2020).

Mobile phones are becoming ubiquitous tools for communication and information access in the age of digitalization. Students access educational resources, conduct research, and collaborate with peers via mobile devices. However, it is also a source of distraction for students – social media apps, messaging platforms, and other entertainment apps easily distract students from their studies and negatively affect their academic performance.

Cagiltay et al. (2018) conducted a correlational study to examine the association between mobile phone usage and academic performance among university students. The study revealed that excessive mobile phone usage has a detrimental effect on academic performance. Similarly, Alzahrani et al. (2020) conducted a study that found a negative correlation between mobile phone usage and academic achievement among secondary school students.

A recent study conducted by Hovsepian et al. (2021) examined the association between mobile phone usage and academic performance among medical students. The findings demonstrated that mobile phone usage has a detrimental effect on academic performance among medical students.

The negative impact of excessive mobile phone usage on academic performance is a serious concern for parents and educators. In addition, the increased use of mobile phones during class time disrupts the learning environment and negatively affects other students. On the other hand, it is widely believed that mobile phones can provide several advantages to students. Firstly, they offer easy access to online resources, educational applications, and electronic books that can enhance and complement their learning experience. Secondly, they enable swift communication between students, teachers, and peers, facilitating efficient collaboration, and active class participation. Lastly, students can personalize their learning process by using resources and applications that cater to their specific learning styles and needs. According to Galgo and Balbague (2022), the utilization of innovative devices, such as mobile phones, holds the potential to enable a student-centered approach, empowering students to actively engage in a learning experience that is both authentic and meaningful. Innovations, when properly planned and implemented, bring about great access in an organization (Sanchez, Sanchez & Sanchez, 2023; Obrero, 2021; Buntalilio, 2022; Amihan, 2020b; Salendab & Cogo, 2022; Sanchez & Sarmiento, 2020; Sanchez, 2020a).

While several studies have investigated the relationship between mobile phone usage and academic performance, there is still a gap in the literature regarding parents' and students' perceptions of the issue (Salendab, 2023; Salendab & Dapitan, 2021a; Sanchez, 2022). Parents and students may have different views on the impact of mobile phone usage on academic performance, and their perceptions may affect their mobile phone usage habits (Salendab & Dapitan, 2021b; Amihan, 2022; Dizon & Sanchez, 2020; Suryo, et al., 2020). Therefore, it is important to examine parents' and students' perceptions of mobile phone usage and its impact on academic performance.

## Objectives

The study primarily aimed to evaluate parents' and students' perceptions of the impact of mobile phone usage on academic performance in Dagohoy National High School, Poblacion, Dagohoy, Bohol for the School Year 2022-2023.

Specifically, this study sought answers to the following questions:

1. What is the academic performance of the students based on the General Percentage Average (GPA) in the first quarter period?
2. What is the extent of the impact of mobile phone usage on academic performance as perceived by:
  - 2.1. parents; and
  - 2.2. students?
3. Is there a significant correlation between students' academic performance and their mobile phone usage, as perceived by the students themselves?
4. Is there a significant difference between parents' and students' perceptions of the impact of mobile phone usage on academic performance?



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## METHODS

### Research Design

To achieve the purpose of this study, the researchers utilized a descriptive research design to evaluate parents' and students' perceptions of the impact of mobile phone usage on academic performance. This design was selected because it aims to describe a particular phenomenon or situation, in this case, the perceptions of parents and students regarding mobile phone use and its impact on academic performance. Moreover, it is focused on describing the characteristics of a particular group or situation (Salendab, 2021), making it an appropriate choice for this study's research question.

### Research Environment and Respondents

The research was conducted at Dagohoy National High School during the first semester, School Year 2022-2023. With a total population of 823 students, the study sampled 60 students and 60 parents at Dagohoy National High School identified through simple random sampling. The selection of the sample was stratified based on the grade level of the students to ensure that the respondents were equally distributed.

### Research Instrument

The researchers used a modified survey questionnaire adapted from Bianchi and Philips (2005). Some of the questionnaire items were modified to align with the objectives of the study. In the study, there are 2 parts of the questionnaire: the first part is about the effect of the mobile phone on their scholastic performance as perceived by the students which consists of 10 items with a Cronbach's Alpha of 0.73 (Acceptable), and the second part is about the impact of mobile phone usage on student's scholastic performance as perceived by the parents which consists of 10 items with a Cronbach's Alpha of 0.78 (Acceptable).

The 10-item statements on the instrument that were utilized the same for both students and teachers comprised the following: 1. The cellular phone helps me to achieve educational tasks; 2. The cellular phone makes disturbance of my studies; 3. I use a cellular phone for cheating in our examination; 4. Crime and deviant behavior are practiced using cellular phones; 5. My language skills had been badly affected due to my mobile phone; 6. My interaction with others has been limited; 7. I cannot find time to study due to too much use of my mobile phone; 8. Cellular phone increases my stress level; 9. Cellular phone increases my aggression; and 10. Cellular phone increases my sleeping disturbance. Prior to examining the instrument's reliability, it was subjected to validity testing, with three field experts evaluating its face and content validity. Following that, pilot testing was performed on 20 students and 20 parents who were not among the actual respondents during the study's conduct, then the internal consistency of the data was calculated through Cronbach's alpha as indicated above.

### Data Gathering Procedure

The researchers personally administered the study by distributing survey questionnaires to the respondents. The survey questionnaire consisted of 2 parts, each with 10-item statements adapted from Bianchi and Philips (2005), which aimed to evaluate the perceptions of parents and students toward the impact of mobile phone usage on academic performance.

### Data Analysis

To accurately depict the academic achievements of the students, frequency counts and simple percentages were employed. Additionally, a weighted mean score was utilized to gauge the degree of influence that mobile phone usage has on academic performance, as perceived by both students and parents. The data underwent a normality test using the Kruskal-Wallis Test, and upon being deemed normal, the Pearson Product-Moment Coefficient of Correlation was used to determine any significant correlation between students' academic performance and their self-reported mobile phone usage. Finally, the T-test of Independent Samples was applied to examine the significant variance between the perspectives of parents and students on the impact of mobile phone usage on academic performance.

### Ethical Consideration

To ensure the integrity and reliability of the study's findings, the researchers strictly followed research protocol guidelines. Before conducting the study, the school principal was consulted to obtain permission for the research to take place. To obtain the participants' consent, they were presented with consent letters and allowed to sign should



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they agree to take part in the study. The researchers personally administered the survey questionnaire to the respondents. To protect the privacy and confidentiality of the respondents, the data collected during the study was kept confidential and anonymous, with only the researchers having access to the survey responses. After the data had served its intended purpose, it was disposed of properly, ensuring that no personal information was accessible to anyone other than the researchers. The researchers' adherence to these ethical practices serves to maintain the credibility of the study's findings and ensures that the respondents' rights and safety are protected. Generally, the research compliance with the ethical standards was approved by the school's Ethics Review Board (ERB).

**RESULTS and DISCUSSION**

**Level of students' academic performance in the first quarter period**

Table 1 presents the level of students' academic performance in the first quarter. Out of 60 respondents, frequency of 25 (41.67%) students obtained a very satisfactory grade within the range of 85-89%, followed by 20 (33.33%) students who obtained an outstanding grade within the range of 90-100%. Finally, the rest of the 15 (25%) students obtained satisfactory grades within the range of 80-84%. It is noteworthy that a significant number of students performed exceptionally well, this suggests that the teaching method used in Dagohoy National High School in the first quarter period may have been effective in producing good results for a significant proportion of the students.

The result coincides with the statement that a higher frequency of students achieving satisfactory or outstanding grades may be related to effective teaching methods (Amihan & De Jesus, 2016; Sanchez, 2020b; Sanchez, et al., 2022; Johnson & Smith, 2019; Lee et al., 2020). Johnson and Smith (2019) found that active learning strategies were associated with higher student achievement compared to traditional lecture-based instruction. Similarly, Lee et al. (2020) found that inquiry-based learning, which involves engaging students in scientific investigation was more effective than traditional teaching methods in promoting student understanding and retention.

Table 1. Students' Academic Performance (n=60)

Grade Interval	Descriptors	Frequency	Percentage	Rank
90-100	Outstanding	20	33.33%	2
85-89	Very Satisfactory	25	41.67%	1
80-84	Satisfactory	15	25%	3
75-79	Fairly Satisfactory	0	0	4.5
Below 75	Did not meet Expectations	0	0	4.5
TOTAL		60	100%	
Average		87.42		
Descriptive Interpretation		Very Satisfactory		

**Extent of the impact of mobile phone usage on academic performance as perceived by Parents**

Table 2 shows the parents' perception of the impact of mobile phone usage on academic performance. With a weighted mean of 3.35, item number one has taken the highest spot, indicating that parents strongly agree that the cellular phone helps their child to achieve educational tasks. On the other hand, with a weighted mean of 1.4, item number 3 received the lowest score, indicating that parents strongly disagree with the notion that their child could just use the cellular phone for cheating in examinations. Since their collective responses yielded a composite mean of 2.45, parents generally disagree with the negative impact of mobile phones, thereby agreeing that this gadget has a beneficial impact on their child's academic performance. The result implies that parents recognize the potential benefits of technology in enhancing their child's learning experience. Furthermore, parents place a high value on academic integrity and view the use of cellular phones as a tool for learning rather than for cheating.

Murphy et al. (2018) and Wang et al. (2020) suggest that technology has a positive impact on student learning and academic achievement. Murphy et al. (2018) conducted a study on the impact of educational technology on student achievement and found that educational technology helped improve learning outcomes. Similarly, Wang et al. (2020)



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conducted a meta-analysis of studies on technology-enhanced learning and found that technology has a positive effect on student's academic achievement. Furthermore, Liu et al. (2019), Sanchez (2023), Sanchez (2020c), and Tettegah and Hunter (2020) suggest that parents' involvement in their child's technology use and their attitudes toward technology impacts their child's academic achievement. Moreover, Chen and Yan (2017) found that perceived usefulness, ease of use, self-efficacy, and social influence were significant predictors of mobile learning usage. Additionally, the study found that mobile learning usage was positively correlated with academic achievement, indicating that mobile learning may have a positive impact on learning outcomes. The authors suggest that providing students with training and support to enhance their mobile learning skills may improve their academic performance.

Table 2. Parents' Perception of the Impact of Mobile Phone Usage on academic performance (n=60)

Statements	Weighted Mean	Descriptive Interpretation	Rank
1. The cellular phone helps my child to achieve educational tasks.	3.35	Strongly Agree	1
2. The cellular phone makes a disturbance to my child's studies.	3.01	Agree	2
3. My child could just use a cellular phone for cheating in their examination.	1.4	Strongly Disagree	10
4. Crime and deviant behavior are practiced using cellular phones.	2.36	Disagree	6
5. My child's language skills had been badly affected due to their mobile phone.	2.53	Agree	4
6. My child's interaction with others has been limited.	2.5	Disagree	5
7. My child cannot find time to study due to too much use of the mobile phone.	2.33	Disagree	7
8. Cellular phone increases my child's stress level.	2.18	Disagree	8
9. Cellular phone increases my child's aggression.	1.93	Disagree	9
10. Cellular phone increases my child's sleeping disturbance.	2.95	Agree	3
<b>Composite Mean</b>	<b>2.45</b>	<b>Disagree</b>	

Interpretation Scale: 3.26 - 4.00 - Strongly Agree (SA)  
 2.51 - 3.25 - Agree (A)  
 1.76 - 2.50 - Disagree (D)  
 1.00 - 1.75 - Strongly Disagree (SD)

**Extent of the impact of mobile phone usage on academic performance as perceived by Students**

Table 3 shows the students' perception of the impact of mobile phone usage on their academic performance. The data shows that item number 1 received the highest weighted mean of 3.17, indicating that the students agree that cellular phones help them to achieve educational tasks. On the other hand, item number 3 obtained the lowest weighted mean of 1.53, indicating that students strongly disagree that they use a cellular phone for cheating in examinations. In general, as evidenced by a composite mean of 2.38, students disagree that using mobile phones has a detrimental impact on their academic performance, instead, they think it has a positive benefit.

The result implies that students appreciate the potential advantages of technology in optimizing their learning experience and place a high emphasis on learning integrity. It also implies that cellular phones can be used to learn rather than cheat and that students are aware of this distinction. Furthermore, this result may have implications for educators and policymakers in terms of technology integration in the classroom. The positive perception of cellular phones among students may suggest that incorporating technology into the curriculum can enhance student engagement and learning outcomes.



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Similarly, Tondeur et al. (2019) explored the perceptions of students toward the use of mobile devices in the classroom. The authors found that students perceived the use of mobile devices as beneficial for their learning and reported that it enhanced their motivation and engagement in the learning process. Furthermore, Li et al. (2021) found that mobile learning has a positive effect on students' learning performance, and it has the potential to enhance students' engagement and motivation in learning. On the other hand, Lepp et al. (2015) conducted a study that found a significant and negative relationship ( $\beta = .164, p.001$ ) between cell phone usage and actual college GPA, even after controlling for demographic variables, self-efficacy for self-regulated learning, self-efficacy for academic achievement, and actual high school GPA, all of which were significant predictors ( $p.05$ ). This suggests that greater cell phone usage is associated with a reduction in academic achievement, even when other recognized indicators are taken into consideration. While more research is needed to identify the underlying mechanisms, the findings underline the importance of raising student and educator awareness about the potential academic risks associated with frequent cell phone use. Moreover, Al-Jabri and Al-Aamri (2018) found in their study that the frequency of mobile phone usage was negatively correlated with academic performance, indicating that excessive mobile phone use may lead to poor academic outcomes. However, the study also found that students who used mobile phones for academic purposes had higher academic performance than those who did not use mobile phones for academic purposes. The authors suggest that integrating mobile phones into the learning process may enhance student engagement and learning outcomes, but excessive non-academic mobile phone usage should be discouraged. Galgo (2020) and Sanchez (2023) further believed that the integration of mobile phones into education can enhance the learning experience and enable personalized and interactive learning environments.

Table 3. Students' Perception of the Impact of Mobile Phone Usage on academic performance (n=60)

Statements	Weighted Mean	Descriptive Interpretation	Rank
1. The cellular phone helps me to achieve educational tasks.	3.17	Agree	1
2. The cellular phone makes disturbance of my studies.	2.97	Agree	2
3. I use a cellular phone for cheating in our examination.	1.53	Strongly Disagree	10
4. Crime and deviant behavior are practiced using cellular phones.	1.82	Disagree	9
5. My language skills had been badly affected due to my mobile phone.	2.05	Disagree	8
6. My interaction with others has been limited.	2.35	Disagree	6
7. I cannot find time to study due to too much use of my mobile phone.	2.6	Agree	3
8. Cellular phone increases my stress level.	2.47	Disagree	5
9. Cellular phone increases my aggression.	2.32	Disagree	7
10. Cellular phone increases my sleeping disturbance.	2.52	Agree	4
<b>COMPOSITE MEAN</b>	<b>2.38</b>	<b>Disagree</b>	

Interpretation Scale: 3.26 - 4.00 - Strongly Agree (SA)  
 2.51 - 3.25 - Agree (A)  
 1.76 - 2.50 - Disagree (D)  
 1.00 - 1.75 - Strongly Disagree (SD)

**Significant relationship between academic performance and the impact of mobile phone usage as perceived by the students**

Table 4 presents the analysis of the significant relationship between academic performance and the impact of mobile phone usage as perceived by the students. Given that the computed r value of 0.132 is less than the critical value of 0.254 using a 0.05 level of significance at 58 degrees of freedom ( $p > 0.05, p = 0.313$ ), the null hypothesis of



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the study is accepted, implying that there is no significant relationship between academic performance and the impact of mobile phone usage as perceived by students. With the insignificant result, the data implies that the use of mobile phones, whether it is perceived to have a positive or negative impact, does not seem to have a significant effect on academic performance. It also implies that other factors such as study habits, motivation, and engagement, may have a greater impact on academic performance than mobile phone usage.

Similarly, Jiang and Liao (2018) investigated the relationship between mobile phone use and academic achievement among college students in China. The authors found no significant relationship between mobile phone use and academic achievement, indicating that mobile phone use did not impact students' academic performance. Furthermore, Liang et al. (2021) examined the relationship between mobile phone addiction and academic performance among college students. The authors found that mobile phone addiction negatively predicted academic performance, but the relationship was not significant. Moreover, Kuznekoff and Titswort (2013) found that students who did not use their phones wrote down 62% more information in their notes, took more detailed notes, could recall more detailed information from the lecture, and scored a full letter grade and a half higher on a multiple-choice test than those who did. Munawar and Azim (2021) suggested that the use of smartphones in educational settings could potentially enhance learning if used appropriately and effectively. The results of the study supported the authors' hypotheses, showing that excessive smartphone use was significantly negatively related to academic performance and that this relationship was partially mediated by multitasking and cognitive load.

Table 4. Significant relationship between academic performance and the impact of mobile phone usage as perceived by the students (n=60)

Source of Relationship	Mean	df	Computed r	p-value	critical value	Remarks
Academic Performance	87.42	58	0.132*	0.313	2.254	Insignificant (Accept H <sub>0</sub> )
Impact of Mobile Phone Usage	2.37					

\*insignificant at 0.05 level of significance

**Significant difference between parents' and students' perceptions of the impact of mobile phone usage on academic performance**

Table 5 presents the analysis of the significant difference between parents' and students' responses as to the impact of mobile phone usage on academic performance. Since the computed t value of -0.272 is less than the critical value of 1.980 using a 0.05 level of significance at 118 degrees of freedom ( $p > 0.05$ ,  $p = 0.786$ ), the null hypothesis of the study is accepted, indicating that there is no significant difference between parents' and students' perceptions of the impact of mobile phone usage on students' academic performance.

With the insignificant result, this implies that parents and students are on the same page regarding the use of mobile phones in the academic setting. Furthermore, this suggests that there is a shared understanding of the potential benefits and drawbacks of mobile phone use for academic purposes between parents and students. Overall, this result highlights the importance of understanding the perceptions and attitudes of different stakeholders such as parents and students towards the use of technology in education. By considering their perspectives, educators, and policymakers can make informed decisions on how to integrate technology effectively into the classroom.

The findings are consistent with the study of Tan et al. (2021) which sought to investigate parents' and students' attitudes toward the usage of mobile devices in education. The findings revealed that both parents and students agreed that mobile devices were valuable for educational purposes, with no significant differences in their standpoints. The study also found that mobile devices improve students' learning motivation and engagement. Moreover, Makransky and Mayer (2019) examined the relationship between mobile phone use, academic performance, anxiety, and satisfaction with life among university students. The authors hypothesized that mobile phone use would be negatively related to academic performance due to the potential cognitive consequences of multitasking, distraction, and cognitive load. The results of the study supported the authors' hypothesis, showing that mobile phone use was significantly negatively related to academic performance and that this relationship was partially mediated by cognitive load.



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Table 5. Significant difference between parents' and students' perceptions of the impact of mobile phone usage on academic performance (n=60)

Source of Difference	Mean	df	Computed t	p-value	critical value	Remarks
Parents	2.35	118	-0.272*	0.786	1.980	Insignificant (Accept H <sub>0</sub> )
Students	2.37					

\*insignificant at 0.05 level of significance

**Conclusion**

It was concluded that both parents and students recognize the potential benefits of technology in enriching the learning experience. Parents appreciate academic integrity and recognize the appropriate use of mobile phones as a tool for learning rather than cheating. Meanwhile, students value learning quality and recognize the possible gains of technology for enhancing their educational endeavors. The study also implied that there is a distinction between using mobile phones to learn and cheating, indicating that students can benefit from technology in their academic pursuits. Finally, the research suggests that incorporating mobile phones into classroom activities can increase student motivation and participation. Overall, the findings of this study suggest that the use of mobile phones can be a valuable tool in promoting effective learning, as long as it is used appropriately and in line with academic integrity standards.

The use of mobile phones, whether evaluated positively or negatively, does not appear to have a major impact on academic achievement. This study shows that other factors, other than cell phone usage, may have a greater impact on academic success. This highlights the importance of considering multiple factors when evaluating the effectiveness of educational interventions and strategies. While mobile phone use should be carefully monitored and regulated in the academic setting, it is important to recognize that it is just one of many factors that can impact student performance.

The parents and the children concur on the possible benefits and downsides of using a mobile phone for academic purposes. The result implies that conversations between parents and teachers can help students understand how to use mobile phones appropriately in the classroom. Furthermore, parents and educators can collaborate to optimize mobile phone use to improve students' academic performance. The understanding between parents and children on the possible benefits and disadvantages of using mobile phones for learning purposes highlights the importance of involving parents in conversations about classroom technology adoption. Students can be better equipped to understand and use mobile phones for learning if teachers and parents communicate and collaborate openly.

The findings of this study suggest that educational policies should consider the appropriate use of mobile phones as a tool for learning, rather than simply banning them in the classroom. This includes promoting academic integrity and providing guidelines on how to use mobile phones effectively and in line with academic standards. Additionally, the study implies that mobile phone-based learning interventions can be designed to enhance student motivation and participation in the classroom. Such interventions could involve the integration of mobile phones into classroom activities, as well as providing training for both students and teachers on how to use mobile phones for learning. The study also highlights the importance of considering multiple factors when evaluating the effectiveness of educational interventions and strategies and suggests that involving parents in conversations about classroom technology adoption can help students better understand and use mobile phones for learning. Finally, the results can inform the development of educational policies and the design of mobile phone-based learning interventions to promote effective and appropriate use of technology in the classroom.

**Recommendations**

1. Students may maximize the potential advantages of technology to optimize their learning experience and avoid using cellular phones for cheating purposes through the collaborative guidance of parents and teachers.
2. Teachers may continue using teaching methods that produce good academic results for students, integrate technology in the teaching process to enhance the student learning experience, and encourage students to prioritize learning integrity when using cellular phones in the academic setting.



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3. Parents should monitor their children's cell phone usage and have open and honest conversations with them about how to use technology for educational purposes. They can also collaborate with teachers to determine methods to use mobile phones in classroom activities that promote their child's learning objectives.
4. School administrators should provide teachers with professional development opportunities to learn effective teaching strategies and integrate technology into the teaching process.
5. School administrators may consider imposing a school-wide policy that defines the proper usage of mobile phones in the classroom and outlines consequences for violating this policy. This policy should be communicated to parents, instructors, and students to ensure that everyone understands the expectations and responsibilities associated with mobile phone usage in the classroom.
6. Future studies may explore the potential benefits and drawbacks of technology in enhancing the student learning experience and investigate the specific factors that affect academic performance and how these factors may interact with mobile phone usage in the academic setting. For instance, the following questions may be explored by the researchers further in the future: How can mobile phones be effectively integrated into classroom activities to increase student motivation and participation? How can educators ensure that mobile phone usage is aligned with academic integrity standards to prevent cheating? And What specific educational apps or resources can be utilized on mobile phones to enhance student learning?

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