

# Teachers' Utilization of Mobile Learning Applications for Instruction and The Students' Classroom Performance Towards Strategic Guidelines in The Classroom

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**Abstract:** This paper is in order to determine the situation of teachers' utilization of mobile learning applications for instruction and the students' classroom performance on classroom strategy, this paper investigates the strategies of students in Yulin University of Shaanxi Province for teachers' use of mobile learning applications in teaching evaluation. The interviewed students' assessment of the relationship between their teachers' use of mobile learning applications in teaching and classroom performance was identified. In this study, structured survey and quantitative analysis were used to collect and compare data. At least 375 students were randomly selected as the study sample. The results are as follows: 1). Majority of the student respondents are male of not more than nineteen years of age representing Grade 1. 2). Students believe that their teachers frequently use the mobile learning applications in the classroom resulting to an effective utilization of the application in the teaching-learning process. 3). Female students have better assessed the utilization of mobile learning applications in their classrooms than the male students. On the other hand, students' age and grade level did not make significant differences in their perceptions on how their teachers utilized the applications. 4). Students generally exhibited fair to good classroom performance based on their recent evaluation. 5). The use of mobile learning applications in the teaching-learning process did not make significant impact on the classroom performance of the students. This paper is of great significance in improve teaching practices, improve learning outcomes, and promote responsible and effective technology integration. It empowers educators, provides information to administrators, addresses data privacy concerns, and promotes the overall advancement of educational technology and its impact on society.

**Keywords:** Mobile Learning; E-Learning; Blended Learning; Educational Apps.

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## 1. Introduction

In the rapidly evolving landscape of education, the integration of technology has introduced transformative changes to traditional teaching and learning methods. Among the myriad technological innovations, mobile learning applications, often referred to as "apps," have become a prominent feature in contemporary classrooms. These apps offer versatile tools that have the potential to enhance educators' instructional practices and engage students in novel and interactive ways. However, the extent to which teachers effectively employ these mobile learning applications varies and is influenced by a range of factors, including pedagogical preferences and technological proficiency.

Within this dynamic educational context, the role of technology in shaping the instructional process is increasingly prominent. Mobile learning applications encompass a diverse array of digital tools, offering opportunities for interactive learning experiences, personalized instruction, and improved access to educational content. Yet, the utilization of these apps varies widely among educators, reflecting diverse approaches to integrating technology into teaching.

Mobile learning applications encompass a diverse array of tools designed to enhance teaching and learning experiences. From interactive e-books and virtual simulations to language-learning apps and collaborative platforms, these applications represent a spectrum of possibilities for educators seeking to engage students in novel and effective ways. Yet, the utilization of mobile learning applications in educational

settings is not uniform, with variations arising from factors such as pedagogical preferences, technological proficiency, and institutional support.

As educators explore the multifaceted world of teachers' utilization of mobile learning applications, they embark on a journey to uncover the nuanced strategies employed, challenges faced, and the impact on the teaching and learning process.

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## 2. Significance of the Study

This paper is of importance to the recipients of the study in the following manner:

**Teachers.** The primary beneficiaries of this study are teachers. The research provides them with valuable insights, strategies, and best practices for effectively integrating mobile learning applications into their instructional methods. It empowers them to enhance their teaching approaches, engage students, and improve learning outcomes.

**University Administrators.** School administrators benefit from this research as they can gain a deeper understanding of the impact of mobile learning on teaching and learning

outcomes. They can use the findings to make informed decisions regarding the adoption of mobile learning technologies in their institutions, allocate resources for professional development, and enhance the overall educational environment.

**Ministry of Education.** The Ministry of Education can use the study's insights to inform policy development. This research can influence decisions related to curriculum development, funding allocation for educational technology, and the establishment of guidelines for the responsible and effective use of mobile learning applications in schools.

**Future Researchers.** This study serves as a valuable foundation for future researchers in the field of mobile learning and education technology. It provides a starting point for further investigation into various aspects of mobile learning, such as the effectiveness of specific apps, the impact on different age groups, or the evolution of mobile learning in response to technological advancements.

This paper helped stakeholders improve teaching practices, enhancing learning outcomes, and fostering responsible and effective technology integration. It empowers educators, informs administrators, addresses data privacy concerns, and contributes to the overall progress of educational technology and its impact on society.

### 3. Definition of Terms

The following terms are defined by the researcher to help the readers understand its context in this study:

**M-Learning** (Mobile Learning), This term refers to the broader concept of learning that takes place using mobile devices, including smartphones and tablets. It encompasses various educational activities facilitated by mobile technology, such as accessing course materials, interactive lessons, and assessments.

**Instructional Technology,** Instructional technology encompasses the integration of technology tools and resources into the teaching and learning process. It includes the use of mobile learning applications as part of instructional strategies.

**E-Learning,** E-learning, or electronic learning, refers to the use of digital technology for educational purposes. Mobile learning applications are often used within e-learning environments to deliver content and engage learners.

**Blended Learning,** Blended learning combines traditional classroom instruction with online and mobile learning components. Mobile learning applications may play a role in the online or digital aspect of blended learning.

**Educational Apps,** Educational apps are mobile applications designed specifically for learning purposes. They may include interactive lessons, quizzes, simulations, and other educational content.

**Digital Pedagogy,** Digital pedagogy relates to the strategies and methods teachers employ when using digital tools, including mobile learning applications, in their teaching practices.

**BYOD** (Bring Your Own Device), BYOD is a policy or practice in educational settings where students and teachers are encouraged to use their personal mobile devices, including smartphones and tablets, for learning and instruction.

**Flipped Classroom,** In a flipped classroom model, instructional content is delivered outside of the classroom, often through digital means such as mobile apps, allowing in-class time to focus on active learning and discussion.

**Assessment Tools,** Mobile learning applications may include assessment features, allowing teachers to create quizzes, tests, and surveys to gauge student understanding and progress.

**Professional Development,** Professional development in the context of mobile learning applications involves training and support for educators to effectively integrate these technologies into their teaching practices.

## 4. Results And Analysis

The gathered data are presented here with the analysis and interpretation according to the statement of the problem. The profile of the student respondents in terms of sex, age, and grade level, their assessments on their teachers' utilization of mobile learning applications in the classroom, differences in their assessments when profile is taken as test factor, their classroom performance as reflected in their semestral evaluation, and the relationship between their teachers' utilization of mobile learning applications in the classroom and their classroom performance are hereby presented with the end view of the proposed strategic guidelines for the use of mobile learning applications to improve classroom performance.

### I. Profile of the Respondents

Table 1 presents the frequency distribution of the student respondents' profile in terms of sex, age, and grade level.

**Table 1.** Frequency Distribution of Respondents' Profile

	Frequency	Percentage
<b>Sex</b>		
Male	251	66.9%
Female	124	33.1%
<b>Total</b>	<b>375</b>	<b>100%</b>
<b>Age</b>		
18-19 years old	236	62.9%
20-21 years old	99	26.4%
22-23 years old	35	9.3%
More than 23 years old	5	1.3%
<b>Total</b>	<b>375</b>	<b>100%</b>
<b>Grade Level</b>		
Grade 1	214	57.1%
Grade 2	93	24.8%
Grade 3	39	10.4%
Grade 4	29	7.7%
<b>Total</b>	<b>375</b>	<b>100%</b>

**Sex.** Two hundred fifty-one (251) or 66.9% of the student respondents are male, while one hundred twenty-four (124) or 33.1% are female. This goes to show that majority of the student respondents are male.

**Age.** Two hundred thirty-six (236) or 62.9% of the student respondents are 18-19 years old, ninety-nine (99) or 26.4% are 20-21 years old, thirty-five (35) or 9.3% are 22-23 years old, and five (5) or 1.3% are more than 23 years old. The result shows that majority of the student respondents are within the age group of 18-19 years old.

**Grade Level.** Two hundred fourteen (214) or 57.1% of the

student respondents are in Grade 1 level, ninety-three (93) or 24.8% from Grade 2, thirty-nine (39) or 10.4% from Grade 3, and twenty-nine (29) or 7.7% are from Grade 4. This indicates that majority of the student respondents are from Grade level 1.

## 5. Conclusion

Based from the findings of the study, the researcher came up with the following conclusions:

- 1). Majority of the student respondents are male of not more than nineteen years of age representing Grade level 1.
- 2). Students believe that their teachers frequently use the mobile learning applications in the classroom resulting to an effective utilization of the application in the teaching-learning process.
- 3). Female students have better assessed the utilization of mobile learning applications in their classrooms than the male students. On the other hand, students' age and grade level did not make significant differences in their perceptions on how their teachers utilized the applications.
- 4). Students generally exhibited fair to good classroom performance based on their recent evaluation.
- 5). The use of mobile learning applications in the teaching-learning process did not make significant impact on the classroom performance of the students.

## 6. Recommendations

Based on the conclusions derived in this study, the following are the recommendations:

- 1). The school management should provide training for teachers on the use of mobile learning applications to enhance the usage and make significant impact on the academic performance of the students.
- 2). In choosing the mobile learning application to use, consider its user friendliness, the accessibility of the app, and the devices where the app is available to give positive experience among the students.
- 3). Action research may be conducted to assess if the students have already adopted the culture of using mobile devices in the classroom and to determine what further improvement can be done.
- 4). Ensure that the necessary rules and guidelines are put in place to facilitate mobile use in the classroom that would help develop or improve the positive attitudes of students toward mobile learning and make it an effective tool of learning.

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