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**"Experiences of Grade 11-ABM students in the use of Mobile Phones"**

A Research Presented to

The Faculty of

John B. Lacson Foundation Maritime University- Molo Inc.

Iloilo City

In Partial Fulfillment

Of the Requirements for the Subject

Practical Research 1

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11- Markab



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### **Approval Sheet**

In partial fulfillment of the requirements for the subject Practical Research 1, this study entitled "**Experiences of Grade 11-ABM students in the use of Mobile Phones**" has been prepared and submitted by Krystal Gae B. Alag and Remel Grace N. Borja of Grade 11-ABM section Markab of JBLFMU-Molo. This study is being examined and hereby recommended for approval and acceptance.

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### **ABSTRACT**

The study entitled "Experiences of Grade 11-ABM students in the use of Mobile Phones" was created by the researchers to discern and take deep investigation concerning experiences of different individuals, particularly the Grade 11-ABM students who are fond of using mobile phones while studying. This study was conducted to determine the Grade 11-ABM students of JBLFMU-Molo in their experiences of mobile phone usage, their reasons, strategies, benefits, and perceptions. It also investigated their frequency of using mobile phone and how they balance the use of mobile phone while studying. A survey was administered to 40 Grade 11-ABM students from John B. Lacson Foundation Maritime University-Molo. The results shows that there were 20 (50%) respondents who answered that they balance the use of mobile phone and studying by turning it off or putting it away. There were 12 (30%) respondents who answered you can balance using it while studying by knowing your limitations. There were 8 (20%) respondents who responded "studying on phone". It is clear to the study that the respondents prefer to take mobile phone positively through their studies. More than half, agreed that searching through mobile phone and internet is a fast and easy way to add up their vocabulary to terms they are not familiar of. The respondents are very responsible because they stated that every student should be responsible in knowing their limitation when studying and using mobile phones.



## **ACKNOWLEDGMENT**

The researchers would like to express their deepest gratitude to the following people who have genuinely assisted them to make this study possible and successful.

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**Krystal Gae B. Alag**

**Remel Grace N. Borja**

**Researchers**



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## Chapter 1

### **INTRODUCTION**

#### Background of the study

On the 3<sup>rd</sup> of April 1973, Motorola was the first company to create the first handheld mobile phone. It was invented by Martin Cooper, a Motorola employee. He called a rival telecommunications company and informed them he was speaking via a mobile phone.

Mobile phones are an integral part of life and culture. On the contrary, recent research suggests that most of students considered cell phones as primarily as a leisure device, and most commonly use cell phones for social networking, surfing the Internet, watching videos, and playing games. Modern "smartphones" provide students with immediate, portable access to many of the same education-enhancing capabilities as an Internet-connected computer, such as online information retrieval, file sharing, and interacting with professors and fellow students. (Andrew Lepp, Jacob E. Barkley , and Aryn C. Karpinski)

Mobile phones take up most of our time just by handling and scrolling with it. In which, this study is essential to determine factors and how mobile phones impact students to our daily life.





News and articles are filled with mobile phones' invasion of today's generation. Youth's addiction to mobile phone to their mobile phone could threaten the very fabric of society, a study suggests.

Many teenagers are obsessive about being always available they tend to feel uneasy if unable to contact their friends countless times each day. They concluded that teenagers use phones in order to be up to date and would help them feel "in group" to everybody they socialize.

There are many mobile applications that most of the teenagers of this generation use. Examples are: Facebook, Instagram, YouTube, Twitter, and other video game applications. Some of the students even prefer to take pictures of their lessons rather than to write it down a paper.

This study will help people for further and deeper understanding about mobile phone addiction to youth and how they deal with it towards their academic performances. It may also help sum up the whole impact and use of mobile phones nowadays.

With the increasing attention now being given to the part of mobiles in the educational sector in developing countries, there is need to take stock of the available evidence of the educational benefits that mobile phones provide in the developing world.



Mobile phones have several effects to students' academic performances. It may either improve it or otherwise worsen it. According to research the student who uses the cell phone more on a day-to-day basis is probable to have a lower GPA than the student who uses the cell phone less. Students spend vast usage of mobile phones wherein some fail to do better in their class.

On the other hand, mobile phone can also be useful for it can be used for notes and reminders for every school task or activity.

Mobile phones have a crucial role to students. Having a mobile phone is like having biggest reference library on hand everywhere you go. It enables you to search for just about anything in any situation as long as you have a connection. It offers you the privilege to enhance and express yourself further through the way you use it.

This study would include the reasons, benefits, academic performances result, and the tactics of students while studying with the use of mobile phones.

In line with this, there is a need to better understand how this technology can be harnessed to make a genuine contribution to student learning. We may discover conditions where learning is enhanced by having the cell phone on; also, we may discover conditions where learning is enhanced by having it off.



### Statement of the Problem

This study will be conducted to determine the experiences of grade 11 ABM students in using mobile phones:

The main goal of this study is to answer the questions below:

1. What is the demographic profile of the respondents regarding their age, sex, and frequency of mobile phone usage?
2. What are the reasons why students use their mobile phones?
3. What are the benefits of the students on mobile phones?
4. What is the outcome of using mobile phones to students' academic performance?



### Significance of the Study

The outcome of this study would be useful to the following:

**Students.** The result of this study will serve as an attention and awareness to students in using mobile phones and how it result on a students' academic performance.

**Faculty.** This study will help the teachers understand the reasons and benefits why students are fond of using their mobile phones. Also, this study will help them in a way of knowing the factors of mobile phones that affects their students' academic performances whether it may be negative or positive.

**Parents.** The result of this study would be significant to the parents to control and lessen the usage of their children to mobile phones. Wherein, they will be able to oversee their children's performance at school.

**Future Researchers.** The result of this study will oblige as a reference for other researchers to conduct a study related and similar to the topic.



## Definition of Terms

To fully understand the terms used in his study, the following definitions were stated conceptually:

**Mobile Phone** refers to a phone that is connected to the phone system by radio instead of by a wire, and can be used anywhere its signal can be received. (Cambridge Advanced Learner's Dictionary and Thesaurus)

In this study, it refers to the instrument students often use while in school.

**Academic Performance** is defined by student's reporting of past semester CGPA/GPA and their expected GPA for the current semester. (IGI Global Disseminator of Knowledge)

In this study, it refers to the academic performances of every student.

**Mobile Application** refers to a type of application software designed to run on a mobile device, such as smartphone or tablet computer. (Technopedia)

In this study, it refers to the mobile application that students download and use.

**Student** refers to a person who is learning at a college or university. (Cambridge Advanced Learner's Dictionary and Thesaurus)

In this study, it refers to the grade 11 ABM students.



**Age** refers to the length of time that a person has lived or a thing has existed. (English Oxford Living Dictionary)

In this study, it refers the age of the students.

**Sex** is either of the two major forms of individual that occur in many species and that are distinguished respectively as female or male especially on the basis of the reproductive organs and structures. (Merriam-Webster, 1828)

In this study, it refers to the male and female grade 11 ABM students from JBLFMU-Molo.

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### **Scope and Limitation of the Study**

This study focuses on the experiences of Grade 11 ABM students in using mobile phones. The researchers utilized a questionnaire as an instrument to conduct the study and know the different opinions of individuals. The respondents of this study will be the Grade 11 ABM students for our study focuses on their experiences in mobile phone usage. We are gathering information systematically to organize rich data from the experiences of the respondents in this study. This will be conducted on the campus of John B. Lacson Foundation Maritime University-Molo S.Y 2018-2019 second semester. The researchers conducted this study to further understand and distinguish the frequencies of mobile phone usage in different individuals studying currently as a Grade 11-ABM student in JBLFMU-Molo. It is also to study if the respondents use different kind of strategies in school using their mobile phones to enhance their academic performances or to use it as a leisure device. The goal of this study is to recognize if mobile phones can help students to improve academically or otherwise.



## Chapter 2

### **REVIEW OF RELATED LITERATURE**

Mobile phone usage became more popular to young generation because of its educational and entertaining options by using the numerous apps. And some students use it extremely that can cause to addiction. Excessive usage of mobile phones can affect the academic performance of a student.

#### Foreign Studies

As Cui (2014) observed, if it not controlled it could lead to the abandonment of their studies. Thus, mobile phones have a double effect on students which include of the good and the bad. A great total of students tend to fall victims to their own privilege as they end up hooked to harmful sites deviating from their academic commitment. Chóliz (2010), pointed out that excessive use of and reliance on the cell phone may be considered an addictive disorder. According to Jones (2014) him cell phones can be addictive which can negatively impact on personal interactive skills of users create emotional distance and encourage intimidate physical learning process. Although Mobile phones provide appropriate form of information sources, they, however, lead to lackadaisical tendency as the students don't see the need of patronizing the libraries as information readily available on their mobile phones. Instead of using the mobile devices for





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academic purposes, some students visit wrong and harmful sites which they become hooked. A study that was done by Patrick (2011) among Zambian school learners shows that owning a cell phone does not come cheap. Students incur increasing spending on their mobile phones. Students who took part in this survey stated that having a cell phone is like having a car and vouchers are like fuel. The students further argued that for one to be interacting and be socially functional, one needs to have enough money to buy vouchers. Consequently, this has led to students defraud money meant for school work in order to buy vouchers for their cell phones. In a recent study of Wargo (2012), some people can experience withdrawal symptoms typically associated with substance abuse, such as anxiety, insomnia, and depression, when they are without their phones. Surprisingly, these addictions take strong toll on the student without noticing it and some of them find it hard to believe that they are addicted to their phones. Thus, they spend more time to their phones than academics.



## Local Studies

According to Jones (2012) stated that mobile phones have become a multifunctional device. Extra features included a clock, calculator, calendar, alarm features, basic games, camera, and Internet browsing and almost unlimited variety of applications if one is using apple or android devices.

In the study of Mona (2008), cell phones did not become as common or popular until 1990's, but they have been a work progress for decades. Now, in addition to making calls and sending text messages, one can take pictures, listen to music, go online, send files, browse the internet and use different kinds of applications. Cell phone has been one of the most important modernizations of the past century and will undoubtedly continue to change the way the people communicate with each other in various ways.

Moreover, the Telecommunications Overview (2011) stated that nearly every Filipino adult has access to a mobile phone and the mobile network covered almost the entire country. Compared to most country, the Philippines has high access and usage statistics: an average of 101 cell phone subscription (both postpaid and prepaid) per 100 people; 96% of total subscription were prepaid; and 99% of the country was covered by a mobile-cellular network.



Also, Wirth (2008) stated that with the arrival of third-generation mobile and devices and services, the evolution of mobile communication have reached a new stage: main issue is no longer the binary question "who uses mobile telephone?" but the more quantitative and differentiated concern of "how do people use their mobile telephones?"

According to the research from the International Telecommunication Union (May 2014), there are nearly 7 billion mobile subscriptions worldwide, this is equivalent to 95.5% people of the world population. Mobile phones are universally diffused that use is unaffected by income levels and occupation.



## Chapter 3

### **RESEARCH METHODOLOGY**

This chapter discusses and describes the topics under the research methodology: (1) Research Design, (2) The Respondents of the study, (3) Sample Size, (4) Sampling Techniques, (5) Data Gathering Instruments.

#### Research Design

The study makes use of Grounded theory which is a qualitative research approach wherein the researcher can gather data and concepts that are acknowledged. This approach will help the researcher to verify and summarize data given by the respondents.

#### Respondents

The respondents of this study will be Grade 11-ABM SHS enrolled in John B. Lacson Foundation Maritime University-Molo.



### Sample Size

The sample size was computed using the Slovin's Formula.

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{44}{1+44(.05)^2}$$

$$n=?$$

$$n = \frac{44}{1+44(.0025)}$$

$$N=44$$

$$n = \frac{44}{1+0.11}$$

$$e= 5\% \text{ or } .05$$

$$n = \frac{44}{1.11}$$

$$n = 39.6 \text{ or } 40$$

All in all, the respondents we need to get information in this study will be 40 Grade 11 ABM students of JBLFMU-MOLO.

### Sampling Techniques

The sampling technique used in this study is systematic sampling wherein we targeted a population and chose a random sample within a larger population. We used this technique to further organize and control an ordered sampling frame.



### **Data Gathering Instruments**

A questionnaire was made by the researchers which includes the personal information of the respondent. The list of questions is attached to it composed of 5 questions focused on the experiences of students in using mobile phones in school.

### **Data Analysis Procedure**

After conducting a survey, we got the data that we need for clarifications and reliabilities in the study. All of the questions asked by the researchers were answered descriptively. The answered questions was reflective their experience in using mobile phones. The data we gathered will be discussed by the researchers.

The survey questionnaire disseminated by the researchers are composed of the strategies, frequency of usage, hindrances, benefit whether positive or negative and balancing the use of mobile phone and studying.

## Chapter 4

### **RESULTS AND DISCUSSION**

This chapter presents the results of data and analysis collected for the study on experiences of Grade 11 ABM students in using mobile phones.

This present findings as calculated by the Slovin's formula and is from the responses of 40 respondents on the survey gathered and answered by the Grade 11 ABM students of John B. Lacson Foundation Maritime University- Molo Inc.

The goal and purpose of this study is to determine the experiences of Grade 11 ABM students in using their mobile phones.

In data gathering, the researchers classified first the individualities of the respondents shown below. Data analysis was used to identify the percentages to answer all of the questions in the questionnaire provided and constructed by the researchers. Most of our respondents preferred to be anonymous and decided not to put their name in the Personal Data Sheet. The data collected are stated with a table to better visualize the similarities and dissimilarities of the response of different individuals currently enrolled as a Grade 11 ABM student in JBLFMU-Molo which is to answer the problems specified under the Statement of the Problem in Chapter I.



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In this study, the respondents were asked about their demographic profile regarding their age and gender and also their frequency of usage in using mobile phones.

Students studying in ABM strand at John B. Lacson Foundation Maritime University-Molo Inc S.Y 2018-2019 second semester is the main component of the study's population. The respondents add up to forty (40). The results shown below portrays the information of the respondents.

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## **JOHN B. LACSON FOUNDATION MARITIME UNIVERSITY-MOLO INC. RESULTS**



### **Profile of the Grade 11-ABM students of JBLFMU-Molo**

It shows that out of 40 respondents, 12% of our respondents are with ages 16 years old, 83% of Grade 11-ABM students are with the ages of 17 years old, and the 5% remaining are the students with the age of 18 years old. The result shows that most of the respondents have the age of 17 years old.

Based by the results, it shows that out of 40 respondents, 28% of our respondents are male which is 12 males and 72% or 28 Grade 11-ABM students are female.

The result shows that most of our respondents are female.

### **Frequency of phone usage of the Grade 11-ABM students of JBLFMU-Molo**

It shows that out of 40 respondents, 18% or 7 of our respondents answered they use mobile phone sometimes, 30% or 12 individuals of Grade 11-ABM students responded they use it often and 52% or 21 students answered that they are using mobile phone always.

The result shows that most of our respondents are fond and are always using mobile phones.



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## PROXIMITY MATRIX

Table 1. Strategies in using mobile phones

Similar	Dissimilar
31 students of Grade 11-ABM, answered that they use mobile phone for searching topics and terms they do not understand to add up their knowledge about their lesson.	9 students of Grade 11-ABM, answered that the strategy to understand their lesson is to advance study using their mobile phones and take pictures of the lessons written on the board.

Table 2. Hindrance or not

Similar	Dissimilar
Out of 40 respondents, 24 students answered "No" because they believed that mobile phones could help them search their assignments and projects. Also, they stated that, you are responsible to manage your time between using mobile phone and studying.	11 students of Grade 11-ABM, answered "Sometimes" because mobile phones distract them from studying and concentrating. Also, there are 5 students who answered "Yes".



**Table 3. Positive or Negative way**

Similar	Dissimilar
Out of 40 respondents, 27 students answered "Positive" because they can use their mobile phone to search terms they do not know and save pdf's of their lessons.	However, 8 students of <b>Grade 11-ABM</b> students answered "Both" because mobile phone has positive and <b>negative</b> outcome to a student's performance at school. The remaining 5 students answered "No".

**Table 4. Frequency of Usage**

Similar	Dissimilar
Out of 40 respondents, 22 students answered they use mobile phone during their free time only. They use to surf through internet when they are already finished studying or doing some school tasks.	On the other hand, 18 students of Grade 11-ABM answered "Always" wherein they use mobile phone for about 3-18 hours a day.



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Table 5. Balancing mobile phone usage while studying

Similar	Dissimilar
<p>Out of 40 respondents, 20 students answered and preferred to turn off their phones or put it away while studying so that they can focus and concentrate well to their academics.</p>	<p>12 students of Grade 11-ABM answered "knowing your limits" they stated that you should know the time when you should use your phone and when to study first. Also, there are 8 students who answered "studying on phone".</p>

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**Chapter V**

**SUMMARY, RECOMMENDATIONS AND REFERENCE**

**Summary of Findings**

This study aimed to find out the experiences of Grade 11-ABM students in using mobile phones. It involved 40 Grade 11-ABM students of John B. Lacson Foundation Maritime University-Molo Inc, S.Y 2018-2019. The study makes use of Grounded theory which is a qualitative research approach wherein the researcher can gather data and concepts that are acknowledged. Specifically, this study aimed to answer the following questions: (1) Describe the demographic profile of the respondents regarding their age, gender, and frequency of mobile phone usage (2) Identify the reasons why students use their mobile phones (3) Determine the benefits of the students in using mobile phones (4) Identifying the outcome of using mobile phones to students' academic performance (5) Determine the different experiences of students in using mobile phone at school.



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Considering these explanations, it is likely that the modern cell phone creates a temptation to surf the Internet, check social media (e.g., Facebook), play video games, contact friends, explore new applications, or engage with any number of cell-phone-based leisure activities, which some students fail to resist when they should otherwise be focused on academics. As such, the negative relationship between cellphone use and academic performance identified here could be attributed to students' decreased attention while studying or a diminished amount of time dedicated to uninterrupted studying.

There is also a need to better understand how specific cellphone uses are related to academic performance. While this study found that cell phone use was positive for the respondents because of the many benefits of mobile phone to their studies. However, some students preferred to take mobile both negative and positive in different ways. Students use mobile phone for leisure device and for searching new and unknown terms that they need to understand.

### **Mobile Phone Usage**

Out of 40 respondents, 55% of them are using mobile phones during free time only. They are using it to surf through internet when they are already finished studying or doing some school tasks. 45% are using mobile phone always even when studying, it causes them to be distracted by using it than studying.



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### **Reasons**

The most ranked and common reason answered by the respondents is "searching", second is "saving documents" and lastly, they use it to advance study.

Respondents who stated "Searching" in their strategies or reasons answered further reasons why. They said that they are using mobile phone as a source of knowledge, it helps them in a way of knowing and adding vocabulary to their selves. Also, those who stated saving documents is one of their reasons in using mobile phone referring that the use of mobile phone benefit them to have better access regarding their lessons. However, those who responded advance study as a reason for using mobile phone claimed and described that they can surf in advance about their lessons.

The frequency of usage and age is not a substantial basis to predict whether a Grade 11-ABM student of John B. Lacson Foundation Maritime University-Molo will be more responsible or not to use mobile phone positively or negatively while studying.



## **Conclusion**

Students should know the different ways mobile phone can affect them whether it may be negative or positive. They should also be aware that some of the definitions provided by the internet is not reliable enough. Mobile phone is just a device to access through internet and add some knowledge to your vocabulary which you are not familiar about. For example, I base all of my definition from the information the internet provided me but the definition provided by my teacher is way different from the internet. Which made me realize that definitions from books is what I have to follow which was taught by my teacher. It is just a piece of realization that students must explore more on books than mobile phone which has different sources of definitions.

Students have a bright idea to save documents given by their teachers which is a good source to learn topics. It helps them to have deep and better access to a certain topic which may allow them to think and analyze more about their lesson. Documents regarding their topic as a student will be a huge step to help them improve their academic capabilities through learning. Also, advance study is a good source to be attentive in class. It helps you interact more inside the classroom environment in which you may be able to recite topics and terms you studied in advance.





## **Recommendations**

The researchers are self-assured that the problems were equally answered with the accuracy and reliability. However, there are features in the research study that will improve the research and give more accurate and strong data and conclusions.

Based on the significant findings and conclusions drawn from the study, the following recommendations are presented.

1. Since searching is the most ranked factor of strategy among the Grade 11-ABM students of JBLFMU-Molo in using mobile phones, it should be practiced among the students that they should refer to different sources not only through the internet. In that way, it will likely develop and improve logical and analytical skill of a student through learning.
2. The students should exert more effort in learning to enhance their vocabulary, not only using mobile phone and internet as a basis.
3. Since students answered using mobile phone and studying at the same time, it is clear and understandable that students should be responsible enough about the consequences of doing such act. They must limit oneself and know the time to study and the ~~time~~ to use mobile phone.



**APPENDIX A**

**"Experiences of Grade 11-ABM students in using mobile phones"**

By

Remel Grace N. Borja & Krystal Gae B. Alag

**Personal Data Sheet**

**General Direction:** Kindly fill up the information needed and answer the provided questions with a corresponding answer.

Name of Respondent (Optional): \_\_\_\_\_

Grade & Section: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: \_\_\_M \_\_\_F

Frequency of mobile phone usage:

\_\_\_ Sometimes

\_\_\_ Often

\_\_\_ Always (If Always, state the number of hours.) \_\_\_\_\_



**APPENDIX B**

1. What strategies do you use with your mobile phone to better understand your lesson as a student?

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2. Does the use of mobile phone hinder your studies? Why? Why not?

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3. Is using mobile phone as an instrument to your studies a positive way or negative? Why? Why not?

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4. How frequent do you use your mobile phone?

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5. How can you balance the use of mobile phone while studying?

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