



## THE USE OF MOBILE INTERNET IN THE CLASSROOM: AN ASSESSMENT

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### ABSTRACT

*The main purpose of this study is to describe the mobile internet utilization of students in the classroom. Specifically, it sought to determine the percentage of university students who have internet access in their mobile devices; to identify different websites the university students frequently use in the classroom; to determine the percentage of university students who view internet usage in the classroom as advantageous or disadvantageous; to determine the percentage of students who said that internet usage has an impact in their college academic performance; and to identify the assessments of the use of mobile internet according to year level. This study made use of the descriptive method. The principal aims of this method are to describe the nature of a situation, as it exists at the time of study and to explore the causes of particular phenomena (Sevilla, 1992). In descriptive design, the study focuses at the present condition. The purpose is to find new truth. Descriptive studies also play a large part in the development of instruments for the measurement of many things, instruments that are employed in all types of quantitative research as data-gathering instruments, for instance, tests, questionnaires, interviews, observation schedules, check lists, score cards, and rating scales (Calmorin and Calmorin, 2002). This study also made use of inferential statistics in determining the perceptions of the students on the use of mobile internet during classes. Inferential Statistics is the process of drawing conclusions from data that are subject to random variation. The major findings of this study are: of the 997 undergraduate students, there were 33.2 percent of the total populations who are using mobile internet during classes. Google yielded an average of 3.96 and a standard deviation of 0.86 compared to Facebook (Mean = 3.41, SD = 1.28), Twitter (Mean = 1.50, SD = 1.05) and Instagram (Mean = 1.30, SD = 0.86). Students responded strongly to the following statement: 1) Cell phones with internet access allow me to further research things I don't fully understand in class (Mean = 4.32, SD = 0.67), 2); Technology in the classroom can open a whole new learning experience (Mean = 4.21, SD = 0.73), 3); and Internet usage is advantageous during class discussions because difficult answers can be answered right away even (Mean = 3.79, SD = 0.99) Moreover, students firmly agreed on*

*the following statements that are negatively stated: 1) I still don't favor to allow the use of Internet in class because students tend to be more distracted by web-devices. They check their facebook account, email, surf the web, and check Twitter, etc. (Mean = 2.18, SD = 0.96), 2); Even if I have a mobile with internet access, I still don't favor it because students are using it even during examinations (Mean = 2.07, SD = 0.94), 3); and Even if I have an internet access in my mobile phone, I still discourage the use of internet during classes because students are more likely to view facebook and other social media sites/games instead of listening to the instructor (Mean = 2.03, SD = 0.90). With a mean of 3.99 and a standard deviation of .82, the respondents firmly agreed that using mobile internet during classes has an impact in their college academic performance. The perception of the fourth year students is significantly higher from all levels, namely, first, second and third year. Furthermore, the level of third year students is significantly higher than that of the second year.*

**Keywords: Mobile internet, internet access, classroom, use of mobile, assessment**