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Gadget-Based Learning and Understanding: A Narrative Study

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Abstract

A narrative study explores the lived experiences of learners and educators with technology-enhanced learning. This qualitative study delves into personal narrative to uncover the complexities of gadget-based learning in educational contexts. Through in-depth interviews and written accounts, the research captures the multifaceted perspectives of participants, revealing both the benefits and challenges of integrating gadgets into learning. Key themes emerging from the narratives include the flexibility and accessibility

of gadget-based learning, as well as concerns about distractions, inquiry, and the digital device. The study also highlights the importance of contextual factors, such as social support, cultural background, and individual needs, in shaping the effectiveness of gadget-based learning. Centering the voices and experiences of learners and educators, this research provides rich insights into the ways technology can be harnessed to support meaning.

Keywords: Gadget-Based Learning, Narrative Inquiry, Technology-Enhanced Learning, Learner and Educator Experiences, Digital Devices

1. Introduction

Background of the Study

In the modern era, technology has become an integral part of students' everyday learning. Gadgets such as smartphones, tablets, and laptops are no longer used solely for communication or entertainment. They have become vital tools that help students access lessons, complete assignments, communicate with teachers, and explore information instantly. With this growing trust in technology, educators continue to question how gadgets affect students' understanding, engagement, and overall academic performance. Globally, studies indicate that incorporating technology in education can enhance learning by providing interactive materials, improving academic outcomes, reducing the use of heavy textbooks, and offering cost-effective solutions. However, critics also point out potential challenges, such as distractions, physical strain, high costs, and the need for frequent updates. *The Editors of ProCon (2024)*.

In the Philippines, the shift toward gadget-based learning became more rapid during and after the COVID-19 pandemic, when schools adopted blended and online distance learning. The Department of Education (DepEd) encouraged the use of digital tools, learning management systems, and educational applications to sustain learning despite the suspension of face-to-face classes. Many local government units and education institutions supported this transition by distributing tablets, laptops, and Wi-Fi assistance to help students continue their education.

Although gadget-based learning offers flexible and innovative opportunities, challenges such as limited internet access, high device costs, and insufficient digital literacy continue to affect its overall effectiveness (*DepEd, 2020*).

In Caloocan City, the local government distributed approximately 10,000 tablets and 1,500 laptops to assist public school students and teachers in adapting to new learning modalities. Mayor Dale Malapitan emphasized that Caloocan has around 260,960 enrolled learners, making it the second-highest number of students in Metro Manila. He acknowledged the growing need to improve educational support and resources to meet the demands of digital learning. This study aims to explore the

experience of students at Young Achievers' School of Caloocan City Inc. using a narrative research approach to understand how gadget-based learning affects their understanding and academic engagement.

Statement of the Problem

In today's generation, gadgets have become an essential part of students' daily learning experience. At Young Achievers' School of Caloocan City Inc., many learners rely on mobile phones, tablets, and other digital tools to access lessons, complete activities, and support their studies. However, despite the availability of technology, there are growing concerns about whether students truly understand the personal stories and real experience of students as they navigate gadget-based learning.

In Caloocan City, more schools are embracing the use of digital tools in the classroom. Yet many teachers have observed that some students struggle with comprehension and focus when using gadgets of learning. At Young Achievers' School of Caloocan City Inc., students have different experiences some find gadgets helpful, while others feel overwhelmed or distracted. These mixed experience raise the need to understand how gadgets-based learning truly affects students at the local level.

Across the Philippines, the shift to technology-assisted education has become stronger. Especially after the pandemic. While gadgets offer convenience, access to resources, and new ways of learning, many students across the country still face challenges such as information overload, lack of discipline and difficulty processing lessons without face-to-face guidance. The data shows that the effectiveness of gadget-based learning remains a nationwide concern that needs further exploration.

Around the world, gadget-based learning is seen as a modern solution to educational needs. Many countries support technology-driven classrooms, believing that gadgets can improve learning and provide wider educational opportunities. However global research reveals that technology does not always guarantee better understanding, some students experience increased stress, distraction, and reduced academic performance. This global issue highlights the importance of hearing real student voices and experience to understand the true impact of gadget-based learning.

Review of Related Literature

Analysis of the Implementation of Training on Digital-Based Learning Media to Enhance Teachers' Digital Literacy

This study aimed to analyze the implementation process, impact of digital-based learning media training on Tahfiz teachers' digital literacy and identified factors influencing the success or limitations of these programs. Utilizing a descriptive method, the study encompassed observations, interviews, and document analysis involving five Tahfiz teachers, a training manager, and a school administrator. *Sri Nurhayati, et al., (2024)*. This study is connected to our research because it highlights how training and support in digital tools can impact teachers' ability to use technology effectively in the classroom. Similarly, our study focuses on how students at Young Achievers' School of Caloocan, Inc., engage with gadgets for learning and how this affects their understanding. Both studies emphasize the role of technology in shaping learning experiences and outcomes.

Technological and Operational Mobile Learning Readiness of Secondary Teachers

Mobile learning is one of the novel directions in delivering the lesson due to the interest of the students towards mobile devices. Before it must be implemented in basic education, the readiness of internal stakeholders must be established first especially the teachers because they act as a middle component between the curriculum and the learners. This study focused on the technological and operational mobile learning readiness of secondary teachers, particularly English, Science, and Mathematics selected using stratified sampling.

This was a descriptive design where the survey questionnaire was the research tool for collecting data. It was found out that secondary teachers were much ready in terms of accessibility and affordability of mobile learning. In terms of operational skills, secondary teachers were skilled in operating mobile devices. They were very much ready in reading documents and using mobile as calculators. They believed that mobile learning has a direct effect on learning and they were looking forward to immersing themselves in mobile learning. However, they need training and support from the institution both help desk and online. *Insorio, A. O., (2021)*. They are connected to our study because they were very much ready in reading documents and using mobile as calculators. They believed that mobile learning has a direct effect on learning and they were looking forward to immersing themselves in mobile learning. However, they need training and support from the institution both help desk and online.

The review shows that mobile learning improves accessibility, flexibility, and learning continuity but faces challenges like infrastructure gaps and inequitable access.

It emphasizes that gadget-based learning is effective only when supporting conditions are in place. This is important for Young Achievers School because it suggests that successful gadget-based learning requires proper infrastructure, guidance, and equitable access.

Digital Storytelling for Enjoyable and Effective Learning in the Technological Era

Digital transformation in education has led to the development of more interactive and engaging learning methods. One strategy gaining momentum is digital storytelling, which delivers content through visual and narrative-based technologies.

This article qualitatively examines digital storytelling's role in enhancing learning effectiveness and engagement from 2020 to 2025, based on recent research findings. Through a literature review approach, it explores the use of digital media such as flipbooks, animated videos, and web-based storytelling tools. These media have been shown to improve students' reading interest, idea articulation, conceptual understanding, critical thinking, and media literacy in elementary education. The findings suggest that combining technology with storytelling creates a more meaningful, multimodal learning experience aligned with the demands of 21st-century education. Theoretically, this approach supports the development of adaptive, contextual digital narrative-based learning. Practically, successful implementation requires improved teacher competence and curriculum adaptation to technological developments. A limitation of this study is the lack of direct empirical evidence from classroom applications, as the analysis relies

entirely on secondary data.

In conclusion, digital storytelling is a relevant and effective approach for tackling modern educational challenges and should be further developed to enrich learning practices in elementary schools. *Hayu Ratih Puspitasari, et al., (2025)*. This research is connected to our title because of technology. They use it to make teaching or obtaining information easier for students and teachers. And also by putting animated videos so that students can understand better while the teacher is teaching.

Mobile learning: readiness and perceptions of teachers of Open Universities of Commonwealth Asia

Integration of 'Mobile Learning' in Open and Distance Learning (ODL) Systems can play a crucial role in reducing the 'Digital Divide' and strengthening 'Democratization of Education' by providing quality educational opportunities and access to information quickly at affordable cost in Commonwealth Asian countries. Successful implementation of m-learning will be determined by readiness and positive perception of teachers towards it. This study examined the m-learning readiness and perception of the teachers of eighteen Open Universities spread across five Commonwealth Asian countries in Bangladesh, India, Malaysia, Pakistan and Sri Lanka). The analysis of responses obtained from 102 teachers indicates that they have the device and skill readiness to impart m-learning. The study also revealed the presence of positive perceptions for learning among them.

They affirmed that m-learning has the potential to engage the learner to a greater extent. It enhances the collaboration and didactic conversation, thereby reducing the feeling of isolation for learners in an ODL system. However, teachers were still not sure if m-learning can replace e-learning through conventional devices. Teachers were also aware of the possible applications of m-learning in ODL, pedagogies for which needs to be further explored. *Miglani, et al., (2017)*. This study is connected to our topic because it also examines teachers' readiness for mobile learning, which is essential before implementing gadget-based learning in schools. Similar to *Inorio (2021)*, the findings show that teachers generally have access to devices and basic technical skills, and they hold positive perceptions about mobile learning as a tool for improving engagement and accessibility.

However, both studies emphasize that readiness alone is not enough; successful implementation still requires proper training, pedagogical guidance, and institutional support. This supports our research argument that mobile or gadget-based learning becomes effective only if schools ensure teacher preparation, support systems, and appropriate infrastructure.

Needs Analysis of Project-Based Learning (PjBL) Teaching Materials on Engineering Materials and Evaluation Procedures

This study aimed to produce a learning trajectory in project-based statistical learning using blended learning that helps students in the learning process during the pandemic. The research method used is design research, which is a research method that aims to develop local instruction theory through collaboration between researchers and teachers to improve the quality of learning. At the preparing for the experiment stage, the researcher reviewed the literature on project-based learning models, blended learning, the materials used, the PMRI approach, the LSLC system, and design research and

analysed the objectives to be achieved such as learning objectives; determine the initial conditions of the study; discuss HLT to be developed, prepare pre-test, project activity sheet, post-test, and lesson plans; and determine the characteristics of the class and the role of the teacher. At the design experiment stage, there is the teaching experiment to see the quality of the HLT which will become a learning trajectory. At the retrospective analysis stage, the data that has been obtained is to determine whether it supports or does not match the conjecture that has been designed. The subjects in this study were students of class VIII. 7 SMP Negeri 17 Palembang.

The results showed that a series of activities in project-based blended learning with the LSLC and PMRI systems could assist students in solving problems related to data presentation and central tendency materials. *Selly Dian Utami Sitio, et al., (2023)*. This study is related to our research because it examines how specific teaching materials and methods, like project-based learning, influence students' engagement and understanding. Similarly, our study looks at how gadgets affect students' learning and comprehension at Young Achievers School of Caloocan, Inc. Both studies highlight the importance of tools and strategies in enhancing student learning experiences.

Acceptance of Mobile Learning Technology by Teachers: Influencing Mobile Self-Efficacy and 21st-Century Skills-Based Training

This study aimed to investigate the factors influencing the acceptance of mobile learning technology for 21st-century skills-based training among teachers in Saudi Arabia and Pakistan. This study adopted the Unified Theory of Acceptance and Use of Technology (UTAUT) model, which included constructs such as performance expectancy, effort expectancy, facilitating conditions, social influence, mobile self-efficacy, student self-efficacy, behavioural intention, 21st-century skills-based training, and creative thinking skills. A survey was conducted with 619 teachers from Saudi Arabia and Pakistan who participated in a two-week mobile learning-based training session.

The data were analysed using structural equation modeling (SEM). The results show that all hypotheses were supported, indicating a positive relationship between the constructs and the acceptance and use of mobile learning technology for 21st-century skills-based training. This study's findings suggest that by emphasising factors such as performance expectancy, effort expectancy, facilitating conditions, social influence, mobile self-efficacy, and student self-efficacy when designing mobile learning interventions, teachers will be more likely to accept and use mobile learning technology for 21st-century skills-based training and contributed to sustainability by providing increased access to quality education. (APA). This study is connected to our research because it focuses on teachers' acceptance and readiness to use mobile learning technology, which is a crucial factor for successful gadget-based learning implementation in schools. Similar to *Inorio, (2021)*, it shows that teachers' readiness depends not only on access to devices but also on skills, confidence, and institutional support. The study highlights that facilitating conditions, training, and self-efficacy strongly influence teachers' willingness to adopt mobile learning, which supports the idea that schools must provide proper preparation and support systems for teachers. Therefore, it reinforces our conclusion that effective mobile

learning requires readiness, guidance, infrastructure, and support, not just availability of gadgets.

Teachers' use of mobile devices in suburban under-resourced secondary schools in Nepal

This study examined how secondary teachers used mobile devices for teaching and learning activities in under-resourced secondary schools in Nepal. Twelve secondary teachers from three schools in the suburbs of one Himalayan district in Nepal were interviewed using qualitative research methods. The information gathered through observation of their classes supplemented the information gathered through interviews. Findings show that using mobile devices is productive for developing digital content, getting access to internet resources, and delivering lessons in the classroom. The degree of teachers' technological, pedagogical, and content knowledge was reflected in how they used their mobile devices for information access, language games, dictionaries, and specific learning applications. In the absence of desktop computers and laptops, this study demonstrated how mobile devices improved teachers' teaching and learning activities. Teachers could exhibit a greater level of proficiency in using technology if they received training on its usage in teaching and learning, and administrative support. Parajuli, *et al.*, (2024). This study is connected to our research on gadget-based learning at Young Achiever School of Caloocan, Inc. because it illustrates how teachers in under-resourced schools use mobile devices to support teaching and learning, similar to how students and teachers at our school may rely on gadgets for educational purposes. It highlights the benefits of mobile devices in accessing digital resources, delivering lessons, and enhancing learning activities, which aligns with our focus on understanding how gadget-based learning impacts students' experiences and academic engagement in a narrative context.

Moreover, the study emphasizes the need for training and administrative support, which could inform recommendations for improving gadget-based learning in our school.

The Influence of Gadget Use Intensity on Students' Narrative Writing Skills at SDN 34 Kendari

Advances in digital technology have both positive impacts and challenges in education, particularly for elementary school students. Gadgets, as versatile devices, have become a part of children's lives, providing entertainment, communication, and access to information. However, high levels of gadget use are often associated with a decline in basic literacy skills, including narrative writing skills. This study aims to analyze the effect of gadget use intensity on elementary school students' narrative writing skills. The research method used a quantitative approach with an experiential design post facto. The study was conducted at SDN 34 Kendari in the even semester of the 2024-2025 academic year with a population of 60 fifth-grade students and a sample of 30 students selected through purposive sampling. The research instruments were a questionnaire to measure the intensity of gadget use and a narrative writing test that assessed aspects of theme, plot, characters, setting, and writing mechanics. Data were analyzed using simple regression. The results showed a significant effect of gadget use intensity on narrative writing ability ($p < 0.05$). The coefficient of determination (R^2) of 0.41 indicated that 41% of the variation in narrative writing ability was influenced by gadget use intensity, while 59% was influenced by other

factors such as reading interest, learning environment, and motivation.

The results of this study indicate that the higher the intensity of unsupervised gadget use, the lower the students' narrative writing ability. Therefore, an active role of teachers and parents is needed in directing the use of gadgets to support literacy activities. This study is expected to be a consideration in developing digital literacy-based learning strategies in elementary schools. Saputra, *et al.*, (2025). This research is connected to our title because the study reveals that while gadgets offer educational opportunities, their overuse can negatively impact narrative writing skills in elementary students. Integrating digital literacy strategies and parental guidance is crucial to balance gadget use and foster effective storytelling abilities. This balanced approach ensures that technology enhances rather than impairs essential literacy skills.

Local Literature

Influence of Electronic Gadget Usage on Learner's Attention and Focus: A Teacher-Based Assessment

This study explores how using electronic gadgets like smartphones and tablets affects the attention and focus of kindergarten children. As digital device use becomes more common even among young kids, concerns have grown about its impact on learning and behavior. The study used a survey of 60 parents to measure how often children use gadgets and how it relates to their ability to concentrate, complete tasks, and stay engaged. Results showed a moderate negative relationship between gadget use and attention and focus. In other words, children who spent more time on gadgets were less able to stay focused, complete tasks, and stay interested in non-digital activities.

These findings suggest the importance of managing screen time in early childhood to support healthy development and better learning outcomes. The study also offers helpful recommendations for parents, teachers, and policymakers to guide responsible gadget use, especially in early education settings. Doris Arañez, *et al.*, (2025). This study is connected to the topic Gadget-Based Learning because it examines how the use of electronic gadgets-such as smartphones and tablets-affects young learners' attention, focus, and engagement. Understanding the relationship between gadget uses and learning behaviors helps highlight both the potential benefits and drawbacks of integrating digital devices into educational settings. The findings emphasize the need for guided and responsible gadget use, which is essential in designing effective gadget-based learning strategies, even at higher education levels.

Electronic Gadget Usage and Its Relationship to Learners' Attention and Focus in Classroom Setting

This descriptive-correlational study delved into the impact of electronic gadget use on the attention and focus of kindergarten learners. The research was carried out at Naga Central Elementary School, Cebu, involving 60 kindergarten teachers who assessed the learners using a validated survey tool. The study's setting encompassed a blend of urban and rural environments, reflecting varying levels of access to technology. Data analysis was conducted using weighted mean and Pearson correlation to establish relationships between variables. The findings revealed that the majority of the learners were six years old, female, and came from families with two to three children, primarily guided by authoritative parenting styles.

Gadget usage was reported as occasional, with entertainment being the primary purpose. Despite this, the learners demonstrated robust attention spans and task completion abilities. The study found that the engagement levels showed minimal association with the extent of gadget exposure. Interestingly, a weak but statistically significant positive correlation was observed between gadget use and both attention duration and task completion. The study concludes that the guided and moderate use of gadgets may support certain attention-related behaviors in young children. Based on these findings, the study recommends the implementation of structured digital activities under adult supervision. Abundia Cardines, *et al.*, (2025). This research is connected to our title because the study's findings align with the principles of gadget-based learning, suggesting that when gadgets are used moderately and with guidance, they can positively influence attention and task completion in young learners. This connection supports our narrative study by highlighting how structured digital activities can enhance learning outcomes, reinforcing the idea that technology, when properly integrated, can be a valuable educational tool.

Assessing the Effectiveness of Mobile Learning Apps in Selected Secondary Public Schools in General Trias City, Philippines (2025)

The rapid evolution of educational technology has positioned mobile learning apps as transformative tools for enhancing student learning and engagement. This study assesses the effectiveness of mobile learning apps in selected secondary public schools in General Trias City, Philippines, focusing on their impact on academic performance and engagement.

Using a quantitative descriptive-comparative design, the research examines the perceptions of 60 students across different grade levels, genders, socio-economic statuses, and mobile device usage frequencies. Findings indicate that mobile learning apps are strongly effective in enhancing student learning, particularly through interactive features, accessibility, and exam preparation support. Students also rated these apps as effective in boosting engagement, especially via gamification and diverse content. However, socio-economic disparities and frequency of use significantly influenced perceived effectiveness, with higher-income and frequent users reporting greater benefits. No significant differences were found based on grade level or gender. The study highlights the need for equitable access to mobile learning tools, improved digital literacy programs, and consistent integration into curricula. Recommendations include subsidized devices for low-income students, teacher and student training, and enhanced interactive features to maximize engagement. Future research should explore long-term impacts and strategies for bridging the digital divide in Philippine public schools. Pedraza, *et al.*, (2025). This study is relevant to research on gadget-based learning at Young Achiever School of Caloocan, Inc., because it demonstrates that mobile learning tools can enhance student engagement and academic performance in Philippine schools. The findings highlight that gadgets, when used effectively, can support meaningful learning experiences, which is important for understanding how students learn through mobile devices in the context of Young Achiever School of Caloocan, Inc.

The Effectiveness of Using Gadgets on Students' Learning Interests and Academic Performance

This quantitative study contributes to the literature by focusing on the increasing prevalence of technology in everyday life and the growing use of gadgets in educational settings. It aimed to evaluate the impact of gadgets on the student's academic performance at Paly National High School in Taytay, Palawan. A survey was conducted among 145 students from grade 7 to grade 10 who were chosen to participate in this study through stratified random sampling. The data was analyzed using SPSS software, and inferential statistics, correlation, and independent t-tests were used to identify relationships between academic performance and gadget use. Descriptive statistics were used to interpret the quantitative data on students' perceptions of gadget use and its impact on academic performance. The study revealed no significant difference in the mean scores among respondents with different gadgets, including desktops, laptops, mobile phones, and iPads. Similarly, findings also implied that specific purposes for which respondents used gadgets did not influence their academic performance. However, most of the respondents overwhelmingly disagree that gadget use has detrimental effects, indicating that the beneficial influence of gadgets on academic achievement outweighs potential drawbacks. Educators may explore ways to integrate technology into the curriculum effectively. Cherry Ann Madarcos, *et al.*, (2024) Gadgets can be a valuable tool for learning, and their effective integration can enhance education. Educators can harness gadgets to boost student engagement and outcomes.

Evaluating Effects of Electronic Gadgets on Learners' Attention and Focus

This study investigated the impact of electronic gadget use on the attention and focus of kindergarten learners. Utilizing a descriptive-correlational research design, data were collected from sixty kindergarten teachers who were purposively selected to complete a validated survey instrument. The analysis employed weighted means and Pearson correlation to determine the relationship between electronic gadget use and various dimensions of learners' attention and focus. The demographic profile revealed that most learners were six years old, predominantly female, from families with two to three children, and raised by parents who had attained at least a high school level of education. These parents typically exhibited authoritative parenting styles. The findings indicated that learners used electronic gadgets occasionally, mainly for entertainment purposes such as playing games or watching videos on smartphones and tablets. While teachers generally rated learners' attention span and task completion as high, statistical analysis showed a significant negative correlation between gadget use and learner engagement. This suggests that excessive or unsupervised screen time may hinder children's active participation, curiosity, and overall classroom involvement. The study emphasizes the importance of guided and purposeful use of technology in early childhood education to ensure it supports, rather than detracts from, cognitive and behavioral development. Based on the results, the study recommends that parents and educators work collaboratively to establish balanced digital habits.

This can be achieved by setting screen time limits, prioritizing educational content, and integrating interactive, developmentally appropriate activities that promote attention and engagement. *Mirasol Alferez et al., (2025)*. This study is relevant to our research because it helps us understand how using gadgets can affect a learner's attention and focus. Since our research is about gadget-based learning, the findings support our idea that gadgets should be used properly and with guidance. It also shows that too much screen time can affect how students participate in class, which is important for us to consider when discussing how gadgets can be used for learning.

Beyond the Screen: The Lived Experiences of Social Sciences Students in Distance Learning at Western Philippines University

This study explored the lived experiences of Social Sciences students at Western Philippines University regarding the implementation of the Distance Learning Modality (DLM). Using purposive sampling, ten participants were selected. Data were collected through reflective descriptions and analyzed following Creswell's data analytical framework. The findings revealed that most participants were female, equally distributed across year levels, with half identifying as Cuyunén. Seventy percent belonged to families earning below PHP 10,000 monthly. In terms of resources, all participants owned cellphones, 90% had computers/laptops, 40% had televisions, 80% had books, and 30% had radios. Internet access was limited, with 30% using pocket.

Wi-Fi/broadband and 20% having a PLDT subscription. Key challenges identified in the implementation of DLM included poor or no internet connectivity, financial and time management difficulties, inadequate instructional support from teachers, reduced self-motivation, compromised quality of education, and insufficient assessment mechanisms. Additionally, the critical role of teachers in this modality was emphasized. On the other hand, participants highlighted several benefits of DLM, such as cost efficiency, enhanced self-reliance, resourcefulness, multitasking abilities, digital and communication literacy, quality time with family, and long-term personal growth. It is recommended that Western Philippines University develop a robust Learning Management System and scalable technologies, alongside training and pedagogical programs for teachers. Establishing round-the-clock virtual support and counseling services is also advised to address students' needs effectively. *Jusayan, et al., (2024)*. This study is relevant to our research because it shows how students use gadgets and technology for learning, highlighting both challenges like poor internet and limited teacher support, and benefits such as improved independence and digital skills. These findings support our investigation on gadget-based learning, emphasizing the need for structured guidance, proper resources, and effective support to make gadget use helpful for students' learning.

Embracing e-learning in a higher education institution in the Philippines

Although online learning plays an increasingly significant role in education, this learning strategy cannot be fully implemented unless resources, the efficacy of key players, and the intention to use the modality are given utmost attention.

In this context, this study was conceptualized to identify the readiness of higher education students in terms of technology resources, technology self-efficacy, and

willingness to embrace online learning, utilizing descriptive-correlational research design. A survey was conducted among systematically and randomly sampled students in a higher education institution, which included both sexes and various year levels from its three campuses, to gain a better grasp of the current situation of the university. An expert-validated and reliability-tested survey questionnaire was used to gather data. Findings revealed that cellular phones were widely used; cellular data was the data connection source of the majority; the Internet was mainly described at moderate speed; and blended learning was preferred by many. Weak correlations existed between available gadgets, Internet speed, and learning modality preference, with a willingness to embrace e-learning. Technology efficacy was positively and moderately correlated with willingness to embrace online learning. Thus, one's desire to embrace online learning was greatly influenced by his effectiveness in using technologies. With this, students' technology self-efficacy should be considered an essential factor in implementing online learning in the University while considering other variables. Should online learning be implemented, students must be disciplined and directed towards active learning.

At the same time, teachers require professional development in using this technology to take advantage of the benefits of online learning. *Hernandez, et al., (2024)* [7]. This study is relevant to our research because it shows that students' ability to use technology effectively, or their technology self-efficacy, greatly affects their willingness to engage in online learning.

It also highlights the importance of having the right gadgets, internet access, and teacher support for successful gadget-based learning. These findings support our focus on designing learning activities that guide students to use gadgets purposefully and actively for learning.

Effects of modern technology on students' learning

The study investigated the effects of modern technology on the learning of students at the College of Teacher Education, Jose Rizal Memorial State University during the 1st semester of 2023-2024. Using a descriptive research method and a validated researcher-made quantitative survey, the study aimed to understand the relationship between technology use and learning outcomes. The survey was administered to a selected group of students. The results revealed that most students were females in their early 20s, from low-income families, spending an average of 6-7 hours daily on devices like mobile phones, laptops, desktops, and tablets. The study found that modern technology had both positive and negative effects. While it improved communication and task completion, it also had negative impacts on relationships, particularly between parents and children. Statistical tools, including percentage computation, weighted mean, and Chi-square tests, were used to analyze the data and examine the relationship between technology use and student profiles. Based on these findings, the study recommended that students control their screen time to mitigate negative effects, especially on relationships. Parents may engage more with their children by spending quality time and offering guidance.

Additionally, instructors may incorporate alternative learning methods, such as on-site discussions and library sessions; to reduce screen time and promote better learning experiences. This study emphasizes the importance of balancing technology use with face-to-face interactions and

other educational strategies for optimal student development. *Cajocan, et al., (2025)*. This study is relevant to our research because it shows how modern technology affects students' learning, both positively, by improving communication and task completion, and negatively, by impacting relationships and social interactions. These findings support our focus on gadget-based learning, highlighting the need to guide students in using technology responsibly while balancing it with face-to-face activities and other learning strategies.

Unveiling Academic Dynamics and Digital Landscapes in Far Eastern University-Manila through the Integration of Technology in Classroom

The researchers ought to shed light on the importance of educational technology in the student's academic performance by looking into how students perceive the integration of educational technology in Far Eastern University–Manila, aiming to collect insights from 60 students and discuss how these students' perception of the integration of technology affects their familiarity and confidence in utilizing innovative educational technologies. Using quantitative research methods, the data were gathered through an online survey questionnaire to collect key insights on how students view technology integrated into their classes.

The responses from the survey were analyzed by comparing and correlating their responses and finding their common grounds.

Through the data analysis, the findings reveal that many of the students perceive integration of technology as something that is academically advantageous, utilizing diverse educational technologies to make their academic journey easier, more motivating, and more engaging. In the same responses, it is reported that few students still regard educational technology as a limitation that challenges their academic performance, limiting their performance in a way that distracts them from achieving their maximum focus and academic retention. These findings suggest that how students perceive the incorporation of different technological tools and platforms impacts how they perform in their classes by either developing or provoking regression in their capabilities and behavior. *Acuña, et al., (2024)*. This study is relevant to our research because it shows that students' perceptions of educational technology can influence their confidence and performance in class. The findings support our focus on gadget-based learning by highlighting that using technology effectively can make learning more engaging and motivating, while misuse or negative perception can distract students and limit their performance. This emphasizes the need for proper guidance and purposeful integration of gadgets in learning.

The Effects of Electronic Gadgets on the Learning Behavior of Students: A Correlation

This study investigated the relationship between electronic gadget usage and students' learning behavior at Banlag Elementary School.

A descriptive correlational research design was employed, and a structured survey questionnaire was the primary data-gathering tool. A total of 106 student respondents were selected using total enumeration.

The study focused on identifying the reasons for using electronic gadgets, the number of hours spent on gadget use, and the level of learning behavior based on the domains of behavior, social aspect, Maka-Diyos, and Maka-Tao. Data

was analyzed using mean, frequency, and Pearson product-moment correlation. The results revealed that most students used electronic gadgets for entertainment, spending an average of 5 to 7 hours daily. Learning behavior was generally at a high level in the domains of behavior, social aspect, and Makata-Tao, but was low in Maka-Diyos. Statistical analysis showed no significant relationship between the reasons for gadget usage and the students' learning behavior, nor between the hours spent and their learning behavior. The study concludes that while electronic gadgets are commonly used among students, it does not significantly affect their learning behavior. It is recommended that parents and teachers guide students in using gadgets more purposefully to support positive values and behavior, *Da-anton, et al., (2025)*. This study is relevant to our research because it shows that students' use of electronic gadgets, mostly for entertainment, does not automatically affect their learning behavior. The findings support our focus on gadget-based learning by highlighting that purposeful and guided use of gadgets is necessary to ensure they promote positive learning and values. This emphasizes the role of parents and teachers in helping students use technology effectively.

Theoretical Framework

This study is anchored on the Cognitive Gadgets Theory proposed by Heyes, which explains that human learning is shaped by culturally transmitted tools and practices known as "cognitive gadgets." These gadgets are not biologically inherited but are developed and refined through social interaction and shared learning experiences.

In an educational context, digital devices can be viewed as cognitive gadgets that assist learners in processing information, solving problems, and constructing meaning. Educational theories further emphasize the role of technology in supporting learning and thinking processes. Issroff and Scanlon (2002) argue that learning and cognition remain central in an increasingly digital world, where technological tools are embedded in classroom practices. Gadgets such as tablets and laptops function as learning supports that can enhance engagement and facilitate access to information when used effectively. This study is also guided by Cognitive Load Theory, which explains how the human brain processes information during learning. According to Sweller *et al.* (2019), cognitive load refers to the amount of mental effort required to process information in working memory. Learning becomes less effective when students are exposed to excessive information that overwhelms their cognitive capacity. Cognitive load consists of three types: intrinsic load, extraneous load, and germane load. Properly managing these loads is essential to promote meaningful learning. To address cognitive overload, Mayer *et al.* (2015) proposed instructional design principles that emphasize the importance of well-designed multimedia learning materials.

These principles suggest that digital tools, when structured appropriately, can help learners understand and retain information more efficiently. In gadget-based learning, the effectiveness of digital devices depends not only on access but also on how learning materials are designed and presented.

Additionally, this study is informed by E-Learning Theory, which highlights how digital technologies can support flexible, interactive, and learner-centered education. E-

learning emphasizes purposeful use of technology to enhance understanding, encourage interaction, and expand learning opportunities beyond the traditional classroom (David, 2015; Wang, 2012). Together, these theories provide a framework for understanding how gadget-based learning influences students' understanding. By viewing gadgets as cognitive tools rather than mere devices, this study examines how students experience, interpret, and adapt to technology-assisted learning within their school environment.

Purpose Statement

The purpose of this narrative study is to know how gadget-based learning influences students' understanding at Young Achievers' School of Caloocan, Inc. Specifically, this study aims to investigate the experiences, perceptions, and challenges of elementary, junior high school, and senior high school students, as well as teachers and administrators, in using gadgets as learning tools.

The findings of this study seek to provide awareness that may help improve the effective integration of gadget-based learning in the school's academic programs by understanding how gadgets influence students' learning engagement and academic experiences.

Scope and Delimitation

This study purpose on gadget based learning and its influence on students' understanding at Young Achievers' School of Caloocan Inc. using a narrative research approaches, the study examines the personal experiences of selected students, a teacher, and a school administrator who regularly use gadgets for learning and teaching. The participants include 1 elementary student, 1 junior high school student, 1 senior high school student, 1 teacher, and 1 school administrator. Data are gathered through interviews to capture their viewpoints on the benefits, challenges, and overall experiences of gadget based learning.

The study is restricted to these selected participants; therefore, the findings may not represent the experiences of the entire school population. Additionally, the research focuses on the use of gadgets such as smartphones and tablets and does not include other digital tools such as computer laboratories or long term learning outcomes beyond the current of school year.

Significance of the Study

The importance of the study to findings of this study may advantages of students by providing a deeper understanding of how gadget based learning influence their comprehension and study habits. Teachers may secure insights into students' learning experiences, which may access them design more effective technology assisted teaching strategies.

School administrator may use to findings as a basis for enhancing policies and programmes related to digital learning. Lastly, future researchers may use this study as a reference for further research on gadget based learning and students' understanding.

Definition of Terms

Advocates: These are the supporters or promoters of tablet use. Mentioning them shows both sides of the debate, which is necessary to provide a balanced background.

Conversely: Signals a shift to the opposing perspective (critics' concerns). This word is important in Chapter 1 to present a balanced argument.

Cost-effectives: Refers to the economic advantage of using tablets versus traditional text books. In background sections, economic impacts are often analyzed to justify or question a study's relevance.

Critics: These are the people opposing or questioning or questioning tablet use, highlighting drawbacks. Including this term shows the study is not one-sided.

Distractions: Indicates one of the negative effects of tablets on students. It links to the study's focus on the student behavior and learning outcomes.

Drawbacks: Highlights challenges or disadvantages of tablets.

Environmental: Shows that one argument for tablets is their eco-friendly nature (less paper use). It connects to the broader social or ecological context of the study.

Highlight: Used to emphasize key points or benefits of tablets in learning. In chapter 1, it's common to highlight important studies, trends, or arguments to justify the research.

Industry: Highlights the systematic, economic, and organizational aspect of textbook production. Chapter 1 often sets the stage by describing the larger context of the study, here the education and publishing sector.

Interactivity: Describes how tablets allow dynamic, engaging learning experiences. This term is critical to explain why advocates see tablets as beneficial in education.

Ongoing: Indicates continuous need for updates in technology, relevant to understanding challenges in tablet implementation.

Physical: Refers to tangible or bodily effects, like eye strain or posture issues, showing that tablet use has practical implications beyond academics.

Potential: Often paired with drawbacks or risks; it emphasizes possible negative outcomes of tablet use, helping the reader understand the research problem.

Publishing: Refers to the textbooks publishing industry, which is the sector producing the educational materials being discussed, It's essential in the background because it frames the context of tablets vs. textbooks.

Technology: Central to the study because tablets are a technological tool affecting education. Using this term in Chapter 1 situates the research in a modern, tech-driven context problem the research intends to address.

2. Methodologies

Research Design

The location for this study was Young Achievers' School of Caloocan, Inc. It is a private school in Caloocan City, Philippines. The school is a primary school and they want to help the students get better at school work with old ways and new ways using gadgets in their classroom lessons. Students at Young Achievers' School of Caloocan, Inc. Can use any device such as tablets, phones, computers, and the internet to complete their tasks, activities, and tests.

The classroom environment will let them learn both in person and with technology. This makes the school a good place for checking how using gadgets helps learning. The school was picked because it shows how gadgets are used in teaching and learning. The students at this school gave the researchers a chance to see up close and hear stories from

students who use gadgets everyday for school work.

Sample of the Study

The study participants were five (5) from Young Achievers' School of Caloocan, Inc. Students who had experienced gadget-based learning. A purposive sampling method was used to pick these five (5) people, as they had relevant knowledge and could share useful stories about the study.

The five (5) people were:

One (1) Kid in elementary school

One (1) Junior High

One (1) Kid in senior high

One (1) Teacher

One (1) school administrator

These people were picked to show different views in the school. The students talked about their own stories of learning with gadgets. The teacher and school boss gave work and school ideas about using gadgets for learning. All people knew the aim of the study and said they would take part freely. The research makers made sure the privacy, identity, and moral rules were kept safe during all research work.

Sampling Procedure

The researcher carefully selected participants for their study using purpose sampling. This sampling approach was used as the researchers specifically targeted individuals with direct connection and experience of gadget-based learning at Young Achievers' School of Caloocan, Inc. To begin with, permission to conduct the study was sought from the school administrator. Once approved, the researchers collaborated with the teachers to identify the possible elementary, junior high school and senior high school students who were using the gadgets for learning. After this, one (1) student from each level was invited to participate in the study. The students were selected based on their willingness to participate in the study. The students were selected based on their willingness to participate in the study.

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All participants apprised of the study's purpose, the study's procedures and their role as study participants. Prior to the collection of data, informed consent was obtained, and researchers maintained confidentiality, anonymity and compliance to ethical measures throughout the conduct of the study.

Participants of the Study

The participants of the individual in this narrative study are five (5) individuals from Young Achievers' School of Caloocan, Inc. who are directly associated with gadget-assisted learning. Participants engaged in purposive sampling to ensure that everyone developed meaningful contributions based on their experience. All respondents participated voluntarily, and ethical considerations such as confidentiality, anonymity, and informed consent were upheld throughout the study.

Participants included: One (1) elementary school student who is currently enrolled and who uses gadgets for learning activities on a regular basis; One (1) junior high school student who is experienced in the use digital gadgets for learning; One (1) Teacher who uses gadgets for all activities in the classroom; and One (1) school Administrator who is in charge of overseeing and managing the educational institutional's use of educational technology.

These participants were selected to provide a variety of school community perspectives and administrative roles related to gadgets in teaching. The participants' experiences enable the researchers to gain a better perspective and deeper understanding of the level of understanding of students as a result of gadget-based learning.

Data Collected Method

The study used qualitative data collected methods to gather an in-depth narrative about the participants' experience with gadget-based learning and their level of understanding at Young Achievers' School of Caloocan, Inc. The primary method of data collected was through semi-structured interviews. An interview guide with open-ended questions was prepared by the researchers to allow the participants to freely share their experience, opinions, and challenges related to the use of gadgets in learning. The interviews were conducted individually with each participant, namely the elementary student, junior high school student, teacher, and school administrator. With the participants' permission, the interviews were audio-recorded to ensure accuracy of the data. Notes were also taken during the interview to capture important responses and observations.

The interviews were conducted in a quiet and comfortable setting within the school to help the participants express their thoughts openly. All data gathered were treated with confidentiality and were used solely for academic purposes. The collected narratives were later transcribed and analyzed to identify common themes and patterns related to gadget-based learning and students' understanding.

Data Collection Procedure

For this narrative study on gadget-based learning and understanding at Young Achievers School of Caloocan Inc. (YASCI) purposive sampling will select participants 1 student from senior high school HUMSS strand, 1 student from Junior High School, 1 student from Elementary, 1 admin and lastly 1 teacher who integrate gadgets in their lessons with firsthand, meaning experiences in the school's context. Semi-structured, in-depth interviews, 30-50 minutes each, conducted in-person via the school's approved video platform will elicit personal stories using open-ended prompts about moments when gadgets enhanced or challenged their learning/teaching of complex topics, how these experiences shaped their understanding, and the role of YASCI's environment in supporting gadget use.

Supplementary narrative artefacts, screenshot of learning apps used in class, digital notes, or short clips of gadgets-based activities, with consent, will be collected to enrich participants' stories, while transcribed interviews will be shared with them for member checking to ensure accuracy of their narratives.

All data will be organized in a secured digital repository with a nickname to protect privacy, and a narrative log will key plot points and connections specific to YASCI's

programs and setting as collection progresses.

Trustworthiness of the Study

This part of the research explains how we made sure that the study titled *Gadgets-Based Learning and Students' Understanding is Trustworthy and reliable*. We ensure the trustworthiness of our study by focusing on credibility, transferability, dependability, and confirmability.

These helped us make sure that our findings are based on real data and the actual experience of the participants.

Credibility: The researchers gave the participants enough time to answer honestly based on their own experience. The researchers carefully reviewed and analyzed all their responses to make sure that results truly reflected what the students shared.

Transferability: To ensure transferability, the researchers clearly described the research setting, the participants, and the procedures used in the study. By providing enough detail, other researchers and readers can determine if the result of our study can also be applied to similar learning environments that use gadgets.

Dependability: In this study, the researchers ensured dependability by following a clear and organized procedure in collecting and analyzing the data. The researchers properly documented the steps of our research so that the process can be reviewed or repeated if needed. The study shows the findings are consistent and not based on chance.

Confirmability: The researchers carefully analyzed the data and made conclusions based only on the information gathered from the participants. This helped ensure the findings about gadgets-based learning and students' understanding are fair and unbiased. Overall, trustworthiness of the study was strengthened through credibility, transferability, and confirmability. These ensured that the research findings are reliable, accurate, and based on the real experience of the students.

Reflexivity: In conducting this qualitative study on "*Gadget Based Learning and Understanding; Narrative Study*," the researcher considered the importance of reflexivity in ensuring the credibility and authenticity of the research findings. Reflexivity entails a critical self-examination of the researcher's positionality, biases, and the influence that may have on the research process and outcomes. As a student of the Graduate School, the researcher brought his own experience, values, and beliefs into this study.

Ethical Consideration

The researchers prioritized ethics, working under the guidance of Dr. Cornelio S. Doloque. A key part of this was ensuring confidentiality and anonymity for all participants. This meant protecting participant data and keeping identities private.

Summary

Chapter 2 looked at different studies and articles about gadget-based learning and how it affects students' understanding. Most of the studies showed that using gadgets can actually help students learn more easily because they make it simple to get information, join activities, and stay more involved in class. However, the readings also pointed out some common problems, such as distractions, limited digital skill, and difficulty staying focused during learning activities.

The studies reviewed in this chapter show how technology is

becoming more important in education and why it is necessary to understand students' real experiences when using gadgets for learning. These ideas helped guide the present study and supported the use of a narrative approach to better understand how students experience gadget-based learning.

3. Result

This chapter delineates the comprehensive research methodology utilized to investigate the central themes of gadgets-based learning and understanding a narrative study. It provides a detailed account of research design, study setting, participant selection process, data collection and procedures, and ethical safeguards implemented to ensure the integrity and trustworthiness of the inquiry. Adopting a narrative study design aligned with the goal of exploring stakeholders' lived experiences and perspective on technology integration in education, the research was conducted at Young Achievers' School of Caloocan Inc., where gadgets-based learning has been integrated into instructional practices. Purposive sampling was employed to recruit teachers, students and school administrators, ensuring representation of diverse roles and experience within the school community. The chapter further elaborates on the development and validation of interview and focus group discussion protocols, the implementation procedures for data gathering, the narrative analysis techniques used to interpret stories and accounts, and the ethical considerations such as informed consent, data confidentiality, and voluntary participation that guide all stages of the research process.

Operational Data Collection

After obtaining permission from the participants, the researchers carried out the data collection using qualitative methods. Information was gathered through individual interviews and focus group discussions with key stakeholders such as teachers, students and school administrators who took part in the summit.

The study aimed to understand grit and resilience in selected private schools in the Philippines, using an appreciative inquiry approach to identify institutional strengths that support educational performance. A purposive sampling strategy was employed, selecting five individuals from young achievers' school of Caloocan Inc. to ensure diversity in roles, experience level, and viewpoint. Interviews were scheduled at times and location convenient for each participant, with sessions lasting approximately 15-25.

Operational Data Collection

Following Van Manen (2014) recommended method of data analysis in Hermeneutic phenomenology, participants' recorded statements and responses were repeatedly listened to, and their statements were transcribed verbatim. The researcher analyzed the data as a whole by holistic reading and taking the holistic theme from each transcript.

The essential statements and phrases that revealed the experience being described were highlighted. Next, a detailed line-by-line approach was employed, following these steps. The researcher was able to generate 177 codes from the essential statements.

This step produced 15 categories relevant to the main questions and theoretical foundations of the study, such as benefits and drawbacks of gadget-based learning, usage

behavior, rules and regulations, skills development, technology conditions, and engagement, academic performance, distractions, platforms used, external factors, self-management, dependency, peer connection, and mixed effects.

These categories were further synthesized into 7 overarching themes. These themes were classified according to the essential elements of the lifeworld such as corporeality, materiality, spatiality, temporality, and relationality. Minutes; the interview protocol was developed by the researcher, reviewed by a research adviser,- based learning implementation, challenges, and impact.

Participant Profiles:

		GRADE LEVEL	AGE
Sc A - P1	Students	2	7
Sc A - P2	Students	7	13
Sc A - P3	Students	12	17

Sc A - P1: A senior high school student who actively uses gadgets for multitasking, accessing lessons, and organizing tasks, viewing them as tools for efficiency and engagement.

Sc A - P2: A junior high school student who prefers tablets for convenience and apps like Gizmo for interactive learning, noting both benefits and distractions.

Sc A - P3: An elementary student who uses cellphones for searching information and projects, appreciating ease but facing connectivity issues.

Sc A - P4	Teacher	College grad.	32
Sc A - P5	Administrator	College grad.	37

Sc A - P4: A dedicated educator who sees gadgets as enhancing learning but warns of distractions and misinformation, advocating for balanced use.

Sc A - P5: An administrator who observes gadgets fostering independence and resourcefulness but highlights risks like shorter attention spans and reliance on quick answers, emphasizing responsible use.

Discussion, Presentation, Interpretation

The following section presents the primary themes and categories resulting from the analysis of qualitative data conducted after interviews were held with the participants in this study. The identity of each participant was protected by the use of numbers and letters to protect their anonymity when using direct quotes as supporting evidence for each theme, 7 major themes and 15 categories emerged following the researcher's analysis of codes of 177.

Structural Description

RQ1: *How do students use gadgets in their studies?*

Theme 1: Temporality

This theme highlights how students perceive the role of gadgets in supporting their learning. Gadgets were recognized as tools that aid understanding, improve access to academic resources, and support the completion of school tasks, shaping students' overall learning experiences.

Category 1: Benefits / Positive Effects

Students described gadgets as tools that improve efficiency, organization, and convenience during academic work.

As (P1 – SHS) stated, *"I used two gadgets at the same time to multitask while doing schoolwork."* (L1) He further

explained, *"One gadget I use for lessons or videos, while the other is for typing answers or taking notes."* (L2) According to him, *"This helps me stay organized and complete tasks more efficiently."* (L3)

Similarly, (P2 – HS) shared, *"The gadget that I mostly use is a tablet because it is very convenient with a big screen."* (L4)

From the elementary level, (P3 – ELEM) said, *"I use a cellphone to search in Google to help me with projects and research."* (L5)

Category 12: Self-Management

Students described using gadgets as tools to help them manage their time, organize school tasks, and monitor academic responsibilities. Gadgets supported students in planning their activities, tracking deadlines, and maintaining study routines.

As (P1 – SHS) stated, *"I use my gadget to organize my school tasks like checking announcements, monitoring deadlines, and reviewing class materials."* (L30) He further explained, *"It helps me know what I need to do first so I won't forget my schoolwork."* (L31)

Similarly, (P2 – HS) shared, *"I use my gadget to list my activities and reminders so I can manage my time better."* (L32)

According to the participant, this practice helps avoid cramming and late submissions.

From the elementary level, (P3 – ELEM) mentioned, *"My gadget helps me remember my assignments because I can check messages from my teacher."* (L33)

These responses indicate that gadgets play an important role in supporting students' self-management by helping them plan, organize, and regulate their academic tasks.

Category 15: Mixed or Dual Effects

Some students reported that gadgets have both positive and negative impacts on their academic performance and personal habits. While gadgets enhance learning and efficiency, they can also be a source of distraction or overreliance if not managed properly.

(P1 – SHS) expressed, *"I use my tablet to watch educational videos and do assignments, but sometimes I get distracted by games or social media."* (L1)

He further explained, *"It helps me understand lessons faster, yet I often spend more time than intended on non-academic activities."* (L2)

Similarly, (P2 – HS) shared, *"My phone is useful for research and submitting tasks, but I also notice that I check messages too often."* (L3)

This illustrates that while gadgets are effective tools for learning, they can also reduce focus if not properly managed.

From the elementary level, (P3 – ELEM) noted, *"I like using my tablet for learning apps, but sometimes I play games instead of doing schoolwork."* (L4)

This shows that younger students, despite benefiting from educational content, may also be prone to distractions caused by entertainment features.

RQ3: *What are the benefits and drawbacks of using gadgets for studying?*

Theme 2: Corporeality

This theme emphasizes how students experience the physical and behavioral impacts of using gadgets in learning. It reflects both the limitations and the motivational aspects, as well as potential dependency issues.

Category 2: Negative Effects

Some participants acknowledged limitations in how gadgets are used during learning.

As (P5 – ADMIN) explained, *“Some students rely on quick answers online instead of really understanding the lesson.”* (L6) He added, *“This affects how they learn because they just copy and paste.”* (L7)

Category 7: Motivation & Engagement

Gadgets can have mixed effects on students’ motivation and engagement. While they can enhance focus and interest in learning, they may also lead to attention loss or shifts in motivation.

(P1 – SHS) said, *“Using a tablet for interactive lessons keeps me interested and motivated to finish tasks.”* (L1)

However, he noted, *“But sometimes I get distracted by notifications, which breaks my concentration.”* (L2)

(P2 – HS) expressed, *“My phone helps me follow along with lessons and quizzes, which makes learning fun, but if there’s a game, I might focus on that instead.”* (L3)

(P3 – ELEM) added, *“I like using learning apps because they make lessons fun, but I sometimes forget to finish my work because I play too much.”* (L4)

These findings reveal that while gadgets can boost engagement and motivation, they can also create competing distractions that reduce focus if not managed properly.

Category 13: Dependency

Some students expressed a growing reliance on gadgets, which can lead to dependence on technology, skill decline, or frustration when gadgets fail.

(P1 – SHS) shared, *“I rely on my laptop for almost all school tasks; without it, I feel lost.”* (L1)

He further explained, *“Sometimes I notice that I struggle to solve problems without Google or AI tools.”* (L2)

(P2 – HS) mentioned, *“I often depend on apps to do calculations or check grammar, and it makes me worried if the device doesn’t work.”* (L3)

Even younger students, like (P3 – ELEM), noted, *“I can’t finish my project without my tablet, and it makes me frustrated if it’s slow or stops working.”* (L4)

These insights suggest that excessive reliance on gadgets can foster dependency, decrease independent problem-solving skills, and create frustration when technology is unavailable.

RQ2: *How do students recognize the role of gadgets in their learning?*

Theme 3: Materiality

This theme focuses on the tangible aspects of gadget use, including the platforms students use, technological conditions, and external factors affecting accessibility.

Category 10: Platforms Used

Students reported using a variety of digital platforms and applications to support their learning, including AI tools, communication apps, search engines, and educational apps.

(P1 – SHS) shared, *“I mostly use Google for research and Microsoft Teams for submitting assignments and attending online classes.”* (L1)

He also mentioned, *“Sometimes I use AI tools to help me summarize long readings or check my answers.”* (L2)

(P2 – HS) said, *“I use educational apps for quizzes and interactive lessons. It makes studying more fun and organized.”* (L3)

(P3 – ELEM) added, *“I like using learning apps on my tablet because they have games and videos that help me understand lessons.”* (L4)

These responses indicate that students rely on multiple platforms, both for communication and learning support, which helps them engage with academic content more efficiently.

Category 6: Technology Conditions / Connectivity

Students highlighted the importance of device performance and connectivity in their learning experiences, noting how slow devices, poor internet, or improper gadget orientation can affect productivity.

As (P1 – SHS) said, *“Sometimes my laptop is slow, and it makes it hard to finish online quizzes on time.”* (L1)

(P2 – HS) added, *“If the internet connection is bad, I can’t join Teams classes properly, and it interrupts my learning.”* (L2)

(P3 – ELEM) shared, *“My tablet sometimes freezes, and I get frustrated because I can’t do my activities smoothly.”* (L3)

These findings suggest that the effectiveness of gadgets in learning is closely tied to their performance and the reliability of internet connectivity.

Category 11: External Factors

Students also identified external factors that influence gadget use, such as access to the internet, power outages, availability of devices, and the prevalence of technology use among peers and teachers.

As (P1 – SHS) said, *“Sometimes we have internet outages, so I have to wait until it’s back to continue my assignments.”* (L1)

(P2 – HS) mentioned, *“Not all my classmates have tablets or laptops, so sometimes we can’t work together online.”* (L2)

(P3 – ELEM) noted, *“Our school sometimes shares gadgets, so I can only use it when it’s my turn.”* (L3)

These responses illustrate that accessibility, infrastructure, and the broader environment play a significant role in students’ ability to use gadgets effectively for learning.

RQ5: *How does gadget-based learning shape students’ learning behavior, focus, and adaptability toward different study methods at Young Achievers School of Caloocan, Incorporative?*

Theme 4: Integration

This theme highlights how students strategically use gadgets to support their learning, combining guidance from teachers with self-directed strategies.

Category 3: Usage Behavior / Learning Strategies

Students described how they strategically use gadgets to support learning, integrating them into lessons and applying guided learning approaches.

As (P1 – SHS) shared, *“I follow the teacher’s instructions on which apps to use for each lesson. This helps me focus and not get lost online.”* (L1)

(P2 – HS) mentioned, *“I watch tutorial videos before doing exercises. It makes the lesson easier to understand.”* (L2)

(P3 – ELEM) said, *“I use my tablet to read stories and then answer questions. It helps me remember what I learned.”* (L3)

This indicates that students use gadgets purposefully, often combining teacher guidance with self-directed strategies to enhance understanding.

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RQ4: *In what way does gadget based learning influence students’ engagement?*

Theme 5: Advantages

This theme emphasizes the skills students develop through regular gadget use.

Category 5: Skills Development

Students reported that using gadgets helped them develop various skills, such as digital literacy, problem-solving, and tech adaptability.

As (P1 – SHS) said, *“I learned how to make presentations and format documents better because I use a laptop often.”* (L1)

(P2 – HS) added, *“Using online research tools helps me find reliable information faster.”* (L2)

(P3 – ELEM) shared, *“I learned how to use apps for drawing and creating projects.”* (L3)

This shows that regular interaction with gadgets contributes to skill development beyond traditional academic knowledge.

Theme 6: Outcomes

This theme focuses on how gadget use affects academic performance and output.

Category 8: Academic Performance / Output

Gadget use was linked to students’ ability to complete assessments, recover lessons, and produce outputs efficiently.

As (P1 – SHS) mentioned, *“Submitting projects on Teams is faster than handwriting them, and I can get feedback immediately.”* (L1)

(P2 – HS) stated, *“I can review missed lessons using recorded videos, so I don’t fall behind.”* (L2)

(P3 – ELEM) shared, *“I can make colorful reports on my tablet, which my teacher likes.”* (L3)

Students perceive that gadgets improve both the quality and timeliness of their academic outputs.

Theme 7: Impacts

This theme highlights both positive and negative impacts of gadget use, including distractions and social collaboration.

Category 9: Distractions

Participants noted that gadgets can also lead to off-task behavior, particularly with social media or games.

As (P1 – SHS) said, *“Sometimes I open social media while doing assignments, and I end up taking longer to finish.”* (L1)

(P2 – HS) shared, *“I get distracted by notifications, so I lose focus on studying.”* (L2)

(P3 – ELEM) added, *“I play games on the tablet instead of doing schoolwork if the teacher is not watching.”* (L3).

These responses illustrate that gadgets have a dual effect, supporting learning but also increasing opportunities for distraction.

Category 14: Peer Connection

Students reported using gadgets to communicate,

collaborate, and maintain social interaction with classmates.

As (P1 – SHS) shared, *“We use chat groups to discuss projects and share notes, which makes teamwork easier.”* (L1)

(P2 – HS) stated, *“Online forums and apps help us help each other with homework questions.”* (L2)

(P3 – ELEM) mentioned, *“I like talking to my friends through the tablet for class activities.”* (L3).

Gadgets enhance peer collaboration, allowing students to engage socially and academically outside traditional classroom setting.

4. Discussion

This chapter presents the findings from the narrative study on gadget based learning and understanding, drawing from in-depth interviews with 5 participants, 3 students, 1 teacher, 1 Administrator from Caloocan City, Metro Manila. The narrative explores experiences, perceptions, challenges, and insights related to integrating gadgets such as smartphones, tablets and laptops into teaching and learning processes.

5. Summary of Findings

This narrative study explored gadget-based learning at Young Achievers’ School of Caloocan, Inc. through the experiences of students, teachers, and school administrators. The findings showed that students commonly use gadgets for researching lessons, watching instructional videos, completing academic tasks, and submitting school requirements. Gadget use improved efficiency, organization, and access to learning resources; however, it also led to distractions, particularly from social media and non-academic content.

Participants recognized gadgets as valuable learning tools that enhance understanding and engagement, but they also noted challenges such as internet connectivity issues and overreliance on quick online answers, which may limit deep learning.

Teachers observed increased student motivation and digital skill development through gadget-based learning, while administrators expressed concerns about declining attention spans and dependency on technology. Overall, the study revealed that gadget-based learning has both positive and negative effects on students’ learning behavior, focus, and academic performance, emphasizing the need for balanced use, self-regulation, and clear school policies to maximize its educational benefits.

6. Implications

The findings of this narrative study on gadget-based learning and students’ understanding offer important practical, theoretical, and methodological implications. Practically, the participants’ stories reveal that gadgets influence learning not only by increasing access to information but also by shaping students’ engagement, independence, focus, and comprehension.

These insights highlight the need for teachers and school administrators to implement gadget-based learning in a guided and balanced manner, ensuring that digital tools support understanding rather than distraction. Theoretically, the study contributes to the understanding of learning as a socially and personally constructed process.

The narratives illustrate how students make meaning through their interactions with gadgets, prior learning experiences, and classroom environments, supporting

learning theories that view technology as a cognitive and cultural tool rather than a mere instructional aid.

Methodologically, the use of narrative inquiry demonstrates its value in capturing the lived experiences of learners and educators. By focusing on personal stories, the approach allows deeper exploration of the *how* and *why* behind students' learning behaviors, insights that may not be fully captured through quantitative measures alone. Overall, these implications underscore the importance of context-sensitive and learner-centered strategies in the effective implementation of gadget-based learning to enhance students' understanding.

7. Conclusion

This chapter presented the findings of the study based on the narratives shared by participants regarding gadget-based learning.

The analysis revealed that the use of gadgets positively influences students' learning experiences by enhancing engagement, accessibility, and understanding of lessons. Participants also identified challenges, including distractions, overuse, and the need for proper guidance in using gadgets for academic purposes.

Overall, the findings highlight both the advantages and limitations of gadget-based learning, providing a clear foundation for the conclusions and implications discussed in the succeeding chapter.

8. Recommendations

Based on the results of the study on students comprehension and gadget base learning in understanding several recommendations Developing self discipline and digital responsibility among students may lead to better focus and improved comprehension. School administrators are advised to ensure equal access to gadgets and stable internet connectivity. Addressing issues related to accessibility can help minimize learning opportunities for all students. In the future research may look more closely at gadget based learning by including more participants and examining factors such as student motivation, academic performance, and long term learning results. This may help explain how the use of gadgets affects students learning in different school settings.

9. Limitations

While this study provides valuable insights into gadget-based learning and understanding, several limitations should be acknowledged.

First, the research relied on a qualitative narrative approach, which captures in-depth experiences but may not be generalizable to all student populations.

Second, the study focused primarily on participants who are frequent gadget users, which may have introduced a bias toward more positive perceptions of gadget-based learning.

Third, external factors such as varying access to digital devices, internet connectivity, and personal learning environments were not fully controlled, which could influence the findings.

Finally, as a narrative study, the research is based on self-reported experiences, which may be subject to memory bias or selective recall. Recognizing these limitations can guide future research to explore broader populations, diverse contexts, and complementary quantitative methods to strengthen the understanding of gadget-based learning.

10. Reflections

Exploring the lived experiences of learners and educators in gadget-based learning environments has been both insightful and meaningful. Through listening to their stories, I gained a deeper appreciation of how technology shapes not only knowledge acquisition but also students' engagement, independence, and ways of connecting with learning.

The participants' narratives revealed that gadget-based learning goes beyond being a simple instructional tool; it serves as a catalyst for personalized learning, flexibility, and expanded access to educational resources. At the same time, this study brought to light important challenges, such as distractions, varying levels of digital readiness, and the persistent digital divide. These experiences emphasized that the effectiveness of gadget-based learning is strongly influenced by context, guidance, and individual learner needs.

As a researcher, this process reinforced the understanding that technology is not a one-size-fits-all solution. Rather, it is a dynamic force that requires thoughtful integration, support from educators and administrators, and sensitivity to learners' lived realities.

This reflection highlights the value of narrative inquiry in capturing human experiences that deepen understanding of how learning unfolds in technology-rich environments.

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