



Journal Homepage: - [www.journalijar.com](http://www.journalijar.com)  
**INTERNATIONAL JOURNAL OF  
ADVANCED RESEARCH (IJAR)**

Article DOI: 10.21474/IJAR01/21876  
DOI URL: <http://dx.doi.org/10.21474/IJAR01/21876>



**RESEARCH ARTICLE**

**EFFECTS OF MOBILE SMART DEVICES, METHODS TO BE FOLLOWED IN  
SUPERVISION: IN PRIMARY AND SECONDARY EDUCATION**

**Ugur Kuyucuoglu**

**Manuscript Info**

**Manuscript History**

Received: 21 July 2025  
Final Accepted: 24 August 2025  
Published: September 2025

**Key words:-**

Smart devices, Students, Teachers,  
Parents

**Abstract**

Many countries in the world are making radical changes in education by making serious investments in mobile digital communication technologies and smart devices. It offers customized educational experiences by analyzing students' learning styles with different technological tools and software platforms in order to modernize the education systems of China, Singapore, Hong Kong and Finland and increase their competitiveness. Of course, starting from primary school, children begin to learn to use technological equipment and smart devices before their reading and writing education, which brings difficulties for both teachers and parents. Perhaps the most important are the control difficulties caused by these devices. This study aims to reveal the effects of mobile smart devices on the education of students, which is the reason for schools' existence, how to increase children's desire to come to schools and their attendance, and how to ensure teachers' authority or control over children against smart devices. The study was carried out by literature review method.

"© 2025 by the Author(s). Published by IJAR under CC BY 4.0. Unrestricted use allowed with credit to the author."

**Introduction:-**

Nowadays, face-to-face dialogue and communication between social individuals in schools and classrooms, which will prepare children for the future in society, is becoming more difficult, thanks to the increasing number of smart devices such as iPhones and Android. It is seen that parents keep their children entertained with devices such as tablets, mobile phones, PlayStations, keep up with the times, and try to help them spend time by encouraging them to use devices such as tablets, mobile phones, and PlayStation to turn negative behaviors into positive ones. The main duties of families should be to be role models for children, to socialize them and encourage them to establish good relationships at school by interacting with their groups of friends.

In this case, it causes children to increase their addiction to digital devices and become anti-social and introverted individuals instead of integrating harmoniously with society for the future. In this case, teachers working at the school are experiencing serious problems in coping with the increasing communication and development problems of children. These behaviors are the biggest obstacle to solidarity (cooperation), peer support, sharing and healthy communication between friends. The pedagogical knowledge of teachers remains insufficient. Establishing a good and healthy dialogue, listening and understanding the student thoroughly, determining school and classroom rules by taking into account the developmental differences of the students, knowing the student and showing love and being

patient are among the best methods. Families and teachers need to meet students' individual needs and support their learning processes more than before. Various strategies need to be developed to increase the quality and efficiency of education. Many students come to school with smart devices, and they prefer to spend most of their time with these smart devices by using game-based software (game entertainment, etc., communication) in shared virtual environments at schools. Many teachers have difficulty encouraging students' active participation in the classroom, often making it difficult for guidance services, school administrators, and parents to cooperate. In this regard, teachers today are forced to present different materials by integrating course content with technology, and they make more efforts than before by trying to offer different effective methods to make learning and participation more impressive by ensuring participation.

Today mobile smart devices (technologies such as mobile phones and tablets) cause increasing complexity in the field of education in schools. The inability of institutions, administrators and leaders responsible for education to make decisions on this issue and the difficulties brought by uncertain practices cause serious problems in education due to teachers' knowledge levels and lack of experience in controlling these technologies. Educational institutions and leading personnel responsible for education are inadequate to understand the potential offered by technology and to use this potential effectively. This situation negatively affects the relevant knowledge and literacy levels of both teachers and parents and makes it difficult to provide equal opportunities in education.

Additionally, there are various challenges faced by teachers and students in the integration of technology and the internet in education. Teachers state that they do not have sufficient knowledge about how to use digital technologies, and this negatively affects their educational processes. Although students have general knowledge about the use of many smart technological devices, they do not know how these technologies can be used in education. They do not have concrete experience about how it can be adapted and what can be offered to them and their students. Students' use of mobile devices is solely for social media browsing, entertainment and gaming. However, existing old curriculums, lack of resources, inability to adapt teacher training programs to the current era and differences in perception are among the biggest obstacles to this process.

**The main purpose of this study;** is to raise awareness of the use of technological mobile devices, especially in primary and secondary education institutions, and focuses on smart devices as the reason why students, teachers and families have difficulty in establishing authority over children:

1. According to students, parents, teachers and school administrators, when should smart devices be used?
2. What is their knowledge about smart mobile devices?
3. What are their ideas on how smart mobile devices can be used in education?
4. What are the advantages and disadvantages of using smart mobile devices in education?
5. What do they lack the most knowledge about smart mobile devices?
6. What can educational institutions do to integrate Smart mobile devices into their course curricula in classrooms?

The main point of the study deals with the methods to be followed to achieve educational goals by using mobile communication technologies that have become a part of daily life. The most important disciplinary tool is self-control. Children and adolescents should be helped to develop self-control, especially starting from childhood. Where are the students' mobile digital smart devices? They should be explained and taught how and when to use them and why not to use them.

The right behavior should be done with a sincere desire, not with pressure. In addition, it is seen that many students exhibit behaviors that contradict discipline and have difficulty complying with the rules, resulting from adaptation problems to schools and classes. The primary goal of school administrators in that country is that all individuals benefit from equal education and training opportunities regardless of their socioeconomic status, ensuring equal opportunities in education and inclusiveness. Education can be considered as the most important dynamic that determines the welfare level of every society in the world. Every child, whether a foreigner or a local citizen, needs to go to school, socialize in their society, learn new information and improve themselves. Today, in this digital age where the world has become more globalized and information has become more widespread, the situation is as follows: Communication technology has spread to every aspect of our lives.

Therefore, quality and multicultural education will be the most important factor that determines the quality of life in the society in which people will live in the future. The change in traditional business models requires employees to acquire new skills in order to use technology effectively. It is critical for educational institutions to update their curricula and offer information technology and communications training to prepare their workforce for the business

world changing with technology. Therefore, it is the main duty of lessons, guides and school administrators to raise children and adolescents as healthy individuals who can make their own decisions, have developed self-control, can monitor and control themselves, are creative, and can distinguish between right and wrong during the process of adaptation to society. It is an important factor for students who like school and are happy and attend school to develop a sense of belonging and adapting to society. Racism and xenophobia in schools is a common problem, with peer bullying using social media common, as well as affecting many schools around the world. In many countries of the world, bad behavior towards students of different ethnic origins in the classroom upsets all segments of society.

As a result, it is seen that lifelong teaching and learning activities decrease in later years and cause many negative social interactions. For example, in schools where the use of smart devices such as iPhone and Android are not prohibited, disciplinary problems such as verbal violence, peer bullying, and teacher-student conflicts constantly occur on social media. Many EU countries plan to implement a ban on the use of mobile phones in schools in the 2025-2030 academic years. When school leaders use punishment rather than reward, it has a negative impact on the student's school success. In contrast, progress can be greater when the number of rewards exceeds the number of punishments (Duke and Canady, 1991). Inclusion and diversity of education in schools is an important phenomenon. Within the scope of classroom management, teachers should take into account the developmental, sociocultural and individual characteristics of people belonging to two different people or more groups.

As a result, diverse and culturally diverse student groups in a classroom have different behaviors and interests. The participation of a heterogeneous group of students in schools will increase equality of opportunity and inclusion in that country. One of the UN sustainable development goals is Quality Education. What is at stake here is inclusion and equality of opportunity. According to UN reports, there are 31 million migrant children worldwide; Of these, 13 million are refugees, 936,000 asylum seekers and 17 million are forcibly displaced within the country (IOM, 2019). This causes the number of students to increase even more. This further increases the importance of the role of schools in societies.

## **Discussion and Suggestions:-**

### **Updating Training Programs:**

Educational curricula should be updated to provide information about the basic concepts and application areas of digital technology and smart devices. Special digital literacy programs should be created for teachers and students.

### **Organizing Applied Trainings:**

In addition to theoretical training, practical courses, seminars and workshops should be rearranged. Participants must gain experience by directly interacting with applications of digital technology and smart devices.

### **Talent Development of Educators:**

Continuous professional development programs should be organized to ensure that teachers are informed about digital technology and smart devices. These programs should provide up-to-date information on the applications of digital technology and smart devices in education.

### **Raising Awareness:**

Raising awareness about the potential of digital technology and smart device applications in education is a critical step for both teachers, parents and students. Raising awareness about how it can revolutionize education, its potential advantages, and the challenges that may be encountered will facilitate the effective adoption of this technology. The awareness raising process can be supported by the following strategies:

### **Seminars and Workshops:**

Educational institutions can organize informative seminars about the role of digital technology and smart devices in education. In these seminars, information can be given about the opportunities and application areas offered by digital technology and smart devices. Additionally, participants can have the opportunity to experience their applications through applied workshops.

### **Announcement and Information Brochures:**

Educational institutions can prepare informative brochures about digital technologies and distribute them to students and parents. These brochures can provide information about the contributions of digital technologies to education, how they are used and their safe use.

## **Conclusion:-**

It was stated by the United Nations Educational, Scientific and Cultural Organization (2011) that mobile technology has been integrated into their daily lives all over the world and has become a part of life. It has been stated that the widespread use of mobile devices (iPhone and Android) by students in primary and secondary education today should not be overlooked, and that the scope of mobile learning will increase if institutions turn this into an advantage. The main point of the study deals with the methods to be followed to achieve educational goals using mobile communication technologies. The other main theme in this study is; It includes increasing the supervision of teachers and parents over students' use of mobile devices, the readiness of users to use mobile devices to present critical information to students, and the attitudes of institutions responsible for education towards technology.

## **References:-**

- [1] Names: Brookhart, Susan M., author. Title: How to give effective feedback to your students / Susan M. Brookhart. Description: Second edition. | Alexandria, Virginia : ASCD, [2017] | Includes bibliographical references and index.
- [2] Assessment and Classroom Learning Paul Black a ; Dylan Wiliam aa School of Education, King's College London, London, SE1 8WA, UK
- [3] Sahlberg, P. (2011). Finnish lessons: What can the world learn from educational success and teachers College Press
- [4] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
- [5] States, J., Detrich, R. & Keyworth, R. (2017). "Sınıf Yönetimine Genel Bakış". Oakland, CA: The Wing Institute. <https://www.winginstitute.org/effective-instruction-classroom>.
- [6] THE FUTURE OF UBIQUITOUS ELEARNING Timothy Arndt  
Dept. of Computer and Information Science - Cleveland State University. Cleveland, OH, USA
- [7] Student Characteristics and Learning Outcomes in a Blended Learning Environment Intervention in a Ugandan University Mugenyi Justice Kintu<sup>1</sup> and Chang Zhu<sup>2</sup>  
Mountains of the Moon University and Vrije Universiteit Brussel Vrije Universiteit, Brussel
- [8] Mobile Learning as a Method of Ubiquitous Learning: Students' Attitudes, Readiness, and Possible Barriers to Implementation in Higher Education Riyadh Alhassan<sup>1</sup> College of Education, King Saud University, Riyadh, Saudi Arabia
- [9] THE EFFECT OF SMART DEVICE USAGE AMONG THE UNDERGRADUATE'S TOWARDS ACADEMIC PERFORMANCE 1Ezane Mohamed Elias\*, 2Lee Jian Yuan, 3Norlila Mahidin, 4Noor Hidayah Abu, 5Azizi Hashim & Ibrahim Abdullah
- [10] What is the Potential Impact of Using Mobile Devices in Education? by Sam Goundargoundar\_s@hotmail.com Bay of Plenty Polytechnic
- [11] Can we really learn from mobile handheld devices? Theme: Social Justice Sub-theme: Scaling up Quality Education for all Anne Gaskell, The Open University UK, Roger Mills, Research Associate, Von Hügel Institute, St Edmund's College, Cambridge, UK [roger.mills9@btinternet.com](mailto:roger.mills9@btinternet.com)
- [12] Shoehl, MMC & Power, T, Introducing mobile technology for enhancing teaching and learning in Bangladesh, *Open Learning*, 25 (3).
- [13] Valk, J-H, Rashid, A, Elder, L (2010) Using Mobile phones to improve educational outcomes: an analysis of evidence from Asia, *IRRODL*, 11 (1) pp. 117-40.  
<http://www.irrodl.org/index.php/irrodl/issue/view/40> (Accessed 10 July 2010).