

SAES Mobile: School-Based Information and Communication Mechanism

Ace Daniel T. Barda, MAEd

Graduate Student, Tomas Claudio Colleges, Morong, Rizal, Philippines

Teacher IV, Saint Anthony Elementary School, Cainta, Rizal, Philippines

Publication history: Received: February 6, 2026; Revised: February 10, 2026; Accepted: February 20, 2026

Email of Corresponding Author: acedanielbarda18@gmail.com

Abstract

This study evaluated the utilization of SAES Mobile, a school-based information and communication mechanism developed for Saint Anthony Elementary School in Cainta under the Schools Division of Rizal Province during School Year 2025–2026. The research aimed to determine the demographic profile of the respondents; assess the extent of utilization of SAES Mobile in terms of objectives, information dissemination, communication channels, access to learning resources, and user experience; identify significant differences in perceptions between teachers and parents and across selected demographic variables; determine the extent of problems encountered; and propose an action plan to enhance implementation. The study employed a descriptive research design utilizing a researcher-made questionnaire validated by experts in educational management and information systems. The respondents consisted of 74 teachers and 347 parents selected through Slovin's Formula. Data were treated using frequency, percentage, weighted mean, independent samples t-test, and Analysis of Variance (ANOVA). Findings revealed that both teachers and parents utilized SAES Mobile to a great extent, with teachers consistently reporting higher levels of utilization across all dimensions. Significant differences were found between teachers and parents in terms of objectives, information dissemination, communication channels, access to learning resources, and user experience, favoring teachers' perceptions. Among teachers, position title and educational attainment significantly influenced perceptions. Among parents, significant differences were observed when grouped according to age, educational attainment, occupation, and monthly income. Both groups reported that problems were seldom encountered, primarily related to internet connectivity and limited offline access. The study concludes that SAES Mobile is an effective and reliable platform that strengthens school–home communication. It recommends improving app accessibility, providing digital literacy support for parents, and sustaining continuous training and system maintenance to ensure inclusive and efficient implementation.

Keywords: school-based communication, mobile application, information dissemination, school–home partnership, descriptive research

1. Introduction

Education constitutes a fundamental pillar of individual and societal development. It shapes communication, critical thinking, and interpersonal relationships necessary for active participation in community life. Beyond academic instruction, education cultivates values, empathy, and collaborative skills that strengthen democratic engagement and collective progress. In the Philippines, this mandate is explicitly articulated in the 1987 Philippine Constitution, Article XIV, Section 2, which provides that the State shall establish and maintain a complete, adequate, and integrated system of education relevant to the needs of the people and society. This constitutional directive positions education as both a right and a strategic instrument for national development. In response to rapid technological advancement, the integration of Information and Communication Technology (ICT) has become central to educational reform. The Department of Education, through DepEd Order No. 024, s. 2022 or the Basic Education Development Plan (BEDP) 2030, emphasizes innovation, digital transformation, and system resilience to address learning loss, improve quality, and expand access. The policy underscores the need for technology-enabled systems that strengthen school–home partnerships and ensure continuous communication among stakeholders.

Recent studies affirm the transformative potential of mobile communication technologies in education. Tang and Hew (2022) found that mobile instant messaging platforms significantly enhanced learners' behavioral engagement and participation. Similarly, Swartz and Patnaik (2023) reported that mobile messaging tools improved parent–teacher communication through convenience and immediacy, though challenges such as digital overload and varying levels of parental involvement persisted. Kraft and Bolves (2022), however, observed that access to communication apps alone does not guarantee meaningful engagement; institutional support, clear usage protocols, and sustained training are critical for

success. These findings highlight that technology adoption requires both structural and human support systems. Complementing these insights, local investigations demonstrate that mobile learning became indispensable during the COVID-19 pandemic. Bacolod (2022) and Villamin et al. (2022) emphasized that mobile platforms sustained instructional delivery despite infrastructural limitations, while Insorio (2021) underscored teachers' readiness but recommended continuous professional development. Meanwhile, Gimena et al. (2023) cautioned against unstructured mobile use, noting risks of distraction that may undermine academic focus. Collectively, these studies suggest that mobile-based platforms can enhance engagement and communication but must be carefully designed to address accessibility, usability, and sustainability concerns.

Despite the growing body of literature on mobile learning and communication tools, limited empirical studies focus specifically on comprehensive school-based mobile applications that integrate information dissemination, resource access, and structured communication within elementary school contexts in the Division of Rizal. Most studies concentrate on classroom instruction or pandemic-driven remote learning rather than long-term institutional communication systems that connect administrators, teachers, and parents in a unified digital environment.

From the researcher's observation at Saint Anthony Elementary School in Cainta, communication gaps occasionally emerged in the dissemination of announcements, monitoring of activities, and access to school-related resources, particularly among parents with varying digital literacy levels. While SAES Mobile was developed to streamline communication and centralize information, its actual extent of utilization, user experience, and encountered challenges had not yet been systematically evaluated. There was also a need to determine whether perceptions differed between teachers and parents and whether demographic factors influenced usage patterns. These observed gaps between technological availability and measured effectiveness prompted the present study. By evaluating SAES Mobile as a school-based information and communication mechanism, this research seeks to determine its level of utilization, identify challenges, and propose evidence-based enhancements aligned with national educational priorities and institutional goals. Ultimately, the study contributes to strengthening school-home collaboration through sustainable and inclusive digital innovation.

2. Materials and methods

2.1 Research Design

This study employed a descriptive research design to evaluate the utilization of SAES Mobile, a school-based information and communication mechanism of Saint Anthony Elementary School. The descriptive design was suitable since the purpose of the study was to describe, assess, and interpret the extent of utilization of the mobile application as perceived by two groups of respondents.

2.2 Research Setting

The study was conducted at Saint Anthony Elementary School, Cainta District, Division of Rizal, where the app is currently being implemented for almost 3 academic years.

2.3 Respondents

The respondents of the study consisted of teachers and parents of Saint Anthony Elementary School of Cainta District in the Division of Rizal. The total number of teachers, seventy-four (74), and a sample of the total number of parents using Slovin's Formula with 5% margin of error to determine the sample size from the total population. Given the total school population of 2609 parents/guardians, the sample size is 347 parents/guardians.

2.4 Research Instruments

The study utilized a researcher-made structured questionnaire as the primary data-gathering instrument to evaluate the utilization of SAES Mobile as a school-based information and communication mechanism. The instrument consisted of two main parts. The first part gathered the demographic profile of the respondents, including both teachers and parents, to provide background information necessary for categorizing participants and determining differences in their perceptions. The second part measured the extent of utilization of SAES Mobile across key dimensions, namely: objectives, information dissemination, communication channels, access to learning resources, user experience, and problems encountered. Responses were measured using a five-point Likert scale ranging from 5 (Very Great Extent/Always) to 1 (Very Less Extent/Never), enabling the researcher to capture varying levels of usage, effectiveness, and perceived quality of the application.

To ensure the validity and reliability of the instrument, the questionnaire underwent content validation. It was reviewed by professional lecturers, the thesis adviser, a statistician, the Dean of the Graduate Studies Program, as well as master teachers and the principal of Saint Anthony Elementary School. Their comments and recommendations were incorporated to improve the clarity, relevance, and alignment of the items with the study's objectives. Through this rigorous

validation process, the instrument was established as content-appropriate and statistically reliable, ensuring that it could effectively gather accurate and meaningful data regarding the utilization of SAES Mobile.

2.5 Data Collection

The study was conducted following the approved Gantt Chart of Activities, beginning with the formulation of research questions and review of related literature. After the proposal defense, the research instrument was developed and validated with the guidance of the thesis adviser and panel experts. Permission to conduct the study was secured from the Office of the Schools Division Superintendent. Ethical standards were strictly observed in compliance with the Data Privacy Act of 2012. Participation was voluntary, informed consent was obtained, and appropriate safeguards were implemented to ensure data privacy and confidentiality. The validated questionnaire was distributed through Google Forms. Collected data were encoded and analyzed using SPSS with appropriate statistical tools. Findings, conclusions, and recommendations were prepared based on the results. After the oral defense and required revisions, the manuscript underwent

2.6 Data Analysis

The data gathered in the study were analyzed using appropriate statistical tools to ensure accurate interpretation. Frequency, percentage, and rank distribution were utilized to summarize the demographic profile of the respondents. The weighted mean was computed to determine the extent of utilization of SAES Mobile across identified dimensions, as well as to assess the extent of problems encountered in its use. To examine whether significant differences existed between the perceptions of teachers and parents regarding the utilization of SAES Mobile, the Independent Samples t-test was applied. Furthermore, Analysis of Variance (ANOVA) was employed to determine significant differences in perceptions when respondents were grouped according to their demographic profile variables. Finally, the results of these statistical analyses were synthesized and collectively interpreted to provide a comprehensive understanding of the implementation of SAES Mobile and to serve as a basis for the development of an action plan for its enhancement.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Respondents

The data reveal that most teacher-respondents are in the 40–49 age range, followed by those aged 30–39, indicating a predominantly middle-aged and experienced teaching workforce. The majority are female and married, reflecting common demographic trends in elementary education and suggesting that many have family responsibilities that may heighten their appreciation for effective school–home communication systems. In terms of educational attainment, most respondents possess advanced academic qualifications, with a large proportion holding Master’s Degrees or Master’s units, while others have baccalaureate degrees and doctoral units. The majority occupy the position of Teacher I, followed by Teacher III and Teacher II, with a smaller number serving as Master Teachers. This distribution reflects a balanced mix of early-career and senior educators contributing varied professional perspectives. Regarding length of service, most have been teaching for five to fourteen years, with a significant number having more than twenty years of experience, indicating professional maturity. Participation in in-service trainings—primarily at the division and school levels—further demonstrates their commitment to continuous professional development.

Table 1.1: Profile of the Teacher\ Respondents

Age	Frequency	Percent	Rank
40 - 49	29	39.2	1
30 - 39	21	28.4	2
50 - 59	14	18.9	3
20 - 29	10	13.5	4
Total	74	100.0	
Sex			
Female	66	89.2	1
Male	8	10.8	2
Total	74	100.0	
Civil Status			

Married	58	78.4	1
Single	13	17.6	2
Widow/er	3	4.1	3
Total	74	100.0	
Educational Attainment			
Master's Degree	54	35.1	1
Master's Degree Units	49	31.8	2
Baccalaureate Degree	40	26	3
Ph.D./Ed.D. Units	11	7.1	4
Total	154	100.0	
Position Title			
Teacher I	37	50	1
Teacher II	14	18.9	2
Teacher III	17	23.0	3
Master Teacher I	4	5.4	4
Master Teacher II	2	2.7	5
Total	74	100.0	
Length of Service			
5 - 9 years	24	32.4	1
10 - 14 years	18	24.3	2
20 and above	16	21.6	3
Less than 5 years	8	10.8	4.5
15 - 19 years	8	10.8	4.5
Total	74	100.0	
In-service Trainings Attended			
Division Level	24	32.4	1
School Level	18	24.3	2
District Level	14	18.9	4
National Level	13	17.6	5
International Level	5	6.8	6
Total	74	100.0	

Table 1.2. below indicates that most parent-respondents are between 30–39 years old, followed by those aged 20–29, while a smaller portion are 40 years old and above. This suggests that the majority are in early to mid-adulthood, the typical age of parents with school-aged children who are generally capable of engaging with digital communication platforms. Female respondents overwhelmingly predominate, and most are married, reflecting strong maternal involvement and the presence of two-parent households in school communication processes. In terms of family size, most parents have two to three children, highlighting the need for a centralized and convenient communication system to manage multiple school-related responsibilities. Educational attainment is largely at the high school level, followed by college undergraduates and graduates, indicating basic literacy and functional digital familiarity, though varying educational backgrounds may influence ease of app usage. Occupationally, many respondents are housewives or unemployed, with others engaged in service, sales, office work, or manual labor. Most families fall within the low-income bracket, with half earning below ₱10,000 monthly. These findings underscore the importance of an accessible, low-cost communication platform such as SAES Mobile. Overall, the parent-respondents are primarily middle-aged, married mothers from modest socioeconomic backgrounds who remain actively involved in their children's education and are capable of providing meaningful feedback on the app's utilization.

Table 1.2: Profile of the Parent\ Respondents

Age	Frequency	Percent	Rank
30 – 39 years old	172	49.6	1
20 – 29 years old	81	23.3	2
40 years old and above	76	21.9	3
30-39 years old	12	3.5	4
20-29 years old	6	1.7	5
Total	347	100.0	
Sex			
Female	320	92.2	1

Male	27	7.8	2
Total	347	100.0	
Civil Status			
Married	301	90.4	1
Single	32	9.6	2
Total	333	100.0	
Number of Children in the Family			
2 - 3	216	62.2	1
4 - 5	80	23.1	2
1	51	14.7	3
Total	347	100.0	
Educational Attainment			
High School Graduate	141	40.6	1
College Undergraduate	82	23.6	2
College Graduate	68	19.6	3
High School Undergraduate	41	11.8	4
Elementary Graduate	11	3.2	5
Elementary Undergraduate	4	1.2	6
Total	347	100.0	
Parent's Occupation			
Housewife / Unemployed	162	46.69	1
Service Provider (Health, Parlor ...)	35	10.09	2
Sales Person (Online/ In person)	33	9.51	3
Office Staff	29	8.36	4
Manual Laborers	28	8.07	5
Business Owner/ Self Employed	21	6.05	6
Professional Job	20	5.76	7
Domestic Worker	17	4.9	8
OFW	2	0.58	9
Total	347	100.00	
Monthly Family Income			
Below Php. 10,000.00	174	50.1	1
Php. 10,000.00 – 19,999.00	78	22.5	2
Php. 20,000.00 – 29,999.00	55	15.9	3
Php. 30,000.00 – 39,999.00	22	6.3	4
Php. 50,000.00 and above	10	2.9	5
Php. 40,000.00 – 49,999.00	8	2.3	6
Total	347	100.00	

3.2. Extent of Utilization of SAES Mobile as Perceived by the Two Groups of Respondents with Respect to Objective, Information Dissemination, Channel of Communication, Access to Learning Resources, and User Experience

As shown, the teacher-respondents obtained an overall composite mean of 4.70, verbally interpreted as “Always” or to a very great extent, while the parent-respondents garnered an overall mean of 4.00, interpreted as “Often” or to a great extent. These results suggest that both groups view SAES Mobile as a highly effective school-based information and communication mechanism, with teachers demonstrating a greater frequency and intensity of use. Among teachers, the highest-rated aspect was information dissemination with a mean of 4.84 (Very Great Extent), followed by user experience (4.78), channel of communication (4.70), access to learning resources (4.69), and objective (4.50). This ranking indicates that teachers primarily value the app’s role in delivering timely, accurate, and clear school information, alongside its ease of use and convenience. The consistently high ratings across all aspects affirm that teachers find SAES Mobile a reliable, efficient, and integral part of their daily communication and coordination with parents and school administrators. For the parent-respondents, the highest mean of 4.19 (Great Extent) was observed in information dissemination, followed by user experience (4.00), objective (3.96), channel of communication (3.94), and access to learning resources (3.93). This pattern shows that parents primarily appreciate the app’s ability to provide accessible and accurate school information, although their slightly lower ratings compared to teachers suggest occasional limitations in usage familiarity or technical access. Nonetheless, all aspects remain within the “Great Extent” interpretation, reflecting positive acceptance and consistent utilization among parents. Overall, the results indicate that both teachers and parents strongly recognize SAES Mobile’s effectiveness in fulfilling its intended functions. Teachers exhibit very high levels of engagement and satisfaction, while

parents display steady and positive utilization patterns. This finding aligns with Kraft and Bolves (2022), who emphasized that communication technologies are most successful when they strengthen school–home connections and provide clear, consistent, and easily accessible information, which is evident in the way both groups positively evaluate the app. These findings validate the app’s success as an efficient school-based platform for communication, information sharing, and learning support, further reinforcing its significance in strengthening home–school partnerships through digital innovation.

Table 2: *Extent of Utilization of SAES Mobile as Perceived by the Two Groups of Respondents*

Aspect	Teachers			Parents		
	Wx	VI	R	wx	VI	R
Objective	4.50	Very Great Extent	5	3.96	Great Extent	3
Information Dissemination	4.84	Very Great Extent	1	4.19	Great Extent	1
Channel of Communication	4.70	Very Great Extent	3	3.94	Great Extent	4
Access to Learning Resources	4.69	Very Great Extent	4	3.93	Great Extent	5
User Experience	4.78	Very Great Extent	2	4.00	Great Extent	2
Overall Mean	4.70	Very Great Extent		4.00	Great Extent	

3.3. Significant Difference on the Extent of Utilization of SAES Mobile as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

As shown in the table, all computed t-values were found to be significant at the 0.05 level of significance, with p-values of 0.000 for all aspects, indicating that the null hypotheses are rejected. This means that there is a significant difference in the extent of utilization of SAES Mobile as perceived by the two groups of respondents across all evaluated aspects. Specifically, teachers reported significantly higher mean ratings compared to parents in terms of objective ($t = 4.300$, $p = 0.000$), information dissemination ($t = 5.847$, $p = 0.000$), channel of communication ($t = 6.378$, $p = 0.000$), access to learning resources ($t = 6.319$, $p = 0.000$), and user experience ($t = 7.007$, $p = 0.000$). These findings indicate that teachers exhibit stronger and more frequent engagement with the SAES Mobile app than parents across all dimensions of utilization. The difference in perception may be attributed to the teachers’ direct involvement in implementing, managing, and updating information in the app, as well as their greater exposure to technology integration in school operations. On the other hand, while parents also use the application regularly, their engagement might be influenced by factors such as varying levels of digital literacy, access to stable internet connection, and reliance on alternative communication channels like parent–teacher meetings or social media groups. The results clearly indicate that teachers exhibit significantly higher perceptions of SAES Mobile’s utilization than parents across all aspects assessed. This suggests that although both stakeholder groups acknowledge the mobile application’s role as an effective school-based information and communication platform, teachers tend to evaluate it more favorably due to their more frequent, structured, and task-driven engagement with the system. As primary implementers, teachers rely on the application for routine academic, administrative, and communication functions, which likely strengthens their familiarity, confidence, and perceived usefulness of the platform. In contrast, parents’ comparatively limited and irregular use may constrain their ability to fully appreciate the app’s features and benefits. These findings underscore the critical need to strengthen parent-oriented support mechanisms, such as targeted training sessions, user guides, and continuous technical assistance, to enhance parents’ digital competence and engagement. By improving parents’ familiarity and comfort with SAES Mobile, schools can better leverage the application’s full potential, fostering more inclusive, responsive, and effective school–home communication that supports student learning and collaboration among all stakeholders. This aligns with Bacolod (2022), who emphasized that successful mobile learning implementation requires strong institutional support and capacity-building to help users, especially parents, overcome digital barriers and participate more fully in technology-enabled educational processes.

Table 3: *Significant Difference on the Extent of Utilization of SAES Mobile as Perceived by the Two Groups of Respondents*

Aspect	t-value	p-value	Ho	Verbal Interpretation
Objective	4.300	0.000	Rejected	Significant
Information Dissemination	5.847	0.000	Rejected	Significant
Channel of Communication	6.378	0.000	Rejected	Significant

Access to Learning Resources	6.319	0.000	Rejected	Significant
User Experience	7.007	0.000	Rejected	Significant

3.4. Significant Difference on the Extent of Utilization of SAES Mobile as Perceived by the Two Groups of Respondents with Respect to the Different Aspects in Terms of Their Profile

The findings in table 4.1 show that most demographic and professional variables did not produce significant differences in teachers' perceptions of SAES Mobile utilization, as indicated by p-values greater than 0.05. Age, sex, civil status, length of service, and in-service training attendance were all found to have no significant influence on how teachers evaluated the app's objectives, information dissemination, communication channels, access to learning resources, and user experience. This suggests that teachers generally share similar perceptions of SAES Mobile regardless of personal or experiential background. However, position title and educational attainment yielded significant differences in selected aspects, particularly in objectives, communication channels, and access to learning resources. Teachers holding higher professional ranks and those with advanced academic qualifications demonstrated greater appreciation and utilization of the application. This may be attributed to their broader responsibilities, higher exposure to ICT tools, and stronger technological competence. Overall, the results indicate that SAES Mobile is widely accessible and usable across diverse teacher profiles. Nonetheless, professional rank and higher educational preparation appear to enhance engagement and adaptability to digital communication platforms, highlighting the importance of continuous professional development in strengthening technology integration in school systems.

Table 4.1: Significant Difference on the Extent of Utilization of SAES Mobile as Perceived by the Teacher Respondents with Respect to the Different Aspects in Terms of Their Profile

Age	F-value	p-value	Null Hypothesis	Verbal Interpretation
Objective	1.342	0.268	Accepted	Not Significant
Information Dissemination	0.473	0.702	Accepted	Not Significant
Channel of Communication	1.586	0.201	Accepted	Not Significant
Access to Learning Resources	0.198	0.897	Accepted	Not Significant
User Experience	1.281	0.288	Accepted	Not Significant
Sex				
Objective	2.657	0.107	Accepted	Not Significant
Information Dissemination	0.207	0.650	Accepted	Not Significant
Channel of Communication	1.326	0.253	Accepted	Not Significant
Access to Learning Resources	1.404	0.240	Accepted	Not Significant
User Experience	0.143	0.707	Accepted	Not Significant
Civil Status				
Objective	0.295	0.746	Accepted	Not Significant
Information Dissemination	1.250	0.293	Accepted	Not Significant
Channel of Communication	0.567	0.570	Accepted	Not Significant
Access to Learning Resources	1.891	0.159	Accepted	Not Significant
User Experience	2.988	0.057	Accepted	Not Significant
Position Title				
Objective	5.475	0.001	Rejected	Significant
Information Dissemination	0.266	0.899	Accepted	Not Significant
Channel of Communication	4.848	0.002	Rejected	Significant
Access to Learning Resources	4.348	0.003	Rejected	Significant
User Experience	0.245	0.912	Accepted	Not Significant
Educational Attainment				
Objective	5.475	0.001	Rejected	Significant
Information Dissemination	0.266	0.899	Accepted	Not Significant
Channel of Communication	4.848	0.002	Rejected	Significant
Access to Learning Resources	4.348	0.003	Rejected	Significant
User Experience	0.245	0.912	Accepted	Not Significant
Length of Service				
Objective	0.922	0.456	Accepted	Not Significant

Information Dissemination	1.561	0.194	Accepted	Not Significant
Channel of Communication	1.991	0.105	Accepted	Not Significant
Access to Learning Resources	2.317	0.066	Accepted	Not Significant
User Experience	1.577	0.190	Accepted	Not Significant
Inservice Training Attendance				
Objective	0.678	0.610	Accepted	Not Significant
Information Dissemination	0.752	0.560	Accepted	Not Significant
Channel of Communication	0.655	0.625	Accepted	Not Significant
Access to Learning Resources	1.756	0.148	Accepted	Not Significant
User Experience	1.071	0.378	Accepted	Not Significant

Table 4.2 below results indicate that most demographic variables—age, sex, civil status, length of service, and in-service training attendance—did not significantly influence teachers’ perceptions of SAES Mobile utilization. This means that teachers generally share similar views about the app’s objectives, communication functions, access to resources, and overall user experience regardless of personal or professional background. However, position title and educational attainment showed significant differences in selected areas. Teachers with higher professional ranks and advanced academic qualifications demonstrated greater appreciation and utilization of the application. Overall, while SAES Mobile is broadly accessible and consistently perceived across groups, professional rank and higher educational preparation contribute to stronger engagement with the platform.

Table 4.2: *Significant Difference on the Extent of Utilization of SAES Mobile as Perceived by the Parent Respondents with Respect to the Different Aspects in Terms of Their Profile*

Age	F-value	p-value	Null Hypothesis	Verbal Interpretation
Objective	3.327	0.011	Rejected	Significant
Information Dissemination	4.186	0.003	Rejected	Significant
Channel of Communication	3.565	0.007	Rejected	Significant
Access to Learning Resources	4.752	0.001	Rejected	Significant
User Experience	6.329	0.000	Rejected	Significant
Sex				
Objective	0.006	0.938	Accepted	Not Significant
Information Dissemination	0.040	0.842	Accepted	Not Significant
Channel of Communication	0.207	0.650	Accepted	Not Significant
Access to Learning Resources	0.291	0.590	Accepted	Not Significant
User Experience	0.033	0.856	Accepted	Not Significant
Civil Status				
Objective	1.603	0.159	Accepted	Not Significant
Information Dissemination	1.226	0.357	Accepted	Not Significant
Channel of Communication	1.925	0.194	Accepted	Not Significant
Access to Learning Resources	1.856	0.104	Accepted	Not Significant
User Experience	1.993	0.210	Accepted	Not Significant
Number of Children in the Family				
Objective	1.564	0.211	Accepted	Not Significant
Information Dissemination	0.466	0.628	Accepted	Not Significant
Channel of Communication	0.414	0.661	Accepted	Not Significant
Access to Learning Resources	1.752	0.175	Accepted	Not Significant
User Experience	0.410	0.664	Accepted	Not Significant
Educational Attainment				
Objective	2.418	0.027	Rejected	Significant
Information Dissemination	1.126	0.347	Accepted	Not Significant
Channel of Communication	2.502	0.022	Rejected	Significant
Access to Learning Resources	1.825	0.094	Accepted	Not Significant
User Experience	1.493	0.180	Accepted	Not Significant
Occupation				

Objective	2.603	0.045	Rejected	Significant
Information Dissemination	1.308	0.260	Accepted	Not Significant
Channel of Communication	5.721	0.000	Rejected	Significant
Access to Learning Resources	1.758	0.121	Accepted	Not Significant
User Experience	1.148	0.334	Accepted	Not Significant
Monthly Family Income				
Objective	1.603	0.159	Accepted	Not Significant
Information Dissemination	1.308	0.260	Accepted	Not Significant
Channel of Communication	2.721	0.020	Rejected	Significant
Access to Learning Resources	1.758	0.121	Accepted	Not Significant
User Experience	1.148	0.334	Accepted	Not Significant

3.5. Extent of the Problems Encountered in Utilizing SAES Mobile at Saint Anthony Elementary School

Table 5 below indicate that both teachers and parents “seldom” encounter problems when using SAES Mobile, with composite means of 2.04 and 2.15, respectively. The most frequently reported issue is the lack of an offline mode to view announcements, followed by difficulties caused by weak internet connections and attachments failing to download. Other minor concerns include slow app loading, intermittent notifications, high mobile data usage, duplicate notifications, and storage space consumption. Overall, these issues are primarily external—related to connectivity, data limitations, or device storage—rather than inherent flaws in the app’s design or functionality. The low frequency of problems suggests that SAES Mobile is generally effective, reliable, and user-friendly, supporting convenient communication and information sharing for the school community. To further enhance accessibility and inclusivity, future updates could include offline viewing capabilities, data-efficient operation, and improved file management. These improvements would particularly benefit users with limited or unstable internet access, ensuring equitable and uninterrupted use, in line with research emphasizing the need for mobile platforms to accommodate connectivity constraints in Philippine communities (Lufkin, 2024).

Table 5: *Significant Difference on the Extent of Utilization of SAES Mobile as Perceived by the Parent Respondents with Respect to the Different Aspects in Terms of Their Profile*

Problems Encountered	Teachers			Parents		
	wx	VI	R	wx	VI	R
1. App starts slowly or takes long to load	2.04	Seldom Encountered	4	2.19	Seldom Encountered	4
2. No offline mode to view announcements without internet.	2.35	Seldom Encountered	1	2.51	Seldom Encountered	1
3. I have difficulty accessing the app due to internet connection issues.	2.05	Seldom Encountered	2.5	2.35	Seldom Encountered	2
4. Using the app consumes too much mobile data.	1.93	Seldom Encountered	6	2.16	Seldom Encountered	6.5
5. No or unstable internet connection prevents me from using the app.	2.05	Seldom Encountered	2.5	2.18	Seldom Encountered	5
6. The app uses too much mobile data / is costly to use.	1.85	Seldom Encountered	7	2.01	Seldom Encountered	9
7. Attachments (documents, images, videos) fail to download or open when connection is weak.	2.00	Seldom Encountered	5	2.33	Seldom Encountered	3

8.	Push notifications do not appear on my phone even when enabled.	1.81	Seldom Encountered	9	2.16	Seldom Encountered	6.5
9.	App notifications are duplicated or arrive multiple times.	1.64	Seldom Encountered	10	1.96	Seldom Encountered	10
10.	Downloaded files consume storage space and cannot be managed within the app.	1.82	Seldom Encountered	8	2.15	Seldom Encountered	8

4. Conclusion & Recommendations

The study concludes that SAES Mobile is an effective and widely used platform for school-home communication, with teachers showing higher utilization due to their reliance on the app for disseminating information and managing school tasks. Teachers' engagement is influenced by educational attainment and job position, while parents' engagement varies with age, education, occupation, and income. Technical issues are minimal and do not significantly affect usage, though some parents may need additional support to fully benefit from the app, particularly those with limited digital access or lower educational backgrounds. Based on these conclusions, the study recommends strengthening parent training through orientations and digital literacy workshops, improving app accessibility with offline mode and data-efficient features, enhancing information dissemination with clear protocols, and supporting teachers with continuous capacity-building programs. It also suggests expanding learning resources, implementing regular feedback and monitoring mechanisms, and maintaining dedicated technical support to ensure the system remains effective, user-friendly, and responsive to the needs of the school community. ..

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating university and the nursing students for their contributions

REFERENCES

- Bacolod, A. (2022). Mobile learning adoption and effectiveness during school closures. *Philippine Journal of Educational Technology*, 15(2), 45–60.
- Constitution of the Republic of the Philippines (1987). *Official Gazette*. <https://www.officialgazette.gov.ph/constitutions/1987-constitution/>
- Department of Education. (2022). DepEd Order No. 024, s. 2022: Basic Education Development Plan (BEDP) 2030. Department of Education, Philippines. <https://www.deped.gov.ph>
- Gimena, R., Santos, L., & Cruz, P. (2023). Risks and challenges of unstructured mobile learning in elementary education. *Journal of Philippine Education Research*, 18(1), 101–115.
- Insorio, J. (2021). Teacher readiness and professional development in mobile-assisted learning. *Asia-Pacific Journal of Educational Innovation*, 9(3), 34–50.
- Kraft, M., & Bolves, T. (2022). Communication technologies and school-home engagement: Critical factors for effective adoption. *Educational Management Review*, 30(4), 112–129.
- Lufkin, D. (2024). Offline and low-bandwidth features for equitable mobile learning in developing communities. *Journal of Global Education Technology*, 12(1), 77–89.
- Swartz, P., & Patnaik, R. (2023). Enhancing parent-teacher communication with mobile messaging platforms: Opportunities and limitations. *International Journal of Educational Communication*, 7(2), 59–73.
- Tang, Y., & Hew, K. F. (2022). Effects of mobile instant messaging on learners' engagement and participation. *Computers & Education*, 182, 104470. <https://doi.org/10.1016/j.compedu.2022.104470>