**CHAPTER II**

**Review of Related Literature**

This chapter presents a summary of related literature and studies that highlight the importance of the study. Furthermore, it provides an analysis to deepen the understanding of its significance and potential impact.

**Mobile Applications for Parent-Teacher Communication and Student Monitoring**

Mobile applications play a key role in promoting parent-school interaction by providing real-time notifications of students' achievement and educational activities. These applications replace traditional forms of communication with greater efficiency and ease of accessibility (Gregorio et al., 2023).  
 Use of mobile applications in education boosts student interaction, eases the communication process between stakeholders, and improves the learning process overall. They enable parents to be informed about their wards' academic progress, minimize gaps in communication, and assist educators in managing information related to learners effectively (Zamora-Intriago et al., 2018).  
 Still, there are common problems in educational use of mobile applications. Some areas lack access to the internet, which inhibits students and parents from availing themselves fully of these tools. Low participation by parents also results from limited exposure to technology, which acts as a major limitation. Also, resistance among teachers and parents to adopting technology makes it challenging to implement (Pulkkinen & Hirvonen, n.d.). Privacy and security concerns regarding student information also pose immense threats to be mitigated.

These can be overcome using several solutions. The creation of applications that are user-friendly with less interface closes the technology gap among parents and educators. Training and support for teachers and parents mean that they become aware of and effectively use the applications. Reliable internet connectivity at school and home is necessary to support effective communication (Ni, n.d.).   
 Researchers in this research have valuable contributions with their remarks regarding the effectiveness of using mobile apps in learning. Their research explains how such mobile applications affect student performance, parents' engagement, and general school communication. From their research on actual data, they advocate for ongoing improvement in educational technology (Hadi Setyawan et al., n.d.).

**Synthesis**

CSU-G ConnectEd and mobile application share common goals in enhancing student monitoring and parent-teacher communication through real-time notifications and Effortless communication. Both programs enhance parental engagement by making instant information about students' attendance and academic issues available, ensuring accountability and involvement.  
  
 The primary similarity **is** found in their effect on students' performance since research indicates that mobile apps help in achieving improved academic performance through keeping parents updated. Moreover, mobile apps and CSU-G ConnectEd help in effective data handling, eliminating errors and enhancing precision in attendance tracking.

Yet there are differences in their uses. While generic mobile education applications offer a general set of academic services, CSU-G ConnectEd is dedicated to the sole purpose of automating attendance taking by scanning QR codes.  
 Also, issues like internet connectivity and digital literacy impact both, but there is a requirement for understanding QR code technology in CSU-G ConnectEd, which may be a barrier for learners with limited technical skills.

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