**The Use of Mobile Phones among Students at TJMC**

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## Abstract

Mobile phones have become integral tools in higher education, significantly shaping students' learning experiences, social interactions, and daily routines. At Triyuga Janata Multiple Campus (TJMC), students widely use mobile devices for both academic and non-academic purposes, reflecting a growing trend of digital technology adoption among youth. This study explores the patterns, purposes, and impacts of mobile phone usage among TJMC students, emphasizing both benefits and challenges. Findings indicate that 70% of students use mobile phones for academic activities such as attending online classes, accessing e-books, conducting research, and using educational apps, while 85% spend significant time on social media and gaming, which can reduce study efficiency. Additionally, 95% of students rely on phones for communication with teachers and peers. The study highlights positive outcomes, including quick access to study materials, enhanced collaboration, and support for self-paced learning, as well as negative effects like distraction, sleep disturbance, procrastination, and reduced concentration. These insights can inform strategies to promote responsible mobile phone use and maximize academic benefits while mitigating adverse impacts on student well-being.

*Keywords*: mobile phone usage, students' academic performance, social media, digital learning, online education.

## Introduction

In the digital age, mobile phones have become indispensable tools in higher education, profoundly influencing students' learning experiences. At Triyuga Janata Multiple Campus (TJMC), students increasingly utilize mobile devices for academic and non-academic purposes, reflecting a global trend in mobile technology adoption among youth.

Mobile phones offer numerous advantages in education. They provide access to e-books, online lectures, educational applications, and platforms for communication with teachers and peers. These devices facilitate efficient completion of assignments, participation in virtual learning communities, and enhanced academic knowledge. Studies have shown that smart phone use can facilitate English learning in university students.

However, the pervasive use of mobile phones also presents challenges. Excessive screen time, particularly on social media and gaming applications, can lead to distractions, reduced attention spans, and compromised academic performance. Research indicates that students who extensively use mobile phones tend to achieve lower grades and report higher anxiety levels compared to their peers.

At TJMC, while mobile phones serve as valuable educational tools, their potential for distraction necessitates a balanced approach. Understanding the patterns and purposes of mobile phone usage among students is crucial for developing strategies that harness their benefits while mitigating adverse effects.

This study aims to explore the extent and nature of mobile phone use among TJMC students, examining how these devices impact their academic performance and well-being. By identifying both the positive and negative aspects of mobile phone usage, the research seeks to inform policies and practices that promote responsible and productive use of mobile technology in the academic context.

Mobile phones have become indispensable tools for students in higher education. In Nepal, affordable smartphones and internet services have enabled students to access information, communicate with peers and teachers, and engage in academic activities outside the classroom. At TJMC, mobile phones are widely used not only for academic purposes but also for social interaction and entertainment. While mobile phones can support learning through e-resources and online collaboration, excessive use for non-academic activities such as gaming and social media can reduce study efficiency and concentration (Lepp, Barkley, & Karpinski, 2015).

This study aims to examine the patterns of mobile phone use among students at TJMC and to evaluate its effects on academic performance, time management, and overall well-being.

## Objectives

1. To identify the major purposes of mobile phone use among students at TJMC.
2. To examine the impacts of mobile phone use on students' academic performance and well-being.

## Literature Review

Studies suggest that mobile phones, when used responsibly, can enhance learning experiences. Kukulska-Hulme (2009) highlights mobile learning as a tool for accessing

educational content anytime, anywhere. UNESCO (2013) notes that mobile devices can promote inclusive and flexible learning opportunities. Conversely, excessive mobile phone use can lead to distraction, reduced study time, and lower academic performance (Lepp et al., 2015). Prensky (2005) emphasizes that mobile technology provides potential for innovative learning, but requires guidance and self-regulation to be effective.

Mobile phones have become a central part of students' academic and social lives, influencing both learning outcomes and personal well-being. Globally, numerous studies have examined the dual impact of mobile phone use in higher education contexts.

**Academic Benefits of Mobile Phone Use**

Research indicates that mobile phones facilitate access to educational content, enable collaborative learning, and support self-directed study. According to Traxler (2007), mobile learning allows students to access resources anytime and anywhere, enhancing flexibility and learning efficiency. Similarly, Crompton (2013) emphasizes that mobile technologies can improve engagement and motivation by providing interactive educational experiences. In the context of Nepal, Bhattarai & Shrestha (2020) found that students who used smartphones for academic purposes, such as e-learning platforms and research, demonstrated improved knowledge retention and academic performance.

**Non-Academic Use and Distraction**

Despite the benefits, excessive use of mobile phones for social media, gaming, or entertainment can negatively affect students' concentration and time management. A study by Lepp, Barkley, and Karpinski (2015) reported that students who frequently checked social media during study sessions exhibited lower academic achievement. Similarly, Shrestha & Gautam (2019) observed that Nepali university students often faced sleep disturbances and reduced productivity due to prolonged mobile phone usage.

**Impact on Student Well-being:**

Mobile phone overuse has also been associated with psychological challenges such as anxiety, stress, and addiction (Elhai et al., 2017). These effects are particularly evident among students who struggle to balance academic responsibilities with mobile phone use.

**Institutional Policies and Digital Literacy:**

Several studies highlight the importance of institutional support and digital literacy programs to guide responsible mobile phone use. Teachers' guidance, awareness workshops, and structured mobile learning strategies can maximize the benefits of mobile technology while minimizing its negative effects (Crompton & Burke, 2018).

Overall, existing literature suggests that while mobile phones are powerful tools for learning, they require careful regulation and guidance to prevent distractions and promote student well-being. Research at TJMC can provide context-specific insights into these dynamics in Nepali higher education.

## Methodology

This research adopted a qualitative research design. The research tools are questionnaire and Interview. The questions are open, flexible and unstructured. The in-depth interview is taken for information.Therefore, the nature of research is subjective. The students opinions, experiences and attitude about use of mobile phone are described and interpreted.

## Result and Findings

### Academic Use

In today's educational landscape, mobile phones have become essential learning tools. According to recent data, 70% of students utilize their mobile devices for academic purposes such as attending online classes, conducting research, accessing e-books, and using educational apps. This trend reflects the increasing integration of technology into the learning process, enabling students to access information and resources anytime and anywhere. Online classes allow students to participate in lectures remotely, which is particularly useful in situations like the COVID-19 pandemic or for those living in remote areas. Research activities are simplified through mobile access to digital libraries, academic journals, and search engines. E-books and educational apps provide interactive learning experiences that can enhance understanding of complex concepts. Overall, the use of mobile phones in education promotes flexibility, self-paced learning, and improved academic engagement, making technology an indispensable part of modern education.

### Social & Entertainment Use

Social and entertainment activities dominate students' mobile phone usage, with 85% of them spending considerable time on social media platforms and gaming. This trend highlights how mobile devices serve not only as educational tools but also as sources of leisure and social interaction. Platforms like Facebook, Instagram, TikTok, and online games offer entertainment, connection with friends, and a sense of community. However, excessive use for social and recreational purposes often reduces the time available for studying and completing academic tasks, potentially affecting academic performance. Students may find

themselves distracted or procrastinating due to notifications and continuous engagement with these apps. While mobile phones provide opportunities for relaxation and socialization, balancing their use is crucial. Effective time management and conscious usage can help students enjoy entertainment while maintaining focus on their educational responsibilities. Additionally, 95% of students used phones to communicate with teachers and classmates regarding academic tasks.

**Positive Effects**

Mobile phones have several benefits for students' learning. They provide quick and easy access to study materials, including lecture notes, e-books, research articles, and online tutorials, which saves time and enhances learning efficiency. Mobile devices also improve collaboration among students by enabling group discussions, sharing of resources, and participation in online forums or study groups. Additionally, mobile phones support various learning activities through educational apps, virtual simulations, and interactive tools that make understanding complex concepts easier and more engaging. They encourage self-paced learning, allowing students to revisit materials and practice at their convenience. Overall, when used appropriately, mobile phones act as powerful educational tools that enhance academic performance, foster teamwork, and support a more dynamic and flexible learning environment.

**Negative Effects**

Excessive use of mobile phones for non-academic purposes can negatively impact students' learning and well-being. Frequent engagement with social media, gaming, or entertainment apps often leads to distraction, making it difficult for students to focus on their studies. Prolonged screen time, especially at night, can disturb sleep patterns, resulting in fatigue and decreased academic performance. Overuse of mobile devices may also reduce concentration during lectures or study sessions, as students may be tempted to check notifications or switch between apps. Furthermore, reliance on phones for entertainment encourages procrastination, delaying the completion of assignments or preparation for exams. Overall, while mobile phones offer educational benefits, uncontrolled or excessive use for leisure activities can harm academic achievement and personal well-being, highlighting the need for balanced and mindful usage.

## Conclusion

The findings of this study highlight that mobile phones play a dual role in the academic and social lives of students at Triyuga Janata Multiple Campus (TJMC). On the

positive side, mobile devices facilitate quick access to study materials, enable online learning, support research activities, and foster collaboration among peers, contributing to improved academic engagement and flexible learning. Communication with teachers and classmates is also significantly enhanced through mobile phone use. However, excessive use for social media, gaming, and entertainment has notable negative effects, including distraction, reduced concentration, procrastination, and sleep disturbances, which can compromise academic performance and overall well-being. The study underscores the importance of balancing mobile phone use, promoting digital literacy, and implementing strategies that encourage responsible and purposeful use. By fostering awareness and self-regulation, students can maximize the educational benefits of mobile technology while minimizing its potential drawbacks.

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