



## Influence of Mobile Learning on Study Habits of Under graduate Students in Bankura District of West Bengal: A Study

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### Abstract

*The present study investigates the influence of mobile learning on the study habits of college students in Bankura district, with special reference to mobile phone dependency, time management, concentration, and academic performance. Mobile learning has become an important educational tool, allowing students to access study materials, attend online classes, use educational applications, and engage in self-directed learning. The study is based on the Technology Acceptance Model (TAM) and Uses and Gratifications Theory (UGT), which explain students' acceptance and use of mobile learning for academic and personal purposes. A self-made five-point Likert scale, named the Mobile Learning and Study Habits Scale (MLSHS), was used for data collection. The sample consisted of 353 college students from different colleges of Bankura district. The data were analysed using percentage, mean, standard deviation, correlation, ANOVA, and t-test. The findings indicate that mobile learning has a significant positive relationship with students' study habits. It improves access to learning resources, flexibility, revision practices, academic engagement, and self-paced learning. However, the study also found that excessive mobile phone use, social media distraction, and mobile dependency may negatively affect concentration and academic performance. The results further suggest that proper guidance, digital literacy, fixed study schedules, reduced distractions, and improved digital infrastructure are necessary for effective use of mobile learning in higher education. The study concludes that mobile learning can be a powerful supportive tool for improving study habits if used responsibly and in a balanced manner.*

**Keywords:** Mobile Phone Dependency, Study habit, M learning, Digital Literacy



## 1. Introduction

The advancement of digital technologies has brought remarkable changes in the field of education. In recent years, mobile learning, or m-learning, has emerged as one of the most important forms of technology-based education. Mobile learning refers to the use of mobile devices such as smartphones, tablets, and other portable digital tools for accessing educational content, communicating with teachers and peers, attending online classes, reading digital materials, and completing academic tasks. It has made learning more flexible, accessible, and student-centered. Dutta Banerjee and Mete (2024) observed that technological development has changed the nature of educational practices by making learning more interactive and learner-oriented. Similarly, Dutta Banerjee and Mete (2024) emphasized that digital transformation is reshaping undergraduate education by creating new opportunities for academic engagement.

Mobile learning has become especially significant for college students because smartphones are now widely used for academic as well as personal purposes. Students use mobile phones to search information, download notes, watch educational videos, read e-books, communicate through learning groups, and participate in online discussions. Darling and Hattie (2023) noted that mobile learning applications can positively influence students' study habits and academic performance by increasing access to learning materials and supporting self-directed learning. Fanai and Hmingthansiami (2025) also found that degree college students increasingly use mobile devices for learning-related activities, showing the growing importance of mobile technology in higher education.

In the Indian context, mobile learning has special relevance because it helps reduce barriers created by distance, limited resources, and unequal access to educational infrastructure. In districts such as Bankura, where many students come from semi-urban and rural backgrounds, mobile devices may serve as important tools for academic support. Dutta Banerjee and Mete (2024) discussed the importance of bridging the digital divide and argued that access to digital tools can improve educational participation. However, they also pointed out that unequal access to technology may create new forms of educational inequality. This issue is highly relevant for Bankura district, where students' learning experiences may be shaped by internet availability, family income, digital literacy, and institutional support.

Mobile learning is also closely connected with changes in students' reading habits. Traditional study habits based on printed books, classroom notes, and library use are gradually being supplemented by digital reading materials, online resources, and mobile-based learning platforms. Kalita and Ahmed (2025) found that college students are increasingly developing digital reading preferences. Similarly, Das and Das (2022), in their study on students in Patrasayer block of Bankura district, highlighted the importance of reading habits among students in this region. These studies suggest that mobile learning may influence not only how students access information but also how they read, concentrate, manage study time, and develop academic discipline.



At the same time, the growing use of mobile phones has created serious concerns regarding dependency, distraction, and declining concentration. Although mobile phones provide quick access to educational content, they also expose students to social media, games, entertainment platforms, and constant notifications. Okore et al. (2023) observed that mobile phone services influence students' study habits in both positive and negative ways. Mahata (2026) similarly reported that excessive mobile phone usage may negatively affect academic performance among college students. These findings indicate that mobile learning is not automatically beneficial; its impact depends on how students use mobile devices and whether they can maintain balance between academic and non-academic activities.

The issue of mobile phone dependency is therefore central to the present study. When students use mobile phones mainly for academic purposes, mobile learning may strengthen their study habits, improve motivation, and support independent learning. However, when mobile phone use becomes uncontrolled, it may reduce attention span, disturb study schedules, and weaken academic performance. Saliwa et al. (2026) specifically examined the relationship between mobile phone dependency and study habits among college students in Bankura district, showing the importance of investigating this issue in the local context. Banerjee, Das, and Mete (2026) also emphasized that digital citizenship and youth engagement are important in understanding how young people interact with digital technologies responsibly.

The acceptance of mobile learning is also influenced by students' readiness, motivation, and perception of technology. Xiao et al. (2025) found that students' acceptance of mobile English learning depends on their attitudes, perceived usefulness, and learning needs. Xu and Gabriel (2025) also highlighted the importance of mobile learning readiness among college students. These studies suggest that the success of mobile learning depends not only on the availability of smartphones but also on students' ability to use them effectively for educational purposes.

Thus, mobile learning has both opportunities and challenges. It can promote flexible learning, digital reading, academic motivation, and access to educational resources. At the same time, excessive mobile phone use can lead to distraction, poor time management, and weak concentration. In this background, the present study seeks to examine the influence of mobile learning on the study habits of college students in Bankura district. It also aims to investigate the relationship between mobile phone dependency and academic behaviour, with special attention to students' reading habits, time management, concentration, and academic performance.

#### **4. Review of Related Literature**

Mobile learning has been extensively studied across different contexts.

Gaviola et al. (2023) highlighted that mobile learning apps improve academic performance by enhancing motivation and engagement.



Studies in international contexts, such as Okore et al. (2023), also confirm that mobile phone usage can both support and hinder study habits depending on usage patterns.

Dutta Banerjee and Mete (2024) emphasized the role of technological research in transforming education, particularly in West Bengal. They highlighted that mobile-based learning promotes flexibility and accessibility.

However, the issue of digital divide remains significant. Dutta Banerjee and Mete (2024) noted that unequal access to ICT resources limits the effectiveness of mobile learning in rural areas. Similarly, Fanai and LNU (2025) reported that students actively use mobile devices for accessing learning materials and participating in academic activities.

Kalita and Ahmed (2025) examined digital reading habits and found that students increasingly prefer digital content over traditional textbooks.

International studies also provide valuable insights. Saliwa et al. (2026) found a strong relationship between mobile phone dependency and study habits among students, indicating both positive and negative impacts.

Banerjee, Das, and Mete (2026) found that mobile technologies significantly influence youth engagement and digital citizenship, shaping learning behaviour and social interaction.

On the negative side, Mahata (2026) reported that excessive mobile phone usage leads to poor academic performance due to distraction and time mismanagement.

## **2. Theoretical Framework**

This study is grounded in two major theoretical perspectives:

### **2.1 Technology Acceptance Model (TAM)**

The Technology Acceptance Model explains how users come to accept and use technology based on perceived usefulness and ease of use. Students are more likely to adopt mobile learning tools if they believe these tools enhance their academic performance and are easy to use.

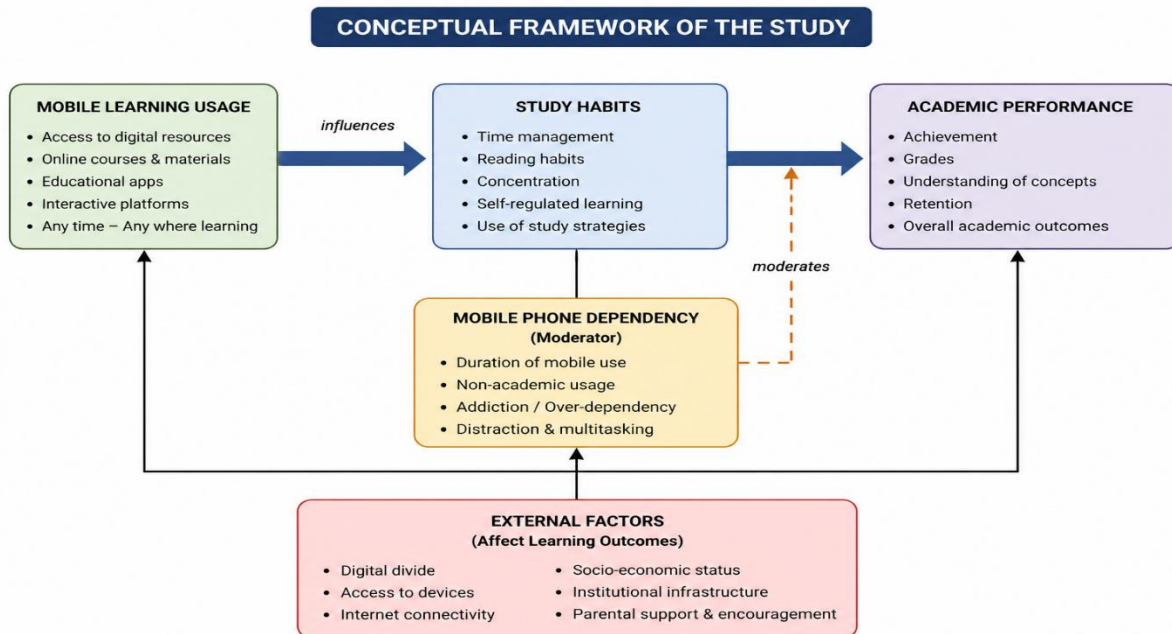
Research by Xiao et al. (2025) on mobile learning readiness supports this model, showing that students' willingness to adopt mobile learning depends on perceived benefits and usability.

### **2.2 Uses and Gratifications Theory (UGT)**

UGT explains how individuals actively choose media to satisfy specific needs such as information, entertainment, or social interaction. In the context of mobile learning, students use smartphones not only for academic purposes but also for entertainment and social networking.

### **2.3 Conceptual Model of the Study**

#### **Fig 1: Representing The Conceptual Framework of Mobile Learning**



The study assumes that:

- Mobile learning usage → influences → Study habits
- Mobile phone dependency → moderates → Academic performance
- External factors (digital divide, infrastructure) → affect → learning outcomes

This integrated model helps explain both the positive and negative dimensions of mobile learning.

### 3. Objectives of the Study

1. To examine the extent of mobile learning usage among college students in Bankura district.
2. To analyse the impact of mobile learning on students' study habits of Bankura district.
3. To identify the positive and negative effects of mobile learning on academic performance.
4. To explore the relationship between mobile learning, time management, and concentration of Mobile learning
5. To find out the effective utilization of mobile learning in education.

### 4. Null Hypothesis of the study

**H<sub>01</sub>:** There is no significant difference in mobile learning usage among students of different colleges of Bankura District.

**H<sub>02</sub>:** There is no significant relationship between mobile learning usage and study habits of college students in Bankura district.

**H<sub>03</sub>:** There is no significant effect of mobile learning on the academic performance of college students in Bankura district.

**H<sub>04</sub>:** There is no significant relationship between mobile learning, time management, and concentration among college students in Bankura district.

**H<sub>05</sub>:** There is no significant difference in students opinions regarding measures for effective utilization of mobile learning in education in Bankura district.

### 5. Definition of the Important Terms:



- a) **Mobile Phone Dependency:** Mobile phone dependency is excessive, compulsive reliance on smartphones, characterized by loss of control, withdrawal, tolerance, and persistent use despite negative effects on academic, social, psychological, or daily functioning wellbeing.
- b) **Study Habit:** Study habit refers to the regular patterns and methods students use while learning, such as time management, concentration, note-taking, revision, and preparation for exams.
- c) **M Learning:** M-learning refers to learning that takes place through mobile devices such as smartphones, tablets, or laptops, allowing students to access educational materials anytime and anywhere. It supports flexible, interactive, and self-paced learning beyond the traditional classroom setting.
- d) **Digital Literacy:** Digital literacy refers to the ability to use digital technologies, devices, and online resources effectively for finding, evaluating, creating, and communicating information.

## 6. Methodology

### 6.1 Research Design

The study adopts a descriptive survey method to analyse the influence of mobile learning on study habits.

### 6.2 Population and Sample

The population consists of college students in Bankura district. A random sampling technique is used to select participants, ensuring representation across different colleges.

**6.3 Sample Size:** 353 Students Both Rural and Urban Colleges of Bankura Districts.

### 6.4 Data Collection Tools

The Mobile Learning and Study Habits Scale (MLSHS) is a self-made five-point Likert scale designed to study the influence of mobile learning on the study habits of college students. The scale is based on the Technology Acceptance Model (TAM) and the Uses and Gratifications Theory (UGT). TAM explains students' acceptance of mobile learning through perceived usefulness, ease of use, and academic benefit, while UGT explains students' use of mobile phones for learning, information seeking, communication, and entertainment.

Initially, the scale consisted of 26 items. After item analysis, one item was rejected due to low discrimination value, and the final scale retained 25 items. These 25 statements were divided into five related dimensions. **The first dimension**, Perceived Academic Usefulness of Mobile Learning, measures how useful students find mobile learning for academic purposes. **The second dimension**, Learning Flexibility and Accessibility, measures the role of mobile learning in anytime-anywhere learning and access to resources. **The third dimension**, Mobile Phone Dependency, examines students' overdependence on mobile phones during study time. **The fourth dimension**, Concentration and Time Management, measures the effect of mobile use on focus and study schedules. **The fifth dimension**, Study Habits and Academic Engagement, examines regular study, reading habits, self-learning, and academic participation.



Responses are recorded as: **Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5. Positive items are scored directly, while negative items are reverse scored.** Higher scores indicate effective mobile learning use and better study habits.

The scale was standardized through item analysis, reliability, validity, and norm development. Reliability was established through the Cronbach's Alpha method, and the reliability value was found to be 0.86, indicating good internal consistency. The validity of the scale was established through construct validity, and the construct validity value was found to be 0.78, showing that the scale adequately measures mobile learning and study habits.

Norms were developed by preparing percentile ranks for interpretation of scores. Percentile norms help classify students into different levels such as low, average, and high mobile learning use and study habits. Thus, after item analysis, reliability testing, validity checking, and norm development, the Mobile Learning and Study Habits Scale was standardized for use among college students of Bankura district.

### **7. Significance of the study:**

The significance of the present study lies in its attempt to understand the growing role of mobile learning in contemporary education. In the present digital era, mobile phones have become an important part of students' academic and everyday lives. They are no longer used only for communication, but also for accessing learning materials, attending online classes, reading digital content, completing assignments, and collecting academic information.

This study is important because it examines how mobile learning influences students' study habits, concentration, time management, and academic engagement. It also helps to identify both the positive and negative aspects of mobile phone use in education. While mobile learning provides flexibility, easy access to resources, and opportunities for self-learning, excessive or improper use may lead to distraction, dependency, and poor academic discipline.

The study is also significant for students, teachers, parents, and educational institutions. It may help students develop responsible digital learning practices, assist teachers in guiding students toward effective academic use of mobile phones, and support institutions in planning digital literacy programmes and improving ICT facilities.

### **8. Need of the study:**

The need of the present study arises from the increasing use of mobile phones as learning tools among college students. In the contemporary educational system, mobile learning has become an important medium for accessing academic resources, attending online classes, reading digital materials, communicating with teachers and peers, and engaging in self-learning. However, the growing dependence on mobile phones has also created concerns regarding distraction, poor concentration, time mismanagement, and irregular study habits.

Therefore, it is necessary to study how mobile learning influences the study habits and academic behaviour of students. This study is needed to understand whether mobile learning supports effective learning or whether excessive and improper use creates academic difficulties. It also



helps to identify the relationship between mobile learning, time management, concentration, and academic performance.

The study is particularly relevant for college students in Bankura district, where differences in digital access, internet facilities, and institutional support may influence students' use of mobile learning. The findings may help students, teachers, parents, and educational institutions to promote responsible and effective use of mobile devices in education. Thus, the study is needed to encourage balanced, purposeful, and academically productive mobile learning practices among students.

## 9. Rationale of the Study

The rationale of the present study is based on the increasing use of mobile phones as an educational tool among college students. In recent years, mobile learning has become an essential part of modern education, as it provides students with easy access to online classes, digital notes, e-books, educational videos, learning applications, and academic communication. Mobile learning offers flexibility and convenience, allowing students to learn beyond the traditional classroom environment.

However, the growing use of mobile phones also raises important academic concerns. While mobile learning may improve study habits, motivation, self-learning, and academic engagement, excessive or improper use may lead to distraction, mobile dependency, poor concentration, and ineffective time management. Therefore, it is necessary to examine whether mobile learning positively supports students' education or negatively affects their study behaviour.

The study is particularly relevant in the context of college students in Bankura district, where differences in digital access, internet facilities, institutional support, and students' learning practices may influence the effectiveness of mobile learning. This study attempts to explore the relationship between mobile learning, study habits, time management, concentration, and academic performance.

Thus, the rationale of the study lies in understanding the balanced and effective use of mobile learning so that students, teachers, and institutions can promote responsible digital learning practices in higher education.

## 10. Delimitation of the study:

- The study is delimited to boys and girls only.
- The study is delimited to data collected through a self-made standardized scale only.

## 11.4 Data Analysis

### 11.4.1 Objective 1: To Examine the Extent of Mobile Learning Usage among College Students in Bankura District

To examine the extent of mobile learning usage differs significantly among college students from different colleges of Bankura district.

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.42	4	1.355	3.76	0.05 level
Within Groups	125.37	348	0.360		
Total	130.79	352			

## Interpretation



The ANOVA result shows that the calculated F-value is 3.76 and the significance at 0.05 Level. Therefore, the null hypothesis is rejected. It indicates that there is a significant difference in mobile learning usage among students of different colleges in Bankura district.

The mean scores show that students of Rural Colleges reported the highest mobile learning usage, while students of Urban Colleges reported the lowest usage. This difference may be due to variations in internet access, digital facilities, institutional support, and students familiarity with mobile learning tools.

**11.4.2 Objective 2: To Analyse the Impact of Mobile Learning on Students’ Study Habits**

Variables	N	Pearson’s r	df	Significance Level
Mobile Learning Usage and Study Habits	353	0.63	351	Significant at 0.01 level

**Interpretation**

The Pearson correlation coefficient between mobile learning usage and study habits is  $r = 0.63$ , which indicates a moderate positive correlation.

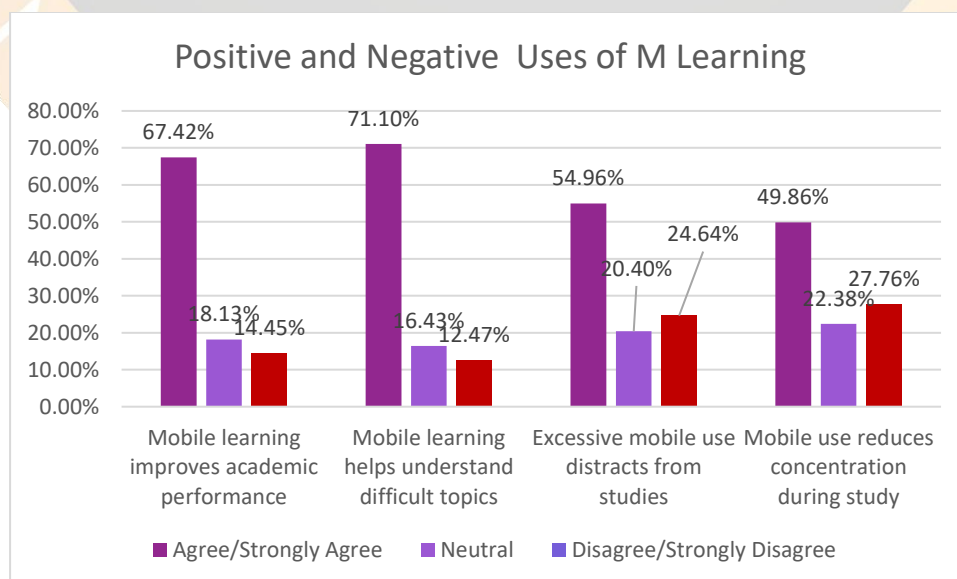
Thus, the null hypothesis is rejected. It may be concluded that there is a significant positive relationship between mobile learning usage and study habits of college students in Bankura district. This means that students who use mobile learning effectively tend to show better study habits.

**11.4.3 Objective 3: To Identify the Positive and Negative Effects of Mobile Learning on Academic Performance**

Variables	N	Pearson’s r	df	Significance Level
Positive Mobile Learning Effect and Academic Performance	353	0.59	351	Significant at 0.01 level
Negative Mobile Learning Effect and Academic Performance	353	-0.42	351	Significant at 0.01 level

\*\* Significant at 0.01 level

**Graph 1 : Representing the positive and Negative uses of M learning**





## Interpretation

The correlation result shows that the positive effect of mobile learning and academic performance has a correlation value of  $r = 0.59$ . the relationship is significant at the 0.01 level. This indicates a moderate positive relationship. Therefore, students who use mobile learning for academic purposes, such as reading notes, watching educational videos, revising lessons, and using learning apps, tend to show better academic performance.

The result also shows that the negative effect of mobile learning and academic performance has a correlation value of  $r = -0.42$ , the relationship is also significant at the 0.01 level. This indicates a moderate negative relationship. Therefore, excessive mobile use, distraction, social media use, and mobile phone dependency sometime reduce academic performance.

The graphical percentage analysis also supports this result. About 67.42% of students agreed that mobile learning improves academic performance, while 71.10% agreed that mobile learning helps them understand difficult topics. This shows the positive academic role of mobile learning. However, 54.96% of students agreed that excessive mobile use distracts them from studies, and 49.86% agreed that mobile use reduces concentration during study time.

### 11.4.4 Objective 4: To Explore the Relationship among Mobile Learning, Time Management, and Concentration of Mobile Learning of students in Bankura district

Relationship among Mobile Learning, Time Management, and Concentration of Students in Bankura District

Variables	N	"r" Value	df	Level of Significance	Result
Mobile Learning and Time Management	353	0.46	351	0.01	Significant
Mobile Learning and Concentration	353	0.39	351	0.01	Significant
Time Management and Concentration	353	0.52	351	0.01	Significant

**\*\*Significant at 0.01 level**

## Interpretation

The obtained correlation values show a significant positive relationship among mobile learning, time management, and concentration. It means that effective use of mobile learning is associated with better time management and improved concentration among students. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. The result indicates that mobile learning, time management, and concentration are significantly related among students of Bankura district.

**11.4.5 Objective 5: To Measures for Effective Utilization of Mobile Learning in Education**

GROUP	N	MEAN	SD	Mean Difference	df	“t” value	Significance
Boys	173	3.86	0.54	0.16	351	2.87	0.01 Level
Girls	<b>180</b>	<b>4.02</b>	<b>0.51</b>				

**Interpretation**

The mean score of girls is 4.02, while the mean score of boys is 3.86. This shows that girls have a slightly higher positive opinion regarding effective measures for mobile learning than boys.

The calculated t-value is 2.87, with df = 351, the difference is significant at the 0.01 level.

Therefore, the null hypothesis is rejected. It concluded that there is a significant difference between boys and girls in their opinion regarding measures for effective utilization of mobile learning in education. Girls showed stronger support for measures such as teacher guidance, fixed study schedules, proper use of educational apps, reduced social media distractions, and improved digital infrastructure.

**12. Results and Discussion**

The findings of the study reveal that mobile learning plays an important role in shaping the study habits, academic performance, time management, concentration, and educational utilization patterns of college students in Bankura district. The first objective examined the extent of mobile learning usage among students of different colleges. The ANOVA result showed an F-value of 3.76, significant at the 0.05 level, indicating that mobile learning usage differs significantly among students from different colleges. This variation may be due to differences in institutional support, internet facilities, availability of digital resources, and students' familiarity with mobile learning tools. This result is supported by Dutta Banerjee and Mete (2024), who stated that mobile-based learning promotes flexibility and accessibility, especially in West Bengal. However, they also pointed out that the digital divide remains an important issue in rural areas.

The second objective analysed the relationship between mobile learning usage and study habits. The result showed a positive correlation of  $r = 0.63$ , significant at the 0.01 level. This indicates that students who use mobile learning effectively tend to develop better study habits. Mobile learning helps students access notes, videos, e-books, online classes, and academic materials easily. This finding is supported by Fanai and LNU (2025), who reported that students actively use mobile devices for accessing learning materials and academic activities. It is also supported by Kalita and Ahmed (2025), who found that students increasingly prefer digital reading materials over traditional textbooks.

The third objective identified the positive and negative effects of mobile learning on academic performance. The positive effect showed a significant positive correlation with academic performance,  $r = 0.59$ , while the negative effect showed a significant negative correlation,  $r = -0.42$ . This means that academic use of mobile learning improves performance, but excessive or improper use may reduce academic achievement. This result supports Gaviola et al. (2023), who



highlighted that mobile learning apps improve academic performance by increasing motivation and engagement. At the same time, it agrees with Okore et al. (2023), who stated that mobile phone usage may both support and hinder study habits depending on usage patterns.

The fourth objective explored the relationship among mobile learning, time management, and concentration. The results showed significant positive relationships between mobile learning and time management, mobile learning and concentration, and time management and concentration. This shows that planned mobile learning can improve focus and study discipline.

The fifth objective compared boys and girls regarding effective utilization of mobile learning. The t-test result showed a significant difference at the 0.01 level, with girls scoring higher than boys. This suggests that girls may use mobile learning more systematically for academic purposes. Overall, the results indicate that mobile learning is beneficial when used properly, but dependency and distraction must be controlled. The findings are also supported by Saliwa et al. (2026) and Banerjee, Das, and Mete (2026), who emphasized both the positive and negative influence of mobile technologies on study habits, youth engagement, and learning behaviour.

### **13. Conclusion**

The study concludes that mobile learning has a significant role in the education and study habits of college students in Bankura district. The ANOVA result showed that mobile learning usage differs significantly among students of different colleges, which indicates that college environment, digital facilities, internet access, and institutional support may influence students' use of mobile learning.

The correlation result showed a significant positive relationship between mobile learning usage and study habits. This means that students who use mobile learning properly tend to have better study habits. The findings also showed that positive mobile learning effects have a significant positive relationship with academic performance, while negative mobile learning effects have a significant negative relationship with academic performance. Therefore, mobile learning improves academic performance when used for educational purposes, but excessive use, distraction, and dependency may reduce achievement.

The study also found significant positive relationships among mobile learning, time management, and concentration. This indicates that planned and controlled use of mobile learning helps students manage time and improve focus. The t-test result further showed a significant difference between boys and girls in effective utilization of mobile learning, with girls showing a higher mean score than boys.

Thus, the study concludes that mobile learning is useful and effective in education when used responsibly, systematically, and with proper academic guidance.

### **14. Practical and Social Implication of the Study:**

The findings of the present study have important practical implications for students, teachers, and educational institutions. Practically, the study emphasizes the need for guided and structured use of mobile learning in higher education. Teachers can effectively integrate mobile-based learning tools, educational applications, and digital resources into teaching-learning



processes to enhance students' academic engagement and understanding. This aligns with the view of Dutta Banerjee and Mete (2024), who highlighted that digital transformation is reshaping educational practices and making learning more flexible and learner-centered. Institutions should also focus on improving digital infrastructure and providing training to enhance students' digital competencies (Dutta Banerjee & Mete, 2024). Furthermore, students should be encouraged to develop disciplined study habits and use mobile devices primarily for academic purposes, as supported by Darling and Hattie (2023), who found that mobile learning positively influences study habits and performance when used effectively.

From a social perspective, the study underlines the importance of responsible digital behaviour and digital citizenship among youth. As Banerjee, Das, and Mete (2026) pointed out, digital engagement among students must be guided to ensure productive outcomes. The issue of the digital divide is also significant, particularly in rural and semi-urban regions like Bankura, where unequal access to technology may affect learning opportunities (Dutta Banerjee & Mete, 2024). Additionally, excessive mobile usage leading to distraction and reduced academic performance highlights the need for awareness and control (Mahata, 2026). Therefore, society and policymakers should work towards equitable access to digital resources and promote responsible use of mobile learning tools for overall educational and social development.

## 15. Recommendations

- **Guided Usage:** Educational institutions should guide students to use mobile learning tools mainly for academic and skill-development purposes.
- **Digital Literacy Programs:** Colleges should organize digital literacy programs to train students in the responsible and effective use of mobile devices.
- **Time Management Strategies:** Students should follow a structured study schedule to balance mobile learning with regular reading and revision.
- **Limiting Distractions:** Students should use distraction-blocking apps and avoid unnecessary social media use during study time.
- **Improved Infrastructure:** Institutions and authorities should improve internet access, digital resources, and ICT facilities to reduce the digital divide.

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# CERTIFICATE

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