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Students' Perspectives on Mobile Phone Use in Developing Their Learning Habits

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Abstract

This study examines the perspectives of 8th grade students in Waling Municipality concerning the impact of mobile phone use on their learning traits. Despite local restriction, the advantages and risks of mobile technology on academic pursuit of students remain as key concerns for educators and guardians. The study adopted a quantitative research design, collected data from 214 students across 10 different private schools of Waling Municipality using a structured questionnaire and analyzed data via IBM SPSS Statistics (version 20.0). The results show that 86% of students make use of mobile phones for academic activities and 86.4% report the use of AI tools for schoolwork. Nonetheless, as descriptive analysis depicted, approximately 40% of students reported to have been distracted due to gaming and social media. The findings further underscore gap in parental monitoring that 66% of students reported facing a strict rule-bound mediation which lacked explanatory guidance. However, students used frequently mobile technology for routine homework with the mean ($M=2.307$), whereas use for creative and explorative purposes remained low. The study concludes instead of restrictive pattern, guidance-based monitoring is indispensable to enhance students' self-regulated learning. The findings suggest that educational policies in semi-urban contexts like Waling Municipality should emphasize on well-planned digital integration and mentoring to ensure impactful use of mobile technology for academic excellence of students.

Keywords: Learning Habits, AI in Education, Academic excellence, Parental Mediation, Waling Municipality

Introduction

The increasing use of mobile phone in everyday life has changed the ways of communication and access information, creating new learning and educational possibilities (Kukulka-Hulme, 2012). However, parents, teachers, and elders continue to express concerns about possible impacts of mobile phone use on students' study habits and academic performance, especially among the middle school students (Lepp *et al.*, 2015). In many communities of semi-urban setting in Nepal, school level students are restricted to use mobile phone both at school and at home to promote their focused learning and lessen distraction. This restrictive context mirrors the wider Nepalese educational system. As Tembe (2021) observes that the national curriculum in Nepal does not formally include mobile learning; causing a gap between students' digital practice and institutional policies.

Regardless of such concerns, Sung *et al.* (2016) and Zawacki-Richer *et al.* (2019) posit that mobile phones can enhance education by offering access to educational applications, digital learning resources and artificial intelligence (AI) assisted study tools. Mobile technology can assist independent learning, facilitate easy and quick clarification of educational concepts, and promote students' personalized learning experiences and practices. Nonetheless, students' perspectives on mobile use in learning habits has received limited attention, particularly in contexts where strict control is imposed on mobile phone use. This research gap is underscored by Machmud (2018), who documents that while debates concerning mobile bans are recurring. But despite being the primary subjects of these matters, students' voices are rarely heard. Similarly, Bar *et al.* (2025) note that current educational policies are not rooted on qualitative data from students' live-experience. This gap is clearly seen in Nepalese context. In Nepal, prevailing studies largely focus on higher education, while perceptions of secondary-level students in semi-urban areas have gained limited attention (Parajuli, 2016; Tembe, 2021)

In the context of Waling Municipality, most of the school level students undergo rigid limitations on mobile phone use and some of them are left uncared. The reason behind imposing restrictions is because parents and teachers have concerns related to distraction, gaming and other non-educational activities. These controls aim at protecting students' study time and enhance academic achievement. Yet, these practices might deprive them of opportunities to use mobile technology for their academic activities, including AI-supported learning. There is lack of local research examining students' own

perspectives concerning how mobile phone use impacts their learning habits and how parental monitoring influences their mobile usage patterns. This gap in research impedes the formulation of a good educational policies and to identify both drawbacks and potential benefits of mobile phone use in learning.

Therefore, this study explores the perspectives of 214 students from 10 different private schools of Waling Municipality regarding their mobile phone use and its impact on their learning habits.

Literature Review

If Mobile Phone Really Assists Students

Many scholars are of the opinion that mobile phones are not just devices for calling; but are also powerful tools for learning. Kukulska-Hume (2012) and Sung *et al.* (2016) opine that mobile phones facilitate students to learn “anywhere and anytime”. In addition, Thomas and Munoz (2016) highlight on an important psychological aspect of mobile phone use in learning that students regard their phones as a reliable source of getting knowledge and information. They use phones for quick assistance with homework and for understanding complex ideas, particularly when hesitate or feel uneasy asking questions freely in the classroom. A systemic review of 50 empirical studies showed that if mobile learning is systematically structured, it promotes active participation, collaborative learning and develops students’ critical thinking skills, which are often limited in traditional lecture-based classrooms (Pedraja-Rejas *et al.*, 2024). Studies further support the value of mobile phones in education if used with explicit purposes. In this regard Garzon *et al.* (2025) opine that mobile learning is an effective academic method. It has potentiality to promote learning outcomes in diverse educational context and provides valuable guidance for educators and policymakers. In align with beneficial impact of mobile technology, Shrestha (2011) argues that mobile technologies help students to have exposure to English language materials and other educational resources. Moreover, study conducted at Dhankuta Multiple Campus shows that despite technical issues, students regard mobile phones positively for facilitating them to learn complex learning tasks (Tembe, 2021)

Adverse Effects: Distraction and Learning Difficulties

Despite these added values of mobile phone use in learning, the concerns expressed the negative side of mobile phone use. Parents and school authority prohibit their children

from using mobile phone is that they believe it risks them of cognitive overload and distraction, ruining the focused learning. Lepp *et al.* (2014) identifies a detrimental effect of mobile use that high frequency of mobile use adversely affects, leading to poor academic performance and causing to meaningless multitasking. Because social notifications and gaming disrupt students' deep study. Similarly, Rosen *et al.* (2013) observed task-switching, resulting a lack of sustained focus among frequent technology users (students). As a result, the students lost deep concentration and declined to have a quality task engagement due to cognitive load caused by shift of attention between mobile notifications and academic tasks. Mrazek *et al.* (2021) report that 38% of high school students' homework time is distracted due to mobile phone, resulting in a loss of nearly 204 hours of potential study time annually.

The Contradiction in Guidance: Parental Roles and Digital Habits

Maintaining a balance between benefits and risks of mobile phone use, in a large extent, relies on the home environment. In the semi-urban places where parents are anxious about their children using mobile phones, then their usual reaction is to limit or totally inhibit their mobile phone use. Yet, studies indicate that such control can sometimes be harmful and backfiring. Livingstone and Helper (2008, p. 12) note, "Neither active co-use, though widely practiced, nor software-strategies (filtering and monitoring) were found to be effective in reducing risk, challenging future research to identify the benefits, if any, of such practices". This highlights that undue restriction on children's mobile or internet use may not achieve expected results and could even be counterproductive. In contrast, Hiniker *et al.* (2016) point out that instead of putting rigid restrictions on children's mobile use, parents should mediate through conversation to create collaborative atmosphere where children feel supported rather than watched unnecessarily.

The Age of AI

In recent years, artificial intelligence (AI) has started to transform the way people learn. Students can now leverage of AI tools as personal mentors that facilitate inquiry and support them in learning while facing complex learning material (Zawacki-Richter *et al.*, 2019). But because mobile phone is denied in many cases both at homes and schools, students might use secretly without a proper monitoring. In this regard, Bozkurt *et al* (2023) caution, students might prone to just copy answers rather than learning the material honestly if they are not proper offered guidance by teachers. Tembe (2021)

in the Nepalese setting, notes that although students are keen to use mobile tools, they emphasize teacher's supporting guidance to make mobile use effective academically.

Students' learning habits using mobile technology align with constructivist and connectivist claims. Constructivist learning theory (Vygotsky, 1978, pp. 84-91) argues that learning is an active process. In this process learners construct knowledge through interaction and engagement. By using mobile technology, students collect information and construct knowledge. Connectivism (Siemens, 2005) further clarifies leaning in digital environment. This theory views learning as a process of connecting information sources like social networks, databases and digital devices, but not a lone internal activity.

Research Objectives

The present study has the following objective:

To explore students' perspectives on mobile phone use in developing their learning habits among the 8th graders of private schools in Waling Municipality.

Research Question

What is students' perspectives on mobile phone use in developing their learning habits among the 8th graders of private schools in Waling Municipality?

Methods and Materials

The present study adopted a quantitative survey research method and used a structured questionnaire to collect data concerning students' mobile use pattern, their overall perspective including material monitoring status, from the target population According to Creswell and Creswell (2017. p. 147) a survey design provides a numeric description of trends, and opinion of a population by studying a sample of that population. To collect information, the questionnaire was planned containing five sections: personal detail, patterns of mobile use, perceived impacts on learning habit, parental mediation, and use of mobile phones for AI-assisted learning. The total population was 470 (206 boys and 264 girls) studying across 11 different private schools in Waling Municipality (Source: Department of Education, Office of Waling Municipality). Out of them, the data were collected from 214 students as sample population with the help of Raosoft sample size calculator using purposive sampling to ensure representation of target population.

The collected data were analyzed using IBM SPSS Statistics (Version 20.0). Descriptive

statistics were employed, specially focusing frequencies (n) and percentage (%) and cumulative percentages to show student demographics and usage pattern and to analyze the central tendency and variability of students' perceptions. Likewise, data were represented through bar graphs and pie chart generated directly from the software. For ethical considerations, the participants were thoroughly informed about its goal and their consent was taken before data collection and confidentiality and anonymity of response were maintained throughout the research process.

Results and Discussion

This section presents the findings of the study based on the data collected from grade 8 students of private schools in Waling Municipality. The results are arranged as per key variables, including mobile use patterns, impact of mobile phone use as reported, parental monitoring, patterns of AI tool usage. Descriptive statistics are presented using tables and figures, along with brief analytical explanations.

6.1 Personal Information

Table 1: *Age Representation*

	N	Minimum	Maximum	Mean	Std. Deviation
Age	214	11	16	13.54	.709
Gender	214	1	3	1.50	.529
Valid N (list wise)	214				

The participants in the study were of 11 to 16 age groups. The mean of age was 13.54 and Standard Deviation (SD) was 0.709.

It shows that the participants were mostly of similar age. It represented early adolescent students.

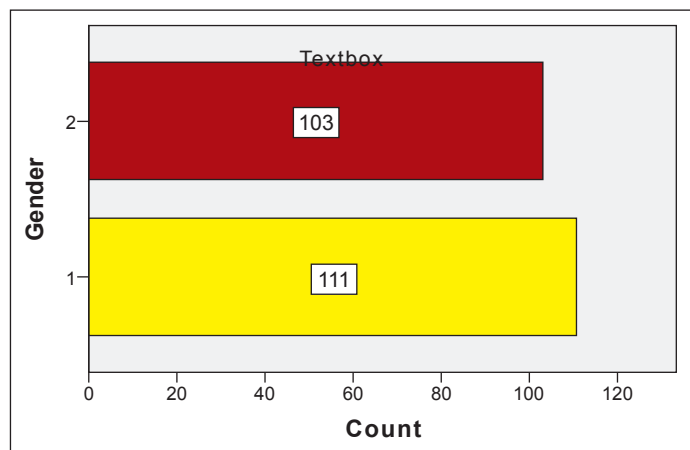


Figure 1: *Gender-wise Representation*

The figure given above reflects the gender-wise description of the respondents. Out of the total 214 respondents, the population contains 111 male and 103 female students.

Mobile Use Pattern

Table 2: *Mobile Phone Use Duration Representation*

	N	Minimum	Maximum	Mean	Std. Deviation
Age	214	11	16	13.54	.709
Hours Use	214	1	4	2.14	.642
Valid N (list wise)	214				

The descriptive statistics above reflect the duration of mobile use pattern of the participants at home. The level of mobile usage ranges from minimum an hour to maximum more than four hours per day. The average duration of it is 2.14 hours and SD is 0.642. It indicates that students generally spend slightly more than two hours on their mobile phones at home. The mobile usage pattern is found homogenous among the cohort and there is no any extreme difference in their habit like excessive and limited

Table 3: *Study Purpose Mobile Phone Use Representation*

	N	Minimum	Maximum	Mean	Std. Deviation
ID	214	1	214	107.50	61.921
Purpose Study	184	1	1	1.00	.000
Valid N (list wise)	184				

The given data show that a majority of respondents (184 out of 214) or almost (86%) are found using mobile phones for study and homework purpose. It illustrates that mobile phones play a supportive role with academic activities among most of the students. Meanwhile, 30 students (14%), a small proportion of students are found not using mobile devices for their study purposes. The mean 1 and standard deviation 0.00 indicate that there no variation among the students who use mobile phones.

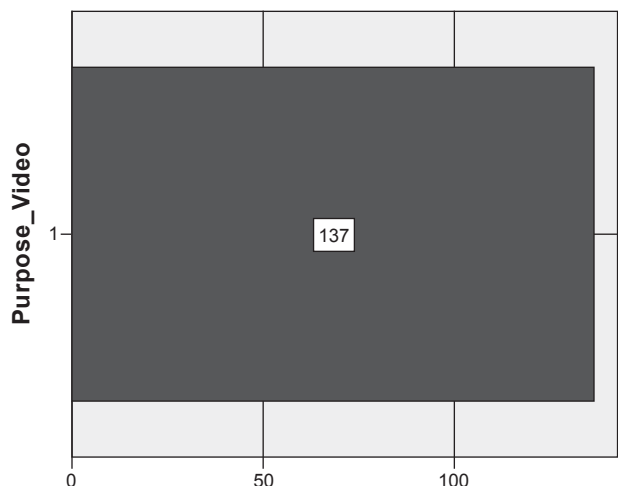


Figure 2: *Watching Video Mobile Use Representation*

As illustrated in the figure, slightly over 64% students (137 out of 214) reported that they use mobile devices for watching videos. Generally, video contents are entertainment-focused which can distract students in their academic pursuit. Moreover, imposing restriction without a proper guidance cannot purposefully manage students' mobile watching habits. Sometimes it may even lead them to careless and excessive viewing. Therefore, parents require to encourage students to watch educational video contents for their academic growth.

In sum, the result about students' video watch pattern reinforces the need to shift from restrictive medication to guiding supervision. This shift will open a new setting in which parents will be helping students to distinguish between educational and non-educational video

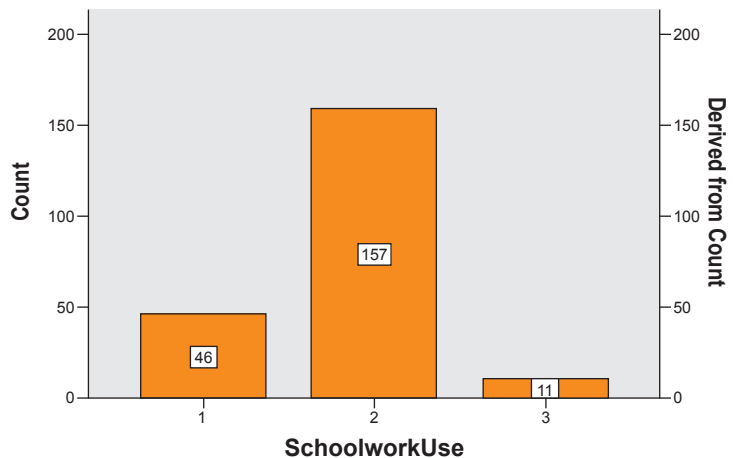


Figure 3: *Mobile Phones Use with School Work Pattern*

contents and there will be mutual understanding between them. So, a clear guidance will greatly matter than purposeless monitoring regarding mobile use pattern of students.

The bar chart above demonstrates the frequency of mobile use by students to help with their schoolwork. As per coding, 1 refers 'Always', 2 'Sometimes', 3 Rarely and 4 'Never' but no respondent reported this option. Out of the total respondents, the majority of them (157) reported to have sometimes used mobile phones with their school work. But both high frequent and limited users of mobile phones are relatively less in number. A small proportion of students (46) indicated that they always used mobile phones to do their school related works. It shows a minority of students depending largely on mobile phones as a learning aid.

On the other hand, only 11 students reported that they rarely use their mobile phones to help them with school related tasks.

As a whole, the chart illustrates the predominance of moderate use of mobile phones. This trend suggests that mobile phones are generally taken as a supportive but additional learning tool, instead of regarding it as a major or minor resource for learning.

Perceived Impact on Learning

As reflected in the diagram 5, out of the total 214 respondents, 212 provided their responses concerning the impact of mobile phone use on academic activities, while 2 students declined to answer. Among the valid respondents, 92 (43.4%) students reported that mobile phone use helped them learn better. It indicates that a remarkable group of students perceived mobile phone as a helpful learning device. At the same times, it also suggests that mobile phone can be proved an impactful tool to enhance student' academic performance if used purposefully.

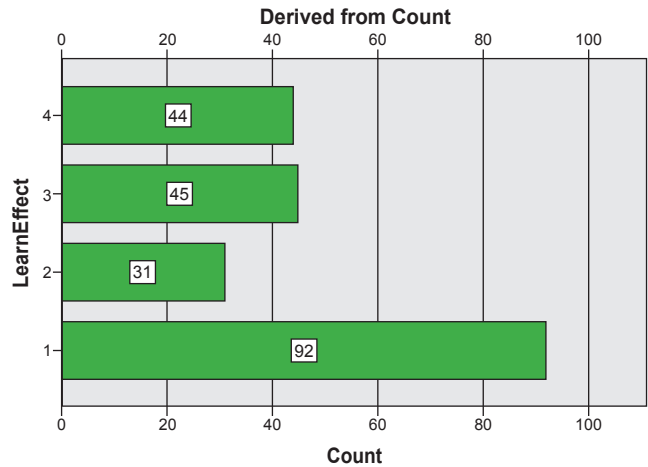


Figure 4: Mobile Phone Effect on Learning

However, the positive response about effect of mobile phone use is not controlling one. Because out of the 120 remaining students, 31 (14.6%) reported no change in learning, 45 students (21.2%) reported that mobile phones caused distraction and 44 students (20.8%) students stated that they were not sure about the impact of mobile in their learning.

Overall, the results pinpoint that school level students need to be guided purposefully about use of mobile phone and directed on incorporating mobile phones in learning activities. If so, mobile phones might promote students' academic performances.

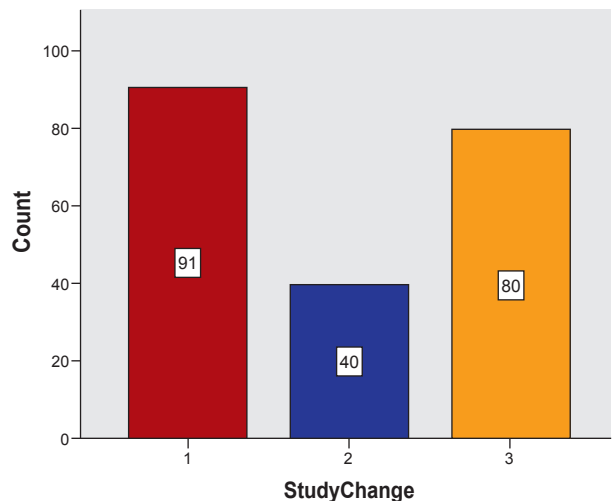


Figure 5: Change in Learning Habits

The diagram is the representation of students' report about the effect of mobile phone use on their learning. As the responses are coded numerically, where 1= Helps me learn better, 2= No change, 3= Makes me distracted and 4= I'm not sure, the diagram depicts the highest proportion of students (91) feeling mobile phone use positively supported their academic

pursuit. However, 40 students reported that mobile phones neither positively nor negatively influenced their learning habits. Another remarkable number of students (80) reported adverse impact that mobile phones distracted them from study. But there is no representation of option 4: I am not sure.

In sum, the diagram shows the mixed perception of students about impact of mobile phones that most of the respondents being benefitted, while approximately same number of students felt being distracted. It underscores the fact the mobile phone can be both a supportive leaning resource and a cause of distraction, depending on the way it is used.

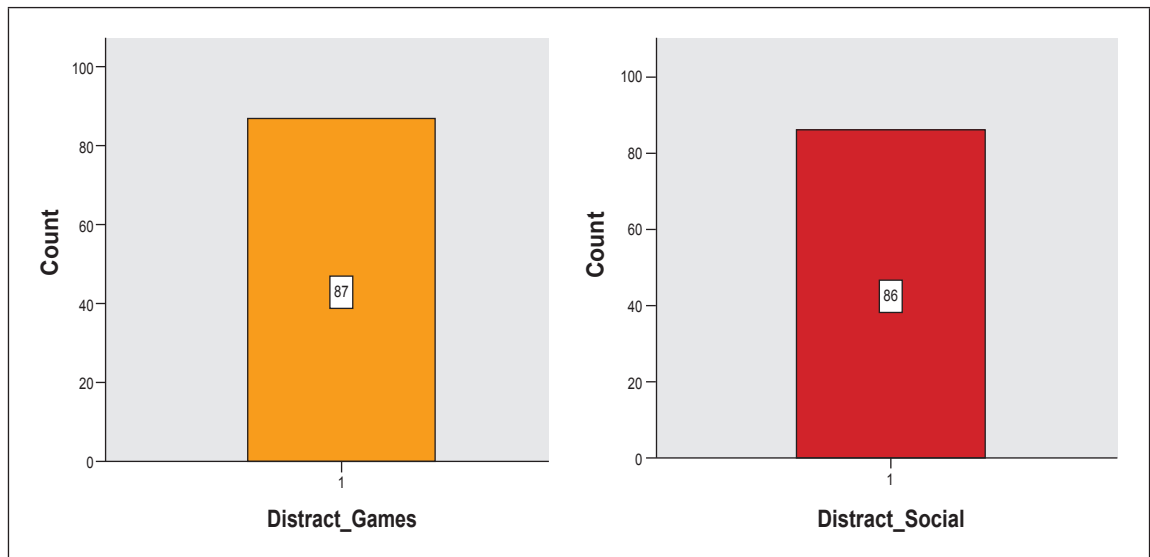


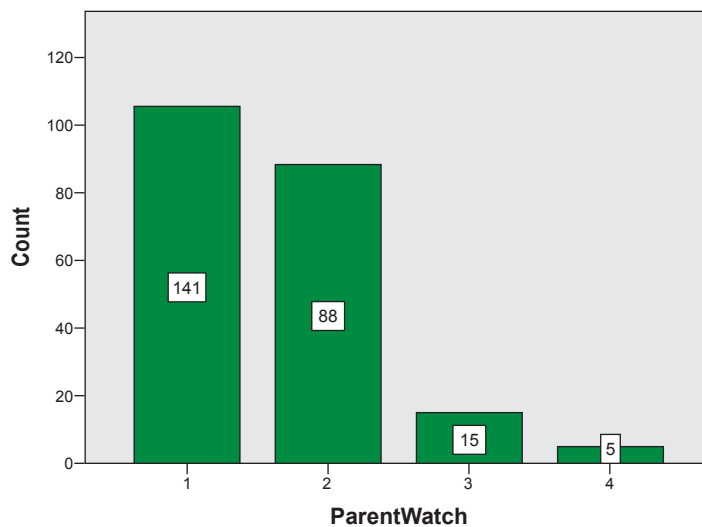
Figure 6: *Sources of Distractions*

The figures above illustrate number of students getting distracted due to different sources related to mobile phone use. Out of the total 214 respondents, 87 students reported to have distracted to due to mobile games, while 86 students reported to have distracted because of social media use. If analyzed proportionally, almost four out of every ten students are found to have disturbed from each source. When studied the case critically, both gaming and social media use pose risks to students' learning process. Therefore, constructive intervention should be made for balanced and meaningful use of mobile phones, rather than just imposing strict restrictions on students.

Parental Monitoring

Table 4: *Parent Watch*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	105	49.1	49.3	49.3
	2	88	41.1	41.3	90.6
	3	15	7.0	7.0	97.7
	4	5	2.3	2.3	100.0
	Total	213	99.5	100.0	
Missing	System	1	.5		
Total		214	100.0		

**Figure 7:** *Parental Watch*

The table and chart together show the status of parental monitoring over students' mobile use habits at home. As portrayed, out of the 214 total students, 105 students (49.3%) faced strict monitoring without proper guidance. But 88 students (41%) reported that their parents sometimes monitor their mobile use patterns. Likewise, 15 students (7%) said their parents rarely monitored and 5 (2.3%) students responded not monitored at all.

To conclude, the data depict that most of students face frequent parental watch with no proper guidance. The monitoring as such may be an unwanted interference and may not assist students' learning habits. It underscores that parental monitoring need to be mentoring nature rather than strict watch.

The figure illustrates the way parents monitor mobile phone use pattern of students and how students perceive their monitoring patterns. Out of the total 214 respondents, 141 students (approximately 66%) stated that their parents set strict rules but didn't explain and guide. This finding shows that parental monitoring is just based on rule and unsupportive to their children to help them proper use of mobile phones.

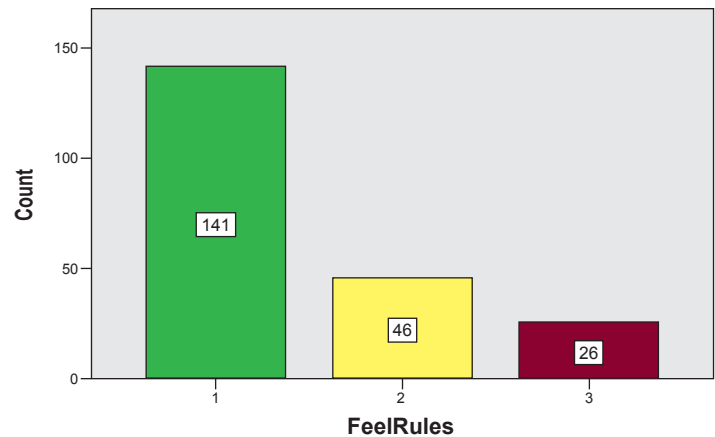


Figure 8: *Parental Watch*

But, a nominal number of students just 46 (21.5%), reported that their parents set some rules and offered a little guidance. Though this practice is somehow supportive but still insufficient.

In contrast, 26 students, proportionately a small size, reported that their parents not only set rules, but also provided a good guidance on proper use of mobile phones to support their academic activities.

This result indicates that authoritative and ruled-based parental monitoring may not lead children to better academic performance. Therefore, parents need to adopt supportive and guidance-based practice to monitor student's mobile phone at home.

Mobile Use Pattern for AI-supported Learning

Table 5: *Frequency of AI-Tool Use in Learning*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AI Tools Use	213	1	4	1.91	.753
Valid N (list wise)	213				

The table above presents descriptive statistics related to students' use of AI-tool with their schoolwork. Out of the total 214 students, 213 responded and their responses range from 1 (many times) to 4 (never). The mean score is (M=1.91) which is closer to option

2.2 refers to ‘sometimes’ option. This indicates occasional, not frequent, use of AI tools by students for their academic tasks.

The standard deviation is (SD=0.75). It suggests that most of the respondents’ pattern of AI tool use for school-related tasks is similar. But it highlights a lack of total uniformity.

AI Tools Use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	60	28.0	28.2	28.2
	2	124	57.9	58.2	86.4
	3	18	8.4	8.5	94.8
	4	11	5.1	5.2	100.0
Total		213	99.5	100.0	
Missing	System	1	.5		
Total		214	100.0		

Based on 213 valid responses, a majority group, 124 students (58.2%) stated using AI tools for schoolwork. The second highest number, 60 students (28.2%) reported using many times. But only 13.7% students reported rare or no use. Taken together, these results show irregular or lack of systematic monitoring of AI tools usage despite common and wide use of them.

The diagram above depicts the respondents’ responses about how often they use AI tools for four different academic activities. Their responses are based on a four-point frequency, scale 1= Never, 2= Sometimes, 3= Often and 4= Always. As reflected in the diagram, a clear variation is seen in how frequently they use AI tools for educational activities. AI use for writing homework records the highest mean score (M=2.307)

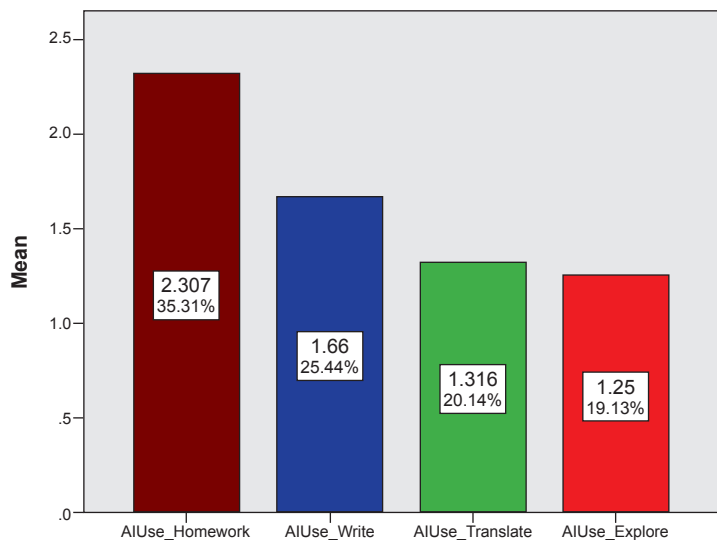


Figure 9: AI Use Frequency for Various Tasks

and the highest percentage (35.31%). It indicates that frequency of students' dependence on AI tools for completing their regular homework is 'sometime'. It suggests that students use AI just for completing homework rather than for creative learning purposes.

However, AI use for writing essays scores ($M=1.66$ and 25.42%), which is moderate level. Writing essays requires deep thinking and creative potentialities which can be enhanced by AI use. Despite this fact, the result shows students' less willingness to use AI for this purpose. It suggests a proper mentoring from both parental and teacher level to capacitate students to use AI tools for their academic advancement.

Furthermore, AI use for translation and exploring new ideas scores ($M=1.36$; 20.14%) and ($M=1.25$; 19.13%) respectively. It implies that students rarely use AI tools for creative and exploratory activities.

Overall, the findings suggest that students use AI tools more for routine homework tasks than creative and idea-generating activities. It highlights the need of a proper guidance and educational support to encourage students to use AI tools meaningfully for their academic growth.

The given pie chart reflects the respondents' expectation about what teachers or parents can do to help them use AI tools wisely for their learning purpose. Among options: 'Teach how to use AI for learning', 'Check if I understand answers' and 'Give homework that needs thinking', the first option was the most preferred one. The largest proportion of students, (41.80%) opted it which indicates that the respondents primarily expect guidance and skill development for AI tool use.

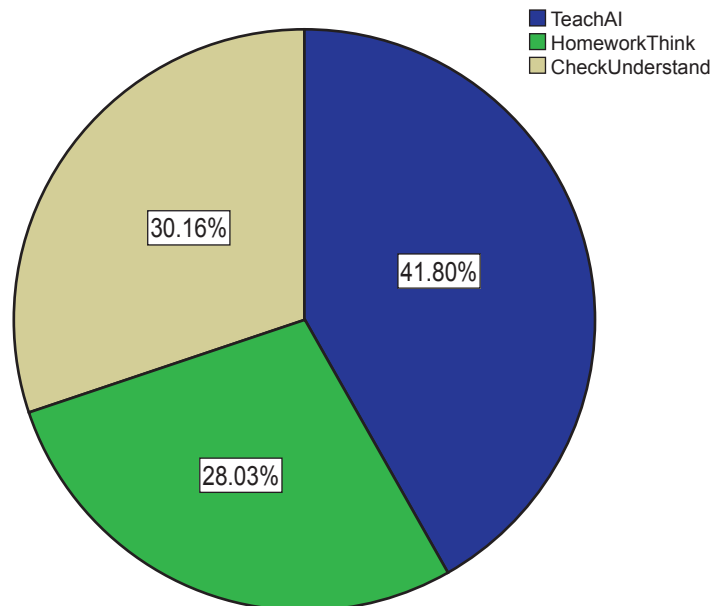


Figure 10: *Students' Expectation for Support for AI Use Wisely*

The second most chosen option was 'Check if I understand answers' securing 30.16% proportion of students. It implies that the students seek a supportive monitoring for AI

tools usage wisely. The least number of respondents (28.03%) selected the option ‘Give homework that needs thinking. It is the least preferred option, but marks important because it shows students’ interest in thinking and activity-oriented tasks than relying on AI tools.

In sum, the results suggest that students expect helpful and mentoring role from teachers and parents to assist them use AI tools meaningfully and wisely.

Discussion

The findings of the study depict a mixed connection between mobile phone use, learning habits and parental monitoring among grade 8 students of private schools in Waling Municipality. As shown by earlier studies (Kukulka-Hulme, 2012 and Sung *et al.*, 2016), mobile phones were found to support students in doing homework, understanding complex ideas and getting learning resources. The current study empirically supports this pattern that majority (157 students) reported using mobile phones ‘sometimes’ and 46 using ‘always’ for school-related activities. Moreover, the finding that 86% of respondents (n=184) used mobile phones for study purpose supports the psychological aspect proposed by Thomas and Munoz (2016). This high percentage of mobile phone use for academic purpose relates Tembe’s (2021) findings in Nepal, where students regard the smartphone as a crucial academic assistant, not merely as a communicative device.

However, students’ mixed perspectives about the impact of mobile phones in their learning habits stated in the study connects the basic ideas of the previous studies (Lepp *et al.*, 2014 and Rosen *et al.*, 2013). Yet, 43.4% of students considered mobile phones as useful (M=13.54 for the age group), about an equal number of students reported negative impacts. In the study, a remarkable number of students reported that mobile phones improved their learning, yet, almost an equal proportion of them experienced distraction because of gaming and social media. The finding that 40.6% of students (n=87) are distracted by mobile games and 40.1% (n=86) by social media provides a proof of concerns related to ‘digital multitasking’ identified by Mrazek *et al.* (2021). A considerable number of students stating distraction (n=80 in Figure 6) conforms the task-switching theories of Rosen *et al.* (2013). It suggests that mental load is a real impediment for about 50% students among the respondents.

The study shows the parental monitoring authoritative and mainly rule-based. As per the result, 66% of students (n=141) face rigid rule with limited explanatory guidance for

students' mobile use pattern. This rule-based practice in Waling shows a gap between students' perceptions and those of parents and school authorities. While students take mobile phones as pathways to knowledge (Tembe, 2021), the wider social atmosphere views them as sources of distraction or moral risks, a conflict that checks promotion of digital knowledge. It is further supported by Livingstone and Helper (2008), who state that imposing control over children' mobile phone use pattern alone may not effectively reduce risks. The high cumulative percentage (90.6%) of students faced some level of parental 'watch' (Table 4). But it contrasted with the high distracted rates. It suggests that restrictive monitoring practiced by parents in Waling failed to control the negative habits as suggested by Lepp *et al.* (2014). This aligns with Hiniker *et al.* (2016), who propose collaborative and communicative parental monitoring is far result-oriented than strict restriction.

Concerning AI-assisted learning, the study found that 86.4% of students have used AI tools, primarily for accomplishing regular homework tasks to some degree (Table). However, the mean score for AI use in writing homework is $M=2.307$). It is higher than that for creative tasks like essay writing ($M=1.66$). It shows ineffective use of technology. This supports the warning by Bozkurt *et al.* (2023), that without proper guidance, students tend to 'copying' rather than learning. The fact that 41.80% of students preferred guidance (Figure 10) shows that they know their own limited critical knowledge to use AI tools. It aligns the fact shown by Pedraja-Rejas *et al.* (2024) in their review of mobile learning and critical thinking.

Conclusions and Implications

This study concludes that mobile phones and AI tools usage is properly governed with sound guidance rather than just restriction. Students consistently used mobile technology to complete their regular schoolwork, *i.e.* homework. But they used it minimally to do higher-level tasks like creative and exploratory activities. Despite the support of mobile technology in academic pursuit, gaming and media were found to be common causes of distractions. It indicated use of mobile technology without proper mentoring, can hinder focus learning and deprive students of leveraging its full potential.

Parental mediation to students, concerning mobile use was predominantly rule-bound. It lacked supportive and explanatory guidance. As a result, it hindered students' productive learning habits. Students reported that they needed a good guidance from both parents and teachers to use mobile technology and AI tool purposefully. When a good mentoring

is offered, mobile technology has a good prospect to promote students' enhance students' academic growth.

9. Implication of the Study

The findings this study have some implications:

- For parents: A sound guidance and supportive monitoring can be more impactful than strict control in developing meaningful mobile and AI use pattern
- For teacher: A planned integration of mobile phones and AI tool can greatly support for students' academic growth
- For schools: Clear policies that ensure the integration of mobile technology and digital literary programs in schools can assist students' learning trends.
- For policy makers: Relevant guidelines are required to address mobile technology and AI use pattern in schools in semi-urban like Waling Municipality.

The study has these limitations: firstly, the study is limited to private schools of in Waling Municipality. Its findings can be generalized in context of public schools or other regions. Secondly, the study is based on the self-reported data, which may be biased. Thirdly, the descriptive statistics used in the study cannot make deeper analysis of cause-and-effect between mobile use and learning.

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