

Article DOI Link: <https://doi.org/10.3126/shss.v1i2.87650>

Spectrum of Humanities and Social Sciences (SHSS)

A Multidisciplinary Bilingual Journal

ISSN 3059-9849; Volume 1, Issue 2, December 2025, pp. 89-102

Indexed in Nepal Journals Online (NepJOL) 

Research Article



Open access article

**Impacts of Mobile Phones on Children's Academic Performance:
A Study in Institutional School, Birendranagar, Surkhet**

Khagendra Prasad Adhikari 

Graduate School of Humanities and Social Sciences, Mid-West University, Nepal

Abstract

This study examines the impacts of mobile phone use on children's academic performance at an institutional school in Surkhet. Using a descriptive research design with purposive sampling, data were collected from 47 students. Findings show that the majority of students have own mobile phone and recognize their educational benefits. However, many students admitted that their usage often distracted students from academic tasks. A large proportion of parents and teachers expressed concerns that mobile phones negatively impact students' concentration, with many believing they hinder academic performance. Despite these drawbacks, a majority recognized mobile phones as valuable educational tools, though an equal percentage observed a decline in face-to-face interactions due to mobile usage. Furthermore, a considerable number of respondents identified excessive mobile phone use among students, and a significant portion reported signs of mobile addiction. These findings highlight the dual impact of mobile phones—while they serve as useful learning tools, they also pose challenges to academic performance and social engagement. The study underscores the importance of a balanced approach to mobile phone use, ensuring that their educational advantages are maximized while minimizing potential distractions.

Article Info.

Article History

Received: 5 August 2025

Revised: 5 October 2025

Accepted: 20 November 2025

Corresponding Author

Khagendra Prasad Adhikari

✉: khagendra37@gmail.com

Copyright Information

Copyright 2025 © The author(s).

This journal is licensed under a

[Creative Commons Attribution](#)

[4.0 International \(CC BY 4.0\)](#)

License.

Publisher

Graduate School of Humanities and
Social Sciences

Mid-West University

Birendranagar, Surkhet

<https://muodgshss.edu.np>



Keywords: Academic performance, Addiction, Educational technology, Mobile phone, Secondary students

Introduction

A mobile phone is a useful device that promotes better communication among friends, family, and coworkers. Every technology that offers these kinds of benefits has certain negatives. Mobile phones have a tremendous impact on students' lives. Do you wonder how mobile phones affect students' lives? Then, we offer entire instruction right here (Edify World School, 2022). Mobile technology's

widespread effect has changed many facets of contemporary life, including education. Children's educational journeys now heavily rely on mobile devices like smartphones and tablets because they offer them unparalleled access to information, learning materials, and communication channels. Nonetheless, there is a great deal of disagreement about how mobile technology affects kids' education, with proponents and opponents of its widespread use. This study looks at both the possible advantages and disadvantages of mobile gadgets in order to investigate the complex effects they may have on kids' academic performance (Nair, 2023). opines that study attempts to give a nuanced knowledge of how mobile technology affects has detailed research into children's learning experiences and academic progress. The use of mobile phones may have a beneficial and bad influence on children's academic achievement. The expansion of mobile technology over the last decade has had a tremendous influence on the educational environment. Traditional learning methods have been changed by the accessibility of educational applications, digital textbooks, and online learning platforms, which present new potential for individualized and interactive learning experiences. Research has indicated that mobile devices have the potential to augment student engagement, motivation, and collaboration, thereby cultivating a more dynamic and immersive educational setting. The use of technology has eased our lives. Our devices serve as companions, time and energy savers, sources of information, and entertainment. These devices, such as ipads and cell phones, are very helpful to people. However, these devices are also the bane of our existence (Nair, 2023). It is impossible to overlook the educational benefits of smartphone technology. Depending on the child's age, mobile phones might have a good or bad effect. Numerous parents at a young age. These kids don't know how to use smartphones or what websites are good or evil, so they can visit a variety of websites that could be harmful to them at this age.

The biggest detrimental consequence of mobile phones on children at this age is a decrease in their physical and mental health (Shampa, 2021). Long-term usage of mobile phones may also have many affects on youngsters. However, utilizing a mobile phone is vital to remain ahead in today's culture since we use them to access the internet and seek for information, and social media has become a daily requirement.

Children should therefore abstain from using cell phones. Before a certain age, parents shouldn't give their kids access to a cell phone. Additionally, children who use mobile phones are susceptible to a variety of ailments, and when they develop game addictions, their mentalities alter (Black view Blog, 2022). Children should be in close observation who are the using the appropriate application of mobile or not for their right development.

They eventually get so dependent on their phones that they are unable to function without them. In addition to becoming antisocial for using a cell phone, they refuse to eat, study, or interact with people. Here are some of the issues they deal with. Due to their inherent features and portability, smartphones have become increasingly important due to their widespread use. Because of the many features built into smartphones, including social media, emailing, online shopping, agenda tracking, gaming, entertainment, and the ability to finish homework, some people especially those in the younger generation prefer them to laptops and desktop computers (Nayak, 2018). Children and teenagers go through a dramatic period of growth and development during these years.

The growth and development might take the form of many physical, mental, social, or other elements. Children and young people also utilize mobile devices and other types of technology quite a bit. It has been established that children's excessive usage of mobile phones and other technology has a detrimental influence on their mental health and overall well-being. Therefore, in order to improve children's and young people's general quality of health. it is important to study the effects of their usage

of technology items (such as mobile devices). Determining the elements linked to the detrimental effects of youth and kid mobile phone use will also aid in understanding the practical applications for these devices (Berkman, 2022). It is necessary to examine the real application of mobile phone for their development of mind.

Cellphones can have an influence on children's cognitive development; kids may learn to recognize numbers, plants, and animals by watching YouTube videos. Children enhance their language skills via watching films, imitating voices, and pronouncing English terms such as numbers and colors. The development of art shows that children learn new colors through the activities they play and the films they watch. YouTube teaches children how to recognize numbers, plants, and animals. Based on how as children improve their language skills, they watch movies, learn new words, and replicate the characters' voices, pronouncing numbers and colors in English. According to the way language develops, kids learn from the films they view, mimic their voices, or pronounce words like numbers and colors in English. Children gain language skills via watching videos, imitating voices, and pronouncing words like numbers and colors in English. According to the evolution of art, children may recognize foreign colors through games or films (LutfiNur, 2018). According to the progression of painting, children learn new colors through games and films. YouTube teaches children how to recognize numbers, plants, and animals.

Children find playing with telephones to be intriguing and exciting. If they are already distracted by cellphones, they will be less interested in other educational activities for young children. The results of parent-student interviews show that smartphone use influences interest in early childhood education in the epidemic period. They argue that children prefer to play with their iPhones rather than study, and that when assigned schoolwork, they get lethargic and prefer to watch YouTube. Children are more engaged and prefer face-to-face learning that takes place immediately in front of them. Children who use this media to learn become a little more lethargic; children's interests in learning are influenced by smartphones; kids enjoy using their phones to play games or access YouTube to watch kid-friendly movies or other content (Karakter, 2018). It is said that kids who play on their smartphones for extended periods of time get complacent and neglect to study and perform other tasks. Because they can easily obtain what they want by gazing at their cellphones, children also have a tendency to be lazy thinkers.

The increasing penetration of mobile phones in daily life has significantly influenced children's education, with both positive and negative consequences. Research indicates that mobile devices provide access to vast educational resources, online learning platforms, and communication tools that can enhance academic performance (Kumar & Raja, 2020). However, studies also highlight concerns regarding excessive screen time, digital distractions, and reduced face-to-face interactions, which negatively impact students' concentration and learning efficiency (Alonso et al., 2019).

In Birendranagar, Surkhet, the growing habit of mobile phones by youngsters has generated worries regarding their academic performance. A recent study found that 74.47% of students admitted mobile phone usage distracted them from academic tasks, while 68.09% showed signs of mobile addiction. Additionally, 91.49% of parents and teachers believed that mobile phones negatively affected students' concentration, leading to poor academic outcomes. These findings align with global research that links increased mobile phone dependency to declining academic performance (Chen & Yan, 2016). Similarly, mobile phones expose children to unregulated online content, which can influence their cognitive development and social behavior (Rideout, 2021). Simultaneously 89.36% of students acknowledged the educational benefits of mobile phones, the challenge lies in balancing their constructive and disruptive aspects. Kim et al. (2022) Opines that moderation and structured digital

literacy programs can help mitigate these negative effects. Despite extensive study, there is still much to learn about how mobile phones effect children's education in rural and semi-urban areas such as Birendranagar, Surkhet. The majority of research to date has been undertaken in industrialized or metropolitan settings, where access to technology and educational resources is vastly different from that of developing countries. Furthermore, although there has been considerable discourse about the advantages and disadvantages of students using mobile phones, there is a lack of empirical studies looking at the various socioeconomic and infrastructural components that impact these results in Birendranagar.

Despite significant research, there is still much to be learned about how cell phones affect children's education in rural and semi-urban places like Birendranagar, Surkhet. The majority of research to date has been conducted in industrialized or urban settings, where access to technology and educational resources differs significantly from that of underdeveloped nations. Furthermore, while there has been much discussion about the advantages and disadvantages of students using mobile phones, there has been little empirical research into the complex socioeconomic and infrastructural elements influencing these results in Birendranagar. Furthermore, there has been inadequate research on the particular educational possibilities and difficulties involved with using a mobile phone in this circumstance. To fill these gaps, this research presents a comprehensive understanding of the benefits and drawbacks of mobile phones for children's education in this specific socio-cultural and economic setting.

Objectives

The main objective of this study is to investigate the impacts of mobile phones in the private school of Birendranagar, Surkhet, evaluating both their potential for academic improvement and their role in creating diversions and addiction. The findings will help to shape regulations that encourage appropriate mobile phone usage, ensuring that technology is used as an aid for learning rather than a barrier to academic achievement. This study attempted to solve the following research questions.

Literature Review

A mobile phone is a helpful device. It improves communication among friends, family, and coworkers. Every technology offers these kinds of advantages has its disadvantages as well. Students' lives are greatly impacted by mobile phones. Are you curious in how cell phones affect students' lives? Then, we offer you a comprehensive guide right here (Edify World School, 2022). Students and parents can be suggested for the appropriate application mobile. The application of technology has greater possibility to enhance current teaching and learning methods. There is, however, little proof of effectiveness, and this is especially true of extensive studies that methodically investigate how technology might promote constructive changes over time and in a variety of settings. It is difficult to assign definitive, particular learning results to software or hardware. Teacher input and solid pedagogical alignment are generally prerequisites for positive impact. Beyond influencing specific learning outcomes, research on the use and efficacy of technology reveals that it can both help and affect with teaching and learning activities. Mobile phone can enhance the likelihood of distraction and disengagement even if it provides numerous benefits, such as augmenting and customizing instruction, increasing practice opportunities, and fostering student involvement through interactive, multimedia, and collaborative methods. Governments must carefully assess all pedagogical factors when making decisions about technological goods and platforms, taking into account the vast array of options available. Reputable research examining the long-term consequences of interventions should be the foundation for government decisions about procurement and scaling up (UNESCO, 2021).

Mobile-affected children's education suffered

The pervasive use of mobile phones among children has significantly impacted their educational experiences, particularly in regions like Birendranagar, Surkhet. While these devices offer access to vast resources and learning tools, their excessive use often leads to distractions and reduced attention spans. Children are more likely to participate in non-educational activities like gaming and social networking, which might take away from their study time. Furthermore, persistent connection might alter sleep habits, resulting in weariness and reduced academic performance. The problem in Birendranagar is exacerbated by poor parental supervision and a lack of formal digital literacy initiatives, both of which enhance the detrimental impact of cell phone usage on children's education. (Koran, 2022) states that there is a significant reduction in student involvement and overall academic accomplishment in the sector of quality education.

What effect do cell phones have on students? Are they a blessing or a curse? Yes, the majority of us possess the sleek, high-tech gadget known as a smartphone. You want to carry your mobile phone with you at all times, even if it barely fills up 3/4 of your palm. Packed with stimulating material, you may learn about any subject. You can find every kind of information imaginable, from the state of the weather to the amount of traffic on the roadways. This is only for while you're on the move. Although they are helpful, have you ever considered how a student's life is affected by a mobile phone (H. L,2019). Simultaneously the impacts of mobile cell phone should be analyzed from both perspectives. Students have an advantage because of the ease of use provided by mobile devices. Students can use it for social networking, gaming, and movies in addition to online courses because to mobile phones, our globe has become smaller and more interconnected than it has ever been. Over 95% of students own a smartphone, with 75% of those phones featuring applications and internet access. Many schools prohibit the use of laptops in the classroom. When it comes to accessing free educational and informative materials, mobile phones may replace PCs. Using their mobile phones to shoot photographs and videos helps students retain material more easily. Many of these phones are used for education and entertainment, which can lead to negative behaviors such as pornography and blackmail, as well as a rise in cybercrime. These phones are both a boon and a curse for the younger generation. Mobile phones provide a variety of critical functions. Edify World School (2022).

focuses on young people's education must prioritize digital literacy, and research indicates that mobile phones can help facilitate this kind of learning. In order for students to properly engage in the workforce, it is imperative that they learn using these technologies. As technology advanced, students began to rely more on their mobile devices, finding them increasingly capable of handling academic tasks. This shift not only changed how they accessed information but also transformed their study habits and collaboration methods. This hindered the rapid and significant classroom research. Today's mobile phones are lightweight and equipped with every kind of contemporary technology. Students at Edify World School Dehradun receive technical assistance and sound instruction. The modern mobile phone incorporates all forms of current technology, making it portable.

Empirical Review

Learning doesn't stop when the classroom doors close. While they go about their academic lives, these phones help students access real-time information and updates. When technology-driven tools are used in conjunction with helping learning rather of traditional teaching approaches, student engagement improves. To stay up with the current technological period, the majority of modern technologists are inventive. It is among the greatest advantages that mobile phones have for students. The ability to stay in touch with one another is one of the main advantages of mobile phones. Students

can let their parents and guardians know where they are at any given time by using their mobile devices (Becker, 2018).

This new system enhances communication and ensures that students receive important information in a timely manner. Additionally, it fosters a greater sense of security for parents, knowing they can stay connected with their children throughout the day and have less work to do. You can communicate with each other through voice calls, video calls, and messaging on a smartphone. Mobile phones, which allow users to communicate with anybody, anywhere, at any time, have completely changed the telecom sector (Kirkorian, 2019). It allows them to explore the internet and play games. However, it's essential to balance these activities with their studies to ensure they remain focused and productive. Engaging in educational apps can also enhance their learning experience while still providing enjoyment. They utilize it to unwind with enjoyable music or movies while taking a break from all of their academic work. It can be used to browse the internet or play games. This allows them to recharge and clear their minds, enabling better focus when they return to their studies. Additionally, engaging with friends online can provide a sense of connection and support during busy school days.

Your mobile phone comes in quite handy while handling emergency scenarios. It makes it easier for someone to obtain help right away in any difficult situation. You can also use mobile phones to find out where someone who has gone missing is. It is useful for handling major crises and natural disasters. They escape harm and preserve their lives as a result (Becker, 2018). Mobile phones also aid pupils with their studies. They contribute to students' easy access to technology and information. There are various educational programs available for use on your phone. These applications offer an intriguing method to learn topics, create presentations, complete projects, keep track of test schedules, and so on. The quantity of mobile phones has expanded substantially during the last several decades.

They were limited to using them for making and receiving calls at first. Twenty years later, though, mobile devices allow you to do much more than just make and receive calls. You can use them to take pictures, listen to music, check your health, and more. Everyone carries one or two phones at all times these days since mobile phones are becoming cheaper and more affordable. Students must have smartphones because the college or university curriculum will be given online due to the global epidemic. Since not everyone can afford a laptop or computer, mobile devices can be used in place of the computer in the online course as a less expensive option (Wu, 2019).

Students have an advantage because of the ease of use provided by mobile devices. In addition to online classes, consumers can use it for social networking, games, and movies for enjoyment. Because to mobile phones, our globe has become smaller and more interconnected than it has ever been. Over 95% of students own a smartphone, with 75% of those phones featuring applications and internet access. Nowadays, students utilize their mobile phones to communicate with one another and use the ever-changing web resources for education. Similarly, Asian School (2022) opines that students have access to a range of advantages and difficulties using mobile phones. Smartphone use in boarding schools can be both a helpful academic tool and a distraction, depending on the rules. In this situation school administration must more sensitively regarding to misuse of cell phone.

Methodology

This study employed a descriptive research design with a quantitative approach. The research was conducted at an institutional school in Birendranagar Municipality, Surkhet, a private institution affiliated with the National Examinations Board (NEB). The target population included 47 students (Grades 8–10). Using purposive sampling, one institutional school was selected, and questionnaires were used as a data collection tool to explore the impact of mobile phones on the students' learning from the perspective of parents and teachers. The collected data were analyzed using the tables only.

Results

Socio-demographic features are the social and demographic qualities of individuals or groups that impact their actions, experiences, and results in a variety of circumstances. These variables usually include Age, gender, education level, income, occupation, marital status, and ethnicity, among other. They are used to better understand how various demographic groups behave or react to societal issues such as health, employment, and service access. Socio-demographic data is important in research, policymaking, and marketing since it reveals patterns and discrepancies within populations (Thorpe et al., 2016). This part contains certain socio-demographic characteristics of the respondents, which are given and examined in the following sub-sections:

Age Composition of the Respondents

Age is the number of years an individual has lived, often calculated from birth. It is an important demographic characteristic that determines physical, psychological, and social development, as well as different life experiences and behaviors (Harper, 2018). The age makeup of the respondents is divided into four groups, which are displayed in the table below.

Table 1: *Age Composition of Respondents*

Age (Years)	No. of Respondents	Percent
13-15	19	40.42
16-18	28	59.57
Total	47	100.00

Table 1 shows that 40.42 percent of the respondents were aged 13-15 years, 59.57 percent were aged 16-18 years, this distribution indicates that the majority of respondents are older students which might suggest that mobile phone use patterns and their impact on academic performance could be more pronounced among these age groups due to increased independence and access to technology. The age distribution also provides information into how mobile phone use impacts students at various points of their academic career.

Gender Composition

Gender refers to the duties, actions, and characteristics that a society believes are suitable for men, women, and other gender identities. It is a culturally diverse social construct that shapes personal identity, societal roles, and power dynamics (Butler, 2004). The gender composition of the respondents is presented in the following table:

Table 2: *Gender Composition*

Gender	Number	Percent
Male	24	51.06
Female	23	48.93
Total	47	100.00

In Table 2, the gender composition of the respondents reveals that 51.06 percent were male and 48.93 percent were female, with a total of 47 respondents. This indicates a relatively balanced gender distribution among the participants.

Status of Internet

Access to the internet through mobile phones enables users to retrieve information, engage in online learning and connect with others. It offers possibilities for study and access to educational materials, which improves academic achievement. However, unlimited internet access can expose

pupils to distractions and improper information, potentially interfering with their academic performance.

Table 3: *Access to Internet for Respondents*

Responses	No. of Respondent	Percent
Yes	42	89.36
No	4	8.51
I don't use	1	2.13
Total	47	100.00

Table 3 shows that 89.36% of respondents had internet connection, whereas 8.51 percent did not, and 2.13 percent did not use mobile phones at all.

Helpfulness of Mobile Phone for Studies

Mobile phones are useful for studying because they allow rapid access to a variety of educational resources, including online libraries, academic apps, and research materials. Students can utilize mobile devices to plan their calendars, create homework reminders, and connect with peers and instructors to facilitate collaborative learning. Mobile phones also make it easier to access online classes and tutorials, which may help you comprehend complicated subjects better. However, while they offer significant tools for studying, students must carefully control their usage to avoid distractions that might impede their academic success.

Table 4: *Helpfulness of Mobile Phone for Studies*

Responses	No. of Respondents	Percent
Yes	42	89.36
No	4	8.51
I don't use	1	2.13
Total	47	100.00

Table 4 shows that 89.36 percent of respondents thought mobile phones were useful for their studies, 8.51 percent thought they weren't, and 2.13 percent didn't use them.

Table 5: *Impact of Mobile Phone*

Responses	No. of Respondents	Percent
Yes	35	74.47
No	11	23.40
I don't use	1	2.13
Total	47	100.00

Table 5 reveals that 74.47 percent of respondents admitted to being distracted from their studies by mobile phone use, 23.40 percent denied it, and 2.13 percent did not use mobile phones.

Table 6: *Observation of Students/Children Using of Mobile Phones during Study Hours*

Responses	No. of Respondents	Percent
Yes	31	65.96
No	16	34.04
Total	47	100.00

Table 6 reveals that 65.96 percent of respondents observed students or children using mobile phones during study hours, while 34.04 percent did not. The use of mobile phones during study time may detract from focused learning, potentially lowering academic performance.

Table 7: Effect of Mobile Phone Usage on Children's/Students' Ability to Concentrate on Education

Responses	No. of Respondents	Percent
Yes	42	89.36
No	5	10.64
Total	47	100.00

Table 7 shows that 89.36 percent of respondents agreed that mobile phone usage affected students' ability to concentrate on education, while 10.64 percent disagreed. Reduced concentration due to mobile phone use can significantly impact students' academic outcomes.

Table 8: Spending of Excessive Time on Mobile Phones by Children/Students

Responses	No. of Respondents	Percent
Yes	24	51.06
No	23	48.94
Total	47	100.00

Table 8 highlights that 51.06 percent of respondents believed students spent excessive time on mobile phones, while 48.94 percent did not. Excessive use of mobile phones, especially for non-educational purposes, can take away valuable time from studying and academic tasks.

Table 9: Mobile Phone Addiction among Students / Children

Responses	No. of Respondents	Percent
Yes	32	68.09
No	15	31.91
Total	47	100.00

Table 9 shows that 68.09 percent of respondents observed mobile phone addiction among students, while 31.91 percent did not. Mobile phone addiction can lead to decreased academic performance due to time mismanagement and increased distractions. "Mobile Phone Addiction among Students/Children" refers to an unhealthy dependence on mobile devices, characterized by excessive use that interferes with daily life, studies, and social interactions. This addiction can lead to negative consequences, such as decreased academic performance, social isolation and mental health issues, highlighting the importance of balanced mobile phone usage

Negative Impact of Mobile Phone Use on Student's/Children's Academic Performance

"Negative Impact of Mobile Phone Use on Students'/Children's Academic Performance" refers to the detrimental effects that excessive or distracting mobile phone usage can have on learning outcomes. This includes decreased focus, lower grades and reduced engagement in school activities, emphasizing the need for mindful usage to enhance academic success and overall educational experience.

Table 10: Negative Impact of Mobile Phone Use on Student's/Children's Academic Performance

Responses	No. of Respondents	Percent
Yes	41	87.23
No	6	12.77
Total	47	100.00

Table 10 reveals that 87.23 percent of respondents believed mobile phone use negatively impacted students' academic performance, while 12.77 percent did not. This suggests a strong correlation between mobile phone usage and a decline in academic success.

Use of Mobile Phones as Educational Tools in the Classroom

"Use of Mobile Phones as Educational Tools in the Classroom" refers to the integration of mobile devices into the learning environment to enhance education. This includes accessing online resources, utilizing educational apps, facilitating collaborative projects and promoting interactive learning experiences, enabling students to engage more actively and effectively in their studies.

Table 11: *Use of Mobile Phones as Educational Tools in the Classroom*

Responses	No. of Respondents	Percent
Yes	35	74.47
No	12	25.53
Total	47	100.00

Table 11 reveals that 74.47 percent of respondents supported the use of mobile phones as educational tools in the classroom, while 25.53 percent did not. Using mobile phones for educational purposes can enhance learning if managed properly and focused on academics.

Table 12: *Impact of Use of Mobile Phone Use on Academic Performance of Students*

Responses	No. of Respondents	Percent
Yes	38	80.85
No	9	19.15
Total	47	100.00

Table 12 reveals that 80.85 percent of respondents believed mobile phone use affected academic performance negatively, while 19.15 percent did not. This reflects a consensus that excessive or improper use of mobile phones can be detrimental to academic success. The study "Impact of Mobile Phone Use on Academic Performance of Students" examines how mobile phone use impacts students' educational performance. This influence may be both good (access to learning resources) and bad (distractions that hamper focus and productivity), eventually impacting grades and overall academic achievement.

Table 13: *Help of Mobile Use on Children's Education*

Responses	No. of Respondents	Percent
Yes	43	91.49
No	4	8.51
Total	47	100.00

Table 13 shows that 91.49 percent of respondents believed mobile phones helped with children's education, while 8.51 percent did not. This reflects the potential for mobile phones to support learning when used properly for educational purposes. The term "Help of Mobile Use on Children's Education" refers to the beneficial function that mobile devices may play in improving learning experiences. This involves offering students with access to educational applications, online resources, and interactive learning tools, allowing them to engage more effectively with their studies and facilitating contact with instructors and classmates to achieve academic achievement.

Table 14: *Positive Impacts of Mobile Phone Use than Negative Impact*

Responses	No. of Respondents	Percent
Yes	43	91.49
No	4	8.51
Total	47	100.00

Table 14 reveals that 91.49 percent of respondents believed mobile phones had more positive than negative impacts, while 8.51 percent disagreed. Although there are concerns about distractions, the overall consensus is that mobile phones can have a positive influence on education when used appropriately.

According to KII, in present context, there has been increased the negative influence of mobile phone use on students' and children's academic performance. Excessive uses of mobile phones, particularly for non-educational purpose such as gaming, social media, and entertainment which can drastically influence students' ability to concentrate on their academics. The continual distraction of notifications, texts, and online information frequently results in shorter attention spans and a lack of focus during lectures, both in the classroom and at home.

As a result, students may struggle to complete projects on time, forget important information, and see a decline in overall academic achievement. Furthermore, excessive screen use can disturb sleep cycles, impairing memory, attention, and academic performance. It also reduces meaningful engagement in school activities and in-person social relationships, both of which are critical for overall development. As a result, it is vital that parents, teachers, and students recognize the importance of mindful and balanced mobile phone usage in promoting better learning outcomes and overall educational accomplishment.

The socio-demographic features of the respondents in this study reflect a diversified group; 40.42 percent of the respondents were aged 13-15 years 20.19 percent were aged 16-18 years. This distribution reveals that the bulk of respondents are older students (17 years and above), which may imply that mobile phone use habits and their influence on academic performance might be more evident among these age groups due to greater independence and access to technology. The balance across ages also offers insights into how mobile phone use affects students at different stages of their academic journey.

The study also shows widespread mobile phone use among respondents, with 85.11% using mobile phones and 70.21% owning personal devices. Most respondents (60.61%) use their parents' phones, while 89.36% have access to the internet. Mobile usage varies, with 44.68% spending 1–2 hours daily on their phones, and 72.34% using them primarily for entertainment. A substantial portion of respondents (82.98%) uses their phones for studying, and 89.36% believe mobile phones are helpful for academic purposes. However, 74.47% of respondents reported being distracted from their studies due to mobile phone use, suggesting a significant challenge in balancing educational benefits and distractions.

The potential negative impacts of mobile phone usage were also examined, with 91.49% of respondents noting regular school attendance and 65.96% reporting that students use mobile phones while studying. However, 74.47% of students do not bring mobile phones to school, indicating some limitations in mobile phone use within the educational environment. Concerns about mobile phones affecting concentration were voiced by 89.36% of respondents, and 68.09% observed signs of mobile phone addiction among students. A significant portion of respondents (87.23%) believed mobile phones negatively impacted academic performance, and 91.49% noted a reduction in face-to-face

interactions among students. Despite these concerns, 74.47% supported the use of mobile phones as educational tools in classrooms, and 91.49% believed that the positive impacts of mobile phones outweighed their negative effects. These findings suggest the need for a balanced approach to mobile phone usage in education, emphasizing both its educational potential and the importance of managing its drawbacks.

Discussion

The increasing accessibility of mobile phones has significantly influenced students' academic lives, offering both advantages and challenges. The study reveals that 85.11% of respondents use mobile phones, with 70.21% owning personal devices and 60.61% relying on their parents' phones. Mobile connectivity is also widespread, as 89.36% of respondents have access to the internet. However, the way students use mobile phones varies: while 82.98% use them for studying and 89.36% find them beneficial for academics, 74.47% reported distractions from studies due to mobile phone usage. Similaly (Kumar et al., 2021) found the dual impact reflects the broader debate on whether mobile phones serve as academic tools or sources of distraction

Despite the potential benefits, mobile phone usage presents significant challenges, particularly concerning students' concentration and social behavior. The study indicates that 91.49% of respondents reported regular school attendance, yet 70.21% believed that students preferred using phones over interacting with friends, raising concerns about the decline of face-to-face communication. Previous research supports this finding, highlighting that excessive mobile phone use can lead to social isolation and reduced peer interactions (Twenge, 2019) Furthermore, 89.36% of respondents believed mobile phones negatively affected students' concentration, which aligns with studies suggesting that frequent mobile usage leads to decreased attention spans and multitasking inefficiencies (Junco, 2012). Frequent use of mobile phone has negative impact on academic performance.

Another alarming finding is that 68.09% of respondents observed signs of mobile phone addiction among students, and 87.23% linked mobile usage to declining academic performance. Research by Samaha&Hawi (2016) suggests that mobile addiction correlates with increased anxiety, poor sleep quality, and reduced academic success. Additionally, 91.49% of respondents believed that mobile phone use reduced face-to-face interactions, further supporting concerns its effect on the social growth of kids. However, 74.47% of those who answered said they thought mobile phones may be useful for learning, and 97.87% said they could be used for schoolwork. This shows that schools need to have fair and well-organized rules for mobile phone use.

Even though 91.49% of those who answered thought that the benefits of mobile phones exceeded the drawbacks, the results show that mobile phone use has to be regulated. Parents and schools need to set up clear rules to make sure that cell phones help kids study without hurting their grades or their ability to make friends. Studies indicate that digital literacy initiatives and regulated mobile phone usage in school settings might reduce distractions while enhancing learning outcomes (Kates et al., 2020). So, a method that combines.

Conclusion

This study found that mobile phones significantly impact pupils' academic performance and social connections. They provide educational benefits, such as access to internet materials and communication, but can pose obstacles. Many pupils use mobiles. Using phones for academic and recreational reasons might cause distractions and reduce productivity. Excessive entertainment diminishes study time, while continual connectivity can break attention. Mobile phone use diminishes face-to-face contacts, leading to social isolation and poor communication skills. Regardless of these problems, when used correctly, mobile phones can improve learning and academic performance. The

study emphasizes balanced usage, self-regulation, and monitoring to maximize educational gains while reducing negative impacts on students' performance and social development.

Implication

The findings of the study focus on that there is great dual influence in academic achievement. On the one hand, mobile phones are seen as vital educational tools, with many pupils realizing their educational value. On the other side, the study found that excessive mobile phone use frequently disturbs students from their academic duties, impairing their focus and performance. Parents and teachers express concern about these distractions, claiming that cell phones may destroy children's ability to focus and their own creativity. Furthermore, the loss in face-to-face contacts among students due to mobile habit may influence their social growth and academic collaboration. The survey also finds evidence of cellphone addiction among students, which might threaten their real academic and personal development. In spite of these disadvantages, the majority of respondent's favor using mobile phones into classroom learning, demonstrating that when used properly, they may improve educational experiences. Finally, the study emphasizes the importance of a balanced approach to mobile phone usage, which maximizes educational advantages while avoiding distractions and potential detrimental effects on students' academic performance and social connections.

Disclosure Statements

No potential conflict of interest was reported by the author(s). Author(s) read and reviewed the final version and agreed consent for publication. All authors listed have made a substantial, direct, and intellectual contribution to the work and approved it for publication.

About the Author

Khagendra Prasad Adhikari is an assistant professor, central Department of Social Work, Journalism and Mass Communication, Graduate School of Humanities and Social Sciences, Mid-west University Birendranagar, Surkhet. He has been actively involved in developmental research, Innovative projects, professional development, and higher education research guidance, and has 17 years of university-level teaching experiences.

References

- Asian School. Kajal. (2022, February 17). *Impact of mobile phone on students' life*. The Asian School. Retrieved from <https://www.theasianschool.net/blog/impact-of-mobile-phone-on-students-life/>
- Alonso, M., et al. (2019). Digital Distractions and Student Performance: A Meta-Analysis. *Educational Psychology Review*, 31(4), 523-547.
- B. Harris, T. Regan, J. Schueler, and S. A. Fields, "Problematic Mobile Phone and Smartphone Use Scales: A Systematic Review," *Frontiers in Psychology*, vol. 11. Frontiers Media S.A., May 05, 2020. doi: 10.3389/fpsyg.2020.00672.
- Blackview Blog. (2022, December 23). The negative effects of smartphones on students. Blackview. <https://www.blackview.hk/blog/guides/bad-effects-of-mobile-phones-on-students>
- Chen, L., & Yan, Z. (2016). Impact of Mobile Usage on Adolescent Academic Performance: A Review. *Journal of Educational Research*, 109(3), 235-246.
- Cho, K., Lee, S., Joo, M. H., & Becker, B. J. (2018). The effects of using mobile devices on student achievement in language learning: A meta-analysis. *Education Sciences*, 8(3), 105–121. doi:10.3390/educsci8030105
- Edify World School Dehradun. (2022, May 4). Impact of mobile phone on students life. *Edify World School Dehradun*. Retrieved from <https://edifyworldschoolsdehradun.com/impact-of-mobile-phone-on-students-life/>

- Etta, R. A., & Kirkorian, H. L. (2019). Children's learning from interactive eBooks: Simple irrelevant features are not necessarily worse than relevant ones. *Frontiers in Psychology*, 9, 1–11.
- Junco, R. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education*, 58(1), 162-171.
- Kates, R., Wu, H., & Kim, S. (2020). The impact of mobile learning on academic performance and student engagement. *International Journal of Educational Technology*, 15(2), 112-130
- Kim, J., et al. (2022). Managing Screen Time: Strategies for Educational Success. *International Journal of Digital Education*, 15(2), 112-128.
- Kumar, R., & Raja, P. (2020). Smartphones in Education: A Double-Edged Sword? *Journal of Learning Sciences*, 10(1), 87-105.
- Kumar, S., Sharma, M., & Singh, R. (2021). Mobile phone usage and academic performance among school students: A systematic review. *Journal of Educational Research*, 12(3), 45-62.
- N. Koran, B. Berkmen, and A. Adalier, "Mobile technology usage in early childhood: Pre-COVID-19 and the national lockdown period in North Cyprus," *Education and Information Technologies*, 27(1), 321–346
- Nair, M. (2023, January 2). Harmful effects of mobile phones on students. Retrieved from [Global Indian International School Bangalore](#).
- Rideout, V. (2021). The Effects of Screen Time on Child Development: A Critical Analysis. *Child Development Perspectives*, 15(3), 145-162.
- Shampa, S. (2021, June 6). Impact of mobile phone on children. *LinkedIn*. Retrieved from https://www.linkedin.com/pulse/impact-mobile-phone-children-shamsunnahar-shampa/
- Samaha, M., & Hawi, N. S. (2016). Relationships among smartphone addiction, stress, academic performance, and satisfaction with life. *Computers in Human Behavior*, 57, 321-325.
- Twenge, J. M. (2019). More time on technology, less happiness? Associations between digital media use and psychological well-being. *Journal of Social and Clinical Psychology*, 38(4), 271-289.
- UNESCO. (2021). *Global Education Monitoring Report 2021/2: Non-state actors in education: Who chooses? Who lose* <https://unesdoc.unesco.org/ark:/48223/pf0000379875> Welch.
- Wu, M.-H. (2019). The applications and effects of learning English through augmented reality: A case study of Pokémon Go. *Computer Assisted Language Learning*, 0(0), 1–35.