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**Effects of Mobile Phone Dependency on Study Habits among  
University Students**



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## Effects of Mobile Phone Dependency on Study Habits among University Students



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### Abstract

**Purpose:** This study explored how mobile phone dependency affects the study habits of undergraduate students at Garissa University in Kenya. It aimed to assess the extent of mobile phone dependency, analyze its connection with study habits, evaluate its effect on concentration during study periods, and examine its relationship with students' time management abilities.

**Methodology:** A correlational design was used to explore the links between mobile phone dependency and study habits. The study focused on a population of 2,200 undergraduates, with a sample of 2,000 selected through simple random sampling. Data were gathered via a structured questionnaire featuring multiple-choice questions and five-point Likert-scale items measuring both dependency levels and study behaviors. Analysis involved descriptive statistics such as frequencies and percentages, while Pearson's correlation coefficient assessed the strength and direction of relationships between variables at a significance level of 0.05.

**Findings:** Results showed high levels of mobile phone dependency and a significant negative correlation between dependency and effective study habits ( $r = -0.62$ ,  $p < 0.05$ ). Students more dependent on their phones reported lower concentration, shorter study durations, inconsistent review routines, and poorer time management. The study concludes that excessive mobile phone use is linked to weaker study practices.

**Unique Contribution to Theory, Practice and Policy:** These findings add to existing knowledge on digital device use in higher education and offer actionable insights for institutions, educators, counselors, and policymakers to encourage mindful phone usage, enhance students' self-regulation and time management, and ultimately support better academic engagement and outcomes.

**Keywords:** *Mobile Phone Dependency, Mobile Phone Addiction, Study Habits, Academic Performance, University Students*

**JEL Codes:** *I21, I23, I29, C12, C83*

## **INTRODUCTION**

### **1.1 Background of the Study**

The fast progress in mobile phone technology has changed how college students talk, study, and interact with each other. Mobile phones let you access educational materials, online book collections, ways to talk to others, and tools for learning. Using mobile phones too much has caused many students to get addicted. Mobile phone addiction means someone uses their phone too much, and this affects their everyday tasks like doing schoolwork. University students use their mobile phones a lot more than many other groups of people. Even though these devices can help with learning, using them too much might harm how well someone studies. It can make it harder to focus, lead to putting things off, mess up study plans, and result in worse grades. Students frequently use social media, play online games, and send messages while they are studying, which can make it harder for them to remember information and finish their schoolwork well. So, it's really important to look at how being too attached to cell phones affects the way university students study.

### **1.2 Statement of the Problem**

Students at the University of Garissa, which is one of Kenya's public universities, are facing a big issue with being too dependent on their mobile phones. Many students use their mobile phones a lot for things that aren't related to school, which causes them to have bad study habits and not stay focused on their studies. Using the phone too much can make it hard for students to focus on their lessons, make it harder to stay attentive while studying, and lead to poor planning of how they spend their time. Even though mobile phones are commonly used in universities, people don't really know much about how much mobile phone addiction is affecting students' study habits, particularly at the University of Garissa. So, this study wants to look at how being too attached to mobile phones affects the way students at the University of Garissa study.

### **1.3 Purpose of the Study**

The purpose of this study is to examine the effects of mobile phone dependency on study habits among university students.

### **1.4 Objectives of the Study**

#### **General Objective**

To examine the effects of mobile phone dependency on study habits among university students.

#### **Specific Objectives**

1. To determine the level of mobile phone dependency among university students.
2. To examine the relationship between mobile phone dependency and study discipline.
3. To assess the effect of mobile phone dependency on students' concentration during study.

4. To determine the influence of mobile phone dependency on time management among university students.

### **1.5 Research Question**

How does mobile phone dependency affect studying among university students?

### **1.6 Research Hypothesis**

H<sub>0</sub>: There is no significant relationship between mobile phone addiction and study habits among college students.

H<sub>1</sub>: There is a significant relationship between mobile phone addiction and study habits among college students.

## **LITERATURE REVIEW**

### **2.1 Introduction**

There are multiple sections in this chapter. The study's theoretical foundation, particularly behavioral addiction theory, is explained in the first section. Empirical research on study habits and cell phone addiction is reviewed in the second section. A conceptual framework that demonstrates the connection between independent and dependent variables is then presented in this chapter. Lastly, we point out research gaps in earlier studies and explain how the current study attempts to fill them. The groundwork for future studies on how cell phone addiction affects college students' study habits was established by this review.

### **2.2 Theoretical Review**

#### **Behavioral Addiction Theory**

This study uses the idea of behavioral addiction, which looks at how people get caught up in certain activities that give them a sense of satisfaction and reward, leading them to do these behaviors in a compulsive way. Behavioral addiction is different from drug addiction because it's about relying on activities or technologies that make you feel happy, relaxed, excited, or accepted by others. According to Griffiths (2005) says that behavioral addictions share traits with drug addictions, like being very important in someone's life, causing changes in mood, needing more of the behavior to feel the same, having uncomfortable feelings when the behavior is stopped, causing problems in life, and a tendency to start again after stopping. This idea says that when someone keeps doing something good, they might really want to keep doing it, even if it causes problems in other parts of their life. Behavioral addiction theory helps explain why students get addicted to their phones. It's because using mobile devices gives them constant rewards, like staying connected on social media, sending messages right away, enjoying online games and entertainment, and getting quick access to information. Features such as notifications, likes, comments, and quick responses make users feel good and make them want to use their phones again and again. As time goes on, students

might start to get used to looking at their phones a lot and may struggle to stop or cut down on using their phones, even if they know it's hurting their schoolwork.

According to Kimberly S. Young wrote in 1998 that using digital technology too much can cause people to develop habits that are hard to control. These habits can get in the way of everyday tasks and hurt their overall happiness and health. The theory also says that using cell phones too much can stop students from paying attention to key activities like studying, doing homework, going to class, and getting ready for tests. Students who use their phones a lot might get distracted while studying, find it harder to focus, manage their time badly, and put off their work for later. Because of this, students might not do as well in their studies and may have trouble with their learning skills. Looking for Larry, Rosen, Nancy, Cheever and other researchers in 2013 discovered that constantly getting calls on cell phones and trying to do multiple tasks at once can hurt students' ability to focus and reduce their academic performance.

A recent study done in Kenya showed the same patterns in university students. Studies from Kenyan universities found that using smartphones too much is linked to students spending less time studying, having trouble focusing, and not following school rules very well (Kenya National Bureau of Statistics, 2023; Kenya Communications Authority, 2024). These studies also show that mobile phone addiction is becoming a growing issue in universities and colleges throughout the country, including public institutions like the University of Garissa. Behavioral addiction theory is important for this study because it helps explain how cell phone addiction forms and how it affects students' performance in school. This idea explains why some students still use their phones a lot, even though they know it's bad for their studies and how well they do in school. So, this gives a good foundation for looking at how mobile phone addiction affects the study habits of university students.

### **2.3 Empirical Review**

Several studies have explored the influence of cell phone dependency on students' academic performance and learning outcomes. With the rise of smartphones, students have become more connected than ever before. Researchers are concerned that cell phone usage may adversely affect student performance. Results from previous research indicate that although mobile phones can enhance learning outcomes, overreliance on the devices may lead to negative effects on academic performance. For instance, Rosen, Nancy, and Carrier conducted a study in 2013 and revealed that students who often switched between studying and using their mobile phones had a lower capacity to concentrate and retain information learned. The results further showed that phone notifications and social media use could easily distract students and reduce their ability to maintain focus while studying. Consequently, such students may experience poor time management and poor performance on academic assessments. Likewise, Lepp, E. Barclay, and A. Karpinski performed a related study in 2015 and found out that cell phone usage predicted poor academic performance among university students. The researchers concluded that excessive cell phone usage led to

reduced time allocated to academic activities, subsequently lowering grades. Their findings further showed that students who engaged in more cell phone activities scored lower than those who reported limited use of the devices.

Another study carried out by Arin S. Karpinski and Adam S. Duberstein in 2009 supports the initial findings. The two researchers concluded that higher levels of social media use among students were highly likely to predict poor academic performance as compared to those who limited their use of the devices. Phone alerts, chats, and videos are some of the distracting features of cell phones that have been reported to adversely affect study progress, time management, and procrastination. Lack of focus and time management skills may hinder the ability of students to complete their assignments within the set deadlines. A recent survey done in Kenya revealed similar concerns regarding the impact of cell phone usage on students' studies. Reports from various surveys and ministry officials indicate that Kenyan students are highly addicted to their mobile phones hence impacting their studies adversely. For instance, it was reported that extreme mobile phone usage among Kenyan students has led to reduced time allocated to studies and classwork hence affecting their overall performance (Kenya National Bureau of Statistics, 2023; Kenya Communications Authority, 2024). Studies report that mobile phone addiction is gradually becoming a serious problem and an impediment to learning in Kenyan universities and colleges, especially in Garissa University.

Various lecturers complain that cell phone addiction has become a major concern in the current student community, hindering their learning processes and negatively affecting their grades. Several professors argue that excessive phone use, especially through social media, has significantly reduced the students' ability to maintain focus and concentration during class hours, discussions, and individual study time. The professors further argue that students who use mobile phones are more likely to engage in procrastination when completing their assignments and sitting for exams, therefore, recording poor academic performance. Previous studies have related cell phone addiction to students' academic performance. However, most of the previous studies explored general academic performance, and only a few related cell phone addiction and its impact on general academic performance. There is a need to explore the effect of cell phone addiction on specific aspects of study process including concentration, time management, revision, and overall discipline in studies. This study, therefore, seeks to review the impact of cell phone addiction on study process of students in various universities.

## **2.4 Conceptual Framework**

The conceptual framework below represents the linkages between cell phone addiction and study behaviour of university students. In this case, cell phone addiction is an independent variable while study behaviour is a dependent variable. In addition, there are intervening variables which when manipulated can hinder or promote the relationship between cell phone addiction and study behaviour of university students.

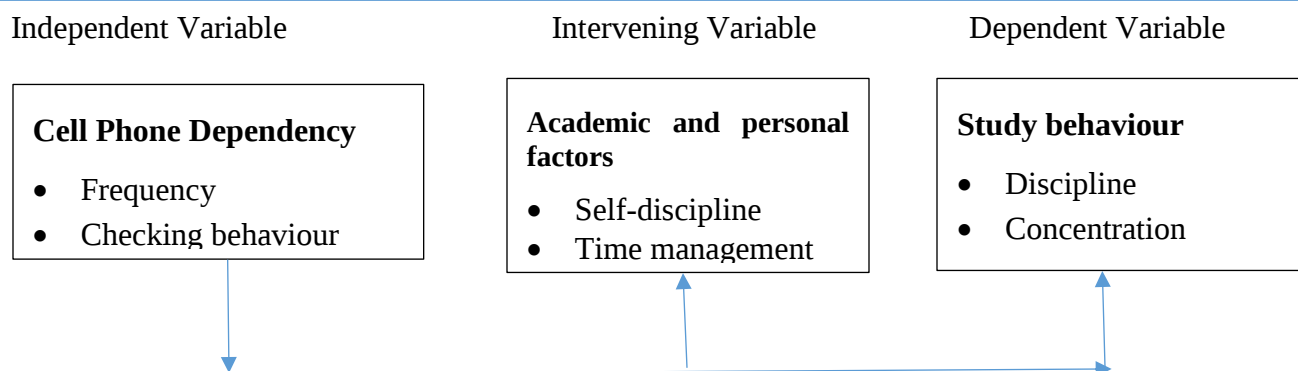


Figure 1: Conceptual Framework

## 2.5 Research Gap

Existing research primarily focuses on academic performance rather than study habits. This study aims to fill this gap by investigating how mobile phone addiction specifically affects university students' study habits.

## RESEARCH METHODOLOGY

This chapter explains the methodology that will be used to investigate the relationship between mobile phone addiction and the study habits of university students. It covers the research design, target population, sample size, sampling technique, data collection instruments, validity and reliability, data collection procedures, data analysis, and ethical considerations.

The study will adopt a correlational research design, which is appropriate for determining the degree and direction of the relationship between variables without manipulating them. Specifically, the study will examine the relationship between mobile phone addiction and students' academic behaviors, including concentration, study discipline, time management, and regular revision. The target population will consist of 2,200 university students from different academic programs, departments, and years of study. From this population, a sample of 2,000 students will be selected. The large sample is intended to provide broad representation of students' experiences and improve the reliability of the findings. The study will use simple random sampling, giving every student an equal opportunity to participate. A complete list of the 2,200 students will be obtained, each student will be assigned an identification number, and 2,000 participants will be randomly selected using a computerized random-selection method.

Data will be collected using a structured questionnaire containing closed-ended and Likert-scale questions. The questionnaire will cover demographic information, mobile phone dependency, frequency and patterns of phone use, and study habits such as concentration, discipline, time management, and revision. To establish content validity, experts in education and behavioral research will review the questionnaire for relevance, clarity, and appropriateness. Necessary corrections will be made based on their recommendations. Reliability will be assessed through a

pilot study involving participants who will not be included in the final sample. Internal consistency will then be evaluated using Cronbach's alpha, with a coefficient of 0.70 or higher considered acceptable.

Before collecting data, approval will be obtained from the university administration. Participants will receive information about the purpose and procedures of the research and will provide informed consent. Completed questionnaires will be checked and securely stored. Data will be analyzed using SPSS. Descriptive statistics, including frequencies, percentages, means, and standard deviations, will summarize the data, while Pearson correlation analysis will determine the relationship between mobile phone dependency and study habits. Finally, ethical principles will be maintained through informed consent, confidentiality, anonymity, voluntary participation, secure data storage, and participants' right to withdraw without penalty.

## DATA PRESENTATION, ANALYSIS AND INTERPRETATION PLAN

### 4.1 Introduction

This chapter portrays the methods utilized to display, analyze, and translate the information collected amid the think about.

### 4.2 Demographic Characteristics of Respondents

The statistic characteristics of the respondents are analyzed to depict the composition of the think about test. Information is displayed as a table appearing frequencies and rates by sex, age, year of think about, and department/school. This guarantees that the test is well-distributed and agent of the 2,200 focused on college understudies.

**Table 1: Distribution of Respondents by Gender**

| Gender       | Frequency    | Percentage (%) |
|--------------|--------------|----------------|
| Male         | 1,000        | 50%            |
| Female       | 1,000        | 50%            |
| <b>Total</b> | <b>2,000</b> | <b>100%</b>    |

Table 1 presents the distribution of respondents by gender. Out of the 2,000 students who participated in the study, 1,000 (50%) were male while the remaining 1,000 (50%) were female. This indicates that the sample was equally distributed between male and female students, providing a balanced representation of both genders.

The equal gender distribution minimizes the possibility of gender-related sampling bias and ensures that neither male nor female respondents are overrepresented in the study. Since mobile phone dependency and study habits may vary according to gender due to differences in social behavior, technology use, academic engagement, and communication patterns, the inclusion of an

equal number of participants from both genders enhances the validity and reliability of the findings.

The balanced composition allows for meaningful comparisons between male and female students regarding their patterns of mobile phone use, academic behavior, and learning outcomes. Any observed differences in the study can therefore be interpreted with greater confidence as reflecting actual gender variations rather than unequal sample sizes.

The equal representation also strengthens the generalizability of the study findings to the broader undergraduate student population at the university. Consequently, the study provides a fair and comprehensive assessment of the influence of mobile phone dependency on students' study habits across both genders.

**Table 2: Distribution of Respondents by Age**

| Age Group    | Frequency    | Percentage (%) |
|--------------|--------------|----------------|
| 18–20 years  | 500          | 25%            |
| 21–23 years  | 900          | 45%            |
| 24–26 years  | 400          | 20%            |
| 27+ years    | 200          | 10%            |
| <b>Total</b> | <b>2,000</b> | <b>100%</b>    |

The results indicate that the **21–23 years** age group constitutes the largest proportion of respondents, accounting for **45%** of the total sample. This shows that nearly half of the participants fall within the age range that is commonly associated with the middle years of undergraduate study. Students in this age bracket are typically pursuing their second or third year of university education, a period characterized by increased academic responsibilities, independent learning, coursework, assignments, and preparation for examinations.

The high representation of this age group suggests that the study largely reflects the experiences and behaviors of students who are actively engaged in university academic activities. At this stage of study, students are also more likely to rely on mobile phones for educational purposes such as accessing online learning materials, communicating with lecturers and classmates, conducting research, and participating in virtual learning platforms. At the same time, they may use mobile phones extensively for social networking, entertainment, and other non-academic activities, increasing the likelihood of mobile phone dependency.

The dominance of respondents aged 21–23 years is therefore significant because they are at a stage where balancing academic demands and mobile phone use is particularly important. Their responses provide valuable insights into how mobile phone dependency may influence study habits, concentration, time management, and overall academic performance.

Moreover, the inclusion of respondents from other age categories ensures that the study captures a broader perspective across different age groups, allowing comparisons where necessary. However, since the majority of respondents belong to the 21–23 years age group, the findings are especially representative of the typical undergraduate student population in the university. This enhances the relevance and applicability of the study's conclusions to students within this age bracket.

**Table 3: Distribution of Respondents by Year of Study**

| Year of Study | Frequency    | Percentage (%) |
|---------------|--------------|----------------|
| Year 1        | 500          | 25%            |
| Year 2        | 500          | 25%            |
| Year 3        | 500          | 25%            |
| Year 4+       | 500          | 25%            |
| <b>Total</b>  | <b>2,000</b> | <b>100%</b>    |

The findings indicate that respondents were equally distributed across all years of study, ensuring that each academic level was adequately represented in the sample. This balanced distribution minimizes the possibility of bias toward any particular year of study and provides a comprehensive understanding of mobile phone dependency and study habits throughout the undergraduate academic journey.

The equal representation allows the study to capture the experiences of first-year students, who are typically adjusting to university life, new learning environments, and increased independence. These students may use mobile phones extensively for communication, accessing academic information, and adapting to university systems. In contrast, senior students often have more established study routines, greater academic responsibilities, and increased experience in managing their time and learning activities, which may influence how they use mobile phones for both academic and non-academic purposes.

Including students from every year of study also makes it possible to identify whether mobile phone dependency and study habits differ as students' progress through their university education. Differences observed across academic levels can therefore be attributed more confidently to variations in students' academic experiences rather than to unequal sample sizes.

Furthermore, the balanced representation enhances the reliability and generalizability of the study findings because the views of students from all years of study are equally reflected. Consequently, the results provide a comprehensive picture of the relationship between mobile phone dependency and study habits among undergraduate students, regardless of their academic level.

**Table 4: Distribution of Respondents by Faculty/School**

| <b>Faculty/School</b>    | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------------|------------------|-----------------------|
| Arts and Social Sciences | 600              | 30%                   |
| Business and Economics   | 500              | 25%                   |
| Science and Technology   | 500              | 25%                   |
| Education                | 400              | 20%                   |
| <b>Total</b>             | <b>2,000</b>     | <b>100%</b>           |

The findings indicate that the respondents were drawn from different faculties to ensure that the sample reflected the diversity of academic disciplines within the university. The Faculty of Arts and Social Sciences contributed the largest proportion of respondents, accounting for 30% of the sample, while the Faculty of Education contributed the smallest proportion at 20%. The remaining respondents were drawn from other faculties, resulting in a broad and representative distribution across academic fields.

The inclusion of students from multiple faculties enhances the representativeness of the study by capturing different academic experiences, learning environments, and patterns of mobile phone use. Students in different disciplines often have varying academic demands, teaching methods, and assessment requirements, all of which may influence how they use mobile phones. For example, some programmes may require frequent access to online resources, digital learning platforms, and communication tools, while others may place greater emphasis on practical sessions, fieldwork, or laboratory activities. These differences may affect both the level of mobile phone dependency and students' study habits.

The varied faculty representation therefore enables the study to examine mobile phone dependency across a wide range of academic contexts rather than focusing on a single discipline. This improves the reliability of the findings and allows comparisons among students from different academic backgrounds. Consequently, the conclusions drawn from the study are more comprehensive and applicable to the wider university student population.

### **4.3 Level of Mobile Phone Dependency**

This section presents the analysis of the level of mobile phone dependency among undergraduate students. The objective is to determine the extent to which students rely on mobile phones in their daily academic and personal activities. The analysis focuses on four key indicators of mobile phone dependency: frequency of mobile phone use, average daily screen time, social media engagement, and dependency indicators such as compulsive phone checking, difficulty reducing phone use, and feelings of discomfort when separated from the device.

The responses of the **2,000** respondents are summarized using frequency distributions and percentages to provide a clear picture of the prevalence of mobile phone dependency among

university students. The descriptive statistics enable the identification of common usage patterns and the extent of dependency within the study population. The findings also provide a basis for examining the relationship between mobile phone dependency and students' study habits in the subsequent sections of the study.

By analyzing these indicators, the study seeks to establish whether university students demonstrate low, moderate, or high levels of mobile phone dependency and how these patterns may influence their academic engagement, concentration, time management, and overall study habits. The results presented in this section therefore provide the foundation for addressing the study objectives and answering the research questions regarding the impact of mobile phone dependency on undergraduate students' academic behavior.

**Table 5: Frequency of Mobile Phone Use per Day**

| Frequency of Use                | Frequency    | Percentage (%) |
|---------------------------------|--------------|----------------|
| Very often (throughout the day) | 900          | 45%            |
| Often (several times a day)     | 700          | 35%            |
| Sometimes                       | 300          | 15%            |
| Rarely                          | 100          | 5%             |
| <b>Total</b>                    | <b>2,000</b> | <b>100%</b>    |

The findings indicate that 80% of the respondents use their mobile phones either frequently or very frequently throughout the day, demonstrating a high level of mobile phone usage among university students. This suggests that mobile phones have become an integral part of students' daily lives and are used regularly for a variety of purposes, including academic activities, communication, social networking, entertainment, and accessing information.

The high proportion of frequent users implies that many students rely heavily on their mobile phones to accomplish both educational and personal tasks. While frequent mobile phone use can support learning through access to online resources, digital libraries, learning management systems, and communication with lecturers and classmates, excessive use may also contribute to distractions that interfere with effective study habits. Constant notifications, social media interactions, online gaming, and entertainment applications may reduce students' concentration, interrupt study sessions, and limit the amount of time devoted to academic work.

The findings therefore suggest a considerable level of mobile phone dependency among the respondents. Such dependency may influence important aspects of students' academic behaviour, including time management, attention span, study discipline, and overall academic performance. Students who use their mobile phones excessively may find it more difficult to maintain focus during lectures or independent study, potentially leading to lower productivity and reduced learning outcomes.

Overall, the high percentage of students who frequently use their mobile phones highlights the importance of understanding how mobile phone dependency affects study habits. These findings provide a strong basis for further analysis of the relationship between mobile phone usage patterns and students' academic performance, helping to determine whether frequent phone use has a positive, negative, or mixed influence on university learning.

**Table 6: Average Daily Screen Time**

| Screen Time       | Frequency    | Percentage (%) |
|-------------------|--------------|----------------|
| Less than 2 hours | 200          | 10%            |
| 2–4 hours         | 600          | 30%            |
| 5–7 hours         | 800          | 40%            |
| More than 7 hours | 400          | 20%            |
| <b>Total</b>      | <b>2,000</b> | <b>100%</b>    |

The findings presented in the table indicate that 60% of the respondents spend between five and more than seven hours per day using their mobile phones. This demonstrates that a majority of university students devote a substantial portion of their daily time to mobile phone use, reflecting a relatively high level of screen exposure. Such prolonged use suggests that mobile phones have become an essential part of students' daily lives for academic, social, and recreational activities.

The high amount of daily screen time may be attributed to the use of mobile phones for accessing online learning materials, conducting research, participating in virtual classes, communicating with lecturers and classmates, and using educational applications. However, students may also spend considerable time on non-academic activities such as social media, instant messaging, video streaming, online gaming, and entertainment, which can significantly increase overall screen time.

Excessive daily screen time may have important implications for students' study habits. Spending many hours on mobile phones can reduce the time available for reading, completing assignments, revising course materials, and participating in other productive academic activities. In addition, prolonged phone use may contribute to distractions, reduced concentration, procrastination, poor time management, and difficulty maintaining consistent study schedules. These factors may ultimately affect students' academic performance if mobile phone use is not effectively managed.

The findings therefore suggest that a significant proportion of university students exhibit high levels of mobile phone use, which may be an indicator of mobile phone dependency. The results highlight the importance of promoting responsible and balanced mobile phone use among students to ensure that technology supports learning rather than interfering with academic success. Overall, the high daily screen time observed in this study provides further evidence that mobile phone dependency is a relevant factor in understanding students' study habits and academic engagement.

**Table 7: Social Media Engagement**

| <b>Level of Engagement</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------------|------------------|-----------------------|
| Very high                  | 850              | 42.5%                 |
| High                       | 650              | 32.5%                 |
| Moderate                   | 350              | 17.5%                 |
| Low                        | 150              | 7.5%                  |
| <b>Total</b>               | <b>2,000</b>     | <b>100%</b>           |

The findings indicate that 75% of the respondents reported high or very high levels of social media use, suggesting that social networking platforms are an important part of university students' daily lives. This high level of engagement demonstrates that most students spend a considerable amount of time interacting on platforms such as Facebook, WhatsApp, Instagram, X (formerly Twitter), TikTok, and other social networking applications for communication, information sharing, entertainment, and social interaction.

The widespread use of social media reflects its important role in supporting students' academic and personal activities. Many students rely on these platforms to communicate with classmates and lecturers, participate in academic discussion groups, share learning materials, receive course updates, and collaborate on assignments. Therefore, social media can serve as a valuable educational tool when used appropriately.

However, the high level of social media engagement also raises concerns about its potential impact on students' study habits. Frequent use of social networking sites may expose students to constant notifications, online conversations, and entertainment content that can interrupt concentration and reduce the amount of time devoted to academic work. Excessive engagement with social media may encourage procrastination, shorten students' attention spans, and make it difficult to maintain effective study routines and time management.

The findings therefore suggest that while social media provides important opportunities for communication and learning, excessive use may contribute to mobile phone dependency and distract students from their academic responsibilities. Maintaining a balance between educational and recreational use of social media is essential for promoting effective study habits and improving academic performance.

Overall, the high proportion of students who reported high or very high social media engagement highlights the significant influence of social networking platforms on university students' daily lives. These findings support the need to examine how social media use, as an aspect of mobile phone dependency, affects students' study habits and academic success.

**Table 8: Mobile Phone Dependency Indicators**

| <b>Dependency Level</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|-------------------------|------------------|-----------------------|
| Very high dependency    | 800              | 40%                   |
| High dependency         | 700              | 35%                   |
| Moderate dependency     | 350              | 17.5%                 |
| Low dependency          | 150              | 7.5%                  |
| <b>Total</b>            | <b>2,000</b>     | <b>100%</b>           |

The findings indicate that 75% of the respondents exhibit high to very high levels of mobile phone dependency. This suggests that mobile phone dependency is widespread among university students and has become a significant aspect of their daily lives. The high proportion of students with elevated dependency levels indicates that mobile phones are not merely communication devices but have become essential tools for academic activities, social interaction, entertainment, and access to information.

While mobile phones offer numerous educational benefits, such as providing access to online learning resources, digital libraries, and communication with lecturers and peers, excessive dependency may also have negative consequences. Students who are highly dependent on their mobile phones may experience frequent interruptions from notifications, social media, online gaming, and other non-academic activities. These distractions can reduce concentration, encourage procrastination, and limit the amount of time available for productive learning.

The high level of dependency observed in this study suggests that mobile phone use may significantly influence students' academic behaviours, including their ability to manage time effectively, maintain self-discipline, complete assignments on schedule, and remain focused during study sessions. If not properly managed, excessive reliance on mobile phones may contribute to lower academic productivity and poorer learning outcomes.

Overall, the findings demonstrate that mobile phone dependency is a common phenomenon among university students and is likely to play an important role in shaping their study habits and academic performance. This emphasizes the need for strategies that encourage responsible and balanced use of mobile phones to maximize their educational benefits while minimizing their potential negative effects.

#### **4.4 Study Habits of Students**

This section presents the analysis of the study habits of university students. The objective is to examine how students organize and manage their learning activities and to determine the extent to which their study habits may be influenced by mobile phone dependency. The analysis focuses on four key dimensions of study habits: time spent studying, level of concentration during study, revision practices, and time management skills.

The responses of the **2,000** undergraduate students are summarized using frequency distributions and percentages to provide a clear picture of students' learning behaviours and academic routines. These descriptive statistics help identify common patterns in students' study habits and highlight areas where strengths or challenges may exist.

The findings presented in this section will provide an understanding of students' academic behaviours and serve as a basis for examining the relationship between study habits and mobile phone dependency. Together with the analysis in the previous section, these results will help address the study objectives and determine how mobile phone use influences students' concentration, study time, revision practices, time management, and overall academic success.

**Table 9: Time Allocated to Studying per Day**

| Study Time per Day | Frequency    | Percentage (%) |
|--------------------|--------------|----------------|
| Less than 1 hour   | 500          | 25%            |
| 1–2 hours          | 800          | 40%            |
| 3–4 hours          | 500          | 25%            |
| More than 4 hours  | 200          | 10%            |
| <b>Total</b>       | <b>2,000</b> | <b>100%</b>    |

The findings indicate that 65% of the respondents spend two hours or less studying each day, suggesting that the majority of university students devote a relatively limited amount of time to academic work outside scheduled classes. This implies that a considerable proportion of students may not be allocating sufficient time to reading, completing assignments, revising course materials, and preparing for examinations.

The relatively low amount of daily study time may reflect several factors, including heavy academic workloads, extracurricular activities, employment commitments, or personal responsibilities. However, it may also be associated with excessive mobile phone use, particularly when students spend substantial amounts of time on social media, entertainment, online gaming, or other non-academic activities. Such activities can reduce the time available for focused study and contribute to procrastination and poor study routines.

The findings suggest that limited study time may affect students' academic engagement and learning outcomes. Students who spend less time studying may have fewer opportunities to reinforce classroom learning, develop a deeper understanding of course content, and adequately prepare for assessments. Consequently, inadequate study time may negatively influence academic performance if not complemented by effective study strategies.

Although the results indicate that most students study for relatively short periods, it is important to recognize that the quality of study is as important as the quantity of time spent studying. Some students may achieve effective learning through well-planned and highly focused study sessions.

Nevertheless, the high proportion of students studying for two hours or less highlights the need to encourage better time management and effective study planning.

Overall, the findings suggest that limited daily study time is common among university students and may be linked to factors such as mobile phone dependency. This supports the study's objective of examining how excessive mobile phone use may influence students' study habits, academic engagement, and overall academic performance.

**Table 10: Concentration Levels during Study**

| Concentration Level | Frequency    | Percentage (%) |
|---------------------|--------------|----------------|
| Very high           | 300          | 15%            |
| High                | 600          | 30%            |
| Moderate            | 700          | 35%            |
| Low                 | 300          | 15%            |
| Very low            | 100          | 5%             |
| <b>Total</b>        | <b>2,000</b> | <b>100%</b>    |

The findings indicate that only 45% of the respondents reported high or very high levels of concentration during study sessions, while the remaining 55% reported moderate, low, or very low levels of concentration. This suggests that more than half of the students experience some degree of difficulty maintaining focus while studying, which may negatively affect their learning effectiveness and academic performance.

A high level of concentration is essential for understanding concepts, retaining information, solving academic problems, and completing assignments efficiently. The relatively low proportion of students reporting high concentration indicates that many students may struggle to remain attentive during study sessions, making it difficult to achieve their academic goals.

Several factors may contribute to reduced concentration among university students, including academic stress, environmental distractions, fatigue, and excessive use of mobile phones. Frequent interruptions from phone calls, text messages, social media notifications, instant messaging, and entertainment applications may divert students' attention from academic tasks. As a result, students may frequently switch between studying and using their phones, reducing the quality and effectiveness of their learning.

The findings therefore suggest that mobile phone dependency may be one of the factors influencing students' ability to concentrate during study sessions. Excessive mobile phone use may shorten attention spans, encourage multitasking, and increase procrastination, all of which can interfere with sustained academic focus and productive learning.

Overall, the results indicate that a considerable proportion of university students experience moderate to low levels of concentration while studying. This highlights the importance of developing effective study environments, improving self-discipline, and encouraging responsible mobile phone use to minimize distractions and enhance academic concentration. These findings further support the study's objective of examining the relationship between mobile phone dependency and students' study habits, particularly their ability to maintain focus during learning activities.

**Table 11: Revision Practices**

| Revision Practice Level | Frequency    | Percentage (%) |
|-------------------------|--------------|----------------|
| Very regular            | 250          | 12.5%          |
| Regular                 | 650          | 32.5%          |
| Occasionally            | 800          | 40%            |
| Rarely                  | 300          | 15%            |
| <b>Total</b>            | <b>2,000</b> | <b>100%</b>    |

The findings indicate that only 45% of the respondents reported engaging in regular or very regular revision practices, while the remaining 55% revised only occasionally, rarely, or not at all. This suggests that a majority of university students do not maintain consistent revision habits, which may limit their ability to reinforce classroom learning and retain academic knowledge effectively.

Regular revision is an essential component of effective study habits because it helps students consolidate what they have learned, identify areas that require further understanding, and prepare adequately for examinations. Students who revise consistently are generally better able to recall information, improve comprehension, and perform well in assessments. The relatively low proportion of students engaging in regular revision therefore indicates that many respondents may not be making sufficient efforts to review and reinforce their course materials.

Several factors may contribute to irregular revision practices, including poor time management, heavy academic workloads, lack of motivation, and distractions from non-academic activities. One possible contributing factor is excessive mobile phone use, where students spend significant amounts of time on social media, messaging applications, online entertainment, and other digital activities instead of reviewing academic content. Such distractions may reduce the time and attention available for regular revision, leading to ineffective study routines.

The findings therefore suggest that inadequate revision habits may negatively influence students' academic performance by reducing knowledge retention, limiting exam preparedness, and increasing the likelihood of poor academic outcomes. Students who fail to revise consistently may also experience higher levels of stress and anxiety when examinations approach due to insufficient preparation.

Overall, the results reveal that regular revision is not a common practice among many university students. This highlights the need to promote effective revision strategies, improve time management skills, and encourage responsible mobile phone use to reduce distractions. Strengthening these study habits can help students enhance their academic performance and achieve better learning outcomes.

**Table 12: Time Management Skills**

| <b>Time Management Level</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|------------------------------|------------------|-----------------------|
| Very good                    | 300              | 15%                   |
| Good                         | 700              | 35%                   |
| Average                      | 700              | 35%                   |
| Poor                         | 300              | 15%                   |
| <b>Total</b>                 | <b>2,000</b>     | <b>100%</b>           |

The findings indicate that only 50% of the respondents reported having good or very good time management skills, while the remaining 50% rated their time management as average, poor, or very poor. This suggests that only half of the university students are able to effectively organize and allocate their time for academic activities, whereas the other half experience varying degrees of difficulty in managing their study schedules.

Effective time management is a critical component of successful study habits because it enables students to plan their learning activities, complete assignments on time, prepare adequately for examinations, and balance academic responsibilities with personal and social commitments. Students with strong time management skills are more likely to maintain consistent study routines, reduce procrastination, and achieve better academic outcomes.

The finding that half of the respondents reported average to poor time management indicates that many students may struggle to prioritize academic tasks and make efficient use of their available study time. One possible explanation for this challenge is excessive mobile phone use. Frequent engagement with social media, messaging applications, online entertainment, and other non-academic activities may consume valuable study time, leading to procrastination, poor planning, and difficulty adhering to study schedules.

The results therefore suggest that mobile phone dependency may be associated with weaker time management skills among university students. Students who spend excessive time on their phones may find it difficult to maintain discipline, follow study plans, and complete academic tasks within the required timeframes. This may ultimately affect their academic performance and overall learning effectiveness.

Overall, the findings highlight the importance of developing effective time management strategies and promoting responsible mobile phone use. Encouraging students to establish study schedules,

set academic priorities, and minimize unnecessary phone use during study sessions may contribute to improved study habits and enhanced academic achievement.

#### **4.5 Relationship between Mobile Phone Dependency and Study Habits**

This section examines the relationship between mobile phone dependency and study habits among university students. The objective is to determine whether the level of dependence on mobile phones is associated with students' study behaviours, including the amount of time spent studying, concentration during study sessions, revision practices, and time management skills.

To achieve this objective, the study employs the Pearson Product-Moment Correlation Coefficient (Pearson's  $r$ ), one of the most widely used statistical techniques for measuring the strength and direction of the relationship between two continuous variables. According to Creswell (2018), Pearson correlation is appropriate for studies that seek to establish whether changes in one measurable variable are associated with changes in another measurable variable. It does not establish causation but indicates whether a statistically significant relationship exists between the variables.

In this study, mobile phone dependency is treated as the independent variable, while study habits constitute the dependent variable. The analysis seeks to determine whether students who report higher levels of mobile phone dependency also tend to demonstrate poorer study habits, including reduced study time, lower levels of concentration, irregular revision practices, and weaker time management skills.

The Pearson correlation coefficient, represented by  $r$ , ranges from  $-1.00$  to  $+1.00$ . An  $r$  value close to  $+1$  indicates a strong positive relationship, meaning that both variables increase together. An  $r$  value close to  $-1$  indicates a strong negative relationship, meaning that as one variable increases, the other decreases. An  $r$  value close to  $0$  indicates little or no linear relationship between the variables.

For this study, a negative correlation is anticipated. This would imply that as students' mobile phone dependency increases, the quality of their study habits decreases. Such a finding would suggest that excessive reliance on mobile phones is associated with spending less time studying, experiencing lower levels of concentration, revising less frequently, and demonstrating weaker time management skills. Conversely, students with lower levels of mobile phone dependency may be expected to exhibit more effective study habits.

To determine whether the observed relationship is statistically meaningful, the analysis will also consider the significance level ( $p$ -value). A  $p$ -value less than  $0.05$  ( $p < 0.05$ ) will indicate that the relationship between mobile phone dependency and study habits is statistically significant and unlikely to have occurred by chance. The results of the Pearson correlation analysis are presented in the following table and interpreted in relation to the study objectives and research hypothesis.

#### **4.6 Findings of the Pearson Correlation Between Mobile Phone Dependency and Study Habits**

The relationship between mobile phone dependency and study habits among university students ( $n = 2,000$ ) was examined using the Pearson Product-Moment Correlation Coefficient (Pearson's  $r$ ). This statistical technique was selected because it measures both the strength and direction of the relationship between two measurable variables. In this study, the researcher sought to determine whether students who are more dependent on their mobile phones also demonstrate poorer study habits.

The analysis produced a correlation coefficient of  $r = -0.62$  and a  $p$ -value of  $0.000$  ( $p < 0.05$ ). The correlation coefficient of  $-0.62$  indicates a strong negative relationship between mobile phone dependency and study habits. The negative sign ( $-$ ) means that the two variables move in opposite directions. In simple terms, as mobile phone dependency increases, the quality of students' study habits decreases. Likewise, students with lower levels of mobile phone dependency tend to demonstrate better study habits.

The magnitude of the correlation coefficient ( $0.62$ ) indicates that the relationship is relatively strong rather than weak. This means that mobile phone dependency is closely associated with students' study habits. Although correlation does not prove that one variable directly causes the other, the findings suggest that students who are highly dependent on their mobile phones are much more likely to experience difficulties in maintaining effective study habits than students with lower levels of dependency.

The  $p$ -value of  $0.000$ , which is less than the significance level of  $0.05$ , indicates that the relationship observed is statistically significant. This means that the likelihood of obtaining these results by chance is extremely small. Therefore, there is sufficient statistical evidence to conclude that a meaningful relationship exists between mobile phone dependency and study habits among university students.

The findings further suggest that students who spend long hours using their mobile phones, frequently check their devices, and engage extensively with social media are more likely to demonstrate poor academic behaviours. These behaviours include spending less time studying, experiencing difficulty concentrating during study sessions, failing to revise course materials regularly, procrastinating, and exhibiting poor time management skills. Excessive mobile phone use may interrupt learning through constant notifications, messaging, entertainment, and social networking, making it difficult for students to maintain sustained attention on academic tasks.

On the other hand, students who are less dependent on their mobile phones are more likely to organize their study time effectively, maintain better concentration, revise their coursework regularly, and demonstrate stronger self-discipline in their academic activities. These positive study habits are likely to contribute to improved learning outcomes and better academic performance.

### **Decision Rule**

The study adopted the following decision rule for hypothesis testing:

- If the p-value is less than 0.05 ( $p < 0.05$ ), reject the null hypothesis ( $H_0$ ).
- If the p-value is greater than or equal to 0.05 ( $p \geq 0.05$ ), fail to reject the null hypothesis ( $H_0$ ).

Since the analysis produced a p-value of 0.000, which is less than 0.05, the null hypothesis ( $H_0$ ) is rejected.

### **Interpretation of the Findings**

The rejection of the null hypothesis indicates that there is sufficient statistical evidence to conclude that a significant relationship exists between mobile phone dependency and study habits among university students. The Pearson correlation coefficient ( $r = -0.62$ ,  $p < 0.05$ ) reveals a strong negative relationship, implying that as mobile phone dependency increases, the quality of students' study habits decreases. The probability value being less than the significance level of 0.05 confirms that this relationship is statistically significant and unlikely to have occurred by chance.

The strength of the correlation suggests that mobile phone dependency is an important factor influencing students' academic behaviour. Although the relationship does not necessarily imply causation, it demonstrates that students who exhibit higher levels of dependence on mobile phones are more likely to report poor study habits compared to those who use their phones more moderately and responsibly.

The findings imply that excessive mobile phone use may reduce the amount of time students devote to academic work because substantial portions of their daily schedule are spent on non-academic activities such as social networking, instant messaging, online gaming, video streaming, and entertainment applications. Frequent notifications and the constant urge to check mobile devices can interrupt study sessions, reduce attention span, and make it difficult for students to maintain concentration on academic tasks. Consequently, students may experience fragmented learning, reduced comprehension, and lower retention of information.

Furthermore, heavy dependence on mobile phones may encourage procrastination, whereby students postpone studying or completing assignments in favour of engaging with their devices. This behaviour can lead to rushed preparation before examinations, irregular revision schedules, missed assignment deadlines, and increased academic stress. Students who are highly dependent on mobile phones may also struggle with effective time management, making it difficult to balance academic responsibilities with social and recreational activities.

The results also suggest that mobile phone dependency may contribute to ineffective study routines. Students may study for shorter periods, take frequent unnecessary breaks to check their phones, and experience reduced motivation to engage in sustained academic activities. Over time, these behaviours can negatively affect academic discipline, self-regulation, and learning outcomes.

Despite these negative associations, the findings do not suggest that mobile phones are inherently harmful to learning. Mobile phones remain valuable educational tools when used appropriately. They provide convenient access to online libraries, electronic books, educational videos, learning management systems, academic journals, virtual classrooms, research databases, and communication platforms that facilitate interaction between students and lecturers. Therefore, the problem lies not in the ownership or availability of mobile phones but in excessive dependency and uncontrolled usage patterns that interfere with academic responsibilities.

Overall, the findings indicate that promoting responsible mobile phone use, digital self-discipline, and effective time management strategies may help students develop better study habits. Universities may also consider implementing digital wellness programmes, awareness campaigns, and study skills training to encourage students to use mobile technology as a learning resource while minimizing distractions that undermine academic performance.

### **Conclusion**

Based on the Pearson correlation analysis, the study concludes that there is a statistically significant and strong negative relationship between mobile phone dependency and study habits among university students ( $r = -0.62$ ,  $p < 0.05$ ). The rejection of the null hypothesis confirms that the observed relationship is statistically significant and not due to random variation. The findings demonstrate that as students become more dependent on their mobile phones, the quality of their study habits declines.

Specifically, increased mobile phone dependency is associated with reduced study time, poor concentration during learning, ineffective revision practices, increased procrastination, and weaker time management skills. These behaviours are likely to hinder students' academic engagement and may ultimately affect their overall academic performance. The relatively strong negative correlation ( $r = -0.62$ ) further suggests that mobile phone dependency is a substantial factor associated with students' study behaviours and should not be overlooked by educational institutions, parents, or students themselves.

At the same time, the study recognizes that mobile phones have significant educational value when used appropriately. They facilitate access to academic resources, support online learning, promote communication with lecturers and peers, and provide opportunities for collaborative learning. Therefore, the challenge is not to eliminate mobile phone use but to encourage balanced, purposeful, and academically oriented usage while minimizing excessive dependence that interferes with learning.

The findings support the study's objective of determining the relationship between mobile phone dependency and study habits and provide strong empirical evidence that excessive reliance on mobile phones is associated with less effective academic behaviours among university students. These results also reinforce the need for universities to develop policies and interventions that promote responsible digital behaviour, strengthen students' self-regulation skills, improve time

management, and encourage healthy study routines. Such initiatives are likely to enhance students' concentration, revision practices, academic discipline, and ultimately improve their academic achievement.

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