



Examining the Views of Degree College Students in Mizoram on Mobile Learning

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Abstract : The study investigates the opinion of degree college students in Mizoram on mobile learning, emphasizing its effects on concentration, theoretical comprehension, classroom teaching, academic achievement, motivation, and future prospects. The study involved 500 students of various genders, locale and academic stream, utilizing an opinionnaire consisting of eight questions pertaining to mobile learning. The results show various viewpoints. While 55.2% of students stated that mobile learning makes it harder for them to concentrate, a vast majority (74.8%) believed it helped them understand theory better, and 70.4% thought it helped them do better in their studies. Also, 78.4% of the students stated that mobile learning would become more popular in the near future, and 58.8% agreed that mobile learning is just as good as traditional learning. Motivation was identified as a beneficial element with 69.4% recognizing mobile devices as a source of support in their studies. However, 53% were concerned that mobile learning would make classroom instruction less valuable, and a large 62.8% were against teachers using it in the classroom. The study emphasizes the necessity of a balanced strategy that utilizes mobile learning as a supplement rather than a substitute for conventional instruction.

Keywords - Mobile learning, Student opinions, Degree colleges, Mizoram, Classroom instruction, Academic success, Motivation.

I. INTRODUCTION

The rapid advancement of mobile technologies has transformed not only the way people communicate and access information but also how they learn. Over the past two decades, the integration of mobile devices such as smartphones, tablets and laptops into education has led to the emergence of “mobile learning” as a significant mode of knowledge acquisition. Mobile learning is typically defined as the use of portable devices to access educational resources and support learning processes across varied contexts, anytime and anywhere (Crompton, 2013). Unlike traditional methods, mobile learning emphasizes flexibility, learner autonomy and interactivity, thereby challenging conventional notions of time, place and teacher-centered instruction.

Globally, the use of mobile learning has been promoted as a way to democratize education especially in contexts where infrastructure and resources are limited. Studies have shown that mobile learning enhances inclusivity, fosters self-directed learning and supports constructivist approaches where learners build knowledge actively through digital engagement (Kukulska-Hulme, 2009). In higher education, mobile technologies have proven especially useful for bridging gaps between classroom teaching and independent study, offering learners opportunities for review, collaborative learning and access to updated information (Ally & Prieto-Blázquez, 2014). However, critics have also pointed to challenges such as distraction, over-reliance on technology and the risk of undermining traditional classroom interactions (Lepp, Barkley, & Karpinski, 2015).

In the Indian context, the growth of affordable smartphones and expanding internet connectivity has brought new possibilities for higher education. According to recent reports, India has one of the world’s largest bases of mobile phone users and this has significantly shaped digital education initiatives (Kumar & Bhatt, 2020). While universities and colleges in metropolitan cities have increasingly adopted online and blended learning strategies, students in rural and remote areas often depend heavily on mobile devices as their primary means of accessing educational resources. This makes mobile learning not only a supplement but in some cases, a necessity.

Mizoram, a small hilly state in northeast India, presents a unique context for studying mobile learning. With its dispersed population, limited connectivity in certain regions and strong reliance on higher education for career advancement, mobile learning holds promise as a tool to overcome geographical and infrastructural barriers. At the same time, the socio-cultural dynamics of Mizoram such as close-knit community interactions and traditional classroom-centered learning may shape student perceptions differently from those in other parts of India. Understanding how degree college students in Mizoram perceive mobile learning is therefore essential for designing educational strategies that are both effective and contextually relevant.

This study aims to examine the opinions of degree college students in Mizoram toward mobile learning, focusing on dimensions such as concentration, theoretical comprehension, classroom relevance, academic success, motivation and its perceived future potential. By doing so, it contributes to the broader literature on mobile learning while addressing a local gap in research. The findings are expected to inform not only educators and policymakers in Mizoram but also contribute to ongoing national and global debates about the role of mobile technologies in reshaping higher education.

II. SIGNIFICANCE OF THE STUDY

Mobile learning has become an important educational approach, offering flexibility, accessibility and opportunities for learner autonomy (Crompton, 2013; Kukulska-Hulme, 2009). Studies highlight its potential to enhance motivation, support independent study and provide instant access to resources (Ally & Prieto-Blázquez, 2014). At the same time, researchers caution against challenges such as digital distraction, reduced attention span and the possibility of undermining classroom interactions (Lepp, Barkley, & Karpinski, 2015).

In India, the rapid spread of affordable smartphones has enabled mobile learning, particularly in urban universities with strong digital infrastructure (Kumar & Bhatt, 2020). However, less attention has been given to rural and remote regions where educational needs and challenges differ. Mizoram, with its hilly terrain and dispersed population, presents a unique case: while mobile learning has the potential to reduce geographical barriers, student attitudes may be influenced by strong traditions of face-to-face learning.

This study is therefore significant in documenting the perspectives of degree college students in Mizoram. By analyzing opinions across dimensions such as concentration, classroom value, academic performance and motivation, it aims to address a regional research gap and provide practical insights for educators and policymakers seeking to balance mobile learning with traditional methods.

III. RESEARCH GAP OF THE STUDY

Mobile learning has become a widely discussed topic in educational research due to its potential to enhance accessibility, flexibility and learner engagement. Early studies emphasized the role of mobile technologies in creating learner-centered environments where students are not limited by physical classrooms or rigid schedules (Crompton, 2013). Scholars such as Kukulska-Hulme (2009) highlighted how mobile learning supports language acquisition and self-directed learning, particularly in contexts where traditional classroom resources are limited.

In the Indian context, the growth of affordable smartphones and internet penetration has opened new avenues for higher education. Kumar and Bhatt (2020) observed that mobile learning adoption in India is increasing rapidly but remains uneven due to disparities in digital literacy, socio-economic status and infrastructural challenges. Studies have also noted that rural students often view mobile learning as a bridge to overcome geographical isolation (Traxler, 2018), though issues of distraction and over-reliance on devices persist (Lepp, Barkley & Karpinski, 2015).

Motivation and academic achievement have been recurring themes in the literature. Ally and Prieto-Blázquez (2014) argued that mobile technologies can enhance student motivation by promoting interactive and collaborative learning experiences. However, other studies caution that the effectiveness of mobile learning depends on pedagogical integration rather than technology alone (Park, 2011). This tension reflects a broader debate on whether mobile learning should supplement or replace traditional methods.

Despite the global and national research, there remains a gap in studies focusing specifically on the socio-cultural and geographical context of Mizoram. The unique challenges of the state—such as its hilly terrain, dispersed population, and infrastructural constraints—make it essential to examine student perspectives locally. This study seeks to address that gap by investigating the views of degree college students in Mizoram on mobile learning and its implications for higher education in the region.

IV. RESEARCH METHODOLOGY

The research employed a descriptive survey methodology. A questionnaire of eight topics was developed and disseminated among 500 college students in Mizoram. The sample covered several demographics including gender (male and female), locality (urban and rural) and academic disciplines (Arts, Science, Commerce).

The questionnaire consisted of statements regarding essential aspects of mobile learning, including its influence on concentration, the capacity to support theoretical learning, effect on classroom instruction, contribution to academic achievement, prospective potential, relative efficiency compared to traditional learning, role in motivation and preference for teacher integration. Responses were classified as “Yes” or “No” and examined using item-wise tabulation and percentage distribution analysis.

V. FINDINGS AND DISCUSSION

Findings

The analysis of responses from 500 degree college students in Mizoram revealed nuanced perspectives on mobile learning across dimensions of concentration, theoretical comprehension, classroom teaching, academic success, motivation and future outlook. The data demonstrate both enthusiasm for mobile learning and apprehensions about its limitations.

1. Concentration and Distraction: More than half of the respondents (55.2%) admitted that mobile learning reduces their ability to concentrate. This suggests that while mobile devices provide access to vast academic resources, they also expose learners to potential distractions such as social media, entertainment apps and messaging platforms. Gender differences were negligible, indicating that distraction is a universal concern among students. Interestingly, rural students (57.91%) reported higher levels of distraction than their urban counterparts (51.80%), possibly due to limited access to quiet, resource-rich study environments in rural areas. Arts students (56.59%) expressed the greatest difficulty with concentration, reflecting the heavy reading and interpretation demands of their discipline whereas Commerce students (46.67%) reported fewer problems, perhaps because their learning often involves structured, task-oriented exercises that align well with digital platforms.

2. Theoretical Learning Enhancement: An overwhelming 74.8% of students believed that mobile learning enhances their grasp of theoretical concepts. The uniformity across demographics (male 75.88%, female 73.66%; rural 75.18%, urban 74.32%) demonstrates broad acceptance of mobile learning as an effective supplementary tool. The highest enthusiasm came from Commerce students (76.67%), who may benefit from quick access to case studies, financial data and market updates while Science students (71.67%) also acknowledged its usefulness, particularly for simulations and digital experiments. This reflects the role of mobile devices in making abstract concepts more comprehensible through multimedia explanations, visual aids and interactive tools.

3. Value of Classroom Instruction: Just over half (53%) of the respondents believed that mobile learning diminishes the value of classroom teaching. This concern was more pronounced among urban students (55.41%) compared to rural (51.08%) possibly because urban students have more exposure to digital alternatives and may fear reduced classroom interaction. Among academic streams, Arts students (54.39%) were most cautious likely due to the discussion- and debate-oriented nature of their discipline which requires active classroom participation. Commerce students (40%) were least likely to perceive a decline which suggests that their subjects can transition more easily between classroom and digital modes. The findings indicate that while students see mobile learning as useful, they remain attached to the interpersonal and structured dynamics of face-to-face instruction.

4. Academic Success: A strong majority (70.4%) of students reported that mobile learning improves academic performance. The pattern was consistent across gender and locality, showing that mobile devices are broadly recognized as tools that help students achieve better outcomes. Commerce students showed an especially high level of agreement (93.33%), possibly due to their frequent engagement with online resources such as business simulations, market analysis tools and e-learning modules. Science students (71.67%) and Arts students (68.54%) also reported benefits, suggesting that mobile devices assist across disciplines though the nature of support varies. These findings highlight that mobile learning is not only viewed as supplementary but also as a strategic tool for boosting achievement.

5. Future of Mobile Learning: The study found significant optimism about the future of mobile learning with 78.4% of students predicting an increase in its use. Male students (80.54%) were slightly more optimistic than females (76.13%) and rural students (78.78%) demonstrated more faith than their urban peers (77.93%). This rural optimism could stem from the recognition of mobile learning as a means to overcome geographical barriers and limited institutional resources. Stream-wise, Commerce students again showed the greatest confidence (86.67%) followed by Arts (78.54%) and Science (73.33%). The general consensus reflects that students believe mobile learning is not a passing trend but a growing educational reality.

6. Effectiveness Compared to Traditional Learning: When comparing mobile learning to traditional learning, 58.8% of students believed both to be equally effective. Interestingly, rural students (60.43%) were more likely to hold this view compared to urban students (56.76%) suggesting that students with fewer opportunities for physical classroom instruction may value digital alternatives more. Among disciplines, Science students (70%) showed the strongest belief in mobile learning's effectiveness, possibly due to the increasing role of simulations, visualizations and online laboratories in STEM education. Commerce students (66.67%) also reported confidence whereas Arts students (56.59%) were more cautious reflecting the discipline's reliance on discussion and interpretation that thrives in face-to-face settings.

7. Motivation: Mobile devices were identified as strong motivators by 69.4% of respondents. Female students (71.19%) reported slightly higher levels of motivation than males (67.70%). Motivation was consistent across locality with both urban and rural students hovering around 69%. Among disciplines, Science students (73.33%) reported the highest motivation, highlighting the role of interactive digital content in sparking interest and engagement in scientific topics. Commerce students (63.33%) showed lower levels of motivation which might reflect their more structured and examination-oriented curriculum. Overall, the data indicate that mobile learning acts not only as an academic aid but also as a motivational tool.

8. Teacher Integration of Mobile Learning: Despite positive attitudes towards mobile learning for independent study, 62.8% of students opposed its integration by teachers in classroom settings. This hesitation was seen across gender, locality and streams although Commerce students (43.33%) showed slightly more openness compared to Arts (36.34%) and Science (40%). Students' resistance may stem from concerns about distraction, reduced interaction with teachers or fears that lessons may lose their structured flow. This finding highlights a paradox: while students value mobile learning individually, they are cautious about it being imposed within classroom contexts.

Discussion

The results demonstrate that degree college students in Mizoram perceive mobile learning as beneficial in enhancing theoretical learning, supporting academic success and motivating students. These findings are consistent with previous studies indicating that mobile learning enhances accessibility and promotes flexible learning opportunities (Traxler, 2018; Kukulska-Hulme, 2009). However, concerns remain regarding distraction and its potential to reduce classroom engagement. This aligns with earlier research that highlighted issues of multitasking and reduced attention spans when using mobile devices for academic purposes (Lepp et al., 2015). Additionally, while many students acknowledged the potential of mobile learning, resistance to teacher-led integration suggests a preference for maintaining traditional classroom dynamics, a phenomenon observed in similar studies in India and beyond (Kumar & Bhatt, 2020).

Interestingly, rural students demonstrated more optimism about the future of mobile learning compared to urban counterparts. This suggests that mobile learning may be perceived as a tool to overcome geographical barriers to education. Commerce students, who largely endorsed mobile learning may find it particularly useful due to the nature of their curriculum which often involves digital simulations, case studies and online resources.

The mixed perceptions highlight the need for a balanced approach. Mobile learning should be integrated as a supplement rather than a substitute for classroom learning. Teachers must be trained in effective digital pedagogy to minimize distractions and maximize learning outcomes (Ally & Prieto-Blázquez, 2014).

VI. IMPLICATIONS

The findings of this study carry important implications for educators, policymakers, and students in Mizoram and beyond.

1. For Educators: The results highlight the need for teachers to adopt a blended learning approach that leverages the strengths of mobile learning without replacing traditional methods. Since many students value classroom instruction but also appreciate the flexibility of mobile devices, teachers should integrate mobile learning selectively—for example, through supplementary readings,

quizzes or language translation apps. At the same time, professional development programs should train teachers in effective digital pedagogy to reduce distractions and promote meaningful engagement.

2. For Policymakers: The optimism among students regarding the future of mobile learning suggests that government and institutional policies should prioritize digital infrastructure, especially in rural and remote areas of Mizoram. Improved internet connectivity, affordable devices and access to quality digital content can reduce inequalities and ensure that mobile learning serves as an inclusive tool. Additionally, policies should address the risks of over-dependence and distraction by encouraging balanced usage.

3. For Students: The study shows that mobile devices can enhance motivation, theoretical understanding and academic success. However, students must also develop self-regulation skills to minimize distraction from social media, gaming or non-academic browsing. Awareness programs and digital literacy initiatives could help students use mobile learning more effectively for academic purposes.

4. For Curriculum Developers: The resistance to teacher-led mobile learning integration points to a gap between student expectations and curriculum design. Curriculum planners should include mobile-compatible materials, interactive learning activities and flexible assessments that make use of digital tools while preserving the importance of face-to-face interactions.

Overall, the implications stress the importance of balance, ensuring that mobile learning is used as a supportive resource rather than a substitute for traditional classroom practices. If implemented thoughtfully, mobile learning can bridge educational gaps and contribute significantly to the academic growth of students in Mizoram.

VII. CONCLUSION

The study reveals that while degree college students in Mizoram recognize the potential of mobile learning to enhance theoretical understanding, academic success and motivation, they also express concerns regarding concentration, classroom relevance and teacher integration. The findings emphasize the importance of adopting a blended learning approach where mobile learning complements traditional methods. Policymakers and educators must ensure equitable access, provide quality digital content and address challenges such as distraction and resistance to change. As mobile technology continues to evolve, fostering a learner-centered, inclusive and balanced educational ecosystem will be essential for maximizing the benefits of mobile learning in higher education.

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