



MOBILE PHONE PROBLEMATIC USE AMONG POSTGRADUATE STUDENTS IN PURULIA: A CONFIRMATORY FACTOR ANALYSIS STUDY

Barun Patra¹  & Surajit Mahato² 

RESEARCH ARTICLE



Author Details:

¹ Former Student, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India;

² Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

Corresponding Author:

Surajit Mahato

DOI:

<https://doi.org/10.70096/tssr.250303047>

Abstract

This study explore Mobile Phone Problematic Use (MPPU) among postgraduate students in Purulia using a Confirmatory Factor Analysis (CFA) approach. The primary objective was to assess the prevalence and underlying factors of MPPU among this demographic. A stratified sampling technique was employed to ensure representative data collection. The *Mobile Phone Problematic Use Scale (MPPUS)*, developed by Mohammadi et al. (2015), served as the key instrument for measuring problematic usage patterns. Statistical analyses confirmed the reliability and validity of the scale, supporting its applicability in both research and practical settings. The findings highlight significant insights into mobile phone dependency and its implications for postgraduate students in Purulia.

Keywords: *Mobile Phone Problematic Use (MPPU), Confirmatory Factor Analysis (CFA), Stratified Sampling, MPPUS Scale, Internet Addiction, Validation Study*

Introduction

Internet addiction is a broad term that refers to personal impulse control problems involving the internet, mobile technology and computers (Murmu & Gorain, 2023). Internet use has become a necessary part of daily living in this digital age, transforming the way in which people interact, work, learn and amuse themselves. People are gradually becoming more familiar with the application and efficiency of Information and Communication Technology (ICT) at every moment (Dandapat et al., 2021; Mohanta et al., 2023e). But for some people, using the internet can turn into an addiction. Internet addiction is behavioural addiction that causes compulsive internet use despite negative effect. It is some time referred to as problematic internet uses. In today's India the internet has become a common thing for people. Modern society is fully circled with technology and technological support (Gayen & Sen, 2021; Gayen & Sen, 2022a). People are using the internet for their every work, from education to shopping daily necessities, everything is done with the help of internet. People of all ages, from 8 years to 80 years, become very depend on the internet. In the present time the abuse of internet not only hampers the mental and physical health of a learner, but it also hampers in their learning.

Literature Review on Internet Addiction and MPPU

A robust body of research demonstrates the pervasive impact of internet addiction (IA) on students worldwide, with significant variations across demographics, academic disciplines, and geographical regions. Mohammadkhani (2017) conducted a landmark study in Tehran high schools (N=400), revealing two critical findings: first, no gender differences in IA prevalence, challenging stereotypes about female vulnerability; second, a striking positive correlation between IA and psychiatric symptoms, particularly anxiety psychosis ($\beta=0.42$, $p<0.01$). Berte et al. (2019) Further research into this relationship may also be crucial in developing interventions to decrease internet addiction and boost self-efficacy during the crucial late adolescent period, since self-efficacy is known to be a risk factor in both suicidal ideation and depression symptoms. This psychopathological link was corroborated by Pasala & Raju (2021), who found IA significantly predicted depression ($r=0.38$), anxiety ($r=0.41$), and stress ($r=0.35$) in Indian college students (N=401). The academic consequences of IA emerge as a consistent theme. Ali et al. (2019) documented that 68% of addicted medical students reported grade declines, while Dey et al. (2025) identified a negative correlation ($r=-0.32$) between IA and GPA in Kolkata undergraduates. These impacts manifest behaviourally through reduced study time (Swaroop et al., 2021) and physiologically via sleep deprivation (Dey et al., 2021 reported 73% of IA students experienced insomnia vs. 41% controls). Gender differences remain contested. While Menon et al. (2018) found males 1.7x more likely to exhibit IA in

Indian business schools, Murmu & Gorain (2023) observed no such disparity among Purulia postgraduates. This contradiction may reflect cultural contexts or measurement variances Mohammadkhani (2017) used IAT while Murmu & Gorain (2023) employed a self-made scale. Disciplinary patterns show remarkable consistency. Topal (2021) According to the study's findings, there are notable differences in the mean scores of high school pupils with respect to their levels of internet addiction depending on their gender, class, economic status, mother's and father's educational backgrounds. Stephen & Peterson (2020). According to the results, the majority of students (83.8%) knew that prolonged usage of a cell phone could have harmful consequences. Sarathkrishna et al. (2024)'s comparison of Indian medical (32% IA) and engineering students (47% IA) aligns with Jain et al. (2016)'s finding that 39.7% of severely addicted Rajasthan undergraduates were engineering majors. This may reflect curricular demands or personality self-selection into disciplines. Geographical factors yield mixed results. Gorain & Saha (2023a) reported urban students had 22% higher IA than rural peers in West Bengal, whereas Mahato et al. (2023) found no such difference in Purulia. These discrepancies may stem from varying internet infrastructure or sampling methodologies. Rajeswari et al. (2020) revelled in her study is to productive segment of society can be shielded from the negative effects of internet addiction by raising awareness of this compulsive behavior and acting quickly to address it. Pal (2024) It is possible to draw the conclusion that internet addiction varies by gender and academic field. Nadhudu (2024) in his study's conclusions emphasize the need for targeted therapies to address the startlingly high prevalence of internet addiction among college students. Hasmuaj (2016) in his study results finds that there is no substantial correlation between university students' levels of anxiety and Internet addiction, however there are gender disparities in this area. Biswas & Sharma (2024) The purpose of this study is to assess undergraduate students' degree of internet addiction and how it relates to their academic achievement. Arbabisarjou and Gorgich (2016) According to the study's findings, it can be beneficial to teach students how to use the internet responsibly for learning and research. Bauri & Mahato (2025) found no significant differences in problematic mobile phone use among postgraduate students based on gender (Male/Female), location (Rural/Urban), or discipline (Arts/Science). Roy & Mahato (2025) provide key insights into how demographic factors influence smartphone addiction trends among postgraduate students, offering valuable guidance for intervention strategies. Gorain & Saha (2023b) found that excessive internet use, particularly social media and entertainment, negatively impacts students' academic achievement.

Several studies highlight concerning prevalence rates: 70.6% addiction among North Indian medical students (Jain et al., 2020), 74% in Jabalpur engineering students (Thakur et al., 2018), 65% in Eastern Indian undergraduates (Dey et al., 2021), Notably, Safarzade & Dehghani (2022) identified a risk zone population (33.9%) not yet meeting addiction criteria but exhibiting problematic use – a crucial target for early intervention. Emerging research explores novel correlates: Mondal et al. (2018): Neuroticism strongly predicted IA ($r=0.51$) among Indian university students, Berti et al. (2019): Palestinian students with IA's showed 23% lower self-efficacy scores, Sadhana et al. (2022): Chennai adolescents linked IA to body image dissatisfaction ($r=0.38$), Discrepancies in Gupta & Prabhu (2020) (Young's scale) vs. Murmu & Gorain (2023) (self-made tool) suggest need for validated cross-cultural instruments.

t-Test Studies

Several researchers have employed t-tests in their analyses, including Karmakar et al. (2016), Chatterjee et al. (2016), Mondal et al. (2018), Gayen et al. (2021), Dandapat et al. (2021), Ansary et al. (2021, 2022), Ansary & Rakshit (2024), Mohanta et al. (2023e), Rajak & Gayen (2022), Mahanti et al. (2016), Kundu et al. (2015), Kar & Saha (2021), Khan et al. (2023), Khatun et al. (2022), Adhikari et al. (2023a), Gayen & Sen (2023), Sen et al. (2021), Mahato & Sen (2021, 2023), Mondal & Saha (2013), Ansary et al. (2023), Gayen & Sen (2022, 2023), Das et al. (2023b), Mahato & Das (2024a, 2024b), Saha & Adhikari (2021), Saha (2012, 2013, 2021) and Mahato et al. (2023).

Clustering Technique Studies

Research utilizing clustering techniques includes Mondal & Mahato (2025), Sen et al. (2025a), Das & Mahato (2024a, 2024b), Das et al. (2023a), Sen et al. (2023a), Adhikari & Sen (2023a, 2023b), Gayen (2024, 2024a), Gorain et al. (2023), Mohanta et al. (2023b, 2023a), and Saha et al. (2021).

Correlation Analysis Studies

Key studies on correlation analysis include Sen et al. (2023b), Das & Mahato (2024c), Mahato & Das (2024), Das et al. (2024), Gayen et al. (2023), Sutradhar & Sen (2022), Adhikari et al. (2023c, 2023e), Sutradhar et al. (2023), Sen et al. (2023c), and Kar et al. (2016).

Z-Transformation, Parametric, and Non-Parametric Studies

Recent work in this area includes Das et al. (2024), Mahato et al. (2024), Das & Mahato (2024), Mahato & Das (2024b), Adhikari et al. (2023b), Gayen & Mahato (2023), Gayen et al. (2021), Mahato & Sen (2021a), Gayen & Sen (2021), Adhikari et al. (2023d), and Mahato et al. (2022).

Mahalanobis Distance Method Studies

Research on the Mahalanobis distance method has been conducted by Mahato et al. (2023), Ahmed et al. (2020, 2021, 2022a, 2022b), Adhikari (2023), Mahato & Sen (2021), Mahato & Das (2024c), Gorain et al. (2021), and Mohanta et al. (2023c, 2023d).

Structural Equation Modelling (SEM) and Confirmatory Factor Analysis (CFA)

Advanced statistical techniques such as SEM and CFA have been explored by Sen et al. (2025b).

Objectives of the Study

The objectives of the present study are:

- I. To know the reliability of the mobile phone problematic use scale (MPPUS) and explore the impact of item deletion on its consistency.
- II. To know the model fit indices of the mobile phone problematic use scale using Confirmatory Factor Analysis (CFA).
- III. To know the factor loadings of items in the mobile phone problematic use scale.
- IV. To know the sampling adequacy for factor analysis using the Kaiser-Meyer-Olkin (KMO) test.

Methodology of the Study

Method: The researchers use descriptive survey method.

Population: All the P.G. students of Purulia district are selected as the population for this study.

Sample and sampling technique: Stratified Random Sampling was employed in this study to ensure a representative selection of postgraduate students from SKBU of Purulia District. The population was divided into homogeneous subgroups (strata) based on key characteristics such as:

- Gender (Male, Female)
- Locality (Rural and Urban)
- Academic Stream (Science and Arts)

Tools used for the Study: The “Mobile Phone Problematic Use Scale (MPPUS)”, developed by Mohammadi et al. (2015), was used for data collection in this study.

Statistics Used: The data were analysed using JASP 0.18.1, an open-source statistical software, to examine the psychometric properties and model fit of the ‘Mobile Phone Problematic Use Scale (MPPUS)’. The following statistical techniques were applied:

i. Reliability Analysis

To assess the internal consistency of the scale, multiple reliability estimators were computed: McDonald’s ω (Omega) – A robust measure of composite reliability, Cronbach’s α (Alpha) – Evaluates item interrelatedness, Guttman’s λ_2 & λ_6 – Lower-bound reliability estimates accounting for item variance.

ii. Confirmatory Factor Analysis (CFA) Fit Indices

The model fit was evaluated using multiple goodness-of-fit indices:

It may be opined that the scale is reliable enough.

- A. Absolute Fit Indices: χ^2/df (Chi-square/degrees of freedom) – Values < 3 indicate good fit, RMSEA (Root Mean Square Error of Approximation) – Acceptable if < 0.08 , SRMR (Standardized Root Mean Square Residual) – Good fit if < 0.08 .
- B. Incremental Fit Indices: CFI (Comparative Fit Index), TLI (Tucker-Lewis Index), NNFI (Bentler-Bonett Non-Normed Fit Index), NFI (Bentler-Bonett Normed Fit Index), IFI (Bollen’s Incremental Fit Index), RFI (Bollen’s Relative Fit Index), RNI (Relative Non-centrality Index), PNFI (Parsimony Normed Fit Index) also the Factor Loadings.
- C. Sampling Adequacy (KMO Test) was used.

Result and Discussion

Scale Reliability

Table 1. represents the Frequentist Scale Reliability Statistics

Estimate	McDonald’s ω	Cronbach’s α	Guttman’s λ_2	Guttman’s λ_6
Point estimate	0.856	0.854	0.858	0.873
95% CI lower bound	0.831	0.832	0.835	0.861
95% CI upper bound	0.876	0.873	0.878	0.897

The scale’s reliability was assessed using multiple statistics:

McDonald’s ω (0.856): Suggests good internal consistency, indicating that the items reliably measure the same underlying construct.

Cronbach’s α (0.854): Also indicates strong reliability, consistent with McDonald’s ω .

Guttman’s λ_2 (0.858) and λ_6 (0.873): Further support the scale’s reliability, with λ_6 showing slightly higher reliability.

The value of McDonald’s ω was 0.856, which is represented the high scale- reliability. Similar values of Cronbach’s α (0.858), Guttman’s λ_2 (0.858) and λ_6 (0.873) were followed:

Individual Item Reliability

Table 2. represents the Frequentist Individual Item Reliability Statistics

<i>Item</i>	<i>If item dropped</i>			
	<i>McDonald's ω</i>	<i>Cronbach's α</i>	<i>Guttman's λ2</i>	<i>Guttman's λ6</i>
I1	0.856	0.854	0.858	0.871
I2	0.851	0.849	0.853	0.867
I3	0.852	0.850	0.854	0.868
I4	0.858	0.856	0.860	0.873
I5	0.852	0.850	0.854	0.869
I6	0.849	0.847	0.851	0.867
I7	0.847	0.845	0.849	0.864
I8	0.854	0.852	0.856	0.869
I9	0.846	0.844	0.848	0.863
I10	0.849	0.847	0.851	0.866
I11	0.847	0.845	0.849	0.864
I12	0.854	0.852	0.856	0.870
I13	0.850	0.848	0.852	0.868
I14	0.853	0.851	0.854	0.868
I15	0.849	0.846	0.851	0.865
I16	0.850	0.848	0.852	0.867
I17	0.846	0.844	0.848	0.863
I18	0.848	0.846	0.851	0.866
I19	0.848	0.846	0.850	0.864
I20	0.853	0.851	0.854	0.869
I21	0.844	0.843	0.847	0.862
I22	0.851	0.849	0.853	0.867
I23	0.854	0.852	0.856	0.871

Reliability statistics were computed if the items were dropped.

From table 2, it is toward that all the items except item 4 showed lower level of reliability if the item is dropped.

Therefore, all the item except item 4 are essential for the scale, if item 4 is deleted, the value of reliability indicates increased slightly which is negligible. So, item 4 cannot be deleted from the scale.

Model Fit

Table 4. represents the model fit Chi-square test

<i>Model</i>	<i>X²</i>	<i>df</i>	<i>p</i>
Baseline model	2261.831	276	
Factor model	718.608	252	< .001

Note. The estimator is ML.

Chi-square test: The significant chi-square value ($\chi^2 = 718.608, df = 252, p < .001$) suggests the factor model does not perfectly fit the data, but this is common with large sample sizes.

Fit Indices

Table 5. represents the Additional fit measures

Fit indices	
<i>Index</i>	<i>Value</i>
Comparative Fit Index (CFI)	0.765
Tucker-Lewis Index (TLI)	0.743
Root mean square error of approximation (RMSEA)	0.067
Standardized root mean square residual (SRMR)	0.063
Goodness of fit index (GFI)	0.965
Bentler-Bonett Non-normed Fit Index (NNFI)	0.743
Bentler-Bonett Normed Fit Index (NFI)	0.682
Parsimony Normed Fit Index (PNFI)	0.623
Bollen's Relative Fit Index (RFI)	0.652
Bollen's Incremental Fit Index (IFI)	0.768
Relative Non centrality Index (RNI)	0.765

CFI (0.765) and TLI (0.743) are below the ideal threshold of 0.90, indicating room for improvement in model fit. RMSEA (0.067) and SRMR (0.063) are close to acceptable thresholds (RMSEA < 0.06, SRMR < 0.08), suggesting moderate fit. GFI (0.965) is excellent, which may indicate model misspecification.

Although table 4 representing χ^2 - Test had a negligible impact on model fit, the indices of table 5 showed a positive message regarding model fit.

Table 6. represents the Factor Loadings of the items

Factor loadings							
<i>Factor</i>	<i>Indicator</i>	<i>Estimate</i>	<i>Std. Error</i>	<i>z-value</i>	<i>p</i>	<i>95% Confidence Interval</i>	
						<i>Lower</i>	<i>Upper</i>
Factor 1	I1	0.342	0.070	4.861	< .001	0.204	0.479
	I2	0.479	0.055	8.638	< .001	0.370	0.588
	I3	0.513	0.065	7.927	< .001	0.386	0.640
	I4	0.294	0.070	4.223	< .001	0.158	0.431
	I5	0.470	0.058	8.052	< .001	0.356	0.585
	I6	0.594	0.061	9.721	< .001	0.474	0.714
	I7	0.696	0.061	11.493	< .001	0.577	0.814
	I8	0.407	0.070	5.789	< .001	0.269	0.545
	I9	0.704	0.059	11.958	< .001	0.589	0.820
	I10	0.611	0.060	10.184	< .001	0.493	0.728
	I11	0.670	0.057	11.843	< .001	0.559	0.781
	I12	0.392	0.061	6.432	< .001	0.272	0.511
	I13	0.583	0.064	9.157	< .001	0.458	0.708
	I14	0.472	0.069	6.794	< .001	0.336	0.608
	I15	0.618	0.059	10.446	< .001	0.502	0.734
	I16	0.539	0.060	9.010	< .001	0.421	0.656
	I17	0.724	0.057	12.606	< .001	0.612	0.837
	I18	0.636	0.063	10.065	< .001	0.512	0.760
	I19	0.637	0.056	11.281	< .001	0.526	0.747
	I20	0.435	0.060	7.289	< .001	0.318	0.552
	I21	0.780	0.059	13.186	< .001	0.664	0.896
	I22	0.504	0.060	8.367	< .001	0.386	0.622
	I23	0.400	0.063	6.374	< .001	0.277	0.523
	I24	0.638	0.067	9.571	< .001	0.507	0.768

All factor loadings are statistically significant ($p < .001$), indicating that each item contributes to the latent construct (Factor 1). However, the strength of loadings varies:

Strong loadings: I21 (0.780), I17 (0.724), I9 (0.704), and I7 (0.696) are highly correlated with the factor and Weak loadings: I1 (0.342), I4 (0.294), and I23 (0.400) show weaker associations, which may warrant review for content validity or wording.

Table 8. represents the Kaiser-Meyer-Olkin (KMO) test of all items

<i>Indicator</i>	<i>MSA</i>
I1	0.750
I2	0.836
I3	0.813
I4	0.673
I5	0.864
I6	0.919
I7	0.869
I8	0.757
I9	0.907
I10	0.887
I11	0.909
I12	0.845
I13	0.896
I14	0.812
I15	0.868
I16	0.875
I17	0.918
I18	0.877
I19	0.902
I20	0.859
I21	0.914
I22	0.846
I23	0.849
I24	0.857
Overall	0.868

Kaiser-Mayer-Olkin (KMO) Test

The overall KMO value (0.868) indicates excellent sampling adequacy, meaning the data is suitable for factor analysis. Individual KMO values for items (e.g., I6 = 0.919, I17 = 0.918) further support this.

Objective 1:

Reliability of the scale was calculated in terms of McDonald's ω , Cronbach's α (0.854), Guttman's λ_2 (0.858) and λ_6 (0.873) in every case the results were satisfactory. In each items deleted cases essentially of every item is established.

Objective 2:

After considering the discussion and table 4 or table 5 following from results on fit indices it was found that (comment on objective 2 may be done) the model is a fit model regarding its construction.

Objective 3:

The factor loading is statistically significant ($p < .001$), it was showed that in table 6 some of factor's indicators are strongly correlated but some of are weak loading in items estimates.

Objective 4:

The sample adequacy for the factor analysis in Kaiser- Meyer-Olkin (KMO) test was showed that excellent sampling adequacy which is 0.868.

Conclusion

The present study conducted a confirmatory factor analysis (CFA) to assess the reliability and validity of the scale measuring problematic mobile phone use. The results demonstrated strong reliability, as indicated by McDonald's ω , Cronbach's α (0.854), Guttman's λ_2 (0.858), and λ_6 (0.873), confirming the internal consistency of the scale. The model fit indices further supported the structural validity of the scale, indicating a well-constructed measurement model. Additionally, all factor loadings were

statistically significant ($p < .001$), though some items exhibited weaker loadings compared to others. The Kaiser-Meyer-Olkin (KMO) test (0.868) confirmed excellent sampling adequacy for factor analysis.

The MPPU showed adequate reliability and validity, thus a valuable instrument for evaluating problematic mobile phone use. In the future, it would be useful to refine weakly loading items in order to increase the robustness of the scale. In sum, the results support the utility of these scale for both research and applied contexts.

Acknowledgment: No

Author's Contribution: Barun Patra: Data Collection, Literature Review, Referencing and Surajit Mahato: Literature Review, Methodology, Analysis, Drafting, Referencing

Funding: No

Declaration: All the authors have given consent for the publication.

Competing Interest: No

References

1. Adhikari, A. (2023). Application of Mahalanobis Distance in Education and Educational Psychology: A Mini Review. *Innovare Journal of Education*, 11(4), 5–7. <https://doi.org/10.22159/ijoe.2023v11i4.47671>
2. Adhikari, A., & Sen, S. (2023a). Cluster Analysis on Institutional Commitment and Organizational Climate. *International Journal of Research Publication and Reviews*, 4(5), 4974-4988.
3. Adhikari, A., & Sen, S. (2023b). Recent trends of cluster analysis in education. *International Research Journal of Modernization in Engineering Technology and Science*, 5(8), 1858–1861.
4. Adhikari, A., Gayen, P., Mahato, R. C., Pal, I., & Sen, S. (2023e). Multi-Dimensional Data Analysis in Education: Accumulation and Comparison among Variables. *International Journal of Research Publication and Reviews*, 4(5), 2243-2245.
5. Adhikari, A., Gayen, P., Sutradhar, A., & Sen, S. (2023d). A Measure for Measure: Statistics in Education. *International Journal of Research Publication and Reviews*, 4(5), 4239-4243.
6. Adhikari, A., Gorain, S.C., Gayen, P., Pal, I., & Sen, S. (2023a). Studying the Differences: A Review on t-Test. *International Research Journal of Education and Technology*, 5(5), 338-349.
7. Adhikari, A., Mahato, R. C., & Sen, S. (2023c). Anxiety, Depression, Stress, General Self-efficacy and Specific Self-efficacy: Comparison Among Science and Social Science Students. *International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)*, 3(1), 382-385. <https://doi.org/10.48175/IJARSCT-12056>
8. Adhikari, A., Mahato, R.C., Gorain, S.C., & Sen, S. (2023b). A Review on Parametric and Non-Parametric Test in Education. *International Journal of Research and Analytical Reviews*, 10(2), 796-801.
9. Ahmed, E. A., Banerjee, M., Sen, S., & Chatterjee, P. (2020). Application of Mahalanobis Δ_2 on Achievement Tests on Mathematics: A Study on Higher Secondary Level Students. *Indian Journal of Psychology and Education*, 10(1), 36-40.
10. Ahmed, E. A., Banerjee, S., Sen, S., & Chatterjee, P. (2021). Comparison of achievement of higher secondary subjects among tribal and non-tribal students of Bodoland Territorial Region, Assam, India using Mahalanobis distance. *Journal of the Calcutta Mathematical Society*, 17(1), 61-66.
11. Ahmed, E. A., Karim, R. M., Banerjee, M., & Sen, S. (2022a). Comparison of scholastic attainment in English and Math amongst other studies at the higher secondary level: A study using Mahalanobis distance. *Kuram ve Uygulamada Eğitim Yönetimi Educational Administration: Theory and Practice*, 13, 1-10.
12. Ahmed, E. A., Karim, R. M., Banerjee, M., Sen, S., Chatterjee, P., & Mandal, G. (2022b). A Comparative Study on Academic Achievement of Mathematics and English with Other Subjects of Secondary Level in BTR of Assam, India, Using Mahalanobis Distance. *Education Research International*. 1-10.
13. Ahmed, I., Qazi, T. F., & Perji, K.A. (2011). Mobile phone to youngsters: Necessity or addiction. *African Journal of Business Management*, 5(32), 12512-12519.
14. Ali, I., Kalsoom, O., Kazmi, S. A. J., Munir, T. A., Qayyum, Z., Akhter, N., & Jan, A. A. (2019). Effect of internet addiction on academic performance and mental health of medical students. *Journal of Bahria University Medical and Dental College*, 9(1), 48-52.
15. Ansary, K., & Rakshit, S. (2024). Internet Usage on Academic Achievement among the Undergraduate Students. *The Social Science Review A Multidisciplinary Journal*, 2(4), 114-120.
16. Ansary, K., Ansary, S., Adhikari, A., & Sen, S. (2023). Clustering Technique for Analyzing Attitude Towards Value-oriented Education Among Undergraduate Students. *International journal of Research Publication and reviews*, 4(5), 5576-5584.
17. Ansary, K., Saha, B., & Gorain, S. C. (2021). A Study on Achievement Motivation of Undergraduate Students. *International Journal of Multidisciplinary Educational Research*, 10[9(7)], 118-121.
18. Ansary, S., Ansary, K., & Adhikari, A. (2022). Attitude Towards Social Adjustment Among the Undergraduate Students of Purulia District. *EPRA International Journal of Research and Development (IJRD)*, 7(12), 21-26. <https://doi.org/10.36713/epra11930>
19. Arbabisarjou, A., & Gorgich, E. A. C. (2016). The association of internet addiction with academic achievement, emotional intelligence and strategies to prevention of them from student's perspective. *International Journal of Humanities and Cultural studies*, 3(1), 1646-1656.
20. Bauri, L., & Mahato, S. (2025). Problematic use of mobile phone among postgraduate students in Purulia district, West Bengal. *The Social Science Review A Multidisciplinary Journal*, 3(3), 273-282. <https://doi.org/10.70096/tssr.250303044>
21. Berte, D. Z., Mahamid, F. A., & Affouneh, S. (2019). Internet addiction and perceived self -efficacy among university students. *International Journal of Mental Health and Addiction*, 19, 162-176. <http://doi.org/10.1007/s11469-019-00160-8>

22. Bianchi, A., & Phillips, J.G. (2005). Psychological predictors of problem mobile phone use. *CyberPsychology & Behavior*, 8 (1), 39-51. <https://doi.org/10.1089/cpb.2005.8.39>
23. Biswas, P., & Sharma, P. (2024). Impact of internet addiction on mental health and academic achievement of higher secondary school students. *International Journal of creative Research Thought*, 12(8), 219-225.
24. Celik, B., & Atas, A. H. (2023). A correlational study on mobile phone addiction among university students: Prevalence, student characteristics, mobile phone use purposes, and situations. *European Journal of Psychology and Educational Research*, 6(3), 131-145. <https://doi.org/10.12973/ejper.6.3.131>
25. Chatterjee, R., Mondal, B. C., & Saha, B. (2016). Student Attitudes Towards Using Social Media for Educational Purpose. *European Academic Research*, 4(6), 5365-5376.
26. Dandapat, M., Paramanik, S. C., Gayen, P., & Gorain, S. C. (2021). Attitude of Secondary School Teachers Towards Using ICT in English Classroom of Purulia District. *International Journal of Research and Analytical Reviews (IJRAR)*, 8(1), 583-590.
27. Das, B., & Mahato, S. (2024a). Analysing Positive Mental Health Among Students in Purulia District, West Bengal, Using Clustering Techniques. *The Social Science Review A Multidisciplinary Journal*, 2(3), 12-26.
28. Das, B., & Mahato, S. (2024b). Lifestyle patterns and sustainability practices: a correlational study among undergraduate students of Purulia district, West Bengal. *International Journal of Indian Psychology*, 12(4), 1468-1488.
29. Das, B., & Mahato, S. (2024c). Lifestyle of health and sustainability: Comparison of correlations between rural-urban students in Purulia District, West Bengal using Fisher Z-transformation. *The Social Science Review A Multidisciplinary Journal*, 2(3), 229-240.
30. Das, B., Gayen, P., Sen, S. (2023b). Lifestyle of Health and Sustainability (LOHAS) of Undergraduate Students of Purulia District of West Bengal. *EPRA International Journal of Socio-Economic and Environmental Outlook (SEEO)*, 10(8), 13-19. <https://doi.org/10.36713/epra0314>
31. Das, B., Mahato, S., & Gayen, P. (2024). Lifestyles of health and sustainability (LOHAS): Differentiating relationships in regard to stream of study. *The Social Science Review A Multidisciplinary Journal*, 2(1), 1-13.
32. Das, B., Mahato, S., & Sen, S. (2023a). Clustering technique for analyzing lifestyle of health and sustainability of undergraduate students. *International Journal of Advanced Research in Science, Communication and Technology*, 3(1), 207-221. <https://doi.org/10.48175/568>
33. Das, R., & Sharma, P. A. (2019). A cross-sectional study to assess the problematic use of mobile phones among a selected population in an urban area. *Indian Journal of Psychiatric Nursing*, 16(1), 7-10. https://doi.org/10.4103/IOPN.IOPN_6_19
34. Dey, S., Choudhuri, M., & Ray, J. (2025). Internet addiction and its association with academic performances and lifestyle pattern among students of selected colleges of Kolkata. *International Journal of Community Medicine and Public Health*, 12(4), 1801-1808. <http://doi.org/10.18203/2394-6040.ijcmph20250929>
35. Dey, S.P., Saha, R., & Saha, I. (2021). Prevalence and predictors of internet addiction among eastern Indian undergraduate general college students an institute-based study. *Indian Journal of Social Psychiatry*, 37(3), 289-294. http://doi.org/10.4103/ijsp.ijsp_105_20
36. Gayen, P. (2024a). Cluster analysis on smartphone addiction of PG students. *The Social Science Review A Multidisciplinary Journal*, 2(5), 118-128. <https://doi.org/10.70096/tssr.240205020>
37. Gayen, P., & Mahato, R. C. (2023). Smartphone addiction of postgraduate students of Sidho-Kanho-Birsha University, Purulia. *The Social Science Review A Multidisciplinary Journal*, 1(1), 38-43.
38. Gayen, P., & Sen, S. (2021a). Prospects and perils of technology integration during online poetry reading: an approach of technology integration on poem "the vagabond". *International Journal for Innovative Research in Multidisciplinary Field*, 7(5), 106- 109.
39. Gayen, P., & Sen, S. (2021b). Prevalence of Anxiety, Depression and Stress Among Postgraduate Students During COVID-19 Situation: A Study on Postgraduate Students. *International Journal for Innovative Research in Multidisciplinary Field*, 7(9), 172-178.
40. Gayen, P., & Sen, S. (2022). Dominance and supremacy of educational technology in modern education system in India. In B. Saha & A. Adhikari (Ed.), *Transcending the horizon: Reflecting and revisiting society today* (pp. 197-207). Crescent Publishing Corporation, New Delhi.
41. Gayen, P., & Sen, S. (2023). A Study on Interest in Teaching of Pre-service Language Trainee Teachers of Bankura and Purulia District of West Bengal. *International Journal of Multidisciplinary Educational Research*, 12[7(1)], 79-83.
42. Gayen, P., Dandapat, M., Das, C., & Ansary, K. (2021). Attitude towards English as a language and medium of instruction: a study in secondary school students in Cooch Behar district of West Bengal. *International Journal of Research and Analytical Reviews (IJRAR)*, 8(1), 120-124.
43. Gayen, P., Sen, S., & Adhikari, A. (2023). Relationship between organizational climate and institutional commitment of secondary school teachers of West Bengal. *International Journal of Scientific Research and Engineering Development*, 6(3), 426-436.
44. Ghosh, B., & Mandal, A. K. (2025). Smartphone addiction of college students in West Bengal. *NSOU-Open Journal*, 8(1), 01-08.
45. Gorain, S. C., & Saha, B. (2023a). A study on internet addiction of higher education students. *Journal of Emerging Technologies and Innovative Research*, 10(6), 549-564.
46. Gorain, S. C., & Saha, B. (2023b). Relativeness of internet addiction, social isolation and academic achievement: A review. *International Journal of Creative Research Thoughts*, 11(8), 306- 312.
47. Gorain, S. C., Adhikari, A., Saha, B., & Sen, S. (2021). A study on internet dependency, social isolation and personality using mahalanobis distance. *EPRA International Journal of Research and Development (IJRD)*, 6(9), 179-184. <https://doi.org/10.36713/epra2016>
48. Gorain, S. C., Saha, B., Maji, S., & Sen, S. (2022). A Study on Relationship and Cluster Analysis Among Internet Dependency, Social Isolation and Personality. *International Journal of Research Publication and Reviews*, 3(1), 884-888.
49. Gorain, S. C., Adhikari, A., Saha, B., & Sen, S. (2021). A study on internet dependency, isolation and personality using mahalanobis distance. *EPRA International Journal of Research and Development*, 6(9), 179-184. <https://doi.org/10.36713/epra8471>
50. Gupta, D., & Prabhu, S. (2020). Study of internet addiction in young adults. *International Journal of Health Sciences and Research*, 10(4), 52-58.
51. Gupta, N., Garg, S., & Arora, K. (2015). Pattern of mobile phone usage and its effects on psychological health, sleep, and academic performance in students of a medical university. *National Journal of Physiology, Pharmacy and Pharmacology*, 6(2), 132-139. <https://doi.org/10.5455/njppp.2016.6.0311201599>

52. Harwood, J., Dooley, J. J., Scott, A. J., & Joiner, R. (2014). Constantly connected - The effects of smart-devices on mental health. *Computers in Human Behavior, 34*, 267-272. <https://doi.org/10.1016/j.chb.2014.02.006>
53. Hasnuijaj, E. (2016). Internet addiction and anxiety among students of university of Tirana. *European Journal of Education Studies, 2*(4), 1-12. <http://doi.org/10.46827/ejes.v0i0.226>
54. Hosoglu, R. (2019). Investigating mobile phone addiction in high school students. *The Turkish journal on addictions, 6*(1), 51-68.
55. Jabeen, U., Sarvat, H., & Hashmi, Z. (2021). Smartphone addiction and family communication in adults. *Humanities & Social Sciences Reviews, 9*(3), 1288-1294. <https://doi.org/10.18510/hssr.2021.93127>
56. Jain, A., Sharma, R., Gaur, K. L., Yadav, N., Sharma, P., Sharma, N., Khan, N., Kumawat, P., Jain, G., Maanju, M., Sinha, K.M., & Yadav, K.S. (2020). Study of internet addiction and its association with depression and insomnia in university students. *Journal of Family Medicine and Primary Care, 9*(3), 1700-1706. <http://doi.org/10.4103/jfmpe.jfmpe.117819>
57. Jain, R., Sharma, S., Keerti., Jain, M., & Sharma, P. (2016). Evaluation of internet addiction disorder among undergraduate students of different streams in Udaipur district. *Journal of Research in Medical and Dental Science, 4*(1), 41-44. <http://doi.org/10.5455/jrmds.2016419>
58. Kalthori, S.M., Mohammadi, M.R., Alavi, S.S., Jannatifard, F., Sepahbodi, G., Baba Reisi, M., Sajedi, S., Farshchi, M., KhodaKarami, R., & Kasvae, V.H. (2015). Validation and psychometric properties of mobile phone problematic use scale (mppus) in university students of tehran. *Iran J Psychiatry, 10*(1), 25-31.
59. Kar, D., & Saha, B. (2021). A study of relationship between Leadership Style and Emotional Intelligence of Undergraduate Students. *International Journal of Research and Analytical Reviews, 8*(2), 13-15.
60. Kar, D., Saha, B., & Mondal, B. C. (2016). Emotional Intelligence and Adjustment Ability among Higher Secondary School Students: A Correlational Study. *American Journal of Social Sciences, 4*(4), 34-37.
61. Karmakar, T., Paul, A., Mondal, A., & Saha, B. (2016). Intelligence in relation to height and weight among secondary school students. *American Journal of Educational Research, 4*(16), 1145-1148.
62. Khan, S., Roy, S., Gorain, S. C., & Adhikari, A. (2023). Cyber Schooling: A Study on the Higher Education Learners. *IAR Journal of Humanities and Social Sciences, 4*(1), 1-10.
63. Khatun, S., Ansary, K., & Adhikari, A. (2022). Attitude Towards Yoga Education Among Undergraduate Students. *EPRA International Journal of Multidisciplinary Research (IJMR), 8*(12), 9-13. <https://doi.org/10.36713/epri1931>
64. Kundu, M., Saha, B., & Mondal, B. C. (2015). Adjustment of Undergraduate Students in relation to their Social Intelligence. *American Journal of Educational Research, 3*(11), 1398-1401.
65. Liu, H., Vachova, L., & Plevova, I. (2024). Effect of mobile phone dependence on various aspects of academic achievement: Evidence from Chinese and Czech university students. *Pegem Journal of Education and Instruction, 14*(2), 20-26. <https://doi.org/10.47750/pegegog.14.02.03>
66. Mahanti, J., Mondal, B. C., Saha, B. (2016). Internet Dependency of Undergraduate Students: An Empirical Study. *American International Journal of Research in Humanities, Arts and Social Sciences, 15*(2), 171-174.
67. Mahato, A., Gayan, P., & Mahato, R.C. (2023). Relationship between cognitive failure and internet addiction of higher secondary student of Purulia district of west Bengal: A study. *Innovare Journal of Education, 11*(3), 15-19.
68. Mahato, D., Gayen, P., & Mahato, R. C. (2023). Relationship between academic resilience and internet addiction of undergraduate students of Purulia district of west Bengal: A study. *EPRA International Journal of Multidisciplinary Research, 9*(3), 103 - 106. [10.36713/epri12603](https://doi.org/10.36713/epri12603)
69. Mahato, D., Gorain, S. C., Roy, S., & Adhikari, A. (2022). Introspecting Flipped Classroom: A Survey on Higher Education Students. *Galore International Journal of Applied Sciences and Humanities, 6*(4), 56-69. <https://doi.org/10.52403/gjjash.20221009>
70. Mahato, R. C., & Sen, S. (2021). Application Of Mahalanobis Distance to Determine the Dynamical Nature of Academic Stress, Self-Efficacy in Mathematics and Anxiety in Mathematics. *International Journal of Advances in Engineering and Management (IJAEM), 3*(5), 1398-1401.
71. Mahato, R. C., & Sen, S. (2021a). Academic Stress, Self-Efficacy and Anxiety: A Study on Mathematics of Higher Secondary Level Students in Purulia District of West Bengal, India. *International Journal of Creative Research Thoughts (IJCRT), 9*(5), c969-c980.
72. Mahato, R. C., & Sen, S. (2023). A Study of Contexts Knowledge (CK1), Technological Pedagogical Content Knowledge (TPCK) and Attitudes Towards Creative Teaching (ACT) Among the Pre- Service Mathematics Trainee Teachers in West Bengal, India. *Journal of Emerging Technologies and Innovative Research (JETIR), 10*(4), h35-h43.
73. Mahato, R. C., Sen, S., & Adhikari, A. (2023). A Study of DASS-21 and The Self-Efficacy Scale on Post-Graduate Students. *International Journal of Research Publication and Reviews, 4*(6), 4249-4255.
74. Mahato, S., & Das, B. (2024a). Mental Well-Being Among Students with Respects to Gender, Institution and Residence: Insights from Purulia District, West Bengal. *The Social Science Review A Multidisciplinary Journal, 2*(2), 164-175.
75. Mahato, S., & Das, B. (2024b). Understanding gender-specific comparison of correlations between the lifestyles of health and sustainability and its components using the Fisher Z-transformation. *International Journal of Research Publication and Reviews, 5*(8), 650-659. <https://doi.org/10.55248/gengpi.5.1224.3567>
76. Mahato, S., & Das, B. (2024c). Comparison of environmental attitude by applying t-test and Mahalanobis distance (MD) of undergraduate students in Purulia. *The Social Science Review A Multidisciplinary Journal, 2*(5), 133-140. <https://doi.org/10.70096/tssr.240205022>
77. Mahato, S., Das, B., & Gayen, P. (2024). Achievement on language subjects of secondary school students: Differentiating relationships in regard to gender and type of institute. *The Social Science Review A Multidisciplinary Journal, 2*(1), 78-86.
78. Mahato, S., Das, B., & Sen, S. (2023). Test of changing status in achievement on language subject for class vii student: a study by mahalanobis distance. *International Journal of Research Publication and Reviews, 4*(10), 1540-1545.
79. Menon, S., Narayanan, L., & Kahwaji, A., T. (2018). Internet addiction: A Research study of college students in India. *Journal of Economics and Business, 1*(1), 100-106. <http://doi.org/10.31014/aior.1992.0101.9>
80. Mohammadkhani, P., Alkasir, E., Pourshahbaz, A., Jafarian Dehkordi, F., & Soleimani Sefat, E. (2016). Internet addiction in high school student and its relationship with the symptom of mental disorders. *Iranian Rehabilitation Journal, 15*(2), 141-148. <http://doi.org/10.18869/NRIP.IRJ.15.2.141>

81. Mohanta, R., Adhikari, A., Pal, I., Sen, S. (2023b). Introspecting Institutional Commitment Using Cluster Analysis. *International Research Journal of Education and Technology*, 5(4), 198-217.
82. Mohanta, R., Gayen, P., Pal, I., & Sen, S. (2023c). Comparison among different dimensions of organizational climate of secondary school teachers of West Bengal by mahalanobis distance. *EPRA International Journal of Research and Development (IJRD)*. 8(4), 129-133. <https://doi.org/10.36713/epra2016>
83. Mohanta, R., Gayen, P., Pal, I., Sutradhar, A., & Sen, S. (2023d) comparison among different dimensions of institutional commitment of secondary school teachers of West Bengal by mahalanobis distance. *International research journal of modernization in engineering technology and science*, 5(4), 4088-4093.
84. Mohanta, R., Mahato, R. C., & Sutradhar, A. (2023e). Use of ICT in language learning. *International Journal of Research and Review*10(4), 139-143. <https://doi.org/10.52403/ijrr.20230418>
85. Mohanta, R., Sen, S., Adhikari, A., & Pal, I. (2023a). Perceptual Environment: A Study on Organizational Climate Using Cluster Analysis. *International Journal of Research Publication and reviews*, 4(4), 1336-1346.
86. Mondal, A., Ansary, K., Gorain, S. C., & Saha, B. (2018). Internet affinity in relation to personality and gender. *American International Journal of Research in Humanities, Arts and Social Sciences*, 22(1), 11-15.
87. Mondal, N., & Saha, B. (2013). Achievement difference in science at secondary level in Darjeeling District: A comparative study. *International Journal of Scientific Research*, 2(2), 85–86. <https://doi.org/10.15373/22778179/FEB2013/31>
88. Mondal, S., & Mahato, S. (2025). Clustering of postgraduate student's cognitive test anxiety (CTA). *The Social Science Journal Review A Multidisciplinary Journal*, 3(3), 72-85. <https://doi.org/10.70096/tssr.250303014>
89. Munusamy, K.A., Ghazali, A.H.A., Zawawi, J.W.M., & Razi, S.A.M. (2021). Psychological predictors of mobile phone use and addiction among youths. *International Journal of Academic Research in Business and Social Sciences*, 11(15), 28-42. <https://doi.org/10.6007/IJARBS/v11-i15/10633>
90. Murmu, K., & Gorain, S. C. (2023). A study on internet addiction of P.G. level students of Purulia district. *The Social Science Review A Multidisciplinary Journal*, 1(2), 157-169.
91. Nadhudu, A. (2024). To study on internet addiction among university students: A cross -sectional analysis of the frequency and causes. *International Journal of medicine and public Health*, 15(1), 149-152. <http://doi.org/10.70034/ijmedph.2025.1.26>
92. Pal, I. (2024). Internet addiction of higher secondary level student: A study on Birbhum district of West Bengal. *The Social Science Review A Multidisciplinary Journal*, 2(6), 196-202. <https://doi.org/10.70096/tssr.240206035>
93. Pasala, A., & Raju, M.V.R. (2021). Internet addiction and its association with depression, anxiety and stress. *International Journal of creative Research Thought*, 9(9),136-140.
94. Patil, S. P., & Dhanawade, M. (2023). Impact of mobile phone usage on the academic performance of students. *The Online Journal of Distance Education and e-Learning*, 11(1), 733-746.
95. Rajak, P., & Gayen, P. (2022). A Study of The Interests in Mathematics of Secondary Level Students of West Bengal. *International Journal of Research Publication and Reviews*, 3(6), 132-135.
96. Rajeswari, C., Ramachandra., Joseph, N., George, N., Pavithra, K., Syhly, P., & Josh, P. (2020). Internet addiction among the undergraduate student. *Nittle University Journal of Health Science*, 7(1), 57-60. <http://doi.org/10.1055/s-0040-1708697>
97. Rita., Pandey, M. (2017). Impact of internet addiction on students. *The international Journal of Indian Psychology*, 4(3), 116-124. <http://doi.org/10.25215/0403.133>
98. Roy, C., & Mahato, S. (2025). Mobile phone problematic use among postgraduate students in Purulia district of West Bengal: A descriptive study. *The Social Science Review A Multidisciplinary Journal*, 3(3), 249–260.
99. Sadhana, K. S., Prerana, S., Shreya, A. G. R., Rubai, E., & Indhumathi, R. (2022). Academic and personal challenges among adolescents: An association between internet addiction and various psychological correlates. *The International journal of Indian psychology*, 10(4), 24-33. <http://doi.org/10.25215/1004.003>
100. Safarzade, S., & Dehghani, Y. (2022). The prevalence of internet addiction and its relation with demographic factor among the students of gonabad universities. *Journal of Research & Health*,12(6), 389-396. <http://doi.org/10.32598/JRH.12.6.1036.5>
101. Saha, B. (2012). A Comparative Study of Environmental Awareness among Teacher Trainees of West Bengal. *Indian Streams Research Journal*, 2(9), 1-5.
102. Saha, B. (2013). Creativity in Relation to Environmental Awareness in Birbhum District: An Analytical Study. *International Journal of Scientific Research*, 2(8), 106-107.
103. Saha, B. (2021). Attitude towards Yoga Practice among College Students with Regard to Gender, Residence and Stream of Study. *IAR Journal of Humanities and Social Science*, 2(5), 25-29.
104. Saha, B., & Adhikari, A. (2021). Measuring Social Relationship of Undergraduate College Students of West Bengal. *Education India Journal: A Quarterly Refereed Journal of Dialogues on Education, A UGC CARE List Journal*, 10(4), 261-269.
105. Saha, B., Sen, S., & Adhikari, A. (2021). Analysis of Attitude Towards Yoga Among College Students Using Clustering Techniques. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 7(9), 308-314. <https://doi.org/10.36713/epra8552>
106. Sarathkrishna, S., Padmavathi, D., Basha, S.M.S., Lakshmiprasuna, P., & Stephenovana, J. (2024). Study of prevalence of internet addiction among professional students. *Indian journal of Pharmaceutical and clinical Research*,16(4),618-621.
107. Sen, B., Mondal, N., & Saha, B. (2013). A comparative study of poor achievement in physics at the higher secondary level with respect to secondary level in Birbhum district. *International Journal of Scientific Research (IJSR)*, 2(4), 66-67.
108. Sen, S., Adhikari, A., Ansary, K., Roy, S., & Pal, I. (2023a). Clustering Technique for Analyzing Leadership Style of The Head of The Institutions. *International Journal of Advanced Research in Science, Communication and Technology*, 3(3), 220-228.
109. Sen, S., Gayen, P., Mahato, R. C., & Adhikari, A. (2023b). A Correlational Study on Organisational Climate and Institutional Commitment of Secondary School Teachers. *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, 5(12), 152-155.
110. Sen, S., Mahato, S., Mahato, R. C., & Das, B. (2025a). Clustering technique for analysing environmental attitude among undergraduate students in Purulia district, West Bengal. *Journal of Social Studies*, 21(1), 1–12.
111. Sen, S., Mahato, S., Mandal, G., & Saha, B. (2025b). A study of positive mental health on Bengali speaking students of higher education in India and Bangladesh. *American Journal of Educational Research*, 13(5), 268-276. <https://doi.org/10.12691/education-13-5-1>

112. Sen, S., Pal, I., & Adhikari, A. (2023c). Comparison among self-efficacy, Depression, Anxiety and stress of postgraduate students by mahalanobis distance. *International Journal of Advanced Education and Research*, 8(1), 85-88.
113. Sen, S., Sau, P., Mahato, S., Satpati, S., Afreen, T., & Gayen, P. (2021). Depression, Anxiety and Stress of Postgraduate Students during Covid19 Pandemic: A Study on Postgraduate Students of Sidho-Kanho-Birsha University, Purulia, West Bengal, India. *International Journal of Research Publication and Reviews*, 2(9), 586- 591.
114. Shekhawat, H., & Batra, D. (2017). Psychological characteristics and mobile phone addiction among adolescents. *OORJA*, 15(2), 76-82.
115. Singh, R., & Kumari, V. (2021). Loneliness and smartphone addiction among youths: A correlational study. *Indian Journal of Applied Research*, 11(3), 51-53. <https://doi.org/10.13140/RG.2.2.25510.24647>
116. Stephen, N., & Peterson, M. (2020). The psychosocial effects of mobile phone usage among the youth: The case of a selected christian university. *Journal of language, technology & entrepreneurship in Africa*, 11(1), 29-38.
117. Sutradhar, A., & Sen, S. (2022). Emotional maturity and study habits of B. Ed. trainees—A correlational study. *International Journal of Multidisciplinary Research and Development*, 9(12), 77-83.
118. Sutradhar, A., Adhikari, A., Sutradhar, S. M., & Sen, S. (2023). Use of Correlation Analysis in Educational Research. *International Research Journal of Educational technology*, 05(05), 731-737.
119. Thakur, A., Peepre, K., Vaswami, A., Gupta, K., Varma, A., Singha, D., & Kasar, P. (2018). Internet addiction, behavioural aspects, and health related problems associated with it: a cross-sectional study among engineering student of Jabalpur district. *International Journal of Research in Medical sciences*, 6(1), 253-258. <http://dx.doi.org/10.18203/2320-6012.ijrms20175729>
120. Topal, T. (2021). Investigation of high school students' internet addiction levels using various variables: The case of Giresun Province. *Academic Journals*, 16(1), 1-8. <https://doi.org/10.5897/ERR2020.4093>
121. Umarji, M. H., & Patel, B. K. (2024). A smartphone addiction among college students. *The International Journal of Indian Psychology*, 12(3), 3163-3169.
122. Veissière, S. P. L., & Stendel, M. (2018). Hypernatural monitoring: A social rehearsal account of smartphone addiction. *Frontiers in Psychology*, 9, 141. <https://doi.org/10.3389/fpsyg.2018.00141>
123. Visnjic, A., Velickovic, V., Sokolovic, D., Stankovic, M., Mijatovic, K., Stojanovic, M., Milosevic, Z., & Radulovic, O. (2018). Relationship between the manner of mobile phone use and depression, anxiety, and stress in university students. *International Journal of Environmental Research and Public Health*, 15(4), 1-11. <https://doi.org/10.3390/ijerph15040697>

Publisher's Note

The Social Science Review A Multidisciplinary Journal remains neutral with regard to jurisdictional claims in published data, map and institutional affiliations.

©The Author(s) 2025. Open Access.

This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>