



# Mobile phone addiction's role in hindering inclusive and sustainable youth development: Empirical insights from undergraduate students for Viksit Bharat@2047

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## Abstract

In order to tackle global problems including digital divides, mental health issues, and urbanization, Viksit Bharat@2047 visualise a versatile India by 2047 with an emphasis on inclusive growth, equity, and sustainability (NITI Aayog, 2023). However in young generation Mobile Phone Addiction poses a problem for Study Habits and General Well Being this could exclude disadvantaged groups from educational progress. This empirical study, conducted on 700 undergraduate students of Rohtak and Bhiwani district from Haryana, Tools used in study are MPAS-U (31 items (developed by researcher herself) with Cronbach's  $\alpha=0.93$ , 45 for SH with  $\alpha=0.82$ , 20 for GWB with  $\alpha=0.88$ ). Data analysis done through SPSS mild non-normality observed (skewness -0.312 to 0.126), a weak negative correlation found between MPA & SH ( $r = -0.077$ ,  $p = 0.042$ ), significant SH differences by gender (females higher,  $p=0.000$ ) and locality (rural higher,  $p=0.000$ ), but no relation found between MPA-GWB or SH-GWB ( $p>0.05$ ). Moderate levels dominated (64.1-69.1%). These results highlights worldwide issues like excessive technology use that hinders inclusivity & promote sustainable digital policy in Viksit Bharat multifaceted interventions like digital literacy for equity in the face of fast tech adoption are among the implications.

**Keywords:** Mobile phone addiction, Study habits, General well-being, Viksit Bharat@2047, Inclusive development, Sustainable education, Digital divide, Global challenges

## Introduction

India's all-including plan to become a developed nation by 2047 is called Viksit Bharat@2047. It aims on different aspects of progress in the economic, social, technological, and environmental domains while addressing global Problems like inequality, climate change, and digital transformation (Government of India, 2023) [2]. This vision places a high priority on sustainable and inclusive growth, guaranteeing equal opportunities for everyone, especially young people, who are the foundation of future advancement. The theme emphasizes the necessity of addressing obstacles that impede holistic progress in the context of Haryana, a state witnessing rapid industrialization and urban expansion, which creates a unique intersection between traditional lifestyles and modern digital pressures."

One such obstacle is Mobile Phone Addiction which is a global problem due to excessive phone use we become psychologically dependent on it our cognitive abilities also affect we become emotionally unstable. MPA affects 40–50% of young adults in India, where there are over 800 million smartphone users, thereby undermining sustainable educational achievements (Nayak, 2018) [9]. In contrast to Viksit Bharat's equitable objectives, MPA can worsen inequality because rural students may lack resources for

balanced use, while urban students with more access suffer greater dangers.

This study explores MPA's effects on study habits (SH) and general well-being (GWB) among undergraduates, examining demographic variations (gender, locality, course). By connecting empirical evidence to the seminar theme, the paper demonstrates how MPA poses multi-dimensional challenges to inclusive development, proposing strategies for sustainable youth empowerment amid global digital pressures.

## Objectives

1. To evaluate levels of MPA, SH & GWB among undergraduate students.
2. To examine differences in SH and GWB based on gender, locality, and course (B.A. and B.Sc.).
3. To analyze the relationships between MPA, SH, and GWB.
4. To discuss multi-dimensional implications for inclusive and sustainable development under Viksit Bharat @ 2047, considering global challenges like digital inequality.

## Hypotheses

**H1:** No significant difference in SH among undergraduate students w.r.t. gender, locality & course.

**H2:** No significant differences in GWB among undergraduate students w.r.t. gender, locality & course.

**H3:** No significant relationship between MPA and SH.

**H4:** No significant relationship between MPA and GWB.

**H5:** No significant relationship between SH and GWB.

**Literature review**

Viksit Bharat@2047 advocates a multi-dimensional approach to development, integrating technology for inclusion while countering risks like digital addiction and inequality (NITI Aayog, 2023) [10]. Globally, MPA negatively affects SH with correlations ranging from -0.20 to -0.40, as excessive screen time leads to fragmented attention and procrastination amid digital globalization (Lepp *et al.*, 2014 [7]; Samaha & Hawi, 2016). In India, cultural factors such as social media pressure amplify MPA, with youth averaging 4-6 hours daily on phones, challenging sustainable educational progress (Nayak, 2018) [9]. Gender differences indicate that females often exhibit better SH due to superior self-regulation, though they may face higher emotional dependency on devices (Jackson *et al.*, 2018). Locality-based inequities are evident, with urban students experiencing elevated MPA risks due to superior infrastructure and connectivity, while rural students benefit from fewer distractions but suffer from limited access, impeding inclusive growth (Kumar & Singh, 2019) [6]. GWB shows weaker associations with MPA, frequently mediated by stress and social isolation in developing contexts (Billieux *et al.*, 2015 [1]; Kim *et al.*, 2020) [5]. Indian research, such as Gupta (2022) [3], reports minimal direct MPA-GWB correlations, attributing this to adaptive uses like social connectivity.

In the socio-economic landscape of Haryana, specifically in districts like Rohtak and Bhiwani, MPA intersects with global challenges like digital divides and shifting educational paradigms, potentially diverting youth from holistic development like environmental sustainability and digital divides, diverting youth from holistic development (Lee, 2021). This study addresses these gaps by empirically examining these dynamics in a North Indian context, contributing to Viksit Bharat's vision for equitable and sustainable progress.

**Methodology**

**Sample**

Sample for Present Study taken from Rohtak and Bhiwani

Districts of Haryana. Sample comprised of 700 undergraduates taken from population of diverse educational social backgrounds & students of different years *viz* 1st, 2nd and 3<sup>rd</sup> year. 481 females, 219 males; 395 rural, 305 urban; 239 from B.A., 461 from B.Sc.). A substantial size of sample taken to achieve objectives of study and for applying statistical techniques such as correlation and comparison of groups. The selected sample was appropriate for examining relationship between MPA, Study Habit and GWB among undergraduate students (Kothari, 2004)

**Tools**

- **Mobile Phone Addiction (MPA):** 31-item Likert scale (1=Never to 5=Always), higher score on scale shows higher level of Mobile Addiction maximum scoring was 155 as there was no negative items Cronbach's  $\alpha=0.93$ .
- **Study Habits Inventory by Palsane & Sharma (SHI):** 45-item Likert scale,  $\alpha=0.82$ . scale consist of 3 point response format The maximum possible score on the inventory is 90.
- **General Well-Being Scale by Verma & Verma (PGWB):** 20-item Likert scale,  $\alpha=0.88$ . higher score on scale shows higher general well being it uses 3 point scale, maximum score ranges 40.

Tools were adapted for cultural relevance and administered via self-reported questionnaires.

**Data analysis**

SPSS 25.0 – descriptive statistics (means, SD, levels categorization based on mean  $\pm$  SD), independent samples t-tests for group differences, and Pearson correlations for relationships. Normality was assessed through skewness, kurtosis, Z-values, Kolmogorov-Smirnov, and Shapiro-Wilk tests, revealing mild deviations justified by the large sample size ( $N>700$ ) under the Central Limit Theorem.

**Results**

Normality and Descriptive Statistics: Skewness ranged from -0.312 to 0.126, kurtosis from -0.736 to -0.255, with all normality tests  $p<0.001$ , but parametric tests were appropriate because of large sample size. Means: GWB=22.71 (SD=5.71), SH=59.18 (SD=7.50), MPA=89.77 (SD=20.49). Moderate levels predominated: 69.1% for GWB, 65.4% for SH, 64.1% for MPA.

**Table 1:** Normality measures for major variables

Variable	N	Mean	SD	Skewness	Kurtosis	Z-Skew	Z-Kurt	K-S Sig.	S-W Sig.
General well-being	700	22.71	5.71	-0.253	-0.736	-2.75	-3.98	0.000	0.000
Study habits	700	59.18	7.50	-0.312	-0.255	-3.39	-1.38	0.000	0.000
Mobile phone addiction	701	89.77	20.49	0.126	-0.707	1.37	-3.84	0.000	0.000

**Hypothesis testing**

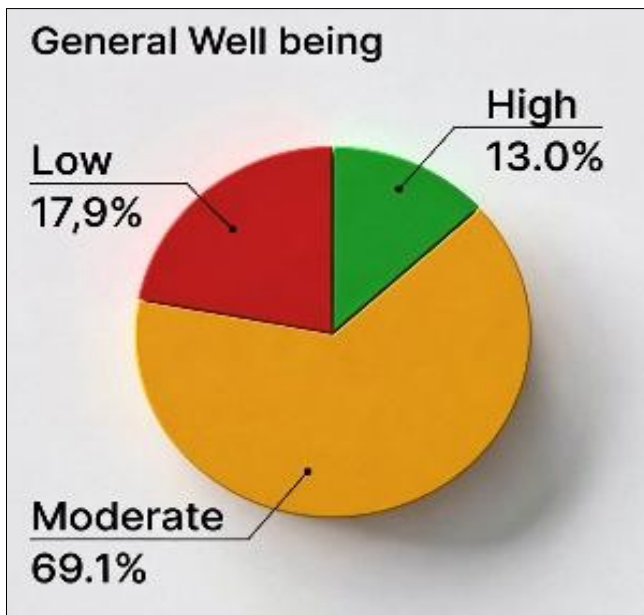
- H1 (SH differences): Significant by gender ( $t=6.872$ ,  $df=698$ ,  $p=0.000$ ; females  $M=59.91 >$  males  $M=54.42$ ) and locality ( $t=5.003$ ,  $p=0.000$ ; rural  $M=59.81 >$  urban  $M=56.03$ ), but not course ( $t=-1.267$ ,  $p=0.206$ ). Partially supported

- H2 (GWB differences): Non-significant across gender ( $t=-0.609$ ,  $p=0.543$ ), locality ( $t=-1.080$ ,  $p=0.281$ ), and course ( $t=-0.202$ ,  $p=0.840$ ). Accepted.
- H3 (MPA-SH): Weak negative correlation ( $r=-0.077$ ,  $p=0.042$ ). Rejected.

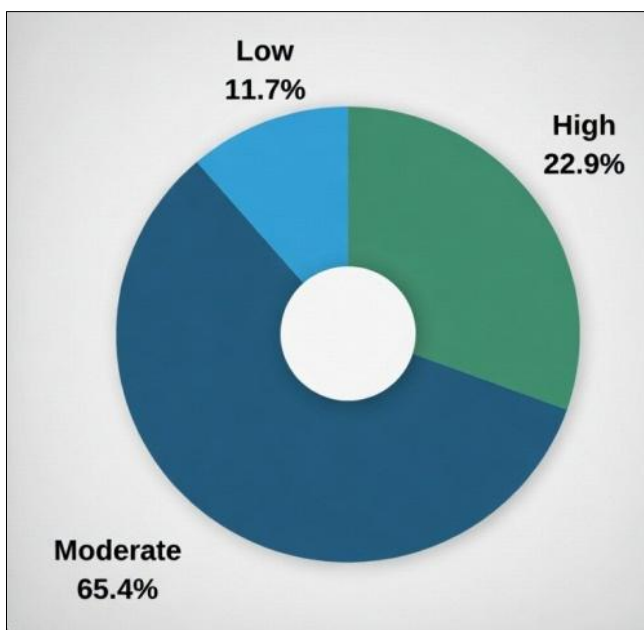
- H4 (MPA-GWB):  $r=-0.027$ ,  $p=0.481$ . Accepted.
- H5 (SH-GWB):  $r=-0.027$ ,  $p=0.481$ . Accepted.

**Table 2:** Levels of variables

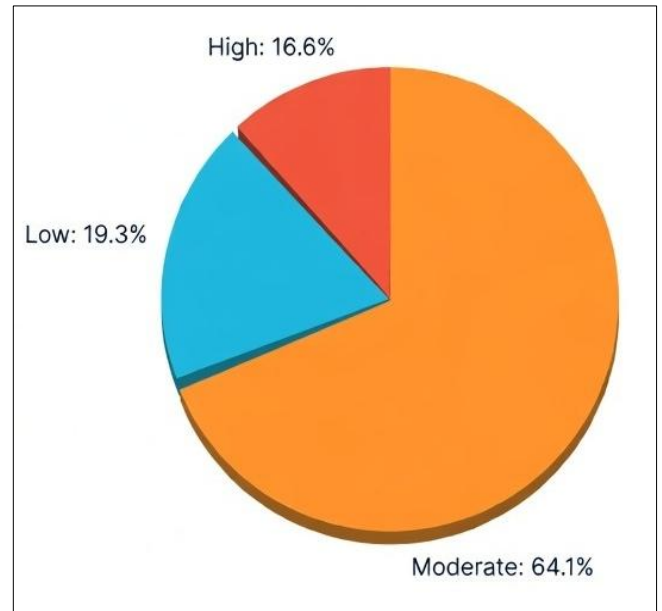
Variable	Level	Frequency	Percentage (%)
GWB	Low	125	17.86
	Moderate	484	69.14
	High	91	13.00
SH	Low	82	11.71
	Moderate	458	65.43
	High	160	22.86
MPA	Low	135	19.29
	Moderate	449	64.14
	High	116	16.57



**Fig1:** Pie chart for levels of general well-being – Low: 17.9%, Moderate: 69.1%, High: 13.0%



**Fig 2:** Pie chart for levels of study habits [– Low: 11.7%, Moderate: 65.4%, High: 22.9%]



**Fig 3:** Pie chart for levels of mobile phone addiction [– Low: 19.3%, Moderate: 64.1%, High: 16.6%]

**Table 3:** t-Test for SH by gender

Gender	N	Mean	SD	t	Df	p-value
Female	481	59.91	10.37	6.872	698	0.000
Male	219	54.42	8.44			

**Table 4:** Pearson correlations

Variables	R	p-value	N
MPA-SH	-0.077	0.042	700
MPA-GWB	-0.027	0.481	700
SH-GWB	-0.027	0.481	700

**Discussion**

The negative MPA-SH correlation aligns with global challenges in digital sustainability, as per Lepp *et al.* (2014)<sup>[7]</sup>, and underscores Viksit Bharat's need for equitable tech policies (NITI Aayog, 2023)<sup>[10]</sup>. Gender and locality differences highlight inclusion gaps, with females and rural students showing resilience (Jackson *et al.*, 2018; Kumar & Singh, 2019)<sup>[6]</sup>. Non-significant MPA-GWB suggests adaptive use (Kim *et al.*, 2020)<sup>[5]</sup>, but calls for multi-dimensional monitoring. In the context of Northern India (Haryana), MPA poses a significant threat to sustainable development by diverting youth focus from academic excellence toward non-productive digital engagement.

**Implications for Viksit Bharat@2047**

**Theoretical:** Refines addiction models for Indian contexts.

**Practical:** Promote digital detox in education for equity.

**Policy:** Integrate MPA prevention in curricula to address global challenges.

**Conclusion**

MPA poses hindrance in the path of SH, posing barriers to Viksit Bharat. Multi-dimensional strategies are crucial for inclusive sustainability.

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