The purpose of this study was to examine the effect of introducing self-regulated learning to a Tanzanian higher education institution (HEI). The study was done at the College of Business Education (CBE) where a mobile education tool (MET) prototype known as CBEMET Prototype was used by students for self-regulated learning (SRL). SRL planning skills and strategies were introduced to thirty-eight third-year bachelor students in Dodoma campus of CBE. Management information system course was introduced for the purpose of SRL in the first semester of 2018/2019 academic year. Content analysis was applied to analyze data obtained from interviews and focus group discussion to students and descriptive statistics for quantitative data using statistical package for social sciences (SPSS) IBM version 23. Research results revealed that students' perceptions were positive in learning MIS with SRL strategies. They tended to appreciate the freedom of accessing and choosing their learning materials rather than copying what has been prepared by their teachers. Challenges of own control in submitting assignments and meeting deadlines was evident, most of the assignments were not submitted on time on the dates provided.