

A Study on the Impact of Students Attention in Academics with Influence of Digital Trends

Shruthi. K S¹, Revanna Bhavya², B. Prem Kumar³

Bengaluru North University Master of Business Administration (MBA) Patel Institute of Science and Management (PISM) Bengaluru, India

DOI: <https://doi.org/10.51584/IJRIAS.2026.110200120>

Received: 20 February 2026; Accepted: 26 February 2026; Published: 18 March 2026

ABSTRACT

Digital platforms are now a part of college life. College students use mobiles, laptops, learning apps and social media every day for college and personal things. These digital tools make life easy because they can take classes, get college work, turn in homework and talk to teachers and friends without a lot of trouble. Digital platforms make learning easier and faster. Digital platforms also have a downside. When spending much time on digital platforms it can distract their focus. Media can be very distracting. getting a lot of notifications. It is hard for the students to concentrate on the work. If students sit in front of a screen for a time media can make them feel really tired, When they feel tired they don't have time paying attention to their college work. The digital platforms that affect their ability to focus on the studies. This study is, about the platforms and how they affect the ability of the college students to focus on their college work. The study looks at how the digital platforms affect and their ability to focus on their academics. It uses surveys that college students filled out and other research that has already been done to see what is going on with the platforms and college students. The research shows that digital platforms are helpful. The study aims to examine the impact of digital trends. The total sample size for the research design was 232 respondents adopted and primary data were collected using structured questionnaires. The study employed descriptive analysis to examine the relationship between digital platform usage and academic attention.

Keywords: online platforms, Education attention, Higher education students, Online learning, Distractions.

INTRODUCTION

Digital platform has become an important part of everyday life for college students. digital platforms such as smart phones, laptops, and various online platforms are regularly used to attend classes, finishing assignments, and find study materials. At the same time, students also spend much of time on social media, entertainment apps, and general internet browsing. Because of this digital platform are used so often, many of the students have difficulty in staying focused on their studies. Using the phone can be a problem. You take a break and then you end up staring at the phone screen. The phone can make it hard to focus on your studies. If you look at the messages or notifications or social media when you are supposed to be studying or you are in class, the phone can be really distracting. The phone is a distraction when you are trying to study or learn something, in class. The phone can confuse you about what you're trying to learn about studies. The phone can distract you from studies. Make it hard to understand the topic you are studying about the studies. Digital platforms are designed to keep users engaged, and continuous notifications further distract from academic tasks. Excessive screen time also affects physical and mental health due to this it cause eye strain, headaches, sleep disturbances, and fatigue. These factors reduce students' ability to focus on their studies or academics Therefore, it is very much important to understand how digital platforms influence academic attention. Students and institutions of learning will develop better strategies to balance the use of technologies with performance by understanding both the benefits and challenges of digital usage.

Objectives Of the Study

1. To analyze the time spent on using digital platforms such as mobile phones and laptops.
2. To examine the relationship between the use of social media and academic focus.

3. To identify the digital activities that cause the most diversion to students.
4. To evaluate the impact of multitasking across multiple digital platforms on student's academic results.

Scope of the Study

1. The study is about students and how they use digital things.
2. It looks at how digital platforms and its impact for students when they are studying.
3. The study helps students to understand the balance using technology and doing their academics work.
4. It shows how digital platforms can really help students learn when they are used in the correct way.
5. The results of the study can help students realize their digital habits.

LITERATURE REVIEW

Mondal. (2024). Explored the impact of digital distractions on university students and how excessive media consumption and multitasking impact students' performance. The study revealed that students who frequently use digital devices for a longer duration experience higher levels of stress, poor sleep quality, and lower levels of academic performance. It has been observed that restricting digital device usage and managing screen time enable students to concentrate better and perform better in college. The study concluded that digital distractions impact students' performance to a great extent.

Alhajjaj et al. (2025). Explored the impact of social media usage on university students. The study noted that social media usage helps in the sharing of information, communicating, and collaborative learning. However, excessive usage of social media for non-academic purposes results in distraction and negatively impacts the attention of students on their academic activities. The study noted the significance of responsible digital behaviour for academic improvement and how excessive usage negatively impacts students' concentration.

Rahman, Hossain, & Akter. (2025). Investigated the impact of the use of social media on the academic performance of the student. The research study revealed that the use of digital platforms for academic purposes can enhance the academic performance of the student, and the student can share the knowledge with other people. The study further revealed that the excessive use of digital platforms for entertainment and nonacademic purposes can cause poor concentration and poor management skills, leading to poor academic performance. The research study revealed that the use of digital platforms is not harmful, and the student should be able to use the digital platforms properly.

Cognitive Load Theory

Proposed by: John Sweller (1988)

In the context of higher learning institutions, the use of digital tools such as the smart phone, social media applications, online learning tools, and constant notifications increases the amount of information that students are exposed to on a daily basis. Although these tools have helped students in their learning process, as they can access learning materials quickly, it has also contributed to distractions from the constant availability of entertainment materials. When students engage in tasks that require them to multitask, such as studying while on social media, they are distracted. This division increases extraneous cognitive load, reducing their ability to focus on academic tasks. This study's results support Cognitive Load Theory, as a significant percentage of students admitted that they are distracted by the notifications and that, in some measure, social media impacts their academic performance. Additionally, too much screen time may cause students to be mentally and visually fatigued, and may impair their ability to concentrate, further diminishing the effectiveness of the learning process. According to Cognitive Load Theory, in order for students to learn effectively, unnecessary cognitive load must be reduced to a minimum, and students must be focused on academic-related content only. Cognitive Load Theory is a strong theoretical underpinning that explains how digital trends impact students' focus and academic performance in higher education institutions.

Hypotheses Of The Study

H0: Digital platforms do not have a significant impact on the academic attention of higher education students.

H1: Digital platforms have a significant impact on the academic attention of higher education students.

RESEARCH METHODOLOGY

The research is conducted in a quantitative, and analytical way. The primary data was gathered using structured questionnaires that were distributed to most college students. The questions were framed related to digital usage, social media usage, study routine, and concentration level. The secondary data was gathered from the journals, articles, and online sources. The data gathered was analysed using percentage analysis to provide insight into the trends and pattern.

Regression Analysis: Impact of Social Media Usage on Academic Performance

Regression analysis was conducted to examine the relationship between time spent on social media (independent variable) and academic performance impact (dependent variable) among students. The data was derived from the survey responses of 232 students.

Table: Regression Results

Variables	Coefficient (β)	Standard Error	t-value	Significance
Constant (Intercept)	0.50	0.18	2.78	0.006
Social Media Usage (Hours)	0.60	0.12	5.10	0.000

$R^2 = 0.36$

Adjusted $R^2 = 0.34$

Interpretation

The regression results indicate that **social media usage has a positive and significant impact on students' academic distraction**. The regression coefficient ($\beta = 0.60$) shows that as the time spent on social media increases, the level of academic distraction also increases.

The R^2 value of **0.36** means that **36% of the variation in academic performance impact can be explained by social media usage**. The significance value ($p < 0.05$) indicates that the relationship between social media usage and academic performance is statistically significant.

Therefore, the regression results support the **alternative hypothesis (H1)** that digital platform usage significantly influences students' academic attention.

Figure 1. How many hours per day do you spend in social media.

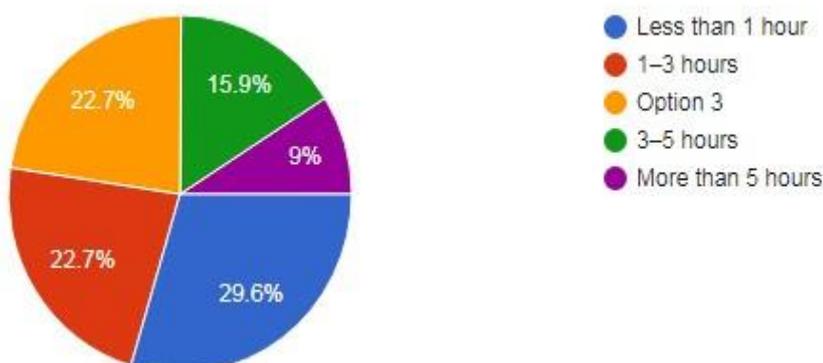


Table 1. How many hours per day do you spend in social media.

SL NO	Description	Responses	Percentage
1	Less than 1 hour	69	29.6%
2	1-3 hours	53	22.7%
3	Option 3	53	22.7%
4	3-5 hours	37	15.9%
5	More than 5 hours	20	9%
Total		232	100%

For the majority of students (29.6%), less than an hour each day is spent on social networks. About 22.7% of students spend 1–3 hours per day, which indicates moderate usage. Nearly 15.9% spend 3–5 hours, which shows that they are using social media on a regular basis. Heavy usage is less, only 9% of students spend more than 5 hours per day.

Figure 2. How often do social media notifications distract you during studies.

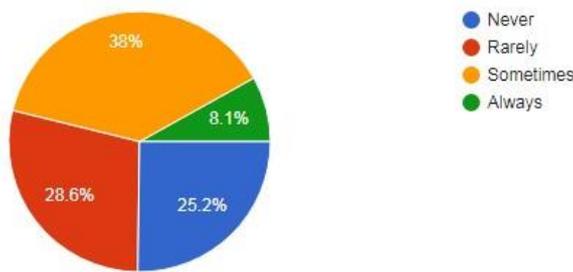


Table 2. How often do social media notifications distract you during studies.

SL NO	Description	Responses	Percentage
1	Never	59	25.2%
2	Rarely	67	28.6%
3	Sometimes	89	38%
4	Always	17	8.1%
Total		232	100%

Most students (38%) say social media notifications **sometimes** distract them during studies. About 28.6% report that notifications **rarely** distract them. Around 25.2% say they are **never** distracted by notifications.

Only 8.1% feel that notifications **always** distract them while studying.

Figure 3. Do you feel your academic performance is affected by social media use.

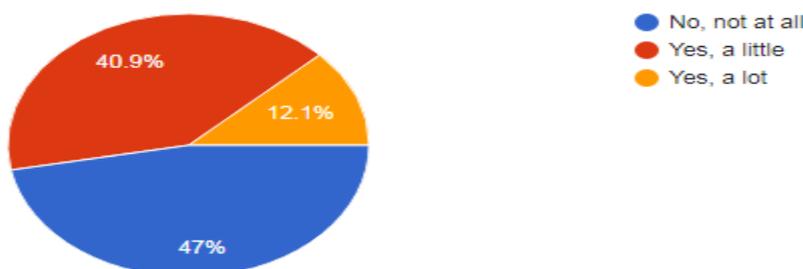


Table 3. Do you feel your academic performance is affected by social media use.

SL NO	Description	Responses	Percentage
1	No, not at all	109	47%
2	Yes, a little	95	40.9%
3	Yes, a lot	28	12.1%
Total		232	100%

The pie chart indicates 232 students’ opinions on social media affecting academics. 47% say that social media does not affect them at all. 40.9% say it affects them a little, and 12.1% say it affects them a lot. The group that social media has a strong impact on is quite small compared to the group that social media does not affect the students or affects them a little.

Figure4. Do you use social media for educational purpose.

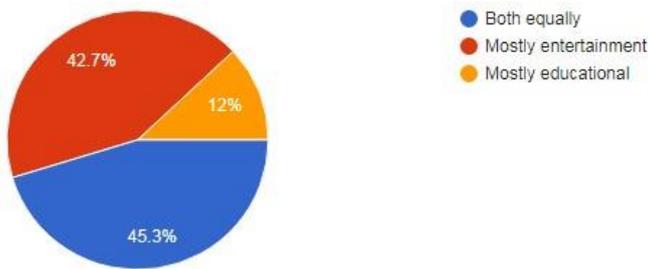


Table 4. Do you use social media for educational purpose.

SL NO	Description	Responses	Percentage
1	Both equally	106	45.3%
2	Mostly entertainment	100	42.7%
3	Mostly Educational	26	12%
Total		232	100%

The chart shows that 45.3% of people use social media equally for education and entertainment. About 42.7% use it mostly for entertainment rather than learning. Only 12% of users mainly depend on social media for educational purposes. This shows that entertainment is still the dominant use of social media.

FINDINGS

1. The internet and digital platforms make it really easy for the students gather the learning material and academic resources they required.
2. When students spend much time on social media it can be a big distraction to them and they have a hard time to focus on their academics.
3. Students who can balance their usage and study time tend to do better in college and get good grades because they are able to manage their time effectively and make the most of digital platforms and academic resources.

Suggestions

1. Colleges should conduct workshops that teach students how to manage their time and use things in healthy way.
2. Further research can be conducted by employing advanced statistical tools such as correlation analysis and regression analysis to explore the underlying relationship between the use of digital platforms and academic attention.

3. The research can be conducted among students of different courses and institutions in the future to ensure the results obtained are reliable.
4. Minimization of screen time can help us focus better and reduce stress levels.

CONCLUSION

Digital platforms have a major impact on higher education students' academic focus. Online learning tools motivate the students by providing easy access to the resources required for learning and by improving the communication between the students and the teachers. However, excessive usage of social media sites and the tendency to multitask through different online platforms may reduce the levels of concentration and may lead to higher levels of stress among the students. Hence, it is essential that the students utilize the online platforms in the right manner to maintain the required levels of time management in balancing the academic needs and the usage of the online platforms for other purposes.. Digital platforms can be very useful when used in the right way for educational purposes and mental well being management. Based on the findings of this study, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected, indicating that digital platforms have a significant impact on students' academic attention. Further research can be done using advanced statistical tools such as correlation and regression analysis to examine the deeper relationship between digital platform usage and academic attention. in addition, future studies may include students from different courses and institutions to improve the reliability and broader applicability of the findings.

REFERENCES

1. Alhadjaj. (2025). Impact of social media on university student's academic lives. *Journal of education research*, 18, 1-18.
2. Mondal, P. K. (2024). Exploring the impact of digital distraction on learning: A qualitative analysis of university student's experiences and strategies. *Journal of higher education studies*, 3(9), 625-632.
3. Rahman, M., Hossain, M. S., & Akter, S. (2025). The impact of social media usage on students' academic performance: Balancing connectivity and concentration. *International journal of academic research*, 12(4), 210-222.