

Digital Distractions and English Language Learning Engagement among Students at Frustration Level: A Correlational Study

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ABSTRACT

The integration of digital technology in education offered accessible learning resources, yet unregulated usage created interruptions that hindered academic focus, particularly for learners facing difficulties in language proficiency. This research determined the extent of digital distractions and academic engagement among Senior High School learners at Tidman National High School, aiming to examine their relationship and propose an intervention program to address identified learning needs. The study employed a descriptive correlational research design. Data were gathered from 77 purposively selected students classified under the frustration reading level based on the Philippine Informal Reading Inventory (Phil-IRI) results, using validated survey questionnaires.

Findings revealed that learners frequently experienced digital distractions, specifically from social media notifications, prolonged recreational screen time, media multitasking, and constant online connectivity. Meanwhile, respondents demonstrated only a moderate level of academic engagement across behavioral, cognitive, and emotional dimensions. Statistical analysis established a weak and statistically insignificant relationship between overall digital distractions and engagement; however, results showed that social media notifications significantly and negatively influenced behavioral participation. Key challenges included difficulty sustaining attention, inconsistent study habits, and frequent interruptions that disrupted language processing. Based on these findings, the LEAD (Learn, Enhance, Achieve, and Develop) Program was developed to minimize digital interference and strengthen focused, meaningful engagement in English learning.

Keywords: Digital Distraction, Academic Engagement, Descriptive Correlational Design, Phil-IRI, Frustration Level, English Learning, Intervention Program

INTRODUCTION

The growing role of technology has reshaped modern education, particularly in senior high school where students demonstrate greater independence and accountability. Digital tools such as smartphones, tablets, and laptops are essential for accessing materials, communicating, completing requirements, and engaging with multimedia content. In English learning, these technologies offer benefits including authentic resources, interactive activities, and collaborative tasks that foster deeper understanding. Thus, this study examines the relationship between digital distraction and student engagement among senior high learners, aiming to maximize benefits while minimizing negative impacts.

Deng et al. (2025) demonstrated that smartphones can enhance learning when they are purposefully integrated into instruction, enabling students to access academic tools and resources that support knowledge acquisition and skill development. Similarly, Martin et al. (2025) found that digital devices are widely used for instructional activities, information retrieval, online participation, and academic communication, reflecting their growing role in technology-enhanced education. Likewise, Amez and Baert (2020) and Rozgonjuk et al. (2023) acknowledged that smartphones serve as valuable academic tools for accessing course materials and supporting learning tasks.

However, these studies collectively emphasize that the educational benefits of digital technologies depend largely on how they are used. While structured and academically oriented digital engagement can promote learning effectiveness, unrestricted use often encourages multitasking, off-task behavior, and cognitive overload, which may diminish students' concentration and engagement.

Despite the growing international literature on digital distraction and student engagement, important research gaps remain within Philippine senior high school contexts. National educational reports continue to raise concerns regarding students' engagement, motivation, and participation in language-related subjects (Department of Education, 2025). In the context of Tidman National High School, learners often demonstrate limited interest and participation in reading and writing activities, while digital notifications and online interruptions frequently affect their concentration during learning tasks. However, there is still a lack of school-based research that systematically examines the relationship between digital distraction and engagement in English learning. Existing local studies mainly focus on general technology use or academic performance and rarely explore the different dimensions of student engagement through mixed-method approaches (Vergara, & Vergara, 2023). Furthermore, most available findings are derived from urban or university settings, which may not fully reflect the conditions and learning environment of smaller schools such as Tidman National High School. This absence of localized evidence limits the development of context-specific and evidence-based educational interventions.

Addressing these gaps, this study investigates the link between digital distraction and English learning engagement among Tidman senior high learners. Findings will guide teachers in improving strategies, management, and responsible technology integration. Administrators can also develop policies balancing benefits and distraction control. Broadly, this research fills local gaps and clarifies how digital behavior affects engagement, supporting environments where technology enhances rather than undermines active participation and meaningful English learning.

Research Questions

What is the level of students' digital distraction in terms of the following indicators:

- 1.1 Social media notifications;
- 1.2 Daily duration of recreational screen time;
- 1.3 Media multitasking behavior;
- 1.4 Perceived pressure to be constantly available; and
- 1.5 Type of digital content consumed?

What is the level of students' behavioral engagement in terms of the following indicators:

- 2.1 Attendance and punctuality;
- 2.2 Class participation;
- 2.3 Task completion;
- 2.4 On-task behavior; and
- 2.5 Persistence/effort?

3. What is the level of students' cognitive engagement in terms of the following indicators:

3.1 Self-regulation;

3.2 Use of deep learning strategies;

3.3 Metacognitive monitoring;

3.4 Goal orientation; and

3.5 Critical thinking/meaning-making?

4. What is the level of students' emotional engagement in terms of the following indicators:

4.1 Interest/enjoyment in English tasks;

4.2 Perceived value/relevance of English learning;

4.3 Sense of belonging/connectedness in the learning environment;

4.4 Academic anxiety/stress related to English tasks; and

4.5 Boredom/frustration during English learning activities?

5. Is there a significant relationship between students' digital distraction and their academic engagement in terms of:

5.1. Behavioral Engagement;

5.2. Cognitive Engagement; and

5.3. Emotional Engagement?

6. Which digital distraction indicators significantly predict students' engagement (behavioral, cognitive, emotional), when analyzed simultaneously?

7. What is the level of influence of the digital distraction in relation to student engagement in across the learning domains in English learning tasks?

8. Based on the integrated quantitative findings, what targeted intervention program can be proposed to reduce students' digital distraction and improve their behavioral, cognitive, and emotional engagement in English learning?

THEORETICAL FRAMEWORK

This study advances the claim that digital distraction critically influences students' academic engagement in English learning. Specifically, digital interruptions weaken attention and self-regulation, harming behavioral, cognitive, and emotional engagement. While English learning is complex and demands focus, active participation, and deep processing, these features alone do not determine outcomes. Instead, this study aims to prove that digital distractions act as a key intervening factor, disrupting learning processes, lowering engagement quality, and hindering proficiency.

The study is primarily anchored on the Self-Engagement Theory of Fredricks, Blumenfeld, and Paris (2004), which conceptualizes engagement as a multidimensional construct consisting of behavioral, emotional, and cognitive dimensions that influence students' academic participation and achievement. Fredricks et al. (2004) argued that engaged students demonstrate greater persistence, motivation, and academic success. Recent studies continue to support this framework. Alonso-Tapia et al. (2023) confirmed that engagement remains a multidimensional construct comprising behavioral, emotional, and cognitive dimensions, while Reeve et al. (2025) emphasized that students' engagement is shaped by both individual and contextual factors. The theory's strength lies in its comprehensive framework for assessing students' participation, emotional involvement, and cognitive investment in learning. However, it provides limited explanation of how external factors, such as digital distractions, interfere with attention and engagement during learning.

Additionally, Cognitive Load Theory (Sweller, 1988) posits that working memory has limited capacity, and excessive mental demands can hinder learning. Recent studies continue to support this principle in digital learning environments. Ouwehand et al. (2025) emphasized that Cognitive Load Theory remains a valuable framework for understanding how instructional design affects learning in technology-mediated settings. Similarly, Bahari (2023) found that technology-assisted learning environments may increase cognitive load when learners are exposed to excessive information, multimedia elements, and digital distractions. The theory effectively explains how distractions impair learning by consuming limited cognitive resources needed for processing instructional material. However, its primary limitation is its focus on cognitive processes, providing less attention to emotional and motivational factors that also influence learning.

Furthermore, Self-Determination Theory (Deci & Ryan, 1985) distinguishes between intrinsic motivation, which is driven by interest and personal value, and extrinsic motivation, which is driven by external rewards and expectations. The theory posits that the quality of motivation influences the quality of engagement. Recent studies continue to support this perspective in contemporary learning environments. Ryan and Deci (2020) emphasized that students who are intrinsically motivated are more likely to sustain attention, regulate their learning behaviors, and remain engaged despite potential distractions. Similarly, Howard et al. (2021) found that autonomous motivation positively predicts students' engagement, persistence, and self-regulated learning behaviors. The strength of Self-Determination Theory lies in its emphasis on the motivational and emotional foundations of engagement, helping explain why some learners remain focused despite distractions. However, the theory gives less attention to cognitive processing limitations that may affect learners' ability to manage interruptions during learning.

Together, these theories form a complementary and comprehensive framework for understanding how digital distractions influence students' engagement in English language learning. The Self-Engagement Theory provides the structure for measuring behavioral, cognitive, and emotional engagement as the dependent variables of the study. Cognitive Load Theory explains the mechanism through which distractions create unnecessary mental burden that disrupts attention, comprehension, and information processing during English learning tasks. Meanwhile, Self-Determination Theory addresses the motivational aspect by explaining how learners' intrinsic and extrinsic motivations influence their ability to regulate distractions and sustain engagement. Combined, these theories enable the study to examine whether digital distractions significantly affect engagement, how distractions operate through cognitive overload, and for whom these effects are more evident based on students' motivational orientation.

METHODS

Research Design

This study utilized a descriptive correlational research design under the quantitative research approach to investigate the relationship between digital distractions and English language learning engagement among students at frustration level. A descriptive correlational design is a type of research design that describes variables and examines the relationship between them without manipulating any conditions. According to Creswell and

Creswell (2023), correlational research is a quantitative approach used to examine the degree and direction of relationships between two or more variables through statistical analysis without manipulating the study variables.

This design is applicable to the study because it allows the researchers to determine whether digital distractions are significantly related to students' behavioral, cognitive, and emotional engagement in English language learning.

Using this design, the researchers were able to measure the level of digital distractions experienced by students at frustration level and analyze its relationship with their English language learning engagement. Through statistical treatment, the study identified patterns and associations between the variables, which may help provide basis for interventions and strategies to improve student engagement in English learning.

Research Locale

This study was conducted at Tidman National High School, located in Tidman, Hinatuan, Surigao del Sur, Philippines. It is a public secondary school under the Department of Education (DepEd) that offers complete secondary education, including Senior High School with tracks aligned to the K to 12 curriculum: the General Academic Strand (GAS) and Technical Vocational Livelihood (TVL) for Grade 12, and the Academic (Acad) and Technical Professional (TechPro) tracks for Grade 11.

The school serves learners coming from rural communities, many of whom are exposed to varying environmental and learning conditions. A salient feature of the school relevant to this study is its provision of free internet access to all learners for educational purposes. While this facility supports learning, it also exposes students to digital devices and online platforms, creating a setting where digital distractions are highly likely to occur alongside academic tasks.

Furthermore, the school actively implements literacy and intervention programs, such as the Catch-up Fridays Program and Reading Recovery Program, specifically designed to improve English proficiency. These programs are critical because they indicate the presence of learners identified as having difficulties in English, including those classified under the frustration level, who are the specific focus of this research.

In recent years, student performance data shows gradual improvement in English literacy; however, challenges remain. Students face factors that affect their learning consistency, such as limited learning resources at home, environmental disturbances, and varying levels of support systems. As learners advance to Senior High School, academic demands increase, requiring greater independence and higher proficiency in English. This stage also marks increased exposure to digital tools, making the balance between access to technology and focused learning a significant concern. Additionally, the school's response to learning gaps through enrichment classes and literacy activities, confirms that issues regarding engagement and learning difficulties are prevalent and prioritized here.

Thus, Tidman National High School provides an appropriate setting for this study because the school environment presents actual conditions where digital distractions and English language learning engagement among students at frustration level can be examined.

Research Respondents

The respondents of this study were 77 Senior High School students enrolled at Tidman National High School for the School Year 2025–2026. These respondents were composed of Grade 11 students under the Strengthened Senior High School (SSHS) Curriculum covering the Academic and Technical Professional (TechPro) tracks, and Grade 12 students under the standard K to 12 Curriculum comprising the General Academic Strand (GAS) and Technical Vocational Livelihood (TVL) track.

To ensure that appropriate participants were selected for the study, the following inclusion criteria were observed: respondents were officially enrolled in the identified grade levels and tracks during the school year; they were classified under the Frustration Level in English language proficiency based on the results of the Philippine Informal Reading Inventory (Phil-IRI) and other standardized language assessments conducted by the school; they were identified as learners experiencing difficulties in reading comprehension, speaking, listening, and overall English language engagement based on formative, summative, and quarterly assessment results; and they agreed to participate in the study with proper consent secured from parents or guardians.

This study utilized purposive sampling technique in selecting the respondents. Purposive sampling is a non-probability sampling method in which the researcher deliberately selects participants based on specific characteristics relevant to the objectives of the study. Etikan and Bala (2023) described purposive sampling as a technique in which participants are deliberately selected based on predefined characteristics and their ability to provide information relevant to the objectives of the study. This sampling technique was applicable to the present study because the target population was not all students, but specifically those classified under the frustration level. Since the study aimed to examine the relationship between digital distractions and English language learning engagement among struggling learners, it was necessary to select only those who met the established criteria. Furthermore, complete enumeration of all students classified under the frustration level based on Phil-IRI results was conducted to include all eligible learners within the locale and obtain data relevant to the group of interest.

Assessment records from the school indicated that several senior high school students continued to experience challenges in English proficiency despite reaching secondary education. These observed difficulties potentially affected their academic performance, classroom participation, and learning confidence. Additionally, exposure to various distractions, particularly digital distractions, may have influenced how these students engaged in their English language learning activities. Given these circumstances, it became relevant to focus the study on these learners to better understand how digital distractions and engagement interacted within their learning process. The distribution of respondents according to grade level and track or strand, all of whom were classified as learners at frustration level, is presented in Table 1 below.

Table 1. Distribution of Research Respondents/Key Informants

Respondent Group	Number of Respondents	Description
Grade 12 GAS	6	Enrolled Senior High School students for School Year 2025–2026, classified under Frustration or Instructional Level in English based on Phil-IRI results and school assessments.
Grade 12 TVL	21	
Grade 11 Academic	21	
Grade 11 TechPro	19	
Total	77	

Research Instrument

This study utilized a researcher-made questionnaire as the primary instrument for data gathering, specifically designed to determine the relationship between digital distractions and English language learning engagement among students at the frustration level in Tidman National High School. The development of the instrument was systematically guided by the specific objectives of the study, related literature and studies, as well as established concepts in English language learning and educational psychology. To ensure that the tool would yield the necessary data for statistical treatment, close-ended items were employed throughout the questionnaire. Every item was carefully constructed to ensure clarity, precision, and direct alignment with the variables under investigation, ensuring that the data gathered would accurately reflect the respondents' actual experiences, behaviors, and levels of engagement.

The questionnaire was composed of five major sections, each addressing specific variables and indicators of the study. The first section focused on assessing the level of digital distractions encountered by the students, covering indicators such as frequency of social media notifications, daily duration of recreational screen time, media multitasking behaviors, perceived pressure to remain constantly available online, and the types of digital content consumed. The second section measured behavioral engagement in English language learning, evaluating aspects such as class participation, level of involvement in activities, and adherence to learning tasks. The third section evaluated cognitive engagement, including indicators such as attention span, mental effort exerted, and the use of learning strategies during English lessons and activities. The fourth section assessed emotional engagement, determining the students' interest, motivation, enjoyment, and overall emotional responses toward learning the English language. Finally, the fifth section identified specific interferences and challenges in sustaining focus and engagement in English language learning caused or influenced by digital distractions.

To establish the validity of the instrument, particularly its face and content validity, the questionnaire underwent a rigorous validation process reviewed by selected experts. The validators were composed of professional research experts and seasoned English teachers, chosen based on strict inclusion criteria. They had experience in research and English teaching, knowledge in questionnaire design and validation, and involvement in assessment, curriculum development, and language instruction. During the validation, the experts thoroughly examined the instrument regarding the clarity of instructions, relevance and suitability of items, appropriateness of language used, logical organization of content, and alignment with the study's objectives. Several comments and suggestions were raised and subsequently incorporated to enhance the quality of the tool. These included revising ambiguous statements, simplifying complex terms to suit the respondents' level, improving sentence construction for better understanding, reorganizing the sequence of items for better coherence, and refining specific indicators to ensure that every item directly and accurately measured the intended variables. These improvements ensured that the instrument was valid, accurate, and suitable for the target respondents.

For the response system, the instrument utilized a five-point Likert scale, described textually according to the nature of the variable being measured. For the section on digital distractions, the scale ranged from "Never" to "Always", which was appropriate to determine the frequency and extent of the students' exposure to digital interruptions. For English language learning engagement, the scale ranged from "Not Engaged" to "Highly Engaged", allowing the measurement of the degree of behavioral, cognitive, and emotional involvement in learning. Meanwhile, for the section regarding interferences in learning, the scale ranged from "Not Influenced" to "Strongly Influenced", suitable for assessing the students' perceptions regarding the impact of digital distractions on their academic focus. This scaling method was deemed appropriate as it systematically quantified perceptions and behaviors, making the data suitable for statistical analysis.

Following the validation and revision, the improved questionnaire was subjected to pilot testing to determine its reliability and internal consistency. This phase was conducted at Bucto National High School among students who possessed characteristics similar to the actual respondents but were not part of the final sample to avoid bias. The primary purpose was to evaluate the instrument's clarity, comprehensibility, and whether the items were interpreted correctly by the respondents. To measure reliability, Cronbach's Alpha coefficient was computed. The results of the pilot testing revealed that the questionnaire obtained an acceptable and high reliability coefficient, signifying that the instrument was consistent, stable, and capable of yielding similar results upon repeated use. Based on the feedback and results obtained during this stage, minor refinements were made to further enhance the tool before its actual administration.

All documents supporting the development and verification of the tool including the final copy of the questionnaire, the validation sheets, detailed comments and ratings from the validators, and the complete results of the pilot testing and reliability analysis were compiled and attached in the Appendices of this study for reference and evidence.

Data Gathering Procedure

The data gathering procedure of the study was carefully and systematically conducted to ensure the accuracy,

dependability, and integrity of the research process. Prior to the actual conduct of the study, the researcher secured authorization and approval from the concerned school authorities and relevant institutional offices to formally conduct the research among the Senior High School students of Tidman National High School. Ethical standards and research protocols were strictly observed throughout the entire process.

In the preparation phase, the researcher developed the research instruments based on the objectives and variables of the study. The questionnaire underwent face and content validation by qualified experts to ensure its relevance, clarity, and appropriateness to the study. Necessary revisions and improvements were incorporated based on the recommendations of the validators. A pilot test was then conducted among selected students who were not part of the actual respondents to determine the reliability and consistency of the instrument. The results of the pilot testing served as the basis for the final refinement of the questionnaire before its administration.

After securing approval and validating the instruments, the researcher coordinated with the school administrators and classroom advisers regarding the schedule and proper conduct of the data gathering. The respondents were properly informed about the purpose, nature, and significance of the study. They were also oriented regarding their rights as participants, including their voluntary participation and their right to withdraw from the study at any time without penalty. Informed consent was obtained prior to the distribution of the questionnaires.

During the administration of the survey questionnaires, the researcher ensured fairness, impartiality, and cultural sensitivity in dealing with the respondents. Confidentiality and anonymity were strictly maintained by excluding the participants' names and using coding procedures in organizing the responses. The collected information was treated with utmost care and used solely for academic and research purposes. All accomplished questionnaires and gathered data were securely handled to protect the privacy and identity of the participants.

After the retrieval of the questionnaires, the collected data were carefully organized, tabulated, analyzed, and interpreted using appropriate statistical tools relevant to the research problems of the study. The analysis focused on determining the influence of digital distractions on the English learning performance of Senior High School students. The interpreted findings served as the basis for drawing conclusions and formulating the proposed output and recommendations of the study. Throughout the entire research process, the researcher maintained objectivity, responsibility, and ethical consideration to ensure the credibility and meaningfulness of the study

RESULTS AND DISCUSSION

Table 2. Level of Students' Digital Distractions

Digital Distractions	Mean	Verbal Rating	Interpretation
Social Media Notifications	3.47	Often	Respondents often experience interruptions from social media notifications, which may affect their attention and concentration.
Daily Duration of Recreational Screen Time	3.62	Often	Respondents frequently spend a considerable amount of time on recreational screen activities.
Media Multitasking Behavior	3.56	Often	Respondents often engage in multiple digital activities simultaneously, increasing the likelihood of distraction.
Perceived Pressure to Be Constantly Available	3.46	Often	Respondents often feel the need to remain connected and responsive through digital platforms.
Type of Digital Content Consumed	3.51	Often	The digital content accessed by respondents frequently contributes to their level of distraction.
Overall Weighted Mean	3.52	Often	The results indicate that respondents often experience digital distractions in their daily lives.

The findings reveal that Daily Duration of Recreational Screen Time obtained the highest mean and was verbally described as “Often.” This indicates that students frequently spend extended periods engaging in recreational digital activities such as social media browsing, online gaming, and video streaming. The result implies that prolonged screen exposure may reduce the amount of time and cognitive energy allotted for English learning tasks. Excessive recreational screen time may also contribute to shortened attention span, reduced concentration, and weakened academic discipline, making it difficult for students to maintain sustained engagement during classroom activities and independent learning tasks.

On the other hand, Perceived Pressure to Be Constantly Available Online obtained the lowest mean, although it remained verbally described as “Often.” This suggests that students still experience the need to stay connected and responsive through digital platforms, but this factor is slightly less influential compared to other forms of digital distraction. The result may indicate that while learners feel socially pressured to remain active online, direct engagement with recreational content and multitasking behaviors have a stronger influence on their distraction levels during English learning activities.

The Overall Weighted Mean was verbally interpreted as “Often,” indicating that Senior High School learners regularly experience digital distractions while engaging in English-related academic tasks. This generally implies that students are exposed to a highly stimulating digital environment where notifications, multitasking habits, entertainment content, and prolonged screen use compete with academic attention and focus. Such conditions may negatively affect comprehension, sustained concentration, and meaningful engagement in English learning activities.

The findings support the study of Ward et al. (2021), which explained that the presence of smartphones and digital devices can reduce cognitive capacity and attentional control even when not actively used. Similarly, Johannes et al. (2021) found that smartphone notifications significantly interrupt concentration and weaken task performance among learners. Furthermore, the OECD (2024) reported that excessive recreational screen time is associated with lower academic performance and reduced learning engagement. These studies confirm that digital distractions contribute to fragmented attention and weaker academic focus, particularly in learning environments that require sustained comprehension and cognitive processing.

Students’ Level of Behavioral Engagement

Table 3. Level of Students’ Behavioral Academic Engagement

Behavioral Engagement	Mean	Verbal Rating	Interpretation
Attendance and Punctuality	3.97	Moderately Engaged	Respondents are generally consistent in attending classes and arriving on time, reflecting a moderate level of engagement.
Class Participation	4.01	Moderately Engaged	Respondents moderately participate in class discussions and learning activities, showing involvement in the learning process.
Task Completion	3.97	Moderately Engaged	Respondents generally complete assigned tasks and academic requirements, indicating a moderate commitment to their studies.
On-Task Behavior	3.87	Moderately Engaged	Respondents are moderately able to stay focused on learning activities and avoid distractions during academic tasks.
Persistence/Effort	3.91	Moderately Engaged	Respondents demonstrate a moderate level of perseverance and effort when facing academic challenges.
Overall Weighted Mean	3.95	Moderately Engaged	The findings indicate that respondents are moderately engaged behaviorally, as reflected in their attendance, participation, task completion, focus, and persistence in academic activities.

Among the indicators, Class Participation obtained the highest mean and was verbally interpreted as “Moderately Engaged.” This indicates that students are relatively active in participating in classroom discussions, recitations, collaborative activities, and other English learning interactions. The finding implies that learners are generally willing to express ideas and engage with classroom activities, particularly when teacher guidance and peer interaction are present. The result may also suggest that students feel more comfortable participating in structured and interactive learning environments that encourage communication and collaboration.

In contrast, On-Task Behavior obtained the lowest mean, although it remained verbally interpreted as “Moderately Engaged.” This suggests that maintaining focus and sustained attention during English learning activities continues to be a challenge for some learners. The finding implies that students may become distracted or lose concentration during academic tasks, especially in technology-rich environments where digital interruptions and multitasking behaviors are common. This may affect their ability to consistently remain attentive and fully engaged throughout the learning process.

The Overall Weighted Mean was verbally interpreted as “Moderately Engaged,” indicating that Senior High School students generally demonstrate acceptable levels of behavioral involvement in English learning activities. This means that learners are able to attend classes, participate in activities, and comply with academic requirements; however, their engagement is not consistently sustained at a highly active level. The result further implies that while students exhibit responsibility toward learning tasks, there is still a need to strengthen their consistency in participation, focus, persistence, and active involvement during English instruction.

The findings are supported by the study of Lai et al. (2021), which explained that behavioral engagement is reflected through active classroom participation, involvement in academic activities, and completion of assigned tasks. Similarly, Wang (2025) emphasized that students who actively participate and complete responsibilities demonstrate stronger academic engagement and accountability in learning. Moreover, Bond et al. (2021) found that maintaining persistence and on-task behavior has become increasingly challenging in digitally mediated learning environments due to distractions and multitasking tendencies. These studies confirm that although students may demonstrate participation and effort, sustaining consistent behavioral engagement remains difficult when learners are exposed to competing digital stimuli and varying motivational conditions.

Students’ Level of Cognitive Academic Engagement

Table 4. Level of Students’ Cognitive Academic Engagement

Cognitive Engagement	Mean	Verbal Rating
Self-Regulation	3.80	Moderately Engaged
Use of Deep Learning Strategies	3.81	Moderately Engaged
Metacognitive Monitoring	3.87	Moderately Engaged
Goal Orientation	4.08	Moderately Engaged
Critical Thinking/Meaning-Making	3.92	Moderately Engaged
Overall Weighted Mean	3.90	Moderately Engaged

Among the indicators, Goal Orientation obtained the highest mean and was verbally interpreted as “Moderately Engaged.” This indicates that students generally possess clear academic goals and show motivation to improve their English learning performance. The finding implies that learners are purpose-driven and are willing to exert effort in accomplishing academic tasks to achieve desired learning outcomes. The result may also suggest that students recognize the value of English learning and maintain a certain level of determination in reaching their educational objectives despite the presence of distractions and academic challenges.

Conversely, Self-Regulation obtained the lowest mean, although it remained verbally interpreted as “Moderately Engaged.” This suggests that students experience some difficulty in managing their attention, study habits, time management, and learning behaviors during English learning activities. The finding implies that learners may struggle to consistently control distractions and maintain discipline while completing academic tasks. This may be influenced by exposure to digital interruptions, multitasking tendencies, and varying levels of self-control, which can weaken sustained cognitive engagement and effective learning regulation.

The Overall Weighted Mean was verbally interpreted as “Moderately Engaged,” indicating that Senior High School students generally demonstrate an acceptable level of mental investment and cognitive involvement in English learning activities. This means that learners are capable of applying learning strategies, analyzing information, and monitoring their understanding at a reasonable level; however, these cognitive processes are not consistently sustained across all learning situations. The result further implies that while students possess the capacity for deeper learning and critical thinking, their cognitive engagement still requires improvement, particularly in strengthening self-regulation and maintaining consistent use of effective learning strategies.

The findings are supported by the study of Hung et al. (2026), which emphasized that goal orientation contributes significantly to students’ academic engagement by strengthening motivation, persistence, and direction toward learning tasks. Similarly, Lee et al. (2025) explained that cognitive engagement is enhanced when students are exposed to structured learning experiences that encourage critical thinking and meaningful processing of information. Furthermore, Shi et al. (2025) found that sustained cognitive engagement depends greatly on students’ self-regulatory abilities, including planning, monitoring, and controlling distractions during learning activities. These studies confirm that although learners may demonstrate moderate cognitive involvement, maintaining deep and consistent engagement remains challenging when self-regulation skills are still developing.

Students’ Level of Emotional Engagement

Table 5. Level of Students’ Emotional Academic Engagement

Emotional Academic Engagement	Mean	Verbal Rating
A - Interest/Enjoyment	3.92	Moderately Engaged
B - Perceived Value/Relevance	4.17	Moderately Engaged
C - Sense of Belonging/Connectedness	3.93	Moderately Engaged
D - Academic Anxiety/Stress	3.62	Moderately Engaged
E - Boredom/Frustration	3.34	Engaged
Overall Weighted Mean	3.80	Moderately Engaged

Among the specified indicators, Perceived Value/Relevance obtained the highest mean and was verbally interpreted as “Moderately Engaged.” This indicates that students recognize the importance and usefulness of English in their academic tasks, daily communication, and future aspirations. The finding implies that learners understand the practical significance of English learning, which positively influences their motivation and willingness to participate in classroom activities. The result may also suggest that students become more emotionally involved in learning when they perceive the subject as meaningful and beneficial to their personal and academic growth.

On the other hand, Boredom/Frustration obtained the lowest mean and was verbally interpreted as “Engaged.” This suggests that some learners experience feelings of boredom, frustration, or disengagement during English learning activities, particularly when tasks become repetitive, difficult, or less stimulating. The finding implies that emotional disengagement may occur when students lose interest or encounter challenges that reduce their enthusiasm and active participation. Such emotional responses may affect their concentration, confidence, and willingness to fully engage in learning tasks.

The Overall Weighted Mean was verbally interpreted as “Moderately Engaged,” indicating that Senior High School learners generally demonstrate a fair level of emotional involvement in English learning activities. This means that students experience both positive and negative emotions during the learning process, including interest, motivation, anxiety, and frustration. The result further implies that although learners appreciate the value of English and show a sense of belonging within the classroom environment, emotional factors such as stress, boredom, and anxiety may still hinder the consistency of their engagement and participation in academic activities.

The findings are sustained by the study of Liu et al. (2024), which explained that emotional engagement involves students’ feelings of interest, enjoyment, motivation, anxiety, and stress that influence learning participation and involvement. Similarly, Dewaele and Li (2021) emphasized that positive emotional experiences such as enjoyment increase learners’ motivation and classroom participation, while boredom and negative emotions reduce engagement in language learning contexts. Furthermore, Chen et al. (2024) found that boredom and repetitive classroom tasks negatively affect students’ academic involvement, whereas Liu et al. (2025) explained that academic anxiety and fear of making mistakes can weaken learners’ confidence and participation in English learning activities. These studies confirm that emotional engagement is influenced by both positive and negative learning experiences that shape students’ willingness to actively participate in the learning process.

Table 6. Summary of Students’ Academic Engagement

Indicator	Weighted Mean	Verbal Description
Behavioral	3.95	Moderately Engaged
Cognitive	3.90	Moderately Engaged
Emotional	3.80	Moderately Engaged
Weighted Mean	3.88	Moderately Engaged

Among the three dimensions, Behavioral Engagement obtained the highest weighted mean and was verbally interpreted as “Moderately Engaged.” This indicates that students are generally active in attending classes, participating in classroom discussions, and completing academic tasks in English learning activities. The finding implies that learners demonstrate observable involvement and compliance with academic responsibilities, although such participation may not always be consistently sustained. The result may also suggest that students are more capable of showing visible participation in classroom activities compared to maintaining deeper cognitive and emotional involvement throughout the learning process.

In contrast, Emotional Engagement obtained the lowest weighted mean, although it remained verbally interpreted as “Moderately Engaged.” This suggests that students’ emotional responses toward English learning, such as interest, motivation, enjoyment, anxiety, and boredom, fluctuate during academic activities. The finding implies that while learners recognize the value of English learning, emotional factors may still influence the consistency of their engagement and participation. This may be associated with classroom experiences, learning difficulties, stress, or other emotional challenges that affect students’ willingness to remain fully engaged in learning tasks.

The Total Weighted Mean was verbally interpreted as “Moderately Engaged,” indicating that Senior High School learners generally demonstrate a fair level of academic engagement across behavioral, cognitive, and emotional dimensions. This means that students participate in learning activities, apply learning strategies, and experience emotional involvement at a reasonable level; however, their engagement is not yet fully consistent or maximized across all aspects of English learning. The result further implies that students require continuous support and effective instructional strategies that can strengthen participation, deepen cognitive involvement, and foster positive emotional experiences in the classroom.

The findings are supported by Wang et al. (2025), who explained that behavioral engagement is reflected through participation, interaction, and involvement in academic activities, although these behaviors may vary depending

on motivation and learning conditions. Similarly, Francisco (2025) emphasized that cognitive engagement involves students' mental effort and use of learning strategies, but deeper intellectual investment is not always consistently demonstrated among learners.

Moreover, Li and Wei (2023) found that emotional experiences such as enjoyment, anxiety, and boredom significantly influence students' participation and engagement in language learning. Furthermore, Wong et al. (2022) explained that academic engagement is multidimensional and dynamic, influenced by instructional context, self-regulation, and learning environments. These studies confirm that students' engagement across behavioral, cognitive, and emotional dimensions may fluctuate depending on internal and external learning factors.

Significant Relationship Between Students Digital Distractions to their Reading Engagement

Table 7 Correlation Between Academic Engagement Dimensions and Digital Distraction Variables

Variable Tested	Pearson's <i>r</i>	<i>p</i>	Conclusion
Social Media Notifications	-0.244	0.033	Significant
Daily Duration	0.140	0.225	Not Significant
Media Multitasking	0.069	0.552	Not Significant
Perceived Pressure	0.164	0.153	Not Significant
Type of Digital Activity	0.243	0.033	Significant
Social Media Notifications	-0.054	0.638	Not Significant
Daily Duration	0.150	0.193	Not Significant
Media Multitasking	0.109	0.345	Not Significant
Perceived Pressure	0.122	0.291	Not Significant
Type of Digital Activity	0.093	0.421	Not Significant
Social Media Notifications	0.211	0.65	Not Significant
Daily Duration	0.030	0.794	Not Significant
Media Multitasking	0.209	0.069	Not Significant
Perceived Pressure	0.142	0.217	Not Significant
Type of Digital Activity	0.289	0.011	Not Significant

This section focuses on the correlation between behavioral engagement which refers to students' participation, effort, and persistence in English learning tasks and different forms of digital distraction. The most prominent findings reveal significant relationships. Social media notifications showed a weak negative correlation with behavioral engagement. This result means that as the frequency of social media notifications increases, students' behavioral engagement in English learning activities tends to decrease. Notifications serve as immediate interruptions that pull attention away from tasks, reducing the quality and consistency of participation in class activities or study sessions. Meanwhile, type of digital activity yielded a weak positive correlation. This implies that not all digital behaviors are disruptive. Activities related to learning, research, or academic communication may actually support or align with students' effort and involvement in their English lessons.

In contrast, the remaining variables such as daily duration of digital use, media multitasking, and perceived pressure produced very weak to weak correlations with *p*-values greater than 0.05. These results indicate no significant relationship with behavioral engagement. The low correlation coefficients suggest that the sheer length of time spent on digital devices, switching between tasks, or feeling pressured to stay online does not directly influence how actively students participate in English learning activities. One possible reason is that some students can regulate their usage effectively. They may engage in digital activities independently of their

schoolwork without letting these habits alter their behavioral commitment to learning. Other factors such as self-discipline or clear learning goals may play a more decisive role than these distraction indicators alone.

The findings are supported by Dontre (2021), who explained that the relationship between digital device use and academic engagement is not always consistently significant because the effects of technology depend on how devices are used and managed by learners. Similarly, Bond et al. (2021) emphasized that student engagement is multidimensional and shaped by various contextual, motivational, and environmental factors rather than by a single variable alone. These studies support the present finding that digital distractions may not independently determine students' behavioral engagement in English learning.

This part discusses the correlation results between cognitive engagement defined as students' mental investment, use of deep learning strategies, and critical thinking applied in English learning and digital distraction indicators. All variables yielded p-values above the 0.05 significance level, with correlation coefficients ranging from very weak negative to weak positive values. These results mean no significant relationships were observed. The highest correlation value was found for daily duration though still too low to be statistically meaningful. This finding suggests that the amount of time spent on digital devices does not directly relate to how deeply students process information or apply learning strategies in their English subjects.

The lowest and weakest association was recorded for social media notifications. This result indicates almost no linear link between interruptions from social media and cognitive engagement. It implies that even when students receive notifications or engage in various digital activities, their mental effort, focus, and use of deep learning approaches remain largely unaffected. A possible explanation is that cognitive engagement is shaped more by internal factors such as motivation, interest in the subject, or prior knowledge rather than external digital distractions. Students may also have developed the ability to mentally block out distractions or separate their digital habits from their thinking and learning processes.

The findings are supported by Christodoulou et al. (2025), who found that the mere presence of mobile devices does not necessarily impair attentional control and cognitive performance among learners. Similarly, Ronconi et al. (2024) explained that students are capable of managing brief digital interruptions without significantly affecting comprehension, reading performance, or mental effort due to effective attentional control mechanisms. These studies support the present findings that digital distractions alone may not significantly reduce students' cognitive engagement in English learning tasks.

This section presents the correlation between emotional engagement which encompasses students' feelings, attitudes, and sense of belonging toward English learning and digital distraction variables. The most notable result is for type of digital activity, which had the highest correlation coefficient and a p-value below 0.05. This outcome indicates a weak positive and significant relationship. It means that the kind of digital activity students engage in is associated with their emotional connection to English learning. Activities that are social, creative, or supportive may foster positive feelings, enjoyment, or belonging, while other types may not. This finding suggests that digital experiences can shape how students feel about their learning environment especially when these activities align with their interests or social needs.

All other variables such as social media notifications, daily duration, media multitasking, and perceived pressure showed p-values greater than 0.05. These results indicate no significant relationship with emotional engagement. The lowest correlation was found for daily duration. This value reveals that the length of time spent online has almost no linear connection to students' emotional responses to English learning. It suggests that how long students use digital devices matters less than what they do and how they perceive their digital interactions. The non-significant results also imply that feelings of interest, happiness, or belonging in school are not directly altered by interruptions, multitasking, or time spent online. Instead, these feelings are more likely influenced by classroom climate, teacher support, or peer relationships.

The findings are reinforced by Mendoza et al. (2025), who reported a weak and non-significant relationship between digital device use and emotional engagement among learners. Their study emphasized that emotional

engagement is highly context-dependent and influenced by various internal and environmental factors. The findings also align with the view that emotional engagement is complex and multifaceted, making it less likely to be significantly affected by digital distractions alone. These studies confirm the present findings that digital distraction is not a strong predictor of emotional academic engagement among Senior High School learners.

Predictive Influence of Digital Distraction on Students' Engagement Dimensions

Table 8 Predictive influence of Digital Distraction on Students' Engagement

	Variable Tested	t-value	p-value	Conclusion
Social Media Notifications	Behavioral Engagement	-3.065	0.003	Significant
	Cognitive Engagement	-1.6798	0.098	Not Significant
	Emotional Engagement	-0.823	0.413	Not Significant
Daily Duration of Recreational Screen Time	Behavioral Engagement	0.519	0.605	Not Significant
	Cognitive Engagement	1.14762	0.144	Not Significant
	Emotional Engagement	0.848	0.400	Not Significant
Media Multitasking Behavior	Behavioral Engagement	0.206	0.838	Not Significant
	Cognitive Engagement	-0.0138	0.989	Not Significant
	Emotional Engagement	0.762	0.483	Not Significant
Perceived Pressure to be Constantly Available	Behavioral Engagement	1.800	0.076	Not Significant
	Cognitive Engagement	1.4287	0.158	Not Significant
	Emotional Engagement	0.762	0.449	Not Significant
Type of Digital Content Consumed	Behavioral Engagement	1.950	0.055	Not Significant
	Cognitive Engagement	-0.0368	0.971	Not Significant
	Emotional Engagement	1.862	0.067	Not Significant

This table presents inferential analyses, testing whether each digital distraction indicator significantly relates to behavioral, cognitive, and emotional engagement among students. It presents t-values, probability values, and conclusions to show which relationships are statistically meaningful and which are not.

The only statistically significant finding is recorded for social media notifications and behavioral engagement. The result shows a significant negative relationship, meaning that higher frequency of notifications is associated with lower levels of student participation, effort, and persistence in academic activities. This indicates that notifications operate as disruptive interruptions that break sustained attention and fragment the learning process. Every alert triggers a shift in focus, making it difficult for students to maintain concentration, complete tasks efficiently, or actively join class activities. This confirms that the disruptive quality of digital use, rather than its amount or form, is the key factor affecting observable academic involvement.

All other relationships across indicators and engagement dimensions are not significant, though several show noticeable trends approaching the 0.05 level. For social media notifications, there is a weak negative trend toward lower cognitive engagement, but this is inconsistent and unreliable, showing that alerts do not determine how deeply students process lessons or invest mental effort. Daily duration of recreational screen time yields weak positive trends for cognitive engagement, yet no meaningful relationship, confirming that length of use does not inherently improve or reduce engagement. Media multitasking behavior shows near-zero effects across all dimensions, proving that simultaneous digital activity does not alter participation, thinking, or feelings about learning. Perceived pressure to be constantly available shows a weak positive trend for behavioral engagement,

suggesting some students view connectivity as part of academic responsibility, but this pattern is too inconsistent to be significant. Finally, type of digital content consumed approaches significance for both behavioral and emotional engagement, with relevant or interactive content showing slight positive tendencies, yet since students vary greatly in what they find meaningful, no clear significant relationship emerges. Collectively, these insignificant results reveal that engagement depends far more on internal motivation, learning goals, and personal interest than on external digital habits, duration, pressure, or content type.

These findings are strongly supported by existing literature. Fournier et al. (2026) confirmed that frequent notifications and repeated checking reduce task engagement and slow information processing, directly aligning with the significant negative effect on behavioral engagement observed here. Kapoor (2025) reported no significant link between screen time duration and cognitive or behavioral outcomes, reinforcing why length of recreational use showed no meaningful results. Cleary (2024) explained that cognitive engagement is driven primarily by internal motivators such as curiosity and learning goals, while external factors account for only minor variation, matching the non-significant results for cognitive engagement across all indicators. Additionally, Farrokhnia et al. (2025) noted that content quality and relevance create trends in emotional and behavioral engagement but are not primary predictors, which explains the near-significant but ultimately non-significant findings for type of digital content consumed. Collectively, these studies validate the conclusion that only direct, disruptive interruptions like notifications significantly affect student engagement, while other digital factors have little measurable influence.

Influence of Digital Distractions to Students' Engagement Across Learning Domains in English

Table 9 Influence of Digital Distractions to Students' Engagement Across Learning Areas in English

Dimension		Mean	Verbal Rating
	Behavioral Engagement	3.61	Influenced
	Cognitive Engagement	3.61	Influenced
	Emotional Engagement	3.58	Influenced
Overall Weighted Mean		3.60	Influenced

Behavioral Engagement and Cognitive Engagement obtained the highest means and were verbally interpreted as "Influenced." This indicates that disruptions in actions and mental processes are the most consistent and strongly perceived effects of digital distractions. The findings imply that the immediate impact of digital devices is seen first in how students behave and how they process information, as these areas are most directly exposed to interruptions and competing content.

Conversely, Emotional Engagement obtained the lowest mean, though still interpreted as "Influenced." This suggests that while emotional effects are present, they are less intense or less uniformly experienced compared to behavioral and cognitive changes. The findings imply that feelings and motivation are more internal and can be maintained or regulated even when external conditions are disruptive.

The Overall Weighted Mean was verbally interpreted as "Influenced," indicating that Senior High School learners generally perceive digital distractions as factors that influence with their ability to sustain engagement in English learning. This means that across all dimensions, distractions create consistent barriers to effective and continuous learning. The result further implies that digital environments present a multifaceted challenge, affecting not only what students do and think, but also how they feel about their studies.

The findings are supported by George, Kumar, and Sam (2025), who noted that digital distraction is a comprehensive issue influencing behavior, cognition, and emotion simultaneously. Akpadaka and Akpadaka (2026) confirmed that behavioral and cognitive impacts are the most observable and problematic, while Wang et al. (2022) added that emotional responses add another layer of difficulty that can further reduce engagement

if not addressed. Together, these studies validate that influence is experienced across all learning domains and must be understood as a whole rather than in separate parts.

Intervention Plan: LEARN, ENHANCE, ACHIEVE, AND DEVELOP (LEAD) Enhancing Academic Excellence in English Learning Through Improved Engagement and Responsible Digital Use Among Senior High School Learners

Rationale

The LEAD (Learn, Enhance, Achieve, and Develop) Program was designed to address the challenges brought about by digital distractions and the moderate levels of academic engagement among Senior High School learners. The program seeks to establish a learning environment that promotes focused attention, responsible technology use, active participation, critical thinking, and positive emotional involvement in English learning activities.

Specifically, the framework aims to equip students with self-regulation skills that enable them to manage digital distractions effectively while developing productive learning habits that support academic success. The intervention likewise provides English teachers with structured instructional guides, monitoring tools, enrichment activities, and engagement-enhancing strategies that can be integrated into regular classroom instruction. Through collaborative efforts among stakeholder, LEAD Program intends to improve English learning outcomes while fostering lifelong habits of discipline, responsibility, and independent learning.

Program Goal

To minimize the negative effects of digital distractions and improve the behavioral, cognitive, and emotional engagement of Senior High School learners in English learning activities.

Specific Objectives

At the end of the implementation period, the program aims to:

1. Reduce the occurrence of digital distractions during English learning activities.
2. Improve students' behavioral engagement through increased participation, attendance, and task completion.
3. Enhance cognitive engagement by strengthening self-regulation, learning strategies, comprehension, and critical thinking skills.
4. Strengthen emotional engagement by increasing learners' motivation, confidence, and interest in English learning.
5. Improve English language performance among learners identified at the frustration level.
6. Equip teachers with practical intervention tools and instructional guides that promote learner engagement.

Target Beneficiaries

Primary Beneficiaries

-Senior High School Students (Grades 11–12)

-Learners classified at the Frustration Level in English

Secondary Beneficiaries

- English Language Teachers
- Reading Coordinators
- School Administrators
- Parents and Guardians

Program Framework



The LEAD Program consists of six interconnected phases implemented throughout one academic year.

Phase 1: Teacher Capacity Building

Time Frame: Week 1 – Before the start of classes

Objective: Equip teachers with the knowledge, skills, and tools necessary to implement the LEAD Program effectively.

Strategies & Activities:

Orientation Workshop: Conduct a comprehensive training covering:

- Nature and impact of digital distractions on language learning
- Dimensions of academic engagement (behavioral, cognitive, emotional)
- Classroom management techniques for focused learning
- Implementation of device-free policies and digital discipline
- Use of monitoring tools, assessment forms, and reflection activities
- Designing engaging, interest-based English lessons

Material Distribution: Provide all training modules, guides, and resource kits during the workshop

Planning Session: Collaboratively plan the implementation schedule and assign roles

Prototype Exemplars / Tools & Guides:

Teacher Training Guide: Complete workshop modules, presentation slides, activity sheets, and reference materials

Classroom Management Procedures: Step-by-step guidelines for implementing device-free time, handling interruptions, and maintaining focus

Program Implementation Manual: Detailed roadmap, timeline, and role descriptions

Persons Responsible: *School Administrator, English Teachers, Reading Coordinator*

Expected Outcome:

- Teachers are fully oriented, skilled, and prepared
- Clear understanding of program goals, strategies, and tools
- Standardized approach across all English classes

Phase 2: Learner Profiling And Baseline Assessment

Time Frame: Weeks 2–3 – Start of the school year

Objective: Determine learners' needs, proficiency levels, digital habits, and current engagement levels to establish baseline data.

Strategies & Activities:

Reading Proficiency Assessment: Administer Phil-IRI and other reading tests to identify learners at frustration level

Digital Habits Survey: Assess frequency, type, and impact of digital use and distractions

Academic Engagement Survey: Measure current levels of behavioral, cognitive, and emotional engagement

Needs Assessment: Identify specific challenges, learning preferences, and areas needing improvement

Parent Orientation: Conduct meeting to explain program, share guidelines, and secure support

Database Creation: Organize and store all baseline data for tracking progress

Prototype Exemplars / Tools & Guides:

Learner Profile & Needs Assessment Form: Comprehensive form including reading level, self-regulation habits, common distractions, and learning preferences

Digital Habits Checklist: Instrument to measure frequency and types of digital interruptions

Student Engagement Survey: Validated tool covering all three engagement dimensions

Orientation Script & Presentation Slides: Standardized content for introducing the program to students and parents

Persons Responsible: *English Teachers, Students, Parents / Guardians*

Expected Outcome:

- Complete baseline data on proficiency, engagement, and distraction patterns
- Accurate identification of learners at frustration level
- Clear understanding of individual and group needs
- Established home-school partnership and support

PHASE 3: CORE INTERVENTION IMPLEMENTATION

Time Frame: Whole Academic Year – Ongoing integration into daily lessons

Objective: Implement targeted strategies to reduce digital distractions and improve all dimensions of engagement.

Component A: Digital Discipline & Focus Strategies

"Device-Free English Time" Protocol: Mandatory period where phones are turned off or stored; clearly defined schedules

Notification Management: Teach students to turn off alerts, use "do not disturb" mode, and schedule checking times

Time-Blocking Technique: Divide lessons into focused work periods (15–20 min) with short breaks

Attention-Training Exercises: Short activities to build concentration and sustained focus

Distraction-Reduction Agreements: Student-teacher contracts on responsible device use

Tools: *Device-Free English Time Guide, Focus Monitoring Checklist, Distraction Contract Template*

Component B: Behavioral Engagement Enhancement

Structured Classroom Routines: Clear start/end procedures, transitions, and expectations

Participation Monitoring: Track attendance, punctuality, recitation, and task involvement

Task-Based Language Teaching: Design lessons centered on completing meaningful language tasks

Output-Focused Activities: Emphasize tangible results and performance-based outputs

Incentive System: Rewards for consistent attendance, effort, and completion

Tools: *Classroom Participation Rubric, Engagement Monitoring Sheet, Task Completion Tracker*

Component C: Cognitive Engagement Enhancement

Explicit Strategy Teaching: Direct instruction on goal-setting, planning, summarizing, note-taking, and organizing ideas

Guided Critical Reading: Modules teaching inference, analysis, and evaluation

Writing Strategy Instruction: Process writing, outlining, and revision techniques

Metacognitive Reflection: Activities where students think about *how* they learn

Deep Learning Tasks: Activities requiring analysis, synthesis, and connection of ideas

Tools: *"Think & Learn" Cognitive Strategy Workbook, Reading & Writing Modules, Goal-Setting Forms*

Component D: Emotional Engagement Enhancement

Interest-Based Materials: Texts and topics relevant to students' culture, experiences, and interests

Positive Reinforcement: Immediate, specific praise and encouragement

Constructive Feedback: Supportive guidance that builds confidence

Collaborative Learning: Group work, peer tutoring, and pair activities

Recognition Program: Celebrate progress and effort, not just excellence

Tools: *Student Reflection Journal, Recognition Tracker, Interest Inventory Form*

Component E: English Enrichment Activities

Gamified Learning: Vocabulary Bingo, Grammar Relay, Word Ladder, Spelling Bee, Story Building

Performance Tasks: Debates, role-play, public speaking, storytelling

Creative Projects: Posters, comics, video scripts, poems

Reading Circles: Group discussion of interesting books or articles

English Escape Room: Problem-solving activities using language skills

Tools: *Gamified Learning Activity Kit, Enrichment Activity Guide, Instruction Cards*

Persons Responsible: *English Teachers, Students, Peer Tutors*

Expected Outcome:

- Reduced digital interruptions and improved discipline
- Higher participation, attendance, and task completion
- Enhanced comprehension, critical thinking, and self-regulation
- Increased motivation, confidence, and positive attitude
- Improved language skills and learning outcomes

PHASE 4: HOME-SCHOOL PARTNERSHIP PROGRAM

Time Frame: Monthly – Ongoing collaboration

Objective: Involve parents and guardians to reinforce learning habits, discipline, and responsible digital use at home.

Strategies & Activities:

Parent Monitoring Program: Guidelines on how to support learning and manage screen time

Structured Home Learning Tasks: Assignments designed to be completed *without digital devices*

Monthly Progress Updates: Reports on student performance, engagement, and areas for improvement

Screen-Time Management Initiative: Workshops and tips on balancing digital use and study

Home Study Environment Guidance: Advice on creating distraction-free spaces

Parent-Child Learning Activities: Suggestions for reading and conversation practice

Prototype Exemplars / Tools & Guides:

Parent's Handbook – Supporting English Learning at Home: Complete guide with tips, strategies, and activities

Parent Monitoring Form: Simple tool for tracking study habits and digital use at home

Home Learning Log: Tracker for students and parents to record study hours and focus

Monthly Progress Report Template: Standardized update format

Persons Responsible: *Parents / Guardians, English Teachers*

Expected Outcome:

- Strengthened home-school collaboration
- Improved study habits and discipline outside school
- Reduced dependency on digital distractions during study time
- Consistent reinforcement of classroom learning

PHASE 5: MONITORING AND FEEDBACK SYSTEM

Time Frame: Weekly (ongoing) and Quarterly (comprehensive)

Objective: Track learner progress, identify challenges, and provide timely support and intervention.

Strategies & Activities:

Weekly Monitoring: Observe and record focus, participation, and task completion

Student-Teacher Conferences: One-on-one discussions to assess progress and address difficulties

Progress Review Meetings: Regular analysis of data and trends

Reflection Sessions: Activities where students assess their own effort and focus

Teacher Progress Reports: Documentation of implementation and results

Intervention Adjustment: Modify strategies based on feedback and needs

Prototype Exemplars / Tools & Guides:

Weekly Engagement Monitoring Sheet: Checklist for focus, participation, distractions, and output

Student Reflection Journal: Guided prompts for self-assessment

Teacher Progress Report Form: Standardized documentation

Intervention Adjustment Guide: Procedures for modifying activities

Persons Responsible: *English Teachers, Reading Coordinator*

Expected Outcome:

- Continuous tracking of improvement
- Early identification of learning difficulties
- Increased student self-awareness and accountability
- Timely and targeted support for struggling learners
- Data-driven adjustments to the program

PHASE 6: EVALUATION AND SUSTAINABILITY

Time Frame: Fourth Quarter – End of school year

Objective: Measure program effectiveness, gather feedback, and establish mechanisms for long-term implementation.

Strategies & Activities:

Post-Assessment: Re-evaluation of reading proficiency, engagement levels, and digital habits

Program Evaluation: Gather feedback from teachers, students, and parents

Stakeholder Feedback: Surveys and interviews on relevance, usefulness, and feasibility

Sustainability Planning: Develop plan to continue and improve the program

Recognition Ceremony: Awarding certificates and recognition for participants

Documentation: Compile results, best practices, and recommendations

Prototype Exemplars / Tools & Guides:

Post-Program Assessment Battery: Parallel forms of pre-tests to measure growth

Program Evaluation Survey: Instrument for teachers and students to rate effectiveness

Stakeholder Feedback Form: Tool for gathering suggestions

Sustainability Plan Template: Guide for long-term implementation

Persons Responsible: *School Administrator, English Teachers, Students, Parents*

Expected Outcome:

1. Measurable improvement in engagement and proficiency
2. Determined effectiveness of the intervention
3. Identified strengths and areas for refinement
4. Established plan for continuous implementation
5. Sustained program effectiveness in future years

Evaluation Matrix

Objective	Indicator	Success Benchmark
Reduce distractions	Reduced distraction incidents	50% reduction
Improve behavioral engagement	Participation scores	Increase from baseline
Improve cognitive engagement	Strategy use and comprehension	Improved performance
Improve emotional engagement	Motivation ratings	Positive responses
Improve English proficiency	Reading assessment results	Movement toward instructional level

Sustainability Plan

To ensure continuous implementation of the LEAD Program, the following measures shall be undertaken:

1. Integration of LEAD activities into regular English instruction.
2. Inclusion of LEAD strategies during Learning Action Cell (LAC) sessions.
3. Annual teacher orientation and re-training.
4. Quarterly parent engagement activities.
5. Continuous updating of intervention materials.
6. School-wide adoption of digital responsibility practices.
7. Annual monitoring and review by the School Reading Coordinator and English Department.

Expected Outcomes

Upon successful implementation of the LEAD Program, learners are expected to:

Demonstrate improved control over digital distractions.

- Exhibit greater participation and task completion during English classes.
- Apply self-regulation and learning strategies independently.
- Show increased confidence, motivation, and positive attitudes toward English learning.
- Improve reading comprehension, writing performance, and overall English proficiency.
- Develop responsible technology-use habits that support lifelong learning.

CONCLUSION

The study concludes that Senior High School students at Tidman National High School are regularly exposed to digital distractions during English learning activities. The frequent use of recreational screen-based activities, engagement with multiple forms of media simultaneously, consumption of various digital content, and recurring social media notifications indicate that digital technologies have become an integral part of students' daily lives. Although the pressure to remain constantly connected online is less pronounced, the overall findings shows that digital distractions are common experiences that may compete with academic tasks for students' attention.

The study further concludes that students demonstrate a moderate level of behavioral engagement in English learning. While learners actively participate in classroom discussions, attend classes, complete assigned tasks, and exert effort in fulfilling academic requirements, their ability to maintain attention and focus throughout lessons is less evident. This implies that students are generally involved in learning activities but have not yet reached a consistently high level of behavioral engagement, particularly in sustaining concentration during instruction.

The findings also lead to the conclusion that students possess a moderate level of cognitive engagement in English. Learners exhibit awareness of their educational goals and recognize the importance of English for academic and future career success. However, challenges related to self-regulation, concentration, and the consistent use of learning strategies indicate that students may not always engage in deeper levels of thinking, reflection, and independent learning. Thus, cognitive engagement exists but requires further strengthening to promote more effective and self-directed learning behaviors.

The study concludes that students exhibit a moderate level of emotional engagement in English learning. Learners generally value the subject and perceive it as relevant to their future aspirations, while also demonstrating a sense of belonging within the classroom environment. Nevertheless, the presence of boredom, lack of interest, discouragement, anxiety, and academic stress suggests that positive emotional connections to learning are not always sustained. This indicates the need for learning experiences that further enhance students' enjoyment, motivation, and emotional investment in English education.

Based on the correlation analysis, the study concludes that digital distraction does not significantly relate to students' behavioral, cognitive, and emotional academic engagement. Although digital distractions are frequently experienced by learners, they do not necessarily determine the extent to which students participate in class activities, apply cognitive strategies, or develop emotional connections with learning. These findings imply that academic engagement is a multifaceted construct influenced by various personal, instructional, and environmental factors beyond digital distraction alone. Therefore, the null hypothesis stating that there is no significant relationship between digital distraction and academic engagement is sustained.

The study further concludes that among the different indicators of digital distraction, only social media notifications significantly and negatively predict behavioral engagement. Frequent alerts and notifications interrupt students' attention, reduce active participation, and hinder the completion of academic tasks. In contrast, the duration of screen use, media multitasking, pressure to remain available online, and digital content consumption do not significantly predict behavioral, cognitive, or emotional engagement. This suggests that not all forms of digital distraction exert the same effect on learners, and immediate interruptions from notifications pose the greatest threat to productive classroom behavior. Consequently, the null hypothesis regarding the

predictive influence of digital distraction is partially rejected only for social media notifications and behavioral engagement.

The findings also conclude that students perceive digital distractions as having a moderate influence on their learning experiences. Learners report difficulties in maintaining concentration, managing study time, processing information effectively, and resisting the tendency to shift attention toward entertainment-related activities. Although emotional effects such as frustration and reduced motivation are somewhat less pronounced, they remain evident. These findings indicate that students recognize the disruptive effects of digital distractions on their academic functioning, particularly in areas requiring sustained attention and self-management.

In light of the identified gaps, the study concludes that the proposed LEAD Program is an appropriate and responsive intervention designed to address the challenges associated with digital distraction and moderate academic engagement. Through structured activities involving teacher preparation, student assessment, skill-building sessions, parental collaboration, continuous monitoring, and program evaluation, the intervention aims to promote responsible technology use, strengthen self-regulation skills, improve focus and participation, and enhance students' behavioral, cognitive, and emotional engagement in English learning. As such, the program serves as a practical response to the needs identified in the study and provides a framework for supporting learners in navigating digital environments more effectively.

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