

A Comparative Study of Technology Distraction among Tenth Graders of Public and Private Secondary School

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Abstract: This study aims to determine tenth graders in public and private secondary causes of distraction in Technology and how it affects their academic performance. Students' academic performance suffers because they cannot focus when digital devices become more frequently used in the classroom. Quantitative and qualitative data were collected using a sequential-explanatory research design to compare the prevalence and contributing factors of student digital distractions. The findings indicate that mobile notifications, social networking, and online gaming seriously impair pupils' ability to focus. While private school students suffer from excessive phone use, which has led some schools to implement phone confiscation rules, public school students are distracted mainly by requiring online content and a lack of scheduled procedures. The study highlights the need for solutions, including planned computer breaks, increased parental participation, and defined school rules to reduce distractions. It also emphasizes how important it is to teach students time management and self-control techniques so they can balance their usage of Technology with their curricular responsibilities. By solving these problems, parents and teachers can assist students in forming better digital habits that will enhance their ability to concentrate and study. Ultimately, this study emphasizes the importance of a well-rounded approach to technology use in the classroom, ensuring that technological resources promote academic achievement rather than hinder it.

Keywords: *Technology Distraction, Tenth Graders, Public and Private Secondary School.*

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Background

In 21st-century learning, Technology improves and adapts to every situation, significantly impacting the students' learning process. Technology distraction is the reason students can have lower academic performance. Students know and realize that the abusive use of Technology hurts people around them, even when it is used for off-task purposes and when searching on the website. Most students are controlled by Technology. Because of this, they usually use Technology more than traditional materials like chalkboards, books, etc.

Technology usage can bring out an addiction for the learner. Students use Technology for some reason, like activities, performance tasks, games, chatting with their crush or loved ones, and entertainment. Moreover, they are most likely using an application for the necessary things, such as Facebook, Messenger, TikTok, etc. On the other hand, using Technology can be a source of distraction for the students by decreasing their focus and attention during class hours. This study aims to determine the technology distraction of students that affects them to develop

effective strategies that help them use Technology in a balanced way without affecting their education and health.

Technology Distraction

According to Seme, Gamede, and Uleanya (2021), in today's generation, Technology has been recognized as crucial in encouraging teaching and instructional activities. On the other hand, Technology is perceived as an instrument that frequently diverts students and impairs their academic achievements. Based on the study of (Awofala. et al., 2020), the widespread use of digital technologies in the classroom worldwide has resulted in digital distraction among 21st-century digital natives. For this reason, it is crucial to create an appropriate tool for evaluating and quantifying digital distraction in college students. Also, the latest studies have ascertained the circumstances of the technology distractions of the students. Research by (Sankari and Priscila, 2024). In addition, the prevalent use of Digital technology in classrooms worldwide has led to a rise in digital distractions among 21st-century digital natives. Awofala et. al., (2020).

According to Shanmugasundaram and Tamilarasu (2023), the introduction of smartphones has greatly facilitated communication and information access, allowing student to quickly get information, interact with others, and do a variety of activities with a single tap on a screen. Based on the research of (Haryanto et al., 2024), In the current digital age, students are exposed to computers, cellphones, and tablets at a younger age, which influences their play, education, and interactions with others. Meanwhile, as they work on their assignments, students frequently face technology distractions, with social media getting the most attention. Goagses et. al., (2024). Ultimately, it was shown that digital distraction was a more significant predictor of lecture learning than the notetaking style. Flanigan and Titsworth. (2020).

In addition, in college classrooms worldwide, undergraduate students are increasingly abusing mobile devices (such as cellphones, laptops, and tablets) for non-class activities, including texting, browsing social media, and playing games. (Flanigan et al., 2023). In line with Mukherjee and Baber (2022), while using social media for messaging, commenting, and posting updates might distract students in the classroom, it may not impact their academic achievement. Also, the usage of mobile devices by students for non-tasking reasons in the classroom was investigated, as seen by college professors. Digital distraction prevents students from learning, according to earlier studies, but the information is limited about instructors' perspectives on and responses to this behavior. Flanigan and Babchuk (2020). Even though most participants use their smartphones for non-academic purposes regularly, they do not worry about getting discovered since they think teachers are not too concerned about the amount of constant digital distraction in the classroom. Hosek et, al., (2022). According to (Dontre, 2021), the negative impacts of social media and smartphone use among students on academic distraction are more pronounced, particularly given how prevalent personal digital devices are. Additionally, the widespread usage of smartphones in society has led to serious worldwide problems with overuse and even addiction. The associations between mobile phone use and educational outcomes have been the subject of numerous research, many of which have produced contradictory results. (Sunday et al., 2021). Based on the study (Patil. et al., 2019), this study determined how students' use of digital devices affected their performance on tasks they did outside of class in various academic subjects. Lastly, the study (McCoy, 2020) shows that the important feature of the study was the assessment of the frequency and length of digital distractions experienced by students in the classroom, together with the reasons given by the participants for participating in the distracting behavior.

Technology allows a more sustainable and broadly accessible educational approach. However, Technology has created a dilemma for students: although it facilitates learning, it can also be a source of distraction. Juárez, Ortega and Pérez (2023). Moreover, though these digital platforms benefited in learning, they might also be a source of digital distraction. Lucob et. al., (2024). The study conducted by Twenge et al. (2019) also discovered that teenagers spend the most time on social media and the last time in-person socializing. In the same way, laptops and computers can be utilized for Facebook use, instant messaging, and viewing movies or videos that are off-topic and distracting from the lessons being taught in class. (Bhati and Gorra, 2016). Lastly, according to Vargas and Romani, (2020), the impact (and

influence) of digital technologies has made it difficult for people today to think. Modern cultures are assessed by the usefulness of digital gadgets and related measurements, which serve as replacements.

This study aims to identify the significant factors that distract students' studies and identify the social media usage among students for lowering their grades. In addition, the difference between the study of the others and the researcher's study is determining the technology distraction of tenth graders in public and private secondary schools. However, the study of others is on how digital distraction can affect students' academics. On the other hand, the main objective of this study is to compare the cause of distraction of public and private students when it comes to Technology. The purpose of this study is to determine the technology distraction of students that affects them to develop effective strategies that help them use Technology in a balanced way without affecting their education and health.

Statement of the Problem

The Researchers aim to determine the technology distraction of tenth graders in public and private secondary schools in the North District Division of Pampanga, Philippines, during the academic year 2024-2025, leading to an intervention program.

Specifically, this seeks to answer the following questions:

- How may the digital distraction of public and private secondary tenth graders be described?
- Can a significant difference be described between the public and private secondary tenth graders schools' technology distraction?
- What are the reasons behind the digital distractions of tenth graders in private and public schools?
- Based on the study's findings, what intervention program may be proposed?

Hypothesis

There is a significant difference between the public and private secondary tenth graders schools' technology distraction.

Significance of the study

Students. Learning strategies can help students avoid distractions, concentrate better, and be more active in school.

Teachers. It acquires knowledge about how technological distractions impact student focus and learning. This information enables them to modify their lesson plans to reduce distractions, for example, by enacting regulations regarding using digital devices in the classroom.

Researchers. This study defines the reasons behind the distractions they encounter in their frequent use of Technology and examines how they prevent Technology use from turning into addiction.

Scope and delimitation

This study focused on determining the Technology Distraction of tenth graders in one of the public and private secondary schools in Cluster 1 at Magalang, Pampanga, during the school year 2024-2025. Specifically, the study seeks to determine how often technology usage is driven in this generation.

Methods

Research Design

The researchers employ a sequential-explanatory approach to collect information on tenth graders' digital distraction. Fellow (2024) states that one common mixed methods design which includes both quantitative and qualitative data gathering and analysis is the explanatory sequential design. With this research approach, quantitative data is gathered first, and then qualitative data is gathered to clarify or expand on the quantitative findings. When researchers need to delve deeper into quantitative findings, the explanatory sequential design is especially helpful. Researchers can address study topics that neither quantitative nor qualitative methods alone are capable of addressing and obtain a deeper understanding of complicated phenomena by employing this method.

Respondents/Participants

The respondents of this study will be the tenth graders in one of the Public or Private Schools in Cluster 1 Division of Pampanga during the school year 2024-2025. The total number of selected respondents is 101, consisting of 0.25%. In addition, the researchers used simple random sampling to pick the respondents.

The researchers used simple random sampling to select the respondents for this study. According to Hayes (2024), A subset of a statistical population where each member has an equal chance of being selected is called a simple random sample. An objective group representation is intended to be provided by a simple random sample. In addition, each participant in tenth-grader private and public secondary schools will have an equal chance of getting selected because of the technique use of a selection process that assigns a probability to each participant. The smaller sample that is ultimately chosen has a higher chance of being representative of the entire population and is free from researcher bias because the selection process is powered by probability and random selection. Qualtrics (2024).

During the qualitative phase, outliers with high scores on the digital distraction questionnaire were considered participants. To learn more about the participants, the researchers used the protocol question during the interview. The researchers employed the homogenous sampling method. Bisht (2024) asserts that homogeneous sampling, a purposeful technique, reduces sample variation for a more straightforward and reliable analysis. It allows for a more thorough investigation of a certain group, where members have comparable demographics, viewpoints, professions, or cultural practices. With homogeneous sampling, the focus is on sample similarities and their applicability to the study's subject.

Instrument

In this study, the researchers adopted instruments from (Göl 2023 et. al.) In the study, demographic variable form, DD scale, DD component, system usability (US), GS, and PL scales were used as data collection tools (see all scales in Appendix- 1 Table 6.). This tool will allow the researchers to gather information and experiences with technology distraction among the tenth graders in public and private schools. The instrument has a scale coefficient of internal consistency of 0.88, and the reliability of the composite value was 0.89. Internal consistency and composite values were determined to be higher than 0.70. The reliability

values of the scale are high, and the scale produces consistent data. Convergence validity was examined due to the single-factor structure of the scale. The AVE value was found to be 0.532. This value is usually expected to be higher than 0.50. As a result, convergence and structure validity can be accepted.

In the quantitative phase, the researchers used the interview guide questionnaire as an outline while interviewing the chosen respondents or outliers. The participants were free to express their opinions and views as well as their insights on the given issue, providing the researcher with relevant and useful information that went beyond the current study.

Data collection

In this research, the researchers first make a letter to give to the principal to approve and give the researcher permission to conduct the research outside the school. In addition, the researchers make another letter to send to another school to ask permission first if they will allow the researchers to conduct the research in their school.

The researcher compiled the names of the outliers from the survey. To help the outliers better comprehend and easily respond, the researchers begin the interview with each outlier by reading the questions in their preferred dialect. With the outliers' permission, the researchers record their voices during the interview.

Ethical Consideration

High ethical standards were upheld in this study. The respondents' and participants' anonymity were guaranteed to be rigorous and secure, even when using identifiers or fictional identities. The data were collected with the explicit consent of the authorities and students. Privacy and anonymity were secured, and the data collected were only used to further the study's goals. Additionally, participants received comprehensive information about the goals, procedures, and potential dangers of the study, along with measures to minimize any potential discomfort.

Statistical Treatment/Data Analysis

The researchers used standard deviation as the statistical tool to assess the data. To analyze the variability in technology distraction levels among tenth graders from public and private secondary schools, the standard deviation was used. This measurement provided insight into how individual distraction scores deviated from the group mean, indicating the consistency of distraction levels within each school type. According to Bhandari (2020), standard deviation examines the degree to which individual data points deviate from the dataset mean. A more significant deviation existed within the data collection if the data points deviated more from the mean. The variance's square root was used to calculate it.

The process of finding, examining, and interpreting meaningful patterns, or "themes" in qualitative data, is called thematic analysis (TA). Because it provides a method, a tool, or a technique that is not constrained by theoretical commitments—instead of a methodology, a theoretically informed but constrained framework for research, TA stands out among the other qualitative analytic methods. According to Braun and Clarke (2013)



Result and Discussion

Table 1 Digital distraction of the learners from private school

Indicators	Mean	Verbal description
Digital Distraction		
1. Live virtual classes being non-interactive led to digital distraction	2.8	Disagree
2. Lack of application in Live virtual classes led to digital distraction	3	Neutral
3. The monotony of Live virtual classes led to digital distraction	2.92	Neutral
4. The unattractiveness of Live virtual classes led to digital distraction	3.36	Neutral
5. My lack of motivation while watching Live virtual classes led to digital distraction	3.48	Neutral
6. Reluctance to attend virtual classes led to digital distraction	3.34	Neutral
7. My inability to understand the topics covered in virtual lessons led to digital distraction	3.5	Neutral
8. The long duration of virtual lessons led to digital distraction	3.44	Neutral
System Usability		
9. I think that I would like to use virtual lesson system frequently	3	Neutral
10. I found the virtual lesson system unnecessarily complex	3.08	Neutral
11. I thought the virtual lesson system was easy to use	3.48	Neutral
12. I think that I would need the support of a technical person to be able to use virtual lesson system	3.3	Neutral
13. I found the various functions in virtual lesson system were well integrated	3.32	Neutral
14. I thought there was too much inconsistency in virtual lesson system.	3.06	Neutral
15. I would imagine that most people would learn to use virtual lesson system very quickly	3.28	Neutral
16. I found the virtual lesson system very cumbersome to use	3.28	Neutral
17. I felt very confident using the	3	Neutral

virtual lesson system.

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|---|------|---------|
| 18. I needed to learn a lot of things before I could get going with virtual lesson system | 3.16 | Neutral |
|---|------|---------|

General Satisfaction

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|---|------|----------|
| 19. I did not have any difficulties while using the live virtual class lesson system. | 3.08 | Neutral |
| 20. I love using the live virtual class lesson system. | 3.02 | Neutral |
| 21. I learned about my lessons using the live virtual class system | 3.18 | Neutral |
| 22. I was able to easily follow my lessons (live lessons and replays) on the system | 2.22 | Disagree |
| 23. I was able to easily participate in my exams on the system. | 2.04 | Disagree |
| 24. I was able to easily follow the course announcements on the system. | 2.32 | Disagree |
| 25. I was able to easily follow the course materials on the system. | 2.08 | Disagree |

Perceived Learning

- | | | |
|--|------|----------|
| 26. I was able to learn the relationships on important topics in the course materials. | 2.42 | Disagree |
| 27. I was able to understand of the basic concepts in the materials. | 2.3 | Disagree |
| 28. I learned to identify the central topics of the lessons. | 2.54 | Neutral |
| 29. I improved my ability to communicate openly about topics. | 2.42 | Disagree |
| 30. Improved my ability to generalize and integrate events in course materials. | 2.08 | Disagree |

Total:	2.92	
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Digital Distraction

The highest computed mean in digital distraction is 3.48, with a verbal description of "Neutral." "Their lack of motivation while watching live virtual classes led to digital distraction." In contrast to the study of Burak et al. (2023), Followed by "The long duration of virtual lessons led to digital distraction," also got the highest mean of 3.44, outlined as "Neutral," Whereas accumulated the lowest mean of 2.8 with the statement "Live virtual classes being non-interactive led to digital distraction" accompanied by a description of "Disagree." That also got the lowest mean, 2.92, and the statement "The monotony of live virtual classes led to digital distraction" linked to a description of "Neutral." This implies that Digital distraction in virtual learning is caused by a lack of motivation and long lesson durations. Students are less distracted during exams as they find it easier to engage with the system. The monotony of live virtual classes also contributes to distraction. According to Flanigan et al. (2023). Research shows that digital distractions can hurt learning and performance. Since digital

distractions are common and can have negative effects, managing how students use digital devices is important to keep the classroom focused on learning. This article provides strategies to help reduce student distractions caused by digital devices.

System Usability

Under system usability, the highest computed means is 3.48, "they thought that the virtual lesson system was easy to use" with a verbal description of "Neutral" and the statement "they found that the various functions in virtual lesson system were well integrated" had a means of 3.32 annotated with "Neutral." However, "they think that they would like to use a virtual lesson system frequently" has the lowest mean value of 3, described as "Neutral," and "they felt very confident using the virtual lesson system" has the same mean of 3 outlined as "Neutral." According to Jabardi (2022), Social and environmental factors significantly impact how well students do in school, especially when it comes to using technology. Multitasking on phones and social media can also be an important distraction and result in poor students' grades (Wentworth & Middleton, 2014). Spending too much time on technology and social media is harmful to reading, writing, and cognitive performance. This implies that the participants in the lowest mean felt confident using the virtual lesson system, leading to reduced focus and decreased academic performance.

General Satisfaction

In General, Satisfaction shows that the highest computed means is 3.18, "They learned about the lessons using the live virtual class system," along with a description of "Neutral" and the statement "They did not have any difficulties while using the live virtual class lesson system had a means of 3.08 outlined as "Neutral." However, "They were able to participate in my exams on the system easily" has the lowest mean value of 2.74, featuring a description of "Neutral," and "They were able to follow the course materials on the system easily" had a mean of 2.08 linked to a description of "Disagree." According to Rourke et al. (2023), multitasking with technology during studying can hurt grades. This is especially true for unrelated multitasking, like checking social media while working on assignments. The negative impact seems more vital for men and people with neurodiversity. They might be distracting, but they could also be helpful tools. Self-control is critical: Learning to manage distractions, like limiting phone use or blocking distracting websites, can help students succeed (Dontre, 2021).

Perceived Learning

Under Perceived Learning shows that the participants in private schools most likely prefer perceived learning because they can easily identify the central topics of the lessons with the highest mean of 2.54 with a mean value of "Neutral." However, they were able to learn the relationships on the important topics in their course material; also, they can easily communicate openly with others about the different topics, and they both have a mean of 2.42 outlined as "Disagree." On the third lowest mean with 2.08, described as "Disagree," they had difficulty generalizing and integrating events in their course material. However, the lowest mean is 2.3 accompanied by a description of "Disagree," where they have the most time making complicated in terms of understanding the basic concepts of their materials. Digital distraction not only negatively impacts the student who is engaging in the behavior, but it can also impact others sitting in the vicinity

of the student (Flanigan & Babchuk, 2022). This implies that the use of perceived learning in private schools they are must be preferred because they can easily identify the central or the main point of the topics. However, they are more have a hard time to generalize and also in terms of understanding the basic concepts of their materials.

Table 2 Digital distraction of the learners from Public School

Indicators		Mean	Verbal description
Digital Distraction			
1.	Live virtual classes being non-interactive led to digital distraction	3.07	Neutral
2.	Lack of application in Live virtual classes led to digital distraction	3.09	Neutral
3.	The monotony of Live virtual classes led to digital distraction	3.03	Neutral
4.	The unattractiveness of Live virtual classes led to digital distraction	3.01	Neutral
5.	My lack of motivation while watching Live virtual classes led to digital distraction	3.27	Neutral
6.	Reluctance to attend virtual classes led to digital distraction	3.27	Neutral
7.	My inability to understand the topics covered in virtual lessons led to digital distraction	3.39	Neutral
8.	The long duration of virtual lessons led to digital distraction	3.15	Neutral
System Usability			
9.	I think that I would like to use virtual lesson system frequently	3.03	Neutral
10.	I found the virtual lesson system unnecessarily complex	2.76	Neutral
11.	I thought the virtual lesson system was easy to use	3.35	Neutral
12.	I think that I would need the support of a technical person to be able to use virtual lesson system	2.90	Neutral
13.	I found the various functions in virtual lesson system were well integrated	3.33	Neutral

14.	I thought there was too much inconsistency in virtual lesson system.	2.90	Neutral
15.	I would imagine that most people would learn to use virtual lesson system very quickly	3.17	Neutral
16.	I found the virtual lesson system very cumbersome to use	3.07	Neutral
17.	I felt very confident using the virtual lesson system.	3.21	Neutral
18.	I needed to learn a lot of things before I could get going with virtual lesson system	3.01	Neutral

General Satisfaction

19.	I did not have any difficulties while using the live virtual class lesson system	3.33	Neutral
20.	I love using the live virtual class lesson system.	3.39	Agree
21.	I learned about my lessons using the live virtual class system.	3	Neutral
22.	I was able to easily follow my lessons (live lessons and replays) on the system.	2.72	Neutral
23.	I was able to easily participate in my exams on the system.	2.70	Neutral
24.	I was able to easily follow the course announcements on the system.	2.43	Disagree
25.	I was able to easily follow the course materials on the system.	2.52	Disagree

Perceived Learning

26.	I was able to learn the relationships on important topics in the course materials.	2.58	Disagree
27.	I was able to understand of the basic concepts in the materials.	2.66	Neutral
28.	I learned to identify the central topics of the lessons.	2.58	Disagree
29.	I improved my ability to communicate openly about topics.	3	Neutral
30.	Improved my ability to generalize and integrate events in course materials.	2.78	Neutral

Total:	2.99
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Digital Distraction

In Digital Distraction, it reveals that the highest computed mean is 3.39, "Reluctance to attend virtual classes led to digital distraction" with a description of "Neutral" and the statement "Their lack of motivation while watching Live virtual classes led to digital distraction also had a mean of 3.27 described as "Neutral." However, "The unattractiveness of Live virtual classes led to digital distraction" received the lowest mean of 3.01, outlined as "Neutral," followed by "The long duration of mean value of 3.03, linked to a description of "Neutral." This implies that the cause of the respondent's reluctance and lack of motivation in the virtual classes is the lead to distraction. In contrast, the unattractiveness of live virtual classes and the long duration of virtual lessons were less significant in causing distractions. As stated by Kumar et al. (2024), numerous studies have demonstrated the significant benefits that blended learning may provide to the educational community. However, it is impossible to overlook the detrimental effects that a student may experience when using a digital platform.

System Usability

Under System Usability shows that the highest computed means is 3.35 with a mean value of "Neutral" "They thought that the virtual lesson system was easy to use, and the statement "they found that the various functions in virtual lesson system were well integrated" had a means of 3.33 described as "Neutral." However, "they found that the virtual lesson system unnecessarily complex" has the lowest mean value of 2.74 outlined as "Neutral" and "They think that they would need the support of a technical person to be able to use virtual lesson system" and "they thought there was too much inconsistency in virtual lesson system" had a mean of 2.90 accompanied by a description of "Neutral." This implies that the participants thought that using technology was easy to use. That's why they find it difficult to learn when it comes to technology because they are distracted. However, this shows that multitasking leads to decreased focus and productivity. According to Rourke et al. (2023), multitasking with technology during studying can hurt grades. This is especially true for unrelated multitasking, like checking social media while working on assignments. The negative impact seems more vital for men and people with neurodiversity. They might be distracting, but they could also be helpful tools. Self-control is critical: Learning to manage distractions, like limiting phone use or blocking distracting websites, can help students succeed (Dontre, 2021).

General Satisfaction

In general, satisfaction shows that the highest computed mean is 3.49 with a verbal description of "Neutral," "They love using the live virtual class lesson system," and the statement "They did not have any difficulties while using the live virtual class lesson system" had a mean of 3.33 outlined as "Neutral." On the other hand, the statement "They were able to follow the course announcements on the system easily" has the lowest mean value of 2.43, accompanied by a description of "Disagree" and "They were able to easily follow the course materials on the system" be given a mean 2.52 featuring a description of "Disagree". As stated by Tärning et al. (2019), The study made use of a Virtual Reality environment simulating a junior high school lesson, where the Distraction condition consisted of peers watching nonrelevant content on their laptops. In the control condition, these laptops

were closed. No significant distraction effects were found, neither on learning nor behavior. Given the strong support in the literature for such effects, the study design, including technical aspects, is scrutinized and discussed.

Perceived Learning

Perceived Learning shows that the highest computed mean is 3 with a description of "Neutral" "They are most comfortable by communicating and open about different topics, "and the statement "they found out that they can more manage their time to generalize had a mean of 2.78 described as "Neutral". On the other hand, they thought that they can be able to understand the basic concepts in the materials used in perceived learning" It has the lowest mean value of 2.66 accompanied by a description of "Neutral". Also, in perceived learning, they think that they can learn the important relationships of the different materials, and they most easily identify the central topic of the lessons, had a mean of 2.58, described as "Disagree." Students may be distracted by their digital gadgets for a variety of reasons, such as a lack of desire, difficult material, bad habits, or a form of resistance where they may be acting out of character to challenge an educator's authority (Aagaard, 2021; Taneja et al., 2015).

T-test

Schools	Mean	Degrees of Freedom (df)	p-value
Private school	2.92	47	0.47
Public school	2.99		

Note: If the p – value is < 0.5 = significant, p – value > 0.05 = not significant

In this table, the mean for private schools was 2.92. On the other hand, the mean of the public is 2.99, and their degree of freedom is 47. With the t-test, the p-value was 0.47, meaning that there is no significant difference between private and public schools. Technology distraction scores between public and private school students

Sequential Explanatory Data on Digital Distraction, guilt, and the impact on time management

They feel guilty and frustrated because their phone distractions interfere with important activities, such as spending time with family and concentrating on their studies. Primarily, they do not realize how much time they lose to online games, social media, and videos. However, they eventually realize the hours spent scrolling and watching content. This realization leads to feelings of isolation, as they often forget to respond to friends and tend to rush through schoolwork, negatively affecting their performance, including making mistakes on quizzes due to distractions while studying.

Their academic responsibility is phone use, and both academics understand the importance of completing assignments; they frequently choose entertainment over preparing for quizzes or focusing on school tasks. This behavior creates a disconnect with their family, as smartphones are meant to keep people connected in losing quality time with loved ones. Ironically, while these devices help them connect with distant people, they hinder meaningful connections with those closest to them. Ultimately, their

distractions from the phone disrupt both their relationships and their ability to stay on track with their responsibilities.

The use of technology in our environments, along with the consequent media multitasking, leads to a situation in which our brains tend to get distracted by interruptions, thus preventing us from keeping focused and staying in the present moment (Was et al., 2019).

So, yun minsan naiinis den, pero mostly ah naguguity ako kase instead na mag spend ako ng time together with my family na didistract ako sa mga online game ganyan and online platforms. (Sometimes using phones, it annoys me, but mostly I feel guilty because instead of spending time with my family I got distracted by online games also using different online platforms)-PUB1

Syempre, kapag una dimo talaga mapapansin na nadidistract kana sa gadget mo, sa pag scroll mo sa social media pero after nun dun mo marerealize na nagsayang ka ng ilang oras para lang, manuod ng videos. (At first, you don't notice that you're getting distracted by gadgets and social media, but later, you realize you've wasted hours just watching videos.)-PUB2

I usually feel isolated ahh sometimes, I forget to reply to him ahh my friends, hmm it's necessary ahh or there are people who do or have someone do things for us and then sometimes, hmm I try to rush things such my schoolworks, because I get distracted by hmm scrolling on the internet. - PUB3

Oo, naapektuhan lalo na ang ating pag aaral kasi lalo na pag halimbawa may quiz kami, mas inuuna kong maglaro o manood ng iba pang site. pag nagcellphone ako nakakimutan kong may ginagawa pala ako ganyan.(My studies are affected because I sometimes prioritize playing games or watching videos instead of preparing for quizzes. When I use my phone, I forget that I have tasks to do.)- PUB4

Yes po, hmm nakaka apekto po ito sa aking studies and of course sa aking relationship between my families and other relatives so alam natin na yung mga devices na yan is ginawa para makatulong sa atin pero dahil sa maling pagamit or dahil hindi natin maiiwasan na ah nakaka distract ito, nadidistract tayo ng devices e syempre una sa lahat sa studies ay yung mga tasks na kailangan gawin mga assignment man yan or performance task is nababawasan yung time or hindi mo siya kaagad nagagawa dahil mas inuuna mo pa yung ah device ah isa pa sa relationship naman hm lalo na kapag tayo ay nasa bahay mas lalo ng ginagamit ang smartphone kaysa sa makipag bonding tayo sa ating mga pamilya. alam naman natin na yung mga smartphone ginagamit po siya para ireach yung mga malalayo pero sa ngayong kasalukuyang panahon yung mga malalapit sa atin sila pa yung mismong nalalayo dahil doon sa ah distraction na gawa po ng mga devices. (Gadgets affect my studies and relationships. While they are made to help us, they also distract us. Instead of finishing assignments and tasks, I often spend more time on my device. At home, smartphones take away bonding time with family. Ironically, while they connect us to people far away, they make us distant from those near us.)-PUB5

So, isa po sa mga nararamdaman ko is nakakainis kasi isa sa mga factor bakit minsan hindi ko nasasagot ng tama yung mga quizzes ko is nadidistract ako sa cellphone ko habang nagreview so nawawalan ako ng time sa sarili ko na makapag review ng maayos.(One of the things that frustrates me is that I sometimes fail to answer quizzes correctly because I get distracted by my

phone while reviewing, which prevents me from studying properly)-PUB6

For me po oo because ahh nung ahh wala pung ahh walang bonding sa ano sa family or sa mga kapatid ko and sa pagaaral ko din is distraction din talaga siya kasi nawawalan ako ng focus kasi ano diko nadudu diko na gagawa yung mga homeworks na dapat gawin on time. (For me, yes, because when there is no bonding with my family and siblings, and even in my studies, my phone becomes a distraction. I lose focus and fail to complete my homework on time.)-PUB7

Content-driven distraction and the struggle to balance responsibilities

They find themselves easily distracted by the captivating online content, which often diverts their attention from school responsibilities, particularly tasks that must be completed online. The content itself- whether social media or videos, such as basketball clips- is the primary source of distraction. They get caught up in endless scrolling and lose track of time. Their passion for basketball intensifies distraction as they continue to watch more videos, further hindering their ability to concentrate on schoolwork.

Another major distraction is applications, where the engaging content makes it difficult to stop scrolling. Additionally, their role as class president requires them to use their phone more often for tasks like making announcements and managing responsibilities for their classmates. While this phone usage is necessary for school duties, it adds to their daily distractions. They struggle to balance their academic responsibilities, leadership tasks, and the attraction of online content, which affects their ability to focus on what they need to accomplish.

Dolan, Seo, and Kemper (2019) explored relation and entertaining content as two emotional appeals used in social media content. Also, according to Jacobsen & Forste (2010), the authors found that students could maintain their academic activities for only a short time. After that time, they needed to move to a technological distraction.

So, feeling ko dun sa mga ano contents na napapanood ko na nahohook ako pati din sa mga responsibilities ko sa school na kailangan ko gawin sa online. (Moreso, I feel that the content of what I watch makes me hooked which affects my responsibilities at school that I must do online.)-PUB1

Siguro, yung isa sa mga reason kung bat ako nadidistract sa mga ganitong devices is dahil dun sa content and isa din sa reason kase ayaw ko talaga, may pagkakataon na ayaw ko talagang mag aral o ayaw kong mag focus. (One reason I get distracted is the engaging content, but sometimes, it's also because I simply don't feel like studying or focusing.)-PUB2

For me it will be the content, kase hmm madali ako madistract once na nag scroll nako sandali, kahit sandal lang sa hmm sa social media so, di konalang namamalayan na ang tagal kona pala nag scroll sa fb ganun. (The main reason for my distraction is the content. Once I start scrolling on social media, even for a short time, I lose track and end up spending too long on it.)-PUB3

Para sakin content, kasi pag minsan may makita lang ako, kasi mahilig din ako sa basketball, may makita lang akong video na

about sa basketball talagang papanoorin ko pag na entertain na ako o pag na focus na ko uulit ulitin ko, mano ood na ako ng marami pang video about basketball. (Content is a big distraction for me. Since I love basketball, whenever I see a basketball video, I keep watching more and more until I lose track of time.)-PUB4

Isa po sa mga ito especially yung mga contents online yung mga tiktok at the same time po may responsibilidad po kasi tayo or ako being president of the classroom na may kailangan ako gawin sakanila at may kailangan akong iannounce sakanila so nadidistract din po ako sa paggamit nito. (One major distraction is online content, especially TikTok. At the same time, I have responsibilities as the class president, such as making announcements and handling tasks for my classmates, which also led me to use my phone more.)-PUB6

Escapism through digital distractions

The analysis shows that their main distractions—online games and social media—stem from a desire for immediate gratification and entertainment. When they have free time or feel bored, they turn to digital platforms for quick and easy distractions. However, this habit leads to a significant loss of time, preventing them from engaging in more productive or necessary activities, such as schoolwork or personal responsibilities.

Their dependence on these digital distractions highlights a struggle with time management and self-regulation. Although the entertainment from games and social media provides a temporary escape, it ultimately undermines their ability to concentrate on important long-term goals. This creates a cycle of procrastination, where the comfort of distraction takes precedence over tasks that require sustained effort and attention.

The device has several active applications, and the notifications shift attention from the task to the distraction, which becomes a new task - until the next distraction appears. As Aagard notes (2018, p.88), this kind of “media multitasking is not a matter of attention divided! but of attention diverted”.

Isa po sa mga nakaka distract sa'kin personally pagka ako po ay nag smartphone una sa lahat po ay yung mga online games syempre hindi po yon nawawala yung mga online games po naten ah isa po yon sa mga nagiging entertainment ko po lalo na kapag ako po ay ah walang nagagawa, isa rin po ron syempre yung social media kapag ka hindi na po talaga, kapag ka wala na po talaga akong magawa e scroll scroll lang sa Facebook and then ah yung mga napapanood or entertainment na napapanood is nakakapag ah pasaya po sa'kin. (My biggest distractions are online games and social media. When I have nothing to do, I either play games or keep scrolling through Facebook for entertainment.)-PUB5

Curiosity and social distractions

This analysis highlights how curiosity, especially regarding gossip, acts as a potent distraction. The individual's tendency to get pulled into conversations stems from the desire to stay informed or entertained, which shifts their focus from more important tasks. The continuous intrigue about what might come next in the conversation prevents them from staying engaged with their primary responsibilities. This behavior reflects a struggle with self-discipline and prioritization, as they allow immediate, unimportant interests to lead to their more significant obligations. It illustrates a common challenge in managing distractions-balancing curiosity or

social engagement with the need to remain focused on tasks that require sustained effort and attention.

Curiosity scholars across disciplines revealed the importance of curiosity in contributing to several individual-level outcomes, including job performance, job satisfaction, well-being, and health (cf., Lievens et al., 2022; Wagstaff et al., 2021).

Yes, for me, there is no bonding between my family and siblings. Also, in my studies, it is a distraction. I get distracted in chats like gossip because I get curious about what that is. – PUB

The need for a balance between technology and focus in education

This analysis underscores a key frustration with the current educational environment, particularly the impact of digital distractions on students' ability to focus and learn effectively. The individual feels that schools are not doing enough to mitigate the distractions caused by technology, especially within the framework of modular learning, where notifications and digital interruptions can derail concentration. They see the lack of structured solutions or alternatives, such as activities that engage students' physical or mental abilities without relying on digital tools, as a significant gap in the educational approach.

Their belief that schools could be more proactive by banning phones or offering more engaging offline activities reflects a desire for a learning environment where attention is more focused on academic and personal growth. While acknowledging the usefulness of technology, they see it as a double-edged sword that, when not managed properly, leads to hesitation and disengagement. The teachers' efforts to remind students to avoid distractions are seen as helpful but insufficient, leaving them feeling that more comprehensive measures are needed to create an environment helpful to focused learning.

According to (Chen et al., 2010), it takes approximately half an hour for students to refocus and concentrate on their studies after being distracted by technology and media.

Sa ngayon parang wala namn akong masyado nakikita pero sana meron silang mga parang mga palaro ba nakung sana di kailangan ng mga online games, ay walang online games di kailangan ng phones. (Moreso, I feel that the content of what I watch makes me hooked which affects my responsibilities at school that I must do online.)-PUB1

Para saakin, walang masyado ginagawa yung school para matangal yung distraction ng, para tulungan yung mga student matangal yung distraction sa mga ganitong mga devises o sa social media dahil din siguro may pagkakataon na nag momodular distance learning tayo, kaya isa rin paraan kung bakit nadidistract yung isang student, for example kapag may pinapaopen sila, so kapag may nag pump up na notification ako kase kung minsan yun yung, pag nakita kona yun madidistract nako so, isa yung sa mga ano reason den kung bakit hmm, napipigilan yung pag kafocus ko sa binibigay nilang mga task.(Schools don't do much to help students avoid these distractions, especially with modular learning. For example, when they ask us to open something online, a notification pops up, and I immediately lose focus.)-PUB2

Para saakin yung ginagawa ng mga teachers na hmm, inaask nila yung mga student na ikeep nila yung mga cellphones nila sa mga pockets nila o bags hmm, it's their way of keeping

student hmm for getting distracted from their devices. (Teachers try to prevent distractions by asking students to keep their phones in their pockets or bags.)-PUB3

Nakakatulong ang aming paraan kasi pag ano nagreremind sila, sasabihin nila na may quiz kami wag muna manood ng ganyan, wag muna maglaro ng ganyan, lagi saaming pinapaalala na kay gagawin kami lagi. like yung mga teachers sa school namin walang pagkukulang, laging sinasabi kung anong mga dapat namin gawin or hindi muna dapat gawin. (Teachers help by reminding us about upcoming quizzes and telling us to avoid playing or watching videos. They always guide us on what we should or shouldn't do.)-PUB4

Dito po sa aming school sa Rodolfo e parang wala pa po akong nakikitang ano mang activities na pweding makapag pabawas or makapag lessen po ng distractions sa ating mga digital aspects pero sa tingin ko po ang magandang gawin po ryan una sa lahat pagbawalan po ang pagdadala ng cellphone sa loob ng paaralan kasi po ang paaralan po is naka indicate lang po siya para makapag aral ng mabuti and kung magkakaroon po tayo ng devices na yan e mas lalong nakaka distract saatin kahit na alam natin na nakakatulong ito hindi parin natin maiiwasan na meron itong mas maraming distraction saating pag-aaral and pwede din silang gumawa yung school po natin ng mga activities na nag fofocus sa ah physical ability ng isang studyante, mental ability at hindi lang po mag focus sa mga digital ah resources yun parang ganon. (In our school, I haven't seen any activities that help lessen digital distractions. I think banning cellphones in school would be a good step since school is meant for learning. Even though devices are useful, they also bring more distractions. Schools should also organize activities that focus on students' physical and mental abilities instead of relying too much on digital tools.)-PUB5

So ayun po is parang wala akong nakikita wal ayy wala akong nakikita ginagawa nila pero pwede nilang gawin is parang magbigay sila ng activities na pwedeng salihan ng mga estudyante para at least malimitaan o maiba ang atension nila So there, it seems like I don't see anything, I don't see them doing anything, but what they could do is provide activities in school that students can participate in to at least limit or change their attention. (I don't see any initiatives being done, but one possible solution is for the school to provide activities that students can participate in. This could help limit distractions or shift students' attention to something more productive.)-PUB6

For me ano may balanse po siya kasi may may time limit kase ano pagoras ng pag-aaral pag aaral lang po talaga walang halong ano cell walang halong distraction. For me there is a balance because there is a limit like when it time to study it just study like there is no distraction. (For me, there is balance because there is a time limit. When it is time to study, I focus only on studying without any distractions.)-PUB7

Self-regulation and mindful balance

They maintain balance in their daily routine by setting clear boundaries around phone usage. When it is time to study, they deliberately concentrate solely on their work without distractions. To help with this focus, they establish a specific time limit for phone use, usually capping it at three hours, which enables them to manage their time effectively and complete necessary tasks. Listening to music also aids their concentration by preventing the temptation to check their phone.

In addition to exercising self-discipline, they sometimes ask their parents to hold onto their phones until they have enough time to finish their responsibilities. While they do not follow a formal strategy to avoid distractions, they find that not using their phone when there is no Wi-Fi or electricity helps reduce interruptions. They also try to connect with friends in more offline, distraction-free settings, enjoying activities like games and conversations without gadgets. Overall, they proactively manage distractions by intentionally going offline and focusing on schoolwork, household chores, and other responsibilities such as church duties.

The importance of self-regulatory orientation and its long-term impact on consumer health and well-being is evidenced further from a broader perspective of life history strategies (Fennis, 2022). In other words, Fennis (2022) views self-regulation as a critical mechanism that prompts people to make healthier choices as one of their long-term goals.

So, ano minsan, pinapakuha ko sa parents ko yung phone ko haggang sa ma may enough time ako para sa sarili ko, yun ba parang muni- muni ba para sa sarili tas yun. (So, sometimes, I ask my parents to get my phone until I have enough time for myself.)-PUB1

Yung mga ginagawa ko personally bilang student and bilang isang anak hmm, para malayo ako sa social media o para malayo ako sa mga cellphones ang gagawin ko is mag offline muna ako, gagawin ko yung mga kailanang kong gawin, gagawin yung mga task sa school, sa bahay at sa church. (To avoid distractions, I go offline and focus on my schoolwork, household chores, and church responsibilities.)-PUB2

I usually set a time where where, I use my phone para ah mabawas nadin yung pagiging ah distracted ko, and madisipline ko sarili ko so, what I do is nakikinig ako sa music para nadin hmm madistract ko sarili ko na ah hindi ko gamitin yung cellphone ko para makapag focus ako sa ginagawa ko. (To reduce distractions and discipline myself, I set a specific time for using my phone. I also listen to music to keep myself from using my phone and stay focused on my tasks.)-PUB3

Walang strategy kasi di ako nakakagamit ng gadget kapag wala lang wifi or internet or power ganyan, o minsan naman pag pinupuntahan ako ng mga kaibigaj ko, yon nag bobonding kami ng walang cellphone, bonding na may laro lang ganyan o usapan yon simple lang. (I don't have a specific strategy to avoid distractions. I just don't use my phone when there's no Wi-Fi, internet, or electricity. Sometimes, when my friends visit, we bond without gadgets—just playing games or talking.)-PUB4

First of all, I will think about what my goal is, and at the same time, once I have thought about it, I will stop using my cellphone so that I can focus on the goal I need to accomplish. So, I will limit my cellphone usage to within 3 hours in order to finish the activities or projects that I need to finish. (First of all, I will think about my goal. Once I have set my goal, I will stop using my phone to focus on what I need to accomplish. I will limit my phone usage to a maximum of three hours so that I can complete my activities and projects efficiently.)-PUB6

Ang ginagawa ko para ano hindi masyadong babad sa cellphone or sa ano mang gadyet is ano nag-aaral ako ng ano ng chess and like other things na puzzles ganon sinosolve. The things

that I do to get away from being distracted in my cellphone or any gadgets is practicing to play chess and other things like puzzles and solving games. (To avoid spending too much time on my phone or any gadget, I practice playing chess and solving puzzles or other brain games.)-PUB7

Self-discipline and healthy habits

They prefer participating in activities that do not involve gadgets, prioritizing their physical and mental well-being. Their parents also encourage them to limit screen time, aligning with their decision to focus on healthier alternatives. Instead of spending time on their phones, they work out, exercise, or play sports like basketball. These activities help reduce distractions and contribute positively to their overall health.

They adopt a goal-oriented approach, understanding that setting clear objectives is essential for staying on track. Once they establish their goals, they make a conscious effort to stop using their phone to maintain focus on the tasks at hand. To manage their time more effectively, they set a limit of three hours for phone usage, ensuring they can complete their activities and projects efficiently without letting distractions take over. This strategy demonstrates their commitment to balancing productivity with personal health.

Self-discipline exists when someone can wisely neglect, reconsider, or consider his/her conscience's desires (Hope, n.d.). It is when someone has the skill to control his/her impulses and feelings. A person who possesses this trait can avoid unhealthy excess or stop negative habits that could lead to negative consequences (Sasson, 2020).

Actually ako po hindi po talaga ako on sa mga digital na ganyan ah mas gusto ko po or mas prefer ko po yung mga hindi po nag cecellphone pero sa'kin ah binabawalan po ako ng mga parents ko na kapag sumosobra kana eh pwedi mo munang bitawan yung cellphone na yan pero ako po ang ginagawa ko ah imbis na maglaro ako sa cellphone kapag may time ako minsan nag wowork out, exercise ah minsan din nag aano ako, naglalaro ako ng mga sports like basketball yan yung mga ahm recreational activities para imbis na gumamit po tayo ng mga devices e yon nakatutulong na siya saatin para ma less yung distractions at nakatutulong din po siya saatin para sa ating wellbeing so yun lang po thank you. (Personally, I prefer activities without gadgets. My parents also remind me to limit my screen time. Instead of playing on my phone, I work out, exercise, or play sports like basketball. These activities not only reduce distractions but also improve my well-being.)-PUB5

PRIVATE

Distraction and its impact on focus

They often feel frustrated, especially when faced with multiple tasks like projects or assignments, as their phone frequently distracts them. This results in self-disappointment, as they realize that these distractions are negatively affecting their studies. At times, they become so absorbed in their phones that they do not even notice when their parents are trying to talk to them, illustrating how phone usage has taken over their attention. Notifications exacerbate this issue, pulling them in and causing them to lose focus, particularly during school.

The constant interruptions lead to feelings of regret as they recognize the consequences of being distracted. Their academic performance suffers because they struggle to concentrate, resulting in a poor understanding of the material and difficulty completing assignments. This frustration is intensified by the realization that these distractions impact their studies and interfere with daily tasks, such as household responsibilities. The loss of concentration while studying and the negative effect on their relationships due to overthinking further emphasize how phone distractions disrupt their ability to balance responsibilities and maintain meaningful connections.

The use of mobile phone technology can lead to sacrificing other goals, such as neglecting other commitments and decreasing social activities with friends and family (Lin, 2018).

Naiinis po, lalo na pag maraming gawain, lalo pag projects o assignments, ako po ay nadidistract mismo dahil sa gadget o phones. (I get frustrated, especially when there are many tasks to do, like projects or assignments. I often get distracted by my phone.)-PRI1

Parang atat pong gamitin yung phone kase po sa mga notif na nag papop up sa screen parang gusto ninyo po syang tignan agad, then mahout of focus kapo sa mga ginagawa mong activities sa school, then nakakasira po sya ng relationship kase mag ooverthing kapo if may tinatago ba partner mo o wala. (Notifications make you want to check your phone, causing distractions and loss of focus in school. It can also lead to overthinking in relationships.)-PRI2

Opo, nagsisi po ako dahil po sa, dahil po nadidistract sa pagagamit ng cellphones halimbawa nalang po sa mga diko po natatapos na paggawa ng assignment at sa gawaing bahay. (Yes, I regret getting distracted by my phone, as it affects my ability to complete assignments and household tasks.)-PRI3

Opo, naapektuhan dito yung pagaaral namin dahil po nadidistract, nawawalan po ng focus po sa ano sa pagaaral po. (Yes, my studies are affected because I get distracted and lose focus on my learning.)-PRI4

Nagsisisi po ako dahil naapektuhan po yung pag aaral ko di po ako nakakagawa madalas ng assignments at mga project po peta di po ako nakakapunta sa mga practice dahil late na po ako. (I regret that my studies are affected—often missing assignments, projects, and being late for practice.)-PRI5

Nafifeel ko po kapag distracted po ako kapag naapektuhan po ang aking pag aaral dahil po di po ako makapag focus at hindi ko po masyadong maintindihan ang mga nirereview ko. (I feel distracted when my studies are affected because I can't focus and don't understand what I'm reviewing.)-PRI6

Na didisappoint po ako saa aking sarili nadidistract ako sa paggamit ng cellphone at naapektuhan ito po nito ang aking pag aaral tsaka minsan din kapag kinakausap ako ng mga magulang ko hindi ko sila napapansin dahil naka focus lang ako sa pag cecellphone. (I feel disappointed in myself because I get distracted by my phone, which impacts my studies. Sometimes, I don't even notice when my parents are talking to me because I'm so focused on my phone.)-PRI7

Regret and its consequences on responsibility

This analysis reveals a profound sense of self-awareness and frustration regarding how distractions and poor time management impact an individual's life. They recognize that these challenges affect their academic performance—such as missed assignments and projects—and their extracurricular activities, like being late for practice. This awareness of falling behind in critical areas intensifies their regret, leading them to realize that their inability to stay on track obstructs their ability to achieve their goals.

Their frustration arises from the understanding that their current habits and distractions are preventing them from attaining the balance necessary for success in both academic and extracurricular pursuits. However, this frustration also highlights a desire for self-improvement, as the individual acknowledges the need to enhance their focus and discipline moving forward.

In a study of English-speaking adults, regret was determined not to be an epistemic emotion, unlike other negative emotions such as sadness, but it was rated as an emotion with high levels of certainty (Maher et al., 2019)

Minsan lumalabas po ako ng bahay para makipag laro po ako sa aming mga pinsan or sa kapatid ko po and then madalas po ang ginagawa ko is inaaya ko po yung mga kaibigan ko umalis o pumunta sa mga ibang lugar. (I try to limit my phone use by going outside to play with cousins or siblings and inviting friends to hang out or go to different places. I need to manage my time better and focus more on my studies and family.)-PRI8

Addiction and its negative impact on relationships and responsibilities

This analysis highlights a cycle of self-awareness, frustration, and internal conflict. The individual acknowledges their phone addiction and its extensive effects, leading to feelings of annoyance and disappointment. Their phone use has become an uncontrollable habit that disrupts important responsibilities, especially their studies. During tests—when the focus is essential—they struggle to resist the urge to check their phone, demonstrating the significant impact this distraction has on their attention and academic performance.

Moreover, their phone addiction negatively affects their relationships, particularly with family members. This creates tension, as they are reprimanded for being absent during family time. The criticism they receive likely intensifies their guilt and frustration, further reinforcing their dissatisfaction with their behavior.

O'Reilly et al. (2019) found that social media provides opportunities for mental health awareness and promotion for adolescents.

Ang mga dahilan po nito ay ang paglalari ng games, pag gamit an

another apps o marami pang iba. (The main reasons for this are

playing mobile games, browsing social media, and using other apps

instead of focusing on my work.)-PRI1

Time management and distraction.

They recognize that their primary distractions stem from playing mobile games, browsing social media, and engaging with various apps rather than concentrating on schoolwork. Much of their time is spent online gaming, and chatting with someone they are interested in further complicates the situation. The combination of these activities consumes valuable time that could be dedicated to academic responsibilities. Additionally, interactions with chatty friends make it even more difficult for them to concentrate, hindering their ability to keep up with school tasks.

Despite these distractions, they acknowledge that effective time management could be the key to overcoming these challenges. By allocating their time wisely and prioritizing schoolwork, they can minimize distractions and ensure their academic responsibilities are completed on schedule. This awareness indicates that they understand the importance of balancing personal interests with academic duties, although they may struggle to implement this balance consistently. Their insight into the need for better time management reflects a desire to improve their focus and productivity in the future.

Singh (2019) said that technology has a beneficial effect on the education sector. Teaching and assessing students with the assistance of computers and the Internet can both be carried out at anytime and anywhere.

Curiosity and impulsive behavior

They recognize that one of the primary reasons for their distractions is their curiosity about the messages or notifications they receive on their phone. The constant allure of these notifications creates a sense of intrigue, especially when they wonder who is messaging them or why their phone has vibrated. This curiosity is particularly pronounced when the messages come from loved ones, such as family members or close friends. The urge to check these notifications can quickly disrupt their focus, causing them to lose track of their tasks and responsibilities.

This ongoing curiosity underscores many individuals' struggle with the immediate gratification and engagement that notifications offer. The desire to stay connected and informed can become an overwhelming distraction, making it increasingly difficult to concentrate on other important activities.

While impulsivity is typically viewed as maladaptive and linked to negative consequences, curiosity is often regarded as a highly desirable trait essential to learning (Marvin et al., 2020).

I think po yung mga nag chachat na friends kase po if may sasabihin mo silang kwento or chismis mapapahaba pong yung kwento nila so madidistract kapo nun, then ma out of focus kapo ulit sa mga ginagawa mo school activities. (Chatty friends can be a big distraction, making it hard to concentrate on schoolwork.)-PRI2

Opo, dahil din po sa nagnonotif saakin ako'y nagtataka rin po, kung sino poba nag chachat saakin o bakit nag vibrate ang aking phone, kung ito poba ang aking mahal o aking nanay. (Notifications also make me curious about who is messaging me or why my phone vibrated, whether it is a loved one or my mother.)-PRI3

Nakakaabala po ito saakin pag po minsan nagaaral may magnonotif po saakin tas mawawala agad yung focus ko. (It

becomes disruptive when I'm studying, and a notification pops up, causing me to lose my concentration.)-PRI4

One reason is my curiosity about the messages or notifications I get on my phone. -PRI6

Management of distractions and fostering focus

They outline various measures schools implement to mitigate distractions caused by phones during class. Some schools, including their own, collect phones before class starts and return them after dismissal, ensuring students are not distracted by their devices during study time. Private schools sometimes enforce stricter policies by keeping phones until the end of the day. These measures help students focus in class and reduce the temptation to check notifications or engage with their phones.

They also mention personal strategies for managing distractions, such as activating the "Do Not Disturb" mode on their phones or handing their device over to the teacher to remain focused. Additionally, they sometimes hide their phone or take breaks by reading books or stepping outside for fresh air to clear their minds. These strategies demonstrate a conscious effort to combat distractions and create a more productive and focused study environment.

Overall, this combination of school policies and personal coping mechanisms reflects students' awareness of how distractions affect their ability to concentrate and proactive attempts to manage their phone use and stay on track with their academic responsibilities.

Students face challenges when completing academic assignments rather than studying in alone places (Brady et al., 2021)

Naabala po ako siguro dahil sa online games and sa pakikipag chat sa aking minamahal. (I get distracted by playing online games and chatting with someone I care about, which takes up a lot of my time.)-PRI7

Time management and avoiding distractions

They recognize that some students skip class to avoid boredom, play games, or hang out in the canteen instead of focusing on their studies. In contrast, they deliberately limit their phone use by participating in offline activities, such as playing with cousins or siblings or spending time with friends outdoors. This choice reflects their desire to take a break from digital distractions and reconnect with others more meaningfully.

Additionally, they acknowledge the need for improved time management to balance their academic responsibilities with family time. This awareness underscores the importance of prioritizing their studies and relationships, demonstrating a commitment to enhancing their focus and effectively managing their academic workload and personal connections.

The use of technology in our work environments, along with the consequent media multitasking, leads to a situation in which our brains tend to get distracted by interruptions, thus preventing us from keeping focused and staying in the present moment (Was et al., 2019).

Siguro po paglalaro ng online games tsaka pakikipag chat na rin po sa nililigawan ko. (I spend a lot of time playing online games and chatting with someone I'm courting.)-PRI8

Opo, dahil na coconfiscate sila ng phones para ma avoid ang distraction habbang discussions. (Yes, teachers sometimes confiscate phones to prevent distractions during class discussions.)-PRI1

Meron po they take the phones po during school hours para po di maging distraction sa mga students then ibibigay, ibabalik din po nila yung phone naming after class. (Some schools collect phones during class to prevent distractions and return them after.)-PRI2

May ginagawa naman po kahit papaano ang kaming paaralan, tulad po ng pagkukuha ng aming cellphone at binabalik naman po nila ang aming cellphone tuwing uwian. (Our school implements measures by collecting students' phones during class and returning them after dismissal.)-PRI3

Dito po sa private yung ginagawa po ng school namin is isusurrender yung phone namin, tas ibibigay din po paguwi para po dinakakaabala sa pagaaral namin. (In our private school, they collect our phones and return them at the end of the day to avoid distractions during study time.)-PRI4

Opo, meron naman po silang nagagawa nag coconfiscate po sila ng mga cellphones bago po pumasok nag coconfiscate po sila para makapag focus po sa lesson. (Yes, cinococonfiscate po nila yung mga cellphones during class hours and hindi din po ito pinapagamit sa oras ng klase.)-PRI5

Yes, cinococonfiscate po nila yung mga cellphones during class hours and hindi din po ito pinapagamit sa oras ng klase. (The school confiscates cellphones during class hours and doesn't allow phone use in class.)-PRI6

Ang ginagawa po namin ay cinococonfiscate ang aming cellphone pag karating namin sa school and ibibigay pagkatapos ng klase. (The school takes our phones when we arrive and gives them back after class to help us focus.)-PRI7

Tuwing umaga po kukunin po nila yung cellphone namen icococonfiscate po nila and then after school po dun po nila ibibigay yung cellphones. (The school helps by confiscating our phones in the morning and returning them after school.)-PRI8

Prioritization and balancing relationships

The analysis reveals that the individual is grappling with a conflict between the digital and physical worlds, particularly between online relationships and in-person connections with family. By making excuses and not responding to their significant other, they consciously prioritize family time, indicating that they recognize the importance of spending quality moments with those closest to them. Their decision to disengage from their phone and focus on family suggests an effort to establish healthier boundaries and minimize distractions stemming from digital interactions.

However, this behavior also highlights an underlying internal conflict. They may feel torn between maintaining digital relationships and the pressure to nurture personal, face-to-face connections. The act of not responding could reflect feelings of guilt or discomfort about choosing one over the other, further emphasizing the tension between virtual engagement and real-world presence. Their active attempts to limit the negative impact of their phone on relationships demonstrate a level of self-awareness and a desire to regain control over their time and priorities.

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Ultimately, this analysis underscores the individual's struggle to balance digital distractions with the need for genuine connection. Their behavior reflects an effort to cultivate deeper relationships by prioritizing family while also trying to reduce the influence of online distractions, even if this sometimes leads to tension or guilt. It signals a desire for more meaningful interactions and a recognition of the need for improved time management to avoid losing touch with important real-life connections.

Setting clear goals and prioritizing tasks are fundamental aspects of effective time management. According to Locke and Latham's Goal Setting Theory, individuals who set specific, challenging goals are likelier to perform better and experience higher motivation levels (Locke & Latham, 2019).

Yespp, tuwing umaga po kukunin po nila yung cellphone namen icococonfiscate po nila and then after school po dun po nila ibibigay yung cellphones. (The school helps by confiscating our phones in the morning and returning them after school.)-PRI1

Mag cutting sa klase, o paglalaro naglalaro po kami ng mga games, pumunta sa canteen para di mainip. (Some students skip class to play games, hang out at the canteen, or do other things to avoid boredom.)-PRI2

Time management po, para di madistract if ever man po may papagawa na activity sa school o projects para agad syang matapos. (Proper time management helps avoid distractions and ensures school tasks are done on time.)-PRI3

Pagbukas po ng dnd o pag pasurrender ng aking cellphone saaking teacher para makapag focus sa pagaaral. (Enabling "Do Not Disturb" mode or surrendering my phone to my teacher helps me stay focused on my studies.)-PRI4

Ano po nagbobola po uhhh di ko na po narereplyan baby ko kaya yon tsaka nag family bonding po. (I make excuses, don't reply to my "baby," and spend time with my family.)-PRI5

My strategies para mabawasan ang gadgets saakin ay power off ko ang aking device o mag do not disturb muna po. (My strategy to limit phone use is to turn off my device or put it on "Do Not Disturb" mode.)-PRI6

Ang ginagawa ko minsan ay tinatago ko ang aking cellphone at nagbabasa ako ng libro tsaka minsan lumalabas ako ng bahay para malibang. (To reduce distractions, I sometimes hide my phone, read books, or go outside to get some fresh air and clear my mind.)-PRI7

Minsan lumalabas po ako ng bahay para makipag laro po ako sa aming mga pinsan or sa kapatid ko po and then madalas po ang ginagawa ko is inaaya ko po yung mga kaibigan ko umalis o pumunta sa mga ibang lugar. (I try to limit my phone use by going outside to play with cousins or siblings and inviting friends to hang out or go to different places. I need to manage my time better and focus more on my studies and family.)-PRI8

Conclusion

- In this study, digital distractions among tenth graders in public and private schools include smartphone usage, social media engagement, and online entertainment. Both groups find it challenging to concentrate due to notifications, frequent phone use, and the allure of online content. Students in private schools often admit to using

their phones extensively, even during class, while those in public schools are often using their phones by their desire to access internet resources and responsibilities in school

- The t-test assuming unequal variances revealed no significant difference in technology distraction scores between public and private school students ($t = 0.47$). This suggests that students from both school types experience similar technology-related distractions in their learning environments.
- The study results support the suggestion of an intervention program aimed at helping students handle digital distractions. Time management can help students balance technology use for learning and personal activities by seminars on responsible technology use and the importance of time management. Technology Addiction educates students on the effects of excessive technology use on academics and health. Parental Guidance on Tech Usage Involve parents in managing students' technology use at home. Inconsistent School Policies on Tech Use, develop clear guidelines on technology usage during school hours.
- The several reasons for digital distractions, a lack of motivation can lead students to seek out non-academic online activities when they lose interest in their studies.

Recommendations:

- Encourage students to exchange ideas with their classmates and provide seminars on responsible technology use to help them manage their use of technology for both academic and personal goals.
- Use weekly digital detox challenges and classroom debates to educate students about the negative effects of excessive technology use on their academic performance and health.
- Organize workshops for parents and students on technology management to include parents in digital control measures for their kids at home.
- Develop thorough and well-thought-out policies for using technology in the classroom during working hours in collaboration with school councils and educational authorities.

Table 4 Intervention Program

Problem Identified	Objectives	Strategy/ Activity	Person Involved	Target Date	Outcome
Technology Distraction Among Tenth Graders	Help students balance technology use for learning and personal activities	Seminar on Responsible Technology Use, Peer Sharing Sessions	Teachers, IT Staff, and Stakeholders	1 st Quarter (June 2025)	80% of students attend and participate; improved time management skills.
Technology Addiction	Educate students on the effects of excessive technology use on academics and health.	Weekly Digital Detox Challenges, Classroom Discussions	Guidance Counselors and Teachers	1 st Quarter (July 2025)	80% attendance; reduced tech addiction; better academic focus.
Lack of Parental Guidance on Tech Usage	Involve parents in managing students' technology use at home.	Parent-Student Workshops on Tech Management	School Admin and Parent Council	2 nd Quarter (August 2025)	70% of parents participate; better home tech management.
Inconsistent School Policies on Tech Use	Develop clear guidelines on technology usage during school hours.	Drafting tech usage rules through school councils	DepEd Officials and School Admin	2 nd Quarter (August 2025)	implementation of clear and consistent tech rules in school.

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