

ABSTRACT

This study aimed to investigate the relationship between social media usage and attention span among three hundred higher secondary students and the results of the Social Media Attention Span Assessment Tool kit (SMASAT) showed that social media use and children's attention spans are not always related, regardless of the daily routine structure, type of curriculum, parental control and extracurricular involvement. These results contradict earlier theories regarding social media use and attention span in educational settings.

Keywords : *Psychological doorway, long-term memory, content creation, attention span and instructional films.*

Introduction

Technology has been a key driver of economic and educational advancement; virtual platforms have significantly increased access to education. During the COVID-19 pandemic, technology proved crucial for sustaining learning, mostly through online resources like YouTube and Google Drive, making learning resources easily accessible. YouTube facilitates content creation, streaming, and channel revenue, whereas Google Drive offers online storage and straight forward file sharing. YouTube is a widely used educational website that benefits educators and students worldwide. Countless educators on YouTube provide their expertise on a wide range of subjects, and the entire library is accessible from anywhere at any time because students who have access to an internet connection can watch the videos that the professors have provided online. As a consequence, teachers now have more opportunities to use YouTube. They may participate in the YouTube program run by AdSense and Subscriptions, teach their pupils, and learn more about their line of work.

Education has altered as a result of the impact of digital learning on psychological aspects, including motivation, memory, and attention. An individual's attention span, which is influenced by various characteristics such as age, experience, and interest, the amount of time they can devote to learning processes is the amount of time they can devote to learning processes. Social media instructional films greatly influence Viewers' attention spans, which affects their educational experiences. Based on these outcomes, educators might enhance their curricular activities.

Rationale of the study

Examining how technology affects memory, motivation, and attention is crucial since it has completely changed how knowledge is taught. As digitalisation spread, new ways of motivating students emerged, transforming traditional educational methods. Age, experience, and interest all affect a person's capacity for attention, which is the foundation of learning. These days, the most essential component of the system is educational social networking sites like YouTube or Google Drive that include instructional videos and other materials. However, the constant onslaught of information and contact may shorten children's attention span. Consequently, a strong correlation has been shown between the learners' diminished and/or sustained attention and these videos' fast-paced, fragmented quality. Teachers need to be aware of the effects of digital media use to relate to the study team's views on the positives and potential drawbacks of digitising various resources. A sound curriculum that categorises the benefits and drawbacks of various technologies is thus the result of actual implementation. Hence, the investigator is interested in knowing the impact of social media on the attention span of higher secondary school students.

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- i. To find out the level of impact of social media on the attention span of higher secondary school students with respect to daily routine structure, type of curriculum, parental control and extracurricular involvement.
- ii. To find out the significant difference, if any, in the impact of social media on the attention span of higher secondary school students with respect to their daily routine structure, type of curriculum, parental control and extracurricular involvement.

Hypotheses of the study

1. The level of impact of social media on the attention span of higher secondary school students with respect to their daily routine structure, type of curriculum, parental control, and extracurricular involvement is average.
2. There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of daily routine structure.
3. There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of the type of curriculum.
4. There is no significant difference in the impact of social media on the attention span of higher secondary schools in terms of parental control.
5. There is no significant difference among the impact of social media on the attention span of higher secondary school in terms of extra curricular involvement.

Method of study

The normative survey method, a research approach designed to collect data from a large number of people to analyse prevailing circumstances, attitudes, or behaviour, is used in the current study. This method is frequently used in social and educational research because it helps understand patterns, trends, and correlations by gathering data through questionnaires, interviews, or observations.

Sample

The sample consisted of 300 higher secondary students randomly selected from schools under Chengalpattu and Kanchipuram districts. The selected students represent varied academic backgrounds, learning

conditions, and socio-economic standards to facilitate detailed study of the research variables.

Tool used in the present study

Social Media Attention Span Assessment Toolkit (SMASAT)

Analysis of data

The investigator used mean, S.D., 't' test and F-test to analyse the data to find a meaningful interpretation of the raw scores.

Hypothesis 1: The level of impact of social media on the attention span of higher secondary school students with respect to their daily routine structure, type of curriculum, parental control and extracurricular involvement is average.

Table 1
The level of Impact of social media on the attention span of higher secondary school students in Kanchipuram and Chengalpattu Districts with respect to their background variables

Variables	Categories	N	Low		Moderate		High	
			N	%	N	%	N	%
Daily routine structure	Fixed	103	16	15.5	66	64	21	20.5
	Flexible	197	31	15	146	74	20	11
Type of curriculum	CBSE	180	23	12.7	127	70.5	30	16.8
	Matric	120	22	18.3	81	67.5	17	14.2
Parental control	Monitoring Control	217	29	13	123	57	65	30
	Restrictive Control	83	17	20	39	47	34	33
Extra curricular involvement	Sports	95	18	19	56	59	21	22
	Dance	178	22	13	123	69	33	18
	Martial Arts	27	5	19	13	48	9	33

From Table 1, it is evident that the level of impact of social media on the attention span of higher secondary school students with respect to their daily routine structure, type of curriculum, parental control and extracurricular involvement is average.

Hypothesis 2: There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of daily routine structure.

Table 2
‘t’ Value for the level of impact of social media on the attention span of higher secondary school students based on their daily routine structure

Daily routine	N	Mean	SD	t-value	Table Value	Remark
Fixed	103	200.76	67.80	0.167	1.96	Not Significant
Flexible	197	212.05	71.42			

From Table 2, it is evident that the calculated ‘t’ value 0.167 is smaller than the table ‘t’ value 1.96 at the 0.05 level of significance. Hence, it is clear that there is no significant difference between the impact of social media on the attention span of higher secondary school students with respect to daily routine structure. Hence, the null hypothesis "There is no significant difference between the impact of social media on the attention span of higher secondary school students based on daily routine structure" is accepted.

Hence, it is evident that the impact of social media on the attention span of higher secondary school students has no significant difference based on the type of daily routine structure.

Hypothesis 3: There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of the type of curriculum.

Table 3
‘t’ Value for impact of social media on the attention span of higher secondary school students based on the type of curriculum

Residence	N	Mean	SD	t-value	Table Value	Remark
CBSE	180	122.3	21.2	0.01	1.96	Not Significant
Matric	120	22.49	67.18			

From Table 3, it is evident that the calculated ‘t’ value (0.01) is less than the table ‘t’ value (1.96) at the 0.05 level of significance. Hence, there is no significant difference between the impact of social media on the attention span of higher secondary school students based on the type of curriculum. Hence, the null hypothesis "There is no significant

difference between the impact of social media on the attention span of higher secondary school students based on the type of curriculum" is accepted. Hence, it is evident that the impact of social media on the attention span of higher secondary school students has no significant difference based on type of curriculum.

Hypothesis 4: There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of parental control.

Table 4
‘f’ Value for impact of social media on the attention span of higher secondary school students based on parental control

Source of Variation	Sum of Square	DF	Mean Square Variance	‘f’ value		Remark
				Calculated Value	Tabulated Value	
Monitoring Control	115.03	217	1.07	0.12	3	Not Significant
Restrictive Control	290.39	83	1.5			

From table 4, it is evident that the calculated ‘f’ value (0.12) is less than the table ‘f’ value (0.12) at the 0.05 level of significance. Hence, there is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of parental control. Hence, the null hypothesis "There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of parental control" is accepted.

Hence, it is evident that the impact of social media on the attention span of higher secondary school students in terms of parental academic control has no significant difference.

Hypothesis 5: There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of extra curricular involvement.

Table 5

‘f’ Value for impact of social media on the attention span of higher secondary school students based on extracurricular involvement

Source of Variation	Sum of Square	DF	Mean Square	f value		Remark
				Calculated	Tabulated	
Sports	105.03	95	1.07	0.12	3.00	Not Significant
Dance	280.39	178	1.50			
Martial Arts	153.03	27	1.32			

From table 5, it is evident that the calculated ‘f’ value (0.12) is less than the table ‘f’ value (0.12) at the 0.05 level of significance. Hence, there is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of extracurricular involvement. Hence, the null hypothesis “There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of extracurricular involvement” is accepted.

Hence, it is evident that the impact of social media on the attention span of higher secondary school students in terms of extracurricular involvement has no significant difference.

Findings

1. The level of impact of social media on the attention span of higher secondary school students with respect to daily routine structure, type of curriculum, parental control, and extracurricular involvement is average.
2. There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of daily routine structure.
3. There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of the type of curriculum.
4. There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of parental control.
5. There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of extracurricular involvement.

Conclusion

Students' use of social media and their ability to concentrate in class have been thoroughly examined in this study. Higher secondary students did not significantly differ in the impact of social media on the attention span, according to results from questionnaires given to high school students using the Social Media Attention Span Assessment Toolkit (SMASAT).

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