




## From books to feeds: how social media is rewiring students attention

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Article History:	Abstract 
Received on: 05 Sep 2024 Revised on: 08 Oct 2024 Accepted on: 12 Nov 2024	<p>Technology, crucial for industrial and educational development, became essential during the COVID-19 pandemic, ensuring continuous learning. Platforms like YouTube and Google Drive facilitate this by providing easy access to educational videos. Google Drive offers cloud storage and sharing, while YouTube provides streaming, content creation, and monetization options. YouTube's features, such as offline viewing, child safety controls, and notifications, make it a leading educational resource, benefiting both creators and viewers globally. Learning has been revolutionized by digitalization, which has impacted psychological elements including motivation, memory, and attention. Age, experience, and passion all influence the attention span, which is important for learning. Social media educational films have a big impact on viewers' attention spans, which influences their learning. Teachers can better adapt curriculum for more effective learning by researching these effects. The purpose of the study was to determine how 300 high school students' attention spans are impacted by social media. The study using the Social Media Attention Span Assessment Toolkit (SMASAT) found that social media had no discernible effect on pupils' attention spans, regardless of their gender, age, residence, or father's occupation. These results are sceptical of earlier theories on the connection between social media use and attention span in learning environments.</p>
<p><b>Keywords:</b></p> <p>Technology, Continuous Learning, social media, educational films and Attention span.</p>	

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### INTRODUCTION

A culture of refinement and cultured persons is produced via education, which purposefully encourages people to gain information, skills, and a good outlook. It entails moral, social, mental, and physical abilities developing in a balanced manner. With an emphasis on STEAM courses and the integration of technology through digital and virtual learning, modern education strives to prepare students for success in the global economy. In today's classrooms, instructional videos are essential for increasing student engagement,

controlling cognitive load, and encouraging active learning. Students like blended learning, which blends traditional instruction with digital resources including podcasts, eBooks, apps, and videos. This also promotes engagement. The internet's growing accessibility and affordability make it easier to combine traditional and digital teaching techniques. It also gives free access to educational resources and promotes learning settings where students are free to choose their own paths.

Instructional videos promote complicated concepts, improve sensory engagement, help with retention, and are readily available. They increase participation, enable remote and blended learning, and support mixed learning. Expanded online course offerings, staff training, and enhanced communication are all advantageous to institutions.

Videos that are effective should be brief, animated, have a fair amount of material, and be interactive. To maximize learning, they should also include strategies like signalling, segmenting, weeding, and matching modalities. YouTube is an excellent teaching resource with several advantages. With thousands of free videos from different lecturers that are available anytime, anywhere, and compatible with varying internet connections, it offers students a plethora of possibilities. Instructors may use YouTube to share their expertise, improve their abilities, and make money through AdSense and subscriptions. By removing advertisements and other distractions, YouTube's new "Player for Education" improves the delivery of instructional content. By offering supplementary materials and detailed visual aids, it supplements in-person instruction.

Additionally, students have the option to replay videos as required to enhance comprehension and prepare for assessments.

Instructional videos provide free educational content, increasing accessibility and lowering costs associated with learning.

It also functions as a massive resource library, allowing educators to share and locate content with ease.

### **NEED FOR AND IMPORTANCE OF THE STUDY**

Examining how technology affects memory, motivation, and attention is vital since it has completely changed the way that education is taught. Traditional approaches have been transformed by digitalization, opening up new avenues for student engagement. The capacity for attention, which is crucial for learning, changes with age, experience, and interest. These days, social networking sites with easily available instructional films, such as Google Drive and YouTube, are essential to education.

However, pupils' attention spans may be impacted by the continual barrage of information and interaction. Because of their fast-paced, fragmented material, these films have the potential to either decrease or lengthen pupils' attention spans or improve learning. In order to maximize learning, educators must comprehend these consequences. Researching the effects of social media on attention spans aids in the development of attention-grabbing and attention-holding content creation techniques.

In order to improve learning outcomes and develop more potent instructional tactics, this research attempts to strike a balance between the advantages and possible drawbacks of digital resources.

### **OBJECTIVES OF THE STUDY**

To find out level of impact of social media on the attention span of higher secondary school students with respect to gender, age, residence, or father's occupation.

To find out the significance difference if any, in the impact of social media on the attention span of higher secondary school students with respect to gender, age, residence, or father's occupation.

### **HYPOTHESES OF THE STUDY**

The level of impact of social media on the attention span of higher secondary school students respect to gender, age, residence, or father's occupation is average.

There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of Gender.

There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of Student's Residence.

There is no significant difference among the impact of social media on the attention span of higher secondary school in terms of Father's Occupation.

### **METHOD OF STUDY**

The normative survey method has been adopted in the present study.

### **SAMPLE**

Population of the study consists of 300 higher secondary school students from various schools in Chengalpattu and Kanchipuram Districts.

### **TOOLS USED IN THE PRESENT STUDY**

Social Media Attention Span Assessment Toolkit (SMASAT)

### **ANALYSIS OF DATA**

To find the meaningful interpretation of the raw scores, the investigator used mean, S.D, 't' test and 'f' test to analyse the data.

### **Hypothesis - 1**

The level of impact of social media on the attention span of higher secondary school students with respect to their gender, age, residence, or father's occupation is average is average.

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 gender, age, residence, or father's occupation is average 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 Gender

From **Table 2**, it is evident that the calculated 't' value 0.167 is smaller than the table 't' value 1.96 at 0.05 level of significance. It is Not Significant. It is clear that there is no significant difference between the impact of social media on the attention span of higher secondary school students on both type of Gender. 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 type of gender" 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 Gender.

### **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 student's residence

From **Table 3**, it is evident that the calculated 't' value 0.01 is lesser than the table 't' value 1.96 at 0.05 level of significance. It is Not Significant. It is clear that there is no

**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		Average		High	
			Count	Percentage	Count	Percentage	Count	Percentage
Gender	Male	163	22	13.4	113	69.3	28	17.3
	Female	147	20	13.6	105	71.6	22	14.8
Age	16 Yrs.	180	23	12.7	127	70.5	30	16.8
	17 Yrs.	120	22	18.3	81	67.5	17	14.2
Residence	Hostel	13	1	7.6	11	84.8	1	7.6
	Day Scholar	287	36	12.5	199	69.3	52	18.2
Father's Occupation	Coolie	59	7	11.8	39	66.1	13	22.1
	Government	103	17	16.5	65	63.1	21	20.4
	Business	66	9	13.6	38	57.5	19	28.9
	Farmer	64	9	9.3	51	79.6	7	10.1
	Other	8	1	12.5	6	75	1	12.5

**Table 2 t' Value for the level of impact of social media on the attention span of higher secondary school students based on their gender**

Variables	Gender	N	Mean	SD	t- value	Table Value	Remark
Gender	Male	163	219.76	67.80	0.167	1.96	Not Significant
	Female	147	212.05	71.42			

**Table 3 't' Value for impact of social media on the attention span of higher secondary school students based on student's residence**

Variables	Residence	N	Mean	SD	t- value	Table Value	Remark
Student's residence	Hostel	7	122.30	21.2	0.01	1.96	Not Significant
	Day scholar	293	22.49	67.18			

**Table 4 'F' Value for impact of social media on the attention span of higher secondary school students based on father's Occupation**

Variables	Source of Variation	Sum of Square	DF	Mean Square	F value		Remark
					Calculated	Tabulated	
Father's Occupation	Between samples	115.03	107	1.07	0.12	3.00	Not Significant
	Within Samples	290.39	191	1.50			

significant difference between the impact of social media on the attention span of higher secondary school students based on type of Student's Residence. Hence the null hypothesis "There is no significant difference

between the impacts of social media on the attention span of higher secondary school students based on type of Student's Residence." 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 Student's Residence.

#### **Hypothesis - 4**

There is no significant difference between the impact of social media on the attention span of higher secondary school in terms of father's Occupation.

#### **FINDINGS**

The level of impact of social media on the attention span of higher secondary school students respect to gender, age, residence, or father's occupation is average.

There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of Gender.

There is no significant difference between the impact of social media on the attention span of higher secondary school students in terms of Student's Residence.

There is no significant difference between the impact of social media on the attention span of higher secondary school in terms of Father's Occupation.

#### **CONCLUSION**

The current study underscores the necessity for educators to strike a balance between traditional teaching methods and digital tools. Social media and online educational resources, such as YouTube and Google Drive, have been shown to enhance student engagement and offer greater flexibility in learning. However, the research indicates that these digital tools do not inherently impact students' attention spans. This finding suggests that while digital resources are valuable, they should be integrated thoughtfully into the curriculum. Future research should delve deeper into understanding how different types of digital

content such as videos, interactive apps, and online quizzes and varied usage patterns affect learning outcomes. By exploring these nuances, educators can develop more effective strategies for incorporating digital tools into their teaching. This ongoing research is essential for optimizing educational practices in the digital age, ensuring that students benefit from both traditional and modern learning methods.

#### **Ethical Approval**

No ethical approval was necessary for this study.

#### **Author Contribution**

All authors made substantial contributions to the conception, design, acquisition, analysis, or interpretation of data for the work. They were involved in drafting the manuscript or revising it critically for important intellectual content. All authors gave final approval of the version to be published and agreed to be accountable for all aspects of the work, ensuring its accuracy and integrity.

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