

A Study on Impact of Social Media on the Attention Span of Secondary School Students in Villupuram District

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Abstract: The present research was undertaken to find out the impact of social media on the Attention Span of Secondary School Students. The survey method has been adopted to study the impact of social media on the Attention Span of Secondary School Students in Villupuram District of Tamil Nadu. The present study was conducted with 300 Secondary School Students studying in different type of Schools and different Locations of Villupuram District. The impact was measured by using the Impact of social media on the Attention Span Inventory developed by Research Scholar under the guidance of Research Supervisor. The findings revealed that the level of impact of social media on the attention span of secondary school students in Villupuram District has no significant difference based on type of type of School, Gender, Age and Medium of instruction.

Keywords: Impact of social media, Attention Span, Secondary School Students, Villupuram District

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I. Introduction

“The principal goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.” – Jean Piaget. Education is the intentional engagement of a child or adult to gain knowledge, skills, proficiency, and a positive mindset. It makes an individual cultivated, refined, refined and instructed. For a humanized and mingled society, instruction is the main means. It will probably make a singular awesome. The general public appreciates learning because they believe it to be a panacea. The secret is to deal with life's many obstacles. Schooling has been depicted as a course of awakening to life: Awakening to life and its secrets, its feasible issues and the ways of tackling the issues, and praise the secrets of life. Awakening to the interdependencies, everything being equal, to the danger to the worldwide town, to the power inside mankind to make options, to the deterrents settled in monetary, social and political designs that forestall the awakening.

II. Need and Significance for The Study

The study on the effect of social media on Secondary School students is crucial as it introduces a specialized assessment tool tailored to this demographic, allowing for a thorough examination of social media's multifaceted influence. By exploring variables like academic performance, social relationships, mental health, and time management, the research sheds light on both positive and challenging dimensions of social media engagement. It informs the design of targeted interventions and digital literacy programs, aligning educational initiatives with the unique needs of Secondary School students in the digital age. Serving

as a foundational resource, the research promotes evidence-based decision-making, advocating for a balanced approach that harnesses technology's benefits while safeguarding students' holistic development. Overall, the study addresses a critical literature gap and provides actionable knowledge for those shaping the educational experiences of Secondary School students.

III. Statement of the Problem

The present study is entitled as “A Study on Impact of social media on the Attention Span of Secondary School Students in Villupuram District”.

IV. Review Of Related Literature

1. Suniandra Jarizmy, Rina Maryanti, Verra Wulandary, Asep Rudi Irawan (2021) conducted a study on "The Effectiveness of Using the YouTube Platform in Learning Videos Making Posters for Elementary School Students during the Covid-19 Pandemic". It was found that The use of the YouTube platform is very useful to make it easier for teachers to access and provide learning videos to students during this pandemic, so that learning becomes fun and easy for students to understand.

2. Subramanian (2018), conducted a study on "Myth and Mystery of Shrinking Attention Span" It was found that the Factors such as constant connectivity through smartphones, 24/7 Internet access, and a barrage of notifications were identified as key contributors to shrinking attention spans.

V. Hypotheses of the Study

The Hypotheses of the study were

1. There is no significant difference among the level of impact of social media on the attention span of

- secondary school students in Villupuram District based on type of School.
2. There is no significant difference in the level of impact of social media on the attention span of secondary school students in Villupuram District in terms of Gender.
 3. There is a no significant difference among the level of impact of social media on the attention span of secondary school students in Villupuram district in terms of age.
 4. There is no significance difference in the level of impact of social media on the attention span of secondary school students in Villupuram district in terms of medium of instruction.

VI. Methodology

In the present study, the investigator followed **normative survey method**. Normative survey method of research concerns itself with the present. Phenomena in forms of conditions, practices, beliefs, processes, relationship or trends. It is used to study, desirable and interpret what exist of present.

VII. Tool Used for the Study

Demographic Data

An information (personal data) schedule seeking information regarding the personal background of the prospective teachers was prepared and used by the investigator. The personal data collected from the prospective teachers include the Name of the school, Gender, Age, medium of instruction, district, Students Residences, Locality of the Institution, Parents Occupation - Father and mother, Monthly Income.

Social Media Attention Span Assessment Toolkit (SMASAT)

An updated tool to study the impact of social media on attention span among school students is not available. Hence, the investigator has decided to construct and validate a test to study the impact of social media on attention span on students. In order to construct the test, the investigator collected variety of information regarding the impact of social media on attention span from the experts, web recourses and other source. Based on the aforesaid collection of information regarding the impact of social media on attention span among secondary school students.

Pilot Study

The pilot study contains 81 statements for a total of 150 marks. Copies of this tool have been given to 30 school students at Villupuram district. All the 30 subjects were arranged in the descending order from the top-most scorer to the bottom-most scorer. Then they were subjected to item analysis.

VIII. Reliability and Validity of the Tool

The reliability of the SMASAT was determined by the split-half method. The scale was divided into two halves and each half was treated as separate test. The

statements were numbered from 1 to 30. The odd numbered items were made into a test and the even numbered items were made into another test, The reliability of the scale by split-half technique (consistency) followed by the use of spearman-Brown prophecy formula is found to be 0.85. The intrinsic validity is also called as the index of reliability (Guildford, 1954). The formula to be used to determine the intrinsic validity is the square root of its reliability. Thus, the validity of this is

$$r = 0.93$$

$$V = \sqrt{r}$$

$$V = \sqrt{(0.93)} = 0.98$$

Thus, from the two co-efficient it may be inferred that this test is highly reliable and valid.

IX. Sample Of The Study

The Sample was chosen from Secondary School students studying in Villupuram District.

X. Analysis and Interpretation of Data

Hypothesis – 1:

There is no significant difference among the level of impact of social media on the attention span of secondary school students in Villupuram District based on type of School.

Table – 1 Difference among the level of impact of social media on the attention span of secondary school students in Villupuram District in terms Type of School

Category	Sources of variation	Sum of Square	DF	Mean square	f value		Remarks
					*	**	
Type of School	Between samples	173.71	111	1.558	1.60	3.00	Not significant
	Within Samples	290.39	188	1.54			

*: Calculated

** : Tabulated

NS- (Hypothesis accepted)

From the above the table, it is evident that the calculated 'f' value 1.60 is lesser than the table 'f' value 3.00 at 0.05 level of significance. It is Not Significant. It is clear that there is no significant difference among the level of impact of social media on the attention span of secondary school students in Villupuram districts based on type of School. Hence the null hypothesis "There is no significant difference the level of impact of social media on the attention span of secondary school students in Villupuram District based on type of School" is accepted.

Hence, it is evident that the level of impact of social media on the attention span of secondary school students in Villupuram District has no significant difference based on type of type of School.

Hypothesis – 2:

There is no significant difference in the level of impact of social media on the attention span of secondary

school students in Villupuram District in terms of Gender.

Table 2 - Difference in the level of impact of social media on the attention span of secondary school students in Villupuram District in terms of Gender

Category	Number	Mean	Std. Dev.	t Value		Remarks
				*	**	
Male	163	219.76	67.8	0.19	1.96	Not Signif.
Female	137	212.05	71.4			

*: Calculated

**: Tabulated

NS- Not Significant (Hypothesis accepted)

From the above the table, it is evident that the calculated 't' value 0.19 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 in the level of impact of social media on the attention span of secondary school students in Villupuram District on both type of Gender. Hence the null hypothesis "There is no significant difference in the level of impact of social media on the attention span of secondary school students in Villupuram District based on type of gender" is accepted. Hence, it is evident that the level of impact of social media on the attention span of secondary school students in Villupuram District has no significant difference based on type of Gender.

Hypothesis – 3:

There is a no significant difference among the level of impact of social media on the attention span of secondary school students in Villupuram district in terms of age.

Table 3 Difference among the level of impact of social media on the attention span of secondary school students in Villupuram District in terms of Age

Categ	Sources of Variation	Sum of Square	DF	Mean square	f value		Remarks
					*	**	
Age	Between samples	167.20	179	0.93	0.402	3.00	Not signif.
	Within Samples	290.87	299	0.96			

*: Calculated

**: Tabulated

NS- (Hypothesis accepted)

From the above the table, it is evident that the calculated 'f' value 0.402 is lesser than the table 'f' value 3.00 at 0.05 level of significance. It is Not Significant. It is clear that there is no significant difference among the level of impact of social media on the attention span of secondary school students in Villupuram district based on type of Age. Hence the null hypothesis "There is no significant difference among the level of impact of social media on the attention span of secondary school students in Villupuram district based on type of Age" is accepted.

Hence, it is evident that the among the level of impact of social media on the attention span of secondary school students in Villupuram district has no significant difference in classroom teaching based on type of Age.

Hypothesis 4

There is no significance difference in the level of impact of social media on the attention span of secondary school students in Villupuram district in terms of medium of instruction.

Table 4 Difference in the level of impact of social media on the attention span of secondary school students in Villupuram district in terms of medium of instruction

Medium	No.	Mean	Standard Deviation	t value		Remark
				*	**	
English	195	237.3	70.69	0.09	1.96	Not significant
Tamil	105	205.46	59.92			

*: Calculated

**: Tabulated

NS- Not Significant (Hypothesis accepted)

From the above the table, it is evident that the calculated 't' value 0.09 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 significant difference in the level of impact of social media on the attention span of secondary school students in Villupuram district based on type of medium of instruction. Hence the null hypothesis "There is no significant difference in the level of impact of social media on the attention span of secondary school students in Villupuram district based on type of medium of instruction" is accepted. Hence, it is evident that the level of impact of social media on the attention span of secondary school students in Villupuram district has no significant difference in classroom teaching based on type of medium of instruction.

XI. Conclusion

Social media undeniably offers numerous benefits, its unchecked usage among school students can lead to detrimental effects on attention span and academic performance. The pervasive nature of social media platforms, with their endless streams of content and notifications, can disrupt students' ability to concentrate on their studies and absorb information effectively. Research indicates that excessive use of social media is correlated with decreased attention span, reduced cognitive control, and difficulty in maintaining sustained focus. Constantly switching between multiple tabs, apps, and devices can fragment students' attention, making it challenging for them to engage deeply with learning materials and retain information over time. To address these challenges, it is imperative for educators, parents, and policymakers to promote digital literacy and responsible social media usage among students.

XII. References

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