

Learning in the Midst of Noise: Student Concentration and Academic Performance in the Digital Age in San Pedro Integrated School, Sulangon District, Dapitan Division

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ABSTRACT

This study examined the relationship between student concentration and academic performance in the digital age at San Pedro Integrated School, Sulangon District, Dapitan Division. Specifically, it sought to determine the level of students' concentration amid digital distractions and their academic performance in terms of grades. A descriptive-correlational research design was employed with student-respondents selected through random sampling, using a standardized Likert-scale questionnaire. Data were gathered from selected classes and analyzed using mean and Pearson correlation to determine relationships between variables. The students' level of concentration obtained a composite mean of 3.18 interpreted as "moderate," indicating occasional

distraction due to mobile phones and social media use. This indicates that while learners remain engaged in lessons, frequent notifications and online activities intermittently reduce sustained attention during classroom instruction. Meanwhile, academic performance recorded a mean grade of 85.6 interpreted as "satisfactory," suggesting that students are still able to meet academic expectations due to adaptive learning strategies and teacher support in the learning environment. Furthermore, a significant relationship was found between concentration and academic performance, implying that higher focus leads to better academic outcomes. The finding emphasizes the importance of improving focus management strategies to enhance students' academic outcomes in digitally enriched classrooms. The study concludes that digital distractions moderately affect concentration but do not fully hinder academic success and schools should implement digital discipline policies and structured classroom monitoring systems in place.

Keywords: *student concentration, academic performance, digital age, social media distraction, learning environment.*

INTRODUCTION

The rapid advancement of digital technology has significantly transformed the learning environment of students in basic education. Mobile phones, social media platforms, and online applications have become integral parts of learners' daily routines. While these tools provide access to vast educational resources, they also introduce numerous distractions that may affect students' ability to focus during

classroom instruction. As a result, student concentration has become a growing concern among educators in the digital age.

Student concentration is a critical factor that influences learning outcomes and academic achievement. It refers to the ability of learners to maintain attention on academic tasks while filtering out irrelevant stimuli. In school settings, sustained attention is essential for understanding lessons, participating in discussions, and completing academic requirements effectively. However, with the presence of digital distractions, maintaining concentration has become increasingly challenging for many students.

Academic performance, on the other hand, serves as a measurable indicator of students' learning progress and educational success. It is often reflected through grades, test scores, and classroom participation. Various factors influence academic performance, including motivation, teaching strategies, learning environment, and concentration levels. In the context of modern education, the interplay between digital exposure and academic achievement warrants careful investigation.

In San Pedro Integrated School, Sulangon District, Dapitan Division, students are increasingly exposed to digital devices both inside and outside the classroom. This exposure raises concerns regarding how such technologies affect their attention span and learning outcomes. Teachers have observed that some learners struggle to maintain focus during lessons, particularly when mobile phones or online activities are accessible.

Despite these challenges, digital technology also offers opportunities for enhanced learning experiences when used appropriately. Educational applications and online platforms can support instruction and improve student engagement. However, the balance between productive use and distraction remains a key issue that schools must address to ensure effective learning.

Therefore, this study aims to examine the relationship between student concentration and academic performance in the digital age at San Pedro Integrated School. By understanding this relationship, educators and school administrators can develop strategies to improve classroom focus and enhance academic outcomes in a technology-driven learning environment.

METHODS

Research Design

This study employed a descriptive-correlational research design to determine the relationship between student concentration and academic performance in the digital age at San Pedro Integrated School, Sulangon District, Dapitan Division. The descriptive aspect was used to describe the level of student concentration and academic performance, while the correlational aspect was utilized to examine the significant relationship between the two variables.

The descriptive method is appropriate for identifying and interpreting the current status of variables without manipulating them. In this study, it helped in assessing the extent of students' concentration in the classroom and their level of academic performance based on available data such as survey responses and academic grades.

On the other hand, the correlational method was used to determine whether a relationship exists between student concentration and academic performance. This method does not establish causation but provides evidence on whether changes in concentration levels are associated with changes in academic outcomes. The Pearson Product-Moment Correlation Coefficient was used as the statistical tool for analysis.

Through this research design, the study was able to provide a clear understanding of how digital-age distractions may influence students' focus and learning outcomes. The findings serve as a basis for proposing interventions that may improve student concentration and enhance academic performance in the school setting.

Participants of the Study

The participants of this study were the selected students of San Pedro Integrated School, Sulangon District, Dapitan Division. They were chosen as respondents because they are directly exposed to the digital learning environment and are the most appropriate source of data regarding student concentration and academic performance in the classroom setting.

The study involved a total of respondents selected through random sampling, ensuring that each student had an equal chance of being included in the sample. The respondents came from different grade levels to provide a more comprehensive understanding of how concentration and academic performance vary among learners in the digital age.

The participants were both male and female students to ensure diversity and balance in the data collected. This allowed the researcher to capture varied perspectives and experiences regarding the use of digital devices and their impact on learning behaviors.

Only those students who were officially enrolled during the conduct of the study were included as participants. Learners who were absent during data gathering or those who did not consent to participate were excluded to maintain the validity and reliability of the results.

The selection of these participants was essential in providing accurate and relevant data for the study. Their responses served as the primary basis for analyzing the relationship between student concentration and academic performance in a digitally influenced learning environment.

Research Instrument

This study utilized a structured survey questionnaire as the primary research instrument in gathering data on student concentration and academic performance in the digital age at San Pedro Integrated School, Sulangon District, Dapitan Division. The questionnaire was designed by the researcher based on related literature and studies, and was validated by experts to ensure its clarity, relevance, and appropriateness for the respondents.

The instrument was divided into two main parts. The first part focused on the level of student concentration, which included indicators such as attention during class discussions, ability to ignore digital distractions, focus on academic tasks, and time spent on non-academic mobile phone use during class hours. The second part focused on the academic performance of students, which was measured through self-reported grades and academic engagement indicators such as participation, completion of tasks, and consistency in school requirements.

A Likert scale was used to measure the responses of the students. The scale allowed respondents to indicate the extent of their agreement or frequency of certain behaviors related to concentration and academic performance. This provided a quantitative basis for interpreting the levels of each variable.

To ensure validity, the questionnaire underwent content validation by selected teachers and research advisers. Suggestions and corrections were incorporated before final distribution. Reliability was also established through a pilot testing procedure to ensure consistency of the instrument.

Overall, the research instrument was essential in obtaining accurate and reliable data needed to analyze the relationship between student concentration and academic performance in a digital learning environment.

Data Gathering Procedure

The data gathering procedure of this study followed a systematic process to ensure the accuracy, reliability, and ethical conduct of the research. Prior to the actual data collection, the researcher secured permission and approval from the school administration of San Pedro Integrated School, Sulangon District, Dapitan Division, as well as from the concerned authorities. This ensured that the study was conducted in accordance with institutional guidelines.

After approval was granted, the researcher identified the respondents through a random sampling technique. The selected students were informed about the purpose of the study, including its objectives and

significance. Consent was obtained from the participants to ensure voluntary participation and ethical compliance.

The validated survey questionnaires were then distributed to the selected respondents during their available class schedule. Clear instructions were provided to ensure that the students understood how to accomplish the instrument properly. The researcher also ensured that respondents were given enough time to answer the questionnaire without pressure or influence.

After the retrieval of the completed questionnaires, the responses were checked for completeness and consistency. Incomplete or invalid responses were excluded from the analysis to maintain the integrity of the data. The collected data were then organized, tabulated, and prepared for statistical treatment.

Finally, all gathered data were kept confidential and used solely for academic purposes. The systematic procedure ensured that the findings of the study on student concentration and academic performance in the digital age were valid, reliable, and ethically obtained.

Data Analysis

The data gathered in this study on student concentration and academic performance in the digital age at San Pedro Integrated School, Sulangon District, Dapitan Division were analyzed using appropriate statistical tools in line with the research objectives. Descriptive statistics were employed to determine the level of student concentration and academic performance. Specifically, the mean was used to compute the average responses of the students based on the Likert-scale questionnaire and academic records.

For interpretation of the mean scores, a verbal description scale was applied. The level of student concentration was interpreted as low, moderate, or high, depending on the computed mean values. Similarly, academic performance was interpreted using descriptive equivalents such as poor, satisfactory, good, or very satisfactory, based on the students' average grades.

In addition to descriptive analysis, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the significant relationship between student concentration and academic performance. This statistical tool was appropriate for measuring the strength and direction of the relationship between the two continuous variables.

Based on the abstract findings, the computed mean for student concentration was 3.18, interpreted as moderately concentrated, indicating that students occasionally experience digital distractions such as mobile phone use and social media engagement. The academic performance had a mean grade of 85.6, interpreted as satisfactory, suggesting that students are still able to meet the minimum academic requirements despite distractions.

Furthermore, the correlation analysis revealed a significant relationship between student concentration and academic performance, indicating that students with higher concentration levels tend to perform better academically. These results support the conclusion that improving student focus in the digital learning environment may enhance overall academic outcomes.

RESULTS

This section presents the findings of the study on student concentration and academic performance in the digital age at San Pedro Integrated School, Sulangon District, Dapitan Division. The results are organized based on the research questions and analyzed using mean and Pearson correlation.

In terms of student concentration, the respondents obtained a composite mean of 3.18, which is interpreted as moderately concentrated. This result indicates that students are generally able to focus during classroom discussions; however, their attention is occasionally interrupted by digital distractions such as mobile phone notifications, social media usage, and online activities. Despite these interruptions, students still demonstrate a reasonable level of attentiveness in their academic tasks.

For academic performance, the students recorded a mean grade of 85.6, interpreted as satisfactory. This suggests that most learners are meeting the expected academic standards in their subjects. Although

digital distractions are present, students are still able to cope with academic requirements through teacher support, classroom management, and personal effort in completing tasks and assignments.

Furthermore, the study revealed a significant relationship between student concentration and academic performance. The computed correlation value showed that students with higher levels of concentration tend to achieve better academic performance compared to those with lower attention levels. This finding implies that concentration plays an important role in determining academic success in a digital learning environment.

Overall, the results suggest that while digital-age distractions moderately affect student concentration, they do not completely hinder academic performance. However, improving focus and minimizing distractions can further enhance students' academic outcomes in school.

DISCUSSION

The findings of this study on student concentration and academic performance in the digital age at San Pedro Integrated School, Sulangon District, Dapitan Division provide important insights into how digital distractions influence learning outcomes. The results revealed that students have a moderate level of concentration (mean = 3.18), indicating that while learners are generally attentive during classroom instruction, their focus is occasionally disrupted by digital devices and online activities. This suggests that the presence of technology in the learning environment has both positive and negative effects on student attention.

The moderate level of concentration can be attributed to the increasing use of mobile phones and social media among students. Although these tools can support learning, they also serve as sources of distraction when not properly regulated. This finding supports the idea that digital engagement must be carefully managed to prevent it from interfering with academic tasks and classroom participation.

In terms of academic performance, the students obtained a satisfactory mean grade of 85.6, indicating that they are still able to meet academic expectations despite the presence of distractions. This may be due to the efforts of teachers in providing guidance, structured lessons, and classroom management strategies that help students stay on track academically.

The study also found a significant relationship between student concentration and academic performance, implying that students who maintain higher levels of focus tend to achieve better academic outcomes. This reinforces the importance of attention and cognitive engagement in the learning process, especially in digitally enriched classrooms where distractions are common.

Overall, the findings highlight the need for balanced integration of digital tools in education. While technology can enhance learning, it should be accompanied by proper discipline, monitoring, and digital literacy to ensure that students remain focused and productive. Schools and teachers play a crucial role in guiding students toward responsible use of technology to improve both concentration and academic performance.

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