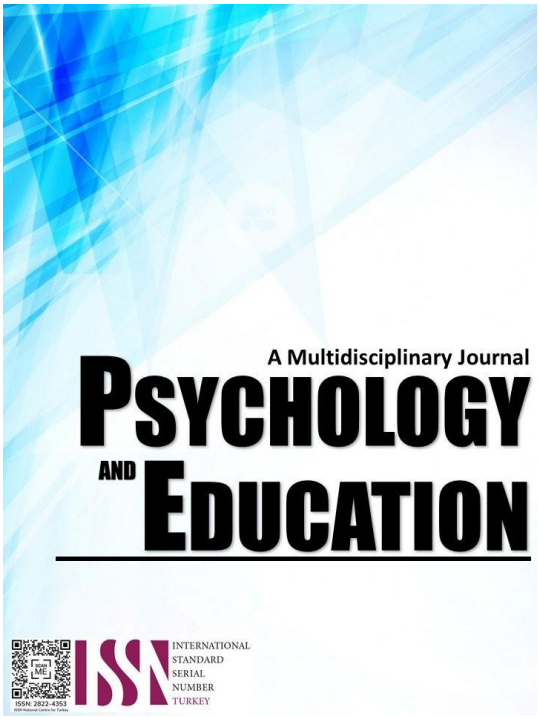
GLUED ON GADGET BUTTONS: DIGITAL DISTRACTION AND LEARNING MOTIVATION



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Research Article

Glued on Gadget Buttons: Digital Distraction and Learning Motivation

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Abstract

Due to the sudden shift of colleges and universities to online distance learning from face-to-face learning, digital platforms have become more prominent in the academic life of college students. However, while these digital platforms served as an aid to learning, they could also contribute to their digital distraction. This study aimed to determine the relationship between digital distraction and learning motivation of college students at a Higher Educational Institution as they engage in online distance learning. Furthermore, the study intended to assess the students' level of digital distraction as indicated by social media usage, playing of video games, video streaming, reading/sending of text messages, and Internet addiction factors namely, emotional/psychological conflict and mood modification. It also assessed their level of learning motivation as indicated by value components, expectancy components, and an affective component. Descriptive statistics and bivariate correlation analysis were utilized to analyze the survey data. This study comprised 225 respondents who are college students aged 18 and above. Findings from a survey of these students revealed a significant positive correlation between students' digital distraction and their learning motivation in online classes, but only to a weak degree. Furthermore, the findings revealed that the students' overall level of digital distraction was moderate, whereas their overall level of learning motivation was relatively high. The researchers discussed evaluations of these results and recommendations for educators and future research. Considering that learning nowadays already revolves around the internet and various digital platforms, this study extends its significance to students around the world as they may be informed about the implications of digital distraction and its relationship with learning motivation. In addition, knowledge about this phenomenon might urge administrators of academic institutions and the public in general to cultivate self-regulation and responsible use of digital platforms in their learning pursuits to make digital learning sustainable.

Keywords: *digital distraction, learning motivation, descriptive-correlational, Davao City, Philippines*

Introduction

Since the emergence of various digital platforms, most people's attention has shifted from physical to virtual. This is evident in the young consumers of digital media, specifically university students. While it is recognized that technologies are beneficial for college students in terms of convenient communication and access to information (Sorrels, 2018), they may also distract students and encourage them to engage in activities unrelated to what their studies demand (Alt, 2017). Additionally, Seemiller and Stover (2017) found out in their survey of 193 undergraduates that the usage of personal devices inside the classroom is prevalent where college students access certain types of platforms mostly for non-class-related purposes.

There are numerous pieces of evidence on the adverse impact of frequent mobile technology use on students' expected grades (Seckman, 2019). As highlighted in a Saudi Arabian study, Attia et al. (2017) investigated the potential effect of technology and distractions on undergraduate students' concentration. They found out that cell phone and laptop use in the classroom affect students' learning and concentration. With this, US Fed News Service (2019) concluded that multitasking is less frequent and less effective in face-to-face classes than in online classes since limitations on the attentional capacity of students are more emphasized. They also furthered that the very nature of face-to-face classes where there is a physical presence of a teacher and students allows for the emphasis of behavioral norms against multitasking or engaging in digital distractions.

Nationally, Africa et al. (2017) determined the extent of digital distraction among the University of Batangas college students and demonstrated that using devices for non-classroom activities distracts students from learning for a considerable time. The results indicated that the everyday use of digital devices inside the classroom was for downloading online applications, listening to music, creating videos, and communicating with friends through social networking sites. Africa et al. further implied that since the students are distracted to a great extent, responsible use of digital devices and a strict monitoring system inside the classroom should be implemented to increase the students' engagement in the classroom. In relation to this, Pulido (2019) emphasized that whether or not the banning of cellular phones issued by the Philippine Department of Education during class hours is strictly implemented in all schools remains unanswered. Furthermore, she stressed that digital distraction impairs not only the academic performance of students but also their behavior inside and outside the classroom.

In another study conducted in Mindanao State University – Iligan Institute of Technology, Acut et al. (2020) explored the dynamics between students' internet usage and academic performance. They highlighted that most people nowadays had considered technology and the internet as part of their daily activities. Acut et al. further pointed out that the proliferation of social media and the expansion of online games try to compete with the development of online learning tools. The topic on the effects of social networking media on students' academic performance in the University of Southern Mindanao, Kabacan, Cotabato was also studied by Kulidtod and Pasagui (2017). The study suggested that the university should monitor the time spent by students on social networking media to ensure that these digital platforms do not distract them in their classroom activities.

Several researchers in the field have studied the relationship between digital distraction and learning motivation. However, they focused on measuring the students' level of distraction in a classroom setting. This study aims to fill the void in the literature by measuring the level of digital distraction of students in an online setting. In this kind of learning, classes are held online, and effective management of digital resources is more challenging since various digital platforms are adept at significantly influencing people's habits and routines (Reading in Age of Digital Distraction, 2019).

Finally, this study extends its relevance in the field of psychology since this would enable us to determine how the psychological concept called motivation, specifically the motivation to learn, might be affected by the growing prevalence and accessibility of digital platforms. It will also explore how the aspects of digital distraction might affect the quality of one's learning. It is a timely problem considering that the status quo of public health has forced colleges and universities to switch from face-to-face classes to self-directed online learning. Identifying the digital factors that disrupt students' learning motivation and assessing the effectiveness of online classes compared to face-to-face classes taking into account the proximity of digital distractions require the urgency to conduct this study

Research Questions

This study's primary purpose is to determine the relationship between digital distraction and the learning motivation of college students. Specifically, this study sought to answer the following questions:

1. What is the level of digital distraction of college students when measured by the frequency/presence of:
1.1 Social Media Usage;
1.2 Playing video games;
1.3 Streaming apps/sites;
1.4 Reading/Sending text messages; and
1.5 Internet Addiction Factors?
  1.5.1 Emotional/Psychological Conflict
  1.5.2 Mood Modification
2. What is the level of learning motivation among college students in terms of:
2.1 Value Components;
  2.1.1 Intrinsic Goal Orientation
  2.1.2 Extrinsic Goal Orientation
  2.1.3 Task Value
2.2 Expectancy Components; and
  2.2.1 Control Beliefs
  2.2.2 Self-Efficacy
2.3 Affective Component?
  2.3.1 Test Anxiety
3. Is there a significant relationship between digital distraction and the learning motivation of college students?
4. What is the demographic profile of the respondents in terms of:
4.1 Sex;
4.2 Age; and
4.3 College?

Methodology

This section provides an overview of the research design, research participants, research instrument, data collection processes, ethical considerations, and statistical tools employed in the study.

Research Design

The study is concerned about the relationship between digital distraction and learning motivation. Thus, the researchers employed a quantitative approach and used a descriptive-correlational design. The correlational method involves looking at relationships between two or more variables. As stated by Cherry (2020), correlational research discloses the possibility of a relationship between variables. This research cannot attest that changes to one variable result in changes to the other variable. On the other hand, descriptive research describes and interprets the status of individuals and settings, including observational research and survey research (Mertler, 2018). In this quantitative study, a survey method was implemented. Survey research is a quantitative approach that features the use of self-report measures that uses standardized questionnaires to collect data about people and their thoughts, feelings, and behaviors in a systematic manner (Price et al., 2015).

The research design is justified by the study's objectives, which are to determine the degree and direction of the association between digital distraction and learning motivation, the variables of interest for this study. Meanwhile, the descriptive nature of the research design used in this study adequately captures the current levels of digital distraction and learning motivation among college students. Hence, the research design allows for the objective generalization of the results, considering that the study is quantitative

Participants

In selecting the research respondents for this study, the researchers initially used the stratified random sampling technique as the selection criteria. The researchers considered this sampling technique so that each college department that comprises the entire student population will be equally represented (Shin, 2020). However, since not all college departments have given their approval to be part of our study, we have then utilized the two-stage cluster sampling. The six college departments that have given their approval served as the chosen sample clusters, and a simple random sampling was then conducted to the units in each cluster (Williams et al., 2020). Through this technique, the researchers can come up with generalizable results. The data were collected from the college students aged 18 and above and are currently enrolled in the Higher Educational Institution. Moreover, the researchers identified the number of respondents according to the sample size provided by the statistician. A total of 225 responses were gathered out of the student population of the selected Higher Educational Institution.

Instruments

The researchers utilized a questionnaire that is composed of three sections. The first section is a standardized questionnaire called the Internet Addiction Test by Widyanto et al. (2011). The second section is a scale crafted by the researchers to determine the frequency of the participants' engagement in various digital platforms. Lastly, the researchers employed a standardized questionnaire called the Motivated Learning Strategies Questionnaire (Motivation Section) by Pintrich et al. (1991). All of these were integrated into one questionnaire to assess the levels of digital distraction and learning motivation of college students and examine the relationship between these two variables.

The Internet Addiction Test is designed for Internet users who utilize this technology on a frequent basis. The original IAT is a 20-item scale measuring the presence and severity of Internet dependency among individuals, and the test is the most widely used Internet addiction scale and has been translated into various languages, including English, Chinese, French, Italian, Turkish, and Korean (Young, 2016).

The Motivated Strategies for Learning Questionnaire (MSLQ) is an instrument that is designed to evaluate the college students' motivational orientations and their usage of different learning strategies for a college course. There are two sections of the MSLQ -- the Motivation section and the Learning Strategies section. The researchers used the Motivation section, which consists of 31 items that evaluated the students' goals and value beliefs for a course, their beliefs about their skills in succeeding in a course, and their test anxiety (Pintrich et al., 1991).

Altogether, the study's survey questionnaire originally had a total of 51 items. The survey questionnaire went through a validation process wherein expert validators checked and approved the instrument. Moreover, the researchers conducted a pilot testing to ensure the validity and reliability of the questionnaire. Under digital distraction, most indicators passed the standard Cronbach's alpha. Specifically, both the domains of Emotional/Psychological Conflict and Mood Modification under the indicator Internet addiction factors yielded a Cronbach's alpha of 0.8017 and 0.7850, respectively. However, the domain Time Management Issues under the Internet addiction factors indicator yielded a Cronbach's alpha of .6048 which resulted in the omission of items under this domain in the questionnaire in order for the instrument to achieve good internal consistency.

As for the learning motivation, all three indicators yielded an acceptable value of Cronbach's alpha. Respectively, Value Components

obtained a Cronbach's alpha of 0.8594, Expectancy Components yielded a Cronbach's alpha of 0.8256, and the Affective Component indicator was found to be reliable with its Cronbach's alpha of 0.7801. After certain items were omitted for good reliability and the instrument was finalized, the researchers then conducted the data gathering using the revised questionnaire.

Procedure

The data-gathering procedure is as follows:

Seek permission to conduct the study. In gathering data, the first step that the researchers executed was to seek permission from the Dean to conduct the study. The researchers obtained an endorsement letter from the Dean of their program stating that they may conduct the said study. Simultaneously, the researchers requested population data from the Records and Admission Center to determine the sample size needed for the study. Upon approval of the request, the researchers submitted the data to the statistician. The latter provided the recommended sample size based on the population specifying the number of respondents needed from each college department. Hence, the researchers also asked the permission of all the Department Heads inside the Higher Educational Institution and waited for their approval before seeking respondents from each college department.

Virtual distribution of questionnaires to the participants. Since only six departments have approved to participate in the study, only the students from those six departments were allowed to participate. Upon approval, the researchers informed the respondents beforehand about the online administration of the test through Google Forms. Before dispensing the questionnaire, the researchers explained the rationale of the study to inform the respondents of its importance and how it can be beneficial to them as students. Informed consent was given stating the objectives of the study as well as other important matters such as the potential risks and benefits and their right to withdraw their participation. The test was composed of three sections, namely: The Internet Addiction Test (IAT) by Widyanto (2011), the scale crafted by the researchers to assess the frequency of students' engagement in different digital platforms, and the Motivated Learning Strategies Questionnaire (MLSQ) by Pintrich et al. (1991). The test required 10-15 minutes to complete.

Retrieval of data. Responses were retrieved from the respondents after they finished answering the questionnaire. Using Google Forms, the researchers were automatically updated each time a participant completes the test. Questions and concerns coming from the respondents as they took the survey were attended to and dealt with accordingly.

Analysis and interpretation. Finally, upon the completion of the desired number of responses, the researchers gathered and tabulated those responses and submitted the data to the assigned statistician for the study. Throughout the duration of the study, the researchers ensured the security of the respondents' data to maintain confidentiality. After the statistician analyzed the data, the researchers interpreted the results and generated conclusions and recommendations from them.

Ethical Considerations

Informed Consent and Voluntary Participation. Establishing these ethical principles is pivotal in the conduct of academic research as they ensure that the respondents are willing to participate after being given full knowledge of what the study entails (National Human Genome Research Institute, 2022). In this study, the researchers made certain that informed consent was given to the respondents before they participated in the study. The respondents were made aware of the purpose of the study, study procedures, potential benefits, potential harm, and the future use of the study's data. Furthermore, the researchers ensured that the respondents were informed of their right to withdraw their participation from the study at any time and for any reason.

Privacy and Confidentiality. Maintaining privacy and confidentiality is essential for establishing trust as well as upholding dignity and autonomy, and preventing harm (Resnik, 2018). Ensuring the privacy and confidentiality of the research respondents is crucial for the duration of the study. This involves implementing stringent measures to prevent any unauthorized access to the personal data provided by the respondents. The researchers established a secure environment in which respondents' data are treated with utmost care and are only accessible to those actively participating in the research. This commitment to the protection of privacy fosters trust and confidence between researchers and respondents by ensuring that their personal information will not be accessed or disclosed without their permission or authorization, thereby upholding the study's ethical standards.

Integrity. Integrity plays a crucial role in any research endeavor encapsulating honesty, accuracy, transparency, and objectivity. Integrity in research involves abiding by established ethical and research conduct, conducting research with

honesty and integrity, and communicating research findings with transparency in ways to permit scrutiny and contribute significantly to the public understanding and knowledge (Machin, & Brownlow, 2022). The researchers accurately represented the findings, admitted limitations, did not suppress contradictory findings, and followed the established ethical guidance. Objectivity is also maintained throughout the research process by minimizing bias, evaluating personal attitudes and values that may influence the study, and communicating the findings objectively. Furthermore, the researchers ensured the accurate reporting of methodologies, data, and findings without fabrication and manipulation.

Results and Discussion

This section analyzes results from a survey of 225 college students (Academic Year 2020-2021) regarding digital distraction, including social media, video games, streaming, and internet addiction factors, and learning motivation through value, expectancy, and affective components, revealing the correlation between digital distraction and online learning engagement.

Profile of the Respondents

The results were generated from the 225 respondents who have answered the survey. Specifically, the respondents chosen were college students currently enrolled at a Higher Educational Institution aged 18 and above. Presented in Table 3 is the profile of the respondents for the study.

Table 1. *Profile of the Respondents*

Department	*Population*	*Actual Sample Size*
CAE	1991	51
CAFAE	1364	31
CBAE	2124	51
CCE	867	19
CCJE	1740	42
CHE	1048	31
Overall	17652	225

Sex	*Count*	*Percentage*
Male	85	37.78%
Female	140	62.22 %

Age	*Count*	*Percentage*
18	1	0.44%
19	4	1.78%
20	37	16.44%
21	103	45.78%
22	40	17.78%
23	12	5.33%
24	6	2.67%
25	6	2,67%
26	4	1.78%
27	1	0.44%
28	3	1.33%
29	1	0.44%
30	1	0.44%
32	2	0.89%
34	1	0.44%
37	1	0.44%
38	1	0.44%

Level of Digital Distraction of College Students

The level of digital distraction of college students is demonstrated in Table 4. The table includes the mean, the standard deviation, and the descriptive level of the data gathered from the 225 respondents with regards to their level of digital distraction.

Table 2. *Level of Digital Distraction of College Students*

Indicators	*SD*	*Mean*	*Descriptive Level*
Social Media	1.0240	4.07	High
Playing Video Games	1.5450	2.97	Moderate
Streaming Apps/Sites	1.3479	3.12	Moderate
Reading/Sending Text Messages	1.3685	3.26	Moderate
Internet Addiction Factors	0.7194	2.96	Moderate
Emotional/Psychological Conflict	0.7396	3.03	Moderate
Mood Modification	0.8026	2.88	Moderate
Overall	0.7549	3.27	Moderate

In terms of social media usage, the sample had a mean score of 4.07, which is described as High. As for the playing of video games, engagement in streaming apps/sites, and reading/sending of text messages, the sample had a mean score of 2.97 or Moderate, 3.12 or Moderate, and 3.26 or Moderate, respectively. In terms of the Internet addiction factors, the sample obtained a mean score of 2.96 or Moderate, which is derived from the individual mean scores of Emotional/Psychological Conflict (3.03 or Moderate) and Mood Modification (2.88 or Moderate). Overall, the sample of 225 respondents obtained a mean score of 3.27 which means that their level of digital distraction is Moderate. This means that the students are digitally distracted to a mild level.

Furthermore, the indicators social media usage, playing video games, streaming apps/sites, and reading/sending text messages obtained a standard deviation of 1.0240, 1.5450, 1.3479, and 1.3685, respectively. This means that data points in these indicators are dispersed from each other or spread out. For the internet addiction factors, the sample had a standard deviation of 0.7194, which suggests that responses for this indicator are close to each other. Among all the indicators under this independent variable, only the internet addiction factors have a low standard deviation which means that the data points for this indicator are the only responses that are concentrated around the mean; the rest are spread out. Overall, the sample had a standard deviation of 0.7549, which shows that the data for digital distraction are slightly close to each other or gathered around the mean.

As a result of the high and moderate rating that the respondents obtained in social media usage and playing video games, video streaming, reading/sending text messages, respectively, and for the items on the Internet addiction factors, their overall level of digital distraction is described to be moderate. The major component of the students' level of digital distraction can be attributed to their social media usage. Now that students are subjected to online distance learning, some social media platforms are also used by several instructors and facilitators to disseminate information and facilitate learning. As a result, it increases the students' tendency to visit their social media accounts more often. As emphasized by Smith (2011, as cited in Garner, 2016), 86% of undergraduate students and 88% of graduate students reported using social media on a regular basis. Moreover, Facebook was found to be the most visited social media platform, and a group of students reported that they use the web app an average of 27.93 minutes a day on weekdays and 28.44 minutes a day on weekends (Pempek et al., 2009, as cited in Garner, 2016).

Other than social media, the findings revealed that the respondents' frequency of engagement in playing video games, video streaming, and text messaging was found to be moderate. This might be because of the differences in the interests of students and the inaccessibility of other streaming apps/sites such as Hulu and Netflix due to subscription rates. Nonetheless, the results still indicate that the respondents engage in these digital platforms often. In fact, other students cannot last the day without playing video games such as Call of Duty and Mobile Legends. This was confirmed by Jiang (2014, as cited in Baturay & Toker, 2019) and Siomos et al. (2008, as cited in Baturay & Toker, 2019) as they found out that game playing is one of the predictors of Internet dependence.

In addition, this study's results are consistent with that of Panda and Pandey (2017) as they ascertained that video streaming on streaming apps/sites to binge-watch sundry television series, shows, and movies was a common way for college students to escape

from the difficult realities of studying. This includes deadlines, study and examination pressures, uncertainties associated with evaluations, etc.). This pattern of coping with academic stress can also be inferred from the students' moderate frequency of engagement in reading/sending text messages. The shift to online classes from face-to-face classes was the drive for more active virtual conversations as students disseminate information through messaging and seek comfort and escape through messaging friends and family as well.

In terms of Internet addiction factors, the respondents' emotional/psychological conflict and mood modification were also found to be on a moderate level. Therefore, the respondents' internet addiction fell within the mild level when assessed by how much the Internet has made considerable changes in their emotional and psychological aspects. All the factors mentioned above confirmed a moderate level of digital distraction among the college students of the selected Higher Educational Institution.

Level of Learning Motivation among College Students

Table 3 presents the level of learning motivation among college students. The table shows the mean, the standard deviation, and the descriptive level of each indicator.

Table 3. *Level of Learning Motivation among College Students*

Indicators	*SD*	Mean	Descriptive Level
Value Components	0.9818	5.32	Relatively High
Intrinsic Goal Orientation	1.0444	5.23	Relatively High
Extrinsic Goal Orientation	1.2191	5.34	Relatively High
Task Value	1.0426	5.39	Relatively High
Expectancy Components	0.9418	5.20	Relatively High
Control of Learning Beliefs	1.0342	5.40	Relatively High
Self-efficacy for Learning and Performance	1.0462	5.00	Relatively High
Affective Component	1.0913	5.03	Relatively High
Test Anxiety	1.0913	5.03	Relatively High
Overall	0.8608	5.19	Relatively High

For the value components, the sample had a combined mean score of 5.32 or Relatively High, which is generated from the individual mean scores of the three sub-indicators, namely: intrinsic goal orientation (5.23 or Relatively High), extrinsic goal orientation (5.34 or Relatively High), and task value (5.39 or Relatively High). The sample also fell within the relative high level in expectancy components with a combined mean score of 5.20. Specifically, its sub-indicators control of learning beliefs and self-efficacy for learning and performance had mean scores of 5.40 or Relatively High and 5.00 or Relatively High, respectively. As for the affective component, the sample obtained a mean score of 5.03 or Relatively High in its only sub-indicator, which is test anxiety. The results revealed that the respondents' learning motivation level is Relatively High, with an overall mean rating of 5.19. This means that the students are academically motivated to a mild degree.

Moreover, the sample obtained high standard deviations for all the indicators in the learning motivation variable. Specifically, the indicator value component had a standard deviation of 0.9818, expectancy components with a standard deviation of 0.9418, and affective component with 1.0913. Overall, the sample obtained a standard deviation of 0.8608 for the variable learning motivation. This means that data under all these indicators are dispersed or spread out, suggesting that learning motivation data points are slightly above the mean.

The relatively high level of learning motivation among college students can be attributed to the relatively high ratings that they obtained from value components (intrinsic goal orientation, extrinsic goal orientation, and task value), expectancy components (control of learning beliefs and self-efficacy for learning and performance), and affective component (test anxiety). The sub-indicators under value components, namely, intrinsic goal orientation, extrinsic goal orientation, and task value obtained higher mean ratings than the rest. Therefore, despite the difficulties that students face with regards to the online learning modalities, they still have a relatively high intrinsic goal orientation or that which enables a student to participate in a learning task because he/she finds the task an avenue to

engage in challenge, mastery, and curiosity. This is highly supported by Fanguy et al. (2018) study, as they emphasized that intrinsic goal orientation appeared to be relevant to the e-learning platform. They furthered that intrinsic goal orientation has an immense role in students' success in terms of the utilization of e-learning materials.

In this study, the sample's extrinsic goal orientation obtained one of the highest mean scores. Meaning to say they have a relatively high tendency to participate in learning tasks to get good grades, rewards, positive estimation from others, and competition. Furthermore, the respondents' task value obtained the highest mean score among the value components. It means that students have high appraisals of the importance, utility, and relevance of their courses. This relatively high task value can account for the students' active involvement in learning.

When it comes to expectancy components, the students' control of learning beliefs and self-efficacy for learning and performance was found to be relatively high. Therefore, even in online classes, students believe that there will be positive outcomes to their academic performance if they put forth adequate efforts. In other words, the students are more likely to believe that their own efforts determine their academic outcomes more than external factors. As for the self-efficacy for learning and performance, students produced a relatively high rating for this sub-indicator which means that they are confident in their abilities to perform well in their online courses. Furthermore, they have high expectancies for success or expectations for their performance. Peechapol et al. (2018) noted that in a challenging learning environment like an online learning environment, self-efficacy is pivotal since students can be subject to isolation as opposed to physical interaction in face-to-face learning. Moreover, they added that self-efficacy is a strong predictor of academic success in online learning.

Lastly, the sample provided a relatively high rating for test anxiety. Consequently, even in online classes, students feel a sense of worry and certain negative emotions in response to their academic demands. This is consistent with the report of Baticulon et al. (2021), in which they found out that due to the changes in the Philippines' educational system instigated by the pandemic, students face a lot of barriers to their learning that in turn increase their level of uncertainty and anxiety. However, not all students' learning motivation is significantly affected by test anxiety. Others find a moderate level of anxiety an important factor in their learning motivation. Dawood et al. (2016) supported that a mild to moderate level of test anxiety served as a motivating component to perform better academically. With all of the abovementioned factors taken into account, the college students in the selected Higher Educational Institution were found to have a relatively high level of learning motivation in the course of their online distance learning.

Significance of the Relationship between Digital Distraction and Learning Motivation

Presented in Table 4 is the result of the Pearson product-moment correlation, including the coefficient of correlation, the p-value, and the sample size. The table shows the significance of the relationship between digital distraction and learning motivation.

Table 6.*Significance on the Relationship between Digital Distraction and Learning Motivation of College Students*

	Digital Distraction and Learning Motivation
Pearson Correlation	0.14
p-value	<0.05*
N	225

* Correlation is significant at the 0.05 level (2-tailed).

Results of the Pearson product-moment correlation showed a significant positive relationship between digital distraction and learning motivation, ($r = .14$, $p < 0.05$).

The results indicated that the p-value is lower than the alpha level, hence the null hypothesis was rejected. Moreover, the relationship between Digital Distraction and Learning Motivation shows a weak or negligible linear relationship. The results suggest that as the level of digital distraction increases, so does the learning motivation. However, it indicates a minimal, almost absent relationship between digital distraction and learning motivation as the correlation coefficient is close to 0.

The findings correspond to the principles of distraction-conflict theory. The theory postulates that distraction instigates drive-like effects in situations where an individual is faced with an attentional conflict. People have attentional capacity according to the distraction conflict theory. When this capacity reaches its limitations, or what it calls an "overload," an attention priority system is generated to compensate, allowing individuals to attend to a particular focus (Baron, 1986). And this overload particularly increases the drive/motivation of individuals (Groff et al., 1983). This mechanism is consistent with the results of the study, wherein the overload from digital distraction generates a drive/motivation to perform certain tasks. With respect to the findings of the study, it was found that digital distraction increases motivation. Digital distraction, which appeared to be moderate, resulted in an attentional conflict or overload and, in turn, increased learning motivation. This means that although there are competing reaction tendencies between the

unproductive digital browsing and the task at hand, the student may have put considerable regard on tasks which makes sense given the relatively high levels of the sub-indicator task value, under the value components indicator.

Seckman (2019) also found that students display a motivation to learn in a certain challenging circumstance, and this threat to the person allows them to be driven to do something. Thus, overload from the distraction resulted from digital browsing that college students experience precipitated motivation to learn. Considering the determined results, as college students' digital distraction increases, so does their motivation to learn.

The study results substantiated the reports of Techanamurthy (2018), where an association was found between digital distraction and learning motivation. In the particular study, 446 (53.7%) of respondents asserted that they were able to accomplish their tasks even when confronted with distraction. It could be that students find their task meaningful (Barker, 2017), so instead of impairing performance, it actually facilitated it.

Surprisingly, the findings appeared to be somewhat inconsistent with several existing literature indicated in the paper. This, in part, could be accounted for by the differing contexts or the different classroom settings and environments. According to the US Fed News Service (2019), multitasking behavior is more pronounced in an online setting when compared to a face-to-face classroom setting. They furthered that the presence of teachers and students in a face-to-face classroom setting helps students regulate their behavior against multitasking. A supportive classroom environment decreases the likelihood of procrastination in students (Serrano et al., 2021). This is compared to self-directed online learning where students are more likely to have a "sense of autonomy" that allows them to simultaneously do things and work at their own pace and even delay activities (Schommer-Aikins & Easter, 2018). Therefore, in an online academic setting, students can indulge in digital distractions more freely than in classroom settings leading them to procrastinate. The unproductive digital multitasking leading to procrastination could in turn result in an attentional conflict. This attentional conflict produces an urge or motivation to attend to pending tasks and activities based on the distraction-conflict theory. This is consistent with the findings of Ralph et al. (2021) where they also found that unrelated digital multitasking increases the level of motivation of the participants in their study to complete a task, supporting the notion that as the level of digital distraction increases, the level of their learning motivation also increases.

In the advancement of the digital age, access to digital technologies changes the way students experience learning. Students are engaged constantly with digital technologies because of their availability and accessibility. In this study, it appears that digital distraction is imminent and that digital distractions positively influence learning motivation. Digital distractions' link to learning motivation implies that the distractions we get out of engaging in digital platforms, in turn, motivates us to learn, at least to some extent.

Conclusion

Presented in this section are the conclusions derived from the findings of the study: When the pandemic broke out last year, all colleges and universities were forced to close their campuses and deliver online classes instead. College students were expected to adapt and show competence even in online distance learning. In this study, college students were found to be frequently distracted by digital determinants as their digital distraction fell within a mild level. Various digital platforms like social media and streaming sites contribute greatly to this moderate level of digital distraction, and these platforms often become the reason why academic tasks and activity deadlines take a long time to be finished on the part of students.
Also, college students were found to be academically motivated to a mild degree despite the difficulties that they are facing with regards to the online learning modalities. The students' learning motivation remained present amidst the shift from face-to-face classes to online classes. Furthermore, even though the delivery of learning seemed new to most students, they still demonstrated a moderate amount of engagement in their online courses.

A survey from 225 college students revealed that there is an association between digital distraction and learning motivation. However, the link only indicates a low, practically non-existent association between digital distraction and learning motivation, which means that their relationship is only to a mild degree. Digital distraction is imminent and it positively influences learning motivation. The relationship between the two variables suggests that the diversions we experience from using digital platforms drive us to study, at least to some level. It also shows that 21st century learners have somehow effectively familiarized the pervasiveness of technological platforms resulting in digital distraction and learning motivation to positively co-occur. In light of this, the researchers propose the following recommendations:

Students. They may be reminded of the consequences of being digitally distracted. They may use this information to observe changes in their behaviors across various digital environments and help them execute self-regulation.

Professors. The professors may incorporate lessons and information about digital technologies as learning tools and allow the students to take part in an integrative kind of learning. Moreover, they may consider guiding the students in the world of online class by instilling the value and importance of learning for them to focus on their studies.

Administration. The school administration may conduct webinars to discuss the potential consequences of being digitally distracted and how it can affect the students' learning motivation. They may also develop programs and strategies that will analyze the utilization of digital platforms during online class that can also help develop and improve the students' learning motivation.

Parents. The parents may help manage and minimize digital distractions at home by keeping their children in check. They may also create and arrange a learning-friendly environment and might assist them in discovering their motivation.

Future researchers. It is suggested that they improve research on this topic by having a follow-up study. The study may also consider other facets for both digital distraction and learning motivation. This would yield a wide range of results and determine if the variables also correlate. In addition, they may also explore other measures or instruments that would fit with the variables of their study.

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