ECHOES BEYOND THE SCREEN: UNVEILING STUDENTS' LIVED EXPERIENCES WITH DIGITAL DISTRACTIONS IN LEARNING

Echoes Beyond the Screen: Unveiling Students' Lived Experiences with Digital Distractions in Learning

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Abstract

This study investigated the lived experiences of students facing digital distractions in learning. While existing literature discusses the presence of digital tools in education, there remains limited understanding of how students personally think, feel, and engage with digital tools during learning realities. This study used Descriptive Phenomenological approach as its research design to uncover the nuanced realities of students navigating digital distractions in learning. Anchoring the Thematic Analysis of Braun and Clark, this study explored the experiences of 5 participants from College of Education at Cebu Technological University-Moalboal Campus following the purposive sampling technique. Through rigorous data analysis, five core themes emerged which explicitly describe the students experiences in depth. The themes were summed and formed the word DRIFT, which stands for Double-edged Nature of Digital Tools in Learning, Rooted Triggers, Interrupted Learning Flow, Feelings of Falling Behind, and Trials of Digital Discipline. DRIFT reflects the internal and external challenges students face and the learning curves shaped by the influence of Digital tools. This study contributes to a deeper understanding of students' perspective in a digitally evolving academic landscape, unveiling the need for educational policies that encompass regulations and monitoring mechanisms in managing digitalization during learning.

Keywords: *Digital Distractions, Digital Tools, Quality Education, Lived Experiences, Descriptive Phenomenology*

Introduction

The continuous rise of digital technology has precipitated significant changes in shaping the learning environment, offering both opportunities and challenges for students. According to Halubanza et al., (2024), while technological tools have brought numerous benefits in accessible communication and education, the constant presence of digital distractions have shape the students' academic realities, influencing their focus, concentrations and engagement with their studies. Existing statistical studies have examined the general impact of digital distractions on Students' learning. However, there is limited exploration delving deeper on students' personal challenges and lived experiences brought by digital distractions. This study aims to fill the void in literature by serving as a reference in understanding the lived experiences of students dealing with digital distractions and provide a deeper understanding of the students realities, struggles and adaptive strategies. Understanding their experiences can be a foundation for fostering modifications and educational strategies that can help reduce student distractions caused by digital and create a more conductive learning environment.

As technology continues to evolve and takes a huge role in education, Digital Distractions in learning environment has also become a growing concern worldwide. In the study of McCoy (2020) digital distractions have become a significant problem among students in the United States because of the proliferation of digital technologies in the classroom, causing students to struggle in maintaining focus due to constant notifications. This is supported by the study of Wang et al. (2022) where it revealed that students who are distracted by digital devices had experience decreased in cognitive engagement and retention of information in class. In the Philippines, the surge in the use of digital devices was also observed driving young Filipino learners as the main users of the evolving digital technology (Giray et al. 2024). According to Anierobi et al. (2021), in this digital era, students rely on getting information using digital tools, however there are frequent reports that students encounter difficulties in managing screen time due to the accessibility of social media which often leads to procrastination and neglection of academic responsibilities. Locally, studies conducted in various universities in Cebu, students encounters struggles in balancing their academic performance upon there is a constant exposure to digital platforms. These findings highlights the significance of recognizing and understanding how students perceive and deal with the challenges brought by digital distractions in their learning journey.

Students undergo a loss of desire to excel academically as technology has been continuously distracting them, drifting their focus to thrive in their academic duties. It affect their concentration, productivity, academic performance leading to poor grades making it a barriers to their pursuit of academic success. According to Gath (2024), the increased use of different devices, particularly cell phones, frequently causes distractions in the process of learning for students. According to Anderson et al. (2021), students' ability to focus during the learning process will definitely hinder their ability to complete the assigned activities, which will affect the significance of their learning outcomes. Students' dependency on technology, the availability of various applications, lack of self- discipline, the fear of missing out as well as the absence of school policies regulating excessive device usage made them too attached in the digital world. To take advantage of the benefits of technology while controlling its negative impacts on their learning motivation and achievement,

school can develop interventions or policies that can assist students in building critical skills in self-regulation, time management, and concentration.

The integration of digital technology has brought benefits that can enhance students' advancement in the 21st century, but it also presents adverse effects that can lead to distraction. Adding this study to the literature can provide valuable insights into the realities among students on the challenges they face in a digitally learning environment. Addressing and understanding the students' personal experiences with digital distractions can offer meaningful solutions. With this, substantial support in educational modifications and policies can be developed to optimize the students' learning outcomes and promote more effective learning success experiences. This study aims to recognize and understand the lived experiences of students from Cebu Technological University in dealing with digital distractions in a digitally distracting learning environment.

Research Questions

This study investigated the lived experiences of the students facing digital distractions in the learning environment at the College of Education in Cebu Technological University – Moalboal Campus. Specifically, this study answered the question:

1. What are the lived experiences of the participants in facing digital distractions in completing their academic tasks and learning activities in college?

Literature Review

The continuous integration of technology in education has significantly transformed students' engagement and focus towards learning, offering both opportunities and challenges. While digital advancement supports learning, it has also been identified to cause students facing valuable challenges that affect their attention, focus and overall learning process — primarily due to digital distractions. As digital distractions are constantly present in the students academic journey– social media, notifications and multitasking, it is essential to understand the underlying nature of these interruptions. To explore this issue, this review analyzes existing literatures that highlights students' experiences with digital distractions in the pursuit of academic success, examining the ways digital influences the attention spans, learning engagement, and self-regulations of students shredding some light on the cognitive, behavioral and emotional hurdles they face in managing digital distractions.

To ensure the comprehensiveness of this review, various articles are presented based on its relevance, impact and methodological rigor in exploring the phenomenon of digital distractions in learning. These studies provide a thorough background in understanding the research on students' lived experiences with digital distractions in learning. This review is structured into several key sections: Technology integration in Education, The Nature of Digital distractions, causes and motivation, The impacts and perspective of digital distractions and strategies to managed digital distractions.

The advancement of technology in the twenty-first century has elevated the modern education, providing teachers and educational staffs innovative tools to support and enhance teaching methodologies making education interactive and effective (Kalyani, 2024). In addition, as technology being integrated in the learning environment , students have come to embrace it becoming a crucial part of their student life in performing various activities. According to Aggarwal (2024) students experience the beneficial impact of technology in their education—giving them the opportunity to instantly access a vast amount of educational resources and digital learning platforms that enrich their knowledge. This autonomy helps students become more self-motivated and fosters a love for learning (Boonmoh et al., 2021). However, while technology has significantly shaped education, the constant availability of digital resources such as social media and entertainment platforms often makes the students feel overwhelm and experience difficulty drawing setbacks to their lives. When students experience these struggles, it influences their attention in class, leading to serious challenges in learning (Carstens et al., 2021).

According to Flanigan and Babchuk (2022), while digital tools supports the students' academic pursuits by providing them the convenience in navigating learning activities such as note-taking and access to information resources, they also serves as interruptions for distractions. Thapa et al. (2025) note that digital devices play a dual role in education. Its integration in the classroom setting supports and enhances students learning experiences. On the downside, it acts as a distraction that can affect the students' attention and engagement in learning. Smith (2021) indicated that the increasing use of digital resources has influenced students' discipline and behavior in educational settings, both inside and outside the classroom. Although this continuous integration of digital tools in education helps the students in their academic process, its widespread accessibility also tempt students to experience digital distractions.

Digital distraction has been gaining an extensive attention in the recent years. (Chen et al., 2020). It encompasses internal and external interruptions caused by digital tools that affects the students' focus and engagement in learning. Common sources of distractions include social media browsing, instant messaging, video streaming, online gaming and multitasking (Lucob et al., 2024). One of the most prominent causes of digital distractions is multitasking (Nabung, 2024). According to Rozanska and Gruszka (2020), multitasking is associated with attentional set shifting – juggling multiple activities at the same time. Jamet et al. (2020) found that students engaging in multitasking activities such as attending lectures while using social media mixed with watching videos and messaging at the same time faced significant aftermaths. This multitasking reduces task efficiency which often leads them to twice the time spent on assignments. Furthermore, Hasan (2024) also observed that students who multitasks experience a lesser absorption of information and

faces regression of scoring lower test scores due to feeling mental exhaustion upon juggling with multiple task at a time. For some students, juggling with multiple tasks while engaging with social media had serve them a sense of entertainment and temporary escape. However, the twisted feeling of guilt afterwards realizing that 'escape' is just temporary creeps in. This indicates that what appears to be productivity before a digital distraction actually draws the mind away from focus and retention.

Relative studies have also observed that students experience digital distractions are due to habitual behavior, stress, lack of interest in a subject, and entertainment or pleasure. Rykard (2020) categorizes students' engagement with digital distractions into two perspectives: (1) those who perceived it as detrimental to their academic efficiency and (2) those who see it as a way to cope for stress or ease boredom. In the first group, students view digital tools as obstacles to their academic efficiency as it acts as a constant temptation. Students experienced a sense of guilt and frustration whenever they found themselves distracted by excessive screen usage. This often lead to switch of focus and procrastination thus resulting to a declining academic responsibility(Troll et al., 2021). Conversely , the second group who utilizes digital devices as coping mechanism perceived it as a way of managing academic stress. Students expresses a sense of relief when turning to social media platforms to escape from the current stress and pressure. However, some students also admit that these short escape at first soon then become a distraction, heavily affecting their availability to accommodate learning activities.

In the study of Bulawan et al. (2023), students perceive the usage of digital tools for learning as both beneficial and detrimental in their educational journey . Students experienced feeling torn as they are drawn to issues like excessive use and distractions that blurs the line of productivity and disengagement (Alibigloo, 2025). However, despite these challenges that digital innovation poses, it also serves as an effective educational resources in helping students in deepening their understanding and improving their educational attainment. Significantly, this, highlights the double-edged nature of digital tools in education and its effects on students educational journey. Findings documented that despite students admitting experiencing digitally distracted and dependency in digital innovations they still acknowledge the important role of it serves – as a powerful educational medium for in supporting and enhancing their academic enrichment (Ningsih & Herwanis, 2024).

This mixed perceptions of digital distractions emphasizes the complex nature of the issue. Studies indicates that extended use of digital devices over a period of time can disrupt cognitive and emotional process, becoming the main reason for students to experience struggles in relevance to their ability to concentrate and refocus (Aivaz & Teodoresco, 2022). For instance, Jin et al. (2024) found that college students who actively engage with excessive screen activity are more prone to procrastination and experience susceptible effects ultimately leading to heightened stress and anxiety levels. This inability to manage digital usage contributes emotional distress to students such as feeling guilty and frustrated over uncompleted academic task, however, despite students recognizing this struggles, they still continue to engage with digital procrastination. Similarly, Guo et al. (2025) also entails the engagement of students with digital leisure and found out that not only it disrupts their focus but also contributed turmoil to their learning satisfaction after realizing that they have spent long duration of non-academic digital activities. These findings ultimately highlights the emotional burden students feel with digital distractions present in their lives eventually affecting their experiences.

Along with its adverse emotional effects, digital distractions brought a substantial impact on students concentration, focus, and productivity that, over time, affect the students' academic performance. Langreo (2023) highlighted the increasing concern of the negative impact of digital distractions on students' academic performance. These distractions become the main reason for students to struggle in maintaining their focus on academic task due to digital procrastination (Lee, 2025). Halubanza et al. (2023) explores the underlying effects of digital distractions on the academic performance of students from Zambian University. 757 students were under a survey to explore aspects of excessive digital use and habitual check of phone during study sessions. The findings revealed that more than half of the respondents have spent more than 120 minutes a day on social media, with a confession of frequently ticking their phone even minor activities such as checking time. This habitual phone use not only negatively impact students' concentration, but also the need of students to an interval of 10-15 minutes to refocus following a distraction. (Redner et al.,2024)

Similarly, Juarez et al. (2023) found in their research that students reported experiencing a sense of being torn between their constant digital engagement and their desire to focus on their academic performance. Some students feel anxiety and difficulty in trying to break the disengagement of the habit of checking their phone every minute while others also expressed to feel overwhelmed by the pressure of keeping up with digital trends and staying connected. This cycle of distraction continues creating a sense of helplessness for students to regain control of their learning in a digitally distracting environment. Eventually, this often lead in lowering their comprehension of subject matter, unsatisfactory grades, declining of academic responsibilities and in the worst-case scenario, failure to proceed to the next grade level (Behzad, 2021).

In addition to students' struggles with digital distractions, a qualitative analysis by Mondal (2024) at the Punjab Central University also reveals students presents poor academic performance due to excessive access to digital technology or multiple gadgets at once. They express how their stress levels increased upon this matter, as well as other health-related concerns (Akram et al., 2024). The students who are experiencing this are the outcome of the absence of mindful technology use, an approach that could assist students to practice technology-free usage (Fuadah, 2021). These results are obtained as they were conducting comprehensive interviews with the batch of students from the years 2022-2024 regarding how digital devices divert students focus and how they influence their scholarly progress. This study underscores the educational institutions accountability in teaching learners the significance and benefits of mindful

technology use and enforcing stricter policies on digital usage within classrooms (Zhuravleva & Иванова, 2024). Also proposing universities to implement measures for learners to manage technology interference and cultivate more focused and productive learning grounds (Alibigloo, 2025). Tackling these challenges aims for this research to highlight the adverse effects of digital disruptions on learning while providing strategies to enhance students concentration and academic success, which these insights align with the study of (Qureshi, 2024).

These findings suggest that strategic policies and measures must be taken to help students navigate digital disruptions in a digitally distracting learning environment. Brady et al. (2022) examined the critical role of self-regulation in managing digital distractions in a digitally distracting environment. It highlights how students should cope up with the temptations offered by digital tools like social media and emphasizes the importance of navigating interruptions such as multitasking. Similarly, Wang et al. (2022) explores the process of how students can utilize self-regulated learning to control the attempt of digital distractions to maintain focus throughout the learning process. This perspective underscores the crucial role of instructors in providing students with appropriate strategies that promote self-regulation, thereby guiding them to manage digital distractions and academic responsibilities.(Marin & Salinas, 2022)

The integration of Digital tools in the classroom indeed presents efficiency in fostering an interactive and flexible learning environment that enhances the students' learning experiences. However, along with its benefit, it has also crafted a barrier to Students' engagement and academic responsibility. The literature above provides a clear picture of the complexities surrounding digital distractions in learning, particularly students navigate their realities in a digitally distracting environment. With this significant knowledge and information, educators and institutions will be able to recognize the underlying issue and develop effective policies and interventions to minimize the negative impacts of digital disruptions, instead, maximizing its benefits to foster more effective learning. This literature review offers comprehensive vision in assessing students' lived experiences with digital distractions in learning contributing to a deeper understanding of how these challenges mold their academic journey.

Methodology

This study used the descriptive phenomenology anchoring the six phases of Thematic Analysis of Braun and Clarke. This design is appropriate to be utilized as this gives a clear picture on describing the lived experiences of the college students in facing digital distractions. Indicated in the analysis is the six-phase process which are the (1) Familiarization wherein the researchers are immersed with the data to gain deeper understanding of the nature of phenomenon, (2) Generating Initial Codes that determines the features of the qualitative data which establishes impact and connections to the research questions raised in the study, (3) Searching for Themes that collect and collate codes to become themes that describe the lived experiences of the participants, (4) Reviewing Themes to refine and identify the detailed information of the themes ensuring the rigor of the study and how accurately it represents the data provided by the participants, (5) Defining and Naming Themes that give a detailed analysis of each theme and determining what aspect of the data each theme captures, and lastly, (6) Producing the Report that finalizes the analysis and information to describe the lived experiences of the participants dealing with digital distractions in learning. The research environment was set at the College of Education, Cebu Technological University – Moalboal Campus. After the 5th participant, it reaches data saturation. The participants were interviewed and provided assurance of the confidentiality of their identity and their data was set to the highest degree of privacy. They were not harmed, and they can leave whenever they are not comfortable during the interview. The ethical standards were strictly followed during the data gathering. The narrative accounts from the participants were analyzed and interpreted through Thematic Analysis, which revealed five emerging key themes: the Double-Edged Nature of Digital Tools in Learning Environment, Rooted Triggers, Interrupted Learning Flow, Feelings of Falling Behind, and Trials of Digital Discipline. Each theme is thoroughly explored and validated with relevant literature and studies to comprehensively provide a deeper insight to the lived experiences of the participants towards the phenomenon established in this study.

Results and Discussion

THE LIVED EXPERIENCES OF STUDENTS WITH DIGITAL DISTRACTIONS IN THE LEARNING ENVIRONMENT

Themes	Subthemes	Narrative Accounts
Double-edged nature of digital tools in learning environment		Base sa akoang experience dako kaayu ang tabang nga nahatag sa mga app sa cellphone sa lain-laing aspeto sa akoang kinabuhi. Napadali jud niini ang pagkontak naku sa akoang mga pamilya or mga mahal sa kinabuhi ug kani pud nakatabaang sa akong mga buluhaton sa pagskwela like sa Canva, ug Microsoft PowerPoint. Nakatabang jud ni sa akoang pagkacreative kay ako baya ang magbuot sa mga designs or sa theme sa akoang schoolworks sama sa paghimo ug reports. Pero bisan paman, daghan jud sad kaayung app nga nakahatag naku ug distraction for example sa Facebook ug Tiktok daghan kaayung makalingaw nga content or videos nga nakatintal ka naku nga mawala akoang konsentrasyon, bisan pa nga ako jud gipaningkamotan nga magfocus rajud sa buluhaton sa eskwelahan. (P1)
	Digital tools are helpful yet distracting	*Based on my personal experience, digital tools have significantly helped me in various aspects of my life. It made me communicate with my loved ones easier and support my academic tasks by providing tools and applications in*

creating reports and presentations such as Canva, Microsoft PowerPoint and other similar tools. I can say, it really enhanced my creativity and helped me with my studies. However, my best efforts are not enough and I seem to battle with distractions all the time. While I try my best to stay focused in using digital tools for school productivity, the presence of countless digital distractions diverts my focus. Social media like Facebook, TikTok and other entertaining content tempts me that it often breaks my concentration.

Ang mga digital tools nakatabang gyud nako nga nakapahimo sa mga butang nga mas sayon para nako. Imbes nga magsulat ko ug mano-mano sa mga notes,pwede tako mag picture gamit akong cellphone. Ug kung naay topic nga complex gani ug lisud sabton, dali ra nako ma browse sa internet para makapangita ug laing nga explanations o usahay motan aw ko ug mga video online. Makatabang jud nako ang digital tools nga makasave og oras ug mas mapasayon ang buhatonon. Pero bisan nga makatabang ni nako, nahimo pud ni nga rason nganong usahay mawala ang akong focus ig klase. Naka hinumdom ko atong usa ka panghitabo, adlaw sa klase – atong nag klase mi sa science. Nagpicture kos among lecture unya nikalit lang naay notification ang nipakita mao to gi open nako ang Facebook, nya niana ko ato sa akong kaugalingon nga 'usa lang ka minuto' para tan-awon ang notification. Nalingaw ko sa pag scroll hantod nakalimot ko nga ang usa ka minuto nahimong hapit tibuok diskusyon. Paglabay sa pila ka adlaw, naa mi quiz ug kasagaran sa mga pangutana kay base ato nga lesson mao nga naglisud gyud kog tubag ug tarong. Nagmahay ko atong panahona kay naa unta koy chance nga masabtan nako ang lesson pero akong gibaylo kini sa paglingaw ug sa tinuod lang, nakapafeel ni nakog kaguol sa akong kaugalingon. (P2)

Digital tools really made things more convenient for me. Instead of manually writing down notes during lectures, I can just take a picture of it using my phone. And whenever there is a certain topic that I find complex and hard to understand, I can just quickly browse it for further explanation or I can watch videos online. It helps me save more time and struggles. But despite this convenience, it also became a reason why I often lose focus in class. I remember one particular day in class – when we were having a science lesson. I was taking pictures of the lesson then suddenly a notification popped up so I opened my Facebook, I thought to myself 'just for a minute' to check for notifications. I was so entertained by my scrolling that I forgot that minute turned into almost missing the entire discussion. A few days after that, we had a quiz and most of the questions were based on that lesson so I really had a hard time answering it correctly. I ended up regretting that moment because I had the chance to understand the lesson but I traded it for temporary entertainment and honestly, it makes me feel disappointed in myself.

Dako jd ug tabang ang digital tools sa akong pag-eskwela, samot na kung naa koy mga subject nga mga lisud sabton. Ug as a Math major, daghan ko'g na-encounter nga lisud e-solve sa algebra, especially sa matrices. Naa gyuy mga part nga dili nako makuha ug masabtan, mao to, mugamit ko'g ChatGPT para mangayo ug tabang. Mag ask lang kog mga questions tapos, boom! Detailed explanation dayon. So, klaro ra jud nga daghan kaayong benefits ang digital tools sa pag-study. Pero, ang paggamit ani naa sad diay mga di maayung epekto. Kung naa man gud akong phone duol nako while nag-study ko, grabe jud ang impact like ma distract jud ko. Always kong tempted mag-open ug apps, especially sa duwa nga Mobile Legends. Adik ko anang dulaa, so lisod gyud likayan nga dili magdula. Mao nga inig abut na sa deadline o oras nga ting pass sa projects, puro na lang cram ang mahitabo. (P3)

Using digital tools in class gives me great help when learning hard topics. Like for an instance, as a mathematics major, I've encountered different challenges in certain areas of algebra, such as matrices. Of course, there's always a part I couldn't understand, so I used AI tools like ChatGPT and ask for help. Like asking questions about my points of confusion and it really provide detailed information. So, when it comes to the positive side, digital tools is indeed beneficial. On the other hand, the wide availability of digital tools comes with certain difficulties. For example, the presence of my phone during study sessions really distracted me. That temptation to engage with different applications was always there, especially games such as Mobile Legend. This is especially a huge conflict when facing impending deadlines, I couldn't do a thing but to cram it all and often pull out an all-night just to finish all the pending school works.

The italicized quotes above are categorized under the themes:

Convenience turns into Emotional Cost

Learning Aid but Productivity Pitfall

The Struggle for Balance

Ang pag-balanse sa schoolwork ug digital distractions mura gyud ug constant battle para nako. Sige ko'g salig sa akong phone, labi na kung magbuhat kog school work ug mag-research. Pero mas daghan nako'g gamit sa phone para sa school, mas lisod na hinuon magpabilin nga focused. Mura ba'g pagkakuha nako sa akong phone, naipit ko nga kinahanglan mopili sa pagka-productive ug pagka-distracted. Pirme nako i-remind akong kaugalingon nga kontrolon ang paggamit sa phone ug mailhan kung asa ang proper use ug unhealthy use, pero kadtong mga saad nako, napalpak ra gihapon. (P4)

Balancing schoolwork and digital distraction feel like a constant battle for me. I rely a lot on my phone especially in making school work and researching, but the more I use it for school the harder it is for me to stay focused. It's like the moment I picked my phone, I was pushed down into the corner of choosing productivity and distractions at the same time. I would always remind myself to control my phone use and distinguish between proper use and unhealthy use, but those promises fell through.

Digital tools are Beneficial but Easily Misused

Sa tinuod lang, di jud nako ma-deny nga gamit kaayo nako ang digital tools, labi na sa akong pag-eskwela. Gamit kaayo nako akong phone para mag-search og lain laing informations, unya tabang pud kaayo siya para masabtan nako ang lisod nga topics. Nakatabang pud ni siya nako maghimo og study guides like flashcards nga akong gamiton para masag-ulo. Pero bisan pa ni siya ka gamit, makawala jud siya sa akong focus. Naay times nga magamit nako siya sa sayop nga pamaagi ug bisan wala koy plano. Parehas atong niaging adlaw, before sa quiz, mag-review unta ko, pero pag-open nako sa phone, na realize nalang nako nga napadpad nako sa lain laing apps, wa na nuon ko ka-review ug tiwas. . Natunga jd akong focus, samot na sa sayup nga paggamit sa phone. Mao nang makaingon ko nga ang digital tools, blessing jud – kay makatabang siya sa pagtuon, pero kung ma-abusar ug gamit makaguba pud og focus. (P5)

Honestly, I really can't deny how digital tools are useful for me, especially in assessing me with my studies. I use my phone to search and gather information online at the same time to break difficult topics in simpler terms. It also helps me in making study guides such as flashcards which I usually use for memorizing terms. Although this is useful, it also causes me to focus on something else. I sometimes misuse it without meaning to. Just like what happened recently, the night before a quiz. I am supposed to review but when I opened my phone, I ended up spending hours on unrelated apps and didn't study at all. I fell short and diverted my focus by using my phone in an inappropriate way. That's why I can say digital tools can really be both a blessing and a burden sometimes– it makes learning easier but can lead to habits that slowly steals away focus when misused.

Digital Escape from Boredom

Usa jud sa rason nga di ko ka-focus usahay, labi na kung mag klase nami kay mabored ko. Inig pila ka minutong nakong naa sa klase, automatic jud nakong makuha akong phone kay boringan naman kaayu ko. Dili man unta ko magtuong madugayan, pero maka scroll² na gani ko sa Facebook or sa TikTok, mawala jud akong focus. Inig tan-aw nako'g videos, taud-taud ana makarealize ko nga dugay naman diay kong si'g tan-aw diri. Malingaw man gud kaayo ko, unya makachat² pod ko, usahay magkatawa ko sa mga shared memes sa diri sa TikTok. Maong makalimut ko nga nag klase pa diay mi. Sa sige'g ing ani akong buhaton, permi nalang jud ko ma-late sa akong schoolworks tungod ani. (P4)

The reason I often get distracted in front of my gadgets, often during class, is boredom. When I feel bored, I usually pull out my phone to find something entertaining. Most of the time, I go to my Facebook, Instagram, and TikTok accounts to see if I have any notifications. That's when I start getting distracted by the internet, as it starts to pull me in. What I'm looking for most is entertainment, and these platforms offer it perfectly. You can both watch videos and talk with people on social media at the same time. I spend hours watching these videos, which results in not having enough time to complete my classwork.

Basta lisod na gani sabton ang topic, makakuha jud ko sakong phone. Mao ni usa sa rason nga madistract dayun ko, samot pa jud kung ang maistra inig discuss wala'y sagol jokes² or kanang mga engaging activities lang gani. Mao nga makahuna-huna ko nga kaysa maminaw nga ing ani ang maistra, maypa'g mag cellphone nalang ko. Mag pa tando-tando gani ko usahay para ingnon

Rooted Triggers		nga naminaw ko, pero sa tinuod, wa gyud koy nasabtan. Ing ani na permi akong buhaton sa klase maong naandan na nako ni. Para nako, mas nindot gyud unta kung ang maistra kay mo-adjust sad gamay sa pamaagi sa pagtudlo. Kanang dili lang puro lecture, butangan pud gamay'ng lingaw², or activities nga makadani sa among attention. Dili man pud ko tapulan, pero usahay lang gyud, kapoyon ko kung ing ani permi ang mutudlo. Kung sayon sabton ug interesting ang lesson, mas maminaw jud ko ug mas gamay ang chance nga madistract ko sa akong phone. (P3)
	Continuous Cycle of Disengagement	*One of the main reasons that often gets distracted by my phone is when I find the topic difficult and unengaging. If the lesson is hard to understand because of its complexity and the instructor's way of teaching doesn't match my learning style, I quickly lose interest then start using my phone leading me to shift my focus and lose the essence of the discussion. This habit affects my concentration. Sometimes I just nod along to appear that I'm listening and paying attention but in reality, my mind is elsewhere and not really absorbing anything the teacher is saying. This creates a continuous loop for me that I think I often experience in the classroom. I think if teachers could make the lesson more interesting and engaging– maybe by making materials easier to understand and incorporating some humor, it can help students like me to maintain my attention and break the cycle of distraction.*
	Environmental Factor	Sa akong case man gud is, layo kaayo among balay sa school mao nga need jud nako mangabang ug kapuy'an, and dako jud kaayo ni'g epekto sa akong daily routines. Wala ko'y family or suod nga friends deri sa duol, mao nga usahay boring jud kaayo, samot na basta gabii or kanang time nga walay buhatonon. Kay lagi wala ko'y kuyog or ma-chika-chikahan, naa ra gyud ko permi sa akong phone ga sige'g scroll-scroll sa social media, usually sa Instagram jud ko ga sige ug tambay, para lang malingaw ug makwaan gamay ang ka-boring. Kana pud sa time nga magtuon ko, naa ra gyud permi akong phone sa tapad. Murag permi ko tintalon ba, dayun inig matintal nako, edi mawala dayun ang focus, mawala na pud ang gana sa pagtuon. Usually, sa ing-ani nga sitwasyon, like ma distract kos gadgets is always jud ni mahitabo kung mag-inusara rako'g tuon, dili sa classroom. (P2)
		In my case, because our home is far from school, I lived in a boarding house, and this greatly influenced how I spent my time. Also, because I have no family or close friends around, the quiet and often isolating four corners of my room can feel very empty, especially during downtime or evening. With no one to interact with and talk to, I gave my full attention to my phone and different social media platforms, specifically Instagram, as a way to ease the silence and for my entertainment. Whenever I study, I usually keep my phone beside me. It feels like it's constantly tempting me to check it and that's when my focus breaks. Once I give in, my concentration is gone, and I lose interest in studying. This kind of distraction usually happens when I'm studying alone, not in the classroom.
	Coping Through Screen	Sa tinuod lang, grabe jud ka-stress ang life. Lisod kaayo mag-set ug time para magtuon kay murag grabe na kaayo ang pressure. Like, magtapok-tapok na tanan, acads, deadlines, ug personal goals, nga murag gusto nalang ko mu-rest forever. Sa time nga wala koy buhaton, automatic na jud nga mu-kuha kog phone then mag scroll-scroll sa social media. Maka-relax man gud gamay, like escape mode ba. Bisan pa og pila ka minutes lang, mura ko'g ma-reset. Pero lately, narealize nako nga naa pud diay ni downsides. Magsige kog phone hangtod malimtan na nako akong buhatunon, then makalimot na sad kog tuon. Dili pud tungod kay gusto ko mag-procrastinate, ma-distract lang jud ko. (P5)
		Honestly, setting aside enough time to study causes a lot of stress. At times, all my obligations such as studying, meeting deadlines, and fulfilling personal expectations are piled up on me, and I feel I cannot handle the pressure. If I'm not occupied, I often grab my phone and look at social media. For me, it's one of the best ways to enjoy peace and solitude during a chaotic day. Just a little while on the floor gives me a sense of calm and reality. Even so, I see now that there are a few problems with burying my emotions in books. At times, I find myself working on tasks late and unprepared when I didn't plan on procrastinating. While using my phone makes me feel better for a little while, it can cause me to ignore my studies and important future goals.
		Para nako, maka distract jud ang mga digital tools. Nakahinomdom ko sauna, nay time nga naa koy plano nga mag-review para sa akong exam duha ka adlaw before sa test, pero wala gyud to nahitabo kay naadik ko ug tan-aw sa

Interrupted Learning Flow	Immersed in Entertainment	K-drama series, gusto ta nako mahuman tanan before ko mag-review. Kay halos permi ko naggunit sa akong phone, usahay di na nako kabantayan kung pila na ka oras ang nilabay. Nay usahay, makaabot kog 17 to 20 ka oras ginamit sa akong phone kada adlaw. Tungod ani, usahay malimtan na nako akong mga buluhaton like mga schoolworks ug ang pagtuon. Mawala gyud akong focus usahay ug dili nako masabtan ang importanting parts sa lesson, nga makaapekto sa akong pag- eskwela. (P1)
		Digital tools can be a distraction for me. I can recall a time when I planned to review for my upcoming exams two days before the test but I never got to do that because I was too hooked on watching a series of K-dramas and I want to finish it first before reviewing. Since I'm always on my phone, I often lose track of how many hours I spend on it. Sometimes, I spend about 17 to 20 hours a day on my phone without even realizing. Because of this, I sometimes forget to do my schoolwork and study. I tend to lose focus and miss important parts of lessons which affect my learning.
	Lost Confidence from Inattention	Sa tinuod anay lang, nakaapekto gyud ang digital distractions sa ako bisan mag klase. Naay mga times nga mangutana ang teacher nako, unya maghilom ra ko kay wala ko nakakuha sa lesson kay nag-scroll raman ko sa social media imbis nga maminaw. Mao to, nauwaw kaayo ko, kay murag obvious nga wala ko ka-focus. Murag na gamay jud akong self-esteem ato nga time, murag feeling nako di nako kabalo. Sa sunod nakahuna huna na jud ko nga maminaw na ko, basin makabalo nako sa tubag. Tungod ato, nakarealize ko nga kinahanglan gyud ko magbantay sa distractions. So akong gibuhat, naningkamot ko nga mas attentive sa klase, mag-review sa mga butang nga akong na-miss, ug i-remind akong kaugalingon nga sayon ra kaayo ko madistract. Pero bisan pa ug ing-ana, kabalo ko nga ang pagbalik confidence, dugay gyud siya. Kada ma-distract ko, mura kog balik napud sugod. Pero at least karon, aware na ko, ug ga-try ko nga mas maayo kada adlaw. (P5)
		Honestly, digital distractions have really impacted my confidence in class. There were moments when the instructor posed a question, and I just remained in silence not knowing what to answer because I wasn't paying attention. I had been on social media, scrolling instead of listening to the lesson. In those moments, I was really shy and embarrassed. Deep down I was shrinking inside and feel like I am incapable. I should've paid more attention, then I would've known the answer. These situations have motivated me to change how I deal with my mistakes. Since then, I decided to try being more attentive in class, reviewing the things I may have missed and reminding myself how easily distraction can pull me away. But even with those efforts, I know that rebuilding confidence doesn't happen overnight. Every time I got distracted and miss something, it feels like I'm starting over again.
	Rushed Outputs, Poor Quality	Daghang higayon nga nagagamit ko ug cellphone nga maoy hinungdan nga dalion nakog lihok ang mga school work. Nagaprocrastinate na diay ko without realizing it, nagaspend ko mostly sa akong oras sa pagtan aw ug bisag unsa nga contents para malingaw nako akong kaugalingon ug usahay magabalik-balik sako huna-huna nga pun an pag 5 minutes sa YouTube or TikTok, dayon nilabay na diay ang usa ka oras. Usa pa pud ko kahibaw nga ang deadlines sa na diay sa mga pending nga school works kay hapit na. Sa tinud anay lang basta mga rush ko, ang ending poor quality ug kulang pa ang akong gipamuhat nga mga outputs. Ang resulta makareceive ko usahay ug gamayng score ug unsatisfying feedback sakong mga maestra. Kahibaw ko nga sala ug reponsiblidad ni nako ug wasad koy giblame. (P4)
		There have been many times where I used my phone that often leads me to rush my school work. I tend to procrastinate without realizing it, spending most of the time watching various contents to entertain myself and sometimes replaying this thought 'just five more minutes' on YouTube or TikTok — and suddenly an hour has passed. Before I know it, the deadlines for the pending school works are approaching. I end up rushing everything cramming all the tasks in a short time and wished if only I had started earlier. I honestly admit that when I try to rush things like that, I'll always end up making poor quality outputs and lacks in depth. As a result, I occasionally receive low score or unsatisfying feedback from my teachers. I know it's my fault and responsibility, and I don't blame anyone else.
	Trapped in Distraction Cycle	Naay time nga nabantayan nako nga nihinay-hinay ug ka-ubos akong grado, pero dili man tanan subjects. Sa una, gibalewala ra nako kay abi nakog gamay ra ni nga butang ug makabalik ra ko sa akong routine. Pero sige naman lang

jud ug balik-balik, murag nahimo na siyang pattern nga lisod na kaayo buwagon tungod sa digital distractions. Ang nakasapot lang jud kay kabalo nako unsay epekto ani tanan. Aware kaayo ko unsay akong gina- atubang. Pero di pa gani ko kasugod ug tuon or buhat sa school works, naa na ko sa akong phone, sige scroll, tan-aw videos, or check sa mga apps nga wala ra'y gamit. Usahay, gabii na kaayo, sige pa gihapon kog tan-aw ug videos, unya ang assignments wa pa gyud malihok. Karon, narealize nako nga lisod gyud diay ni nga struggle ang pag-manage sa digital distractions. (P2)

There was a time when I noticed a steady drop in my grades, though not in all subjects. At first, I shrugged it off thinking that maybe it's just nothing much to be concerned of and I can always get back on track but then it does not happen just once or twice but a few times already. It became a pattern that I recognized, but somehow, I couldn't break free from anymore– digital distractions. What's frustrating is that I'm fully aware of the consequences. I exactly know what I am dealing with. But before I knew it, when I'd sit down to study or work on a project or other school works, I'd be scrolling through my phone, watching videos, or just mindlessly checking apps, and the distractions continued. There were times it was late in the evening and I was watching videos while my assignments were untouched. Now, I realize that these digital interruptions are actually tough for me to manage

Usa sa mga importanteng nahinumduman nako nga panghitabo na marelate nako ani kay katong during examination sa GSPS. Actually, okay rajud ang tanan like 2 days before sa examination day kay nakatuon ko ug gi klaro nako nga nakasabot ko sa mga concepts. After study session gali kay sagulan nakug dula ginagmay ug ML para pud mawala ang stress ug mag lingaw karyo. Pero the night before the day sa exam kay nidula ko ug Mobile Legends murag hapit tibuok gabie ug wala nalang pud ko mireview ug balik sa mga lessons. Dayun sa katong adlaw na jud sa exam mihapit pako ug dula like 1 game ragud unta and then taud-taud ana kay oras na para mag-exam. Sa pagstart sa exam na mental block btaw ko. Sa pagbasa nako sa mga pangutana kay dli jud nako cya masabtan bisan unsaon nako ug suway bisan nakatuon pako. Para nako na in ato ko tungod kay nabaling nako akong pokus sa dula kay kato nga game giusikan man gud ko kay daugunon unta mi. So murag mas nangibabaw akong pagkadismaya nga pildi mi, silbi murag ni occupy na nuon siya sa akong gi huna-huna kay tungod pud sa kalagot nga lagi daugunon unta mi. Mao to naglisud na nuon ko sa paghinumdom sa mga lesson or unsa akong gipang tun an. Para nako usa ko sa mga estudyante nga nakakuha ug gamayng score like naa sa top 10 sa lowest score out of 98 students to be exact. (P3)

One of the most significant events I remember and relate to this was during the GSPS examination. Actually, everything was going well like I studied 2 days before the examination and made sure I understood the concepts. After my study sessions I would even mix it with a bit of playing Mobile Legends just to relieve stress and have fun a little bit. However, the night before the examination day, I ended up playing ML for almost the whole night and didn't bother to review the lessons again. Then, on the actual day of the examination, I even played just one game and later on it was already time for the exam. When the examination started, my mind went completely blank. As I was reading the questions, I couldn't comprehend no matter how hard I tried even though I studied. I believe it's because I diverted my focus and was preoccupied for thinking it such a waste to lose the game. So, I guess my disappointment *took over my thoughts, and I kept on thinking how frustrated I was for losing the game. So, I was having a hard time in recalling the lessons or anything I've studied. I think I'm one of the students with the lowest score like I belonged to the top 10 lowest score out of 98 students to be exact.*

Memory Disruption after Distraction

Sleep Interference and Learning Fatigue

Naay mga times nga mag spend kog time magtan-aw ug K-Drama before matug. Permi jud nako isulti na matug rako dayun after inig makahuman nakog one or two episodes sa kana nga K-Drama. Pero usahay lisod kaayu undangon once nakasugod nako ug tan-aw kay lage maghunahuna ko unsa nasay sunod mahitabo atu nga sunod episode. Akong plano nga break time maong magtan-aw ug K-Drama nahimong pila na noon ka oras nga nag tan-aw ug mga shows. Mao ng usahay makarealize makarealiaze nalang ko nga gabii na kaayu unya mo adtu pako ug school inig ka buntah dayun ana. Sa sunod nga day, naa nakog school pero imbes akong hunahuna kay akong

studies or about school tua noon sa laing butang nako ma priority kay sige raman kog hunahuna what's next sa kadtu nga epidsode. Akong mata kay mopiyong man jud ug di ko ka paminaw ug tarung sa gipang discuss kay lage akong utok wala sa school ug duka pa kaayu. Akong lawas kay kapoy kaayu ug dili kayko ka focus sa naa sakong palibut. After some times, I figured out nga watching K-Drama or movies nga late na kaayu kay moy moguba sa akong learning abilities nga imbes magfocus sa school kay matug nalang hinoon. Usually, ako jung ingnon akong kaugalingon na matug ug sayo pero di jud nako ma buhat kay murag hatakon ko sa cp maong permi na nako mabuhat again and again. (P1)

There are times when I usually spend it to watch K-Drama series before sleeping. I usually say that I will sleep soon after I finish one or two episodes. But I find it very difficult to stop once I begin watching, mainly because the episodes conclude with me hanging on every word or the plot starts to build up tension. A planned break is quickly turned into many hours of watching shows on TV. In no time, I realize it's already late and I must go to class in the morning. On the next day, I'm at school but thoughts of my situation are top-of-mind rather than my studies. My eyes keep closing and I don't manage to pay attention to the organization of the lectures. My body is extremely tired and I can barely focus on people. After some time, I figured out that watching marathons so late at night undermined my learning abilities. Usually, I say I'll go to bed earlier, but it's an addiction I cannot break, it keeps happening again and again.

Naay mga oras nga nagtutok ra ko og walay sulod ang hunahuna tungod sa kasuko sa akong kaugalingon, ug naghunahuna ko, 'Mas maayo unta akong nabuhat, unta mas gitutukan nako.' Imbes nga masangkot ko sa akong cellphone ug maggugol og daghang oras sa mga app nga walay labot, unta gigamit to nako nga oras para buhaton ang akong mga school works ug magtuon. Ang bug-at nga frustration nagtapok sulod sa akong kaugalingon. Wala ko nasuko sa uban, pero sa akong kaugalingon. Nituo ko sa akong kakayahan. Nakabalo ko nga kaya ra nako ang mga leksyon. Pero ang nakakulang nako kay disiplina sa paggamit sa cellphone usahay maoy makapaluya nako. Naay mga oras nga naa koy umaabot nga exam, apan gamay ra akong natun-an tungod kay kasagaran sa akong oras gigamit ra sa mga app nga walay labot sa eskwela. Nagbalhin ko og focus gikan sa ballpen ug papel balik sa cellphone, pero kadaghanan sa oras naa ko sa phone hangtod nga makatulog na lang ko. Sa katapusan, gamay ra akong natun-an ug average ra o ubos ang akong score. Wala ko makontento sa akong score ug gikaon ko sa akong frustration. Narealize nako nga dako ang kalainan sa unsay unta akong na-achieve og sa unsay tinuod nga akong naabot. Bisan pa og adunay gamay nga progress, limited ra gihapon ang akong nasabtan. (P3)

Self-frustration

There are times when I just stared blankly out of frustration and thought to myself, I should've done better, I could've done better. Instead of getting caught up with my phone and spending hours in an unrelated app, I should've used those hours to do my school works and study. The heavy frustration is building inside me. I'm not frustrated with other people but with myself. I believe in my abilities. I realize I can do the lessons without difficulty. But my lack of discipline with my phone sometimes brings me down. There are moments when I have upcoming exams, I only studied a little because I spent most of my time in unrelated apps, switching focus from my pen and paper back to the phone but most of the time on my phone then eventually ended up falling asleep. In the end, I only studied a little and scored an average or low score. I am not satisfied with my score and the frustration eats me. I realize there is a difference between what I could have accomplished and what I truly achieved. Despite making progress, the things I grasp are quite limited.

Feelings of Falling Behind

Naay mga higayon nga na-feel nako, nabyaan na jud ko sa uban, kay naka realize ko nga mas daghan paman akong oras para mag cellphone kaysa sa akong mga buhatonon. Nakaobserve pod ko usahay nga akong mga classmate humana na nila ilang schoolwork, unya nindot pa gyud ilang mga output kaysa sa ako mura ra'g nag pass for compliance. Ing-ana nga mga moments, mura kog mawad-an og gana, unya mura'g mag sugod najud ko ug self-blame. Makabantay ko nga ang uban kay nag ni progress na, consistent ug focused pa jud. Ako ano nga mura'g naa ra gihapon sa starting line, wala nay progres gani. Usahay makahuna-huna ko, 'Kung nag-focus lang unta ko, kung gi-control lang nako akong time para mag-phone, basin pareha pud ko nila.'

	Comparison with Peers	Naay mga adlaw nga hilom ra ko mangutana sa akong mga kauban kung unsay ilang gibuhat or unsay akong namiss, kay nahadlok nako nga mabantayn ko nila nga nabyaan na ko. Sa tinuod lang, mas sakit jud nga gi-hilom ra ang mga gibatian nimo kaysa kasaba. Ang pagbasol naabot najud sa akoa.. Makakita lang ko og estudyante nga focused ug consistent, makasulti na ko sa akong kaugalingon, 'Unsaon man ni nako? Ngano wala ko ni pareha nila?' Sa sige'ghuna-huna ani, makaluya gyud siya. (P4)

There were moments when I felt left behind whenever I let myself be consumed with digital distraction. When I looked around and realized how my classmates have already done their outputs in good quality while mine was just the bare minimum, I feel so small. At that moment, self-blame starts to appear. I notice how others are succeeding as I continue to struggle. I often think to myself, "If only I had focused more instead of spending hours on my phone" I could also produce quality presentations. Sometimes I also found myself quietly asking my classmates afterward what I had missed. At that point, self-reproach silent and slowly arrives. Seeing people who are more consistent and focused is something that really brings me down.

Nag-mahay jud ko pag naka realize ko nga pila na diay ka oras ang nilabay nga sige ra kog scroll sa social media. Like nakaana ko, 'hala uy, sayanga sa time.' Nawagtang akong focus ug na-delay akong mga buhatonon. Naay time supposedly magsuwat kog report, nag-try ko kog focus pero bisan gamay ra nga notification mu pop up sako phone, dali ra jud kaayo ko ma distract. Mabantayan nalang nako ngahalos 3 hours na ko ga-scroll sa TikTok ug tan-aw random funny videos. Na-disappoint jud ko sa akong self kay instead nga productive unta ko, napunta ra sa walay pulos. Dili pa gyud ni first time, nahitabo na ni before. Naa gyud murag mu hunghong nga, 'bitaw no, bati akong gibuhat.' Unsaon man nga unta mahuman na nako ang report ato nga 3 hours, pero nausik ra. Pagkahuman ato, naningkamot ko para makabawi, pero tungod kay pressured kaayo, gamay ra jud akong nahuman. Murag sayang ra jud effort, stress gihapon. (P1)

| | Regrets Over Delay | *The time when I realized that I had spent several hours scrolling through social media platforms had really brought me heavy waves of regrets. It was upsetting because I lost my focus and caused me to fall behind on completing my tasks. Just like the time I was writing a report, I really tried my best to stay on focus, but it turns out it really can be distracting no matter how simple the pop-up notification is. Because the next thing I know I spent almost three hours scrolling on TikTok or watching some entertaining contents. My heart sank knowing I just let valuable time slip away and I haven't even touched my report. I once did it again, I remember I can feel the silent voice of disappointment inside my head. I could have finished my report in that 3 hour instead of just wasting my time. That exact same day, I stayed up trying to make up for it, but the pressure to finish it quickly just made me into a bare minimum output.* |

Every time madistract ko sa mga gadgets, ma-feel jud nako ang disappointment sakong self. Like, nawala akong focus sa mga dapat unta nako unahon ug buhat. Naay time nga wa jud ko ka-review para sa exam kay sige ra kog scroll-scroll sa TikTok. Grabe, murag wa nako gi seryoso akong pagka-student. Then inig abot sa exam, grabe akong kulba kay kabalo ko nga basin mapalpak ko or di ko ka answer. Nisamot pa jud akong pag overthink while ga-answer ko, then pagkabalo nako sa result? Nisamot jud akong kahadlok.

| | Digital Distraction-Induced Performance Anxiety | That was the time nga naka-feel kog kaluoy sakong self ug narealize nako nga sayop akong gibuhat. Mao to nga naka-learn ko nga importante gyud ang saktong time sa paggamit sa gadgets or gamiton ang digital tools in a smarter way — dili kay sila maoy mu-control sa akong life. (P2) |

Whenever I'm distracted to some digital tools, I feel anxious and bad for myself for getting distracted and not to focus on my priorities. I'll use as an example where I didn't able to review for a specific exam because I was too invested in scrolling through TikTok, I feel that I didn't play my role as a student seriously and I'm very nervous at that time, knowing that I might fail the exam. These emotions still bang in my mind as I take the exam and right after I received the results, those emotions petrify me even more. That's the time when I feel sorry for myself and learned my mistakes. With my past experiences, it taught me to value my time wisely and use these digital tools cohesively.

Nakarealized ko nga ni grabe ang pagka-distract nako sa akong cellphone

	Motivation to Change	during sa klase namo, na disappoint jud kos akong kaugalingon. Naa to'y time nga gitawag ko sa akong maestra para mu answer Wala ko katubag tungod kay wala ko kapaminaw niya. Adtog time-ma, na nagbasol jud ko nganong nag gamit kog cellphone ato. Sukad ato, gi limitahan na nako akong kaugalingon sa paggamit sa akong cellphone samtang ga klase aron dili nako ma miss ang mga importanteng detalye sa lesson ug dili ko maulawan nga way ikatubag. Kabalo ko dili sayon, pero need nako para maka focus ko sa akong pag eskwela.(P5)
		When I realized that I was using my phone while in class, I became disappointed with myself. Once, my teacher asked me a question in class and I couldn't answer it since I wasn't listening. That moment made me regret using my phone all the time. After that, I have been keeping my phone away during lessons so I don't miss anything and feel ashamed. Although it won't be simple, I would like to get better and focus more.
Trials of Digital Discipline	Inner conflict	Para nako, lisod gyud kaayo pugngan ang digital distraction, ug dili gyud ko kapugos sa tanang oras. Naningkamot ko nga limitahan ang paggamit sa akong cellphone, tinuod gyud na. Usahay, sultian nako akong kaugalingon, "Sige na, focus ta," unya akong ibutang ang phone. Pero kalit ra dayon ko maghuna-huna, "What if naay importante nga message nga akong na-miss?" "What if naa koy deadline nga wala nako nahinumdumi?" Kana nga ginagmayng kabalaka, mudako ug kalit—maong maabot gyud nga akong ablihan balik ang phone. Dayon, di na nako mabantayan ang oras—kalit lang nga nilabay samtang nagsige kog dugang scroll sa Facebook o TikTok. Maka-disturbo gyud siya nako, kay kabalo ko sa akong sitwasyon. Pero bisan pa, mahitabo gihapon. Murag ang akong kuryosidad dili gyud mohunong ug dagan sulod sa akong hunahuna. (P4)
		For me, I believe digital distractions are something I can't fully take control of. I really do my best to restrict how much I use my phone. At times, I tell myself, "For now, let's focus, and close my phone." At this stage, my mind gets lost in my thoughts… "What should I do if I receive an important message?" "Would there be problems if I miss a deadline?", that hint of worry increases and ends up leading me to look at my phone. Then, time flies while I spend extra time on either Facebook or TikTok. It bothers me, since I understand the situation. Still, these cases exist. My curiosity never seems to stop running in my mind.
	Ritual of Focus	Sa oras nga magtuon ko nagkat-on ko ug himo ug habits. Pareha anang sa pag-highlight sa mga importante nga part sa akong notes, ug pag off jud sa akoang cellphone. Kana nga mga butang nakatabang nako nga magpabiling nakafocus gani. Pero muangkon ko sad jud nga naa gihapon mga oras maglatagaw akong huna-huna. Usahay, bisan og naka-off akong phone, maghunahuna gihapon ko unsa kaha akoang namiss ron sa internet. Murag kinahanglan pa nako makiglalis sa akong internal self aron dili gani naku ma break akoang mga routines nga ginahimo. Yes kapoy jud man pero gipaningkamotan jud naku nga maka focus ra. (P2)
		Whenever I study, I've learned to build small habits. I also make sure to highlight important parts in my notes and switch off my phone. Those things help me stay focused. At times, my thoughts still tend to roam around. Ever so often, I think I'm missing valuable interactions just because I haven't used my phone. It's like I have to fight myself to not break the routine. Sometimes it gets exhausting, yet I choose to try.
	Prioritization and self-control	Naggamit ko og strategy para gyud makontrol ko sa mga digital distraction, pinaagi sa maayong pagdesisyon kung asa gihunahuna nako unsay mas importante, ug posibleng consequences sa pagpadala sa digital distraction. Pirme ko mangutana sa akong kaugalingon:"Sulit ba gyud ni?" Pareha anang pagtan-aw og lain na sad nga episode o pag-scroll sa TikTok. Unsa man akong makuha ani unya? Akong giremind akong kaugalingon nga kinahanglan nako e prioritize akong pag eskwela. Dili sayon, usahay mawala ko sa akong focus, pero naningkamot ko nga magpakatinuod sa akong kaugalingon. Nakabalo ko nga kung dili nako makontrol karon, magmahay ko puhon. Disiplina gyud ang kinahanglang buhaton ug pagkabalo kung unsay pinakaimportante sa karon nga panahon. (P5)
		I incorporate a strategy to control my digital distraction and that is through wise decision making where I weigh what is more important, thinking about the possible consequences of being digitally distracted. Now, I often tell myself: "Is this really worth my effort?", as an example, enjoying yet another

	episode or watching some TikTok. What will it cost me later? I try to keep in mind that my studies should come first. It's not easy, sometimes I lose track but I tried to be honest with myself. If I let my behavior continues, I'll have to face the consequences in the future. It's all about discipline and knowing what matters most at the moment.
Time Management	Gisulayan jud naku nga mangita sa internet ug mga pamaagi nga malikayan or malessen man lang naku akoang pagkadistracted sa mga lain laing app. Nakahimo ko ug strategy nga ma control akoang pagka distracted. Ang akoang nabuhat nga pamaagi kay gi alternate naku kunuhay, mag tuon ko dayun igkahuman akoang tagaan akoang kaugalingon nga makapahuway, mao na nga oras nga maggamit ko ug cellphone. Kay kung pugson gud naku nga straight-straight magtuon kay mura man hinuon ko ug maburn-out sangko maglantaw nuon ko ug mga kalingawan. Kani nga pamaagi somewhat naghatag naku ug kalinaw bisan paman naa pajuy higayon nga ako ma distracted. (P1)
	I tried to look for some ways on the internet in order to at least overcome or lessen my digital distraction. I came up with a weird way to deal with my distractions. I tried to alternate it, like one hour study without gadgets, then some time using digital tools. My situation is not perfect, but this is how I have to deal with it. Honestly, if I push myself too hard without breaks, I end up rebelling and binge-watching stuff, which always happens. So, I trick my brain a little, study, then reward. Even though I still get distracted, this process helps lower my guilt a little bit.
	Base sa akong experience, kung mag-set og klaro nga rules sa paggamit sa phone, mas mo-less siguro ang digital distractions sa school. Like for example, pwede nga ang teachers ug ang school mag-limit og phone use during class, gawas lang kung gamit gyud siya para sa activity. Honestly, dali ra gyud ko madistract, labi na kung lisod ang lesson ug dili mo-fit sa akong learning style. Usahay, maglisod ko og focus kay dali ra kaayo mo-divert akong huna-huna, unya motan-aw na pud ko sa akong phone. Para nako, kung interactive ang lesson ug naay gamit nga digital tools nga makatabang, mas mo-focus ko ug mas motivated pud ko. Sigurado ko nga ingon ani pud ang uban nga students. Para nako, ang importante dili ang pagtangtang sa phone, kundi ang paghatag og mas better nga butang nga among ma-focus-an." (P3)
Institutional Boundaries	*Based on my observation, setting strict rules about phones could make digital distractions at school less severe. Like, maybe teachers and schools can strictly limit phone use during class unless it's really needed for an activity. Honestly, I am easily bothered by distractions, mostly when what is being taught is difficult and doesn't fit my way of learning. I often struggle to concentrate since my mind can get distracted and lead me to check my phone. I think that making lessons interactive or integrating valuable digital tools would keep me and many other students focused and on track. For me, the main thing isn't to throw away the phone but to have something better that we focus on.*

Double-edged Nature of Digital Tools in Learning Environment

The theme on Double-edge Nature of Digital Tools in Learning Environment highlights the crucial role of Digital Tools in student's learning experiences, giving them easy access and convenience to do educational activities. However, it also poses challenges when it comes to their focus and attention during class session. This theme provides a vivid picture of how digital tools have been incorporated by students in maximizing their learning and the significant shift of focus among learners. The participants' words supported this claim as what they explain below.

Participant 1 said "Base sa akoang experience dako kaayu ang tabang ang nahatag sa mga app sa cellphone sa lain-laing aspeto sa akoang kinabuhi. Napadali niini ang pagkontak naku sa akoang mga mahal sa kinabuhi ug nakasupporta usab kini sa akong mga buluhaton sa pagskwela pinaagi sa mga aplikasyon sama sa Canva, Microsoft PowerPoint ug uban pa alang sa paghimo ug mga reports ug uban pang mga presentasyon. Makaana jud ko nga nakatabang ni sa akoang pagkacreative ug sa akoang pagskwela.Pero bisan paman sa akoang pagpaningkamot nga makafocus sa akoang gibuhat, alang mahimong produktibo sa buluhaton sa eskwela, daghang mga aplikasyon sa cellphone ang nakatandog sa akoang konsentrasyon. Ang social media sama sa Facebook, Tiktok ug uban pang makalingaw nga content mao jud ang makatintal ka naku nga mawala akoang konsentrasyon. "

(Participant 1 said, "Based on my personal experience, digital tools have significantly helped me in various aspects of my life. It made me communicate with my loved ones easier and support my academic tasks by providing tools and applications in creating reports and presentations such as Canva, Microsoft PowerPoint and other similar tools. I can say, it really enhanced my creativity and helped me

with my studies. However, my best efforts are not enough and I seem to battle with distractions all the time. While I try my best to stay focused in using digital tools for school productivity, the presence of countless digital distractions diverts my focus. Social media like Facebook, TikTok and other entertaining content tempts me that it often breaks my concentration.")

The participant's experiences illustrate the paradox of using digital tools for learning: while it serves as a helpful resource towards easier communication, learning, productivity, and creativity, it also serves as the gateway for constant distractions and temptations. In this modern world, digital tools serve as a helpful resource towards communication and education (Alibigloo, 2025). It offers the privilege to access diverse educational tools. Applications like Canva and Microsoft PowerPoint which encourage productivity and creativity. This convenience benefited to students, as they were provided with the wide array of platforms that support their learning however it also serves as the gateway for constant distractions and temptations (Boonmoh et al., 2021). Instead of focusing on lessons, students may switch to watching videos or other apps, which divert their attention from studying. The participant's experience provides a clear understanding that digital tools can both reinforce education and, at the same time, be the source of disruptions.

Participant mentioned, "Ang mga digital tools nakatabang gyud nako nga nakapahimo sa mga butang nga mas sayon para nako. Imbes nga magsulat ko ug mano-mano sa mga notes,pwede tako mag picture gamit akong cellphone. Ug kung naay topic nga complex gani ug lisud sabton, dali ra nako ma browse sa internet para makapangita ug laing nga explanations or usahay motan aw ko ug mga video online. Makatabang jud nako ang digital tools nga makasave og oras ug mas mapasayon ang buhatonon. Pero bisan nga makatabang ni nako, nahimo pud ni nga rason nganong usahay mawala ang akong focus ig klase. Naka hinumdom ko atong usa ka panghitabo, adlaw sa klase – atong nag klase mi sa science. Nagpicture kos among lecture unya nikalit lang naay notification ang nipakita mao to gi open nako ang Facebook, nya niana ko ato sa akong kaugalingon nga 'usa lang ka minuto' para tan-awon ang notification. Nalingaw ko sa pag scroll hantod nakalimot ko nga ang usa ka minuto nahimong hapit tibuok diskusyon. Paglabay sa pila ka adlaw, naa mi quiz ug kasagaran sa mga pangutana kay base ato nga lesson mao nga naglisud gyud kog tubag ug tarong. Nagmahay ko atong panahona kay naa unta koy chance nga masabtan nako ang lesson pero akong gibaylo kini sa paglingaw ug sa tinuod lang, nakapafeel ni nakog kaguol sa akong kaugalingon."

(Participant 2 mentioned, "Digital tools really made things more convenient for me. Instead of manually writing down notes during lectures, I can just take a picture of it using my phone. And whenever there is a certain topic that I find complex and hard to understand, I can just quickly browse it for further explanation or I can watch videos online. It helps me save more time and struggles. But despite this convenience, it also became a reason why I often lose focus in class. I remember one particular day in class – when we were having a science lesson. I was taking pictures of the lesson then suddenly a notification popped up so I opened my Facebook, I thought to myself 'just for a minute' to check for notifications. I was so entertained by my scrolling that I forgot that minute turned into almost missing the entire discussion. A few days after that, we had a quiz and most of the questions were based on that lesson so I really had a hard time answering it correctly. I ended up regretting that moment because I had the chance to understand the lesson but I traded it for temporary entertainment and honestly, it makes me feel disappointed in myself.")

Digital tools significantly provide support and convenience in different aspect of life of every student. In the experience of the Participant, it reveals that digital tools make every task easier and faster such as taking notes by just capturing photos, searching for information online to understand complex concepts of lectures or lessons (Akram et al., 2024). However, despite these advantages, it also highlights the negative impacts that gradually lead to emotional setbacks. The accessibility of digital tools in the learning environment of students casted struggles to self- regulation by which the concentration is consumed by the distractions — social media, particularly Facebook. This digital distraction led to emotional responses such as disappointments, anxieties, self-blame, and guilt specifically when the responsibilities are neglected (Carstens et al., 2021). This narrative emphasizes the convenience of digital tools bring often comes with a hidden emotional cost, particularly when students shift focus from learning to distraction.

Participant 3 stated, "Dako jd ug tabang ang digital tools sa akong pag-eskwela, samot na kung naa koy mga subject nga mga lisud sabton. Ug as a Math major, daghan ko'g na-encounter nga lisud e-solve sa algebra, especially sa matrices. Naa gyuy mga part nga dili nako makuha ug masabtan, mao to, mugamit ko'g ChatGPT para mangayo ug tabang. Mag ask lang kog mga questions tapos, boom! Detailed explanation dayon. So, klaro ra jud nga daghan kaayong benefits ang digital tools sa pag-study. Pero, ang paggamit ani naa sad diay mga di maayung epekto. Kung naa man gud akong phone duol nako while nag-study ko, grabe jud ang impact like ma distract jud ko. Always kong tempted mag-open ug apps, especially sa duwa nga Mobile Legends. Adik ko anang dulaa, so lisod gyud likayan nga dili magdula. Mao nga inig abut na sa deadline or oras nga ting pass sa projects, puro na lang cram ang mahitabo."

(Participant 3 stated, "Using digital tools in class gives me great help when learning hard topics. Like for an instance, as a mathematics major, I've encountered different challenges in certain areas of algebra, such as matrices. Of course, there's always a part I couldn't understand, so I used AI tools like ChatGPT and ask for help. Like asking questions about my points of confusion and it really provide detailed information. So, when it comes to the positive side, digital tools are indeed beneficial. On the other hand, the wide availability of digital tools comes with certain difficulties. For example, the presence of my phone during study sessions really distracted me. That temptation to engage with different applications was always there, especially games such as Mobile Legend. This is especially a huge conflict when facing impending deadlines, I couldn't do a thing but to cram it all and often pull out an all-night just to finish all the pending school works.")

The participant highlights a major "twist in students' lives nowadays: digital tools can aid learning but may also hinder productivity.

Although the participant admits that technology makes learning accessible and offers quick assistance, it also includes obstacles that can prevent them from concentrating on their work (Flanigan & Babchuk, 2022). The constant temptation to access entertaining apps such as Mobile Games affects study routines and learning. Students experience a struggle between wanting to study and being pulled in different directions, so they must resort to cramming and working late at night (Brady et al., 2022). This experience undermines a significant perspective, while digital tools support ones learning sometimes allure procrastination affecting students' productivity

Participant 4 expressed, "Ang pag-balanse sa schoolwork ug digital distractions mura gyud ug constant battle para nako. Sige ko'g salig sa akong phone, labi na kung magbuhat kog school work ug mag-research. Pero mas daghan nako'g gamit sa phone para sa school, mas lisod na hinuon magpabilin nga focused. Mura ba'g pagkakuha nako sa akong phone, naipit ko nga kinahanglan mopili sa pagka-productive ug pagka-distracted. Pirme nako i-remind akong kaugalingon nga kontrolon ang paggamit sa phone ug mailhan kung asa ang proper use ug unhealthy use, pero kadtong mga saad nako, napalpak ra gihapon. "

(Participant 4 expressed, "balancing schoolwork and digital distraction feels like a constant battle for me. I rely a lot on my phone especially in making school work and researching, but the more I use it for school the harder it is for me to stay focused. It's like the moment I picked my phone, I was pushed down into the corner of choosing productivity and distractions at the same time. I would always remind myself to control my phone use and distinguish between proper use and unhealthy use, but those promises fell through.")

This narrative reveals an ongoing internal conflict of balance amplified by the dual nature of digital tools. Students have a difficult time separating meaningful learning from unnecessary screen time, mainly because they lack proper guidance (George, 2024). The moment the phone is picked up for academic tools, the lines of between focus and diversion begin to blur, leading to a cycle of self-reminder and broken promises. This lived experience underlines the emotional exhaustion of trying to maintain control distinguishing healthy and unhealthy use becomes increasingly difficult (Hasan, 2024).

Participant 5 said, "Sa tinuod lang, di jud nako ma-deny nga gamit kaayo nako ang digital tools, labi na sa akong pag-eskwela. Gamit kaayo nako akong phone para mag-search og lain laing informations, unya tabang pud kaayo siya para masabtan nako ang lisod nga topics. Nakatabang pud ni siya nako maghimo og study guides like flashcards nga akong gamiton para masag-ulo. Pero bisan pa ni siya ka gamit, makawala jud siya sa akong focus. Naay times nga magamit nako siya sa sayop nga pamaagi ug bisan wala koy plano. Parehas atong niaging adlaw, before sa quiz, mag-review unta ko, pero pag-open nako sa phone, na realize nalang nako nga napadpad nako sa lain laing apps, wa na nuon ko ka-review ug tiwas. . Natunga jd akong focus, samot na sa sayup nga paggamit sa phone. Mao nang makaingon ko nga ang digital tools, blessing jud – kay makatabang siya sa pagtuon, pero kung ma-abusar ug gamit makaguba pud og focus."

(Participant 5 said, "Honestly, I really can't deny how digital tools are useful for me, especially in assessing me with my studies. I use my phone to search and gather information online at the same time to break difficult topics in simpler terms. It also helps me in making study guides such as flashcards which I usually use for memorizing terms. Although this is useful, it also causes me to focus on something else. I sometimes misuse it without meaning to. Just like what happened recently, the night before a quiz. I am supposed to review but when I opened my phone, I ended up spending hours on unrelated apps and didn't study at all. I fell short and diverted my focus by using my phone in an inappropriate way. That's why I can say digital tools can really be both a blessing and a burden sometimes– it makes learning easier but can lead to habits that slowly steals away focus when misused.")

The narrative reflects how digital tools, though beneficial are vulnerable to misuse due to its multi-functionality. The participant's experience exposes the thin line between intention and impulse, illustrating how productive learning can be disrupt by minor distractions at times (Chen et al., 2020). This simply emphasize the need for mindful usage in navigating digital environment, especially when educational success and digital temptation are housed within the same device.

Digital tools really brought conflicting experiences to students' life. It poised dual reality– one that provides accessibility, convenience, efficiency and creativity while the other that battles inner conflict, emotional tool and disrupted focus. This experience underlines that digital tools support academic empowerment by providing convenience and enhanced learning resources however it also led them to be distracted by various digital tools it offers such as social media, games, and entertainment apps. Thus, dual nature calls for a balanced and mindful use of digital tools to maximize benefits while minimizing its drawbacks.

Rooted Triggers

This theme "Rooted Triggers" explores the experiences of students emphasizing the underlying reasons that lead them to become digitally distracted in their learning journey, especially through utilizing their phones and digital platforms for extended periods. This theme provides a clear perspective that distraction is deeply rooted to various triggers such as the students emotional and environmental conditions. According to the participants' stories, these triggers are not random but often recurring, shaping a habitual response of turning to digital devices. The following narratives reveal the lived realities of these "rooted triggers":

Participant 4 admits, "Usa jud sa rason nga di ko ka-focus usahay, labi na kung mag klase nami kay mabored ko. Inig pila ka minutong nakong naa sa klase, automatic jud nakong makuha akong phone kay boringan naman kaayu ko. Dili man unta ko magtuong madugayan, pero maka scroll² na gani ko sa Facebook or sa TikTok, mawala jud akong focus. Inig tan-aw nako'g videos, taud-taud ana makarealize ko nga dugay naman diay kong si'g tan-aw diri. Malingaw man gud kaayo ko, unya makachat² pod ko, usahay

magkatawa ko sa mga shared memes sa diri sa TikTok. Maong makalimut ko nga nag klase pa diay mi. Sa sige'g ing ani akong buhaton, permi nalang jud ko ma-late sa akong schoolworks tungod ani."

(Participant 4 admits, "The reason I often get distracted in front of my gadgets, often during class, is boredom. When I feel bored, I usually pull out my phone to find something entertaining. Most of the time, I go to my Facebook, Instagram, and TikTok accounts to see if I have any notifications. That's when I start getting distracted by the internet, as it starts to pull me in. What I'm looking for most is entertainment, and these platforms offer it perfectly. You can both watch videos and talk with people on social media at the same time. I spend hours watching these videos, which results in not having enough time to complete my classwork.")

The narrative reflects how digital distraction can start off as an emotional response to boredom. When students feel bored during classes they seek for entertainment and turn to their phone which has a continuous stream of posts and notifications resulting in prolonged engagement with these digital platforms (Flanigan et al., 2022). This behavior causes them to spend excessive time online resulting in less time to do schoolwork and ultimately interrupts learning experience. This narrative illustrates boredom as one of the emerging factors that disrupts focus and increases students' susceptibility to digital distractions during learning.

According to Participant 3, "Basta lisod na gani sabton ang topic, makakuha jud ko sakong phone. Mao ni usa sa rason nga madistract dayun ko, samot pa jud kung ang maistra inig discuss wala'y sagol jokes[2] or kanang mga engaging activities lang gani. Mao nga makahuna-huna ko nga kaysa maminaw nga ing ani ang maistra, maypa'g mag cellphone nalang ko. Mag pa tando-tando gani ko usahay para ingnon nga naminaw ko, pero sa tinuod, wa gyud koy nasabtan. Ing ani na permi akong buhaton sa klase maong naandan na nako ni. Para nako, mas nindot gyud unta kung ang maistra kay mo-adjust sad gamay sa pamaagi sa pagtudlo. Kanang dili lang puro lecture, butangan pud gamay'ng lingaw[2], or activities nga makadani sa among attention. Dili man pud ko tapulan, pero usahay lang gyud, kapoyon ko kung ing ani permi ang mutudlo. Kung sayon sabton ug interesting ang lesson, mas maminaw jud ko ug mas gamay ang chance nga madistract ko sa akong phone."

(According to Participant 3, "One of the main reasons that often gets me distracted by my phone is when I find the topic difficult and unengaging. If the lesson is hard to understand because of its complexity and the instructor's way of teaching doesn't match my learning style, I quickly lose interest then start using my phone leading me to shift my focus and lose the essence of the discussion. This habit affects my concentration. Sometimes I just nod along to appear that I'm listening and paying attention but in reality, my mind is elsewhere and not really absorbing anything the teacher is saying. This creates a continuous loop for me that I think I often experience in the classroom. I think if teachers could make the lesson more interesting and engaging– maybe by making materials easier to understand and incorporating some humor, it can help students like me to maintain my attention and break the cycle of distraction. ")

This clearly shows that perception of instructional approaches and teaching strategies have significant impact on the students' motivation and engagement in the classroom. The participant reveals that when lessons are difficult to follow or presented in a way that doesn't align with the student's learning style it leads for students to lose their interest and turn to their phones as a form of escape. This results to shift the focus of the students and a habit of pretending to pay attention while mentally disengaged (Lee, 2025). This suggests that if teachers will make the lessons more interactive, easier to understand and include humor, it will help students to maintain their attention and reduce digital distraction (Mayl et al., 2023). This narrative highlights how teaching approaches and difficulty of concepts can affect student's learning behavior leading to frequent digital distraction issues.

Participant 2 stated,"Sa akong case man gud is, layo kaayo among balay sa school mao nga need jud nako mangabang ug kapuy'an, and dako jud kaayo ni'g epekto sa akong daily routines. Wala ko'y family or suod nga friends deri sa duol, mao nga usahay boring jud kaayo, samot na basta gabii or kanang time nga walay buhatonon. Kay lagi wala ko'y kuyog or ma-chika-chikahan, naa ra gyud ko permi sa akong phone ga sige'g scroll-scroll sa social media, usually sa Instagram jud ko ga sige ug tambay, para lang malingaw ug makwaan gamay ang ka-boring. Kana pud sa time nga magtuon ko, naa ra gyud permi akong phone sa tapad. Murag permi ko tintalon ba, dayun inig matintal nako, edi mawala dayun ang focus, mawala na pud ang gana sa pagtuon. Usually, sa ing-ani nga sitwasyon, like ma distract kos gadgets is always jud ni mahitabo kung mag-inusara rako'g tuon, dili sa classroom."

(Participant 2 stated, "In my case, because our home is far from school, I lived in a boarding house, and this greatly influenced how I spent my time. Also, because I have no family or close friends around, the quiet and often isolating four corners of my room can feel very empty, especially during downtime or evening. With no one to interact with and talk to, I gave my full attention to my phone and different social media platforms, specifically Instagram, as a way to ease the silence and for my entertainment. Whenever I study, I usually keep my phone beside me. It feels like it's constantly tempting me to check it and that's when my focus breaks. Once I give in, my concentration is gone, and I lose interest in studying. This kind of distraction usually happens when I'm studying alone, not in the classroom.")

It can be inferred that an environment can affect one's habit. This experience of the participant reveals how physical separation from family and close friends due to living in a boarding house can manifest a sense of emotional isolation which they often tried to be shrugged off by seeking comfort through social media platforms. This behavior of relying on digital platforms had served as a coping mechanism to fill the emotional void caused by no one to interact with (Thapa et al., 2025). However, this digital engagement also became an underlying source of their distraction, especially during self-study sessions. The presence of phone made it difficult maintain focus. This narrative emphasizes how environment factor such as isolation, can lead students to be digitally dependent, reinforcing a

pattern of distraction and passive academic behavior.

Participant 5 admitted,"Sa tinuod lang, grabe jud ka-stress ang life. Lisod kaayo mag-set ug time para magtuon kay murag grabe na kaayo ang pressure. Like, magtapok-tapok na tanan, acads, deadlines, ug personal goals, nga murag gusto nalang ko mu- rest forever. Sa time nga wala koy buhaton, automatic na jud nga mu-kuha kog phone then mag scroll-scroll sa social media. Maka-relax man gud gamay, like escape mode ba. Bisan pa og pila ka minutes lang, mura ko'g ma-reset. Pero lately, narealize nako nga naa pud diay ni downsides. Magsige kog phone hangtod malimtan na nako akong buhatunon, then makalimot na sad kog tuon. Dili pud tungod kay gusto ko mag-procrastinate, ma-distract lang jud ko."

(Participant 5 admitted, "Honestly, setting aside enough time to study causes a lot of stress. At times, all my obligations such as studying, meeting deadlines, and fulfilling personal expectations are piled up on me, and I feel I cannot handle the pressure. If I'm not occupied, I often grab my phone and look at social media. For me, it's one of the best ways to enjoy peace and solitude during a chaotic day. Just a little while on the floor gives me a sense of calm and reality. Even so, I see now that there are a few problems with burying my emotions in books. At times, I find myself working on tasks late and unprepared when I didn't plan on procrastinating. While using my phone makes me feel better for a little while, it can cause me to ignore my studies and important future goals.")

This experience of the participant sheds a light on how academic stress can become a key trigger for digital distractions. When the students are overwhelmed by the pressure of academic responsibilities, they tend to turn to their phones to seek comfort and emotional relief. This coping behavior serves as a temporary comfort but sometimes lead to distraction and unintentional procrastination, causing delays in academic tasks completion (Wang et al., 2022). The narrative underscores how stress not only disrupts focus but also encourages digital escapism, ultimately leading to distraction and loss track of academic learning and goals.

Participant 1 emphasizes, "Para nako, maka distract jud ang mga digital tools. Nakahinomdom ko sauna, nay time nga naa koy plano nga mag-review para sa akong exam duha ka adlaw before sa test, pero wala gyud to nahitabo kay naadik ko ug tan-aw sa K-drama series, gusto ta nako mahuman tanan before ko mag-review. Kay halos permi ko naggunit sa akong phone, usahay di na nako kabantayan kung pila na ka oras ang nilabay. Nay usahay, makaabot kog 17 to 20 ka oras ginamit sa akong phone kada adlaw. Tungod ani, usahay malimtan na nako akong mga buluhaton like mga schoolworks ug ang pagtuon. Mawala gyud akong focus usahay ug dili nako masabtan ang importanting parts sa lesson, nga makaapekto sa akong pag- eskwela."

(Participant 1 emphasizes, "Digital tools can be a distraction for me. I can recall a time when I planned to review for my upcoming exams two days before the test but I never got to do that because I was too hooked on watching a series of K-dramas and I want to finish it first before reviewing. Since I'm always on my phone, I often lose track of how many hours I spend on it. Sometimes, I spend about 17 to 20 hours a day on my phone without even realizing. Because of this, I sometimes forget to do my schoolwork and study. I tend to lose focus and miss important parts of lessons which affect my learning.)

The participant's experience highlights how entertainment-driven content such as K-dramas shows how it one can serve as a strong trigger for digital distraction. Students tends to use their phone to watch entertaining contents which sometimes resulted in far more screen time than they intended. This lead t them to the point where they lost all track of time and a developed habit that adversely impacted their academic obligations, including performing routine tasks and studying (Warsi et al., 2024). This valuable experience reveals how immersive entertainment can override academic priorities and disrupt learning focus.

This theme underscores that student's loss of focus in their academic journey due to digital distraction is not only rooted to one trigger but rather it emerges from complex interplay of emotional and environmental factors such as boredom and stress. These issues are raised even more by unstimulating lessons or lacking friends at home or school. Even though digital tools make things more convenient and connects students more, it also causes students to neglect their learning duties as it opens a room for distractions. The essential experiences highlighted in this theme suggests a bigger concern: not only students are distracted, but they are becoming more disconnected to their learning due to various triggers. Thus, this emphasized the urgent need of more emotionally supportive and intellectually supportive learning environment.

Interrupted Learning Flow

In today's digital age, the learning environment has become increasingly vulnerable to interruptions brought by the constant access to online contents and mobile entertainment. Through the narrative accounts of the participants, this theme "Interrupted Learning Flow" explores the challenges each participants face when digital distractions interfere with their ability to fully engage in the learning process. It captures a clear insights of how digital habits often lead to procrastination, mental fatigue and reduce academic performance as reflected in the personal experiences shared below:

Participant 5 shared, "Sa tinuod anay lang, nakaapekto gyud ang digital distractions sa ako bisan mag klase. Naay mga times nga mangutana ang teacher nako, unya maghilom ra ko kay wala ko nakakuha sa lesson kay nag-scroll raman ko sa social media imbis nga maminaw. Mao to, nauwaw kaayo ko, kay murag obvious nga wala ko ka-focus. Murag na gamay jud akong self-esteem ato nga time, murag feeling nako di nako kabalo. Sa sunod nakahuna huna na jud ko nga maminaw na ko, basin makabalo nako sa tubag. Tungod ato, nakarealize ko nga kinahanglan gyud ko magbantay sa distractions. So akong gibuhat, naningkamot ko nga mas attentive sa klase, mag-review sa mga butang nga akong na-miss, ug i-remind akong kaugalingon nga sayon ra kaayo ko madistrak. Pero bisan pa ug

ing-ana, kabalo ko nga ang pagbalik   confidence, dugay gyud siya. Kada ma-distract ko, mura kog balik napud sugod. Pero at least karon, aware na ko, ug ga-try ko nga mas maayo kada adlaw. "

Participant 5 shared, "Honestly, digital distractions have really impacted my confidence in class. There were moments when the instructor posed a question, and I just remained in silence not knowing what to answer because I wasn't paying attention. I had been on social media, scrolling instead of listening to the lesson. In those moments, I was really shy and embarrassed. Deep down I was shrinking inside and feel like I am incapable. I should've paid more attention, then I would've known the answer. These situations have motivated me to change how I deal with my mistakes. Since then, I decided to try being more attentive in class, reviewing the things I may have missed and reminding myself how easily distraction can pull me away. But even with those efforts, I know that rebuilding confidence doesn't happen overnight. Every time I got distracted and miss something, it feels like I'm starting over again."

Digital distractions can directly affects the flow of learning. The participant's experience highlights the growing sense of less confidence when they are expected to take part actively in the classroom. Their attention shift from the instruction to online content led to moments of unpreparedness and disenchantment when questions were asked in class which leads to experience lost in confidence when unable to respond due to missing essential parts of the discussion (Qureshi, 2024). This kind of inattention results in immediate gaps in understanding which weakens comprehension over time and hinders the ability to stay synchronized with the class.

Participant 4 mentioned, "Daghang higayon nga nagagamit ko ug cellphone nga maoy hinungdan nga dalion nakog lihok ang mga school work. Nagaprocrastinate na diay ko without realizing it, nagaspend ko mostly sa akong oras sa pagtan aw ug bisag unsa nga contents para malingaw nako akong kaugalingon ug usahay magabalik-balik sako huna-huna nga pun an pag 5 minutes sa YouTube or TikTok, dayon nilabay na diay ang usa ka oras. Usa pa pud ko kahibaw nga ang deadlines sa na diay sa mga pending nga school works kay hapit na. Sa tinud anay lang basta mga rush ko, ang ending poor quality ug kulang pa ang akong gipamuhat nga mga outputs. Ang resulta makareceive ko usahay ug gamayng score ug unsatisfying feedback sakong mga maestra. Kahibaw ko nga sala ug reponsiblidad ni nako ug wasad koy giblame."

Participant 4 mentioned, "There have been many times where I used my phone that often leads me to rush my school work. I tend to procrastinate without realizing it, spending most of the time watching various contents to entertain myself and sometimes replaying this thought 'just five more minutes' on YouTube or TikTok — and suddenly an hour has passed. Before I know it, the deadlines for the pending school works are approaching. I end up rushing everything cramming all the tasks in a short time and wished if only I had started earlier. I honestly admit that when I try to rush things like that, I'll always end up making poor quality outputs and lacks in depth. As a result, I occasionally receive low score or unsatisfying feedback from my teachers. I know it's my fault and responsibility, and I don't blame anyone else."

The participant's account revealed that digital distractions interfere with effective time management and learning engagement. The habitual use of mobile phone for entertainment leads to unintentional procrastination and cramming all tasks at the last minute. This delay results in last-minute efforts to complete academic task, compromising both the depth and quality of the output which the participant even admits to received low grades and unsatisfactory feedback from teachers (Lee, 2025). This experience highlights how digital entertainment tools contribute to fragmented and rushed learning, reinforcing the broader theme of interrupted learning flow.

Participant 2 reflected, "Naay time nga nabantayan nako nga nihinay-hinay ug ka-ubos akong grado, pero dili man tanan subjects. Sa una, gibalewala ra nako kay abi nakog gamay ra ni nga butang ug makabalik ra ko sa akong routine. Pero sige naman lang jud ug balik-balik, murag nahimo na siyang pattern nga lisod na kaayo buwagon tungod sa digital distractions. Ang nakasapot lang jud kay kabalo nako unsay epekto ani tanan. Aware kaayo ko unsay akong gina- atubang. Pero di pa gani ko kasugod ug tuon or buhat sa school works, naa na ko sa akong phone, sige scroll, tan-aw videos, or check sa mga apps nga wala ra'y gamit. Usahay, gabii na kaayo, sige pa gihapon kog tan-aw ug videos, unya ang assignments wa pa gyud malihok. Karon, narealize nako nga lisod gyud diay ni nga struggle ang pag-manage sa digital distractions."

Participant 2 reflected, "There was a time when I noticed a steady drop in my grades, though not in all subjects. At first, I shrugged it off thinking that maybe it's just nothing much to be concerned of and I can always get back on track but then it does not happen just once or twice but a few times already. It became a pattern that I recognized, but somehow, I couldn't break free from anymore– digital distractions. What's frustrating is that I'm fully aware of the consequences. I exactly know what I am dealing with. But before I knew it, when I'd sit down to study or work on a project or other school works, I'd be scrolling through my phone, watching videos, or just mindlessly checking apps, and the distractions continued. There were times it was late in the evening and I was watching videos while my assignments were untouched. Now, I realize that these digital interruptions are actually tough for me to manage.

This valuable experience points out the recurring struggle with digital distraction as it gradually impacts academic performance. Initially, the participant dismissed the drop in grades as temporary, assuring it can easily be regained. However, over time a pattern emerges where digital interruptions such as frequent phone use repeatedly disrupts study sessions (Wang et al., 2022). This challenges underscores how pervasive nature of digital media can trap a student in unproductive cycles, interrupting the natural flow of learning and hindering academic progress.

Participant 3 shared, "Usa sa mga importanteng nahinumduman nako nga panghitabo na marelate nako ani kay katong during examination sa GSPS. Actually, okay rajud ang tanan like 2 days before sa examination day kay nakatuon ko ug gi klaro nako nga

nakasabot ko sa mga concepts. After study session gali kay sagulan nakug dula ginagmay ug ML para pud mawala ang stress ug mag lingaw karyo. Pero the night before the day sa exam kay nidula ko ug Mobile Legends murag hapit tibuok gabie ug wala nalang pud ko mireview ug balik sa mga lessons. Dayun sa katong adlaw na jud sa exam mihapit pako ug dula like 1 game ragud unta and then taud-taud ana kay oras na para mag-exam. Sa pagstart sa exam na mental block btaw ko. Sa pagbasa nako sa mga pangutana kay dli jud nako cya masabtan bisan unsaon nako ug suway bisan nakatuon pako. Para nako na in ato ko tungod kay nabaling nako akong pokus sa dula kay kato nga game giusikan man gud ko kay daugunon unta mi. So murag mas nangibabaw akong pagkadismaya nga pildi mi, silbi murag ni occupy na nuon siya sa akong gi huna-huna kay tungod pud sa kalagot nga lagi daugunon unta mi. Mao to naglisud na nuon ko sa paghinumdom sa mga lesson or unsa akong gipang tun an. Para nako usa ko sa mga estudyante nga nakakuha ug gamayng score like naa sa top 10 sa lowest score out of 98 students to be exact."

Participant 3 shared, "One of the most significant events I remember and relate to this was during the GSPS examination. Actually, everything was going well like I studied 2 days before the examination and made sure I understood the concepts. After my study sessions I would even mix it with a bit of playing Mobile Legends just to relieve stress and have fun a little bit. However, the night before the examination day, I ended up playing ML for almost the whole night and didn't bother to review the lessons again. Then, on the actual day of the examination, I even played just one game and later on it was already time for the exam. When the examination started, my mind went completely blank. As I was reading the questions, I couldn't comprehend no matter how hard I tried even though I studied. I believe it's because I diverted my focus and was preoccupied for thinking it such a waste to lose the game. So, I guess my disappointment took over my thoughts, and I kept on thinking how frustrated I was for losing the game. So, I was having a hard time in recalling the lessons or anything I've studied. I think I'm one of the students with the lowest score like I belonged to the top 10 lowest score out of 98 students to be exact."

The participant shared an academic experience where his effort in preparation and focus during the examination were undermine by excessive use of digital tools, particularly playing Mobile Legends. Despite studying in advance, the escalated late-night engagement with playing Mobile Legends preoccupied the mind during the examination day. It shows how digital tools like ML diverts one's focus and can disrupts one's mind, which causing mishap of their academic performance. This significant experience illustrates how emotionally charged overrides mental clarity and how digital distractions dominates academic responsibilities that leads to poor academic performance.

Participant 1 recounted, "Naay mga times nga mag spend kog time magtan-aw ug K-Drama before matug. Permi jud nako isulti na matug rako dayun after inig makahuman nakog one or two episodes sa kana nga K-Drama. Pero usahay lisod kaayu undangon once nakasugod nako ug tan-aw kay lage maghunahuna ko unsa nasay sunod mahitabo atu nga sunod episode. Akong plano nga break time maong magtan-aw ug K-Drama nahimong pila na noon ka oras nga nag tan-aw ug mga shows. Mao ng usahay makarealize makarealiaze nalang ko nga gabii na kaayu unya mo adtu pako ug school inig ka buntah dayun ana. Sa sunod nga day, naa nakog school pero imbes akong hunahuna kay akong studies or about school tua noon sa laing butang nako ma priority kay sige raman kog hunahuna what's next sa kadtu nga epidsode. Akong mata kay mopiyong man jud ug di ko ka paminaw ug tarung sa gipang discuss kay lage akong utok wala sa school ug duka pa kaayu. Akong lawas kay kapoy kaayu ug dili kayko ka focus sa naa sakong palibut. After some times, I figured out nga watching K-Drama or movies nga late na kaayu kay moy moguba sa akong learning abilities nga imbes magfocus sa school kay matug nalang hinoon. Usually, ako jung ingnon akong kaugalingon na matug ug sayo pero di jud nako ma buhat kay murag hatakon ko sa cp maong permi na nako mabuhat again and again."

Participant 1 recounted, "There are times when I usually spend it to watch K-Drama series before sleeping. I usually say that I will sleep soon after I finish one or two episodes. But I find it very difficult to stop once I begin watching, mainly because the episodes conclude with me hanging on every word or the plot starts to build up tension. A planned break is quickly turned into many hours of watching shows on TV. In no time, I realize it's already late and I must go to class in the morning. On the next day, I'm at school but thoughts of my situation are top-of-mind rather than my studies. My eyes keep closing and I don't manage to pay attention to the organization of the lectures. My body is extremely tired and I can barely focus on people. After some time, I figured out that watching marathons so late at night undermined my learning abilities. Usually, I say I'll go to bed earlier, but it's an addiction I cannot break, it keeps happening again and again."

Entertaining contents such as K-Dramas before bed actually led to gradual excessive screen time which affect sleep routine. The participant's narrative shed light to a very significant experience of a habit that affects academic pursuits. The late-night media consumption interferes with sleep duration, leading to cognitive fatigue the next day that interrupts the student's ability to absorb and engaged with the class content (Warsi et al., 2024). This emphasize how digital habits even outside class hours can still disrupts the flow of learning within academic settings.

The experiences shared by the participants show that interrupted learning flow is not simply a matter of lost study time— it also deeply affects students' self-perception, confidence, and ability to perform academically. This theme reveals that digital tools may help students, but they also tend to lead them away from what they should be doing and reduce their ability to perform well in school. An overload of digital use results in students delaying their studies, less time to study and poor schoolwork. Such distractions can cause problems in students' grades and also affect their confidence and willingness to engage in class activities. Overall, these powerful experiences show why it's important to find a balance and control of the usage of digital tools in order to succeed especially when it

comes to academic pursuits.

Feelings of Falling Behind

The fourth theme which is "Feelings of Falling Behind" highlights the emotional weight students experience when digital distractions interfere with their learning. Even though digital tools supports learning, misusing them bring extra delays, regrets, self-blame and disappointments. This theme illustrates a clear picture of the emotional experiences students go through when they fail to complete their tasks because they spend too much time engaging with digital distractions and neglect academic responsibilities. The following narratives reflect the complex inner experience and emphasize how digital distractions profoundly shape the students' academic journey and well being.

According to Participant 3, "Usahay, maglingkod ra ko nga layu jud kaayo akong panan-aw, kanang way sulod ang huna-huna. Kay tungod na-frustrate ko. Makahuna-huna ko sakong napass na project nga, 'Maypay mas gi prioritize jud to nako. Unta mas gi-effortan pa to nako.' Sayang kaayo ang mga oras nga akong gigugol sa pag cellphone. Unta, gigamit nako to para magbasa, magreview ug magbuhat sa akong school works. Nagmahay jud ko sa akong kaugalingon ug maayu. Naa man ko'y abilidad, pero usahay, kulang lang gyud ko sa disiplina. Labi na sa paggamit sa phone. Naay mga higayon nga hapit na ang exam, pero wala pa koy klarong nabuhat. Ang akong oras, nahurot ra sa scroll-scroll, hangtod makatulog ko nga walay review. So ang resulta, kulang ra akong nasabtan, ug ni ubos jud akong score. Maong wala ko makontento, nya murag gikaon gyud sa akong ka frustrate. Didto nako narealize nga lahi ra gyud ang 'unsa ra akong mahimo' sa 'unsa gyud akong tinuod mabuhat.' Bisan pa'g naay gamay nga progress, kulang ra gihapon gyud sa ako."

According to participant 3, "There are times when I just stared blankly out of frustration and thought to myself, I should've done better, I could've done better. Instead of getting caught up with my phone and spending hours in an unrelated app, I should've used those hours to do my school works and study. The heavy frustration is building inside me. I'm not frustrated with other people but with myself. I believe in my abilities. I realize I can do the lessons without difficulty. But my lack of discipline with my phone sometimes brings me down. There are moments when I have upcoming exams, I only studied a little because I spent most of my time in unrelated apps, switching focus from my pen and paper back to the phone but most of the time on my phone then eventually ended up falling asleep. In the end, I only studied a little and scored an average or low score. I am not satisfied with my score and the frustration eats me. I realize there is a difference between what I could have accomplished and what I truly achieved. Despite making progress, the things I grasp are quite limited."

There is a growing sense of frustration when one's potential is hindered by habitual digital distraction. The participant's experience entails a prevalent emotional struggle drawn rooted in self-blame and a perceived gap between potential and performance. Although it there is a potential capability to comprehend the lessons, there is also a struggle internally with self-discipline, particularly when it comes to phone usage (Carstens et al., 2021). This leads to a recurring cycle: intended productivity is derailed by digital usage, which then leads to a poor academic performance, followed by self-blame and dissatisfaction. This experience highlights how digital distractions don't just impact learning but it also deeply affect students' emotional well-being thus this emphasize the importance of self-regulation and discipline in academic environment, especially where digital temptation is always present.

Participant 4 admitted, "Naay mga higayon nga na-feel nako, nabyaan na jud ko sa uban, kay naka realize ko nga mas daghan paman akong oras para mag cellphone kaysa sa akong mga buhatonon. Nakaobserve pod ko usahay nga akong mga classmate humana na nila ilang schoolwork, unya nindot pa gyud ilang mga output kaysa sa ako mura ra'g nag pass for compliance. Ing- ana nga mga moments, mura kog mawad-an og gana, unya mura'g mag sugod najud ko ug self-blame. Makabantay ko nga ang uban kay nag ni progress na, consistent ug focused pa jud. Ako ano nga mura'g naa ra gihapon sa starting line, wala nay progres gani. Usahay makahuna-huna ko, 'Kung nag-focus lang unta ko, kung gi-control lang nako akong time para mag-phone, basin pareha pud ko nila.' Naay mga adlaw nga hilom ra ko mangutana sa akong mga kauban kung unsay ilang gibuhat or unsay akong namiss, kay nahadlok nako nga mabantayn ko nila nga nabyaan na ko. Sa tinuod lang, mas sakit jud nga gi-hilom ra ang mga gibatian nimo kaysa kasaba. Ang pagbasol naabot najud sa akoa.. Makakita lang ko og estudyante nga focused ug consistent, makasulti na ko sa akong kaugalingon, 'Unsaon man ni nako? Ngano wala ko ni pareha nila?' Sa sige'ghuna-huna ani, makaluya gyud siya."

Participant 4 admitted, "There were moments when I felt left behind whenever I let myself be consumed with digital distraction. When I looked around and realized how my classmates have already done their outputs in good quality while mine was just the bare minimum, I feel so small. At that moment, self-blame starts to appear. I notice how others are succeeding as I continue to struggle. I often think to myself, "If only I had focused more instead of spending hours on my phone" I could also produce quality presentations. Sometimes I also found myself quietly asking my classmates afterward what I had missed. At that point, self-reproach silent and slowly arrives. Seeing people who are more consistent and focused is something that really brings me down."

There is a clear perception of peer comparison whenever digital distractions interrupt student's learning affecting the outputs they produce. The phrase 'I feel so small' powerfully conveys a diminished sense of self worth triggered by these comparison. The comparison wasn't rooted in jealousy but in disappointment over unfulfilled potential, the belief that they could have done better if they maintained their focus an didn't let digital distractions consume their time (Chen et al., 2020). The efforts to stay updated, such as asking classmates about what they failed to catch, suggest that not just a struggle with focus but an underlying fear of being left behind both social and academic realms. This narrative highlight how uncontrolled digital distractions can decrease motivation, and

self-confidence, making students feel stuck while others are progressing.

Participant 1 recalled, "Nag-mahay jud ko pag naka realize ko nga pila na diay ka oras ang nilabay nga sige ra kog scroll sa social media. Like nakaana ko, 'hala uy, sayanga sa time.' Nawagtang akong focus ug na-delay akong mga buhatonon. Naay time supposedly magsuwat kog report, nag-try ko kog focus pero bisan gamay ra nga notification mu pop up sako phone, dali ra jud kaayo ko ma distract. Mabantayan nalang nako ngahalos 3 hours na ko ga-scroll sa TikTok ug tan-aw random funny videos. Na-disappoint jud ko sa akong self kay instead nga productive unta ko, napunta ra sa walay pulos. Dili pa gyud ni first time, nahitabo na ni before. Naa gyud murag mu hunghong nga, 'bitaw no, bati akong gibuhat.' Unsaon man nga unta mahuman na nako ang report ato nga 3 hours, pero nausik ra. Pagkahuman ato, naningkamot ko para makabawi, pero tungod kay pressured kaayo, gamay ra jud akong nahuman. Murag sayang ra jud effort, stress gihapon."

Participant 1 recalled, "The time when I realized that I had spent several hours scrolling through social media platforms had really brought me heavy waves of regrets. It was upsetting because I lost my focus and caused me to fall behind on completing my tasks. Just like the time I was writing a report, I really tried my best to stay on focus, but it turns out it really can be distracting no matter how simple the pop-up notification is. Because the next thing I know I spent almost three hours scrolling on TikTok or watching some entertaining contents. I was disappointed because I had not used the time well and still haven't started my report. I once did it again. I remember I can feel the silent voice of disappointment inside my head. I could have finished my report in that 3 hour instead of just wasting my time. That exact same day, I stayed up trying to make up for it, but the pressure to finish it quickly just made me into a bare minimum output."

Digital distraction can create a false vision of harmlessness, where a single notification spirals into hours of unintended screen time leading to missed opportunities for productivity and growing turmoil of regret. The participant's experience emphasizes how time spent on social media and entertainment contents often leads to unintended delays in completing academic tasks (Brady et al., 2022). The statement, "Because the next thing I know is that I'm cramming already," reflects a recurring experience of regret and helplessness when they realized how many hours have slipped away. These would affect one's self-motivation and mental capabilities resulting in increased pressure and stress in performing or doing tasks. The emotional burden builds over time, turning each delayed task into a source of self-reproach and anxiety. This experience underscores how digital distractions contribute to a pattern of regretful reflection, where students repeatedly wish they had used their time differently to avoid such delays.

Participant 2 expressed, "Every time madistract ko sa mga gadgets, ma-feel jud nako ang disappointment sakong self. Like, nawala akong focus sa mga dapat unta nako unahon ug buhat. Naay time nga wa jud ko ka-review para sa exam kay sige ra kog scroll-scroll sa TikTok. Grabe, murag wa nako gi seryoso akong pagka-student. Then inig abot sa exam, grabe akong kulba kay kabalo ko nga basin mapalpak ko or di ko ka answer. Nisamot pa jud akong pag overthink while ga-answer ko, then pagkabalo nako sa result? Nisamot jud akong kahadlok. That was the time nga naka-feel kog kaluoy sakong self ug narealize nako nga sayop akong gibuhat. Mao to nga naka-learn ko nga importante gyud ang saktong time sa paggamit sa gadgets or gamiton ang digital tools in a smarter way — dili kay sila maoy mu-control sa akong life."

Participant 2 expressed, "Whenever I'm distracted to some digital tools, I feel anxious and bad for myself for getting distracted and not to focus on my priorities. I'll use as an example where I didn't able to review for a specific exam because I was too invested in scrolling through TikTok, I feel that I didn't play my role as a student seriously and I'm very nervous at that time, knowing that I might fail the exam. These emotions still bang in my mind as I take the exam and right after I received the results, those emotions petrify me even more. That's the time when I feel sorry for myself and learned my mistakes. With my past experiences, it taught me to value my time wisely and use these digital tools cohesively."

This unique challenges that the participant face reveals how the use of distractive apps such as TikTok results in a profound emotional and psychological response which eventually leads to performance anxiety. The initial stage entails drawing the student into non-academic content and only being aware of the time mismanagement when all the prerequisites like exam preparation are out of the window. This significant realization induces anxiety and overthinking, especially during the evaluation (Flanigan et al., 2023). A quote that goes "I'm very nervous at that time, knowing that I might fail the exam," illustrates the extent of digital distraction's impact on the participant's academic self-efficacy which now increases the odds of failing the exam. The narrative summarizes how short spell digital distractions are actually more crippling, leading to subsequent anxiety that affects one's academic performance and emotional health.

Participant 5 reflected, "Nakarealized ko nga ni grabe ang pagka-distract nako sa akong cellphone during sa klase namo, na disappoint jud kos akong kaugalingon. Naa to'y time nga gitawag ko sa akong maestra para mu answer Wala ko katubag tungod kay wala ko kapaminaw niya. Adtog time-ma, na nagbasol jud ko nganong nag gamit kog cellphone ato. Sukad ato, gi limitahan na nako akong kaugalingon sa paggamit sa akong cellphone samtang ga klase aron dili nako ma miss ang mga importanteng detalye sa lesson ug dili ko maulawan nga way ikatubag. Kabalo ko dili sayon, pero need nako para maka focus ko sa akong pag eskwela."

Participant 5 reflected, "When I realized that I was using my phone while in class, I became disappointed with myself. Once, my teacher asked me a question in class and I couldn't answer it since I wasn't listening. That moment made me regret using my phone all the time. After that, I have been keeping my phone away during lessons so I don't miss anything and feel ashamed. Although it won't

be simple, I would like to get better and focus more."

The participants experience emphasizes a turning point, where a moment of embarrassment and self-realization plays a role in the classroom. The participant recognized the negative influence of digital distraction when a moment the teacher asked a question and wasn't able to provide an answer (Brady et al., 2022). This incident leads to immediate feelings of disappointment and regret which heavily influenced them for change. The statement "I became disappointed with myself" marks the onset of self-awareness, which is important in forging the drive for change. This story captures the transformation from a state of digitally distracted to a determined self-starter which demonstrates how a student's momentary lapse of personal failure paints a picture of the desire for self-improvement

Overall, this theme highlights the emotional experiences students feel when they realized they have fallen behind — a recurring emotional pattern linked directly to digital distractions. Such experiences from the participants reveal that while they are aware of their capabilities their struggles with self-discipline especially in managing screen time often lead to sluggish growth, subpar results, and a great deal of regret, frustration, and self-blame. Additionally, they become agitated when they see a discrepancy between their goals and their current accomplishments. This brings to light that issue goes beyond digital mismanagement; it deeply affect students' emotional health and motivation, emphasizing the urgent need for self-regulation, digital balance, and emotional support in academic environment.

Trials of Digital Discipline

The last theme, "Trials of Digital Discipline" captures the lived experiences of tension and struggles students face as they navigate the persistent pull of digital distraction within their learning spaces. It highlights the daily battles the narrative account face in maintaining control over their use of digital tools especially during academic tasks. The following accounts shed a light on the personal strategies and ongoing trials each participant endure in practicing digital discipline.

Participant 4 stated, "Para nako, lisod gyud kaayo pugngan ang digital distraction, ug dili gyud ko kapugos sa tanang oras. Naningkamot ko nga limitahan ang paggamit sa akong cellphone, tinuod gyud na. Usahay, sultian nako akong kaugalingon, "Sige na, focus ta," unya akong ibutang ang phone. Pero kalit ra dayon ko maghuna-huna, "What if naay importante nga message nga akong na-miss?" "What if naa koy deadline nga wala nako nahinumdumi?" Kana nga ginagmayng kabalaka, mudako ug kalit—maong maabot gyud nga akong ablihan balik ang phone. Dayon, di na nako mabantayan ang oras—kalit lang nga nilabay samtang nagsige kog dugang scroll sa Facebook o TikTok. Maka-disturbo gyud siya nako, kay kabalo ko sa akong sitwasyon. Pero bisan pa, mahitabo gihapon. Murag ang akong kuryosidad dili gyud mohunong ug dagan sulod sa akong hunahuna."

Participant 4 stated, "For me, I believe digital distractions are something I can't fully take control of. I really do my best to restrict how much I use my phone. At times, I tell myself, "For now, let's focus, and close my phone." At this stage, my mind gets lost in my thoughts… "What should I do if I receive an important message?" "Would there be problems if I miss a deadline?", that hint of worry increases and ends up leading me to look at my phone. Then, time flies while I spend extra time on either Facebook or TikTok. It bothers me, since I understand the situation. Still, these cases exist. My curiosity never seems to stop running in my mind."

The participant experience centers a recurring inner conflict, the push and pull between the desire to focus and the lingering temptation tied to digital connection. Although the participant tries to set boundaries with phone, putting it away to maintain focus yet the flooding thoughts of "what-ifs" always intrude. There is clear awareness of this pattern, however the struggle to resist is still evident (George, 2024). This lived moment reveals a quiet inner conflict—knowing and doing, discipline and desire. The mind wants clear structure, but the emotions crave assurance and stimulation.

Participant 2 shared, "Sa oras nga magtuon ko nagkat-on ko ug himo ug habits. Pareha anang sa pag-highlight sa mga importante nga part sa akong notes, ug pag off jud sa akoang cellphone. Kana nga mga butang nakatabang nako nga magpabiling nakafocus gani. Pero muangkon ko sad jud nga naa gihapon mga oras maglatagaw akong huna-huna. Usahay, bisan og naka-off akong phone, maghunahuna gihapon ko unsa kaha akoang namiss ron sa internet. Murag kinahanglan pa nako makiglalis sa akong internal self aron dili gani naku ma break akoang mga routines nga ginahimo. Yes kapoy jud man pero gipaningkamotan jud naku nga maka focus ra."

Participant 2 shared, "Whenever I study, I've learned to build small habits. I also make sure to highlight important parts in my notes and switch off my phone. Those things help me stay focused. At times, my thoughts still tend to roam around. Ever so often, I think I'm missing valuable interactions just because I haven't used my phone. It's like I have to fight myself to not break the routine. Sometimes it gets exhausting, yet I choose to try."

Conscious and structured efforts have been acted to maintain concentration. The participant shares a lived effort of rituals to focus such as creating study environment structured by small acts of control like turning off phone and highlighting keynote. However, even within this structure, thoughts of missing out challenges the efforts of concentration. These experiences reflect how focus in a digitally distracting world is less a fix state and more fragile, an ongoing practice by both effort and uncertainty. Student return to the ritual, not as a guarantee of focus but as act of trying.

It was emphasized by Participant 5, "Naggamit ko og strategy para gyud makontrol ko sa mga digital distraction, pinaagi sa maayong pagdesisyon kung asa gihunahuna nako unsay mas importante, ug posibleng consequences sa pagpadala sa digital distraction. Pirme ko mangutana sa akong kaugalingon:"Sulit ba gyud ni?" Pareha anang pagtan-aw og lain na sad nga episode o pag-scroll sa TikTok.

Unsa man akong makuha ani unya? Akong giremind akong kaugalingon nga kinahanglan nako e prioritize akong pag eskwela. Dili sayon, usahay mawala ko sa akong focus, pero naningkamot ko nga magpakatinuod sa akong kaugalingon. Nakabalo ko nga kung dili nako makontrol karon, magmahay ko puhon. Disiplina gyud ang kinahanglang buhaton ug pagkabalo kung unsay pinakaimportante sa karon nga panahon."

It was emphasized by Participant 5, "I incorporate a strategy to control my digital distraction and that is through wise decision making where I weigh what is more important, thinking about the possible consequences of being digitally distracted. Now, I often tell myself: "Is this really worth my effort?", as an example, enjoying yet another episode or watching some TikTok. What will it cost me later? I try to keep in mind that my studies should come first. It's not easy, sometimes I lose track but I tried to be honest with myself. If I let my behavior continues, I'll have to face the consequences in the future. It's all about discipline and knowing what matters most at the moment."

The participant reveals a mindful and intentional effort to manage digital distractions through the exercise of prioritization and self-control. By consistently asking 'Is this really worth my effort?' it reflects a conscious weighing of academic responsibilities against fleeting digital temptations. However, even with these strategies in place, the participant also admits of losing tract sometimes indicating that self-control is not always consistent (Hasan, 2024). This moment of slipping reflects to ongoing trial of digital discipline, where self-awareness and good intention of the participant is challenged by the persistent pull of distraction.

Participant 1 mentioned, "Gisulayan jud naku nga mangita sa internet ug mga pamaagi nga malikayan or malessen man lang naku akoang pagkadistracted sa mga lain laing app. Ug tuod ,nakahimo ko ug strategy nga ma control akoang pagka distracted. Ang akoang nabuhat nga pamaagi kay gi alternate naku kunuhay, mag tuon ko dayun igkahuman akoang tagaan akoang kaugalingon nga makapahuway, mao na nga oras nga maggamit ko ug cellphone. Kay kung pugson gud naku nga straight-straight magtuon kay mura man hinuon ko ug maburn-out sangko maglantaw nuon ko ug mga kalingawan. Kani nga pamaagi somewhat naghatag naku ug gamay nga kalinaw bisan paman naa pajuy higayon nga ako ma distracted."

Participant 1 mentioned, "I tried to look for some ways on the internet in order to at least overcome or lessen my digital distraction. I came up with a weird way to deal with my distractions. I tried to alternate it, like one hour study without gadgets, then some time using digital tools. My situation is not perfect, but this is how I have to deal with it. Honestly, if I push myself too hard without breaks, I end up rebelling and binge-watching stuff, which always happens. So I trick my brain a little, study, then reward. Even though I get distracted, this process helps lower my guilt a little bit."

The participant describes an insightful experience of developing a personal strategy to manage digital distractions, establishing conditional time management routines. There is an embrace of the struggles of maintaining focus and concentration in this digitally tempting environment and formulates an alternating pattern between study sessions and digital breaks (George, 2024). This routine doesn't promise perfect discipline but offers a way to negotiate between pressure and temptation. This experience reveals a lived tension between digital temptation and academic intent, and the quiet adjustments made to live with both.

Participant 3 stated, "Base sa akong experience, kung mag-set og klaro nga rules sa paggamit sa phone, mas mo-less siguro ang digital distractions sa school. Like for example, pwede nga ang teachers ug ang school mag-limit og phone use during class, gawas lang kung gamit gyud siya para sa activity. Honestly, dali ra gyud ko madistract, labi na kung lisod ang lesson ug dili mo-fit sa akong learning style. Usahay, maglisod ko og focus kay dali ra kaayo mo-divert akong huna-huna, unya motan-aw na pud ko sa akong phone. Para nako, kung interactive ang lesson ug naay gamit nga digital tools nga makatabang, mas mo-focus ko ug mas motivated pud ko. Sigurado ko nga ingon ani pud ang uban nga students. Para nako, ang importante dili ang pagtangtang sa phone, kundi ang paghatag og mas better nga butang nga among ma-focus-an."

Participant 3 stated, "Based on my experience, setting strict rules about phones could make digital distractions at school less severe. Like, maybe teachers and schools can strictly limit phone use during class unless it's really needed for an activity. Honestly, I am easily bothered by distractions, mostly when what is being taught is difficult and doesn't fit my way of learning. I often struggle to concentrate since my mind can get distracted and lead me to check my phone. I think that making lessons interactive or integrating valuable digital tools would keep me and many other students focused and on track. For me, the main thing isn't to throw away the phone but to have something better that we focus on."

The participant's experience emphasizes a challenge for policies these days. It highlights how digital discipline is not only a personal struggle but also one shaped by the structure and support provided by the learning environment. The participant expresses a desire for clear institutional boundaries, suggesting that strict school policies on phone use during class could reduce digital distraction (Brady et al., 2022). Rather than advocating for complete elimination, the participant insights emphasize the need for something more compelling to focus on revealing that solution to distraction may not lie just in restriction but also in relevance, structure and shared responsibility between students and institution (Carstens et al., 2021). This lived experience indicates that lessening students' device use should be matched with more engaging learning activities to keep them less likely to be distracted.

The lived experiences shared under this theme "Trials of Digital Discipline" unveils that the journey to focus is not one-time achievement, but a continuous trial filled with negotiations, setbacks, and resilience. Each participant, in their own way attempts to resist the pull of digital distraction. Some through structured strategy, others through self-reflection or institutional hope for support.

However, the shared narratives make it clear that digital discipline is fragile, often disrupted by curiosity, fear of missing out or emotional fatigue. Despite the differences, all experiences demonstrate a shared reality; that in a world filled with digital noise, discipline is not just about restriction, but about the repeated decision to try again.

Conclusions

The heart of education is students. And in this modern world, digital tools serve as a backbone in enhancing learning, offering convenience and access of diverse information to students. However, these tools are also the sources of unending distractions and temptations. This phenomenological study was driven by the need to explore how deep and complex digital distractions are in the everyday lives of students pursuing success in education. The lived experiences of the participant can be highlighted in a single word that captures their realities– which is DRIFT. This drift uncovers that digital distractions shift students' focus by pulling away their attention and minimizing learning engagement. When students experienced DRIFT in their learning process, they recognized the double-edged nature of digital tools that shape their learning – having the realization that technology can help in enhancing their learning but, conversely, it could result in significant distractions. Distractions are subjected to various Rooted triggers like boredom, lack of engagement, emotional stress, and environmental factors that ultimately leads to Interrupted learning flow of the students,' academic progress. Consequently, this interrupted learning realities bridge the students to feel like falling behind, which was usually accompanied by stress, guilt, and frustration. Even as they tried to stay on course, students were faced with the Trials of digital discipline as they tried to discipline themselves when it comes to digital use and stay true to their studies. This vivid echoes of digital distraction affecting students' realities emphasized that although digital tools have obvious advantages, they can also pose enormous obstacles to learning in the absence of proper self-control, consistent discipline, awareness and school support.

In light of the findings from this study, it is strongly recommended that school institution should implement a digital self-regulation program aimed at guiding students in managing their digital habits. This program provides knowledge and education to students about the conflicting nature of digital tools such as how it can support and hinder learning. Students should equip with practical strategies such as goal-setting, time-blocking, mindfulness and scheduled digital breaks. By developing as self-control and awareness, students may become more conscious of their usage and gradually shift from passive consumption to intentional engagement. Moreover, it is also recommended that schools and teachers to strengthen their student support system. Emotional, environmental and psychological factors were found to be major rooted triggers for digital distraction. Enhanced instructional strategies to maintain focus of the students, peer support group and mental health progress can play a vital role in helping students process the pressure and emotional toll that cause them to drift from their studies. Future researchers are encouraged to explore broader perspectives by comparing the experience of both high-performing and low-performing students in digitally distracting environment. Lastly, an important aspect to explore is the role of environment such as parents or guardians in shaping students' digital habits. With continuous research and exploration with relevance to this study, education systems can better provide support to students in staying focused, connected, and empowered in the age of digital learning.

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