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Assessment of Digital Social Media Presence and Support on College of Education Students' Mind-Wandering in Conventional Classroom Environment

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Abstract

This study investigates the assessment of digital social media presence and support on students' mind-wandering in Colleges of Education, particularly in conventional classroom settings. With the widespread use of digital social media, educators are facing challenges in capturing students' attention in class, resulting in divided focus and mind-wandering. This research aims to explore the digital social media platforms commonly used by students, gauge the extent of digital social media presence and support, measure the prevalence of mind-wandering, and analyze how digital social media presence and support influence students' focus within the classroom. The research employs a descriptive survey design and collects data using a questionnaire specially designed for this study. The target population comprises students from three State-owned Colleges of Education in Kwara State, Nigeria, and a representative sample of 370 students is selected using a multistage sampling technique. The questionnaire consists of two sections: one for collecting personal information and the other for investigating the variables of interest. Participants provide information about their gender, institution, level, and other relevant details. The main section delves into topics like the digital social media platforms students commonly use, the extent of their digital social media presence and support, and the frequency of mind-wandering occurrences. The instrument's validity is confirmed by experts in the field, and it exhibits good reliability, with a Cronbach's Alpha value of 0.71. Data is gathered through Google Forms and distributed to respondents via WhatsApp, ensuring data privacy and preventing multiple submissions. Data analysis includes descriptive statistics, such as frequency counts and percentages, to provide an overview of the responses. Inferential statistics, particularly the Chi-square test, was employed to test hypotheses concerning the influence of digital social media on mind-wandering within the classroom. This study discourses a significant gap in the existing literature by examining how digital social media presence and support impact students' attention in conventional classroom settings, with a specific focus on mind-wandering. It acknowledges the challenges posed by digital social media to the educational system in College of Education and aims to provide empirical evidence that can inform future strategies for effective teaching and learning in the digital era. The findings from this study have implications for educators, institutions, and policymakers seeking to strike a balance between leveraging the benefits of digital social media and managing its potential distractions in the classroom.

Keywords: assessment, conventional classroom, digital social media, mind-wandering, students' attention

1. INTRODUCTION

The core of the learning environment is defined by the dynamic interplay between educators, students, and pedagogical content. While digital technologies have profoundly reshaped higher education by expanding access to information, the advent of digital social media has introduced a complex layer of constant connectivity. Platforms such as WhatsApp, Facebook, and Instagram originally designed for community building and information sharing have become ubiquitous in the lives of undergraduate students.

This pervasive digital engagement creates a critical "technological paradox" in higher education. While social media facilitates collaboration, its addictive nature and the requirement for constant connectivity contribute to a distracted learning environment. Research indicates that students' pervasive online engagement often bleeds into formal instructional time, leading to significant distractions during lectures (Oche & Aminu, 2010; Olubiyi, 2012). This transition from intentional digital interaction to unintentional cognitive disengagement is marked by "mind-wandering," where a student's attention shifts from the academic task at hand to task-unrelated thoughts (TUT) triggered by social media presence.

The guidance of social media support and presence has been linked to increased mind-wandering tendencies, which can impair linguistic processing and overall concentration during conventional classroom instruction (Obi et al., 2012). Balancing the benefits of this connectivity with its capacity to trigger cognitive drift is now a central challenge in optimizing the learning environment. Understanding the extent of this digital presence is essential to determining how it influences the frequency and depth of mind-wandering in traditional educational settings.

Consequently, this study specifically seeks to identify the digital social media platforms commonly utilized by College of Education students in North-Central Nigeria, assess the extent of their digital presence and support, and

evaluate the resulting levels of mind-wandering experienced during classroom instruction.

In conclusion, while digital social media presents unparalleled opportunities for communication and collaboration, its impact on education is multifaceted. Balancing the benefits of connectivity with the potential drawbacks, such as distraction and mind-wandering, is crucial in optimizing the learning environment. As technology continues to evolve, educators and institutions must navigate these challenges to ensure a conducive and focused educational experience. The specific objectives include identifying the commonly used digital social media platforms among these students, assessing the extent of their digital social media presence, determining the level of support they receive through digital social media, and evaluating the overall level of mind-wandering experienced in a traditional classroom environment.

1.1 Statement of the Problem

The prevalence of digital social media in the global learning space presents a significant challenge to the conventional classroom environment, particularly in the context of the educational system in Nigeria. Osharive (2015) asserts that students' engagement with digital social media has reached a point where educators' attention-getting strategies are in fierce competition with the allure of online platforms. This heightened competition has led to a division of attention among learners, creating a scenario where students' focus oscillates between classroom activities and digital social media, fostering mind-wandering.Mind-wandering, characterized by a shift in cognitive focus away from the immediate task at hand, is identified as a key consequence of the ubiquitous presence of digital social media in educational settings. The study aims to explore how students' use of digital social media platforms contributes to mind-wandering in a conventional classroom. Drawing from existing literature, the research emphasizes the online presence and support provided by these platforms, examining the extent to which they facilitate mind-wandering during instructional content delivery.

The specific problem prompting this investigation is the observed decline in the quality of the prevalence of digital social media in the global learning space presents a significant challenge to the conventional classroom environment, particularly in the context of the educational system in Nigeria. Osharive (2015) asserts that students' engagement with digital social media has reached a point where educators' attention-getting strategies are in fierce competition with the allure of online platforms. This heightened competition has led to a division of attention among learners, creating a scenario where students' focus oscillates between classroom activities and digital social media, fostering mind-wandering.Mind-wandering, characterized by a shift in cognitive focus away from the immediate task at hand, is identified as a key consequence of the ubiquitous presence of digital social media in educational settings. The study aims to explore how students' use of digital social media platforms contributes to mind-wandering in a conventional classroom. Drawing from existing literature, the research emphasizes the online presence and support provided by these platforms, examining the extent to which they facilitate mind-wandering during instructional content delivery.

The specific problem prompting this investigation is the observed decline in the quality of instruction and the challenges students face in maintaining focus on academic activities due to the pervasive influence of digital social media. The researcher posits that the continuous access to the internet amplifies mind-wandering occurrences, as students are drawn away from educational content toward the constant stream of information and interactive opportunities offered by social media platforms. In Nigeria's educational system, the impact of digital social media on students' learning experiences is particularly pronounced. The study seeks to establish empirical evidence supporting the contention that the use of digital social media leads to a deviation, distraction, and divided focus within the conventional classroom environment. The researcher aims to contribute valuable insights into the specific ways in which digital social media affects students' attention and engagement during academic activities.

By conducting this research, the overarching goal is to address the pressing issue of declining instructional quality and increased difficulty in focusing on academics due to the pervasive influence of digital social media. Through empirical evidence, the study aims to shed light on the intricate dynamics between students' interaction with digital social media and the occurrence of mind-wandering in a conventional classroom setting. The findings may offer educators, policymakers, and educational institutions valuable information to develop strategies that mitigate the negative impact of digital social media on students' learning experiences in Nigeria and beyond.

1.2 Objectives of the study

1. To determine the commonly used digital social media platforms among Colleges of Education students;
2. To determine the extent of digital social media presence among Colleges of Education students;
3. To find out the digital social media support received by the Colleges of Education students;
4. To determine the level of mind-wandering among College of Education students in a conventional classroom environment;
5. To investigate the influence of digital social media presence on level of mind-wandering of Colleges of Education students; and
6. To determine the influence of digital social media support on mind-wandering among Colleges of Education students.

2. LITERATURE REVIEW

2.1 Digital Social Media Presence

Digital social media, as defined by Kietzmann (2012), is a dynamic platform that utilizes mobile and web technologies for interactive communication and content sharing. Unlike traditional information dissemination, it engages users in a two-way communication process. Major platforms like Facebook, WhatsApp, YouTube, and Instagram collectively have billions of users, highlighting their significant impact on societal interactions (Statista, 2023). Digitalsocial media serves as a powerful tool for networking, catering to individuals, organizations, and political entities (Arafah& Hasyim, 2022).In the realm of

education, social media applications have revolutionized teaching and learning processes (Manca&Ranieri, 2017). These platforms facilitate improved teacher-student interaction, the creation of online course materials, and the dissemination of course modules. Social media's flexibility transcends traditional classrooms, offering interactive materials such as videos, photos, blogs, and discussion forums (Schmoker, 2018). The integration theory and context theory underpin digital social media, with platforms like Facebook and Twitter enhancing public relations through two-way communication. The Social Media Integration Theory Model emphasizes components like Connecting, Sharing, Feedback, and Exposure, highlighting the interactive nature of digital social media and its role in strengthening communication networks (Garcia, 2011; Ibrahim, 2013; Webb & Roberts, 2016; Kietzmann, 2012).

In summary, the concept and nature of digital social media presence are characterized by a vast user base, transformative impacts on communication, and multifaceted applications in education and public relations. The integration theory underscores the importance of two-way communication in the digital social media landscape.

2.2 Digital Support

Digital support encompasses various tools designed to integrate formal learning environments into higher education, enhancing students' learning experiences. Research by Becker et al. (2017) emphasizes the positive impact of technology on students' learning outcomes, promoting active involvement and participation both inside and outside traditional classrooms. The flexibility in time dedicated to student-teacher interactions has expanded, transcending physical classroom boundaries. Mobile phones, tablets, e-book readers, and mobile applications play pivotal roles in higher education, providing students with versatile tools (Aresta et al., 2015; Stevenson &Hedberg, 2017).Digital classrooms, underpinned by the concept of "digital learning," leverage electronic tools and platforms, including social media and multimedia, transforming the educational landscape (Becker et al., 2017). These classrooms emphasize teaching with technology, where students use devices like Chromebooks, laptops, and tablets. Course content is often delivered online through engaging and interactive interfaces, reducing the need for traditional note-taking. The internet's impact on communication channels has prompted a student-centric approach in higher education, encouraging intentional and constructive design of learning pathways (Lopes et al., 2019; Tenorio et al., 2018).

Research by Albalowi and Alhamed (2017) categorizes students' retention factors into integration in the classroom, integration into society, support from the institution, and factors outside the institution. Digital support addresses the first three variables, aiding students in overcoming challenges and preventing retention issues. Learning analytics, utilizing machine learning algorithms, contributes to academic integration by predicting students' performance and offering early assistance. Social integration, identified as a crucial factor by LaMontagne et al. (2014), remains challenging to address. Digital support primarily functions as an information service, and institutional commitment, the third component, is often supported bydigital tools such as chatbots and intelligent agents (Arun et al., 2019).

In the global context of education, digital technologies have become essential, serving teaching, resource sharing, assessment, and daily operational needs of academic institutions (Araújo&Knijnik, 2021). Digital support contributes to skill development, fostering problem-solving, critical thinking, and process comprehension necessary for professional success in a dynamic future (Gleason, 2020; Lopez-Fernandez, 2021). The use of technology in classrooms enhances the learning experience, making it more dynamic and engaging for students. Incorporating digital tools allows for active student participation, collaborative learning, and a mentorship approach by teachers (Osadchyi et al., 2021). Digital classrooms utilize online resources, interactive tools, and feedback loops to create a more interactive and personalized learning environment (Lacka et al., 2020; Gurunath&Samanta, 2022).

2.3 Students' Attention and Mind-Wandering in Digital Environment

Effective learning is fundamentally rooted in attention, and students must navigate through various distractions from external sources and internal thoughts. Mind-wandering, a prevalent form of distraction, is known for its detrimental impact on learning, especially in academic contexts (Wammes et al., 2016). The contemporary digital age has introduced new challenges, with distraction from digital media becoming a significant concern (Rosen, 2017). Nearly half of high school teachers believe that digital media significantly hampers student focus and learning (Vega et al., 2019).Mindfulness-based attention training, as studied by Emerson et al. (2020), combines attentional skill development with instructions on managing thoughts and emotions. Evidence suggests that such training can mitigate daydreaming, enhance academic achievement, improve emotional regulation, and contribute to better mental health (Mrazek et al., 2019). Despite its potential, mind-wandering remains an "under-recognized" influence in educational settings (Schooler et al., 2016).

The article aims to provide a focused review of recent studies examining the prevalence and effects of mind-wandering during both in-person and online lectures. Classroom instruction environments are particularly susceptible to mind-wandering, with concerns among educators about its potential impact on students' learning (Schooler et al., 2016). Digital devices, such as smartphones, tablets, and computers, have become significant sources of distraction in the digital age (Flanigan& Kim, 2022). The misuse of mobile technology for non-academic purposes during academic tasks is recognized as a form of digital distraction. Broadbent's filter model of attention can still be reconciled with these findings, emphasizing the process of shifting attention from the task at hand.Humans commonly experience mind-wandering, consuming a substantial portion of their waking hours, estimated to be between 25% and 50% (Smallwood &Schooler, 2015). The challenge of maintaining focused concentration and combating mind-wandering is inherently human (Pachai et al., 2016). While studies on mind-

wandering and its impact on learning are abundant in conventional classroom settings, research on mind-wandering in online learning contexts is notably scarce. The perception of mind-wandering as a form of cognitive distraction aligns with studies emphasizing its negative impact on learning during reading and lectures (Gazzaley & Rosen, 2016; Shinar, 2017).

2.4 Conventional Classroom and Digital Learning Environment

In the contemporary era of information technology, computers have become indispensable tools for various tasks, particularly among college students. Higher education institutions recognize the transformative potential of network technology in fostering learning experiences and understanding, leading to the development of e-learning. This approach involves the completion of course assignments using the internet, distinguishing it from traditional classroom settings (Li et al., 2014).The shift to e-learning brings about a transformation in the learning environment compared to conventional classroom instruction. Traditional classrooms are typically categorized as either teacher-centered or learner-centered. In teacher-centered classrooms, the instructor plays a central role in conveying knowledge, and students often engage passively by listening to the teacher. However, as educational philosophies evolve, there is a shift towards learner-centered classrooms, emphasizing active student participation through discussions, questions, collaborative assignments, and presentations (Li et al., 2014). Technology facilitates this shift to learner-centered learning online.

The overarching goal of instructional methods, whether in-person or online, is to empower students to take responsibility for their learning by acquiring the necessary tools and skills (Raafat et al., 2012; Li et al., 2014). E-learning has become particularly relevant due to policies promoting increased participation, especially among non-traditional students. While some research indicates that computers are effective for lower-level learning tasks, challenges arise for higher-level learning in an exclusively online environment (Harrison et al., 2018).The proficiency of Generations Y and Z in utilizing information and communication technology (ICT) resources is noteworthy, making online learning more accessible to these generations. Technologies like video calls, chat applications, and other interactive tools enable bilateral communication between educators and students, enhancing the online learning experience (Hazwani et al., 2020). Addressing issues like internet accessibility is vital for the success of online learning, requiring strategic measures from management staff to ensure equitable access for all students.

3. Methodology

3.1 Research Design: Descriptive Survey Design

The research utilize a descriptive survey design to systematically collect and analyze data related to the assessment of digital and social media presence and support among students, specifically focusing on the impact of mind-wandering in conventional classrooms. This design is chosen for its capacity to gather information through standardized methodologies and structured research instruments.

3.2 Sample/Sampling Techniques

A multistage sampling technique was adopted in the study; purposive sampling techniques was used to select the three State-owned Colleges of Education in Kwara State, while proportional sampling was adopted to determine the representation of each College in the sample size.

3.3 Instrument(s):

Questionnaire: The primary instrument for data collection is a researcher-designed questionnaire titled "Assessment of Digital and Social Media Presence and Support among Students' Mind-Wandering in Conventional Classroom." This questionnaire will be administered through Google Forms and comprises two sections. Section A gathers personal data, while Section B focuses on variables under study, including digital social media platforms, digital social media presence, support, and mind-wandering. Response options include Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and , Always (A), Often (O), Sometimes (ST), and Rarely (R) respectively.

3.4 Data Analysis:

Descriptive Statistics: The data obtained from the questionnaire was subjected to descriptive statistical analysis, including frequency counts and percentages. This analysis aims to summarize and present the main features of the data, providing an overview of the respondents' perceptions. Inferential Statistics: Simple Linear Regression test was employed as an inferential statistical method to test hypotheses at a 0.05 level of significance. This statistical test specifically explores the relationship between digital social media use, support, and the occurrence of mind-wandering in conventional classroom environment.

3.5 Ethical Consideration of the Study

This study adhered to standard ethical protocols for human subject research. Informed consent was obtained from all participants through the digital interface before they could access the questionnaire. Participation was voluntary, and respondents were informed of their right to withdraw at any time. Data confidentiality was ensured by making the responses anonymous. No names or student identification numbers were collected. Data were stored on a password-protected cloud server accessible only to the research team.

4. RESULTS

Table 1: Demographic Analysis of Respondents

Gender	**Frequency**	**Percentage (%)**
Male	151	40.8%
Female	219	59.2%
Total	**370**	**100%**
Level	**Frequency**	**Percentage (%)**
N C E I	68	18.4%
N C E II	114	30.8%

N C E III	188	50.8%
Total	**370**	**100%**

The Table 1 shows the demographic data of the participants: 151 representing (40.8%) of the respondents were Male and 219 representing (52.2%) were Female; 68 which represents (18.4%) of the respondents are from N C E I, 114 which represents (30.8%) are from N C E II, and 188 which represents (50.8%) are from N C E III.

4.1 Analysis of Research Questions

Research Question 1: What are the commonly used digital social media platforms among Colleges of Education students?

Table 2: Commonly Used Social Media Platforms

Social Platforms	Frequency	Percentage (%)
WhatApp	354	96%
TikTok	151	41%
Instagram	140	38%
Twitter	101	27%
Facebook	235	64%
Facebook Messenger	144	39%
Snapchat	109	29%
Telegram	110	30%
Youtube	110	30%
Wechat	29	8%
Thread	27	7%

The Table 2. The data reveals that 96% of students are registered on WhatsApp, making it the most popular platform for networking and communication. Facebook follows with 64% active users, primarily for building large social networks. TikTok and Facebook Messenger have 41% and 39% engagement, respectively, with students favoring TikTok for creative expression. Instagram has 38% usage, while both YouTube and Telegram attract 30%. Snapchat engages 29% of students, and Twitter has 27%. WeChat and Threads show minimal engagement at 8% and 7%, indicating lower popularity among this demographic.

Research Question 2: What is the extent of digital social media presence among Colleges of Education students?

Table 3: Extent of Digital Social Media Presence

S/N	Statement	Always	Often	Sometimes	Rarely	Total
1	My Digital Social media account have online presence	255 (68.9%)	69 (18.6%)	37 (10%)	9 (2.5%)	370 (100%)
2	All forms of communication (e.g. voice, video, text etc.) are done through digital social media	218 (58.9%)	96 (25.9%)	46 (12.4%)	10 (2.8%)	370 (100%)
3	I switched on my social media presence at interval	156 (42.2%)	102 (27.6%)	89 (24.1%)	23 (6.2%)	370 (100%)
4	Digital social media get me updated with current Social events	245 (66.2%)	70 (18.9%)	41 (11.1%)	14 (3.8%)	370 (100%)
5	Digital social media presence improves my level of excitement	232 (62.7%)	72 (19.5%)	61 (16.5%)	5 (4.1%)	370 (100%)
6	Digital social media presence stimulate my mental and social state	192 (51.9%)	90 (24.3%)	73 (19.7&)	15 (4.1%)	370 (100%)
7	Digital social media creates opportunity to network around the world	255 (68.9%)	65 (17.6%)	44 (11.9%)	6 (1.6%)	370 (100%)
8	It is not convenient to initiate interaction on digital social media	124 (33.5%)	87 (23.5%)	95 (25.7%)	64 (17.3%)	370 (100%)
9	Digital social media presence makes me cultivate sense of belongings	184 (49.7%)	82 22.2%)	87 (23.5%)	17 (4.6%)	370 (100%)
10	Digital social media presences catches my attention in the classroom environment	141 (38.1%)	83 (22.4%)	92 (24.9%)	54 (14.6%)	370 (100%)

The findings indicate that 68.9% of students maintain a consistent online presence on social media, integrating these platforms into their daily lives. While 10% are occasional users, 18.6% engage frequently, showing varied levels of engagement. Regarding communication, 58.9% use social media for voice, video, and text interactions, underscoring its role as a primary communication tool. Additionally, 66.2% use these platforms to stay informed about current events, with only 3.8% reporting infrequent usage. Emotional impact is notable, as 62.7% of students feel that social media enhances their excitement, and 51.9% believe it contributes positively to their mental and social well-being. Furthermore, 68.9% recognize social media's potential for global connectivity. Overall, the data highlights the significant role of digital social media in students' lives while acknowledging that engagement patterns and individual experiences vary.

Research Question 3: Do Colleges of Education students receive digital social media support?

Table 4: Digital Social Media Support

S/N	Statement	Always	Often	Sometimes	Rarely	Total
1	It has not been palatable experience being on digital social media	166 (44.9%)	65 (17.6%)	79 (21.4%)	60 (16.1%)	370 (100%)
2	It is always a pleasurable	183 (49.5%)	99 (26.8%)	69 (18.6%)	19 (5.1%)	370 (100%)

	moment being on digital social media due to self-support of the platforms					
3	The nature of support that I get made me to be deeply absorbed into digital social media activities	161 (43.5%)	111 (30%)	74 (20%)	24 (6.5%)	370 (100%)
4	Fellow user assistance promotes digital social media to give a sense of accomplishment of my activities	163 (44.1)	93 (25.1%)	90 (24.3)	24 (6.5%)	370 (100%)
5	Peer support through digital social media stimulates my intellect	168 (45.4%)	105 (28.4%)	72 (19.5%)	25 (6.7%)	370 (100%)
6	Lack of assistance in the use of digital social media makes me feel discouraged	124 (33.5%)	86 (23.2%)	104 (28.1%)	56 (15.1%)	370 (100%)
7	I don't derive a lot of fun while on digital social media due non-supportive nature of the platforms	175 (47.3%)	102 (27.6%)	69 (18.6%)	24 (6.5%)	370 (100%)
8	It is gratifying to be on digital social media because I get useful tips in solving variety of tasks	133 (36%)	76 (20.5%)	95 (25.7%)	66 (17.8%)	370 (100%)
9	Digital social media creates some sort of depressed moment for me due to cyber-bullying	120 (32.4%)	79 (21.4%)	101 (27.3%)	70 (18.9%)	370 (100%)
10	Digital social media create sense of accomplishment due to collaborative efforts from my peers	176 (47.6%)	108 (29.2%)	63 (17%)	23 (6.2%)	370 (100%)

The study indicates that 45% of respondents experience unpleasant moments on digital social media, with 17.6% facing these issues frequently. Conversely, around 50% find consistent enjoyment from these platforms, often due to self-support. A significant 43.5% feel absorbed in their activities, while 44.1% occasionally experience a sense of accomplishment. Peer support contributes to intellectual growth, with 45.4% receiving constant assistance. However, 47.3% do not enjoy their experience, often due to a lack of support. Cyberbullying affects 32.4% of users, leading to sporadic feelings of depression. Overall, the data reflects a complex landscape of both positive and negative experiences associated with digital social media usage.

Research Question 4: Do Colleges of Education students experience mind-wandering in conventional classroom?

Table 5: Mind-wandering in Conventional Classroom

S/N	Statement	Always	Often	Sometimes	Rarely	Total
1	I found mysel listening with one ear, thinking abou something els in the classroom environment due to digital social media use	128 (34.6%)	41 (11.1%)	123 (32.2%)	78 (21.1%)	370 (100%)
2	My mind is always attached to m digital social media accoun	117 (31.6%)	71 (19.2%)	111 (30%)	71 (19.2%)	370 (100%)
3	I listen t lectures without payin full attentio because I ar expecting th response of chat on m digital socia media accoun	100 (27%)	65 (17.6)	111 (30%)	94 (25.4%)	370 (100%)
4	I get carried away with the latest social media post during lecturers in a conventional classroom enviroment	94 (25.4%)	72 (19.5%)	101 (27.3%)	103 (27.8%)	370 (100%)
5	While reading I get easily distracted wit my digital social media notification o messages	115 (31.1%)	68 (18.4%)	118 (31.9%)	69 (18.6%)	370 (100%)
6	I frequently excused my academic workload in favor of socia networking sites.	104 (28%)	59 (16%)	107 (29%)	100 (27%)	370 (100%)
7	I do things without payin attentions while on digital social media	93 (25.31)	63 (17%)	125 (33.8%)	89 (24.1%)	370 (100%)
8	My mind wandered during presentations due to digital social media	96 (25.9%)	59 (15.9%)	123 (33.2%)	92 (25%)	370 (100%)

	addictive tendency					
9	I have trouble focusing for longer than 15 minutes in the classroom since my mind tends to wander between the class and my digital social media.	101 (27.3%)	52 (14.1%)	110 (29.7%)	107 (28.9%)	370 (100%)
10	While using digital social media, I procrastinate school assignments	101 (27.3%)	64 (17.3%)	121 (32.7%)	84 (22.7%)	370 (100%)

The findings from Table 5 illustrate the significant impact of digital social media on college education students in traditional classroom settings. A substantial 34.6% of students report frequently being distracted during lectures, while 31.6% feel mentally tethered to their online accounts. Additionally, 27% admit that their attendance is affected by waiting for social media notifications, and 25.4% get distracted by recent posts during class. When studying, 31.1% are distracted by notifications, and 28% use social media to avoid academic responsibilities. A notable 25.9% experience wandering thoughts during lectures, and 27.3% struggle to maintain focus for more than 15 minutes. Furthermore, 27.3% admit to delaying homework assignments due to social media engagement. These statistics highlight the pervasive distractions posed by social media, emphasizing the need for strategies to manage its use to improve students' attention, concentration, and overall academic success.

4.2 Hypotheses

$H0_1$: There is no significant influence of digital social media presence on level of mind-wandering among Colleges of Education students.

Table 6: Simple Linear Regression Analysis the influence of digital social media presence on level of mind-wandering.

Model	Unstandardized B	Std. Error	Beta(β)	*t*	*Sig.(ρ)*
(Constant)	12.415	1.102		11.265	.000
Social Media Presence	0.482	0.041	0.524	11.756	.000

The regression analysis results presented in Table 6 reveal that the p-value (<.001) is significantly lower than the established alpha level of 0.05. Consequently, the null hypothesis is rejected. This finding demonstrates that digital social media presence exerts a significant predictive influence on the level of mind-wandering among College of Education students. Specifically, the model indicates that increased digital engagement serves as a significant predictor of cognitive disengagement during conventional classroom instruction

$H0_2$: There is no significant influence of digital social media support on level of mind-wandering among College of Education students.

Table 7: Simple Linear RegressionAnalysis on the influence of digital social media support on level of mind-wandering among Colleges of Education students.

Model	Unstandardized B	Std.Error	Beta(β)	*t*	*Sig.(ρ)*
(Constant)	10.152	0.985		10.306	.000
Social Media Presence	0.594	0.032	0.647	16.214	.000

The regression analysis results presented in Table 7 reveal a p-value (<.001) that is significantly lower than the established alpha level of 0.05. Consequently, the null hypothesis is rejected. The results demonstrate that digital social media support exerts a significant predictive influence on the level of mind-wandering among College of Education students.

Specifically, the R^2 value of .418 indicates that digital social media support accounts for 41.8% of the variance in students' mind-wandering tendencies. The standardized coefficient ($\beta = .647$, $p < .001$) suggests a strong positive relationship, indicating that as the level of perceived support through digital social platforms increases, there is a corresponding and significant increase in cognitive disengagement during conventional classroom instruction.

5. DISCUSSION OF FINDINGS

The analysis reveals that mind-wandering significantly impedes students' attention and engagement in conventional classrooms due to digital social media use. A strong correlation exists between students' social media presence and their tendency to daydream, with 34.6% often distracted during lectures. The findings suggest that while social media can facilitate academic engagement, it also detracts from cognitive focus. Statistical tests indicate a complex relationship between mind-wandering and digital social media support, necessitating further research to explore the mechanisms at play. The results underscore the importance of managing social media use in educational contexts to mitigate its negative impact on students' cognitive processes.

5.1 Limitations of the Study

The cross-sectional nature of the data precludes the establishment of definite causal relationships between variables. The use of a digital survey distributed via WhatsApp may have introduced a sampling bias, potentially excluding students without smartphones or consistent internet access. The study relied on self-reported measures, which may be subject to social desirability bias regarding students' classroom focus.

6. CONCLUSION

The study highlights both the advantages and disadvantages of digital social media in educational settings. While it can distract students and consume valuable time, it also offers opportunities for collaboration and communication. The primary factor influencing mind-

wandering is social media engagement, suggesting that educators should develop guidelines to help students leverage social media positively. Implementing policies to regulate social media use in schools is essential for enhancing academic performance and focus.

7. RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Conduct surveys to identify prevalent social media platforms among students for tailored educational content.
2. Develop workshops to raise awareness about the impact of social media on academic focus and productivity.
3. Establish support systems within social media for academic inquiries and peer mentoring.
4. Implement mindfulness exercises in classrooms to improve attention spans.
5. Encourage the creation of academic-focused content on social media to redirect attention from distractions.
6. Collaborate with educational institutions to integrate social media resources into curricula for easier access to educational content.

These recommendations aim to bridge the gap between students' social media engagement and academic pursuits, enhancing their educational experience while managing distractions.

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