

# Distracted Student Mind-Enhancing Its Focus and Attention Between Undergraduate Students in Tiruchirappalli District

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## ABSTRACT

*Aerobic exercise refers to physical activity that ranges from low to high intensity and predominantly relies on the aerobic energy-generating process. The term aerobic, derived from the Greek words aero (air) and bios (life), signifies processes that require free oxygen. During aerobic exercise, oxygen is utilized to meet the body's energy demands through aerobic metabolism. Activities performed at light to moderate intensity levels, which are sufficiently supported by this metabolic pathway, can generally be sustained over prolonged periods without rapid onset of fatigue. Aerobic exercise plays a critical role in cardiovascular and respiratory health and is commonly employed in both clinical and fitness settings for its wide-ranging physiological benefits.*

*In an era where young individuals are continually exposed to evolving communication technologies, their capacity to concentrate and engage in effective learning appears to be diminishing. However, simply removing digital devices such as smart phones often exacerbates anxiety, which in turn further disrupts cognitive processes and academic performance. In response to this challenge, scholars have proposed a range of strategies for educators aimed at enhancing students' focus and attention. These include techniques for resetting cognitive function, building study stamina, fostering awareness of the critical connection between sleep and learning, minimizing digital interruptions through controlled notifications, and establishing designated screen-free zones to support focused academic work. In the present study, we aim to explore students' perceptions of major distractions within the classroom setting, based on seventeen internally generated (self-produced) and twenty-four externally induced distraction scenarios.*

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## INTRODUCTION:

Education is fundamentally the cultivation of a sound mind within a sound body. It is a holistic process that fosters the development of an individual's physical, mental, emotional, and social dimensions. Through such all-encompassing growth, a person acquires qualities of responsibility, dynamism, resourcefulness, strength, and moral integrity. The ultimate goal of education, particularly higher education, is to facilitate the complete development of students, thereby shaping their careers and overall life trajectories. The quality of higher education is intrinsically linked to national progress, as it directly influences the intellectual and professional capabilities of individuals. As such, the quality of education provided in universities, colleges, and institutions is of paramount importance. In the 21st century, ensuring the relevance and quality of higher education has become a critical focus, and significant efforts are being made to realize these objectives.

The period of youth is of supreme importance in the life of human being. College is an exciting time of life for youth, where an individual has freedom to develop individually and to shape personal perspective of life and a sense of direction before tackling the challenges of serious adulthood. It is the period in which a person gets physical, emotional and mental maturity. The period of college students is usually above the age of 16 in which the choices of vocation, of a life partner, economic independence and new value start taking shape. Students at this stage start to emerge from the world of make believe and dependence on others and begin to become young men and women, careful about their ideas, behavior

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and general appearance. Now they begin to be aware of social, moral, economic and religious responsibilities. Life's perspective becomes broader and concepts begin to take definite shape.

The present scenario of youth clearly reflects that the condition of our young people has significantly declined. Recent studies reveal that there is significant rise in the problems faced by the adolescents. For example, a serious emotional disturbance of adolescence has increased (WHO, 2001). Even Mental health is the wide health issue, which is being found among college students, the most common being anxiety and depressive disorders. As a result, students are not able to understand which ideals should be followed and which should be ignored. Under such situations, he is likely to take wrong course of action. Good mental health is vital for a person to deal with daily stresses of his/her life, and it is also an important component of total health.

Youth often face mental conflicts arising from suicidal thoughts and low self-esteem, which significantly disrupt their normal functioning. Many students experience academic challenges that require immediate attention, such as difficulty concentrating, retaining information, and understanding language. They are easily distracted from their studies. Research indicates that 25% of the student population reports symptoms of depression due to academic, emotional, and psychological stressors (Beck & Young, 1978). College life introduces a diverse environment that demands continuous adjustment, making the transition from school to college particularly challenging for many students. The decision to pursue higher education is influenced by multiple factors, including the desire for a degree, personal growth, and knowledge enhancement. College offers opportunities for students to explore new ideas, meet diverse individuals, and confront novel experiences—all of which contribute to their overall development.

#### **Objective of the Study**

To deepen their focus and improve their attention.

To helping students reset their brains, building stamina for studying.

To understand the relationship between Learning and their outcomes of Learning.

To minimize alerts and notifications, and create specific screen-free zones for studying.

#### **Research Methods**

Research methodology is a scientific procedure of looking at research issues. The students participating in this study rated the degree to which each distraction interferes with their concentration on the class materials and their ability to learn. Data were collected through surveys of students (students from Arts and Science College in Tiruchirappalli District, respectively), including females and males 17–23 years of age from the academic years 2021 to 2022. A validated self-administered questionnaire was handed to the students in the classroom. The students were asked to report and rate the classroom distraction produced by 17 external internal distractors, on a 5-point scale.

Period of the Data Collection: 6-9 Months, Interpretation and Report: 2-3months.

<b>External &amp; internal distractors</b>	
1	Your phone ringing
2	Using your smartphone
3	Playing video games
4	Using your MP3 player
5	Texting during class
6	Using a laptop for checking your email, surfing, etc.
7	Doing work for other courses
8	Talking with others in class
9	Arriving late to class
10	Leaving early
11	Leaving/returning to class
12	Eating in class

External & internal distractors	
13	Drinking in class
14	Sleeping in class
15	Poor personal hygiene (odors, looking dirty, etc.)
16	Your illness symptoms (coughing, sneezing, sniffing, etc.)
17	Wearing clothing with unusual words, colors, styles, etc.

There are certain methods involved in modern research. Every study is distinguished on the basis of its different purposes and approaches. In the present study, the investigator has adopted the Descriptive method to study the impact of Distracted Student Mind-Enhancing Its Focus and Attention between Undergraduate Students in Tiruchirappalli District.

**Showing sample details of study taken up from Non-Professional colleges.**

Name of Non-Professional colleges	Courses	No. of Male	No. of Female
National College (Autonomous), Trichy	BA/B.Com/B.Sc	50	50
St. Joseph's College (Autonomous), Trichy	BA/B.Com/B.Sc	50	50
	<b>Total</b>	<b>100</b>	<b>100</b>

**Showing sample details of study taken up from Professional colleges.**

Name of Non-Professional colleges	Courses	No. of Male	No. of Female
National College (Autonomous), Trichy	BBA/BCA	50	50
St. Joseph's College (Autonomous), Trichy	BBA/BCA	50	50
	<b>Total</b>	<b>100</b>	<b>100</b>

**Reliability Coefficients of CTAT**

Method of Reliability	Reliability Coefficients
Test - retest method	0.947
Split half method	0.851

**Validity**

The test was valid and face validity, content validity, and concurrent validity were seen.

**Concurrent validity - Critical thinking ability**

Correlation coefficient	0.702
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**Thinking**

According to Gilmer (1970) "Thinking is a cognitive ability. Reasoning, critical thinking and problem solving are some of the characteristics which distinguish human beings from other species. In thinking, there is mental exploration rather than motor exploration Thinking may be defined as a pattern of behavior in which we make use of internal representations (symbols, signs etc) and events for the solution of some specific, purposeful problems. Thinking is a problem-solving process in which we use ideas or symbols in place of overt activity."

Critical thinking occurs with relatively open-ended issues. The outcome of a distractors creates critical thinking phenomenon is to make logical conclusions and make the best decision about "what to do". Therefore, acquiring reasoning ability and concluding ability are essential parts of thinking critically.

The concept of 'mature' emotional behavior at any level reflects the fruits of normal emotional development. It is a psychological term used to indicate that a person responds to the circumstances or environment properly. One's emotional maturity also plays a significant part in determining whether one's ventures are successful or not.

According to Perkins (1986), "Argument skills improve modestly with college experience, but education has only a minor effect on the depth of students' arguments on everyday issues. It may be because subject

matter knowledge is more important in thinking distraction than generic knowledge of how to analyze arguments”

**Distraction:**

Cognitive psychologists study the organization of knowledge in memory and its role in tasks such as reading, writing, and problem solving. In cognitive terms, critical thinking is problem solving in situations where ‘solutions’ cannot be verified empirically. Confronted with a complex issue, the learner constructs a representation or mental model of the situation; the model is organized around a claim or thesis and supported by reasoning and evidence.”

Three kinds of knowledge interact in developing a model: “(1) declarative knowledge, knowing the facts and concepts in the discipline; (2) procedural knowledge, knowing how to reason, inquire, and present knowledge in the discipline;and (3) meta-cognition, cognitive control strategies, such as setting goals, determiningwhen additional information is needed, and assessing the fruitfulness of a line of inquiry.”

**To explore Distracted of college students Mind-Enhancing.**

Burnout	Frequency	Percentage
Low level of Distracted	87	29
Average level of Distracted	135	45
High level of Distracted	78	26

Above the table indicates that the majority of college students (45%) is having average level of critical thinking, while, 29% college students having low level of critical thinking and 26% college students having high level of critical thinking. This indicates that college students have different level of critical thinking;

**Distracted of college students in professional and non-professional**

**H1:** There is no Significant difference in the Distracted of college students inprofessional and non-professional.

Gender	Mean	SD	N	Df	‘t’	Level of Significant
Professional College Students	37.74	15.89	200	389	5.38	0.01<0.05
Non-professional College Students	30.38	10.86	200			

There is no significant difference in the Distracted of college students in professional and non-professional college students was not retained. Hence it can be interpreted that Professional collegestudents were found to have more Distracted than their counterpart non-professional college students.

**Adjustment of college students having high and low distracted of college students**

Gender	Mean	SD	N	Df	‘t’	Level of Significant
Adjustment of College Students having high Distracted	23.82	5.32	87	163	12.52	0.01<0.05
Adjustment of College Students having low Distracted	41.30	11.73	78			

**Note:** Lower mean score shows good adjustment

There is no significant difference in the adjustment of high Distracted and low Distracted of the college students was not retained. As a result, it can state that Students having high Distracted were found to have better adjustment than their counterpart college students having low Distracted.

**CONCLUSION AND SUGGESTIONS**

The study was designed to study the contribution of Distracted Student Mind-Enhancing Its Focus and Attention between Undergraduate Students, the factor with respect to the mental health, adjustment and emotional maturity of college students.Education is the creation of a sound mind in a sound body. It is conducive process which develops man’s individuality in all its aspects physical, mental, emotional and social.

Youth undergoes a mental conflict due to suicidal thoughts and low self-esteem that severely disturb their normal functioning. There are some academic problems that require immediate attention such as difficulty in concentration, remembering the facts and Unable to understand the language. They get easily distracted from the studies.

The study pointed out the importance of appropriate levels of critical thinking among college students for good mental health, adequate adjustment and effective emotional maturity. It is ironic that the critical thinking skills we attempt to teach our students seem to fail where they are needed most, it is believed that without careful attention to the conditions that promote this, goal of increasing critical thinking will be difficult to achieve. If there is one thing that all college and university teachers want their students to learn, it is to think critically.

Take specific measures to correct aspects of environment that are causing anxiety. For instance, some anxious and impulsive children are overwhelmed by too many distractions and classrooms can be very inhibiting to highly sensitive children.

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