Learning Distractions: A study in UiTM Kedah

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ABSTRACT
Concentration has been one of the most crucial indicators of a student's learning quality. As the level of education rises, the attention towards the online learning is seen lowers. Therefore, in order to remain focus and able to concentrate on what is being taught, students need to ensure that they are not easily distracted. Distractions may arise from both internal or external sources. This research looks into how technology, the classroom environment, and emotion which may distract students in learning and focusing on their academics. One hundred student from the Faculty of Business Administration of UITM Kedah, have responded to the study. The findings indicated that students are distracted most due to emotions and class environment. However, technology allows the students to venture positively towards online learning.

INTRODUCTION

Discussion on distracted learning is now a common issue that is being discussed openly. This is because through numerous research it was discovered that distractions in learning leads to poor understanding of and it results in lower grades and an increase of frustration due to poor performance in studies. Distractions are derived from both internal and external sources. External distractions are distractions that originate outside of a person's control such as the study area, the auditory distractions, the visual distractions, the workspace, the lighting and also the temperature which a person is in. On the other hand, internal distractions are the thoughts and emotions of a person and internal distractions are known as distractions which can be controlled by the individual itself. Among the inernal distractions are the feeling of boredom due to dislike towards the subject, the anxiety, habit of daydreaming, the complexity of the study task as well the feeling of fatique.

Manipulation of concentration to stop the distraction is an example of human cognitive control. Students who has poor cognitive self-control or short attention spans are often distracted and this leads them to be engage to smartphones and social media. However, this is seen more difficult to avoid as online learning do rely on digital technology (Dontre., 2021).

The widespread usage of smartphones is a raising concerns which have a negative impact on the mind of a person and related psychological processes (Sha, Sariyska, Riedl, Lachmann & Montag, 2019). For yougsters, multitasking with cell phones has become the norm and this is alarimg as it distracts them from their focus of studying. According to (Dontre., 2021) students who are distracted by multitasking, has a negative impact on focussing and may lead to shallow processing.

Emotions such as anxiety, tension, and depression are also one of the factors which have an effect on student concentration. Students who are easily distracted while studying are at risk in having low academic performance and these students would avoid attending any school-related activities. Should this happen, students would not be able to maintain a positive relationship with teachers and fellow classmates and the enthusiasm towards study and acquire knowledge would be low. This would have an impact on their learning abilities as well as their academic performance (Melgaard, Monir, Lasrado & Fagerstrøm, 2022).

The frequent use of internet and technology devices is now been criticized as it is among the reson on whet people are now not having quality time with their families. Due to that, it has an impact on relationships, level of productivity and it also leads to psychological disorders. Some may misuse the Internet as a behavioural response to a problem in his life.

Distractions divert students' attention away from their work and learning. Some students use their phones to scroll through social media, others to watch videos, and still others to play computer games. "To pay attention, be all ears, to take into consideration" are frequently used expressions in daily life because it has a very important place in every step of life and affects the quality of life. Communication is hampered when people are not paying attention, minor distractions can lead to accidents, and careless reading can lead to misunderstandings. Attention is

a mental state of alertness and a focusing activity (Waters & Johnstone, 2022). When an individual focuses his or her attention on a specific signal, he or she is more likely to recognise the fit for purpose features, and a feature that is focused on is stored in the consciousness.

According to Lang (2020) the focus of concern shifts more and more to newly invented technology or media that steal our attention, weaken our cognitive abilities, and undermine our ability to pay attention to one another with each passing century. Internet use is essential in education; however, when used excessively for distraction, it can be problematic and have a negative impact on students' academic performance and well-being (O'Brien, Surmich, Baguley & Kuss, 2022). Students at universities are glued to the internet. They feature an abundance of free WiFi, which is part of the most recent educational pedagogy. Elements of the teaching-learning process in classroom settings include the instructor, students, material, learning process, and learning scenario. Furthermore, the author discusses how students are not interested in paying attention in class, how teachers' current method of communication is one-way communication, which students find boring, and how students cannot stop themselves from being distracted on social media.

Learning difficulties associated with depression include decreased school interest, difficulty paying attention or concentrating on tasks, and difficulty engaging in positive academic behaviours such as attending class and studying (O'Brien, Surmich, Baguley & Kuss, 2022). Student is a manifestation of academic stress that occurs due to changes in the learning circumstances and the number of assignments received at the time of pandemic. Difficulties and failures to complete these activities result in pupils suffering emotional strain in fulfilling these expectations, necessitating the use of psychological techniques to handle stress.

From the above write up, the theoretical framework for the study is as below:
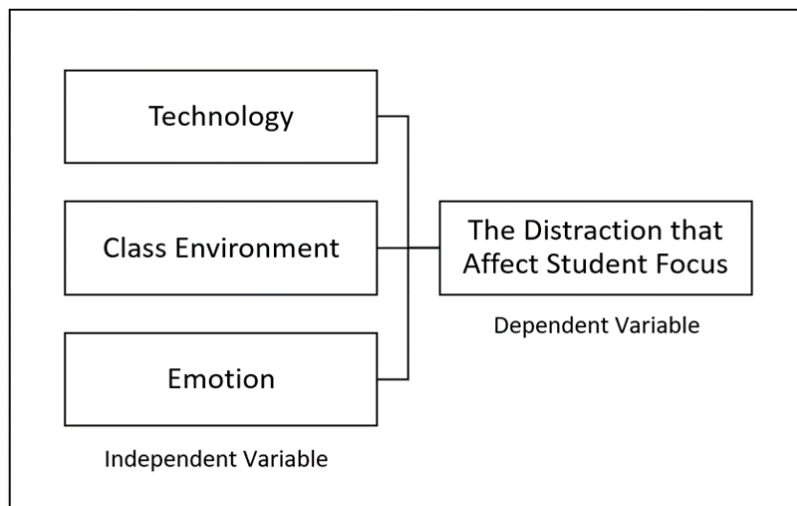
THEORETICAL FRAMEWORK

Figure 1: Theoretical framework of the study

METHODOLOGY

Sample and population
The sample size is the number of participants chosen as a sample to represent the characteristics of the population. The population, on the other hand, is the total group of people, events, or objects that the researcher wants to explore (Sekaran & Bougie, 2016).

One hundred students from Bachelor of Business Administration students at UiTM Kedah were selected as respondent for the study. The researchers use simple random method as to ensure equal probability of choosing and avoid bias. This enables us to statistically measure a selection of individuals chosen from a larger group or population in order to estimate the reaction of the complete group. As for the research, the researchers uses quantitative research which transfers numbers into meaningful words.

Data collection method
The source of data collection is primary and questionaires were used as the collection method.Questionnaire is an efficient data collection method because it is the best way that researchers can use in order to save time and money constraints (Sekaran & Bougie, 2016). The questionnaire was divided into three sections. Section 1, covers the background of the respondents, section 2 was questions related to the independent variables and the section 3 contains questions on the dependent variables.

Data analysis procedures
The data were analysed using SPSS statistical software version 12.0. For this study, frequency analysis, descriptive statistics, reliability analysis, multiple Regression analysis, and correlation analysis were also used.

1. Frequency analysis
A frequency analysis of the subject under research revealed the number and percentage of participants for each demographic factor group. It is also utilised to aid in the study of the student's distraction and the rating categories for the distractions that affect students' focus.

2. Descriptive analysis
Descriptive analysis (mean and standard deviation) was also performed to supplement the examination of the average degree of the distraction that affects students' focus.

3. Reliability analysis
Reliability analysis was performed to assess the goodness of measure before creating a composite index to an independent variable from several dimensions of the students' distraction in order to explore concerns related to validity and reliability of measure.

4. Correlation analysis
A further correlation statistic was also run to see if there was a significant association between the three independent variables. The positive correlation (r) between a rise in one independent variable

and an increase in another independent variable. The importance of the association between independent variables is shown by the P-value. If the P-value is less than 0.05, the association between the three variables is significant.

5. Multiple Regression analysis

Multiple Regression analysis was employed to examine the degree of significant relationship between students' distraction and the distraction that affects students' focus. The distraction that affects students' focus was made the dependent variable while students' distraction which include technology, class environment and emotion were made as independent variables.

Five conditions must be true for a Multiple Regression result to be valid: the connection must be linear, the error terms' variances must be homoscedastic (constant), the error terms must be independent (autocorrelation), the error terms must be normal, and the independent variables must be independent. Regression variation was used to evaluate these hypotheses. The homoscedasticity assumption was diagnosed using a scatter plot of the dependent variable vs the regression standardised residual, and the linearity assumption was assessed using partial regression plots of the dependent variable versus each of the independent components. A histogram of the dependent variable vs frequency and a normal P-P plot were used to demonstrate the normality assumption, while the Durbin-Watson statistic was used to identify the autocorrelation; D. The Tolerance and Variance inflation factor (VIF) scale was used to assess the final presumption.

The statistical significance of the regression model may be described by analyzing the coefficient of determination (R^2), F-ratio, and regression coefficient significance test (p). R^2 represents the model fit or the percentage of variance in dependent variables explained by the independent variables. The significance of T value (p) indicates the amount of importance of independent variables in relation to the dependent variable. If $p = 0.05$, the t value is considered significant. This shows that the independent and dependent variables have a considerable connection. As a result, the assumptions should be accepted.

The standardised regression coefficient (Beta) was utilised to examine the relative influence of each potential student's distraction on students' focus. A larger Beta value indicates that distraction has a greater impact on students' focus. For each unit change associated with student distraction, the coefficient of the regression equation (B) would represent the expected change in student focus. The Multiple Regression equation was formulated as follows based on the value of the regression coefficient:

$$Y = a_0 + a_1X_1 + a_2X_2 + \ldots + a_pX_p + e$$

Where Y = dependent variables
  a_i = regression coefficient
  X_i = independent variables
  e = random error term

FINDINGS

A wide range of demographic traits were evaluated from the 126 respondents who responded to the 126 questionnaires that were issued in this sample (100 percent response rate). In terms of gender, there were 66.7 percent more girls in the sample than males (33.3 percent). Human Resources and Finance, with 45.2 percent and 19 percent respectively, dominated the sample's course. Operations management and business economics came in second and third, respectively, with 14.3 and 10.3 percent. International Business and Islamic Banking have the fewest respondents, at 7.1% and 4%, respectively. This number might be a result of the questionnaire's were randomly distributed and it may not accurately reflect the makeup of the general population.

A check on the age component revealed that 38.1 percent of respondents were between the ages of 21 and 23, followed by 27.8 percent of respondents between the ages of 21 and 22, and 15.1 percent of respondents between the ages of 22 and 23. Only 13.5% of respondents fell into the 24–24 year age range, and 5.6% fell into the 25–24 year age range.

Table 1.0 Results of Reliability Analysis

Variable	Total Items	Item Deleted	Cronbach's Alpha
Technology	5	0	0.585
Class Environment	5	0	0.562
Emotion	6	0	0.743
Distractions that affect student focus	5	1	0.638

From the reliability analysis, it was found that the last variable (Distraction that Affects students focus) had a weak significant result (0.522). However, to improve the reliability of Alpha values for each variable, inappropriate questions were removed for further use in present study. Thus, it increases the Cronbach Alpha value to (0.638). Starting from the first variable which is technology recorded at 0.585 and followed by class environment at 0.562, Emotion has the highest value recorded Cronbach's alpha which is 0.743 indicating the good internal consistency and finally Distraction that affects students focus ends up with 0.638. On the other hand, the other variables showed significantly acceptable readings (above 0.5), and therefore reflected that the items used in the study were reliable for the analysis to proceed as planned.

Table 2.0 Regression Analysis

Model	Standardised Coefficients Beta	Sig.
Technology	0.066	0.324
Class Environment	0.376	<0.001
Emotion	0.468	<0.001

R^2 value: 51.6%

Significant value: <0.001

The regression analysis table shows there is a significant relationship between the model and dependent variable, the value of r squared 0.516 or 51.6% of the independent variables represented by all three factors in independent variables including technology, class environment and Emotions that contribute to variance dependent variables which is Distraction that affects students focus. The remaining 48.4% of the variance in individual variables is not explained by the independent variables in the study.

The R^2 value is 51.6%, indicating that the outcome data variability can be explained by the variables. In addition, this study revealed that two independent variables have a significant relationship with distractions that affect students' focus.

CONCLUSIONS AND DISCUSSIONS

From this study, it is stated that emotional factors have the largest influence on the distraction that impacts students' attention at UiTM Cawangan Kedah. Students admit to being easily agitated, which is one of the reasons for them to get distracted. And according to the survey, due to that, students face challenges in managing personal issues and academic achievement which later leads to an increase in stress.

In addition to that, the study also revealed that students easily got distracted throughout the teaching process, where the classroom environment had the second greatest influence on the distraction that impacted students' attention at UiTM Cawangan Kedah. According to the survey findings, students agreed that the studying environment, including noise, comfort, lighting, and task appropriateness are the factors that distract the student from focusing on online learning.

However, students acknowledge that technology is not a major distraction to student attentiveness at UiTM Cawangan Kedah. In fact, technology is being acknowledged to have a good influence on student learning. Students admit that they are able to explore and gain additional knowledge via the usage of technology.

Therefore, to manage the issue of learning distraction, it is advised that more activities to enhance and cultivate self-confidence and self-efficacy are needed to manage the emotional factors

which is said to be the largest influence factor to learning. Besides, seminar and coaching session on self talk, managing self and self regulation techicque need to be conducted to students as these techniques would assist students to be able to manage themselves better. Lecturers also are advised to monitor and be sensitive towards students behavior as well as the discipline of students towards online learning. Peer and group study would also be one of the ways to assist students to remain focus during online as peers and group members would be able to motivate each other should one of the team member are distracted.

The current study's findings have practical ramifications in both theoretical and managerial areas. The theoretical consequence includes significant theory created from the outcomes of this study regarding the relationship between student distraction and distraction that affects student focus at UiTM Cawangan Kedah. The current study's managerial implications provide significant insights into the factors that need to be improved and the strategy to be imposed by decision makers in order to increase distraction that affects students' focus at UiTM Cawangan Kedah.

The current study was generated from previous literature and was built on a conceptual framework without prior statistical support, more in-depth research on the distractions that affect students' focus at UiTM Cawangan Kedah have been conducted.

Hence, going forward, Furthermore, other important determinants should be included in the next study to examine moderating and intermediary effects on the independent and dependent variables. This will allow researchers to investigate a broader range of hypotheses and better solve the issue of the relationship between distraction and student focus at UiTM Cawangan Kedah. Furthermore, the scope of the next study could be broadened by including more target respondent possibilities rather than focusing solely on a subset of respondents in one area. In this case, it is among UiTM Cawangan Kedah students. This can be explained that if one keeps their concentration properly, they will acquire all the knowledge or information given to them and will be able to utilise it to deal with current events as well as apply it in the future.

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Conflict of Interest

I/We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This research/manuscript has not been submitted for publication nor has it been published in whole or in part elsewhere. We testify to the fact that all Authors have contributed significantly to the work, validity and legitimacy of the data and its interpretation for submission to Journal of Creative Practices in Language Learning and Teaching (CPLT)

Authors' Contributions

All the authors which are Azfahanee Zakaria, Sarah Sabir Ahmad and Syed Mohammed Alhady bin Syed Ahmad Alhady has contributed equally for the paper in term of writing the manuscript, proofreading and fine-tuning the final draft. All authors also provided critical feedback and helped shape the research, analysis and manuscript as well as strictly formatting the paper according to the format of Journal of Creative Practices in Language Learning and Teaching (CPLT). All three authors conributed equally to the writing of the article.

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