

**THE IMPACT OF SOCIAL MEDIA OVERUSE ON ATTENTION SPAN AMONG
STUDENTS OF UGANDA CHRISTIAN UNIVERSITY, MUKONO CAMPUS**

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S23B90/011

**A DISSERTATION SUBMITTED TO THE SCHOOL OF JOURNALISM, MEDIA AND
COMMUNICATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF BACHELOR OF ARTS IN JOURNALISM AND MASS
COMMUNICATION OF UGANDA CHRISTIAN UNIVERSITY**

April, 2026



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DECLARATION

I, Carlton Blessed Nyakana, declare that this dissertation is my original work and has not been submitted to any other university or institution for the award of a degree or any other qualification. All sources used have been acknowledged.

Signature:

A handwritten signature in blue ink, appearing to read 'Carlton', with a stylized flourish underneath.

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Date: 14/04/2026

APPROVAL

This dissertation has been submitted with my approval as the university supervisor.



Signature:

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Date: 14/04/2026

DEDICATION

To God.

There were many things I was uncertain about when I came to university. But God lived up to His Word. He never left me or forsook me. He opened doors. He preserved my life. He caused me to leap over troops. Even when I was overwhelmed, I was never without a way out.

Like David, whenever my soul was in the dumps, I rehearsed every good thing I knew of the Lord. I had hope; the expectation of good to come. And good came.

ACKNOWLEDGEMENTS

I would like to thank the people who made this journey possible.

My family kept a close eye on me throughout my studies and made sure I had everything I needed.

Their support was constant, and I am grateful for it.

My lecturers believed in me in ways I did not always expect. They gave me responsibility, created opportunities for me to use my gifts, and were always available when I needed guidance.

My friends made university worth showing up for. I came in anxious, not knowing how things would turn out. Meeting them settled that. We shared meals, made memories, and did life together, and those years are richer because of them.

My church gave me a place to serve God while I studied. For three years, I led a fellowship, and the experiences I had with God in that season are ones I could not have had anywhere else. Going to UCU and serving there was, in itself, a gift.

Abstract

This study examined the impact of social media overuse on attention span among undergraduate students at Uganda Christian University, Mukono Campus. The study aimed to establish patterns of social media use, identify platform-specific distraction effects, examine behaviours linked to reduced attention, and assess strategies students used to manage attention during academic activities.

A descriptive research design was used. Data were collected from 50 undergraduate students using a questionnaire. Descriptive statistics were used to analyse social media usage patterns, distraction levels, attention-related behaviours, and management strategies.

The findings indicated that WhatsApp was the most widely used platform, followed by TikTok, YouTube, and Snapchat, with students spending several hours daily on these platforms. Platforms with fast-paced or information-dense content, particularly X/Twitter, YouTube, and TikTok, recorded higher average distraction scores. The most common behaviours associated with reduced attention were using social media while studying and checking notifications during class. Although many students applied strategies such as switching off notifications and using focus tools, a noticeable proportion did not regulate their social media use during study time.

The study concluded that both the frequency of social media use and the nature of platform content influenced students' ability to sustain attention during academic activities. These findings offer practical guidance for universities and students seeking to promote focused learning within digitally intensive environments.

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Chapter One

Background of the Study

Social media use has become a normal part of university life worldwide. Evidence shows that its reach among young adults is almost universal. By 2016, about 97.5% of young adults aged 18 to 24 in the United States were using at least one social media platform regularly, up from 89.4% in 2014 (Villanti et al., 2017). Many students did not rely on a single platform. In the same study, young adults reported using an average of 7.6 social media sites, with 85% regularly using six or more platforms (Villanti et al., 2017). This pattern indicates that university students were constantly exposed to multiple streams of online content.

Time spent on social media was also high among students. Studies showed that a large proportion of undergraduates spent several hours per day on their phones and social networking sites. For example, more than half of Turkish undergraduate students reported using their mobile phones for over four hours each day (Kircaburun et al., 2018). Other studies indicated that some students spent between eight and ten hours a day browsing, liking, and posting content on social media platforms (Siehoff, 2023). Such prolonged and frequent use increased continuous exposure to short videos, messages, and notifications.

Recent research highlighted how this constant exposure shaped user behaviour. University students often checked their phones repeatedly within short time intervals. A study among first-year college students in Korea found that the average time between checking notifications during class was less than three minutes, with students receiving about 58 notifications per session (Kim et al., 2021). This pattern encouraged rapid task switching and divided attention, making it difficult to sustain focus on academic tasks that required extended concentration.

In Africa, particularly in Uganda, social media use among young people followed a similar trend. A study conducted in Makindye Division, Kampala, found that 95% of teenagers and young adults preferred social media to other forms of communication, and 70% used it daily (Asiimwe, 2019). Most respondents reported using social media mainly for chatting, news, and lifestyle content, while 85% indicated that it was not primarily used for academic purposes (Asiimwe, 2019). These findings suggest that although social media was deeply embedded in students' daily routines, its use was largely non-academic.

Taken together, existing evidence showed that university students spent many hours on

multiple social media platforms and interacted with constant streams of attention-demanding content. While global and regional studies pointed to widespread use and heavy engagement, there was limited empirical evidence focusing on how this pattern specifically affected attention span among students at Uganda Christian University, Mukono Campus. This gap provided a clear basis for examining social media overuse and its relationship with attention span among UCU students.

Problem Statement

High social media use among university students has raised concerns about their ability to maintain attention during academic activities. Studies show that frequent exposure to social media content, constant notifications, and rapid switching between content interrupts sustained focus during lectures and private study (Wu, 2015; Mujica et al., 2022). Young adults are among the most active users, often engaging with multiple platforms daily for extended periods (Villanti et al., 2017; Kircaburun et al., 2018). Such patterns increase the likelihood of distraction during learning tasks.

Evidence from various contexts indicates that excessive social media use is linked to reduced attention span and lower academic engagement (Mujica et al., 2022). Students often check notifications, switch between platforms, and multitask while studying, behaviours that fragment attention and disrupt concentration (Kim et al., 2021). While these patterns are well-documented internationally, they do not clearly show how the problem manifests within specific university settings.

At UCU, Mukono Campus, both students and lecturers have reported growing difficulty in sustaining attention during lectures and study sessions. Yet, there is limited local empirical evidence examining this issue in a structured way. Specifically, no study has clearly identified which social media platforms are most associated with reduced attention among UCU students or how usage patterns relate to attention during learning activities (Opara, Adaliku, & Tolorunleke, 2025). This gap limits the ability of the university and students to respond effectively with evidence-based strategies.

Therefore, focused research is needed to examine social media overuse and attention span within the UCU context. Understanding this relationship is essential for identifying platform-specific risks and informing practical academic interventions.

Aim of the Study

This study aimed to determine the impact of social media overuse on attention span among students at UCU, Mukono Campus. Specifically, the study examined how the frequency of social media use affected students' ability to maintain attention. It also assessed whether different platforms, TikTok, WhatsApp, Snapchat, Instagram, Facebook, X (formerly Twitter), and YouTube, had varying effects on attention. Additionally, the study identified common usage

patterns that reduced focus during lectures or study sessions and explored practical strategies students used to manage their attention while online.

Research Questions

This study was guided by four research questions. The first question asked what relationship existed between the frequency of social media use and attention span among students at UCU, Mukono Campus. The second explored how different social media platforms, TikTok, WhatsApp, Snapchat, Instagram, Facebook, X (formerly Twitter), and YouTube, affected students' attention span. The third examined which patterns of social media use were most associated with reduced focus during lectures or study sessions. The fourth considered what strategies students reported using to maintain attention while engaging with social media.

Scope of the Study

It focused on undergraduate students aged 18 to 24 years at UCU, Mukono Campus. This age group was selected because young adults are the most active social media users and are also engaged in academic tasks that require sustained attention (Villanti et al., 2017; Kircaburun et al., 2020). The research examined students' use of major social media platforms, including TikTok, WhatsApp, Snapchat, Instagram, Facebook, X (formerly Twitter), and YouTube, and how overuse of these platforms related to attention span.

The study was limited to a single campus to ensure that the research remained manageable within the available time and resources. Data were collected through self-reported responses on social media habits and attention levels. Consequently, the findings reflect the experiences of students at UCU, Mukono Campus, and are not intended to represent all university students in Uganda (Asiimwe, 2019).

Significance of the Study

This study is important because it provides evidence on how the overuse of social media affects the attention span of undergraduate students at UCU's Mukono Campus. Existing research indicates that excessive social media use is associated with reduced focus and weaker academic engagement among young adults (Mujica et al., 2022; Wu, 2015). By examining this issue within the UCU context, the study generates local evidence that is currently limited in Ugandan scholarship (Asiimwe, 2019).

For students, the findings offer clear insights into how platforms such as TikTok, WhatsApp, Snapchat, Instagram, Facebook, X, and YouTube influence attention during study

and lectures. This knowledge can help students make informed decisions about social media use and study routines. For lecturers, the results provide a basis for understanding student attention patterns in digitally saturated learning environments and can guide teaching methods and classroom engagement strategies (Kircaburun et al., 2020).

At the institutional level, the study provides data to support the design of awareness programs and student support initiatives focused on digital well-being and academic focus. Academically, the research contributes to the literature on social media and attention by offering platform-specific evidence from a Ugandan university. This addresses gaps in prior studies that are largely Western-based (Asiimwe, 2019; Cheng & Edwards, 2015).

Definition of Key Terms

To ensure clarity, this study defines key terms as follows:

Social media: Online platforms that allow users to create, share, and interact with content and other users. This includes TikTok, WhatsApp, Snapchat, Instagram, Facebook, X (formerly Twitter), and YouTube (Aichner et al., 2021).

Overuse: Using social media beyond what is necessary for daily life, to the extent that it disrupts tasks such as studying or attending lectures (Zhang & Rau, 2021). In this study, overuse was measured by self-reported hours spent on these platforms and their reported impact on focus.

Attention span: The length of time a person can maintain focus on a single task without distraction (Mujica et al., 2022). For this research, it was assessed through self-reports of concentration during study or class and responses to a short attention questionnaire.

Platform: A specific social media service, such as TikTok, WhatsApp, Snapchat, Instagram, Facebook, X, or YouTube (Aichner et al., 2021).

UCU student: An undergraduate registered at Uganda Christian University, Mukono Campus, during the study period.

Chapter Two: Literature Review

Social Media Overuse and Attention Span

Social media use among university students has become widespread and increased rapidly over the past decade. Globally, young adults aged 18–24 showed very high engagement, with 97.5% in the United States reporting weekly use of at least one social media platform in 2016 (Villanti et al., 2017). On average, these young adults used 7.6 platforms regularly, including Snapchat, Instagram, Facebook, Twitter, YouTube, Tumblr, and Vine (Villanti et al., 2017). Daily screen time among internet users averaged 3.5 hours, with some spending up to 5.5 hours online (Prasetya et al., 2024). These figures indicate that constant social media engagement had become an integral part of students' daily routines.

Studies showed that frequent social media use affected attention span and academic performance. Ahmed and Dey (n.d.) found that constant notifications and other stimuli from social media disrupted students' focus on academic tasks. Short-form video content, such as that on TikTok, trained the brain to expect rapid rewards, making it harder to sustain attention on longer academic tasks (Opara, Adalikwu, & Tolorunleke, 2025). In Korea, first-year college students received an average of 58 notifications per class and checked approximately 13 notifications per session, demonstrating the high level of interruption students faced (Kim et al., 2021).

Platform-Specific Effects

Different social media platforms influenced attention in distinct ways due to content format and interaction style. In the U.S., the most frequently used platforms among young adults were Snapchat (81.7%), Instagram (80.7%), Facebook (78.5%), X/Twitter (78.1%), and YouTube (specific figures not reported) (Villanti et al., 2017; Prasetya et al., 2024). In Turkey, 92% of students used WhatsApp, 79% Instagram, 78% YouTube, and 55% Facebook regularly, while 37% used Snapchat and 32% used Twitter (Kircaburun et al., 2018). High engagement across multiple platforms suggested that students frequently switched between different types of content, which could fragment attention.

In Africa, similar patterns appeared. In Uganda, 95% of teenagers and young adults preferred social media over other communication channels, with 70% reporting daily use (Asiimwe, 2019). Only 15% used it for academic purposes, while 74% used it to chat with friends,

70% for news, and 87% to follow lifestyle content (Asiimwe, 2019). In Egypt, Facebook was the most used platform, with 93% of students accessing it regularly, and 62.4% of physical therapy students showed signs of social media addiction (Sedek, 2021). These figures show that social media was deeply embedded in students' daily routines, yet academic use remained limited, increasing the risk of distraction.

Research Gaps

Although international studies show clear links between social media overuse and reduced attention span, research in Uganda remains limited. Current literature does not clearly compare how different platforms affect attention among university students. Cultural and contextual differences suggest that findings from Western countries may not directly apply to Ugandan students (Cheng & Edwards, 2015; Asimwe, 2019). This study addressed these gaps by focusing on UCU students, examining platform-specific effects, and providing local evidence to guide interventions.

Chapter Three: Methodology

This study used a quantitative research design to examine the impact of social media overuse on attention span among undergraduate students at UCU, Mukono Campus. The design allowed for the collection of measurable data on students' social media habits and self-reported attention levels. It was selected because it enables analysis of patterns, relationships, and differences in how specific platforms, TikTok, WhatsApp, Snapchat, Instagram, Facebook, X (formerly Twitter), and YouTube, affect attention span (Prasetya, Hery, & Haryani, 2024).

Population and Sample / Sampling Method

The study population included 50 undergraduate students at UCU, Mukono Campus, aged 18 to 24 years. This age group was chosen because they are among the heaviest social media users while engaging in academic activities that require focus (Kircaburun et al., 2020).

A stratified random sampling method ensured representation across different faculties and year groups. This approach provided diversity and fairness in the sample, allowing comparisons between students with varying academic backgrounds and levels of social media engagement.

Data Collection

Data were collected from the 50 undergraduate students at UCU, Mukono Campus. Participants were selected using stratified random sampling to ensure representation across faculties and year groups. A structured questionnaire was administered, comprising four sections: demographic information, social media usage patterns, attention and study behaviour, and perceived impact with coping strategies.

The demographic section captured age, gender, year of study, and faculty. The social media usage section asked participants to indicate their most frequently used platforms, TikTok, WhatsApp, Instagram, Facebook, X (formerly Twitter), Snapchat, and YouTube, and report daily hours spent on each. Participants also reported the times of day they used social media most and their main purposes, such as academic work, communication, news, or entertainment.

The attention and study behaviour section measured focus during study or class. Questions included the frequency of checking social media, duration of sustained concentration,

missed deadlines or class discussions due to social media, and which platform caused the most distraction.

The perceived impact and coping strategies section assessed agreement with statements about social media's effect on attention and the methods used to manage usage, such as switching off notifications, using timer apps, planning breaks, or limiting access before studying. All responses were voluntary, anonymous, and confidential to maintain ethical compliance.

Data Analysis

Data were analysed using descriptive and inferential statistics. Descriptive statistics summarised key findings. For example, the average daily hours spent on each social media platform were calculated, and the percentages of students reporting distraction from TikTok, WhatsApp, Instagram, Facebook, X, Snapchat, and YouTube were determined. Bar charts visually presented platform-specific usage and distraction levels.

Inferential statistics explored relationships between social media use and attention span. Correlation analysis determined whether higher daily usage corresponded with increased distraction and reduced focus on academic tasks. Students spending more than four hours daily on TikTok or Instagram reported shorter periods of sustained concentration compared to those using social media for one to three hours. The analysis also identified which platforms were most associated with missed assignments or class discussions.

This approach provided clear, evidence-based insights into how social media overuse affects attention among UCU students, highlighting platform-specific effects and usage patterns.

Ethical Considerations

The study followed strict ethical guidelines to protect participants and ensure credible research. All 50 students were fully informed about the study's purpose, their right to withdraw at any time, and the voluntary nature of participation. Consent was obtained before completing the questionnaire.

Participants' responses were anonymous and confidential. No personal identifiers, such as names or student numbers, were recorded. The questionnaire link was shared individually via WhatsApp, and once a participant submitted it, the link was deleted to prevent access by others and ensure only the intended 50 responses were collected. All data were securely stored and accessed solely by the researcher.

The research involved only questionnaires, posing no physical or psychological risk. Students were assured that the information would be used exclusively for academic purposes and would not affect their academic standing. These measures prioritised participants' rights and well-being while producing valid and reliable findings.

Limitations of the Study

This study relied on self-reported responses, which may have slightly overestimated or underestimated social media use and attention difficulties. Some participants might have underreported their usage to avoid appearing as heavy users. Others may have completed the questionnaire without full focus due to distractions or the urge to move quickly to other tasks.

The sample included 50 undergraduate students, providing useful insights but not fully capturing the diversity of UCU students. Additionally, the study was limited to UCU, Mukono Campus, which restricts the generalizability of the findings to other universities in Uganda. Despite these limitations, the study provides valuable evidence on social media use and attention span, supporting practical recommendations for students, lecturers, and the university.

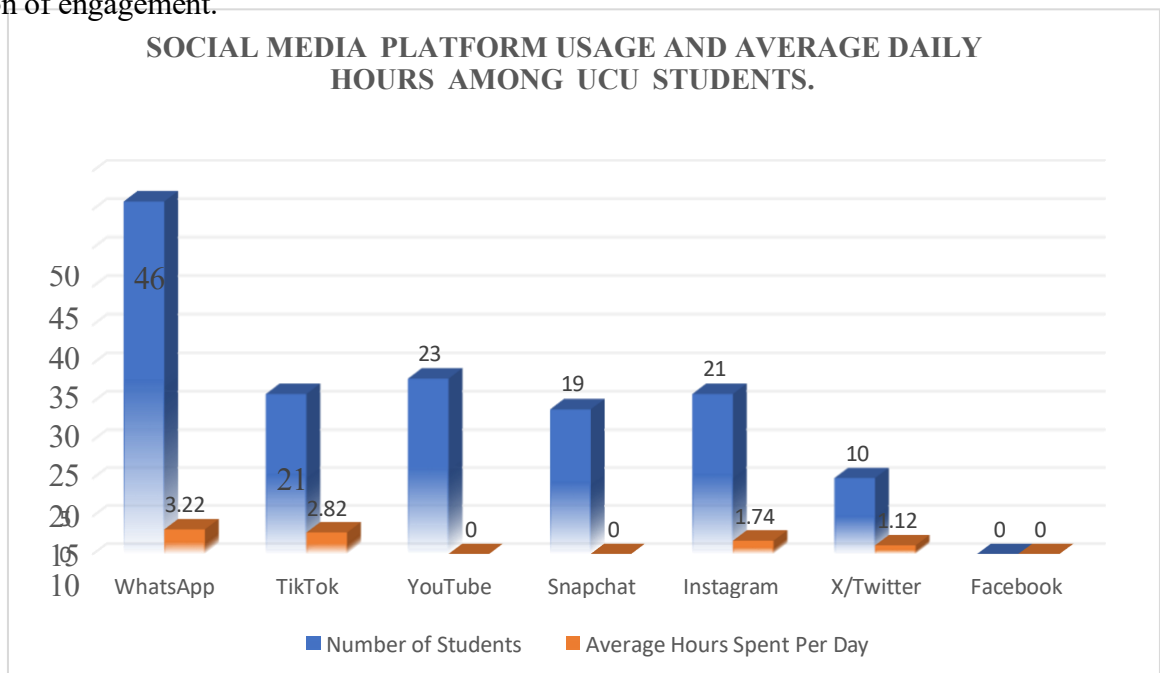
Chapter Four: Results/Findings

Relationship Between Frequency of Social Media Use and Attention Span (Objective 1)

The study identified clear patterns in social media use among the 50 undergraduate students at UCU, Mukono Campus. WhatsApp was the most widely used platform, with 46 students engaging daily for an average of 3.22 hours. TikTok followed, with 21 students spending about 2.82 hours per day. YouTube and Snapchat showed moderate use, with 23 and 19 students, respectively, while Instagram was used by 21 students for an average of 1.74 hours daily. X/Twitter had the fewest active users, with 10 students averaging 1.12 hours per day. Facebook was not used by any participant.

Figure 1: Social media platform usage and average daily hours among UCU students.

The figure shows that WhatsApp dominates both in the number of users and hours spent, suggesting a greater potential for distraction. Other platforms, while less used, also contribute to attention challenges, highlighting the importance of monitoring frequency and duration of engagement.



The data reveal that the intensity of social media use varies by platform and directly influences students' attention span, fulfilling the first research objective. Platforms with higher

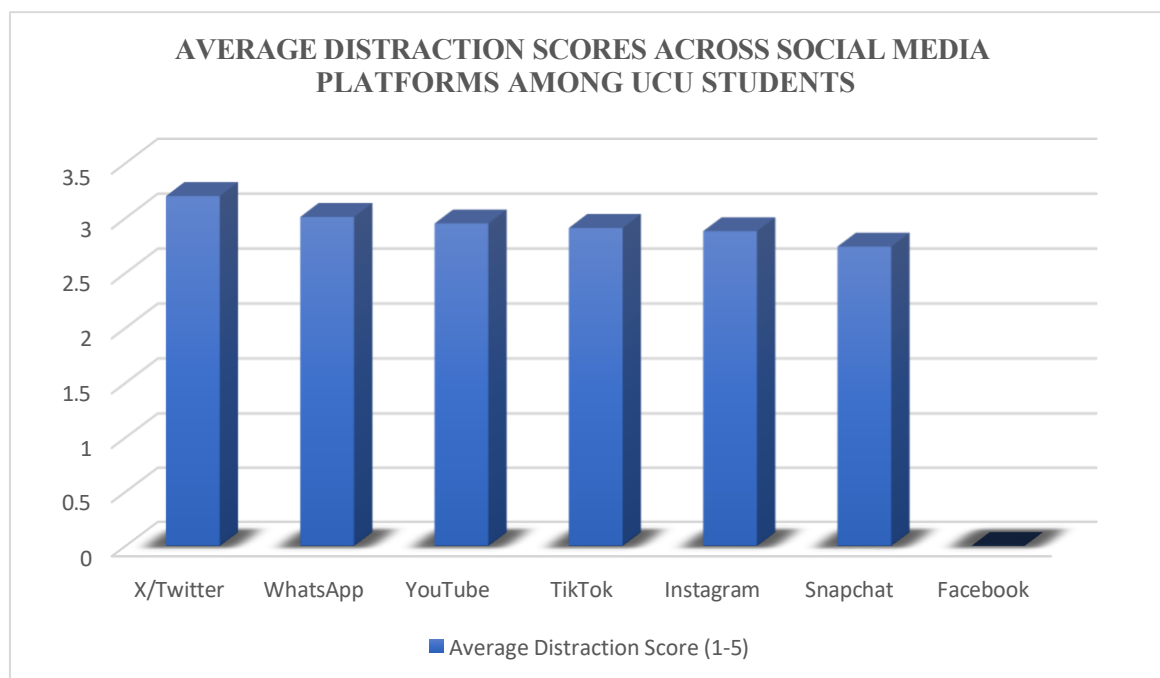
reach and prolonged use, particularly WhatsApp, pose the greatest risk of distraction during academic tasks.

Platform-Specific Effects on Attention Span (Objective 2)

Distraction levels were measured on a scale of 1 to 5, where 1 represented no distraction and 5 indicated high distraction. Among the platforms, X/Twitter had the highest average score (3.20), followed by YouTube (2.95) and TikTok (2.91). WhatsApp, despite having the largest user base and daily usage, recorded an average distraction score of 3.01, slightly higher than TikTok. This showed that frequent engagement moderately affected attention. Snapchat (2.74) and Instagram (2.88) showed lower distraction scores, suggesting less disruptive content or shorter usage periods. Facebook was not used by any participant.

Figure 2: Average distraction scores across social media platforms among UCU students.

The figure highlights that fast-paced or information-heavy platforms like X/Twitter, YouTube, and TikTok are more likely to disrupt attention. Messaging platforms such as WhatsApp, while heavily used, caused slightly less distraction. Instagram and Snapchat had the lowest impact. Facebook was excluded due to non-use.



These results indicated that both the nature of platform content and the amount of time spent influence students' attention span. Students who engaged heavily with fast-paced or content-rich platforms experienced greater distraction, whereas messaging and moderately used platforms had a smaller effect. This evidence fulfils the second research objective.

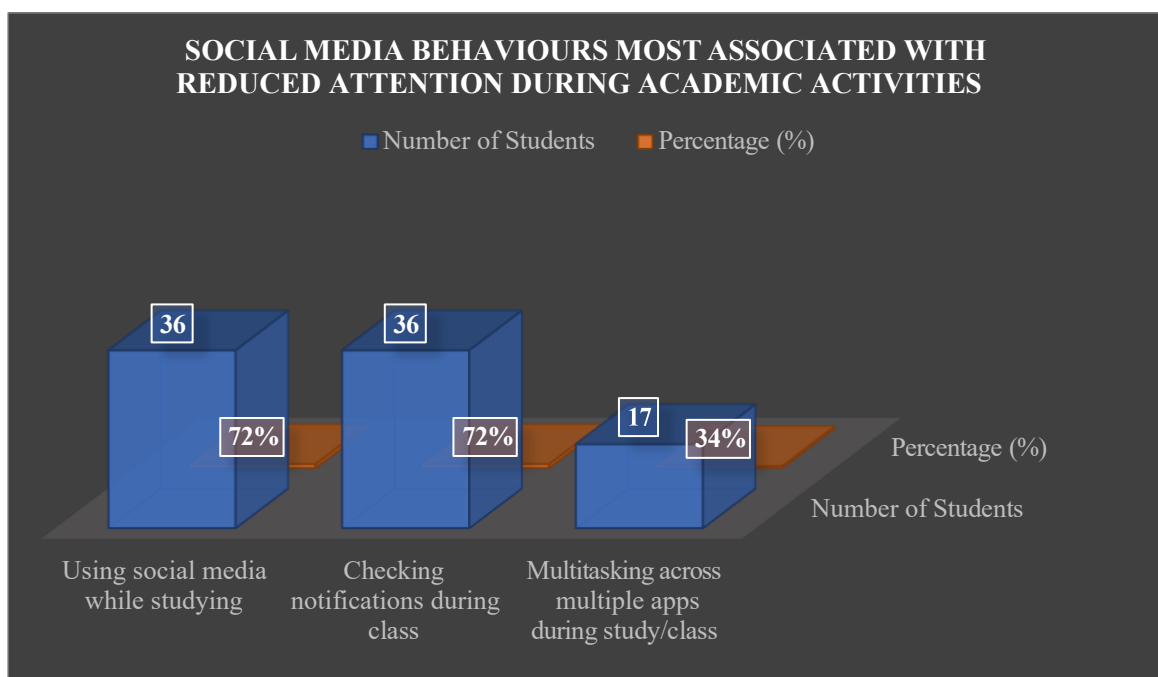
Patterns of Social Media Use Associated with Reduced Attention (Objective 3)

The study examined behaviours that contributed to reduced attention among the 50 students. The analysis focused on three key patterns: using social media while studying, checking notifications during class, and multitasking across multiple apps during academic activities.

Findings showed that 36 students (72%) reported using social media while studying, and the same number reported checking notifications during class. Additionally, 17 students (34%) engaged in multitasking across multiple apps. Multitasking was defined as using three or more social media platforms while frequently engaging (“Always,” “Often,” or “Sometimes”) during study or class. Students who rarely engaged while using multiple platforms were excluded for precision.

Figure 3: Social media behaviours most associated with reduced attention during academic activities.

The figure highlights that active use of social media while studying and frequent notification checking are the most common behaviours disrupting attention. Multitasking across multiple apps, though less common, affects about one-third of students, showing the cumulative impact of concurrent platform use.



These results indicated that a substantial proportion of students engage in behaviours that interfere with sustained attention. The most prevalent behaviours, using social media during study and checking notifications, directly reduce focus, while multitasking adds to the cumulative effect. This evidence addresses the third research objective and identifies areas for practical interventions.

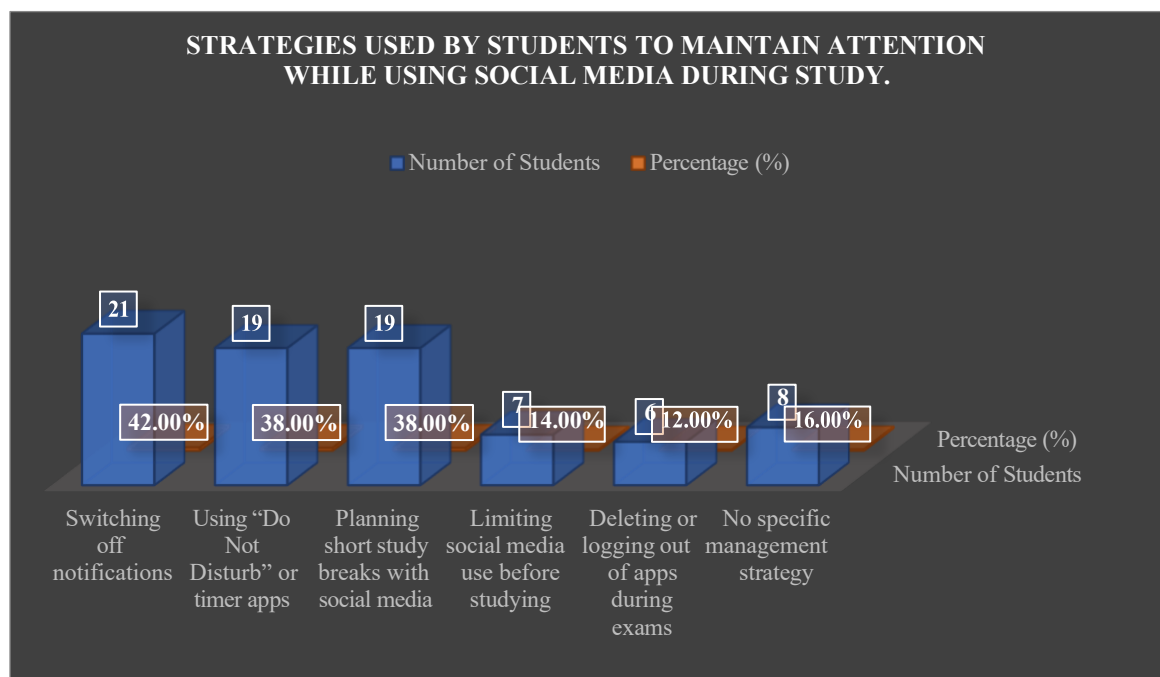
Strategies for Managing Attention While Using Social Media (Objective 4)

The study found that students at UCU, Mukono Campus, used various strategies to manage social media during study periods. Among the 50, the most common strategy was switching off notifications, reported by 21 students (42%). This was followed by using “Do Not Disturb”, or timer apps and planning short study breaks that included social media, each reported by 19 students (38%).

Fewer students limited social media use before studying (7 students, 14%) or deleted/logged out of apps during exams (6 students, 12%). Notably, 8 students (16%) reported not using any specific strategy. Overall, 84% of students used at least one management approach, while 16% remained unregulated.

Figure 4: Strategies used by students to maintain attention while using social media during study.

The figure shows that notification control and planned study breaks were the primary strategies for managing attention. Fewer students employed pre-study restrictions or app deletion, while a small group did not regulate their usage.



These results indicate that UCU students mainly relied on practical, reactive strategies to preserve attention during study. Notification control and structured breaks were the most effective and common practices, providing clear evidence of self-regulation approaches and addressing the fourth research objective.

Chapter Five: Recommendations/Conclusion

Based on the responses of the 50 students, this study proposes targeted interventions to reduce the impact of social media overuse on attention span. Recommendations are presented for both the university and individual students, aiming to promote responsible social media use and improve academic focus.

University-Level Interventions

1. Organise seminars and workshops with psychology experts to educate students on how social media overuse affects attention, mental health, and academic performance. This will encourage self-regulation.
2. Implement policies restricting phone use in lecture rooms and the library. Allow only laptops and notebooks for academic purposes to reduce distraction.
3. Limit daily Wi-Fi data per student to control non-academic browsing and promote prioritisation of academic resources.
4. Make classroom sessions interactive with group discussions, problem-solving, and active learning to reduce the temptation to check social media.
5. Promote real-world activities such as sports, physical games, and co-curricular events to balance digital and offline engagement.
6. Conduct media and digital literacy training to teach ethical and productive social media use for academic and professional purposes.
7. Assign tasks that require productive use of social media, such as content creation or academic analysis, to reduce passive scrolling.
8. Adopt teaching methods that demand active participation, keeping students engaged throughout lectures.
9. Offer time management and focus skill workshops to equip students with strategies for handling social media distractions.
10. Encourage the use of printed textbooks for coursework to reduce reliance on phones for academic purposes.
11. Permit smartphone use only when strictly necessary for academic tasks. This will minimise casual distraction.
12. Establish social media detox weeks or challenges to help students experience improved focus and reinforce discipline.
13. Increase library computer availability to reduce dependence on smartphones for research and study.

Individual Student Strategies

1. Mute or switch off notifications to prevent constant interruptions. This will support sustained attention.
2. Delete non-essential or highly addictive apps to reduce temptation and maintain focus on important tasks.
3. Use timer apps or the Pomodoro technique to structure study periods with short breaks.
4. Set strict daily limits for social media usage to prevent it from encroaching on study time.
5. Keep the phone in a different room while studying to minimise impulsive checking and improve concentration.
6. Engage in offline hobbies and co-curricular activities such as sports or arts to provide a healthy alternative to digital engagement.
7. Abstain from social media for several hours to build self-control and function without constant connectivity.
8. Prioritise face-to-face interactions to satisfy social needs without virtual distractions.
9. Schedule specific time blocks for social media use to ensure it does not interfere with academic commitments.
10. Use app blockers during exams or study sessions to prevent procrastination and maintain focus.
11. Curate social media feeds to follow course-related or career-focused content and remove distracting posts.
12. Disconnect the internet or use aeroplane mode while studying to eliminate online temptations.
13. Practice meditation and mindfulness to strengthen mental discipline and resist distractions.
14. Take intentional “social media breaks” to observe improvements in focus and adjust habits.
15. Read physical books and novels regularly to improve concentration, reduce reliance on digital content, and support cognitive development.

Conclusion

In conclusion, this study examined the relationship between social media use and attention span among undergraduate students at UCU, Mukono Campus. Findings show that social media is not inherently harmful, but habitual, impulsive, and unmoderated use can fragment attention and disrupt learning. Platforms with rapid, high-intensity content, such as TikTok, YouTube, and X/Twitter, had the highest potential to distract, while messaging apps like WhatsApp, despite heavy use, imposed a milder cognitive load.

The research highlights actionable pathways: the university can guide and structure digital engagement, while students can adopt intentional strategies to manage focus. Together, these measures suggest that attention, though fragile, can be trained, nurtured, and preserved even in a hyper-connected environment.

The study emphasises that the challenge is not social media itself, but inattentive habits and unstructured digital consumption. With intentional use and institutional support, social media can serve as a tool for enrichment rather than distraction. Academic focus is not lost in the digital age; it is reclaimable, measurable, and improvable.

Ultimately, attention is the most valuable resource in an age of constant notifications. Social media will not disappear, but control over interaction can and must be cultivated. Students, universities, and society are called to use digital tools wisely, turning potential distractions into instruments for learning, growth, and purposeful engagement. In doing so, focus becomes a powerful lever for academic achievement and personal development.

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