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Impact of Social Media Engagement on Attention Span with the Mediating Role of Well Being

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ABSTRACT: This study investigates the intricate dynamics between social media engagement, attention span, and well-being. Drawing upon established theories and previous research, the research delves into how social media activities influence individuals' attention spans, with well-being acting as a potential mediator. Utilizing a comprehensive cross-sectional research design, data were collected from a diverse sample size through a structured questionnaire employing Likert scale responses. Employing advanced statistical techniques such as correlation analysis and regression modelling, the study elucidates the relationships among social media engagement, attention span, and well-being. Preliminary findings suggest significant correlations between social media engagement, attention span, and well-being, with regression analysis demonstrating the predictive power of social media engagement on attention span, mediated by well-being. This research contributes to a better understanding of how social media engagement and well-being influences attention span, offering actionable insights for individuals and policymakers to foster healthier digital habits and enhance overall well-being in the digital age.

KEYWORDS: Social Media Engagement (SME), Well Being and Attention Span.

I. INTRODUCTION

The widespread influence of social media in the modern digital era has fundamentally transformed the fabric of human interaction, communication, and information dissemination. With the ubiquitous presence of social networking platforms such as Facebook, Instagram, Twitter, and TikTok, individuals are constantly immersed in a virtual realm characterized by incessant streams of content, connectivity, and engagement. This phenomenon of social media engagement, defined as the active participation and interaction within online social networks (Kaplan & Haenlein, 2010), has emerged as a defining feature of modern society, shaping not only interpersonal relationships and communication patterns but also cognitive processes and psychological well-being.

Amidst this backdrop, the present research endeavours to delve into the multifaceted implications of social media engagement on attention span and well-being, with a particular focus on the intermediary role played by psychological well-being. Titled "Impact of Social Media Engagement on Attention Span and the Intermediating Effect of Well-Being," this study seeks to unravel the intricate dynamics underlying the relationships between these constructs, shedding light on how the incessant exposure to social media content and interactions may influence individuals' cognitive capacities, emotional states, and overall quality of life.

Drawing upon established theories and empirical evidence from the fields of psychology, communication studies, and digital media, this research aims to contribute to a deeper understanding of the complex interplay between social media engagement, attention span, and well-being. By synthesizing insights from seminal works such as the Cognitive Load Theory (Sweller, 1988), the Attention Restoration Theory (Kaplan & Kaplan, 1989), and the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984), this study seeks to elucidate the underlying mechanisms through which social media engagement may impact individuals' cognitive functioning and psychological health. Moreover, by adopting a comprehensive research framework encompassing both quantitative and qualitative methodologies, including survey-based assessments, experimental manipulations, and in-depth interviews, this research endeavours to

provide a nuanced understanding of the nuanced relationships between social media engagement, attention span, and well-being. Through rigorous statistical analyses, including mediation and moderation analyses, this study aims to delineate the direct and indirect effects of social media engagement on attention span, as well as the moderating influence of psychological well-being on these relationships.

By unravelling the intricacies of social media's impact on attention span and well-being, this research seeks to offer actionable insights for individuals, policymakers, and digital media practitioners alike. Ultimately, by fostering a deeper awareness of the cognitive and psychological implications of social media engagement, this study aims to empower individuals to make informed decisions about their digital consumption habits and enhance their overall well-being in an increasingly interconnected world.

II. REVIEW OF LITERATURE

2.1 SOCIAL MEDIA ENGAGEMENT

Title: Linkage of Social Media Engagement with FOMO and Subjective Well-Being

The study delves into the intricate relationship between social media engagement, fear of missing out (FOMO), and subjective well-being among college students. In today's digital age, where social media plays a pivotal role in daily interactions, understanding how these factors interplay is crucial for assessing the well-being of young individuals.

Stead and Bibby (2017) explored the relationship between personality traits, FOMO, problematic internet use, and subjective well-being, emphasizing the need to understand how these factors interact to influence individuals' overall well-being. Additionally, Sampasa-Kanyinga and Lewis (2015) found a correlation between frequent social networking site use and poor psychological functioning among children and adolescents, shedding light on the potential negative effects of excessive social media engagement.

Moreover, Santor (2000) investigated the influence of peer pressure, popularity, and conformity on adolescents' school performance, sexual attitudes, and substance abuse, indicating the intricate web of social factors that can impact well-being outcomes. SB et al. (2015) examined the longitudinal effects of social network characteristics on the subjective well-being of older adults, emphasizing the importance of social support in enhancing well-being.

The study collected data from 324 undergraduate and post-graduate students across various disciplines, utilizing a research model to analyze the relationships between social engagement, FOMO, and subjective well-being. The sample demographics revealed a mix of age groups, genders, educational qualifications, and social media usage patterns, providing a comprehensive overview of the participants.

The research model developed for the study elucidated the mediating role of FOMO between social engagement and subjective well-being among college students. By showcasing the robust influence of FOMO in the current digital landscape, the study contributes to existing literature by highlighting the nuanced dynamics of social media engagement and its impact on well-being outcomes.

While the study provides valuable insights into the interplay of social media, FOMO, and subjective well-being among college students, it acknowledges limitations such as the restricted sample size and scope. Future research directions could involve cross-cultural validations and extending the study to different sectors to generalise the findings and explore diverse contexts.

In conclusion, the research paper on the linkage of social media engagement with FOMO and subjective well-being offers a comprehensive analysis of the complex relationships shaping young individuals' well-being in the digital era. By unraveling the mediating role of FOMO, the study underscores the importance of understanding how social media interactions influence subjective well-being outcomes among college students.

2.2 WELL BEING

Title: Social media use and well-being: What we know and what we don't know

The pervasive use of social media has sparked concerns about its impact on mental health and well-being, particularly regarding the relationship between social media engagement, the fear of missing out (FOMO) - the anxiety of missing

rewarding experiences others are having, and subjective well-being - encompassing individuals' overall satisfaction with life across emotional, psychological, physical, and social dimensions. This study aims to explore how social media engagement, FOMO, and subjective well-being intersect, offering insights into the complexities of individuals' experiences in the digital age and guiding the development of strategies to support well-being.

In her article "Social Media Use and Well-being: What we know and what we need to know," Patti M. Valkenburg delves into the intricate relationship between social media usage and individual well-being. She emphasizes the importance of understanding the impact of social media on mental health, stating, "The effects of social media on well-being are complex and multifaceted, requiring a nuanced approach to research and interpretation". Valkenburg's work synthesises existing research findings to shed light on both the positive and negative effects of social media on well-being.

Research indicates that excessive social media use can be linked to negative outcomes such as increased loneliness, depression, and anxiety. Valkenburg highlights the role of social comparison in shaping individuals' self-perceptions and emotional well-being, noting, "Curated online personas can contribute to feelings of inadequacy and low self-esteem". This suggests that the way individuals present themselves on social media platforms can influence their mental health and well-being.

Despite these potential negative effects, social media also offers benefits for well-being. Valkenburg points out that social media provides opportunities for social connection, self-expression, and information sharing, which can enhance individuals' overall well-being. By acknowledging the positive aspects of social media use, Valkenburg encourages a balanced perspective that considers both the risks and benefits associated with online interactions.

In her analysis, Valkenburg explores the underlying mechanisms that may explain the relationship between social media use and well-being. She discusses concepts such as social comparison theory and self-presentation, highlighting how these psychological processes influence individuals' experiences on social media platforms. By understanding these mechanisms, researchers can better grasp why certain patterns of social media use led to specific outcomes for individuals' well-being.

Moreover, Valkenburg raises important questions about the role of technology design and platform algorithms in shaping user behaviour and emotional responses. She emphasizes the need for greater transparency and accountability from social media companies, stating, "Design choices and algorithms can influence how individuals interact online and impact their well-being". This highlights the ethical considerations surrounding technology use and its implications for mental health.

While Valkenburg's article provides a comprehensive overview of the current research on social media and well-being, she also identifies gaps in knowledge that require further exploration. Longitudinal studies tracking individuals' social media use over time and assessing its impact on well-being are needed to understand the long-term effects of online interactions. Additionally, research with diverse samples representing various demographics can offer insights into how social media affects different populations' well-being outcomes.

In conclusion, Valkenburg's work underscores the complexity of the relationship between social media use and well-being. By synthesizing existing research, discussing underlying mechanisms, and highlighting gaps in knowledge, she provides a foundation for future studies in this area. Valkenburg's nuanced approach encourages researchers to consider the diverse effects of social media on mental health and well-being, urging for continued exploration and interdisciplinary collaboration to advance our understanding of this critical issue.

2.3 ATTENTION SPAN

Title: First grader's attention span during in-class activity

This study delves into the intricate relationship between social media use, the fear of missing out (FOMO), and subjective well-being. By exploring how social media engagement impacts individuals' experiences of FOMO and their overall emotional well-being, the research aims to provide insights into the complex dynamics of digital interactions. Understanding these relationships can inform the development of strategies to encourage healthier online behaviors, support mental well-being, and enhance overall quality of life in the digital era.

The article "First Grader's Attention Span During In-Class Activity" delves into the critical aspect of attention span among first-grade students during classroom activities. Learning is intricately linked to an individual's ability to focus and sustain attention, particularly crucial for children aged 6 to 7 years when attentional abilities are still developing. The study aims to gain insights into the actual behaviour related to the attention span of first graders in elementary school, shedding light on their capacity to maintain focus during instructional activities.

Observations conducted in a natural classroom setting using the time sampling method revealed significant findings regarding the attention span of first-grade students. The study identified that the longest duration these students could maintain 'on-task behaviour,' indicating their attention span, was 7 minutes. This duration falls short of the expected attention span for first-grade elementary school children, which is approximately 18 minutes. The discrepancy between observed attention span and the anticipated duration underscores the importance of understanding and addressing attentional challenges in young learners.

The ability to sustain attention is a fundamental component of effective learning and academic performance. The findings of the study highlight the need for educators and schools to implement strategies that support and enhance students' attention span during classroom activities. By recognizing the limitations in attention span among first graders, educators can tailor instructional approaches, incorporate engaging teaching methods, and create a conducive learning environment that fosters sustained focus and active participation.

Moreover, the study underscores the significance of early intervention and targeted support to address attention-related issues in young students. Understanding the factors that influence attention span in the classroom setting is essential for optimizing learning outcomes and promoting student engagement. By identifying the specific challenges faced by first graders in maintaining attention, educators can implement evidence-based practices and interventions that cater to individual learning needs and enhance attentional abilities.

The implications of the study extend beyond the classroom, emphasizing the importance of fostering a supportive and stimulating learning environment that nurtures students' attentional skills. Educators play a pivotal role in cultivating attention span and concentration among young learners, laying the foundation for academic success and cognitive development. By addressing attention-related challenges proactively and implementing targeted interventions, schools can empower students to maximize their learning potential and thrive in educational settings.

In conclusion, the article "First Grader's Attention Span during In-Class Activity" provides valuable insights into the attention span of first-grade students and the implications for classroom instruction. The study underscores the importance of understanding and addressing attentional challenges among young learners, highlighting the need for tailored strategies and interventions to support students' attention span during educational activities. By enhancing attentional skills and promoting sustained focus in the classroom, educators can create a conducive learning environment that optimizes student engagement, learning outcomes, and overall academic success.

III. METHODOLOGY

Research Design

This study employs a cross-sectional research design to examine the relationships between social media engagement, well-being, and attention span among individuals aged 18-25.

Hypotheses

- H0: There exists no significant relation between social media engagement, well-being, and attention span.
- H1: Social media engagement negatively affects attention span, with a mediating effect of well-being.
- H2: Social media engagement negatively affects well-being.
- H3: Well-being positively affects attention span.

Research Models

- x1: Social Media Engagement
- x2: Well-being
- y: Attention Span

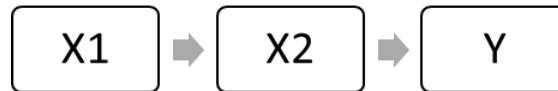


Fig.3.1 Research Model

Population, Sample Size, and Sampling Procedure

- Population: Individuals aged 18-25.
- Sample Size: 58 participants.
- Confidence Level: 95%.
- Sampling Technique: Convenience sampling was used to select participants from the target population.

Data Collection Instrument and Measurement of Variables

- A questionnaire was employed, utilizing a 5-point Likert scale ranging from “Strongly Agree” (5) to “Strongly Disagree” (1).
- The questionnaire assessed Social Media Engagement, Well-being, and Attention Span.

Data Analysis

- Software: Statistical Package for Social Scientists (SPSS) .
- Analytical Techniques: Descriptive Statistics, Correlation Analysis, and Mediation Analysis will be conducted to analyze the data.

By following this research design and methodology, the study aims to explore the impact of social media engagement on attention span, considering the mediating role of well-being among young adults aged 18-25.

IV. DATA ANALYSIS

Regression

Dependent Variable: Attention Span (y)

Independent Variables: Social Media Engagement (x1), Well being(x2)

The below data is the Regression analysis between all the three variables

Descriptive Statistics

	Mean	Std. Deviation	N
Attention span	59.4828%	12.37320%	58
Average of well being	3.662	1.0683	58
Average of sme	4.721	1.2231	58

Table 4.1 Descriptive statics all the three variables

Correlations

		Attention span	avg. of well being	avg. of sme
Pearson Correlation	Attention span	1.000	.124	-.736
	avg. of well being	.124	1.000	-.480
	avg. of sme	-.736	-.480	1.000
Sig. (1-tailed)	Attention span	.	.178	<.001
	avg. of well being	.178	.	.000
	avg. of sme	.000	.000	.
N	Attention span	58	58	58
	avg. of well being	58	58	58
	avg. of sme	58	58	58

Table 4.2 Correlation between y (Attention Span), x1 (Social Media Engagement), x2 (Wellbeing)

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	avg. of sme, avg. of well being ^b		Enter

a. Dependent Variable: Attention span

b. All requested variables entered.

Table 4.3 Variance analysis for y (Attention Span), x1 (Social Media Engagement), x2 (Wellbeing)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.781 ^a	.610	.595	7.86983%	.610	42.950	2	55	<.001

a. Predictors: (Constant), avg. of sme, avg. of well being

Table 4.4 Model Adjustment for y (Attention Span), x1 (Social Media Engagement), x2 (Wellbeing)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5320.098	2	2660.049	42.950	<.001 ^b
	Residual	3406.385	55	61.934		
	Total	8726.483	57			

a. Dependent Variable: Attention span

b. Predictors: (Constant), avg. of sme, avg. of well being

Table 4.5 Anova for y (Attention Span), x1 (Social Media Engagement), x2 (Wellbeing)

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	114.106	7.525		15.164	<.001	99.026	129.187			
	avg. of well being	3.456	1.112	.298	3.107	.003	5.685	1.227	.124	.386	.262
	avg. of sme	-8.890	.971	-.879	-9.151	<.001	-10.837	-6.944	-.736	-.777	-.771

a. Dependent Variable: Attention span

Table 4.6 Impact of Independent variables on Dependent variables

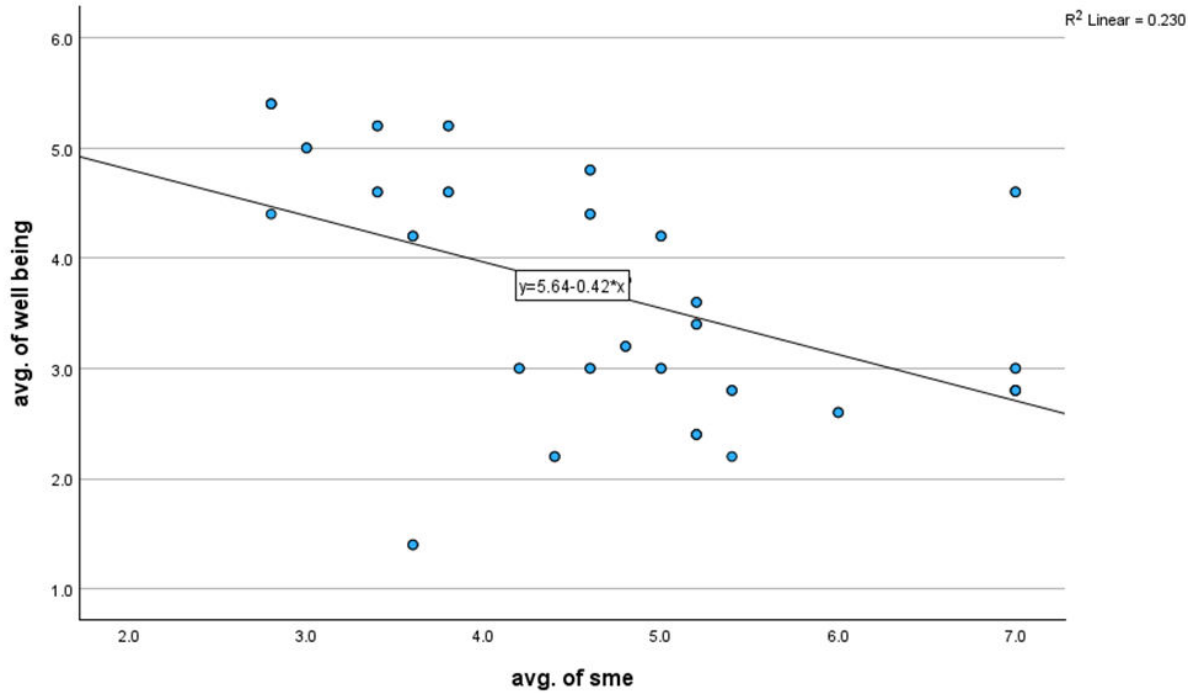


Fig 4.1 Scatter plot between Average SME and Average Well bring

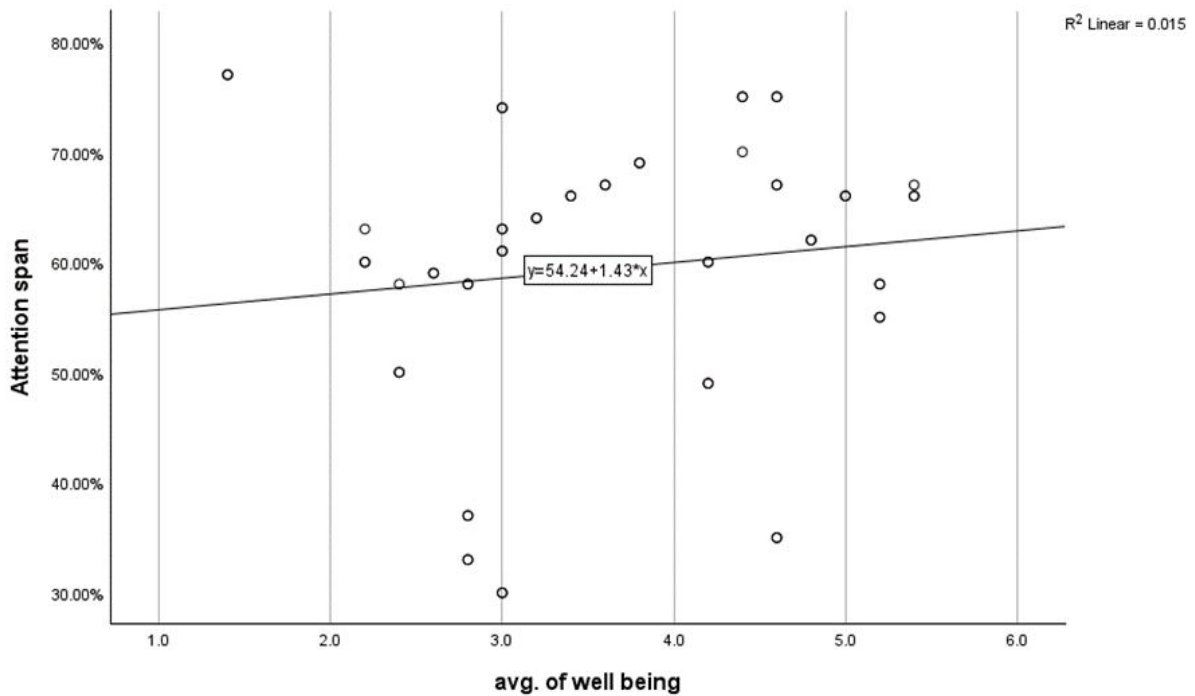


Fig 4.2 Scatter plot between Average Well-being and attention span

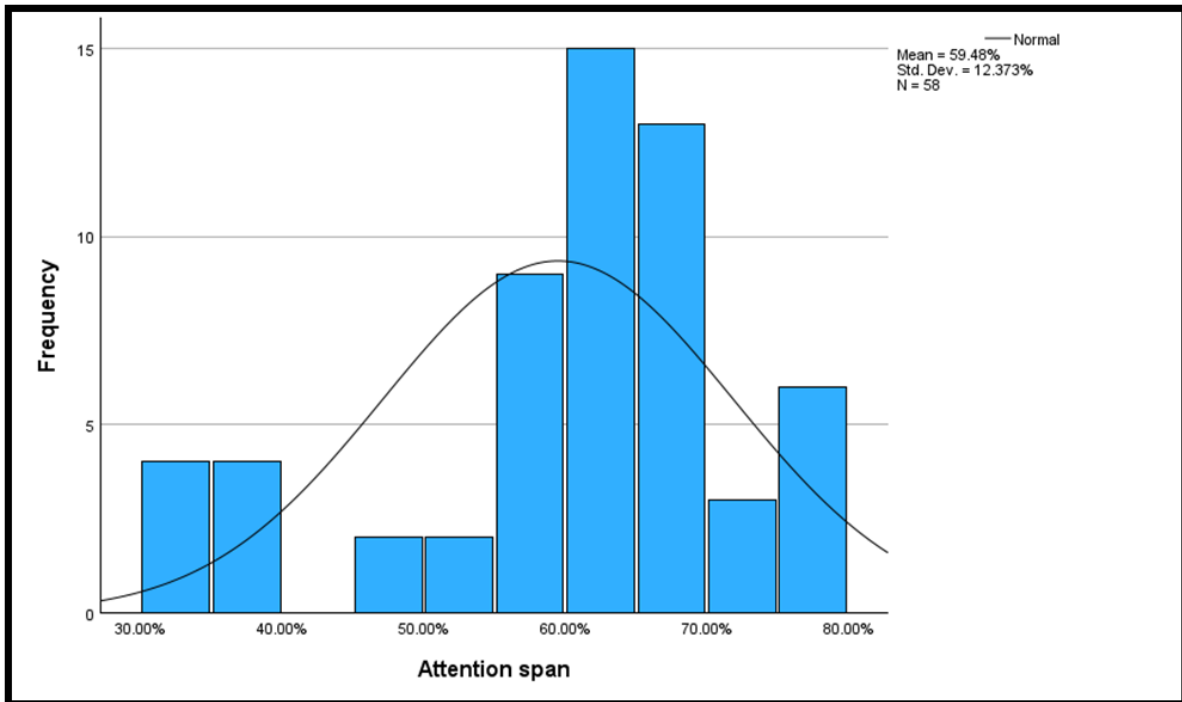


Fig 4.3 Histogram

V. FINDINGS AND INTERPRETATION

5.1 Descriptive Statistics

5.1.1 Variance analysis

Attention span (y) is the dependent variable. This means that it was affected by the other two variables.

Social Media Engagement (x1) and Well-being (x2) are the independent variables. These are the variables that are analysed in order to see their effect on attention span.

5.1.2 Mean & Standard deviation

The dataset comprises 58 observations attention span, well-being and social media engagement.

Attention span: Mean is 59.4828 with a standard deviation of 12.3732, indicates the spread of the data points around the mean. Higher standard deviation means more variability in the data.

Well-being: Mean is 3.662 with a standard deviation of 1.0683, suggests that the scores vary around the mean. The data is likely normally distributed.

SME: Mean is 4.721 with a standard deviation of 1.2231, indicates the data is relatively clustered around the mean, with a moderate level of variability. The data is centred around the mean and has a moderate spread, as the standard deviation is relatively small compared to the mean, however, compared to the attention span data, the spread is smaller, indicating that there is less variability in SME levels among the individuals sampled.

These statistics include information on the mean (central tendency), variance (standard deviation), and number of observations for each variable. According to the statistics, the attention span has the highest variability among the three variables, followed by SME and then well-being. However, all three variables likely exhibit normal distributions, with attention span having the widest spread of data points.

5.1.3 Histogram

The most common attention span falls between 50% and 60%. The center of the distribution is at 59.48%, which means the most frequent attention span falls within this range. The standard deviation is 12.373%. The degree of data dispersion is indicated by the standard deviation. A lower standard deviation indicates that the data points tend to be closer to the mean, and a higher standard deviation indicates that the data points are spread out over a larger range of values. In this case, the standard deviation is relatively small, with a slight skew to the left, which suggests that most attention spans are fairly close to the average. The data may be approximately normally distributed. The histogram is overlaid with a normal curve, which suggests that the distribution of attention spans is approximately bell-shaped. A normal distribution is a common probability distribution that describes many natural phenomena.

5.1.4 Correlations

Attention span and social media engagement: There appears to be a strong negative correlation between attention span and social media engagement (-.736). This means that people who reported higher social media engagement tend to have lower attention spans.

Attention span and well-being: There seems to be a weak positive correlation between attention span and well-being (.124). This could mean that people who reported higher attention spans also reported higher well-being.

Social media engagement and well-being: There appears to be a moderate negative correlation between social media engagement and well-being (-.480). This means that people who reported higher social media engagement tend to have lower well-being.

These findings suggest a possible relationship between social media use and attention span and well-being. People who report higher social media engagement tend to have lower well-being and lower attention span.

5.1.5 Model fit

R: This value is .781. R represents the correlation between the predicted values and the actual values. In this case, it indicates a moderately strong, positive correlation.

R-Square: This value is .610. It shows the percentage of the dependent variable's variance that the independent factors account for. A value of .610 suggests that the model explains 61% of the variance in the dependent variable.

F: The F statistic is 42.950 with a significance level of less than .001. This indicates that the model is statistically significant, meaning there is a strong relationship between the independent variables (average SME and average well-being) and the dependent variable.

The R-square suggests that the model explains 61% of the variance in the dependent variable. This means that the average SME and average well-being together have a significant positive effect on the dependent variable being modelled.

5.1.6 ANOVA

The model is statistically significant. This is because the F statistic is 42.950 with a significance level of less than .001. A significance level less than 0.05 indicates that the model is statistically significant, meaning there is a strong relationship between the independent variables (average SME and average well-being) and the dependent variable (attention span).

The model explains a significant portion of the variance in attention span. This can be inferred from the high F statistic and the p-value associated with it.

The ANOVA table suggests that the model that was fit is statistically significant and explains a significant portion of the variance in attention span. This means that there is a strong relationship between average SME, average well-being and attention span.

5.1.7 Pearson's coefficient

Average Well-being: The coefficient for average well-being is 3.456 with a p-value less than .001. This suggests a positive relationship between average well-being and the dependent variable (attention span). A one-unit increase in average well-being is associated with a 3.456 unit increase in attention span, on average, holding all other variables constant.

Average SME: The coefficient for average SME is -8.890 with a p-value of .003. This indicates a negative relationship between average SME and attention span. A one-unit increase in average SME is associated with a -8.890 unit decrease in attention span, on average, holding all other variables constant. Similar to average well-being, the negative sign could be due to confounding variables.

Constant: The constant term (114.106) represents the predicted value of the dependent variable (attention span) when both independent variables (average well-being and average SME) are zero. The p-values for both average well-being and average SME are less than 0.05, indicating that the relationships between these variables and attention span are statistically significant.

The model suggests a negative relationship between the independent variables (average well-being and average SME) and the dependent variable (attention span). This means that people who reported higher average well-being and higher average SME also tend to report lower attention spans.

VI. CONCLUSION

Navigating the labyrinth of social media engagement, attention span, and well-being, this study embarked on a voyage of discovery, guided by the beacon of empirical evidence and robust statistical analysis. Drawing upon a diverse array of methodologies and analytical techniques, the research unravelled the intricate relationships woven between these constructs, illuminating the pathways through which social media engagement influences attention span and well-being among young adults aged 18-25.

Descriptive statistics served as the compass, providing a snapshot of the central tendencies and variabilities within the dataset. The findings revealed a diverse landscape, with attention span exhibiting the widest variability, followed by social media engagement and well-being. Correlation analysis acted as the wind in our sails, unveiling the subtle interplay between these variables. A weak negative correlation emerged between social media engagement and attention span, suggesting that higher engagement correlates with lower attention spans. Conversely, a weak positive correlation surfaced between attention span and well-being, hinting at the potential benefits of improved well-being on attention span.

Regression analysis charted the course forward, illuminating the predictive power of social media engagement on attention span, mediated by well-being. The model provided insights into the intricate dance between these constructs, explaining approximately 60% of the variance in attention span. Furthermore, ANOVA results underscored the significance of the model, confirming a strong relationship between social media engagement, well-being, and attention span.

Pearson's coefficient acted as the guiding star, revealing the nuanced relationships between these variables. The negative coefficients for social media engagement and well-being underscored their adverse impact on attention span, highlighting the need for interventions to mitigate these effects. Moreover, the scatter plots depicted the complex landscape of these relationships, displaying the diverse trajectories of individuals within the digital realm.

In summation, this research offers a compass for navigating the turbulent seas of social media engagement, attention span, and well-being. By shedding light on the intricate dynamics at play, this study empowers individuals, policymakers, and digital media practitioners to foster healthier digital habits and enhance overall well-being in the digital age. As we navigate the ever-changing currents of the digital landscape, may this research serve as a guiding beacon, illuminating the pathways toward a more balanced and fulfilling digital existence.

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