



Research Article

Short Reels and their Influence on Attention Span, Academic Performance, and Literacy Habits of Generation Z

Jenny Pearl A. Credo, Jocelyn C. Udal & Ligaya G. Novida

Department of Education

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*Corresponding Author:

jenny.pearl@deped.gov.ph

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ABSTRACT

Concerns about their possible impact on learning-related outcomes are raised by the fact that short-form video platforms like TikTok, Instagram Reels, and YouTube Shorts have become an essential element of Generation Z's daily media consumption. During the school year 2025–2026, this study looked at how short reels affected the attention span, academic performance, and reading habits of Generation Z students in District 7, Ozamiz City. Data from 181 students chosen by stratified random selection from four public schools were gathered using a quantitative descriptive-correlational study approach. In addition, academic performance was derived from learners' general weighted averages, while attention span and literacy habits were assessed using modified and validated questionnaires. Frequency distribution, weighted mean, standard deviation, regression analysis, and correlation analysis were among the statistical studies. The results showed that students often had above-average academic performance and moderate attention span and literacy practices. However, the findings showed that using short reels had a substantial detrimental impact on reading habits, academic achievement, and attention span. Additionally, attention span, academic performance, and literacy habits were found to be significantly positively correlated. According to the findings, Generation Z students' literacy habits, academic performance, and sustained attention may all be negatively impacted by excessive exposure to short-form video content.

Keywords: Academic performance, attention span, literacy habits, Generation Z, short reels

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Introduction

Short-form video platforms, such as TikTok, Instagram Reels, and YouTube Shorts, have rapidly transformed how learners consume information and entertainment. These short reels, typically under 90 seconds, offer fast-paced, visually stimulating content that easily captures attention. However, their growing popularity among Generation Z learners raises concerns about potential effects on attention span, academic performance, and literacy habits, three essential aspects of student learning and success.

Attention span, academic performance, and literacy habits were three crucial areas of student learning that new media may affect. According to Statista (2024), more than 5.17 billion people worldwide actively use social media, spending an average of 151 minutes per day, up 40 minutes from 2015. Attention span relates to how long a learner can focus on a task before becoming distracted (Simon et al., 2023). Academic performance represents learning outcomes, which were often assessed through study habits, task completion, test scores, and total grades (Al Husaini & Shukor, 2022). Literacy habits include how students engage with reading, such as how much time they devote to understanding and whether they favor books or digital media (Wahab & Amaliyah, 2021). These areas were crucial to how students acquire knowledge, develop critical thinking skills, and succeed in school. However, they are being influenced by the rapid rise of short-form video platforms such as TikTok, Instagram Reels, and YouTube. Huss (2023) describes Generation Z as the first group of digital natives, having grown up with digital devices and social media. Unlike previous generations, which depended on books and long-form content, they prefer short, fast-paced, visually appealing entertainment. While these reels are amusing and accessible, concerns have been raised worldwide and locally about their impact on learners' focus, academic outcomes, and reading practices (Viscaya-Moreno & Perez-Canaveras, 2020; Evita et al., 2023).

Globally, both the benefits and challenges of short-form media exist for students. Statista (2024) reported that social media usage has reached over 5.17 billion users worldwide, with individuals spending an average of 151 minutes daily on these platforms, an increase of 40 minutes since 2015. According to Tripathi's (2021) study, excessive smartphone use generates persistent distraction and impairs students' ability to comprehend knowledge, indicating that regular exposure to videos makes learners more prone to distracted attention. Pérez-Juárez et al. (2023) highlighted that technology facilitates access to learning while simultaneously introducing distractions that hinder selective attention, creating a contradiction in education. Through classroom observations and interviews with teachers and parents, Ware (2024) found that frequent TikTok use decreased children's attentiveness in class, fostered disruptive behavior, and increased reliance on digital content. These results demonstrate how reels affect classroom discipline and student engagement.

Similarly, Haliti-Sylaj and Sadiku (2024) found that spending more time on reels was associated with shorter attention spans and poorer academic achievement, suggesting a detrimental relationship between screen use and school outcomes. In terms of literacy, Viscaya-Moreno and Perez-Canaveras (2020) found that Generation Z students frequently prefer visual and technologically driven information to traditional reading. Kolhar et al. (2021) found that while the majority of students use social media daily, only a tiny fraction uses it for educational reasons, raising concerns about understanding and critical thinking. Hill et al. (2024) emphasized that the capacity to resist immediate gratification is associated with academic success, yet the addictive nature of reels makes self-control challenging for many students. Altogether, these studies suggest that short-form videos strongly influence students' focus, academic outcomes, and reading preferences.

In the Philippines, student learning outcomes remain a significant concern. According to the DataReportal Digital Report (2024), 86.50 million persons aged 18 and up in the Philippines used social media in early 2024, accounting for 114% of the total population aged 18 and up. Magsambol (2020) reported that the Department of Education took part in the 2022 Programme for International Student Assessment (PISA) to address the country's disappointing performance. Khan (2022) emphasized that school, family, and psychological factors all affect learners' outcomes. However, he also warned that the rise of new digital habits, such as excessive use of reels, could worsen these concerns.

Despite these insights, there remains a clear research gap in directly measuring how short reels impact learners' attention span, academic performance, and literacy habits. Within the Division of Ozamiz City, teachers and administrators have likewise observed a rise in students' preference for short-form video consumption. Thus, many students reportedly discuss and focus on the viral TikTok or Instagram Reels trends in class, sometimes at

the expense of study time or reading assignments. Despite these observations, there remains a lack of empirical data establishing how this pattern of media consumption relates to learners’ attention span, academic performance, and literacy habits within the division’s public schools. Most available evidence is derived from international contexts, resulting in a lack of data-driven studies focused on Filipino students, particularly Generation Z learners in public schools. This gap hinders teachers, parents, and policymakers from fully understanding the problem's extent and designing solutions tailored to the local context.

Therefore, this study investigates the influence of short-reel use on attention span, academic performance, and literacy habits among Generation Z learners in District 7, Ozamiz City. It will assess the frequency and duration of short-reel viewing and examine differences among learners based on age, gender, grade level, and screen time. This research was significant for several groups. Teachers may use the findings to adapt instructional strategies that improve students’ focus and literacy. Learners can become more self-aware of their media habits and manage study time effectively. Parents may gain insight into the academic implications of digital exposure, while administrators and policymakers can develop data-driven interventions and digital learning policies suited to the local context.

Methods

The study employed a descriptive-correlational quantitative research design to describe the characteristics and current levels of the variables and determine the relationships among short-reel usage, attention span, academic performance, and literacy habits of Generation Z learners. This design was considered appropriate because the variables were examined as they naturally occurred without manipulation, allowing the researcher to describe learners’ demographic profiles, including age, gender, grade level, and average daily time spent watching short reels, while also assessing whether short-reel consumption was significantly associated with their attention span, academic performance, and literacy habits. Furthermore, the correlational component enabled the study to determine the direction and strength of the relationships among the variables and examine the predictive influence of short-reel usage on the identified learner outcomes, thereby providing a comprehensive understanding of how short-form digital media consumption may relate to the academic and literacy experiences of Generation Z learners in District 7, Division of Ozamiz City.

Results and Discussions

Table 1
Summary of the Level of Learners’ Attention Span

Dimension of Learners’ Attention Span	Overall Mean	Weighted	Standard Deviation	Verbal Description
Ability to Stay Focused	2.98		0.87	Agree
Resistance to Distractions	2.85		0.94	Agree
Time Spent on Study Task Completion	2.88		0.95	Agree

The three elements of learners’ attention span, their Ability to stay focused, their ability to Resist Distractions, and the amount of time spent on study task completion, are combined in Table 9. The capacity to stay concentrated had the highest mean ($M = 2.98$, $SD = 0.87$), with other dimensions having overall weighted means within the "Agree" range. This implies that students typically believe they can focus on academic responsibilities like reading and homework. The lack of a "Strongly Agree" grade, however, suggests that this capacity is moderate rather than vigorous, indicating a degree of attentional control that might be disrupted.

The dimension resistance to distractions produced the lowest overall mean ($M = 2.85$, $SD = 0.94$), suggesting that although students are somewhat able to withstand distractions, they still struggle to handle disruptions, especially those resulting from digital media. This result is in line with earlier studies indicating that regular use of cellphones and social media impairs people's ability to filter out unimportant stimuli, thereby lowering sustained attention (Ward et al., 2017). This dimension's comparatively greater standard deviation suggests that learners' capacity to handle distractions varies.

Despite attentional difficulties, students are typically able to finish academic assignments, as evidenced by the time spent on study task completion dimension ($M = 2.88$, $SD = 0.95$) being in the "Agree" category. This lends credence to the idea that students may use compensatory techniques, such as time management or task prioritization, to meet academic requirements even in the face of sporadic attention disruptions. According to Duckworth and Seligman (2005), self-regulatory practices such as perseverance and task completion may mitigate the detrimental effects of low attentional capacity on academic performance. Thus, all things considered, Table 8 indicates that students have a useful but brittle attention span that short-form digital media might impact.

Table 2
Summary of the Level of Learners' Literacy Habits

Dimension of Learners' Literacy Habits	Overall Mean	Weighted	Standard Deviation	Verbal Description
Time Spent on Reading		2.89	0.89	Agree
Reading Comprehension and Engagement		2.99	0.84	Agree
Overall Literacy Habits	2.94		0.87	Agree

The time spent reading, reading comprehension, engagement, and the general level of literacy practices are all summarized in Table 10. Both variables received ratings in the "Agree" range; reading comprehension and engagement had somewhat higher means ($M = 2.99$, $SD = 0.84$) than reading time ($M = 2.89$, $SD = 0.89$). This suggests that, even though students might not spend much time reading, they typically believe they are cognitively engaged and capable of understanding what they read. Reading may compete with other activities, especially the consumption of digital media, as indicated by the comparatively lower mean for reading time. This tendency is consistent with studies on modern teenage literacy, which show that the growing popularity of digital entertainment is driving a shift toward shorter, less frequent reading sessions (Liu, 2005). Thus, reading remains heavily ingrained in academic requirements; learners' consistent agreement on comprehension-related criteria suggests that reading skills remain intact despite reduced reading time.

Learners' overall literacy habits mean ($M = 2.94$, $SD = 0.87$) indicates a relatively favorable literacy attitude. This result validates Wolf's (2018) claim that although digital media may change reading habits, deep comprehension abilities are not instantly eliminated. Furthermore, the results' mild nature, however, raises the possibility of long-term hazards if the decreased reading time continues. When taken as a whole, Table 9 shows that students retain appropriate literacy habits; nevertheless, the rising availability of short-form digital information may be influencing and limiting these practices.

Table 3
Summary of Learners' General Weighted Average (GWA)

GWA Range	Frequency	Percentage (%)
76.00 – 79.99	6	3.3
80.00 – 84.99	32	17.7
85.00 – 89.99	51	28.2
90.00 – 94.99	69	38.1
95.00 – 98.00	23	12.7
Total	181	100.0

The distribution of students' academic achievement by General Weighted Average (GWA) is shown in Table 11. According to the findings, the most significant percentage of respondents (38.1%) is in the 90.00–94.99 range, followed by those in the 85.00–89.99 range (28.2%). This shows that most Generation Z students in the sample had above-average to excellent academic performance, indicating a high level of academic competency. Moreover, just 3.3% of students receive marks between 76.00 and 79.99, placing them in the bottom GWA levels. This implies that, despite the difficulties posed by exposure to digital media, the majority of students can meet academic standards. Credé, Wirthwein, McElvany, and Steinmayr (2015) state that, even in settings with many distractions, consistent academic achievement is frequently linked to effective self-regulation and engagement.

Overall, the distribution suggests that respondents have a typically high academic profile, providing a solid basis for investigating the relationships among academic performance, attention span, and reading practices. The comparatively high performance levels also imply that, even as the use of digital media may affect learning practices, students who employ adaptive strategies may still succeed academically.

Table 4
Difference in the Attention Span of Generation Z Learners When Grouped According to GWA

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Decision
Between Groups	2.41	4	0.60	1.87	0.116	Not Significant
Within Groups	56.78	177	0.32			
Total	59.19	181				

The findings of the one-way ANOVA examining variations in Students' attention span by GWA are shown in Table 12. The results show that there is no statistically significant variation in attention span between academic performance groups ($F = 1.87$, $p = 0.116$). This implies that students' perceived attention span is not much affected by their academic success level.

Moreover, this finding suggests that learners with varying performance levels have comparable difficulties and capacities in maintaining focus. This conclusion is supported by earlier research showing that, even when attentional ability changes, students may still achieve similar academic outcomes through compensatory mechanisms, such as greater effort or strategic studying (Duckworth & Gross, 2014).

The lack of a substantial difference suggests that academic achievement may not be solely determined by attention span. Other factors, including learning strategies, instructional support, and motivation, may also influence academic achievement.

Table 5
Difference in the Academic Performance of Generation Z Learners When Grouped According to Their Profile (Attention Span Level)

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Decision
Between Groups	18.64	4	4.66	5.72	0.000	Significant
Within Groups	143.36	176	0.81			
Total	162.00	180				

When students are categorized by attention span, Table 13 shows a statistically significant difference in academic achievement ($F = 5.72$, $p < 0.001$). This suggests that students with varied attention spans have notably variable academic results.

This research emphasizes the importance of attention to learning, as it enables students to process information efficiently and participate meaningfully in academic tasks. Posner and Petersen (1990) assert that attention is a basic cognitive function that facilitates higher-order learning processes, such as memory retention and understanding.

According to the findings, those who have longer attention spans are more likely to perform well academically. This is consistent with other research demonstrating that, especially in cognitively challenging learning situations, attentional control is a powerful predictor of academic success (Steinmayr, Ziegler, & Träuble, 2010).

Table 6

Difference in the Literacy Habits of Generation Z Learners When Grouped According to Their Profile (GWA)

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Decision
Between Groups	4.18	4	1.05	3.41	0.010	Significant
Within Groups	54.12	176	0.31			
Total	58.30	180				

When GWA categorizes learners, Table 14 shows a significant difference in their literacy practices ($F = 3.41$, $p = 0.010$). This suggests that students' reading habits and levels of involvement differ significantly by academic achievement.

Moreover, positive literacy habits, such as regular reading and greater engagement with texts, are typically displayed by higher-performing students. This result corroborates previous research indicating a strong correlation between scholastic success across all subject areas and regular, meaningful reading habits (OECD, 2019).

Generally, the findings emphasize literacy practices as a result of and a factor in academic achievement. Stronger reading habits will improve students' comprehension, helping them perform better academically overall.

Table 7

Relationship Between Attention Span and Academic Performance of Generation Z Learners

Variables				r-value	p-value	Interpretation	Decision
Attention	Span	and	Academic	0.42	0.001	Moderate Positive Relationship	Significant
Performance (GWA)							

Table 7 shows that academic achievement and attention span have a statistically significant, somewhat favorable association ($r = 0.42$, $p = 0.001$). This highly suggests that students who are more adept at controlling their attention typically get better marks.

This connection aligns with cognitive theories that emphasize attention as a necessary condition for successful learning. Learners can effectively store knowledge and persevere through challenging activities when they have sustained attention (Posner & Petersen, 1990). Thus, the correlation's modest strength indicates that although attention is crucial, it interacts with other elements that affect academic performance.

Overall, the results support the idea that improving students' attentional abilities can enhance their academic achievement, especially in settings where learning relies heavily on technology. The results support theoretical hypotheses on learning and attention. Deeper information processing is made possible by sustained attention. Distractions interfere with understanding and memory. Short reels have the potential to impair attention control. This finding underscores the importance of attention as a crucial area for improvement. Academic performance may be improved by increasing attentiveness. Thus, controlling digital use is crucial.

Table 8

Relationship Between Attention Span and Literacy Habits of Generation Z Learners

Variables	r-value	p-value	Interpretation	Decision
Attention Span and Literacy Habits	0.47	0.002	Moderate Positive Relationship	Significant

Table 8 shows that literacy habits and attention span have a somewhat favorable and significant association (r

= 0.47, $p = 0.002$). This implies that students who are more adept at maintaining focus also exhibit more engaging and rewarding reading practices.

This result corroborates studies showing that reading comprehension and perseverance depend heavily on attention, particularly when processing lengthy texts (Cain & Oakhill, 2007). Stronger attentional control increases the likelihood that students will interact meaningfully with reading content and maintain their interest over time.

The findings demonstrate the importance of attention span in literacy development, especially at a time when short-form digital content may make sustained concentration difficult. Hence, reading demands sustained focus. Distractions make it difficult to understand. Short reels may lower learners' tolerance for long texts. This impacts the development of literacy.

Table 9

Relationship Between Academic Performance and Literacy Habits of Generation Z Learners

Variables	r-value	p-value	Interpretation	Decision
Academic Performance (GWA) and Literacy Habits	0.38	0.004	Low to Moderate Positive Relationship	Significant

Academic achievement and reading habits show a modest-to-moderately favorable, significant link ($r = 0.38$, $p = 0.004$), as shown in Table 16. This primarily suggests that students who read more often and efficiently typically perform better academically.

Despite the mild nature of the association, there is substantial evidence that reading engagement is associated with academic achievement in a variety of subject areas (Guthrie & Wigfield, 2000). Literacy habits facilitate vocabulary growth, comprehension, and critical thinking and are necessary for academic success.

The results imply that improving students' literacy practices may have a significant, if not exclusive, effect on their academic achievement. Moreover, reading improves critical thinking, vocabulary, and understanding. These abilities influence academic achievement. Reduced reading time might impair these skills. Short reels may indirectly impact performance.

Table 10

Influence of Short Reel Use on Learners' Attention Span, Academic Performance, and Literacy Habits

Dependent Variable	β (Beta)	t-value	p-value	Interpretation	Decision
Attention Span	-0.41	-5.32	0.001	Significant Negative Influence	Significant
Academic Performance (GWA)	-0.29	-3.84	0.003	Significant Negative Influence	Significant
Literacy Habits	-0.36	-4.67	0.002	Significant Negative Influence	Significant

The findings of the regression analysis examining how short-reel consumption affected students' attention span, academic performance (GWA), and literacy habits are shown in Table 18. For each dependent variable, the table displays the standardized beta coefficients (β), t-values, p-values, interpretations, and statistical conclusions. Thus, the results show that learning outcomes are compromised by excessive consumption of short reels. Sustained concentration is diminished by frequent exposure to short-form information. Additionally, it hinders academic productivity and reading habits. This adds credence to the body of research on digital distraction. The findings demonstrate the necessity of intervention. Students should be encouraged to utilize media in a balanced way. Families and schools must address the detrimental impacts of short reels. It is advised to implement strategic digital literacy initiatives.

Attention Span. The findings show that learners' attention span is significantly impacted negatively by short reel consumption ($\beta = -0.41$, $t = -5.32$, $p = 0.001$). The negative beta coefficient implies that learners' capacity to maintain focus is negatively correlated with higher engagement with short clips. Thus, the null hypothesis is rejected because the p-value is below the 0.05 significance level. This suggests that students' ability to focus and concentrate for extended periods of time during academic activities may be compromised by regular exposure to short-form video content.

Academic Performance (GWA). Additionally, learners' academic performance, as determined by the General Weighted Average (GWA), was shown to be significantly negatively impacted by the use of short reels ($\beta = -0.29$, $t = -3.84$, $p = 0.003$). Higher consumption of short reels is linked to poorer academic achievement, according to the findings. Therefore, excessive use of short reels may be detrimental to study time, cognitive engagement, and overall academic outcomes, as indicated by the statistically significant p-value supporting the rejection of the null hypothesis.

Literacy Habits. The research also shows that learners' literacy habits are significantly negatively affected by the use of short reels ($\beta = -0.36$, $t = -4.67$, $p = 0.002$). The results strongly suggest a connection between lower engagement in reading and other literacy-related activities and increased exposure to brief, fast-paced video content. The null hypothesis is rejected because the p-value is less than the 0.05 significance threshold, suggesting that the use of short reels harms the formation and maintenance of good literacy habits.

All of these results indicate that regular exposure to short-form video content, such as short reels, is significantly associated with a shorter sustained attention span among Generation Z respondents. It was more difficult for students to focus on extended academic activities, such as lectures, reading assignments, and self-directed study, if they reported consuming short reels more frequently daily. This pattern suggests that consumers may be conditioned to choose brief bursts of information over more extended cognitive engagement as a result of quick, visually engaging material, a tendency that is becoming more visible in digital media studies (Montag et al., 2021; Fisher et al., 2021).

These findings also indicate a varied but noteworthy trend in academic achievement. The overuse of short reels was associated with decreased self-reported study time and increased academic procrastination, both of which had an indirect effect on grades, even though they did not directly cause poor academic outcomes. Students who utilized digital media more sparingly reported higher academic consistency than those who primarily used short clips for fun. Similar trends have also been observed in recent studies, which link heavy social media use to lower academic productivity and time-on-task (Rosen et al., 2022).

Regarding literacy habits, the results show that sustained reading behaviors are declining among heavy short-reel users. Participants preferred short captions, condensed text, and audiovisual formats over lengthy reading resources. There was no increase in reading frequency or depth, despite some respondents acknowledging that they consumed short reels for informational purposes. This finding highlights a shift in literacy engagement, indicating that young people's interactions with traditional texts may be impacted by their exposure to broken digital content (Zhang & Duke, 2023).

The results also imply a relationship between increased cognitive fragmentation and greater engagement with short reels among Generation Z students. Respondents reported frequent task-switching, which interferes with learning continuity, such as moving between academic work and short-form videos. In line with results from previous attention studies, this suggests that frequent exposure to rapidly changing content may promote superficial information processing over protracted cognitive effort (Uncapher & Wagner, 2018; Ophir et al., 2021).

The discovery of the link between short-reel consumption and study habits is another important finding. Students reported spending less time on schoolwork, test preparation, and long-form academic reading when they watched short reels for more extended periods. Short reels, according to some participants, provided brief educational material, but this could not offset the decline in participation in organized learning activities. The displacement hypothesis, which holds that time spent on entertainment-oriented media replaces academically practical activities, is supported by this data (Lepp et al., 2019; Yang et al., 2022).

Additionally, compared to traditional print literacy, the results show a growing reliance on audio-visual literacy. A considerable number of respondents found longer reading comprehension tasks difficult, despite demonstrating competence in analyzing pictures, videos, and brief text overlays. This raises concerns about the development of academic literacy among Generation Z students, suggesting that short-form platforms may be shifting literacy practices toward shallow understanding rather than in-depth textual analysis (Wolf, 2018; Delgado et al., 2023).

Frequently, short-reel users have been shown to have shorter attention spans, consistent with recent research suggesting that prolonged exposure to fast-paced digital stimuli may impair sustained attentional control. Rapid reward is the goal of short reels, which might alter attentional habits and lower tolerance for mentally taxing tasks. According to Montag et al. (2021), algorithm-driven platforms make it harder for users to engage in slow, laborious academic pursuits because they reward habitual scrolling.

The indirect impact of short reels on academic achievement highlights the significance of usage patterns over exposure alone. Digital media is not intrinsically harmful, but excessive and uncontrolled use can replace critical academic practices, including deep learning, reviewing, and studying. According to Rosen et al. (2022), students with high short-form consumption reported poorer academic discipline despite identical intellectual capacities, because multitasking and frequent media switching diminish learning effectiveness.

Furthermore, a broader shift in how Generation Z consumes information is reflected in declining literacy habits. Opportunities for in-depth reading, critical thinking, and vocabulary growth may be limited by the demand for brief, visually stimulating information. Hence, when used purposefully, short reels can enhance microlearning, but they cannot wholly replace the persistent reading habits necessary for academic literacy. To assist students in navigating material consumption without jeopardizing their reading development, recent research highlights the need for balanced media use and digital literacy instruction (Zhang & Duke, 2023; Fisher et al., 2021).

Attentional control theory, which posits that frequent interruptions impair executive attention, can account for the cognitive fragmentation observed among heavy short-reel users. According to Ophir et al. (2021), people's ability to filter out unnecessary information is diminished by continuous exposure to fast-paced digital stimuli, making prolonged academic attention more challenging. Short reels in this situation serve as micro-distractions that impair focus and deep learning.

In addition, the decline in productive study techniques demonstrates how the use of digital media affects self-control. Students in Generation Z frequently multitask across platforms because they believe it increases productivity; however, research indicates that multitasking has a detrimental impact on learning retention and efficiency (Uncapher & Wagner, 2018). The results of this study support the claim that, even among students with high academic ability, unrestrained use of short-form media might undermine academic discipline.

Lastly, a larger change in reading culture is reflected in the transition from print-based literacy to screen-based consumption. According to Wolf (2018), the development of critical thinking, inferential reasoning, and reflective reasoning abilities that result from in-depth reading may be constrained by digital reading environments. Short reels can facilitate rapid access to information and engagement, but they cannot replace long-term literacy habits necessary for academic achievement. To offset the detrimental consequences of excessive exposure to short-form information, educational interventions must encourage balanced media use and deliberate reading habits (Delgado et al., 2023).

Conclusions

This study concludes that while Generation Z learners meet basic academic expectations, short reels pose a serious threat to their attention, reading habits, and academic performance. According to the findings, while learners can manage academic expectations in the face of digital distractions, their attention span and literacy practices remain at risk from the cognitive pressures posed by short-form digital media. This aligns with cognitive theories that highlight attention as a fundamental mechanism for learning and comprehension (Posner & Petersen, 1990). The important links between attention span, literacy habits, and academic performance underscore the interconnectedness of cognitive and academic processes. Students who show greater attentional control are more inclined to adopt effective reading practices and attain better academic results. On the other

hand, consuming short reels in excess disrupts these processes by promoting rapid attentional shifts and diminishing the time devoted to deep learning tasks. Generally, the research concludes that although short reels are stimulating and easy to access, they might lead to unintended educational effects if consumed in large amounts. Without adequate regulation and guidance, prolonged exposure to short-form digital content could gradually diminish learners' ability to concentrate, engage in deep reading, and remain academically involved, especially during crucial phases of adolescent development (Steinberg, 2014; Wolf, 2018).

Recommendations

Based on the study's conclusions, it is recommended that teachers, parents, school administrators, policymakers, the Department of Education, and other concerned stakeholders work collaboratively to promote responsible and balanced short-reel consumption among Generation Z learners. Teachers should integrate attention-enhancing and digital literacy strategies, while parents should monitor screen time and encourage healthy routines that prioritize reading and academic activities. Learners are encouraged to practice self-regulation in their use of short-form media, while school administrators and policymakers should strengthen programs and guidelines on digital literacy and responsible media use. The Department of Education may likewise develop contextualized interventions that support learners' attention span, academic performance, and literacy habits. Finally, future researchers are encouraged to examine the long-term effects of short-reel consumption using longitudinal or experimental approaches and explore factors such as self-regulation, motivation, parental guidance, and instructional practices.

Conflict of Interests

The author declares that they have no conflicts of interest

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