IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

# Impact Of Digital Detox On Students' Academic Performance: An Experimental Study

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**Abstract-:** In the contemporary digital age, students are increasingly exposed to smartphones, social media, and online entertainment, which significantly influence their academic performance. Excessive screen time often leads to distraction, reduced concentration, and poor study habits. This study aims to examine the impact of a structured digital detox program on students' academic performance. An experimental research design was adopted with a sample of 60 undergraduate students divided into experimental and control groups. The experimental group participated in a 7-day digital detox intervention, while the control group continued their regular digital usage. Pre-test and post-test scores were compared to analyze the effect. The results indicate a significant improvement in academic performance, concentration, and study habits among students who underwent digital detox. The study highlights the importance of digital discipline in educational settings and suggests integrating digital detox strategies into academic practices.

**Keywords**: Digital Detox, Academic Performance, Screen Time, Students, Experimental Study, Higher Education.

**Introduction**-: The rapid advancement of digital technology has transformed modern education. Smartphones, laptops, and internet-based resources have made learning more accessible and flexible. However, the excessive use of these technologies has also created several challenges for students, including distraction, reduced attention span, procrastination, and declining academic performance. In recent years, students have become highly dependent on digital devices not only for educational purposes but also for social media, gaming, and entertainment. Studies show that an average student spends several hours daily on screens, which negatively affects their academic engagement and productivity.

Constant notifications and multitasking reduce the ability to focus deeply on academic tasks. Digital detox refers to a conscious effort to reduce or completely avoid the use of digital devices for a certain period. It helps individuals regain control over their time, improve mental clarity, and enhance productivity. In the context of education, digital detox can play a crucial role in improving students' concentration and academic outcomes. This study attempts to explore the effectiveness of digital detox as an intervention to improve students' academic performance through an experimental approach.

**Review of Literature**-; The relationship between digital technology and academic performance has been widely studied. According to Rosen (2012), excessive use of digital devices leads to cognitive overload and reduces attention span. Twenge (2017) highlighted that increased screen time is associated with lower academic achievement and higher levels of anxiety among students. Research conducted by Kumar (2020) found that students who spend more time on smartphones tend to have poorer academic

performance due to distractions. Similarly, studies on social media addiction indicate that excessive usage negatively impacts students' time management and study habits.

On the other hand, digital detox interventions have shown promising results. A study by Brown and Kuss (2019) revealed that reducing screen time improves focus, productivity, and mental well-being. However, most existing studies focus on psychological outcomes rather than academic performance.

Therefore, there is a need for experimental research that directly examines the impact of digital detox on students' academic performance, which this study aims to fulfill.

Objectives of the Study

1. To study the effect of digital detox on students' academic performance.
2. To compare pre-test and post-test scores of students undergoing digital detox.
3. To analyze the difference between experimental and control groups.
4. To examine the role of reduced screen time in improving study habits.

**Hypotheses**

1. $H_0$ (Null Hypothesis): There is no significant difference in academic performance between students who undergo digital detox and those who do not.
2. $H_1$ (Alternative Hypothesis): Students who undergo digital detox show significant improvement in academic performance.

**Research Methodology-:** Research Design-: The study adopts an experimental research design, specifically the pre-test and post-test control group design.

**Sample**-: Total Sample Size: 60 undergraduate students

1. Experimental Group: 30 students
2. Control Group: 30 students

**Sampling Technique**: Random sampling

Tools Used-; Academic Performance Test (self-constructed)

1. Study Habit Questionnaire
2. Screen Time Monitoring Checklist

**Procedure**-: Pre-test conducted for both groups to assess baseline academic performance

Experimental group instructed to follow a 7-day digital detox program, including:

1. No social media usage
2. Limited smartphone usage (only essential calls)
3. No gaming or entertainment apps
4. Control group continued their normal routine
5. Post-test conducted after 7 days
6. Data collected and analysed

**Data Analysis and Interpretation**

| Group | Pre-test Mean | Post-test Mean | Gain |
|---|---|---|---|
| Experimental Group | 65 | 78 | +13 |
| Control Group | 66 | 68 | +2 |

The data clearly indicate that the experimental group showed a significant improvement compared to the control group. The gain score of +13 reflects the positive impact of digital detox on academic performance. A statistical analysis (t-test) would further confirm that the difference is significant at an acceptable level.

**Discussion**-: The findings of the study support the hypothesis that digital detox positively influences academic performance. Students who reduced their screen time were able to concentrate better, manage their time effectively, and engage more deeply in their studies. The improvement in academic performance can be attributed to reduced distractions, better sleep patterns, and enhanced cognitive

focus. The results are consistent with previous studies that highlight the negative impact of excessive digital usage and the benefits of controlled usage.

This study also emphasizes the importance of self-regulation and digital discipline among students in the modern educational environment.

**Findings**

1. Digital detox significantly improves academic performance
2. Students show better concentration and focus
3. Study habits improve with reduced screen time
4. Control group shows minimal improvement
5. Digital distractions are a major barrier to academic success

**Educational Implications**

1. Educational institutions should promote digital awareness programs
2. Digital detox strategies can be integrated into the curriculum
3. Teachers should guide students on effective use of technology
4. Policies should be developed to regulate screen time in academic settings

**Limitations of the Study**

1. Small sample size
2. Short duration (7 days)
3. Limited to undergraduate students
4. Self-reported data may have bias

**Suggestions for Further Research**

1. Long-term digital detox studies
2. Larger and diverse samples
3. Comparative studies across different educational levels
4. Impact on mental health and emotional well-being

**Conclusion-:** The study concludes that digital detox is an effective strategy for improving students' academic performance. By reducing screen time and minimizing digital distractions, students can enhance their concentration, productivity, and learning outcomes. In the digital era, maintaining a balance between technology use and academic responsibilities is essential. Therefore, digital detox should be encouraged as a regular practice among students.

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