



DOI: <https://doi.org/10.71317/kjard.2.7.2026.298>

The Kashmir Journal of Academic Research and Development

Journal homepage: <https://rjsaonline.org/index.php/KJARD>



Addiction to Short Form Video, Sustained Attention Span and Academic Performance among College Students: A Cross-Sectional Study

Misbah Arshad

Assistant Professor, Department of Psychology, University of Gujrat, Pakistan

Email: Misbah.arshad@uog.edu.pk

Smavia Arooj

Email: smaviarooj@gmail.com

Arooj Fatima

Email: aroofatima098@gmail.com

Ume Habiba

Email: umehabibafauaad@gmail.com

Noreen Khizar

Email: noreenkhizar123@gmail.com

Syeda Zainab Ali

Email: syedazaynabiftikhar@gmail.com

ARTICLE INFO	ABSTRACT
Received: May 31, 2026 Revised: June 15, 2026 Accepted: June 30, 2026 Available Online: July 15, 2026 Keywords: <i>Short Form Video, Sustained Attention, Academic Performance, College Students</i> Corresponding Author: Misbah Arshad Email: Misbah.arshad@uog.edu.pk	Addiction to short form video has become an important issue due to its relation with several variables. The current study explores the relationship between addiction to short form video, sustained attention span and academic performance using quantitative methodology and purposive sampling of 600 college students. Participants responded to two self-reported standardized questionnaires; Short Video Addiction Scale (SVAS) and Attention-Related Cognitive Errors Scale (ARCES) and grades were used to assess the third variable. The results showed that higher levels of addiction to short form videos were associated with poor sustained attention span and somewhat poor academic performance of college students. Study hours were not significantly related to addiction to short form video and sustained attention span. Addiction to short form video became the most prominent factor associated with poor sustained attention span. The results of the study revealed the necessity of designing digital wellbeing programs for educational institutions in order to enhance attention span of students.

Introduction

The rapid expansion of digital platform including social media has changed the way people, specifically the younger generation consumes content (Block et al., 2008). Short-form videos referred to as "reels" have become tremendously popular on platforms like TikTok, Instagram, and YouTube. Platforms provide short bursts of information or entertainment with videos typically lasting from a few seconds up to one minute (Duffy & Hund, 2019). Despite their high appeal and entertainment value, excessive consumption of short-form videos by college students has been a concern due to its potential effect on cognitive function and particularly on sustained attention and academic performance (Carrier et al., 2015). College students represent an important group since they are among the heaviest users of social media, but at the same time are faced with academic requirements involving sustained attention, efficient learning and academic performance. Thus, excessive use of social media may affect more psychologically their attention span than any other age group. Researchers have increasingly turned their interest to understand if the regular exposure to short-form videos affects attention span, learning and educational outcomes among young adults (Zhan et al., 2025).

Short form video addiction can be defined as an enduring or else repetitive behavior involving the inappropriate use of short video applications coupled with powerful urges to use the application and dependence (Li et al., 2021). In light of the algorithms and continuous stream of entertaining content that is found in such platforms, it is likely that one spends quite some time viewing videos but does not know how much time he has spent. This kind of behavior has led researchers to describe problematic short form video usage according to behavioral compulsion. In line with Brown's Behavioral Addiction Theory (1993), behavioral addictions can be defined by repeated behavior that continues despite of negative effects for the individual and others around him or her. Similarly, according to Dopamine Reward System, the interaction with rewarding digital content will stimulate the mesolimbic reward pathway in the brain thus prompting further usage (Lewis et al., 2021).

Furthermore, behavioral addiction can be explained by the presence of six core elements proposed by Griffiths. Salience involves the situation where an activity becomes the most salient element of the individual's life controlling his/her thoughts, feelings and behaviors. Mood modification involves the changes in moods that occur while performing the activity, for instance using reels as a way of relaxing or changing moods. Tolerance occurs as an increase in the amount of activity necessary to achieve the same emotional effect. Withdrawal symptoms involve hostile emotional or physical reactions that occur in response to reduced or withdrawn contact with the activity. Conflict is about the personal, educational, occupational or psychological troubles that are caused by excessive engagement. Relapse is the inclination to return to prior excessive use levels after successfully controlled periods (Griffiths, 2013). Increases in digital media versatile performance have been associated with poorer reasoning performance and decreased sustained attention. Evidence suggests that even brief exposure to highly interactive online environments may impair attentional capability outside of the exposure period (Firth et al., 2019).

Sustained attention is the capacity to maintain goal-oriented concentration on a task or stimulus for a prolonged time despite any interruptions or irrelevant information regarding the task. Sustained attention plays a vital role in learning, memory, problem solving and academic performance (Cowan, 1998). Differences in sustained attention have been associated with differences in cognitive performance in several tasks. Reports by educators and parents indicate that a lot of adolescents find it hard to concentrate during classroom activities or academic tasks which has been linked to constant exposure to social media and digital scrolling (Crispo, 2024).

Several neurocognitive models have explained the maintenance of sustained attention. According to Esterman and Rothlein (2019), sustained attention relies on multiple interrelated cognitive and neurological mechanisms. Arousal Model postulates that locus coeruleus regulates the attention via the release of norepinephrine. When tonic activity is low, it leads to under-arousal and poor attention, but when it is moderate, it leads to optimal alertness and better sustained attention. Attentional Allocation Model suggests that attention depends on the way cognitive resources are distributed. Despite the presence of sufficient mental resources, the attention can shift either intentionally or unintentionally, especially during boring and less stimulating tasks, resulting in poor performance. The Control Model sees sustained attention as the balance between the Dorsal Attention Network (DAN), responsible for goal directed focus, and the Default Mode Network (DMN), associated with zoning out and self-reflection. High DAN activity and low DMN activity result in improved focus, but in the opposite case there is higher likelihood of attentional lapse. The Opportunity Cost Model suggests that sustained attention is based on the perceived value of other activities. If other activities are more rewarding than the current task, then sustaining focus will become harder. Lastly, Information Processing Model explains sustained attention as the efficiency of information processing by the brain, efficient processing helps in sustaining attention and task performance, while inefficient processing leads to increased cognitive effort and poor performance (Esterman & Rothlein 2019). Academic achievement is defined as the information collected which is then graded according to criteria set by teachers or learners and instructors as goals to be attained within a specific period (Narad & Abdulla 2016). Grades and tests determine academic performance (Finn & Rock 1997).

In accordance with previous literature, Fillmore (2015) found that constant internet use makes it harder for young adults to sustain attention during academic activities. In addition, Asif et al. (2024) discovered that problematic short form video use was associated with lower examination marks, greater distractibility, procrastination and difficulty in concentrating. These studies show that low sustained attention affects learners' ability to learn effectively, remember the information and perform academically. Shorter attention span has also been associated with low working memory and problem solving skills. In line with this, Hayat et al. (2020) explained that constant digital multitasking decreases the ability to maintain sustained attention, while Ellah et al. (2019) expounded more on it in their study that learners with shorter attention spans performed poorly in problem solving tasks.

Additional lifestyle factors play an important role in sustaining attention and academic achievement. Burns et al. (2018) reported that sufficient sleep, proper physical exercise, and nutritious diets were associated with improved academic results while Yadav (2022) reported poor sleep quality and unhealthy nutrition decreased attention and learning. Excessive use of short-form videos may lead to problems with sleep, sedentary behavior, and unhealthy lifestyle, so it may cause poor sustained attention and academic performance indirectly. Despite the growing number of the works on short-form video usage, sustained attention, and academic performance separately, few studies investigated the association of the three concepts simultaneously in college students. The knowledge of this association is necessary because of the hyper engagement of the students using short-form videos because it can impair their capacity to pay attention to academic tasks, so their academic performance might be affected eventually. Therefore, the goal of the present study is to investigate the relationship between short-form video addiction, sustained attention span, and academic performance among college students.

Present Study

Despite the increasing interest in the effect of digital media (Iqbal et al., 2025) and attention (Rashid et al., 2023), few studies have clearly examined the effect of short-form video addiction on sustained attention span and academic performance among college students, especially in Pakistan. Local studies mostly concentrated on universal social media use rather than short-form videos as a specific form of digital content. Even though previous studies have associated short-form video use with mindfulness (Wazir et al., 2025), personality characteristics (Asad et al., 2022), and academic procrastination (Manzoor et al., 2024), its relation to sustained attention has been insufficiently explored yet. Therefore, the aim of the present study is to investigate the relationship between short-form video addiction, sustained attention span, and academic performance among college students.

Methods

Research Design: The research is based on cross-sectional correlational research design examining the relationship between short-form video addiction, sustained attention span, and academic performance among college students, and the data was collected by means of purposive sampling.

Participants of the Study: The study was conducted in Gujrat, Pakistan. Purposive sampling was used to select 600 college students of whom there were 300 men and 300 women as well from various public and private colleges. The demographic information collected included age, gender, family system, year of study, field of study, type of college, matriculation percentage, average hours per day of studying, average daily screen time, favorite social media platform, average hours per day of watching TikTok videos, Instagram/Facebook Reels, and YouTube Shorts.

Measures

The tools used in the current study were divided into four parts. The first part included a demographic information form, the second part contained Short Video Addiction Scale–6 (SVAS-6), the third one included Attention-Related Cognitive Errors Scale (ARCES), and the fourth part comprised participants' self-reported academic achievement.

Demographic Information Form

Demographic data were obtained in accordance with the goals of the study and related literature. They concerned participants' age, gender, year of study, area of study, platform for watching short videos, average daily screen time, hours devoted to studying and participants' academic performance.

Short Video Addiction Scale–6 (SVAS-6; Katsiroumpa et al., 2025)

Short-form video addiction was measured via the Short Video Addiction Scale–6 (SVAS-6), which is a six-item self-report scale aimed at assessing problematic use of short videos. The scale evaluates key signs of behavioral addiction – salience, mood modification, removal, loss of control, struggle, and functional impairment. Items have answers on a five-point Likert scale from 1 (Very rarely) to 5

(Very often). The more the total score is, the more is the level of addiction. The psychometric properties of the SVAS-6 were proven in previous studies.

Attention-Related Cognitive Errors Scale (ARCES; Cheyne et al., 2006)

Sustained attention was assessed via the Attention-Related Cognitive Errors Scale (ARCES) that is a 12-item self-report questionnaire measuring attention-related cognitive failures in everyday life. The questionnaire evaluates attention lapses, such as distractibility, forgetfulness, absent-mindedness, and the inability to maintain concentration. Items are answered on a five-point Likert scale from 1 (Never) to 5 (Very often). The more the total score is, the more attention-related cognitive errors are made, and consequently, the lower is sustained attention. The psychometric properties of the ARCES are good.

Academic Achievement

Academic achievement was measured by participants' self-reports of their current academic performance (CGPA/percentage obtained in the last examination). Higher scores signified higher levels of academic achievement.

Procedure

For the present study, after choosing the research variables and instruments for their measurement, permission was taken where necessary to use the chosen scales. SVAS-6 and ARCES were chosen for the collection of data. After completing all preliminary tasks, the target population was decided upon as college students aged between 16-20 years studying in various colleges. A sample of 600 college students (300 males and 300 female) was chosen by means of a purposive sampling technique.

After getting the permission from the Department of Psychology, permission letters were given to the administration of the chosen colleges. After getting the permission from the principals of the colleges, students were called to their classes in college timings. Prior to administering the questionnaire, participants were given a brief introduction to the researcher and the aims of the study, which was to examine the association between short-form video addiction, academic achievement, and sustained attention among college students. It was made clear to the members that their responses would be entirely voluntary and they were free to leave the study at any point without any cost. They were told that all answers would remain anonymous and confidential and would be used solely for the purpose of the research. Well-versed written consent was taken from all the members prior to participation. Consistent instructions were given and they were assured that they had to answer all questions truthfully without leaving anything unanswered.

The questionnaire was administered in class and took around 15-20 minutes to complete. After completion, all the questionnaires were immediately filed. The participants were thanked for their precious time and cooperation. Finally, the gathered data were analyzed using IBM Statistical Package for the Social Sciences (SPSS) Statistics software for statistical analysis.

Ethical Considerations

The study was conducted following the ethical guidelines for social participant's research. The participants were informed about the aims of the study and written well-versed permission was taken prior to participation. Participation was voluntary, and participants were allowed to withdraw from the study at any stage without penalty. Privacy and confidentiality of all responses were maintained and no personally identifiable information was collected. The data was used only for academic research purposes and was stored safely to ensure participants' privacy.

Results

Table 1: Independent Samples t-Test Comparison of Public and Private College Students on Short Form Video Addiction and Attention Lapses

Variable	College type	n	M	SD	t	P
Short Form Video Addiction	public	209	2.51	0.74	3.36	<.001
	private	391	2.30	0.69		
Attention Related Lapses	public	209	2.78	0.67	4.43	<.001
	private	391	2.54	0.61		

Note: M=Mean; SD = Standard Deviation.

The independent-samples t-test was conducted to test whether there are any differences between public and private college students on short-form video addiction and attention-related lapses. Results indicated that there were significant differences in short-form

video addiction between public college students ($M = 2.51$, $SD = 0.74$) and private college students ($M = 2.30$, $SD = 0.69$), $t = 3.36$, $p < .001$. Likewise, attention-related lapses were also higher in public college students ($M = 2.78$, $SD = 0.67$) compared to private college students ($M = 2.54$, $SD = 0.61$), $t = 4.43$, $p < .001$. Hence, significant differences were observed between public and private college students on study variables.

Table 2: Pearson Correlation Between the Study Variables (N = 600)

Variable	M	SD	1	2	3	4
Short form video addiction	2.37	0.71	—			
Attention related relapses	2.62	0.63	.408**	—		
Academic achievement	76.89	11.26	-.158**	-.068	—	
Average study hours	1.99	0.90	0.45	.059	.045	—

Note N=600 ** $p < .01$.

Table 2 shows the means, standard deviations, and correlation among the study variables (N = 600). Significant correlation was observed between short-form video addiction and attention-related lapses, $r = .408$, $p < .01$, which suggests that individuals with high video addiction experience more attention lapses. Furthermore, there is a significant and negative correlation between short-form video addiction and academic achievement, $r = -.158$, $p < .01$, implying that individuals with high video addiction have low academic achievements. There were no significant relationships between average study hours and the rest of the study variables ($p > .05$).

Table 3: Regression Coefficients For The Multiple Linear Regression Predicting Attention-Related Lapses From Short-Form Video Addiction And Grades

Variables	B	SE	T	p	95%CI
Constant	21.000	1.073	19.580	<.001	[18.894,23.106]
Short form video addiction	.729	0.068	10.751	<.001	[.596,.862]
Academic achievement	.070	0.297	.237	.813	[-.513,.654]

Note. CI=Confidence interval

Table 3 highlights the effect of short-form video addiction and grades on attention-related lapses among college students. The R^2 value of .166 indicated that the predictors accounted for 16.6% of the variability in the dependent variable with $F(2, 597) = 59.717$, $p < .001$. The results indicated that short-form video addiction positively predicts attention-related lapses ($\beta = .407$, $p < .001$), whereas grades did not have a significant effect on attention-related lapses ($\beta = .009$, $p > .05$).

Discussion

The present study analyzed the association between short-form video addiction, academic achievement, and attention span of college students. This study contributes to the literature on digital media use in examining the link between addictive use of short-form video sites and mental abilities and academic achievements. The results revealed that there is a significant positive correlation between short-form video addiction and attention-related lapses showing that students with higher short-form video addiction had higher problems in sustaining attention. In addition, there was a significant but weak negative correlation between short-form video addiction and academic achievement indicating that increased addictive usage of short-form video sites is associated with poorer academic performance. Regression analysis revealed that short-form video addiction significantly predicts attention-related lapses whereas academic achievement and study hours do not predict attention after controlling for other variables (Wazir & Shuja, 2025; Xie et al., 2023).

The strong association between short-form video addiction and attention-related gaps indicates that unnecessary usage of TikTok, Instagram Reels, and YouTube Shorts may be related with increased distractibility, difficulties with sustaining focus, and lack of cognitive control. This finding is consistent with Behavioral Addiction Theory (Brown, 1993; Griffiths, 2013) according to which addictive behavior includes characteristics such as salience, tolerance, acceptance, and degradation that impede self-control. In addition, Dopamine Reward System approach states that continuous exposure to the highly stimulating digital content increases the

preference for instant gratification making less stimulating activities including academic work less attractive (Volkow et al., 2017). Furthermore, Reinforcement Theory explains that instant gratification received from viewing short-form videos increases repetitive viewing behavior resulting in attention regulation problems (Catania, 2003).

This finding is supported by the neurocognitive models of sustained attention. The Attentional Allocation Model suggests that sustained attention depends on effective allocation of cognitive resources while frequent exposure to rapidly changing digital content encourages attentional shifting and distractions (Esterman et al., (2019). Likewise, the Control Model and Opportunity Cost Model posit that excessive digital stimulation and preference for instant gratification reduces students' ability to sustain their attention on task-focused actions (Kurzban et al., 2013; Shenhav et al., 2013). However, the relationship can also be bidirectional meaning that students with already existing attention problems are more likely to view stimulating short-form videos. Longitudinal studies are needed to establish the direction of this relationship.

The current findings are consistent with prior literature. Xie et al. (2023) have demonstrated that short-form video addiction is associated with lower attentional control and greater academic procrastination in undergraduate students. In the same way, Wazir and Shuja, (2025) have indicated associations between short-form video addiction and cognitive failures and forgetfulness, while Rajeswari and Vakkil (2024) have found correlations between increased social media scrolling and poor sustained attention. Hence, the current findings have suggested that short-form video addiction may be related to decreased attentional functioning.

The significant negative correlation between short-form video addiction and academic success means that students with high addictive tendencies have relatively lower academic success. The possible explanation could be that extremely high short-form video usage may decrease the time of studying, promote procrastination, as well as impede effective studying. This statement is confirmed by the research conducted by Mao and Liao (2025) where the associations between short-form video addiction, learning exhaustion, and worrying symptoms were identified, as well as by Xie et al. (2023) where the role of impaired attentional control in academic problems has been described.

Regression analysis has shown that short-form video addiction predicts attention-related lapses independently of academic success and study hours. This means that the relationship between short-form video addiction and attentional problems cannot be explained solely by academic success or study hours. However, because of the cross-sectional nature of the research, these findings should be understood as relations rather than underlying effects (Wazir & Shuja, 2025; Xie et al., 2023).

Demographic analysis has revealed no significant differences in short-form video addiction by study year, field of studies, platform preferences, and daily screen time. It could be assumed that short-form video consumption has become a common activity of college students regardless of their demographic features due to widespread accessibility of digital platforms. Nevertheless, the significant differences have been found concerning attention-related lapses. Firstly, first-year students reported more attentional problems than second-year students that may be caused by academic adjustment difficulties. Secondly, Arts and Humanities students had more attentional problems than students from other fields of study due to different demands and learning styles. Moreover, the students who spent more time online every day (5–7 hours and more than 7 hours) reported more attention-related problems than those who spent less time online, which indicates that long-term digital use may contribute to the development of attentional problems (Wazir & Shuja, 2025; Xie et al., 2023).

Limitations and Future Directions

In conclusion, this research study has brought to light some interesting findings about the relationship among short form video addiction sustained attention span and academic performance of college students, however there are some limitations. Firstly, the cross-sectional nature of the study is its biggest limitation. In such a way, in this case data is collected only at one point of time which does not allow determining causal relationships among variables.

The application of purposive sampling in this research will limit the generalization of results to the wider population. For future studies, probability sampling could be considered for increasing the representativeness of the samples. One more limitation of this research is the application of self-reports. Since it will create response biases among the participants as they might not be willing to report their true academic results or screen time.

Furthermore, the sustained attention scale used in this study doesn't measure attention in various life settings. Future researchers could consider using a more domain-specific instrument in measuring the attention span of participants. This research doesn't control any other possible variables affecting someone's attention span or academic performance such as sleep, stress, anxiety or studying habit. In the current research, the sample was limited to 600 participants. For future research, one could consider a larger sample size

and participants from different educational and occupational backgrounds. In this study, the research design was purely quantitative and it is well suited for statistical data analysis but in the future, one could consider mixed method.

References

- Asad, K., Ali, F., & Awais, M. (2022). Personality traits, narcissism and TikTok addiction: A parallel mediation approach. *International Journal of Media and Information Literacy*, 7(2), 293-304. <https://doi.org/10.13187/ijmil.2022.2.293>
- Asif, M., & Kazi, S. (2024). Examining the influence of short videos on attention span and its relationship with academic performance. *International Journal of Science and Research*, 13(4), 1877-1883. <https://dx.doi.org/10.21275/SR24428105200>
- Block, J. J. (2008). Issues for DSM-V: Internet addiction [Editorial]. *The American Journal of Psychiatry*, 165(3), 306–307. <https://doi.org/10.1176/appi.ajp.2007.07101556>
- Brown, S. A. (1993). Drug effect expectancies and addictive behavior change. *Experimental and Clinical Psychopharmacology*, 1(1-4), 55. <https://doi.org/10.1037/1064-1297.1.1-4.55>
- Burns, R. D., Fu, Y., Brusseau, T. A., Clements-Nolle, K., & Yang, W. (2018). Relationships among physical activity, sleep duration, diet, and academic achievement in a sample of adolescents. *Preventive medicine reports*, 12, 71-74. <https://doi.org/10.1016/j.pmedr.2018.08.014>
- Carrier, L. M., Rosen, L. D., Cheever, N. A., & Lim, A. F. (2015). Causes, effects, and practicalities of everyday multitasking. *Developmental review*, 35, 64-78. <https://doi.org/10.1016/j.dr.2014.12.005>
- Catania, A. C. (2003). BF Skinner's Science and Human Behavior: Its antecedents and its consequences. *Journal of the experimental analysis of behavior*, 80(3), 313-320. <https://doi.org/10.1901/jeab.2003.80-313>
- Cheyne, J. A., Carriere, J. S., & Smilek, D. (2006). Absent-mindedness: Lapses of conscious awareness and everyday cognitive failures. *Consciousness and cognition*, 15(3), 578-592. <https://doi.org/10.1016/j.concog.2005.11.009>
- Cowan, N. (1998). Visual and auditory working memory capacity. *Trends in cognitive sciences*, 2(3), 77. [https://doi.org/10.1016/S1364-6613\(98\)01144-9](https://doi.org/10.1016/S1364-6613(98)01144-9)
- Crispo, N. (2024). Tiktok Brain: Can we save children's attention spans. *Richmond Journal of Law and Technology*. <https://jolt.richmond.edu/2024/03/06/tiktok-brain-can-we-save-childrens-attention-spans/>
- Duffy, B. E., & Hund, E. (2019). Gendered visibility on social media: Navigating Instagram's authenticity bind. *International Journal of Communication*, 13, 20-20. Retrieved from <https://ijoc.org/index.php/ijoc/article/view/11729>
- Ellah, B. O., Achor, E. E., & Enemarie, V. (2019). Problem-Solving Skills as Correlates of Attention Span and Working Memory of Low Ability Level Students in Senior Secondary Schools. *Journal of Education and e-Learning Research*, 6(3), 135-141. <https://doi.org/10.20448/journal.509.2019.63.135.141>
- Esterman, M., & Rothlein, D. (2019). Models of sustained attention. *Current opinion in psychology*, 29, 174-180. <https://doi.org/10.1016/j.copsyc.2019.03.005>
- Fillmore, A. (2015). The effect of daily internet usage on a short attention span and academic performance (Doctoral dissertation, Hochschule Mittweida).
- Finn, J. D., & Rock, D. A. (1997). Academic success among students at risk for school failure. *Journal of applied psychology*, 82(2), 221. <https://psycnet.apa.org/doi/10.1037/0021-9010.82.2.221>
- Firth, J., Torous, J., Stubbs, B., Firth, J. A., Steiner, G. Z., Smith, L., ... & Sarris, J. (2019). The "online brain": how the Internet may be changing our cognition. *World psychiatry*, 18(2), 119-129. <https://doi.org/10.1002/wps.20617>
- Griffiths, M. D. (2013). Is "loss of control" always a consequence of addiction? *Frontiers in Psychiatry*, 4, 36. <https://doi.org/10.3389/fpsy.2013.00036>
- Hayat, A. A., Kojuri, J., & Mitra Amini, M. D. (2020). Academic procrastination of medical students: The role of Internet addiction. *Journal of advances in medical education & professionalism*, 8(2), 83. <https://doi.org/10.30476/JAMP.2020.85000.1159>

- Iqbal, A., Shaheen, F., & Kashif, M. F. (2025). Impact of Social Media Usage on Academic Burnout among Undergraduate Students. *Annals of Human and Social Sciences*, 6(3), 142-155. [https://doi.org/10.35484/ahss.2025\(6-III\)12](https://doi.org/10.35484/ahss.2025(6-III)12)
- Katsiroumpa, A., Konstantakopoulou, O., Moisoglou, I., Galani, O., Tsiachri, M., & Galanis, P. (2025). Development and validation of a brief scale to measure short-videos addiction: The Short-Videos Addiction Scale-6 items (SVAS-6). <https://doi.org/10.21203/rs.3.rs-8307019/v1>
- Kurzban, R., Duckworth, A., Kable, J. W., & Myers, J. (2013). An opportunity cost model of subjective effort and task performance. *The Behavioral and brain sciences*, 36(6), 661–679. <https://doi.org/10.1017/S0140525X12003196>
- Lewis, R. G., Florio, E., Punzo, D., & Borrelli, E. (2021). The Brain's Reward System in Health and Disease. *Advances in experimental medicine and biology*, 1344, 57–69. https://doi.org/10.1007/978-3-030-81147-1_4
- Li, X., Qin, H., Zeng, M., He, Y., & Ma, M. (2021). Relationship between short video addiction symptom and personality trait among college students. *Chinese Mental Health Journal*, 35(11), 925-928. <http://dx.doi.org/10.1016/B978-0-12-407724-9.00001-X>
- Manzoor, R., Sajjad, M., Shams, S., & Sarfraz, S. (2024). TikTok scrolling addiction and academic procrastination in young adults. *Pakistan Journal of Humanities and Social Sciences*, 12(4), 3290-3295. <https://doi.org/10.52131/pjhss.2024.v12i4.2592>
- Mao, M., & Liao, F. (2025). Undergraduates short form video addiction and learning burnout association involving anxiety symptoms and coping styles moderation. *Scientific Reports*, 15(1), 24191. <https://doi.org/10.1038/s41598-025-09656-x>
- Narad, A. (2016). Academic performance of senior secondary school students: Influence of parental encouragement and school environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities*. <https://doi.org/10.21659/rupkatha.v8n2.02>
- Rajeswari, N., & Vakkil, M. (2024). Scrolling and sustained attention: how social media influence sustained attention of high school students. *Shodhkosh: journal of visual and performing arts* 5(6). 229–240. <https://doi.org/10.29121/shodhkosh.v5.i6.2024.1726>
- Rashid, M., & Ahmed, M. (2023). Assessment of awareness of speech and language pathologists regarding poor attention span in children with autism spectrum disorder. *Link Journal of Speech, Language and Audiology*, e24-e24. <https://doi.org/10.61919/ljsla.vi.24>
- Shenhav, A., Botvinick, M. M., & Cohen, J. D. (2013). The expected value of control: an integrative theory of anterior cingulate cortex function. *Neuron*, 79(2), 217-240. <https://doi.org/10.1016/j.neuron.2013.07.007>
- Shuja, T., & Wazir, W. (2025). Short-form video addiction, mindfulness, and cognitive failure among undergraduate university students. *Journal of Nursing and Allied Health*, 3(03), 160-166. <https://doi.org/10.37939/jnah.v3i03.172>
- Volkow, N. D., Wise, R. A., & Baler, R. (2017). The dopamine motive system: implications for drug and food addiction. *Nature Reviews Neuroscience*, 18(12), 741-752. <https://doi.org/10.1038/nrn.2017.130>
- Xie, J., Xu, X., Zhang, Y., Tan, Y., Wu, D., Shi, M., & Huang, H. (2023). The effect of short-form video addiction on undergraduates' academic procrastination: a moderated mediation model. *Frontiers in Psychology*, 14, 1298361. <https://doi.org/10.3389/fpsyg.2023.1298361>
- Yadav M. (2022). Diet, Sleep and Exercise: The Keystones of Healthy Lifestyle for Medical Students. *JNMA; journal of the Nepal Medical Association*, 60(253), 841–843. <https://doi.org/10.31729/jnma.7355>
- Zhan, X., & Zhu, W. (2025). Influencing factors of short-form video addiction among Chinese university students: a systematic review. *Frontiers in psychology*, 16, 1663670. <https://doi.org/10.3389/fpsyg.2025.1663670>



2026 by the authors; Journal of The Kashmir Journal of Academic Research and Development. This is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) license (<http://creativecommons.org/licenses/by/4.0/>).