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Lost in the Feed: Exploring the Lived Experiences of Students on Doomscrolling

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Abstract

The study, titled Lost in the Feed: Exploring the Lived Experiences of Students on Doomscrolling, aims to provide insights on the effects of doom scrolling in students and their behavior towards this phenomenon. Furthermore, it aimed to provide insight into the relationship between doom scrolling and the elements uncovered during the researchers' interview. The exploratory research design is being employed in this investigation. For qualitative research, use the lived experience approach, and for quantitative research, employ the descriptive method. The qualitative phase involved ten (10) interviewers, while the quantitative phase included one hundred twenty (120) responses. The respondents were chosen using Purposive Sampling, a non-probability sampling method. The results of the factors studied revealed that the selected learners at Noveleta Senior High School are affected by doom scrolling and have a high level of doing so.

On the contrary, respondents engage in a high level of doom scrolling. Using the Spearman r-correlation, the researcher discovered a significant relationship on Doomscrolling with Time Management (r = 0.816, p < .001), Procrastination, (r = 0.889, p < .001), Social Media (r = 0.832, p = < .001), and Mental Health Doomscrolling (r = 0.729, p < .001). The results indicates that by doing doom scrolling it affects their behavior to their daily task and their well-being.

Introduction

Students in today's digital age face an unusual challenge: "doomscrolling," the act of mindlessly consuming negative information and content online. This constant exposure to negativity harms students' mental health, causing anxiety, lack of sleep, triggering anger issues, and also stress. It also affects academic efforts, causing attention, procrastination, and concentration. Doom-scrolling distorts time management by converting minutes into hours wasted in an unending scrolling. Sharma et al. (2022) [22] and Nguyen (2020) stated that doom-scrolling has been characterized as immersive, similar to a lot of passive social media use, and it tends to result in extended browsing sessions and a sense of lost time, persistence, and focus. This desire to get all the facts to defend ourselves from effect and feel in control has kept us browsing our phones for hours searching for more news and information, most of which are harmful. Being constantly exposed to harmful information on social website platforms and web feeds may result in doomscrolling, which is a typical behavior of browsing among news feeds and social media in search of negative and depressing content (Watercutter, 2020; Jennings, 2020; Satici et al., 2022 [21]). According to Saindon (2021) [20], constantly encountering negative news online (doomscrolling) can lead to emotional overload (affective overload). Simply being aware of this behavior might not lessen the overload, but it can help prevent it from happening in the first place. On the other hand, taking breaks and allowing your mind to wander (zoning out) can bring your body and mind back into balance. It doesn't necessarily mean that unproductive time is inherently good for your digital wellbeing, although it could be. The point is that healthy practices don't address the same triggers that cause unhealthy outcomes.

Doom-scrolling can make it difficult to focus. Research by Saindon (2021) [20] suggests that getting sidetracked (like with doomscrolling) can stem from conflicted feelings (ambivalence) about something. Distractions can be mindless and unproductive, as is commonly understood, or they can be intentional, mindful, and beneficial. If we move away from the idea that focus always requires intention and distractions are always harmful, we can discover new and unconventional ways to manage our attention and even leverage distractions for positive purposes. Doom-scrolling is not only a distraction; it can

cause psychological distress, affecting someone's mental health. According to Kartol et al. (2023) [14], doomscrolling is defined as unconsciously compulsively searching and scrolling update negative articles, even if it causes distress and depression. In addition, doomscrolling has been proven in studies to increase mental distress, anxious and depressed affect, and PTSD symptoms (Dyar et al., 2022; Price et al., 2022; Kartol et al., 2023 [14]).

Doom-scrolling can affect students in their academic activities, distracting students from being proactive to reactive. When doing educational activities, they will get their smartphone and browse, but they need to notice the long time they spend on social websites, which unconsciously leads to doom-scrolling. This addiction may make it more difficult to perform other vital things, such as focusing on schoolwork, participating in sports, communicating with people in person, and ignoring environmental facts (Rajeshwari & Meenakshi, 2023) [15]. As mentioned by Tessalee et al. (2023) [25], the widespread usage of online topics has led to a growing feeling of communal isolation, sadness, and anxiety. The World Health Organization (WHO) has even expressed alarm about the influence social websites have on adolescents and their progress. We are fortunate to be born in a society with a wide range of knowledge at our hands. However, this can result in doom-surfing, ingesting a significant amount of news over a lengthy period. Its results usually need improvement. Another research looked at the adverse effects of digital browsing and online information, which can be so fascinating that we lose track of time, only to realize later how long we've been involved.

A variety of factors influence undergraduate students' academic achievement. Several of these variables may be considered intellectual; they concern students' ability to acquire the academic program and their skillfulness. Progressing these educational talents— upgrading the frameworks and critical thinking for learning through directions, feedback, and access to top-notch materials—is one of the main goals of higher institutions. Nonacademic factors that affect students' prospects of accomplishing their goals in postsecondary academic institutes are nevertheless related and deserve further study. Management of time is one such nonacademic skill (Adams & Blair 2019) [1]. Students who engage in doom surfing are likelier to be unaware of how much time they spend browsing. They require a high level of concentration to manage their own time. According to Reina (2020) [19], this has resulted in the sudden discontinuation of half of the after-school activities that might benefit scholars. After that, this unexpectedly allocated for tremendous growth. In society's free time, particularly among youths, 'doom surfing' has become widespread. This behavior of doom-scrolling encourages teens to delve into the deepness of their agenda, allowing the algorithms behind these platforms to produce a precisely built timeline unique to each individual. This nicely structured schedule generates the addictive nature of online websites. Also, it makes it challenging to stop using the device when individuals continue to feel subconsciously satisfied by posts that pique their interest.

Although it was not associated with the pandemic, the word "Doomscrolling" is one effort to describe an online news user experience that is particularly relevant to it. Doomscrolling was designated a "word to watch" for an upcoming entry in the Merriam-Webster dictionary in 2020 concerning COVID-19 (Ytre-Arne & Moe 2021) [26]. While the usage of newspapers continued to fall, there were notable increases in the use of online and television sources of information, as well as messaging services and social media platforms for news (Newman, 2020; Ytre-Arne & Moe, 2021 [26]).

People may effectively counteract the negative impacts of doom-scrolling and create a healthier and balanced online experience by controlling how much information they consume online and prioritizing positive content. According to the National Institutes of Health, according to early research, habitual exercising of gratitude may enhance one's mental and physical well-being. By controlling the brain's stress hormones, cultivating thankfulness lowers tension and anxiety. Additionally, it increases the synthesis of serotonin and dopamine, two neurotransmitters that control our moods and sense of wellbeing. It can be as easy as pausing to enjoy a nice cup of coffee or a cool breeze on a hot day to cultivate thankfulness (Hauser, 2020) [9].

Objectives of the Study
The purpose of this study is to investigate the experiences of chosen pupils at Noveleta Senior High School who engage in doom scrolling. It also tries to investigate the relationship between doomscrolling and the factors identified in the researcher's previous interview.

Specifically, it aims to (1) determine the students' lived experiences with doom scrolling; (2) identify the factors that influenced them; (3) Determine the rate of students' doomscrolling, as well as their time management, procrastination, social media, and mental health; and (4) reveal the extent of relationship between the five elements.

Methods and Materials
Mixed-method research is often employed in health, attitude, and psychology, specifically in collaborative settings and Sociological inquiries or situational challenges (George, 2023) [8]. The researchers used this research style to combine quantitative and qualitative research in a single analysis. In addition, qualitative features will be analyzed and critically coded to suit the study's subject. After identifying the qualitative data, the researchers will employ questionnaires to acquire quantitative data. According to Dovetail Editorial Team (2023) [24], exploratory research will assist you in better grasping the difficulties and provide answers on which you can focus to make the idea a reality. Two research methods are utilized in this study: The lived experience approach for qualitative research and the descriptive method for quantitative research. The researchers utilized this research method to investigate the scholars' lived experience with doom scrolling and the situations they encountered while experiencing this phenomenon. The study began with an interview to collect qualitative data, followed by a critical analysis of the themes identified in the qualitative data.

The researchers conducted interviews using questionnaires to collect ten (10) respondents for qualitative data; after collecting data, the researchers will analyze and interpret the data gathered. Purposive sampling emphasizes crucial issues for inexperienced researchers while emphasizing the value of moral sampling techniques for qualitative research. Rather than depending solely on random or chance selection, purposive sampling selects participants according to particular standards pertinent to the study issue (Denieffe,

2020) [7]. The researchers conducted a survey using Google Forms for quantitative research, and investigators selected one hundred twenty (120) respondents for the quantitative data. The researchers' respondents are the students from Noveleta Senior High School

Thematic analysis is a qualitative material assessment process that involves reviewing various data to discover, examine, and record recurring themes. Thematic analysis is a qualitative material analysis approach that consists of reading over an array of information (such as transcripts from in-depth interviews or focus groups) and looking for guides in the data's meaning to uncover themes. Thematic analysis, an active form of self-analysis, relies heavily on the investigator's subjective experience to extract explanations from data (Laiyee, 2023).

Rawat (2021) [18] stated that descriptive analysis helps with the constructive outline, display, or summation of data points, allowing guidelines to emerge that meet all of the data's needs. It is one of the utmost critical processes for assessing statistical data. It gives you an assessment of the delivery of the data you offer, helps in finding signs of outliers and mistakes, and assists you in recognizing patterns between variables, preparing you for further statistical analysis.

Table 1: Demographic Profile of the Respondents

Grade Level and Section	Frequency	Percentage (%)	Rank
Grade 11 ABM	2	1.67	7
Grade 11 HUMSS	16	13.33	4
Grade 11 ICT	21	17.50	3
Grade 11 STEM	24	20.00	2
Grade 12 ABM	7	5.83	6
Grade 12 HUMSS	40	33.33	1
Grade 12 ICT	8	6.67	5
Grade 12 TOURISM	2	1.67	7
Total	120		

Interviews were conducted with ten (10) Noveleta Senior High School students. The study's samples consisted of one hundred twenty (120) individuals. They took into account each respondent's availability as well as the involvement of the schools.
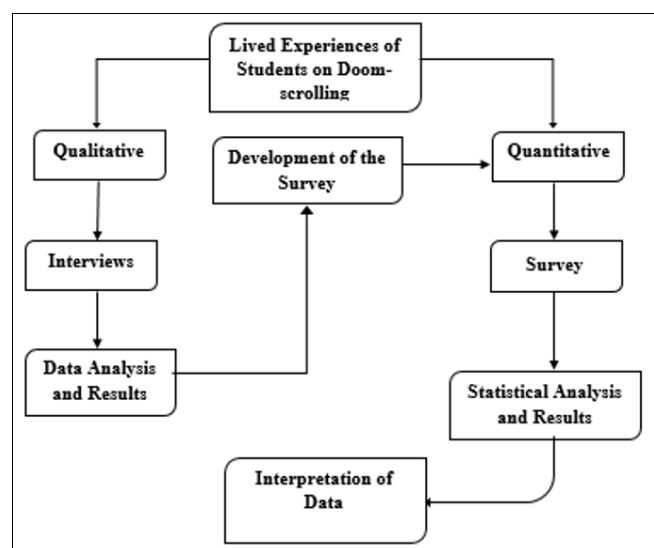

Fig 1: Conceptual Framework of the Study

The researchers used a sequential exploratory design with a two-phase data collection and analysis approach. During the initial phase, they collected qualitative data using interviews. This data provided helpful insight into the respondents' experiences, viewpoints, and opinions about the studied topic. Interviews enabled deep investigation and discovered delicate information that quantitative tools may not have recorded.

In the next phase, the researchers gathered quantitative data through surveys. This data provided numerical information, allowing for further generalization to a more significant population. Surveys allowed researchers to assess factors, discover patterns, and compare interview findings to a larger sample.

Following data gathering, the researchers proceeded to the analysis phase. This required assessing qualitative and quantitative data independently, using methodologies appropriate for each type. Finally, they analyzed the combined findings, reaching conclusions incorporating the strengths of both qualitative and quantitative approaches. This sequential exploratory method provided a complete comprehension of the phenomenon, allowing the researchers to get deeper insights that neither method could reach alone.

Researchers will assess and analyze the qualitative data they have obtained to qualitative data analysis. The researchers conduct interviews and collect data using field notes and audio recordings, which are then transcribed into procedures and transcripts and classified using thematic analysis. Focus groups and interviews can be translated precisely, with or without commentaries for behavior (e.g., giggling, sobbing, halting), as well as phonetic documentation of languages and unneeded words, based on what is predicted or known to be significant for the study (Busetto *et al*. 2020) [5]. There are two types of quantitative data analysis techniques: Descriptive analysis. Illustrations, mean, tables, modes, median, common intersections, and ranges in numerical values are all examples of descriptive presentation. It measures behaviors, acts, opinions, and other specific aspects and generalizes results from a larger sample group by generating analytical data (Mohajan, 2020) [16].

Purposive sampling is being used to improve methodological rigor and trustworthiness in qualitative research by aligning with the research methodology, aims, and objectives, enhancing transferability, credibility, dependability, and conformability (Campbell *et al*., 2020) [6]. This means that the choice process is entirely random, giving each person in the residence an equal possibility of being selected. The researchers used descriptive statistics, which offer brief explanations of the population being studied and the data measurements, to explain and comprehend the features of a specific data collection. Rawat (2021) [18] stated that descriptive analysis helps with the constructive outline, display, or summation of data points, allowing guidelines to emerge that meet all of the data's needs. It is one of the utmost critical processes for assessing statistical data. It gives you an assessment of the delivery of the data you offer, helps in finding signs of outliers and mistakes, and assists you in recognizing patterns between variables, preparing you for further statistical analysis.

The researchers used the "Doomscrolling Scale" designed initially by "Sharma *et al*. (2022) [22]; the unidimensional measure contains 15 statements (e.g., "I lose track of time when I read bad news on social media") that are assessed on

a 7-point Likert scale, with one indicating "strongly disagree" and seven indicating "strongly agree." High scores indicate high doomscrolling. Investigators supported the accuracy and dependability of the scale using numerous factors (Satici *et al.*, 2023).

A weighted mean is an average that provides varying degrees of significance to different data points in a set. It differs from the ordinary (arithmetic) mean, in which all data points contribute equally to the result. According to Sri Chaitanya Educational Institutions (2023) [23], the weighted mean is a mathematical average determined by multiplying every number in an information set by a weight and then combining the outcome. The researchers used the correlational coefficient method to know if doom scrolling significantly correlates to mental health, time management, procrastination, and social media. A correlational study methodology looks into connections between factors without the researchers changing or influencing them. A relationship indicates the strength and direction of a link between more than one factors. A correlation might be negative or positive (Bhandari, 2023) [3].

The study's numerical results were supported by a summary and conclusions that were created after response data were analyzed. A further investigation of the lived experiences of students on doom scrolling was possible with the conclusions reached from the qualitative and quantitative analysis. Meeting the research questions in the process.

Results and Discussion

Investigating qualitative data to gain a deeper understanding is the main goal of this study section. To have a firsthand understanding of the study question, we will start by collecting qualitative data through focus groups or interviews. This qualitative data's thematic analysis will offer a deep comprehension of the topic being studied. To further refine and confirm the emergent themes, quantitative data may be gathered after the preliminary qualitative study. Tools such as *Jamovi* could be used to examine this quantitative data in order to investigate possible correlations and descriptive statistics. We might specifically aim for surveys or questionnaires made to quantify certain features that surfaced from the qualitative research.

Table 2: Doomscrolling Scale

Questions	Mean	Rank	Interpretation
1. I feel an urge to seek bad news on social media, more and more often.	3.79	3	Agree
2. I lose track of time when I read bad news on social media.	3.83	2	Agree
3. I constantly refresh my newsfeeds to see if something bad happened.	4.00	1	Agree
4. I stay up late at night trying to find more negative news.	3.65	6	Agree
5. Reading negative news on social media is more of a habit now.	3.70	5	Agree
6. When I am online, I feel tense as if something bad is going to happen soon.	3.42	10	Agree
7. I constantly feel panicked while scrolling on my device.	3.32	12	Agree
8. I unconsciously check my newsfeeds for bad news.	3.65	6	Agree
9. Even if my newsfeed says I am all caught up, I just keep scrolling for negative news.	3.63	7	Agree
10. I find myself continuously browsing negative news.	3.52	9	Agree
11. I check social media in the morning to see what bad things have happened.	3.75	4	Agree
12. I feel like I am addicted to negative news.	3.65	6	Agree
13. My social media searches probably make my newsfeeds more negative.	3.60	8	Agree
14. I am terrified by what I see on social media but I cannot look away.	3.41	11	Agree
15. It's difficult to stop reading negative news on social media.	3.65	6	Agree
Total	**3.64**		**Agree**

The Table 2 shows that the students in Noveleta Senior High School are engaged on Doomscrolling. The researcher used the doom scrolling scale to know if the students in Noveleta Senior High School is spending more time to social media and seek for negative news online. Findings indicate that students is constantly refresh their newsfeed on social media to seek more negative news. As for question number 3 "I constantly refresh my newsfeeds to see if something bad happened." Students agreed to this question and have high average frequency level (m = 4.00) rank 1. They also losing to track their time consumption because of browsing for negative news on online platforms and most of the respondents are agreed with the average frequency level of m = 3.83, rank 2. Learners has the feeling of urgency for seeking bad news online with the average frequency level of

m = 3.79. In fifteen (15) element in the table shows all of the results is "Agree" which indicates that most of the students is seeking negative news on online platforms and doing doom scrolling. This results proves the study of Satici *et al.*, (2022) [21] as he said, social media addiction causes users to use the internet and social media platforms in negative ways, it may be challenging for those who suffer from it to avoid the obsessive nature of doomscrolling.

The Doomscrolling Scale proven and tested of Sharma *et al.*, (2022) [22] and Satici *et al.*, (2022) [21]. As Sharma *et al.*, (2022) [22] study, only one doomscrolling factor was found by our scale. This may be impacted by the concept's actuality or by the absence of preconceived notions about measurements in our element bank.

Table 3: Students' Average Frequency Level for their Time Management

Questions	Mean	Rank	Interpretation
1. How often do you find your tasks going unplanned and feeling overwhelmed?	3.56	4	Very Often
2. When I start scrolling, it's difficult for me to stop, even if I know it's time consuming.	3.63	2	Very Often
3. I am easily diverted by little matters while I should be concentrating on a task.	3.72	1	Very Often
4. I often sacrifice other important activities (work, hobbies, sleep) due to excessive use of cellphone.	3.58	3	Very Often
5. How often do you miss deadlines or late on school activities?	3.55	5	Very Often
Total	**3.61**		**Very Often**

The Table 3 shows the total average of Time Management. The highest mean score is referring that the students are easily diverted by little matters while they should be concentrating on a task *(M = 3.72)*. At the same time, the lowest mean score refers to the students that are more likely miss their deadlines and being late on school activities *(M = 3.55)*. The sum of all combined general averages *(M = 3.61)* interpreted as very often. This indicates that students in Noveleta Senior High School are repeatedly having difficulties in time managing.

In the qualitative phase, the investigators explored the experiences of the students on doomscrolling, researchers create four themes from the qualitative interview. The researchers explored the respondent's situation on doom scrolling finding a sub-themes: **Uncontrolled browsing**. The majority of the interviewees expressed that they having difficulty of planning their **time management,** this study as theme 1, as stated by Respondent 8, *"Occasionally, I lose track of my plans or my leisure activities. For example, I*

may begin scrolling through social media at 6:00 p.m. without realizing it was already 10:00 p.m." the excessively doom scrolling wasting their time as literally stated by Respondent 7, *"I spend the most of my time watching videos on YouTube and Facebook. I frequently waste time."* Even they knew that most of their time are wasted they still doom scrolling strongly stated by Respondent 8, *"I feel lazy, so when I have time to doomscrolling it's like I let myself be like that."* This results is similar to the study of O'Reilly *et al*., (2018); Reina, (2020) [19] indicates that teenagers frequently struggle with two life concepts: Balance and time management. Social media promotes excessive and addictive conduct, which is aided by the two of these concepts. Their unacknowledged use of social media contributes to an increasing workload that overwhelms them. To put it briefly, using social media interferes with their capacity to efficiently manage their time.

Table 4: Students' Average Frequency Level for their Procrastination

Questions	Mean	Rank	Interpretation
1. When I should be working on a task, I often get caught up scrolling online for extended periods.	3.62	3	Very Often
2. I've missed deadlines or obligations due to spending excessive time scrolling online.	3.59	4	Very Often
3. When I'm bored or unmotivated, I turn to social media or news feeds for inspiration.	4.04	1	Always
4. I have difficulty stopping myself from scrolling through social media or news feeds even when I know it's unproductive.	3.58	5	Very Often
5. I put off studying or working on school projects until the last minute.	3.67	2	Very Often
Total	**3.70**		**Very Often**

The Total of All General Averages for Procrastination *(M = 3.70)* interpreted as very often. This indicate that the students in Noveleta Senior High School are always procrastinating to their task. The highest mean score refers to when the students are unmotivated, they turn on social media for inspiration *(M = 4.04)* interpreted as always. This result shows that when the students are bored, instead of doing their school activity or other chores, they choose to use social media. Also, the lowest mean score and interpreted as very often is students are having difficulty stopping their self from scrolling through social media even they know it's unproductivity *(M = 3.58)*.

During the qualitative stage, the researchers create a theme from the data they collected from the respondents that shows students is being delayed to complete their activities and leading to being **procrastinate** by doing doom scrolling. A sub-themes emerge from the data collected, **Delinquent.** According to Jha *et al*., (2023) [12], our lives are inevitably impacted by smartphones. Smartphones' flashing screens are

the ideal kind of distraction that encourages procrastination. The majority of respondents claimed that they opt to use their smartphones instead of completing their academic assignments, which causes them to put off their responsibilities. As for Respondents 1, *"When I was asked to do an assignment in career guidance, even if I finished half of it, when I suddenly got lazy, then I looked at my cell phone, it was charging, I take it immediately, then I started TikTok."* students are more often using social media negatively delaying them to their task. Respondent 7 said, "In the things I'm experiencing, it's like negative to me because I've feel worse instead of studying**, you can't do any work, and school activities**." Despite of beiang aware what they are doing, students in Noveleta Senior High School choose to use social media and doom scrolling. The use of social media has also been connected to escapism; users frequently use these websites to relieve themselves of obligations and chores and develop addictions (Iyer, 2023) [11].

Table 5: The Students' Average Frequency Level for their Use of Social Media

Questions	Mean	Rank	Interpretation
1. I spend a significant amount of time daily consuming news or social media content.	3.75	3	Very Often
2. I actively follow multiple news sources or social media accounts to stay updated.	3.83	1	Very Often
3. I consider myself to be well-informed about current events.	3.69	4	Very Often
4. I find myself checking for updates on social media or news feeds frequently throughout the day.	3.83	1	Very Often
5. I prioritize staying informed about current events over other forms of media consumption like entertainment.	3.82	2	Very Often
Total	**3.78**		**Very Often**

Table 5 displays the overall average of use of Social Media *(M = 3.78)*. Interpreted as very often, two in the survey questions are have high mean score *(M = 3.83)*. Additionally, the lowest is *(M = 3.69)* interpreted also as very often. This indicates that students are frequently using social media. This constant exposure could be impacting focus, motivation, and potentially leading to procrastination, making it difficult to complete schoolwork. Furthermore, Bhargava (2020) [4] said that because of the way social media firms have constructed their platforms, users can become addicted to them. Furthermore, social media corporations are highly motivated to carry out this exact action due to their attention-economy business model.

The researchers' exploration of students' doom scrolling experiences during the qualitative phase helped them develop theme 3, **social media** with a sub-theme *I Want Updates*. Most interviewees acknowledged using social media excessively. As for Respondent 2, *"I'm going to read watpad, webtun, instead of doing something for free, isn't that what you want to do but can't, **because my attention is focused on the cellphone.**"* Respondent 7 said, *"An example is when I doom scroll. One of the things that I think is as if I was on Twitter, is what I do on Twitter that will make my experience last longer because there are **many negatives and there are many throwbacks and it does not have a good effect on learning.**"* And as for Respondent 9, *"**Curiosity about the issue in social media**, is there a reason why the issue in that content is the one I will look at about their opinion about the issue, maybe it's appropriate and then it's just my point that **I've been scrolling for a few hours in Facebook.**"* By these responses, the students in Noveleta Senior High School are most likely addictive to social media. Social media has big distraction for the students to do their academic activities. As stated by Anand (2021) [2], research has shown a consistent correlation between psychological distress, such as depressive symptoms, and problematic or excessive internet use.

Table 6: Students' Average Mental Health Frequency on Doom Scrolling

Questions	Mean	Rank	Interpretation
1. My sleep quality suffers when I spend a lot of time doom scrolling before bed.	3.38	4	Very Often
2. After scrolling through negative news or social media for a while, I often feel overwhelmed or discouraged.	3.30	5	Very Often
3. I find it difficult to focus on other tasks after a period of doom scrolling.	3.56	2	Very Often
4. I've noticed a decrease in my overall sense of well-being due to doom scrolling.	3.48	3	Very Often
5. I would feel better mentally if I could control my urge to doomscroll excessively.	3.63	1	Very Often
Total	**3.79**		**Very Often**

The Table 6 shows the Total Average of Mental Health interpreted as very often *(M = 3.79)*. The highest mean score pertains to the question, they would feel better mentally if they control they urge to doom scroll excessively *(M = 3.63)* and the lowest mean score interpreted also as very often *(M = 3.30)*, that after scrolling through negative news, they often feel overwhelmed or discouraged. As a result, students may struggle to manage anger issues, experience sleep disturbances, and face heightened stress levels. This combination can significantly hinder their overall well-being and ability to cope with academic demands. Satici *et al.*, (2022) [21] stated that people who participate in doomscrolling more frequently are more prone to suffer from psychological anguish, which in turn lowers their level of mental health, life satisfaction, and harmony.

In the qualitative phase, researcher explored the experience of the students on doom scrolling. Theme 4 emerge from the respondent's answers, **Mental Health** with the sub-themes **Stressed Out.** Most of the respondents acknowledge that doom scrolling affecting their mental health. As stated by Respondent 1, *"It relieves stress, but I'm mostly negatively attracted, I mean to the time, so I can't work anymore, that's why **I'm stressed because I'm not done of my work.**",* In addition, Respondent 2 said that, *"When I watch something negative, its effect in me is **my angry issue increases and then I can't control myself, I just turn off my phone***."* Also, *"It affects me and I get angry quickly and **my anger issue increases quickly***."* Regarding social media use, respondent 7 raises an important point. They emphasize that there is no standardized effect of social media on mental health, *"As for my mood when scrolling, **it's not all negative, others are positive**, it makes my mood better instead of stressing me out and it seems like **it becomes my stress reliever**, but there is also a down side."* The gathered data by researchers shows that by doing doom scrolling, students' mental health is affected by the negative contents on social media. Their stressed out by viewing some news online and others is having their anger issue level is high. In the research of Karim *et al.*, (2020) [13] he identified to their research that, desperation and anxiousness were the most commonly evaluated results. Three major risk factors for anxiety and depression were found in their study: Social media addiction, activity, and time spent on social media. Anxiety is one of the most prevalent psychological problems in the modern world. People reacted favorably to the images and videos they posted. Everyone in the modern world is against the online environment. Some kids experience anxiety from social media because they are afraid of missing anything, which makes them reply to and go over every post made by their friends in a methodical manner.

Table 7: The Correlation of Doomscrolling, Time Management, Procrastination, Mental Health, and Social Media

Variables	1		2		3		4		5
1. Doomscrolling	—								
2. Time Management	0.816	***	—						
3. Procrastination	0.874	***	0.889	***	—				
4. Social Media	0.795	***	0.783	***	0.832	***	—		
5. Mental Health	0.811	***	0.790	***	0.833	***	0.729	***	—

The correlation medium showing the relationships between the many aspects of the students' doom scrolling experience is displayed in Table 7. The correlation coefficient (r) for each pair of variables in the table indicates the degree of stability and order of the link between them. Doomscrolling is positively and significant related with Time management (r = 0.816, p < .001). This indicates a strong positive correlation between Doom scrolling and Time Management. Procrastination prove positively and significant correlation with Time Management (r = 0.874, p < .001) and Doomscrolling (r = 0.889, p < .001). These outcomes reveals that students who are doing Doom scrolling is likely having a difficulty on planning their Time Management and leading them to Procrastination. Furthermore, Social Media is positively and significant related through Procrastination (r = 0.795, p = .001), Time Management (r = 0.783, p = < .001), and Doomscrolling (r = 0.832, p = < .001). These results indicates that learners who are excessively using social media is more likely experiencing delaying of their task or procrastination, distracting them to plan for time management because of doom scrolling. Mental Health shows positive and significant correlations with Social Media (r = 0.811, p < .001) and all factors: Procrastination (r = 0.790, p < .001), Time Management (r = 0.833, p < .001), and Doomscrolling (r = 0.729, p < .001). Students can suffer from the unintentional practice of doom scrolling and searching for unpleasant content on the internet.

The strong relation between Doomscrolling, Time Management, Procrastination, Social Media, and Mental Health, reveals a disturbing tendency of students becoming addicted to "doomscrolling," which entails compulsively seeking out unpleasant news on social media. The frequent exposure to negativity online becomes a distraction, resulting in procrastination. As a result, these students fail to effectively manage their time, which may impair their academic achievement and overall well-being. Furthermore, the mental health of the students also affected by doom scrolling, leading them to addiction on negative news online, unawareness on time, sleep deprivation, stressing out and increasing their anger issues.

Doomscrolling and social media use appear to be positively correlated, according to research by Sharma *et al.* (2022) [22]. This implies that your likelihood of engaging in doomscrolling increases with the amount of time you spend on social media. The study also discovers a connection between procrastination and time management and doomscrolling. To put it another way, doomscrolling can result in increased procrastination and ineffective time management. Interestingly, though, Sharma *et al.* (2022) [22] also raise the possibility of a different connection between doomscrolling and mental health. This suggests that there may be additional variables at work and that doomscrolling may not be the direct cause of mental health problems.

Conclusion
The primary objective of the study is to obtain a greater

grasp of the students' lived experiences with doom scrolling. If they engage in doom scrolling, better time management, procrastination, or have an impact on their mental health.

This study on doom scrolling could be useful for Noveleta Senior High School. It can be helpful in identifying students who may be adversely affected by the continual consumption of unpleasant news online. The collected data can subsequently be utilized to create programs or workshops that address these challenges. By raising awareness about the consequences of doom scrolling on time management, procrastination, social media addiction, and mental health, the school may provide learners with strategies for breaking the cycle and achieving a healthy digital balance. That being said, this knowledge can also be helpful to other schools. The findings of this study point to a worrying trend. Students who engage in "doom scrolling" are clearly oblivious to the amount of time they spend absorbing offensive content online. This conduct feeds a vicious cycle of unfavorable outcomes. The constant negativity fosters addiction to social media, leading students to neglect their academic responsibilities by procrastinating on tasks.

Eventually, their mental health suffers as a result of this pattern. The study's conclusions are unambiguous: Doom scrolling has a detrimental influence on all four (4) factors—time management, procrastination, reliance on social media, and mental health—creating it an urgent problem that needs to be addressed among students. The impact of doom scrolling on students is examined in this study. According to the research, students who doomscroll are unaware of how much time they are wasting. This conduct may set off a chain reaction of unfavorable outcomes, such as social media addiction, putting off completing assignments, and mental illness. The study also emphasizes the necessity for more investigation of other potential doom scrolling-related factors. According to the study's findings overall, doom scrolling is a major problem that may negatively affect students' wellbeing.

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