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Research Article

The Impact of Crypto Currency Mining on Academic Performance Among Students Of Higher Institutions In Nigeria

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Abstract:
This study aims to evaluate how mining activities affect academic outcomes, the relationship between time spent on mining and academic performance, and the key influencing factors. In addition, it explores students' perceptions and offers strategies to mitigate negative impacts. A quantitative approach was used, with data collected from 197 students through an online questionnaire. The survey includes demographics, mining activities, learning habits, academic performance, and perceptions. The findings reveal a nuanced relationship: 48.7% of students admit some mining influence on their academics, while 51.8% disagree. The difference in discipline and time management is significant, as some students manage mining and academics well, while others struggle. Stress and time management issues are prevalent, with 39.6% reporting increased stress. In addition, 56.6% of students expressed a need for institutional support. Based on the results of this study, it can be concluded that the impact of cryptocurrency mining on academic performance varies based on individual factors and suggests various actions such as time management workshops, academic counseling, specialized learning environments, stress management programs, resource allocation, peer support groups, flexible learning options, performance monitoring, awareness campaigns, and collaboration with technology companies.
Keywords: Academic Performance, Cryptocurrency Mining, Time Management

1. INTRODUCTION

The rapid development of digital currencies, particularly cryptocurrencies such as Bitcoin and Ethereum, has significantly transformed global financial markets and sparked growing interest in integrating cryptocurrency into higher education curricula (Anggelina et al., 2024). As educators explore this emerging field, the potential influence of cryptocurrency education on student performance becomes a crucial focus (Khalid & Mohammed, 2024).

In recent years, the rapid expansion of internet and mobile services has facilitated the introduction and global adoption of various digital currencies (ILO, 2019). Nigeria has embraced this trend with the launch of its own digital currency, the enaira, in October 2021 (CBN, 2022). As Africa's largest economy, Nigeria presents an interesting case for digital financial transformation (Okafor, 2023). The eNaira is intended to enhance financial inclusion, support cross-border transactions, and complement existing payment systems (CBN, 2022). Despite these goals, the adoption rate has been low, with less than 0.5% of Nigerians using the eNaira one year after its introduction (CBN, 2022).

Cryptocurrencies are decentralized and rely on blockchain technology, representing a major shift in financial systems (Swan, 2015). Beyond their financial impact, they provide unique educational opportunities, offering insights into digital transactions, financial innovation, and the broader effects of decentralized finance (Antonopoulos & Andreas, 2017; Rauchs & Hileman, 2017).

However, the integration of cryptocurrency into education raises questions about its effectiveness in pedagogy, practical application, and its implications for student learning and performance (Alammary et al., 2019; Böhme et al., 2015). Cryptocurrency education equips students with both theoretical knowledge and practical understanding of digital financial systems, exposing them to cutting-edge developments such as blockchain technology, decentralized finance, and digital asset management

that are reshaping global economies (Khalid & Mohammed, 2024; Swan, 2015).

(Okafor, 2023) explored the adoption of digital currency in Nigeria, Africa's largest economy and a center for technological innovation. Through a detailed literature review, the study examines the growth of digital payment systems, cryptocurrencies, and Nigeria's Central Bank Digital Currency (CBDC). Key factors driving this adoption include technological infrastructure, legal frameworks, and financial literacy. Using primary data collected through Google Forms, the study employed descriptive statistics and normality tests, emphasizing the importance of effective government policies and context-specific factors in promoting economic growth. The findings highlight that Nigeria's economic development is shaped by human behavior and digital currency education. The study calls for flexible, data-driven policies and further research into the effects of blockchain on policy, stressing the importance of sustainable development plans by policymakers.

(Danlami et al., 2024) studied the effects of cryptocurrency mining on students at Adamawa State College of Agriculture in Nigeria. They found that mining activities enhance student engagement, critical thinking, and foster positive attitudes toward financial innovation, though challenges such as technical complexity and resource limitations hinder wider implementation. Similarly (Madu et al., 2024) explored how cryptocurrency mining affects students' ability to maintain effective study habits. While mining improved financial literacy and technical skills, it also introduced distractions, financial stress, and gambling-like behaviors that negatively impacted academic performance. (Almeida & Gonçalves, 2023) conducted a systematic review of cryptocurrency investment literature, emphasizing the need for students to balance time spent on cryptocurrency to avoid adverse effects on academic performance.

(Hasan et al., 2025) developed a moderated mediation model to study factors influencing students' adoption of cryptocurrency, identifying perceived benefits, risks, value, and structural provisions as key influences. (Jain et al., 2023) discussed risk factors in cryptocurrency investments and proposed strategies to mitigate negative impacts, suggesting that educational institutions and policymakers should integrate cryptocurrency education into the curriculum to help students navigate the complex landscape responsibly.

Previous research has focused more on the technical or financial aspects of crypto, but it has not taken into account how these activities can affect students' academic performance, mental health, and time management. One of the researches is research by (Rahmawan & Mafruhat, 2023) yang berjudul *Pengaruh Cryptocurrency terhadap Aktivitas Ekonomi: Sebuah Tinjauan Pustaka Sistematis*. Given the large number of students who are involved in crypto mining without understanding how it impacts their studies. The proposed solution of this study is to explore how college students divide their time between mining activities and studies, as well as how these activities can affect their stress and mental health, which in turn impacts their academic performance.

The research offers solutions, such as time management training and psychosocial support for students involved in crypto mining. Findings from the intervention may suggest that students who receive psychosocial counseling or time management training will do better academically even if they are involved in crypto mining. Additionally, the study may find that college students who are more aware of the impact of crypto mining on their mental health and academic performance will make more informed decisions about how to manage their time and resources. Ultimately, this can improve their motivation and academic performance.

As such, this study aim to assess the impact of crypto currency mining on academic performance among students of higher institutions in Nigeria with the objectives below. The specific objectives of this study consist of 4 objectives, namely: to assess the extent to which cryptocurrency mining affects students' academic performance, to evaluate the relationship between time spent on cryptocurrency mining and students' academic outcomes, to identify key factors that affect academic performance, to investigate students' perceptions of the impact of cryptocurrency mining on their academic performance, and to recommend strategies to reduce the negative impact of cryptocurrency mining on academic performance.

2. MATERIAL AND METHOD

This study employed a quantitative research design to analyze the impact of crypto-currency mining on academic performance among students in higher institutions. The primary data collection tool was an online Google Form questionnaire, designed to gather comprehensive data on students' involvement in crypto-currency mining and its correlation with their academic performance.

Students from various institutions are involved in cryptocurrency mining. The study was conducted

from October to December 2024**,** and the data obtained was collected online. The stratified random sampling method guarantees diverse representation of different disciplines and institutions. The sample participants amounted to 197 students who were active in cryptocurrency mining activities, with the characteristics of participants consisting of computer engineering, economics, and business students.

The primary method of data collection was a Google Form questionnaire. The form included structured questions aimed at assessing the extent and frequency of crypto-currency mining activities, study habits, academic performance, and students' perceptions of the impact. The questionnaire was divided into sections covering demographic information, the frequency and intensity of crypto-currency mining activities, study habits, academic performance, perceptions of the impact, and strategies for mitigation. Questions employed Likert scales to measure the perceived effects of mining activities. Quantitative Data Analysis: The responses from the Google Form questionnaire were downloaded and analyzed using statistical software to examine relationships between cryptocurrency mining activities and academic performance.

3. RESULT AND DISCUSSION

Objective 1 To assess the extent to which cryptocurrency mining affects students' academic performance.

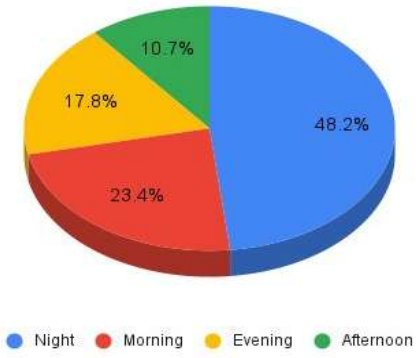


Figure 1. Cryptocurrency Mining Time by the Students.

From the above chart, nearly half of the students (48.2%) mine at night, likely because it offers fewer distractions and potentially lower energy costs. However, dedicating nighttime hours—typically meant for rest—to mining can lead to sleep deprivation, which may negatively affect academic performance. A significant proportion (23.4%) mines in the morning, possibly before or between classes, suggesting that they incorporate mining into their daily routines. This could result in reduced focus and energy during academic activities. Additionally, 17.8% of students mine in the evening, likely balancing it with schoolwork, but this time allocation might interfere with their ability to manage academic tasks effectively. A smaller percentage (10.7%) mines in the afternoon, possibly due to academic commitments during this period.

Overall, the distribution of mining time, particularly at night and during other key parts of the day, indicates that crypto currency mining may significantly hinder students' ability to maintain optimal academic performance.

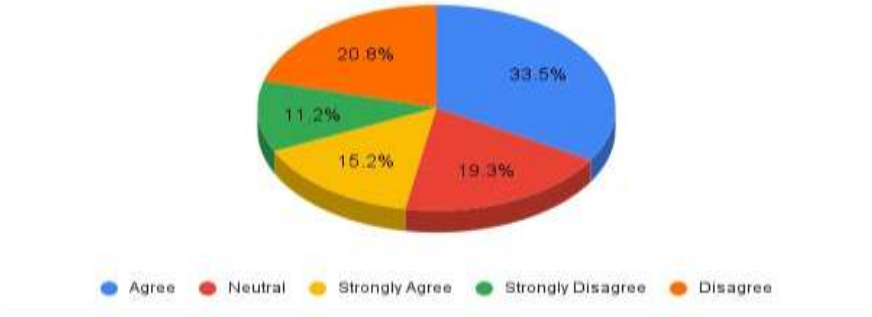
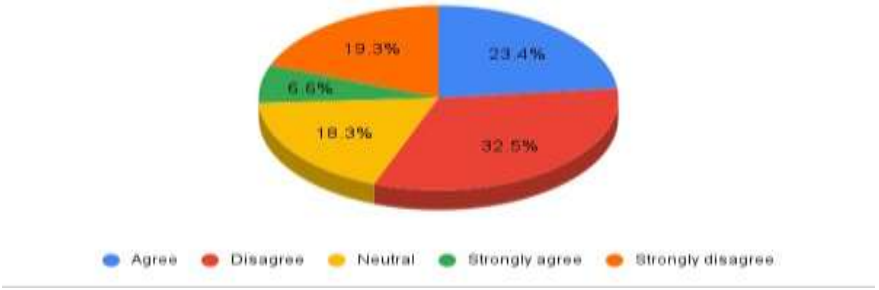


Figure 2. Cryptocurrency Mining Has a Significant Impact on my Academic Performance.

The above chart which is the perceived impact of cryptocurrency mining on academic performance, reveals varied perspectives among students. A substantial 33.5% agree that mining has a significant

effect on their academic success, indicating an awareness of the tradeoffs between engaging in mining and focusing on studies. Another 15.2% strongly agree, suggesting that for these students, the negative impact is more severe, likely due to challenges such as poor time management, increased stress, or sleep deprivation associated with mining. Conversely, 19.3% of students remain neutral, implying that they do not experience any notable influence—either positive or negative—on their academic performance. This group may be better at balancing mining and their academic responsibilities. Similarly, 20.8% of students disagree, believing that cryptocurrency mining does not adversely affect their academic success. These students may possess more effective time management skills or have external support to help mitigate any potential negative effects of mining. Meanwhile, 11.2% of students strongly disagree, indicating that mining may have little to no effect or could even have a positive influence on their academic performance.

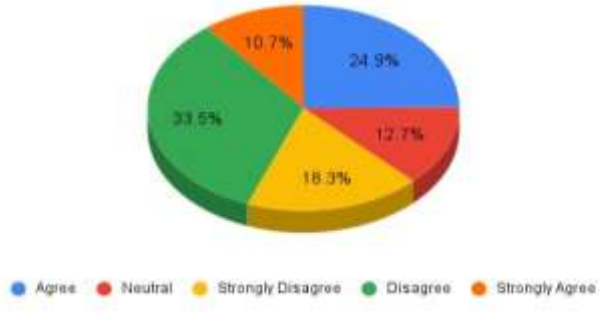
Overall, the majority of students (48.7%) perceive cryptocurrency mining to have some level of impact on their studies, either moderately or severely, while 32% disagree, reflecting the presence of diverse experiences and personal strategies in managing both mining and academics. This range of perceptions highlights how individual differences in discipline, time management, and personal priorities play a critical role in determining the effect of mining on academic performance.



Figur 3. I Feel That My Grades Have Declined Due to my Involvement in Crytocurrency Mining.

From the above chart, a small group of respondents, comprising 6.6%, firmly believes that their grades have dropped due to cryptocurrency mining, indicating a minority who feel a strong negative impact. Meanwhile, 23.4% agree that cryptocurrency mining has negatively affected their academic performance, reflecting a larger group that shares this concern, albeit to a lesser degree. A significant number, accounting for 18.3%, remain neutral, indicating uncertainty or ambivalence about the effect of cryptocurrency mining on their grades, suggesting they are either unsure of the impact or do not perceive it clearly. The largest group, 32.5%, disagrees with the idea that their grades have been impacted by mining, signifying that the majority does not perceive a negative academic effect. Finally, 19.3% of respondents strongly disagree, reinforcing the belief that cryptocurrency mining has not caused any decline in their academic performance, further supporting the disagreement group.

Overall, over half of the respondents (51.8%) either disagree or strongly disagree, indicating that the majority does not feel cryptocurrency mining has harmed their academic performance. A combined 30% of respondents believe that cryptocurrency mining has negatively affected their grades, representing a sizable minority who perceive a detrimental impact. A significant 18.3% are neutral or uncertain, suggesting that many have not noticed a clear effect on their academic performance or feel indifferent about the issue.



Figur 4. Cryptocurrency Mining has Negatively Affected My Ability to Focus on Academic Tasks.

From the result above, a smaller group of respondents, accounting for 18.3%, strongly believes that cryptocurrency mining has negatively affected their ability to focus on academic tasks, indicating that a minority feels a significant decline in academic concentration due to mining. Additionally, 24.9% agree that their focus on academic work has been impacted by their involvement in cryptocurrency mining, suggesting that nearly a quarter of students recognize that mining is affecting their academic concentration. Some respondents, comprising 12.7%, remain neutral, showing uncertainty or indifference about whether mining has affected their focus; these individuals may not have noticed a clear impact or are unsure of its effect on their academic performance. The largest group, representing 33.5%, disagrees, indicating that a substantial number of students do not feel that cryptocurrency mining has negatively affected their academic focus. This reflects the most common viewpoint, where many do not perceive any adverse effect from their mining activities. Finally, 10.7% of respondents strongly disagree, reinforcing the belief that cryptocurrency mining does not hinder their academic focus, thereby adding weight to the perspective of those who feel unaffected by their mining activities.

Overall, a combined 44.2% of respondents disagree or strongly disagree, suggesting that more than half of the students do not believe cryptocurrency mining negatively affects their academic focus. This implies that many are able to manage both mining activities and their studies effectively. On the other hand, 43.2% feel that cryptocurrency mining has negatively impacted their ability to focus, showing that a significant minority finds it challenging to balance mining with academic tasks. A notable 12.7% are neutral, reflecting some uncertainty or indifference about the impact of mining on their academic focus.

Objective 2 To evaluate the relationship between the time spent on cryptocurrency mining and students' academic outcomes

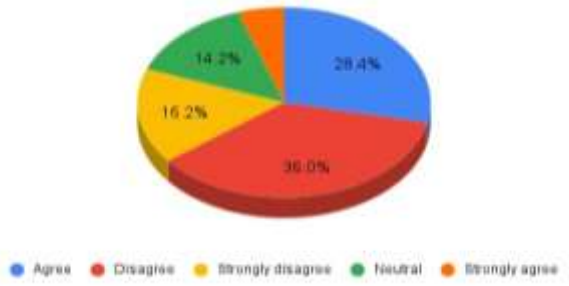


Figure 5. The Amount of Tme I Spend on Crytocurrency Mining is Inversely related to my Academic Performance.

A small portion of respondents from the above result, representing 5.1%, strongly believes that the more time they dedicate to cryptocurrency mining, the more their academic performance declines, perceiving a clear negative link between mining time and academic outcomes. Additionally, a significant number, amounting to 28.4%, agree that their academic performance worsens as they spend more time on mining, indicating they see a negative impact from increased mining activities. Some respondents, comprising 14.2%, remain neutral, reflecting uncertainty or indifference about the effect of cryptocurrency mining on their studies; they may not have observed a significant impact, either positive or negative. The largest group, accounting for 36.0%, disagrees, suggesting they do not believe that more time spent mining affects their academic performance, as they feel their studies are unaffected by their cryptocurrency activities. Lastly, a considerable group, representing 16.2%, strongly disagrees, reinforcing the view that mining does not harm their academic performance, even with increased time spent on it, indicating confidence that mining does not interfere with their studies.

Overall, a combined 52.2% of respondents do not believe that more time spent on cryptocurrency mining negatively affects their academic performance. This majority suggests that over half feel their mining activities do not interfere with their studies. Meanwhile, 34.1% feel that their academic performance suffers as they spend more time on mining, indicating a sizable group struggling to balance mining with academics. A smaller group, 14.2%, remains neutral, expressing uncertainty or indifference about whether there's a direct relationship between their mining activities and academic performance.

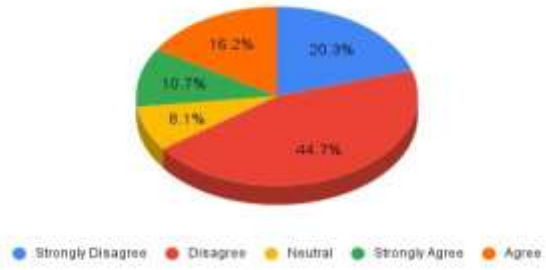


Figure 6. I Often Spend More on Crytocurrency Mining Than on Studying or Completing Academic Assignments.

It is indicated in the above result that a small group of respondents, making up 10.7%, strongly feels they dedicate more time to cryptocurrency mining than to studying or completing academic tasks, indicating that mining dominates their schedule over academics. Additionally, 16.2% of respondents agree that they spend more time on mining than on their academic responsibilities, acknowledging that mining may take precedence in their time management. A small percentage, 8.1%, remains neutral, suggesting uncertainty or indifference about whether they spend more time on mining or academic work, as they may not have a clear sense of how their time is divided between the two. The largest group, comprising 44.7%, disagrees, indicating they believe they spend more time on academics than on cryptocurrency mining, likely feeling they balance or prioritize their studies effectively. Lastly, a significant group, accounting for 20.3%, strongly disagrees, affirming that they prioritize their academic work over mining and are confident that mining does not interfere with their academic time management.

Overall, a combined 65% of respondents believe they spend more time on academic tasks than on cryptocurrency mining, suggesting that the majority feel their academic work is prioritized or balanced with mining activities. A minority of 26.9% feels they dedicate more time to mining than to academics, potentially struggling with time management between these commitments. The remaining 8.1% are neutral, indicating some uncertainty or indifference about whether there is a clear imbalance between their time spent on mining and academics.

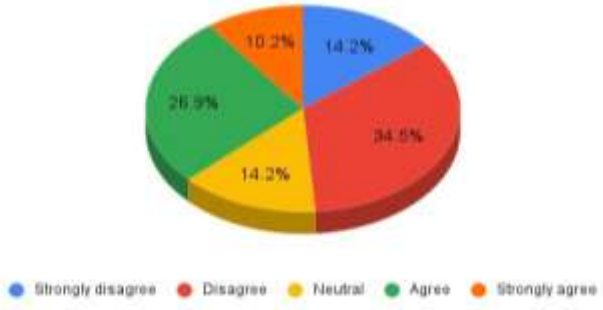


Figure 7. Increase Time Spent on Crytocurrency Mining Has Led to a Decrease my Study Hours.

It will be indicated from the above result of a small group of respondents, comprising 10.2%, firmly believes that their involvement in cryptocurrency mining has directly reduced their study hours, perceiving that mining takes away time that could otherwise be devoted to academic pursuits. A significant portion, 26.9%, agrees that their study hours have decreased due to mining, noting a negative correlation between the time spent on mining and their ability to study effectively. Meanwhile, 14.2% of respondents remain neutral, expressing uncertainty or indifference about whether cryptocurrency mining has affected their study hours, as they may not clearly recognize how mining impacts their study schedule. The largest group, 34.5%, disagrees with the notion that mining has diminished their study hours, indicating that they do not feel that mining detracts from their academic time and seem to effectively balance both activities. Lastly, a considerable number of respondents, accounting for 14.2%, strongly disagree, affirming that they do not experience a reduction in their study hours as a result of cryptocurrency mining, managing their study time effectively despite their mining activities.

Overall, a total of 48.7% of respondents do not believe that their time spent on cryptocurrency

mining negatively impacts their study hours. This suggests that nearly half of the participants feel they can balance both mining and their academic responsibilities without harming their study time. 39.0% of respondents believe that cryptocurrency mining has indeed led to a decrease in their study hours. This significant portion indicates that these individuals may encounter difficulties in managing their time effectively between mining and studying, potentially struggling to allocate enough time for academic tasks. 12.4% of respondents remain neutral, suggesting that they are either unsure or indifferent about the impact of mining on their study time. They may lack a clear understanding of how mining influences their schedule.

Objective 3 To identify the key factors through which cryptocurrency mining influences academic performance.

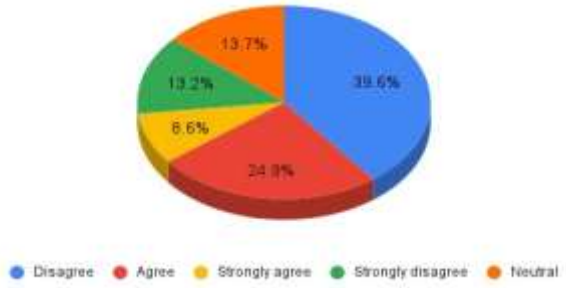


Figure 8. Crytocurrency Mining Causes Siginificant Distractions During my Study Sessions.

A moderate percentage of respondents from the above chart, 8.6%, firmly believe that cryptocurrency mining significantly distracts them during their study sessions, indicating a considerable effect on their concentration. A substantial number, 24.9%, agree that mining serves as a distraction, suggesting that nearly a quarter experience notable interruptions while studying due to mining activities. In contrast, 13.7% of respondents remain neutral, reflecting uncertainty or indifference regarding whether mining distracts them during their studies, as this group may be unsure about the impact of mining on their focus. The largest segment, 39.6%, disagrees with the statement, indicating that many do not consider mining to be a significant distraction during their study sessions. Lastly, a noteworthy portion, 13.2%, strongly disagrees, reinforcing the belief that they are confident cryptocurrency mining does not divert their attention while studying.

Overall, 52.8%): A total of 52.8% of respondents do not perceive cryptocurrency mining as a distraction during their study sessions. This suggests that more than half are capable of managing their study time effectively without being sidetracked by mining, indicating a good balance between mining and academic responsibilities. Conversely, 33.5% of respondents feel that mining is a significant distraction. This sizable group struggles to maintain focus on their academic tasks due to the effects of mining. Neutral Responses (13.7%): 13.7% of respondents remain neutral, indicating some uncertainty or indifference. These individuals may not perceive a strong influence of mining on their study time or may have varying experiences.

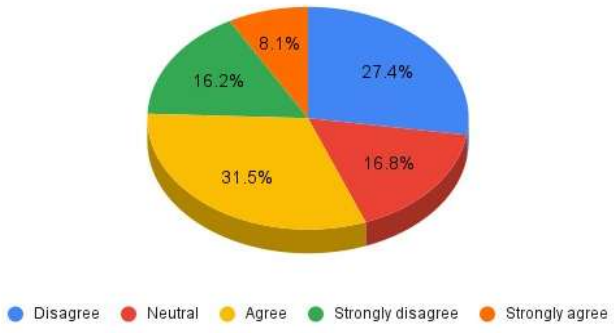


Figure 9. I Experience Increased Stress Due to Balancing Crytocurrency Mining With My Academic Ressponsibilities.

A notable minority of respondents as demonstrated above, 8.1%, strongly believe that juggling cryptocurrency mining with academic responsibilities leads to heightened stress, indicating a significant negative effect for this group. A substantial portion, 31.5%, agrees that managing both mining and academic tasks generates stress, emphasizing that over 30% of respondents feel the strain of balancing these activities. In contrast, 16.8% remain neutral, suggesting uncertainty or indifference about whether mining contributes to their stress levels, as this group is unsure of the impact of mining on their stress. Nearly one-third, 27.4%, disagree with the statement, indicating that for many, balancing mining and academic responsibilities does not lead to increased stress. Lastly, a moderate group, 16.2%, strongly disagrees, expressing confidence that they do not experience stress when managing both activities.

Overall, a total of 39.6% of respondents believe that balancing cryptocurrency mining with academic responsibilities raises their stress levels. While this represents a significant portion, it does not constitute a majority, suggesting that many find it challenging to manage both activities. Conversely, 43.6% of respondents do not feel that cryptocurrency mining increases their stress, indicating that a larger segment manages both responsibilities without feeling overwhelmed. 16.8% of respondents remain neutral, reflecting some uncertainty or ambivalence about whether balancing mining and academic tasks affects their stress levels.

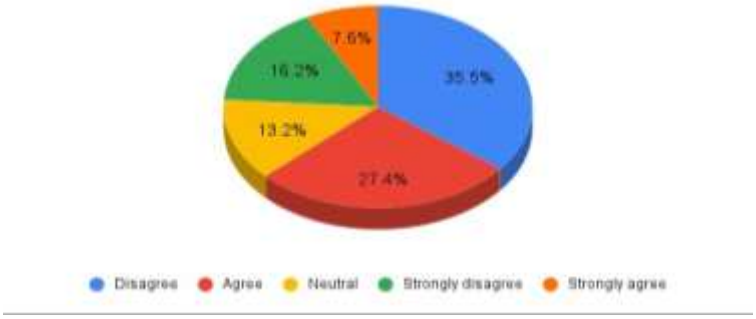


Figure 10. Managing Crytocurrency Mining Activities is Challe and Affects My Academic Performance.

A notable minority, 7.6%, strongly believes that managing cryptocurrency mining is difficult and negatively impacts their academic performance, reflecting a significant concern among this group. A considerable portion, 27.4%, agrees that mining has a detrimental effect on their studies, with over 30% acknowledging it as a challenge. Approximately 13.2% of respondents are neutral or uncertain regarding this issue, suggesting that the impact of mining on academic performance may vary based on individual circumstances. In contrast, a significant number, 35.5%, disagree, indicating that for many, managing cryptocurrency mining does not present a major challenge or disrupt their academic pursuits. Lastly, some respondents, 16.2%, strongly disagree, indicating that they do not encounter significant difficulties in balancing mining activities with their academic responsibilities.

On the whole, a total of 35.0% of respondents feel that managing cryptocurrency mining poses challenges that affect their academic performance. This suggests that nearly half of the participants find it difficult to juggle both mining and academic tasks. Conversely, 51.7% of respondents do not perceive managing mining as a significant challenge that impacts their academics, indicating that for them, the effects are minimal or manageable. 13.2% of respondents remain uncertain, reflecting some ambiguity in their experiences or suggesting that the level of challenge varies among individuals.

Objective 4 To investigate students' perceptions of the impact of cryptocurrency mining on their academic performance.

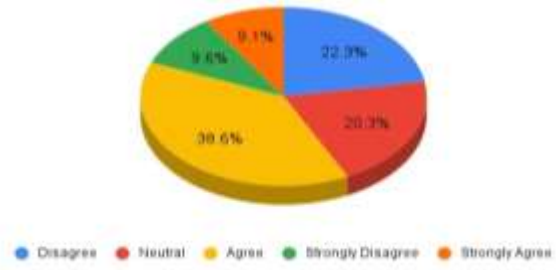


Figure 11. I Believe That Crytocurrency Mining Has a Noticeable Impact on my Academic Performance.

A small yet significant portion of respondents as shown above, 9.1%, strongly feels that cryptocurrency mining has a substantial effect on their academic performance. Almost one-third, 9.6%, concur that mining activities noticeably influence their academic performance, indicating that many believe their studies are affected by these activities. A considerable group, 20.3%, remains neutral, expressing uncertainty about whether cryptocurrency mining impacts their academic performance. Approximately one-fourth, 22.3%, disagree, suggesting they do not recognize any significant impact of mining on their academics. Lastly, a smaller segment, 9.6%, strongly disagrees, claiming that they do not believe mining has any effect on their academic performance.

Broadly, a total of 18.7% of respondents feel that cryptocurrency mining significantly impacts their academic performance, reflecting a notable concern regarding how mining might interfere with academic responsibilities. About 31.9% of respondents do not perceive any significant effect from mining on their academic performance, suggesting that, for them, the impact may be minimal. A substantial 49.4% of respondents are uncertain or indifferent regarding the impact of mining, emphasizing a significant level of ambiguity and a range of perspectives and experiences.

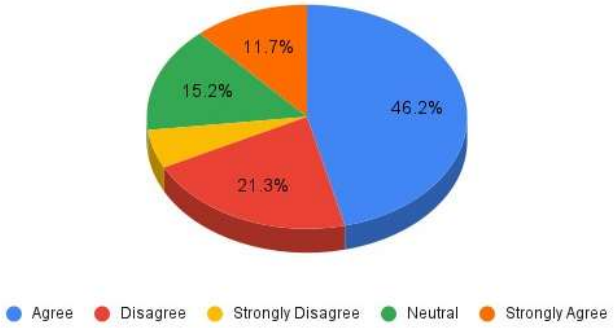


Figure 12. Most of My Peers Who Mine Crytocurrency Feel That it Affect Their Academic Performance.

A small portion of respondents as highlighted above, 11.7%, believes that the majority of their peers engaged in cryptocurrency mining feel it has a significant impact on their academic performance. Approximately 46.2% concur, suggesting a widespread perception that many of their peers are affected by their mining activities. A considerable number, 15.2%, remain neutral, indicating uncertainty about how their peers perceive the effects of mining on academic performance. Nearly one-fourth, 21.3%, disagree, implying they do not believe that most of their peers think mining negatively impacts their academics. Finally, a smaller group, 5.6%, strongly disagrees, claiming that they believe most peers do not feel influenced by their mining activities.

In general, a total of 57.9% of respondents believe that most of their peers who mine cryptocurrency feel it affects their academic performance, highlighting significant concern within this demographic. About 26.9% of respondents do not think that the majority of their peers feel impacted by mining, reflecting differing opinions on the issue. 15.2% of respondents are uncertain, which may suggest a lack of communication or awareness regarding their peers' experiences and opinions about the effects of mining.

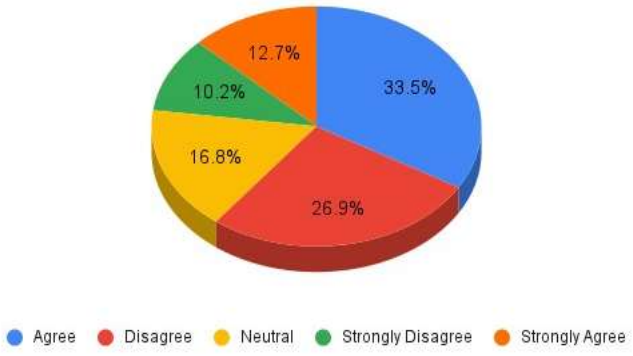


Figure 13. I Thik That Crytocurrency Mining Is More of a Distraction Than a Benefit to My Academic Studied.

As shown above, a small percentage of respondents, 12.7%, strongly feel that cryptocurrency mining serves as more of a distraction than a benefit to their academic pursuits. Almost one-third, 33.5%, agree that mining primarily distracts them, revealing significant concern among this group. A noteworthy portion, 16.8%, remains neutral, indicating uncertainty about whether mining serves as a distraction or a benefit. About one-fourth, 26.9%, disagree, suggesting they believe mining can be advantageous rather than distracting. Finally, a smaller group, 10.2%, strongly disagrees, maintaining that they do not perceive mining as a distraction to their academic work.

As a whole, a total of 46.2% of respondents view cryptocurrency mining as more of a distraction than a benefit to their studies, highlighting significant concern regarding its impact. 37.1% of respondents do not see mining as a distraction, indicating a more balanced viewpoint among participants. 16.8% of respondents remain uncertain, suggesting a wide range of opinions on the effect of cryptocurrency mining on academic studies.

Objective 5 To recommend strategies for mitigating any negative effects of cryptocurrency mining on academic performance.

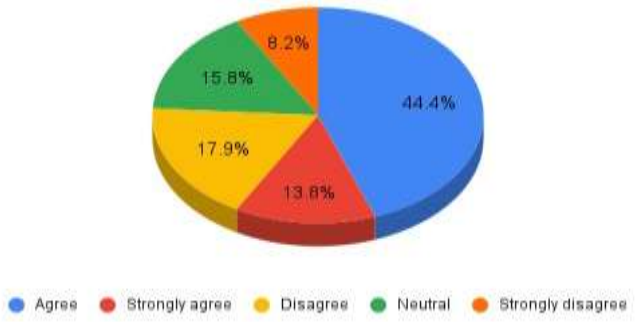


Figure 14. Developing a Time Management Plan for Crytocurrency Mining Could Help Improve my Academic Performance .

It is highlighted above; a small percentage of respondents, 13.8%, strongly believe that having a time management plan would enhance their academic performance concerning cryptocurrency mining. A significant portion, 44.4%, agrees, suggesting a strong belief that effective planning could be advantageous. Meanwhile, 15.8% remain neutral, indicating uncertainty about the potential effectiveness of time management plans in this context. Approximately 17.9% disagree, suggesting they do not think time management planning would provide significant benefits, while a smaller group, 18.2%, strongly disagrees, indicating they believe a time management plan would not be helpful at all.

Generally, a total of 58.2% of respondents feel that creating a time management plan could enhance academic performance in relation to cryptocurrency mining, reflecting strong support for this notion. 36.1% of respondents do not agree with this idea, indicating a split opinion on the efficacy of time management strategies. 15.8% of respondents are uncertain, highlighting the need for further investigation to clarify the role of time management in this context.

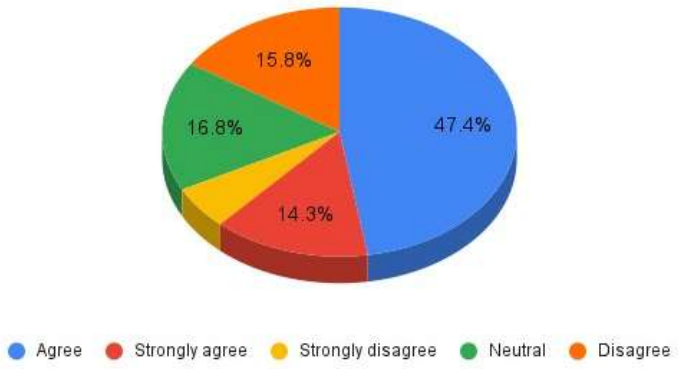


Figure 15. Setting Specific Limits on Crytocurrency Mining Activities Can Reduce its Negative Impact on my Studies.

In the above chart, a minor portion of 14.3% of the respondents strongly believe that establishing limits on crypto currency mining activities can help lessen their negative effects on academic performance. Conversely, a more substantial 47.4% agree with this assertion, indicating a strong belief in the advantages of such limits into implementation. At the same time, 16.8% of respondents remain neutral, expressing uncertainty regarding the effectiveness of setting these limits. Roughly, 15.8% disagree, suggesting they do not think that limits would provide significant benefits, while a smaller group of 5.6% strongly disagrees, implying they believe that establishing limits would not help manage the effect of mining activities.

Overall, a total of 61.7% of respondents feel that implementing specific limits on cryptocurrency mining could reduce its negative effects on their academic performance, reflecting considerable support for this notion. 21.4% of respondents do not endorse this idea, indicating a divided opinion on the effectiveness of such limits. 16.8% of respondents are uncertain, suggesting that further investigation may be needed to clarify the potential impact of setting limits.

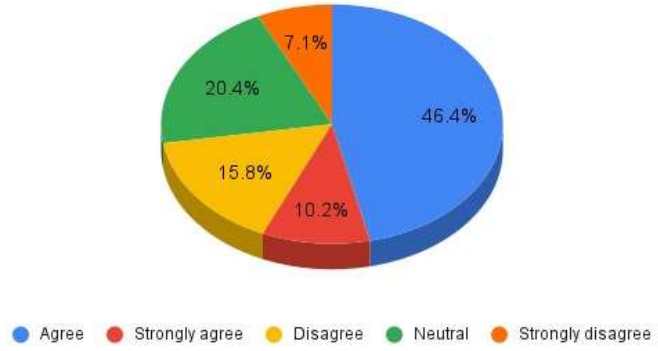


Figure 16. I Would Benefit From College Resources or Support to Help Balance Crytocurrency Mining With Academic.

A small fraction of respondents as indicated above, 10.2%, strongly feels that they would gain from utilizing college resources or support to help balance their cryptocurrency mining activities with their academic obligations. Nearly half of the respondents, 46.4%, express agreement, indicating significant backing for the idea that such resources would be beneficial. Conversely, 20.4% of respondents remain neutral, showing uncertainty regarding the potential effectiveness of college resources in this situation. About the same percentage, 15.8%, disagree, suggesting they do not believe college resources would assist them in managing these responsibilities. Lastly, a smaller group, 7.1%, strongly disagrees, stating that they think college resources would not be advantageous in balancing cryptocurrency mining with academic commitments.

Overall, 56.6% of respondents believe that college resources or support could aid them in balancing cryptocurrency mining with their academic duties, indicating considerable support for this notion. 22.9% of respondents do not agree with this idea, suggesting a significant segment is skeptical about the effectiveness of college resources in this context. 20.4% of respondents express uncertainty, highlighting the need for further investigation and potentially more focused research on this subject.

4. CONCLUSION

The analysis emphasizes the intricate connection between cryptocurrency mining and students' academic performance, revealing diverse experiences based on individual discipline and time management. While 48.7% of respondents report a moderate to severe impact of mining on their studies, 51.8% believe it has not hindered their academic success, showcasing a split in perceptions. Numerous students recognize the distractions and stress that cryptocurrency mining can cause, with 43.2% stating it affects their focus and 39.6% reporting increased stress. However, a larger proportion feels they can manage their academic responsibilities effectively.

This varied impact emphasizes the importance of personalized strategies for time and stress management. Key recommendations include offering time management workshops, academic counseling, and stress management programs, alongside flexible learning options and monitoring systems to identify students at risk. By implementing these measures, institutions can help students balance their mining activities with academic responsibilities, fostering better academic performance and overall well-being. Understanding these dynamics allows educational institutions to provide the necessary support and

resources to enhance the student experience in this emerging field.

The most important recommendations to address the impact of cryptocurrency mining on academic performance are: 1). Time Management Workshops: Teach students strategies to balance mining activities with academic responsibilities. 2). Academic Counseling and Support: Provide personalized advice to help students manage both mining and academics. 3). Stress Management Programs: Offer stress-relief techniques to help students cope with the added pressures of balancing both. 4). Monitoring and Intervention: Identify and support students whose academic performance is significantly affected by mining. These key recommendations can help students balance their involvement in cryptocurrency mining with their academic commitments.

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