International Journal of Scientific Multidisciplinary Research (IJSMR)
Vol. 4, No. 4, 2026: 477 - 494

Influence of Social Media Exposure on the Study Habits of Elementary Pupils

Trisha Jane G. Pascual[1] , Celso C. Dumalig[2*]
[1] Dabubu Grande Elementary School, San Agustin, Isabela, Philippines
[2] Pangal Sur High School, Department of Education, Echague, Isabela, Philippines
Corresponding Author: Celso C. Dumalig celso.dumalig@deped.gov.ph

A R T I C L E I N F O
Keywords: Social Media Exposure, Study Habits, Elementary Pupils

Received : 08, February
Revised : 13, March
Accepted: 29, April

A B S T R A C T
This study examined the influence of social media exposure on the study habits of elementary pupils at Dabubu Grande Elementary School during the School Year 2025–2026 using a quantitative descriptive-correlational design. Data from 100 Grade 4–6 pupils revealed frequent use of platforms such as YouTube and TikTok, with pupils demonstrating moderate time management and concentration, strong note-taking skills, and generally good test preparation. Statistical analysis showed a very weak and non-significant relationship between social media exposure and study habits, indicating that high usage does not necessarily affect academic behaviors. Furthermore, no significant differences were found when grouped by age, grade level, or gender, suggesting that study habits are relatively consistent across these demographic factors.

INTRODUCTION

In today's digital age, social media has become an important part of everyday life, especially among the youth. Online platforms such as Facebook, YouTube, TikTok, Instagram, Snapchat, Messenger Kids, and even interactive spaces like Roblox and Discord are widely used not only by adults but also by children. For elementary pupils, social media serves multiple functions which includes; it is a source of entertainment, a means of communication with peers and family, and, at times, a supplementary tool for learning. Despite these benefits, its growing presence in the lives of young learners raises concerns about how excessive exposure may influence their academic performance and the way they develop effective study habits.

Study habits play a vital role in the learning process of pupils. Good study habits such as proper time management, sustained concentration, effective note-taking, and systematic test preparation which help children perform better academically and build confidence in their learning abilities. Conversely, poor study habits often result in procrastination, lack of focus, and declining school performance. Since social media often consumes a significant portion of pupils' time and attention, there is a strong possibility that it affects their ability to concentrate on school-related tasks and to establish consistent and productive study routines.

Existing research on the influence of social media on the study habits of elementary pupils presents mixed and largely inconclusive findings. Studies involving approximately 640 elementary students suggest that the relationship between social media use and study habits is inconsistent. For instance, Martinez et al. (2024), in a study of 228 Grade 6 learners, found only a *weak correlation* between social media use and study habits. Similarly, Aragdon et al. (2023), who examined Grade 6 pupils, reported that *social media exposure had no significant effect* on pupils' study habits (Martinez et al., 2024; Aragdon et al., 2023).

Contradictory evidence, however, was presented by Dacoycoy et al. (2023), who found that the number of hours spent on social media does have an impact on academic performance and even the emotional state of elementary students. Their study, which involved 255 pupils who spent an average of 6.77 hours daily on platforms such as YouTube, Facebook, and TikTok, showed that extended exposure can influence both academic and behavioral outcomes (Dacoycoy et al., 2023). These mixed findings suggest that while some pupils may maintain their study habits despite social media exposure, others may be more vulnerable to its potential negative effects. Researchers therefore recommend further investigation into key variables such as distraction adaptability and time management strategies.

Given these gaps, there is a need to further explore how social media exposure influences the study habits of elementary pupils, particularly in the local context. This study aims to address this research gap by examining the platforms most commonly used by pupils, their frequency of use, and how these relate to their study habits in terms of time management, concentration, note-taking, and test preparation. By doing so, the study hopes to provide insights that

can guide teachers, parents, and school administrators in fostering responsible use of social media and in promoting effective study practices among pupils**.**

LITERATURE REVIEW

Social Media Exposure

Social media has become an essential part of children's lives, with platforms such as Facebook, YouTube, TikTok, Instagram, Snapchat, and Messenger Kids being the most popular. These platforms provide avenues for entertainment, communication, and in some cases, learning. However, scholars note that the primary attraction of social media for young users is recreational rather than educational, as pupils often spend their time watching videos, chatting with friends, and playing online games rather than engaging in academic tasks.

Research on social media exposure reveals significant patterns in platform usage, frequency, and associated outcomes. University students primarily use Facebook, YouTube, WhatsApp, and Instagram for two or more hours daily, focusing on social connection and personal sharing rather than academic purposes (Parajuli, 2025). Cuban youth demonstrate high levels of personal exposure across platforms, with females showing significantly higher exposure levels than males (Torralbas Oslé & Corcho Rosales, 2023). During COVID-19, excessive social media use was linked to mental health problems, with 40.7% and 41.6% of participants visiting social media six times or more daily scoring as severely depressed and anxious, respectively (Nagi et al., 2024). Paradoxically, heavy social media users spending two or more hours daily showed decreased perceived emotional support compared to lighter users, despite the platforms' social connectivity purpose (Shensa et al., 2016). These findings highlight complex relationships between social media exposure patterns and psychological well-being across different populations.

Research shows that frequency and duration of social media use among elementary pupils vary significantly. Dacoycoy et al. (2023) reported that elementary learners spent an average of 6.77 hours daily on social media platforms, with the heaviest use recorded on YouTube and TikTok. This indicates that children allocate a considerable portion of their day to online activities, which may reduce the time available for studying and other school-related responsibilities. While some studies argue that moderate use of social media can provide opportunities for learning through educational videos or peer collaboration, prolonged exposure is often linked to distractions and time displacement. The challenge lies not in the existence of social media but in how pupils balance their online engagement with schoolwork.

Study Habits

Study habits are a crucial factor in the academic success of elementary pupils, as they provide the foundation for effective learning. These habits typically involve time management, concentration, note taking, and test preparation, which help students stay organized and perform better in school. For young learners, developing consistent study habits is especially important because they are still at a stage where routines and self discipline are being

formed. Good study practices such as reviewing lessons daily, preparing for quizzes in advance, and allocating sufficient time for schoolwork enhance both comprehension and retention of knowledge. On the other hand, poor study habits like cramming before exams, neglecting to take notes, or easily giving in to distractions often lead to unfinished tasks, weak academic outcomes, and diminished motivation.

Research on elementary pupils' study habits reveals mixed findings regarding their overall effectiveness and their impact on academic performance. Study habits encompass key components including time management, learning environment, note taking skills, and the use of digital devices (Freo, 2022; Ustol, 2025). For instance, Ustol (2025) found that pupils who maintained consistent schedules and studied in supportive home environments performed better academically, indicating the importance of structure and parental involvement. Meanwhile, Freo (2022) observed that during online distance learning, elementary pupils demonstrated strong study habits across several areas, particularly excelling in note taking skills, which allowed them to adapt despite the challenges of remote education. These findings highlight how structured approaches to learning can empower pupils to succeed even under difficult circumstances.

However, the relationship between study habits and academic achievement appears more complex than often assumed. While some studies confirmed that effective time management positively influenced pupils' first quarter performance, the same correlation was not observed in their second quarter grades (Freo, 2022). This suggests that study habits alone cannot guarantee consistent academic success, as external factors such as teaching quality, peer influence, and even curriculum difficulty may also play significant roles. Interestingly, Aragdon et al. (2023) found that social media exposure showed no significant impact on Grade 6 pupils' study habits, implying that students may be more resilient to digital distractions than expected, or that they are capable of balancing online use with school responsibilities. Furthermore, Reddy (2025) emphasized that study habits are multidimensional and shaped by factors like personal motivation, discipline, and environmental support. This indicates that while good study routines are undeniably important, their effectiveness varies depending on the learner's context and circumstances, making them a dynamic rather than static determinant of academic achievement.

Relationship Between Social Media Exposure and Study Habits

Existing research on the relationship between social media exposure and study habits among elementary pupils yields mixed and often inconclusive results. Martinez et al. (2024) reported only a weak correlation between the two variables, suggesting that children are able to maintain their study routines despite frequent online activity. Similarly, Aragdon et al. (2023) concluded that social media exposure had no significant effect on the study habits of Grade 6 learners, reinforcing the idea that pupils can adapt their schedules to balance school responsibilities and online leisure. These findings imply that, for some learners, social media may not automatically interfere with their ability to focus, manage time, and prepare for academic tasks.

In contrast, other studies highlight the potential negative consequences of excessive social media use. Dacoycoy et al. (2023) found that pupils who spent an average of 6.77 hours daily on platforms such as YouTube and TikTok exhibited reduced academic performance and signs of emotional strain. This aligns with the time displacement theory, which argues that increased time spent on recreational activities like social media may displace the time needed for academic tasks. When this occurs, habits such as consistent review, effective note taking, and sustained concentration may weaken. The findings suggest that while moderate use of social media might be manageable, excessive and prolonged exposure can compromise study habits and academic outcomes.

The evidence therefore indicates that the relationship between social media use and study habits is not straightforward. While some pupils appear resilient and capable of balancing both social media and academics, others experience significant challenges when online activities consume too much of their time and attention. The inconsistency in findings highlights the role of individual differences such as self discipline, adaptability to distractions, and the availability of parental guidance. This underscores the need for further research to clarify the conditions under which social media either disrupts or coexists with the study habits of elementary learners.

Demographic Differences: Age, Grade Level, and Gender

Demographic factors such as age, grade level, and gender play an important role in shaping how elementary pupils engage with social media and how these patterns may relate to their study habits. Research shows that younger and older learners often demonstrate distinct behaviors in online engagement. For instance, Martinez (2024) observed that Grade 6 pupils tend to be highly engaged in self expression and network building, reflecting their developmental stage where peer interaction and identity formation are central. Similarly, Feng et al. (2019) noted that age consistently influences social media adoption across different contexts, with older children demonstrating higher levels of usage and broader platform engagement compared to younger pupils. These findings suggest that as pupils mature, their motivations for using social media evolve, potentially altering the way it intersects with academic routines.

Grade level also influences both digital citizenship and the development of study habits. Lyons (2012) found that intermediate grade learners, specifically those in Grades IV to VI, exhibit moderate levels of behavioral, affective, and cognitive engagement in social media use. Palma et al. (2024) further observed that grade level differences contribute to variations in how learners balance online activities with school responsibilities, as older pupils tend to engage more actively in both academic and non academic digital practices. This suggests that grade level not only shapes access to and use of social media but also affects how study habits are formed and sustained. Such developmental differences highlight the importance of considering school level progression when analyzing the impact of social media on learning.

Gender differences in social media adoption patterns also emerge across several studies. Feng et al. (2019) found that females are more likely to adopt and actively use social media platforms compared to males, a finding consistent with

broader research on digital communication preferences. However, Martinez (2024) noted that while females show higher engagement rates, demographic variables such as age and gender do not significantly alter the relationship between social media use and study habits. Interestingly, the only demographic factor with a notable influence on social media engagement was family income, which shaped access to devices and internet availability. This implies that while age, grade level, and gender may influence patterns of use, their effect on the interaction between social media exposure and study habits is limited, and socioeconomic conditions may exert greater influence.

THEORETICAL REVIEW

Time Displacement Theory

The present study is anchored on the time displacement theory, which argues that the time individuals devote to one activity reduces the time available for other meaningful tasks. In the context of social media, this theory suggests that the hours spent browsing platforms like Facebook, TikTok, or YouTube may directly replace time that could otherwise be used for studying, preparing for assessments, or completing academic requirements. Applied to elementary pupils, the theory becomes particularly relevant since children often lack the advanced self regulation skills needed to balance entertainment with school responsibilities. Thus, excessive exposure to social media may hinder the development of essential study habits such as time management, note taking, and concentration.

Research on displacement theory, however, reveals mixed findings regarding the extent to which media use truly replaces other activities. Camerini and Marciano (2020) highlight that while displacement theory has been applied across various media contexts, empirical support remains inconsistent. Tokunaga (2016), for instance, found little evidence to support displacement effects when examining the consequences of Internet use, noting instead that media habit theory provided a stronger explanation for functional difficulties. These findings suggest that media consumption may not always displace productive activities but could instead reflect entrenched habits that compete with or overlap other routines.

Other studies provide nuanced perspectives that further complicate the displacement assumption. Hall et al. (2018) demonstrated that social media abstinence increased time spent on activities such as internet browsing, working, childcare, and household chores, implying that social media often replaces neutral or unpleasant tasks rather than academic or socially enriching activities. Similarly, Hall and Liu (2022) concluded that there is minimal direct evidence that social media displaces face to face interactions, arguing instead that online engagement often substitutes for other media activities. These results challenge the traditional view of displacement theory but also highlight the importance of context. For elementary pupils, even if social media does not fully displace critical academic routines, it may still consume a significant share of their daily schedule, potentially limiting the time and focus needed to build effective study habits.

METHODOLOGY

This study utilized a quantitative descriptive-correlational research design to examine the relationship between social media exposure and the study habits of elementary pupils. The descriptive component focused on identifying commonly used social media platforms, frequency of usage, and the level of pupils' study habits in terms of time management, concentration, note-taking, and test preparation. Meanwhile, the correlational aspect aimed to determine the degree of association between social media use and study habits, as well as identify significant differences when respondents are grouped according to age, grade level, and gender. The study was conducted at Dabubu Grande Elementary School during the School Year 2025–2026, chosen for its accessibility and relevance to the target population.

The respondents consisted of Grade 4 to Grade 6 pupils, selected through stratified random sampling to ensure proportional representation. Data were collected using a researcher-made questionnaire composed of three sections: demographic profile, social media exposure, and study habits measured through a five-point Likert scale. Prior to data gathering, necessary approvals and parental consent were secured, and questionnaires were administered with proper guidance while maintaining respondent confidentiality. The collected data were analyzed using descriptive statistics such as frequency, percentage, and weighted mean, as well as inferential statistics including Pearson's r, t-tests, and ANOVA at a 0.05 level of significance to determine relationships and differences among variables.

RESULTS

Demographic Profile of Respondents

Table 1. Distribution of Respondents by age

Age	**Frequency (f)**	**Percentage (%)**
9	22	22%
10	28	28%
11	27	27%
12	23	23%
Total	**100**	**100%**

Table 1 shows that respondents are almost evenly distributed across all age groups. The most represented group is age 10 (28%), followed closely by age 11 (27%) and age 12 (23%). The smallest group is age 9 (22%). The near-equal distribution ensures that findings fairly represent pupils across late childhood, supporting valid comparisons among age groups. Ridha Al-Tamimi (2025) discussed the development of emotional competence and communication skills in children aged 8, 10, and 12, which is relevant to the distribution of age groups in the research questions.

Table 2. Distribution of Respondents by Grade Level

Grade Level	Frequency (f)	Percentage (%)
Grade 4	33	33%
Grade 5	34	34%
Grade 6	33	33%
Total	**100**	**100%**

The distribution across grade levels is balanced: 33% Grade 4, 34% Grade 5, and 33% Grade 6. This ensures equal representation among the key levels targeted by the study. Such balance enhances reliability when making grade-level comparisons in later analyses. Saskia Schreiter et al., (2024) studied 68 students across these grade levels and notably found no significant differences in students' ability to process data distributions across grades. Despite variations in pre-knowledge, the study's balanced sample design allowed for robust comparisons. The researchers discovered that students' capacity to perceive data distributions globally remained consistent across grade levels, which validates the sampling approach. This finding suggests that the balanced distribution not only ensures statistical representativeness but also reveals unexpected uniformity in students' statistical reasoning capabilities across different educational stages.

Table 3. Distribution of Respondents by Gender

Gender	Frequency (f)	Percentage (%)
Male	48	48%
Female	52	52%
Total	**100**	**100%**

There are slightly more female (52%) than male (48%) respondents, but the difference is minimal. This allows for reliable analysis of gender-based differences, as both groups are almost equally represented.

Social Media Exposure

Table 4. Social Media Platforms Most Often Used (Multiple Response)

Platform	Frequency (f)	Percentage (%)
YouTube	91	91%
TikTok	85	85%
Facebook	72	72%
Messenger Kids	59	59%
Instagram	34	34%
Snapchat	18	18%
Others	6	6%

Table 4 shows that YouTube (91%) and TikTok (85%) are the most widely used platforms, highlighting pupils' preference for video-based entertainment. Facebook (72%) and Messenger Kids (59%) are also commonly used, likely for

communication. Instagram (34%) and Snapchat (18%) are less popular among elementary pupils. The presence of several platforms indicates that children have broad exposure to digital content, which may influence their study habits differently. The broad platform diversity suggests children have extensive digital content exposure, which Sylvester Kyei-Gyamfi et al., (2024) notes can have both educational opportunities and potential risks.

Table 5. Frequency of Social Media Use Per Day

Indicator	**Frequency (f)**	**Percentage (%)**
Once a day	14	14%
2–3 times a day	33	33%
4–5 times a day	30	30%
6 times or more a day	23	23%
Total	**100**	**100%**

The table reveals that 63% of pupils use social media 2–5 times a day, demonstrating habitual daily usage. A notable 23% use it six times or more, indicating high-frequency engagement that may interfere with academic behaviors. Only a small group (14%) uses social media once daily. The pattern reflects strong digital immersion among pupils. Yoders Am et al., (2022) found high social media users (4+ hours/day) were 3.2 times more likely to report negative impacts on grade performance. Timung et al., (2024) similarly concluded that social media can be "a friend and a foe in learning," highlighting the complex relationship between digital engagement and academic outcomes.

Table 6. Average Daily Hours Spent on Social Media

Hours	**Frequency (f)**	**Percentage (%)**
Less than 1 hour	12	12%
1–2 hours	37	37%
3–4 hours	35	35%
5 hours or more	16	16%
Total	**100**	**100%**

Most pupils spend 1–2 hours (37%) or 3–4 hours (35%) per day on social media. This indicates moderate daily exposure for many children. However, 16% spend 5+ hours, which may place them at risk of time displacement, potentially affecting study habits. Meanwhile, 12% limit their usage to less than an hour. Wojdan et al., (2020) found most students spend 3-4 hours daily, while Devi et al., (2021) reported 1-3 hours as typical. Mohammed Hassan Al-Ahdal et al.,(2023) confirmed an average of 3 hours per day.

Study Habits

A. Time Management

Table 7. Time Management of Pupils

Indicators	**Mean**	**Interpretation**
Follows a regular study schedule	3.04	Moderate
Balances time between study and social media	3.27	Moderate
Finishes assignments on time	3.81	Good
Avoids procrastination	3.02	Moderate
Overall Mean	**3.29**	**Moderate**

Time management skills are moderate overall, suggesting that while many pupils finish assignments on time (good), they struggle to maintain routines and avoid procrastination. These findings imply inconsistent study patterns and a need for more structured daily habits. Across studies involving 300-500 students, researchers found that while many students can complete assignments, they struggle with sustained discipline (Elviona et al., 2025).

B. Concentration

Table 8. Concentration Skills of Pupils

Indicators	**Mean**	**Interpretation**
Focuses without social media distraction	2.86	Moderate
Studies in a quiet place	3.59	Good
Concentrates for long periods	3.19	Moderate
Avoids checking phone while studying	2.73	Moderate
Overall Mean	**3.09**	**Moderate**

The overall concentration level is moderate, with pupils often distracted by social media. Although they frequently study in quiet places (good), difficulty maintaining focus and avoiding phone use reflects the impact of digital interruptions on study performance. Hanifah et al., (2018) found 69.2% of students demonstrated moderate concentration levels. Kostić et al., (202)2 further confirmed that multitasking reduces cognitive processing capacity, with social media applications particularly disruptive.

C. Note-Taking

Table 9. Note-Taking Skills of Pupils

Indicators	**Mean**	**Interpretation**
Takes notes during class	4.11	Good
Notes are organized	3.93	Good
Reviews notes regularly	3.84	Good
Uses notes to clarify lessons	4.18	Good
Overall Mean	**4.02**	**Good**

Note-taking is the strongest study habit among pupils, with all indicators rated "Good." Pupils actively take notes, organize them, and use them for review. This suggests strong academic discipline in written learning strategies. Fazal et al., (2011) found significant relationships between note-taking skills and academic achievement. Yuniarti et al., (2018) demonstrated that students can improve their note-taking abilities through structured formats like the Cornell method, with participants progressively moving from "fair" to "good" and even "excellent" note-taking skills.

D. Test Preparation

Table 10. Test Preparation

Indicators	**Mean**	**Interpretation**
Reviews days before exam	3.45	Good
Prepares review materials	3.17	Moderate
Asks for help when needed	3.78	Good
Feels prepared for exams	3.34	Moderate
Overall Mean	**3.44**	**Good**

Test preparation is generally good, although some indicators (preparing review materials and exam readiness) fall in the moderate range. This suggests that pupils rely more on teacher/parent assistance and review habits rather than advance preparation techniques. Yun Peng et al., (2005) found that Chinese tenth graders predominantly memorized content and planned test preparation, but often did not monitor their study behaviors comprehensively. Biçak et al., (2013) further confirmed that students' test preparation involves basic cognitive, social, and metacognitive strategies, suggesting a somewhat limited approach to exam readiness.

Relationship between Social Media Exposure and Study Habits

Table 11. Correlation Between Frequency of Social Media Use and Study Habits

Variables	**r**	**p-value**	**Interpretation**
Social Media Frequency × Study Habits	-0.142	0.162	Not Significant

The correlation coefficient (r = –0.142) indicates a very weak negative relationship, meaning that increased social media use slightly corresponds to lower study habit scores, but the effect is minimal. The p-value (0.162) is greater than 0.05, showing no significant relationship. Thus: Ho_1 is accepted: Social media exposure does not significantly influence study habits of pupils.

Difference in Study Habits by Demographic Profile

A. Gender Differences (t-test)

Table 12. Study Habits by Gender

Gender	**Mean**	**SD**	**t-value**	**p-value**
Male (n=48)	3.31	0.45	1.05	0.296

Female (n=52)	3.38	0.42		

With a p-value of 0.296, there is no significant difference in study habits between males and females. Both groups exhibit similar levels of study skills. Thus: Ho_2 (Gender) is accepted.

B. Age Differences (ANOVA)

Table 13. Study Habits by Age

Age	Mean	p-value
9	3.28	0.341
10	3.33	
11	3.39	
12	3.40	

There is no significant difference in study habits across age groups ($p = 0.341$). Study habits appear stable from ages 9–12. Thus; Ho_2 (Age) is accepted.

C. Grade Level Differences (ANOVA)

D.

Table 14. Study Habits by Grade Level

Grade Level	Mean	f-value	p-value
Grade 4	3.30	1.22	0.299
Grade 5	3.36		
Grade 6	3.42		

Results show no significant difference among grade levels regarding study habits. All grades display similar academic behaviors. Ho_2 (Grade Level) is accepted.

The chapter systematically discussed the respondents' demographic profile, their levels of social media exposure, the quality of their study habits across four dimensions, the relationship between social media use and study habits, and the differences in study habits when grouped by demographic characteristics. The findings collectively provide a clear picture of how elementary pupils engage with social media and how such exposure relates to their academic behaviors.

The demographic profile revealed an almost equal distribution of respondents across age groups, grade levels, and gender. Pupils aged 9 to 12 were well represented, with age 10 being the largest group. Grade levels were nearly balanced, with Grade 5 having a slightly higher proportion. Gender distribution was also nearly equal between males and females. This balanced representation ensured that the study results were not skewed toward any particular subgroup, making comparisons across demographic categories valid and meaningful.

In terms of social media exposure, the study revealed substantial engagement among pupils. YouTube and TikTok emerged as the most frequently used platforms, which suggests that pupils prefer visually appealing and entertaining content that these platforms typically offer. Facebook and

Messenger Kids were also widely used, indicating that communication and social connectivity are important functions of social media for children. Although platforms such as Instagram and Snapchat were less utilized, their presence highlights pupils' exposure to a diversity of digital applications.

The frequency and duration of use further highlighted pupils' active involvement with social media. A majority accessed social media multiple times a day, with many doing so between 2 to 5 times daily. A significant number also reported using social media six times or more per day, demonstrating high-frequency interaction that has the potential to disrupt academic routines. Daily usage in terms of hours similarly showed that most pupils spent between 1 to 4 hours on social media, with a smaller yet considerable portion spending 5 hours or more. These patterns confirm that social media is deeply embedded in the daily activities of elementary learners.

Regarding study habits, the findings demonstrated a varied pattern of academic behaviors across four dimensions: time management, concentration, note-taking, and test preparation. Time management was rated at a moderate level overall, suggesting that while pupils were able to complete assignments on time, they struggled to maintain consistent study schedules and avoid procrastination. This inconsistency points to the challenges younger learners face in developing disciplined academic routines.

Concentration, another crucial aspect of study habits, was also rated moderate. Pupils often found it difficult to avoid distractions from social media and had challenges maintaining prolonged focus. Although they sometimes studied in quiet environments, their tendency to check their phones or become distracted easily suggests that digital interruptions may play a role in weakening their ability to sustain concentration during academic tasks.

In contrast, note-taking emerged as the strongest study habit among the pupils. Across all indicators, pupils consistently scored within the "Good" range. They took notes during discussions, maintained organized materials, reviewed their notes regularly, and used them to address areas of misunderstanding. These behaviors indicate that despite challenges related to time management and concentration, pupils possess effective strategies in recording and reviewing academic content.

Test preparation also showed relatively strong results, with pupils demonstrating good practice in reviewing before exams and seeking help from others when needed. However, the preparation of review materials and a sense of confidence during examinations were only moderately rated, which suggests that pupils may rely more on informal review strategies rather than structured or advanced preparation techniques such as summarizing or creating flashcards.

The study further examined whether a relationship exists between social media exposure—specifically, the frequency of daily use—and study habits. Pearson's r revealed a very weak negative relationship between the two variables, but the correlation was not statistically significant. This finding indicates that increased social media usage does not necessarily correspond to poorer study habits among elementary pupils. In other words, although pupils spend considerable time online, this does not directly translate into diminished

academic behaviors. This result aligns with prior research suggesting that the relationship between technology use and academic outcomes is not always straightforward and may be influenced by a variety of moderating factors such as self-regulation, parental supervision, and purpose of use.

Finally, the study investigated differences in study habits across demographic variables—age, grade level, and gender. Statistical analyses (t-tests and ANOVA) showed no significant differences across any of these categories. This suggests that regardless of age, grade level, or gender, pupils demonstrated similar levels of academic behaviors and study habits. Such results imply that the development of study habits at the elementary level may be more influenced by common environmental factors such as home routines, teacher expectations, and school culture rather than demographic characteristics.

Overall, Chapter 4 provided a comprehensive understanding of the respondents' digital engagement and academic behaviors. The findings demonstrated that while social media use is widespread and frequent among elementary pupils, it does not significantly relate to their study habits. Additionally, demographic characteristics do not create significant differences in academic behaviors. What emerged instead were nuanced patterns in the pupils' academic habits: strong note-taking skills, moderately developed test preparation strategies, and areas for improvement in time management and concentration. These insights underscore the importance of guiding pupils in developing balanced routines that accommodate both academic responsibilities and responsible digital consumption.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions are drawn:

a) Elementary pupils are active and frequent users of social media, with YouTube and TikTok being their most preferred platforms, reflecting a strong inclination toward video-based and entertainment-oriented content.
b) Pupils' study habits are moderately developed, particularly in the areas of time management and concentration. These moderate scores suggest that pupils often struggle with distractions and inconsistent study schedules.
c) Note-taking stands out as the pupils' strongest study habit, demonstrating that learners understand the importance of recording and reviewing academic information.
d) Test preparation practices are generally good, although there is room for improvement in creating review materials and building confidence during exams.
e) There is no significant relationship between social media exposure and study habits, indicating that high usage of digital platforms does not automatically translate into weaker study practices. This suggests that pupils may already be adapting strategies to balance academic tasks and social media use.
f) Age, grade level, and gender do not significantly influence study habits, implying that these academic behaviors are relatively stable across demographic groups. Study habits may therefore depend more on individual personality, home environment, and school support rather than biological or grade-based differences.

g) Time spent on social media is not a determining factor of academic behavior, supporting the idea that what pupils do online—and how they manage their routines—matters more than time spent on digital platforms.

FURTHER STUDY

The following are the recommendations based on the findings and conclusions:

1. Teachers and parents should guide pupils toward age-appropriate and educational digital content by promoting child-friendly learning videos, filtering harmful content, and encouraging productive online habits. Schools may integrate digital citizenship lessons to help children understand safe and responsible use.
2. Teachers should incorporate structured study routines, such as daily planners and guided homework schedules, while parents reinforce these routines at home. Pupils may be taught simple focus strategies like device-free study time, use of timers, and chunking tasks to reduce procrastination.
3. Teachers should continue strengthening pupils' note-taking skills by introducing advanced note-taking strategies (e.g., Cornell method, graphic organizers, color-coding). Schools can integrate short activities that allow pupils to practice summarizing lessons to further reinforce this strength.
4. Teachers may introduce review-material-making activities, such as creating flashcards, concept maps, or summaries before exams. Parents can support review routines at home by setting quiet study periods and assisting children in preparing their review materials ahead of time.
5. Instead of focusing solely on reducing social media time, schools and parents should focus on strengthening self-regulation skills, teaching pupils how to balance academic tasks and online activities. Integrating time management workshops, study-skills training, and responsible digital use can help maintain healthy study habits regardless of media exposure.
6. Academic support programs should be designed to benefit all learners uniformly, rather than targeting specific demographic groups. Schools can develop school-wide study habit programs, such as peer study groups, homework support centers, and uniform study guidelines across grade levels.
7. Parents and teachers should focus on cultivating consistent study routines, providing structured guidance, and creating supportive learning environments. Schools may implement mentoring programs or "Study Skills Days" to foster good practices, ensuring all pupils receive consistent academic support regardless of their media use.

ACKNOWLEDGMENT

The researchers express their sincere appreciation to all who contributed to the completion of this study. They are grateful for the guidance, support, and cooperation received, as well as to the participants for their involvement. Appreciation is also extended to the tools and resources utilized, and to family

and friends for their continued encouragement and support. The researchers would also like to extend their appreciation to the use of AI tools, which included GPT-5, Gemini, and Copilot, that were used to generate ideas and formulate the statement indicators.

REFERENCES

Al-Ahdal, H., and Aljafen B. (2023). Social Media Platforms: Perceptions and Concerns of Saudi EFL Learners. World Journal of English Language

Aragdon, A. A., Biagan, M. V., Amoroso, S. E., & Paterno, K. V. (2023). Exploring the effects of social media on the study habits of Grade 6 pupils. *International Journal of Research and Innovation in Social Science, 7*(7), 449–457. https://doi.org/10.47772/IJRISS.2023.70733

Biçak, B. (2013). Scale for Test Preparation and Test Taking Strategies. Kuram Ve Uygulamada Egitim Bilimleri, 13, 279-289.

Dacoycoy, M. R., Arañez, N. R., Dagatan, M. H. C., Danday, B. A., & Sanchez-Danday, A. S.-Q. (2023). Perceived impact of social media usage to elementary students' academic performance and emotional state of a rural elementary school. *International Journal of Research Publications, 136*(1), 147–165. https://doi.org/10.47119/IJRP10013611120235663

Devi, K.A., Karim, M.R., Sodhi, K.K., & Bansal, R. (2021). A Study on Student's Perspective on Use of social media in Education. 2021 International Conference on Computational Performance Evaluation (ComPE), 682-685.

Fazal, S., Hussain, S., Majoka, M.I., & Masood, S. (2011). The Role of Study Skills in Academic Achievement of Students: A Closer Focus on Gender. Pakistan Journal of Psychological Research, 27, 37-51.

Feng, [First initial]., et al. (2019). [Unverified citation — likely refers to:] Gil-Clavel, S., & Zagheni, E. (2019). Demographic differentials in Facebook usage around the world. *Proceedings of the International AAAI Conference on Web and Social Media, 13*(1), 647–650. https://doi.org/10.1609/icwsm.v13i01.3242

Hall, J. A., Kearney, M. W., & Xing, C. (2018). Two tests of social displacement through social media use. *Information, Communication & Society, 22*(10), 1396–1413. https://doi.org/10.1080/1369118X.2018.1430162

Hanifah, A., Widianti, E., and Yudianto, K. (2018). Learning Concentration Level of Students at Faculty of Nursing Universitas Padjadjaran (An Overview of The Z Generation). Journal of Nursing Care.

Isaal, J., & Alderite, T. (2023). Social media exposure and study habits of Grade 6 students in nonsectarian private schools in Davao City. *International*

Journal of Multidisciplinary Studies, 5(1), 20–56. https://ojs.jmc.edu.ph/index.php/ijms/article/view/91

Martinez, M. V. I. (2024). Engagement in selected social media platforms and study habits of Grade 6 learners: Foundation for an enhanced technology-aided instructional program. *International Journal of Education Humanities and Social Science, 7*(6), 877. https://doi.org/10.54922/IJEHSS.2024.0877

Ngai, E. W. T., Tao, S. S. C., & Moon, K. K. L. (2015). Social media research: Theories, constructs, and conceptual frameworks. *International Journal of Information Management, 35*(1), 33–44. https://doi.org/10.1016/j.ijinfomgt.2014.09.004

Palma, C. M., Tabangay, M. B., & Jerunggay, D. L. (2024). Levels of social media engagement and academic performance among intermediate grade learners of Jolo Elementary School. *International Journal of Education and Teaching Zone, 4*(1), 1–12. https://jurnal.yayasannurulyakin.sch.id/index.php/ijetz/article/view/229

Peng, Y. (2005). Test preparation strategies and test taking strategies use in Chinese high school students.

Ridha Al-Timimi, F.M. (2025). The developmental trend of emotional competence and its relationship to communication skills in age groups (8-10-12). *Environment and Social Psychology*.

Schreiter, S., & Vogel, M. (2024). Students' local vs. global views of data distributions: a cross-grade-level analysis using eye-tracking. Educational Studies in Mathematics, 119, 1 - 22.

Shensa, A., Sidani, J. E., Dew, M. A., Escobar-Viera, C. G., & Primack, B. A. (2016). Social media use and perceived emotional support among U.S. young adults. *Journal of Community Health, 41*(3), 541–549. https://doi.org/10.1007/s10900-015-0128-8

Sylvester Kyei-Gyamfi et al., (2024). The Benefits of Social Media Among Children Aged 8 to 17 in Tema Metropolitan Area in Ghana. Sage Journals.

Timung B., Bordoloi , K. & Mohan Das A. (2024). The Influence of Social Media on Learning Behaviors: A Social Science Perspective. Intercontinental Social Science Journal. 6(1). https://doi.org/ 10.62583/rjzw8r96

Tokunaga, R. S. (2016). An examination of functional difficulties from Internet use: Media habit and displacement theory explanations. *Human Communication Research, 42*(3), 339–370. https://doi.org/10.1111/hcre.12077

Torralbas Oslé, J. E., & Corcho Rosales, E. (2023). Personal exposure to social media and variations by gender among Cuban youth. *Psychology in Russia:*

Wojdan, W., Wdowiak, K., Witas, A., Drogoń, J., and Brakowiecki, W., (2020). The impact of social media on the lifestyle of young people. Pol J Public Health, Vol. 130 (2020): 8-13

Yoders AM, Ray SA, Quinn MA, Phalen K, Cabral MD, Shrestha M, et al. High Social Media Use among Adolescents Associated with Increased High-Risk Behaviors and Poor Academic Outcomes. J Fam Med. 2022; 9(6): 1310.

Yuniarti, Y., & Trisnawati, I.K. (2018). Developing Students' Note Taking Skills through Cornell Format.