

CHAPTER 1

PROBLEMS AND ITS BACKGROUND

Introduction

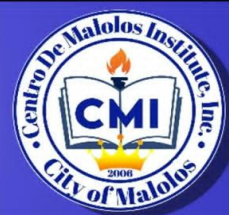
Background of the Study

In today's digital era, technology has become an essential part of every individual student's life in their daily lives. With the rise of smartphones/cellphones, and other electronic devices, such as; (Personal Computer)PC/Computer, laptops, tablets. Students now spend more amount of their time on those electronic devices; cellphones/smartphones, laptops, tablets, (Personal Computer)PC/Computer. According to a report by DataReportal, the average of every Filipino spends over 8 hours a day on the internet, with social media and online platforms/entertainment being their primary activities.[2024]

For Senior High School students, screen time serves two major purposes: educational and recreational. On one hand, gadgets are used for Academic task; online classes, research, lecturing, activity, performance task, etc. On the other hand, many students also use their electronic devices for recreational; gaming, watching videos, and scrolling through social media platforms. While technology provides convenience and easy to access a information, but excessive screen time has the raised concerns among educators, and parents regarding its effects on students' academic performance.

Several studies suggest that too much screen time may lead to distractions, lack of focus, sleep deprivation, and poor academic performance, which can negatively affect the students's grades. However, when the electronic devices; Cellphones/Smartphones, laptop, PC(Personal Computer), and tablets used properly, screen time can also enhance the academic performance.

Given this background, this study aims to determine the impact of daily screen time on the academic performance of Senior High School (SHS) students. Specifically, it seeks to identify the



average daily screen time of students, and to know if those daily screen time can affect their academic performance.

Objectives of the Study

Determine the average daily screen time of SHS students.

Identify the primary purpose of students' screen time (educational or recreational).

Examine the relationship between daily screen time and academic performance.

Statement of the Problem

1. How often do they use their cellphones each day?
2. Is there a significant impact of daily screen time on academic tasks and performance?
3. Does the amount of daily screen time affect the academic performance of SHS Students
(Senior High School Students)?

Significance of the Study

This study is important because it shows how daily screen time affects the academic performance of SHS students. The findings can help the following:

* Parents – They can guide their children to reduce screen time and help them manage their schedules.



* Teachers – They can understand how screen time affects the academic performance of SHS students.

* Students – They will become aware of how screen time can affect their academic performance.

* Future Researcher : The above research can be helpful for future researchers who want to carry out the same kind of research about screen time and academic performance of Senior High School (SHS) students. This can act as the base information which can be helpful for them to further build upon their future research.

Scope and Delimitation

This study covers only senior high school students enrolled in the chosen institution for the current academic year. This study seeks to determine the correlation between the amount of time students spend using digital devices such as smartphone, computer, tablets. and their academic performance. Data will be collected through surveys administreted to selected SHS during the conduct of the study

Conceptual Framework

This study explores The Impact of Daily Screen Time on Academic Performance of SHS (Senior High Students) Student

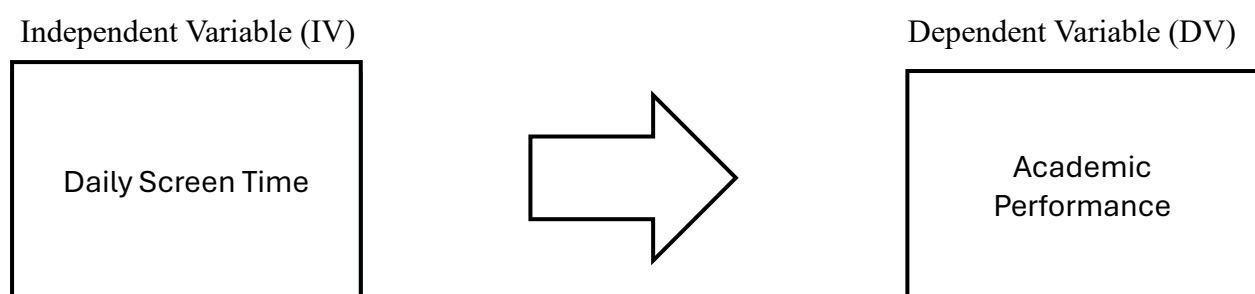
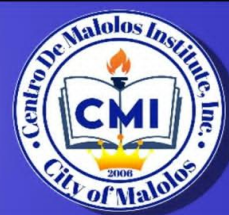


Figure 1: Conceptual Framework



The conceptual framework shows that daily screen time is the independent variable and academic performance is the dependent variable. The study assumes that the amount of time Senior High School students spend on digital devices each day can affect their academic performance. Data on screen time, measured in hours per day, and academic performance, measured through grades or GPA, will be collected and analyzed to see if there is a significant effect between the two variables.

Definition of Terms

-Academic Performance

Senior High School student achievements in grades and examination scores and General Weighted Average values.

-Daily screen time

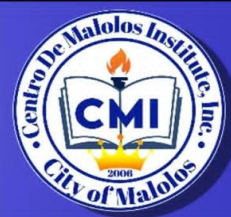
is the amount of time a person spends in front of their electronic devices/gadgets; cellphones/smartphones, laptops, tablets, and PC(Personal Computer)/Computer.

-Impact

Impact stands as the influence which daily screen time exerts on Senior High School academic performance, which may yield positive or negative effects. Senior High School students stands as the term which denotes learners enrolled in Grades 11 and 12 under K–12 Program.

-Electronic Devices

Electronic Devices stands as the classification which comprises digital instruments which feature visual display screens; cellphones/smartphones, laptops, tablets, and PC(Personal Computer)/Computer which students employ for their academic needs or recreational.



CHAPTER II

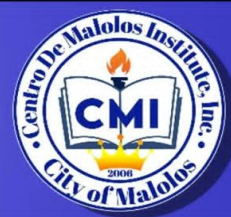
REVIEW OF RELATED LITERATURE

This chapter discussed and present related literature and studies that provide an inclination to the current study. This part also pertains to placing the proper context to review previous researchers that are relevant to this study and create a synthesis based on the above mentioned citations. The impact of daily screen time on academic performance of shs student

Related Literature

According to Riya Bernice O. (2024), technology has become more widely used, its effects can be seen in many areas of life, including the educational system. With platforms like Zoom being widely used, technology has become an essential tool in the learning process during the lockdown. Due to this change, traditional methods of learning have moved from books to screens. The concern now goes beyond children's increased screen time to include the distinction between academic and non-academic use. It was noted that the pandemic's various restrictions have increased screen time, which has led to both opportunities and problems in terms of academic performance and health consequences.

According to Jameel Ahmed (2025), Mobile phones are increasingly prevalent, especially among young individuals who utilize them more often for social interaction and have greater opportunities to create social connections. These devices are regarded as vital communication tools and have become a key aspect of modern life; they function as both a medium for communication and a necessary accessory. A growing number of people prefer mobile phones to traditional landlines. It is common knowledge that the advent of mobile technology has transformed how society operates. For the younger generation, this device has turned into a form of "social fashion." Students rely on mobile phones for a variety of purposes, including video recording, photography,



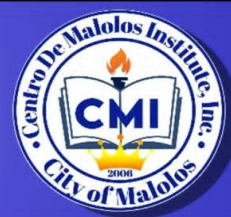
gaming, staying in touch with family and friends, developing romantic relationships, as well as for alarms, clocks, navigation, identifying their location, internet access, downloading, and messaging.

According to Kathleen Seth F. Farillon (2022), Online gaming ranks among the most commonly engaged recreational pursuits by numerous individuals and can be healing but unfortunately it might also turn habit-forming. In recent years, involvement in computer literacy has progressed to online gaming station and has turned into a significant issue confronting the current younger generation. This represents a type of recreation and enjoyment pursuit that possesses greater adverse effects rather than beneficial ones with the subsequent listed harmful impacts: (1) decreased sleep duration, (2) conduct issues (e.g. low confidence, worry, melancholia), (3) issues with attention, and (4) inadequate academic adolescent performance.

According to UNICEF (2021) Digital technologies have become part and parcel of the contemporary education system as they enable learners to have access to learning materials, educational materials and digital platforms as per. Nevertheless, the use of digital technology is to be properly controlled as overexposure to digital technologies may affect learners' behaviors, attention and general well-being. Proper utilization of digital technologies is crucial to ensure that digital technologies play a positive role in the growth of the learners academically.

UNICEF (2022) Digital Learning noted that efficient digital learning requires guidance, digital literacy, and appropriate utilization of technology. The article pointed out that while digital tools create chances of enhancing the education system, learners have to acquire the capacity of managing how they use their technology. Inability to control how one uses digital tools might result in distraction that may hamper students' concentration in academic work.

As stated by OECD (2024) in Managing Screen Time: How to Protect and Equip Students Against Distraction, technology has become more common in students' daily activities and studies. While technology plays a great role in enhancing educational prospects, too much exposure to

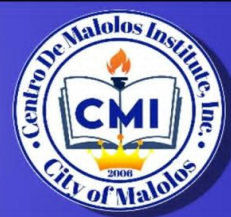


screens, especially in non-academic activities, might lead to distractions that will impact students' academic engagements negatively. The development of good screen habits and digital skills will ensure that students stay focused on what they are doing, thus improving their academic achievements. This confirms that daily screen time may impact academic achievement through distractions created by screen use.

According to UNICEF Innocenti (2025), in the discussion of “Childhood in a Digital World,” digital technology has its strengths and weaknesses when it comes to the lives of children and teenagers. Technology allows for more efficient learning and communication but at the same time, too much time spent on digital technology may influence their behavior and routines. It is important to have an appropriate balance in order to facilitate learning environments.

The OECD (2023) study based on the results of PISA 2022 Results Volume II described the effect of digital devices on the learning environment of students. The study stated that technology can be helpful for learning if utilized in a correct way; however, too much or improper use of it might cause distraction of students' attention in their studies.

A critical factor influencing student performance is the allocation of time to digital media. Research consistently indicates that high levels of media consumption displace essential learning behaviors. For instance, a systematic review of 15 empirical studies by Chen and Yan (2019) demonstrated a distinct negative correlation between daily screen time and academic achievement. The data reveals that prolonged exposure to digital devices actively diminishes the hours students dedicate to independent study and homework completion. Furthermore, this body of research underscores a behavioral shift: when screen utilization is primarily driven by non-educational or recreational activities, it fosters cognitive distractions that severely weaken foundational study habits and compromise overall learning outcomes.



Sundus (2018) indicates that while digital devices can support basic cognitive development, excessive and unmonitored screen time acts as a double-edged sword, directly impacting academic performance by fostering learning difficulties and reduced attention spans. The research highlights that a lack of behavioral boundaries leads to negative academic outcomes, emphasizing the necessity of active parental intervention to mitigate these technological distractions. Furthermore, the author argues that prolonged, unguided exposure displaces critical study habits, leading to decreased engagement in formal learning tasks and poor time management, which risks hindering students' educational milestones. Read the comprehensive findings in the full study on ResearchGate.

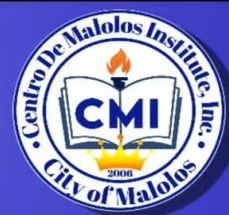
Related Studies

Cruz, M. A., & Santos, L. R. (2023).

Social media use and academic performance of senior high school students *in* Metro Manila.

According to the study of Cruz and Santos (2023) they conducted a survey for over 400 senior high school (SHS) students in Metro Manila to examine the relationship between the social media use and academic performances. The study found that every students who spent more than 3 hours daily on their social media platforms had a significantly lower General Weighted Averages (GWA) compared to other students who don't use a social media platforms more than 3 hours. On the other hand, the researchers also discovered that students who used social medias for their academic purposes such as research, and group works demonstrated a better class participation. This suggests that the purpose of social media use plays a crucial role in determining its effect on students. Also this study says that not all those screen time and social media use is detrimental, as a matter of fact it can even support their learning outcomes.

Reyes, J. P., Dela Torre, A., & Garcia, F. (2024).

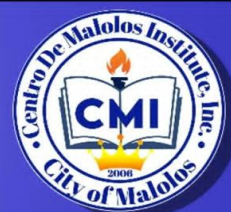


Digital device usage and learning outcomes among STEM senior high school students. Asia Pacific Journal of Multidisciplinary Research, 12(1), 112-125.

Reyes et al. (2024) this study focused on 250 STEM senior high school students to investigate how digital device usage affects their learning outcomes. The study says that the students who spend an averaged 4 or more than 4 hours daily on gaming and streaming has a scored 15% lower in their academic quizzes compared to their peers. The findings indicate that the excessive screen time may interfere the comprehension, and retention of STEM SHS (Senior High Students). Based on the result of their study's, the researchers recommended implementing time management training to help SHS (Senior High School Students) learners balance device use and academics.

De La Salle University Integrated School Manila. (2024). Studying the relationship of screen time and academic performance amongst DLSU SHS Manila STEM 122 students. This study examined the relationship between screen time and the academic performance of STEM 122 students at DLSU Senior High School Manila. The researchers used surveys and the students' General Weighted Average (GWA) to collect data. The results showed that weekday screen time had a positive relationship with academic performance, while weekend screen time had a negative relationship. The study also pointed out that the purpose of using gadgets, whether for school or personal activities, is more important than the amount of time spent on screens. Overall, the findings suggest that screen time can affect students' academic performance depending on how it is used.

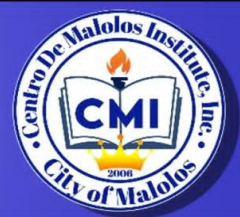
Katz, D., Gittelsohn, M., & Aza, S. (2018). Increased screen hours are associated with low school performance. *Revista Chilena de Pediatría*, 89(6), 714–721. Katz and his colleagues (2018) studied the connection between screen time and school performance



among 733 students in Chile. They found that the students spent an average of 6.1 hours per day using screens. The results showed that students who spent more time on screens generally had lower grades in subjects such as mathematics, reading, and physical education. The study also found that these students experienced more problems with memory and paying attention during class. These findings suggest that spending too much time on screens may have a negative effect on students' academic performance.

Giunchiglia et al. (2020) examined the relationship between smartphone use and students' academic performance. The researchers found that students who spent more time using social media on their smartphones were more likely to have lower academic performance. They explained that excessive screen time can distract students from studying and completing schoolwork. This study is related to the present research because it shows that too much daily screen time may negatively affect students' academic performance.

Zeng et al. (2026) conducted a systematic review and meta-analysis to examine the effects of screen time on university students. The study found that excessive screen time was associated with poor sleep quality, digital eye strain, stress, and lower academic performance. The researchers also reported that the risk of these negative effects increased as daily screen time became longer. This study supports the present research by showing that too much screen exposure can affect students' learning and academic achievement.



A systematic review published in the International Journal on Studies in Education (2026) examined how screen time and social media use affect students' academic performance. The review concluded that excessive screen time, especially when used for entertainment and social media, is generally linked to lower academic achievement. However, it also stated that screen time used for educational purposes may help improve learning. This study is related to the present research because it highlights the importance of balancing screen time to achieve better academic performance.

Paterna et al. (2024) conducted a systematic review and meta-analysis to examine the relationship between problematic smartphone use and students' academic achievement. The researchers found that students who were overly dependent on their smartphones were more likely to have lower grades and weaker academic performance. They explained that excessive smartphone use often reduces study time and makes it harder for students to stay focused during learning. This study supports the present research because it shows that too much screen time can negatively affect students' academic performance.

Pérez-Juárez et al. (2024) studied the effects of digital distractions on higher education students. The researchers found that frequent use of smartphones and other digital devices during class distracted students from lessons and affected their learning. Many participants believed that these distractions lowered their classroom performance. The study concluded that students should manage their screen time to improve their focus and academic performance. This is related to the present study because it highlights how excessive screen use may interfere with learning.



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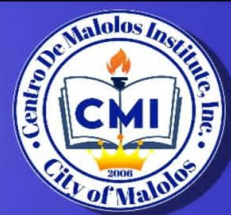
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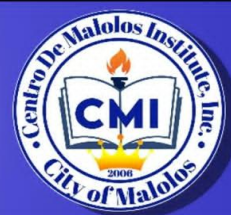
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Kuş (2025) conducted a meta-analysis to examine how technology-related factors, such as smartphone addiction, social media use, and video game use, affect students' academic performance. The study analyzed data from more than 120,000 students across different countries. The findings showed that excessive use of smartphones and social media was associated with lower academic achievement because it reduced students' focus and study time. This study is related to the present research because it shows that too much screen time can negatively affect students' academic performance.



CHAPTER III

RESEARCH METHODOLOGY

Research Design

A quantitative descriptive-correlational research design will be used in this study to establish the association between screen time per day and the academic performance of Senior High School students. The descriptive design will be employed to find out the screen time per day and academic performance of the participants. Meanwhile, the correlational design will help find out if there is an existing correlation between the variables. The researchers will use numerical data that can be obtained through survey questionnaires and academic performance records or grades of the students. There will be no manipulation of any variables in this study since this is just a natural observation of the variables. This research design is suitable since other educational researches made use of descriptive-correlational research design.

Respondent and Sampling Design

The respondents of this study will be collected from 70 Senior High School students, who are registered at the selected institution. This is because the respondents will be the sources of data since the research problem is about the impact of time spent on digital devices every day on academic performance. These respondents will give details on the number of hours spent by them on digital devices like smartphones, tablets, and computers every day. Random sampling will be used in this study. Choosing the simple random as a sampling design is also an effective way to avoid potential bias or patterns, giving each eligible student the same probability of being selected. In this case, 70 Senior High School students from the selected institution will be randomly selected for this study.

Research Local

The researchers chose City of Malolos as the locale of this research, which includes Centro de Malolos Institute. The reason for choosing this locale is that it allows the researchers to have

access to senior high school students who use electronic gadgets to do their school work, communicate, and have fun. the locale chosen is suitable for collecting data on how screen time could impact senior high school students' academic performance.

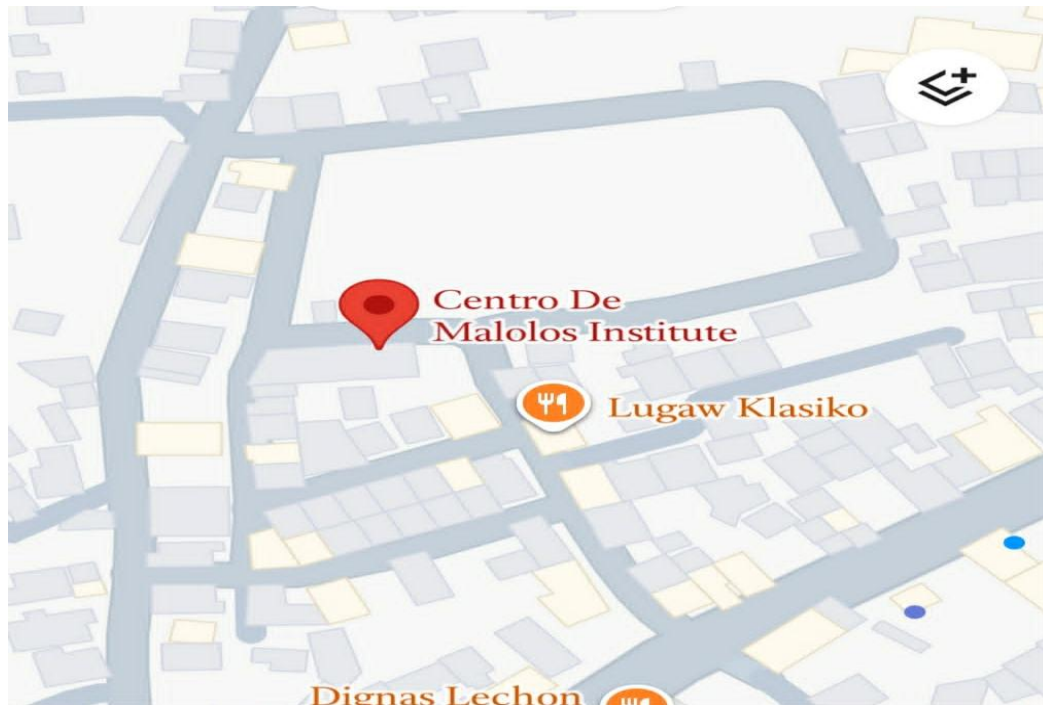


Figure 1: CMI Location
Source: Google Map

Instrument and Validation

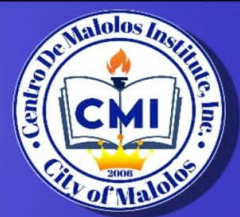
The daily screen time estimation phase will evaluate the average number of hours spent on school-related tasks, including research, online classes, and academic reading materials during a single weekday. Concurrently, it will measure the hours dedicated to non-school-related activities such as social media, gaming, and multimedia consumption. A final comparative metric will assess the allocation of time between school-related and non-school-related activities over the weekend. The behavioral and academic impact of screen time will be quantified using a four-point Likert scale, where respondents rate items as

For the assessment of the questionnaire:
Scale

5-4

Interpretation

(Strongly Agree)



- 3-2 (Agree)
- 1 (Disagree)
- 0 (Strongly Disagree).

Statistical Tool

A simple percentage and frequency method were used in the analysis of data, and that which served to determine the central tendencies of responses from the questionnaire. The following formula was applied:

$$P = f/n \times 100$$

Where:

P = Percentage

f = Frequency

n – numbers of the respondents

Average weighted mean formula is a following: The formula in finding the average weighted mean of the foregoing data is

: $\bar{x} = \frac{f_1x_1 + f_2x_2 + f_3x_3 + f_4x_4 + f_5x_5}{f_1 + f_2 + f_3 + f_4 + f_5}$ This formula is simply written as:

$$\bar{X} = \frac{\sum f}{N}$$

N

Where: x = Average weighted mean

$\sum f$ = Sum of all the product of / and x, where / is the frequency of each score and x is the weight of each score
n = numbers of the respondents

Data Gathering Procedure

In conducting a research, the student researcher will be securing a permission to the school principal Ms Myra Adriano, to the school head Ms Danica Ablaza, and also to the research adviser.



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After securing the permission we will start administred the questionnaires to the participants.

The researcher will analyze all the data collections, and all the data collected will be presented quantitatively.