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Exploring Students' Perception on the Influence of Screen Time and Study Time on Study Habits, Academic Performance, and Balancing Strategies

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Abstract

Understanding how children handle screen time in addition to their academic responsibilities has become increasingly important as technology becomes increasingly embedded into their daily lives. Using a descriptive research design, 87 Grade 6 students from 2 elementary schools in Alfonso Lista, Ifugao, Philippines answered survey questionnaires that asked about their screen time activities, study habits, academic performance, and in balancing their screen time and studies. The current study aims to determine the students' average screen and study time per day, identify the most common screen activities, assess the perceived effects of screen time on study habits and academic performance, and examine the strategies students use to balance screen and study time, including their perceived effectiveness. Data were gathered through a questionnaire and analyzed using frequency, percentage, mean, and standard deviation. Findings revealed that students spend a few hours both for screen time and study time. The most common screen activity was doing homework-related tasks, followed by gaming and watching videos. Students acknowledged both positive and negative impacts of screen time on their study habits and academic performance—highlighting benefits such as improved access to study resources but also distractions and reduced focus. Various self-regulation strategies were used to manage screen time, with studying before using gadgets perceived as the most effective. The results suggest that while respondents reported that screen time enhances learning when used appropriately, it must be managed effectively to prevent poor academic outcomes. The study recommends implementing time-management training, promoting responsible screen use, and involving parents in guiding children's digital habits. Further research is encouraged to expand the scope and explore the long-term effects of screen usage on academic performance.

Keywords: screen time, study time, study habits, academic performance, balancing strategies, perception

INTRODUCTION

In today's digital world, students are increasingly engaged in screens, whether for educational, social media, gaming, or leisure reasons. At the same time, academic requirements necessitate constant study habits in order to sustain performance and attain educational objectives.

The worry has expanded beyond children's increased screen time to include the distinction between academic and non-academic use. According to Ang et al. (2024), the rise in screen time caused by pandemic-related limitations has produced challenges and possibilities regarding health repercussions and academic performance. Furthermore, the pandemic has increased screen time, resulting in favorable impacts such as increased study time thus negative consequences such as procrastination and poor academic performance.

The Philippines is no exception to the use of technology. With a population of 110 million, Filipino people has a huge online presence, with 73.91 million internet users in January 2021. 92% of these people use smartphones, 74% utilize laptops or desktop computers, and 38% employ tablets. Hence, the country is experiencing elevated levels of subscription-based entertainment viewing and online gaming consumption among Asia Pacific countries (Kemp, 2020).

Meghji et al. (2025) highlight that daily screen time exceeding two hours is common and negatively impacts physical and psychological health. It is linked to declining academic performance, cognitive function, concentration, and sleep patterns. Screen-based activities, specifically social media, contribute to procrastination and lower GPA, causing difficulty concentrating, fatigue, and reduced classroom engagement.

Other research contend that screen time is helpful and contributes significantly to improved learning and experience. It enables access to a variety of teaching resources, such as interactive apps, online classes, and virtual simulations. These tools can increase learning engagement and accessibility by allowing students to explore deeper into subjects at their own pace (Teachers Guide, 2025).

A meta-analysis of 60 studies on 480,000 children found that screen activity type, not total screen time, significantly impacts academic performance. Increased television viewing leads to lower language and mathematics scores, while video gaming weakens these outcomes (Adelantado-Renau, 2019). Supported by Caballero-Julia et al. (2024) underlines the multifaceted impact of screen use on children's learning, emphasizing the relevance of content and context, as well as the importance of carefully integrating screen time into educational methods.

While existing studies highlight the impact of screen time on academic outcomes, few have clearly established the specific duration of screen use among elementary pupils, especially in the Philippine context. These findings suggest that it's not merely the quantity of screen time that matters, but the nature of student engagement with screen-based activities. Academic performance tends to improve when screen time is intentional, educational, and content-driven—underscoring the need to further explore how screen and study time are balanced in younger learners."

While existing studies highlight the impact of screen time on academic outcomes, few have clearly established the specific duration of screen use among elementary pupils. These findings suggest that it's not merely the amount of screen time that matters, but how students engage with screen-based activities. Educational outcomes are more positively influenced when screen time is purposeful and content-driven - underscoring the need to further explore how screen and study time are balanced in younger learners.

LITERATURES

The Concept of Screen Time. "Screen time", as defined by Latif et al. (2025) and Qi et al. (2023), is the duration of time spent using digital devices such as computers, televisions, and cell phones. It has raised broad concerns about the possible influence because of the potential impact on physical and mental health, as well as academic performance, particularly among children and teenagers.

Activities that lead to poor academic performance, lack of physical exercise, sleep problems, and a reduction in overall well-being are watching television, playing electronic games, and utilizing networking sites.

However, some research imply that excessive screen time is associated with poor academic performance, while others show that screen time has no meaningful impact on student achievement. It is just the purpose for which pupils use screen time.

Supported by, Latif et al. (2025) discovered that screen time did not have a substantial impact on students' learning results. The study revealed that other factors may have a greater influence on pupils' academic progress. Moreover, Adelantado-Renau et al. (2019) accomplished a systematic study and meta-analysis of the link between screen media intake and educational achievement in children and adolescents. The study found that overall screen media usage had no association with academic success. However, certain activities, like watching television and playing video games, were discovered to be adversely connected to learning outcomes.

These studies suggest that while overall screen time may not significantly impact academic performance, the type of screen activity and other factors could play a more substantial role.

Study Time and Academic Performance. According to Liu (2022), earning takes time, and curricula are structured to offer students with opportunity to learn both in class and during self-study. It is often believed that when more time is spent on learning, performance will improve.

The relationship between study time invested and academic success is debatable. On the one hand, research demonstrates that academic achievement is positively correlated with study time, and students with low performance, in particular, improve their performance with prominent study time (Spitzer, 2022).

Research has also shown that study habits have an extensive influence on academic attainment. Positive study habits promote academic achievement, with elements such as information discrimination, motivation, metacognition, and time management substantially associated with GPA (Sasi and Hsu, 2020).

The Balance Between Screen Time and Study Time. As per Neuburger (2021), with more than half of children owning smartphones by the age of five, students typically divide their time between screen use and studying by being constantly connected to their smartphones, tablets, or computers. The accessibility of these devices allows students to engage with digital content at any time, day or night. While technology enhances learning by providing quick access to information, it also increases screen time spent on social media, texting, and other apps.

Researchers suggest promoting balanced gadget use to maintain students' focus and motivation. Time restrictions on screen use, especially during study hours, are crucial for maintaining educational goals. Establishing specific times for academic and recreational screen activities helps students develop time-management skills. Promoting digital literacy among students helps them navigate the digital world responsibly, enabling them to balance their study and screen time. This approach involves educating students about the benefits of technology and promoting responsible gadget use.

Mabaroh and Sugianti (2021) underline the need of increasing digital literacy among students in order to encourage appropriate gadget usage. This strategy assists kids in balancing studies and screen time, allowing them to make educated decisions regarding screen habits.

Students' Perception of Screen Time. Students' perceptions have a huge impact on how screen use affects their academic achievement. In today's digital world, students form personal opinions about whether screen time—whether for educational, social, or recreational purposes—helps or hinders their studies.

A study conducted by Kim and Kim (2015), revealed that elementary pupils with excessive use of smartphones reported to have more serious self-efficacy and academic accomplishment. This implies that students who recognize the distracting nature of screen use may face academic disadvantages.

Moreover, Zhou and Wang (2020) explored how students' perceptions of their capacity to manage screen time might reduce the impacts of smartphone addiction on academic procrastination. Students who maintained a good self-control attitude, even when using screens, were less likely to let screen time impede their academic roles.

In the context of Namillangan Elementary School and Potia Elementary School, many Grade 6 students also expressed conflicting views about screen use. While some perceived the screen as a beneficial tool for accessing educational content and accomplishing assignments, others identified it as a regular source of distraction, especially when used for gaming or social networking. These local insights are consistent with the broader findings in current research, emphasizing the

necessity of developing digital self-discipline and awareness in early learners.

Statement of the Problem. Generally, this study aims to identify the most common screen time activities among students and how these activities affect their study time. It also seeks to describe the perceived effects of screen time on students' study habits and academic performance. Additionally, the study aims to find out what strategies students use to balance screen time and study time, and how effective they believe these strategies are. Specifically, the study aimed to answer the following questions:

1. What is the academic performance of the students?
2. What is the average screen time and study time of the students per day?
3. What are the most common screen time activities among students?
4. What are the perceived effects of screen time on students' study habits as perceived by the students?
5. How do students perceive the influence of screen time on their academic performance?
6. What strategies do students use to balance screen time and study time and how effective are these strategies?

METHODOLOGY

Research Design. This study utilized a quantitative descriptive research design to investigate students' screen time habits, perceived effects on study habits and academic performance, strategies for balancing screen time and study time, and their effectiveness. Self-administered questionnaires were administered to obtain data. To correctly summarize the findings, the received data were examined using descriptive statistics such as frequency distribution, percentage, mean, and standard deviation. This approach provided objective and measurable insights into the search problem, allowing for a deeper understanding of the issue based on evidence.

Research Setting. The study was conducted at two public elementary schools: Namillangan Elementary School and Potia Elementary School. Both schools are situated in Alfonso Lista, Ifugao and provided a suitable setting for this study. The study focused on Grade 6 students in these schools, allowing for an examination of their screen time activities, study habits, and academic performance.

Participants. The study employed a non-probability purposive sampling method, specifically targeting Grade 6 pupils from two (2) elementary schools: Namillangan Elementary School and Potia Elementary School. The sample consists of 87 Grade 6 pupils from these two schools. This approach allows for an in-depth examination of students' screen time activities, study habits, and academic performance. The sample size of 87 pupils is deemed sufficient to provide insights into common screen time activities, perceived effect on study habits and academic performance, and strategies used to balance screen time and study time.

Table 1
Age Distribution of Respondents

Age	Frequency	Percentage (%)
11	37	42.50%
12	48	55.20%
13	2	2.30%
Total	87	100.00%

The majority of the participants, as shown in Table 1, were 12 years old, comprising 48 students or 55.2% of the total. This is followed by 11-year-old students, who accounted for 37 respondents or 42.5%. Only 2 students, or 2.3%, were 13 years old, making them the smallest age group represented in the study. These results suggest that most of the participants are within the typical age range for Grade 6 students, indicating that the data gathered reflects the experiences and perceptions of learners at this educational level.

Table 2
School Distribution of the Respondents

School	Frequency	Percentage (%)
Namillangan Elementary School	42	48.30%
Potia Elementary School	45	51.70%
Total	87	100.00%

Table 2 shows the distribution of respondents based on their school. Out of the 87 student participants, 45 students or 51.7% came from one school, while 42 students or 48.3% were from another. The number of respondents from both schools is nearly equal, ensuring balanced representation and allowing for a fair comparison of student responses across the two educational institutions.

Instrument. This study employed a researcher-designed, self-administered survey as the primary instrument for data collection. The questionnaire was specifically designed to gather information on students' screen time activities, study habits, academic performance, and strategies utilized to balance screen time and study time.

Data Gathering Procedure. The data collection process followed a systematic approach to ensure the accuracy and reliability of the gathered information. Before the data collection, the researchers sought approval from the school administration of Namillangan Elementary School and Potia Elementary School to obtain data. Surveys were delivered in printed formats, with clear instructions and a period for completion. The researchers gave the participants enough time to complete the instrument. The researcher will retrieve the responded instrument. The data will next be tabulated, consolidated, discussed, analyzed, and interpreted. The researcher will also inform the participants that their responses will be kept strictly secret and used exclusively for this study. Their identity will not be revealed.

Data Analysis. A descriptive analysis (mean and standard deviation) was used to assess the average screen time, students' perceptions of the consequences of screen time on study habits and academic performance, and the effectiveness of the strategies they employ. In contrast, a weighted mean was utilized to evaluate Likert Scale replies. Also, frequency and percentage were used to assess the respondents' demographic profile (age, gender, school, and academic achievement compared to the national population), popular screen time activities, and techniques for balancing screen time and study time.

Ethical Considerations. The researchers ensured that the study would not cause respondents to experience mental, emotional, or physical problems. Thus, prior to conducting the study, students' consent and authorization from principals, teachers, and parents were sought through signed consent forms.

RESULTS AND DISCUSSION

This section presents the tabular data and corresponding discussions that describe the academic performance, screen time and study time of the students.

Table 3
Academic Performance of the Respondents Based on General Average

Academic Performance (Grade)	Frequency	Percentage (%)
75-79	5	5.70%
80-84	21	24.10%
85-89	32	36.80%
90 and above	29	33.30%
Total	87	100.00%

Table 3 shows the academic performance profile of the students. The results suggest that majority of the respondents are performing well academically, with more than two-thirds scoring 85 and above in their general average. The largest portion of students, 32 or 36.8%, had grades ranging from 85 to 89, followed closely by 29 students or 33.3% who achieved 90 and above, indicating high academic performance. Meanwhile, 21 students or 24.1% had averages between 80 and 84, and only 5 students or 5.7% fell within the 75 to 79 range.

Table 4
Students' Average Screen Time and Study Time per Day

Variable	Mean	Std. Deviation
Screen time per day	2.94	2.065
Study time per day	2.90	1.455

On average, students reported spending 2.94 hours per day on screen time, indicating a relatively wide variation in screen time across the respondents. On the other hand, students reported spending an average of 2.90 hours per day on study time, with a lower standard deviation of 1.455 hours, suggesting less variation in how much time students dedicate to studying.

The current findings appear to be consistent with the findings of Qi et al. (2023) found that children aged 6 to 14 have an average screen time of 2.77 hours per day. At the same time, the UCL Institute of Education (2020) discovered that children aged 5 to 16 spend an average of 2.5 hours each day on homework. On the other hand, a study evaluating data from the PISA 2018 evaluation discovered that Chinese secondary school students who studied roughly 27 hours per week (3.9 hours per day) performed optimally academically (Liu et al., 2023).

Table 5
Frequency and Percentage of Screen Activities Among Students

Screen Activities	N	Percent of Cases
Watching videos/movies	42	48.3%
Playing online or mobile games	48	55.2%
Social media (Facebook, Tiktok, etc.)	37	42.5%
Doing homeworks (educational videos, research, e-books)	58	66.7%
Others (music)	10	11.5%
Total	195	224.1%

The most common activity was doing homework-related tasks, such as watching educational videos, conducting research, and reading e-books, which accounted for 58 instances or 66.7%. Following this, playing online or mobile games was reported by 48 respondents or 55.2%, while watching videos/movies was reported by 42 respondents or 48.3%. Social media usage, including platforms like Facebook and TikTok, was mentioned by 37 students or 42.5%. Finally, other activities, such as listening to music, were reported by 10 students or 11.5%. The total of 195 instances and 224.1% suggests that some students engage in multiple screen activities on a daily basis.

These findings are consistent with prior research on student screen time behavior. Research has shown that many students use digital devices for recreational and educational purposes. A rigorous analysis of children's screen usage revealed that educational activities such as watching instructional videos, reading e-books, and conducting online research were among the most popular uses of screen media, particularly during the COVID-19 outbreak (Liu et al., 2023). This supports the findings, which indicate that homework-related tasks were the most often reported screen activities. Furthermore, the study reveals a high percentage of students engaging in online gaming, watching videos, and using social media, highlighting the multifunctional role of digital screens in their daily routines and the trend of multitasking, as observed in digital behavior studies.

Table 6
Students' Perceptions of the Impact of Screen Time on Study Habits

Statement	Mean	Interpretation
Screen time distracts me from studying.	3.31	Agree
Screen time makes it harder to focus.	4.07	Agree
Screen time reduces the time I spend studying.	3.93	Agree
Screen time helps me access study resources more easily.	4.46	Strongly Agree
Screen time improves my learning experience.	4.31	Strongly Agree
Screen time has no significant impact on my study habits.	1.93	Disagree
Overall Mean	3.67	Agree

The responses reveal that most students agree with statements suggesting that screen time can interfere with their studying. For instance, students agreed that screen time distracts them from studying (mean = 3.31) and that it makes it harder to focus (mean = 4.07), with both means falling within the "Agree" range. Additionally, students felt that screen time

reduces the time they spend studying (mean = 3.93, Agree). On the positive side, students also strongly agreed that screen time helps them access study resources more easily (mean = 4.46) and that it improves their learning experience (mean = 4.31). However, students disagreed with the statement that screen time has no significant impact on their study habits (mean = 1.93, Disagree). Overall, the average score of 3.67 indicates that, in general, students agree that screen time has both positive and negative impacts on their study habits.

These findings are consistent with prior research that has highlighted the dual impact of screen usage on student learning. On one hand, excessive screen time in adolescents negatively impacts psychological well-being and academic performance, with lower attention, working memory, and GPA scores (Dordoe, 2023). Moreover, Leonhardt et al. highlight excessive screen time, particularly for non-educational purposes, has been linked to reduced concentration and academic performance. Studies show that children under 18 who exceed American guidelines for screen time have greater difficulties maintaining attention to tasks. On the other hand, according to Rideout (2015), several children use screen time to supplement their learning with interactive applications, movies, and educational websites. This is consistent with students' strong belief that screen time allows them to access study tools and improves their learning experience. Overall, the findings indicate that, while screen usage can interrupt study habits, it can also provide significant educational benefits when used appropriately.

Table 7
Students' Perception on the Influence of Screen Time to Academic Performance

Statement	Mean	Interpretation
I perform better in school when I manage my screen time well.	4.26	Strongly Agree
Excessive screen time lowers my academic performance.	3.36	Neutral
Screen time helps me understand lessons better through digital tools.	3.82	Agree
I use screen time mostly for entertainment, which affects my grades.	3.92	Agree
I can balance screen time and study time effectively.	3.00	Neutral
Overall Mean	3.67	Agree

The highest agreement was found in the statement, "I perform better in school when I manage my screen time well", with a mean of 4.26, indicating that students strongly agree with the importance of managing screen time for better academic outcomes. The statement "Excessive screen time lowers my academic performance" received a mean of 3.36, reflecting a neutral stance, suggesting mixed opinions on whether too much screen time directly affects performance. Students generally agreed with the statement, "Screen time helps me understand lessons better through digital tools" (mean = 3.82) and also with "I use screen time mostly for entertainment, which affects my grades" (mean = 3.92), implying that entertainment-focused screen time may impact academic performance. On the other hand, students had a neutral opinion about whether they can effectively balance screen time and study time, with a mean of 3.00. Overall, with a mean of 3.67, the responses suggest that students recognize the significant role of screen time in their academic performance, but they also highlight challenges in managing it.

The findings show the complex relationship between screen usage and academic achievement, emphasizing the significance of self-regulation and intended screen use. A study by Dordoe (2023) indicates that students who effectively manage screen time tend to perform better academically, aligning with students' strong agreement. Furthermore, students' neutral opinions on screen time impacting academic performance may reflect the dual nature of screen use, benefiting from digital learning tools but struggling with distractions from entertainment-based activities (Rideout, 2015). The general agreement that screen time helps students grasp lessons better through digital tools strengthens the educational usefulness of managed screen use, as demonstrated by Aguilera-Hermida's (2020) study, which underlined that screen-based learning platforms can improve understanding when used effectively. However, students acknowledge entertainment-focused screen time may negatively impact grades, but

maintain neutrality on balancing screen and study time, highlighting the ongoing challenge of maintaining healthy screen-use balance. These findings imply that, while screen time can help with academic learning, it must be managed intentionally and with knowledge of its effects to avoid negative consequences.

Table 8
Strategies Used by Students to Manage Screen Time and Study Time

Strategy	N	Percent	Percent of Cases
I schedule my study time.	39	13.3%	44.8%
I study before using gadgets.	69	23.5%	79.3%
I avoid using gadgets while studying.	52	17.7%	59.8%
I follow screen time rules from school or teachers.	47	16.0%	54.0%
I use a timer or alarm to manage screen time.	31	10.5%	35.6%
My parents/guardians set rules or time limits for my gadget use.	56	19.0%	64.4%
Total	294	100.0%	337.9%

Based on the findings, the most common strategy, with 69 instances or 79.3%, was studying before using gadgets, showing that many students prioritize their academic work before engaging with screen-based activities. Following this, 52 students (59.8%) reported avoiding gadgets while studying, emphasizing the importance of focus during study time. Additionally, 56 students (64.4%) mentioned that their parents or guardians set rules or time limits for their gadget use, indicating that parental involvement plays a key role in managing screen time. Other strategies included scheduling study time, used by 39 students (44.8%), and following screen time rules from school or teachers, reported by 47 students (54.0%). A smaller proportion of students, 31 (35.6%), reported using a timer or alarm to manage screen time. The total of 294 instances and 337.9% reflects that many students use multiple strategies to balance their screen and study time effectively.

The study shows that students use various strategies to balance screen time with academic responsibilities. The most common is studying before using gadgets (79.3%), indicating prioritizing schoolwork and managing distractions. Another strategy is avoiding gadgets while studying (59.8%), highlighting the negative impact of screen use during focused learning periods. Liu et al. (2023) conducted a meta-analysis of 42 research involving over 11,000 students and discovered a strong relationship between self-regulated learning (SRL) strategies (such as time management, metacognitive strategies, and effort control) and academic accomplishment. This shows that children who use multiple SRL methods do better academically. Moreover, Álvarez-Pérez et al. (2024) examined how self-regulation of learning affects secondary students' academic achievement. The study found that children who used a variety of strategies, such as scheduling study time and sticking to screen time regulations, performed better academically. This lends credence to the idea that numerous, coordinated solutions might effectively balance screen time and academic responsibilities.

Parental involvement is crucial for responsible technology use, as 64.4% of students report their parents setting screen time limits. While fewer students use timers or schedule study time, 337.9% rely on multiple strategies, highlighting the importance of a combination of personal discipline, external support, and time management tools for effective screen time management. García-Ros et al. (2023) investigated how self-regulated learning and procrastination impact academic stress, well-being, and achievement in secondary education students. Self-regulated learning was found to be a negative predictor of procrastination while positively influencing academic success. While the study focused on self-regulation, it highlights the need of structured approaches to limiting screen use and improving academic achievement, which may include parental engagement.

In Table 9, the highest-rated strategy was "I study before using gadgets" with a mean of 4.22 and interpreted as "Extremely Effective," indicating that students strongly believe in completing academic tasks before engaging in screen-related activities. This was followed by "I use a timer or alarm to manage screen time" (mean = 3.59) and "I schedule my study time" (mean = 3.43), both interpreted as "Very

Effective" strategies. Meanwhile, strategies such as "I avoid using gadgets while studying" (mean = 3.26), "I follow screen time rules from school or teachers" (mean = 3.17), and "My parents/guardians set rules or time limits for my gadget use" (mean = 3.22) were all interpreted as "Moderately Effective." This suggests that while students recognize the value of these approaches, they may not find them as personally impactful or consistently implemented as self-directed methods.

Table 9
Perceived Effectiveness of Strategies for Balancing Screen Time and Study Time

Strategy	Mean	Std. Deviation	Interpretation
I schedule my study time.	3.43	1.207	Very Effective
I study before using gadgets.	4.22	1.316	Extremely Effective
I avoid using gadgets while studying.	3.26	1.051	Moderately Effective
I follow screen time rules from school or teachers.	3.17	1.753	Moderately Effective
I use a timer or alarm to manage screen time.	3.59	1.006	Very Effective
My parents/guardians set rules or time limits for my gadget use.	3.22	1.298	Moderately Effective
Overall Mean	3.53	1.27	Very Effective

Overall, the average mean score was 3.53, which falls under the "Very Effective" category, indicating that students generally perceive their strategies for managing screen time and study habits to be beneficial.

These findings are consistent with previous research emphasizing that students benefit academically from using various strategies to manage screen time. A meta-analysis by Liu et al. (2023) revealed a strong positive relationship between self-regulated learning (SRL) strategies—such as time management, metacognitive regulation, and effort control—and academic achievement, which is consistent with students' perceptions of studying before using gadgets and scheduling study time as highly effective. Similarly, Fu et al. (2025) discovered that time management greatly improves study engagement, bolstering the efficacy of implementing timers or alerts. Furthermore, Latif et al. (2025) emphasized the importance of parental engagement, demonstrating that screen time regulations established by parents have a good impact on academic achievements, commensurate with adolescents' reasonable awareness of this method. Finally, an analysis by the Network of Experts on Social Aspects of Education and Training (NESET) found that excessive screen usage had a negative impact on cognitive control and learning, emphasizing the importance of techniques such as avoiding electronics when studying.

These findings collectively validate the students' perceptions of strategy effectiveness in balancing screen time and academic responsibilities.

Conclusion. Students allot about 2.5 hours for screen time and 2.5 hours for studying in a day suggesting that children spend about more or less 5 hours engaged in these tasks. Most students likewise perform good academically which suggests that letting children have some screen time may not be really detrimental to their studies.

In conclusion, the study shows that students employed planned, intentional strategies. Self-regulation, parental assistance, and time-management tools are all essential for promoting academic achievement in an increasingly digital world. As digital usage grows, our findings emphasize promoting balanced, attentive screen behaviors among students.

Recommendations. On the basis of the results and conclusions, the following recommendations are offered.

1. Schools should offer workshops to help students improve their time-management and goal-setting skills.

2. Teachers and parents should encourage using digital tools for learning, like e-books and online lessons.

3. Schools should keep investing in digital tools that help students learn actively and make the most of screen time.

4. Digital literacy programs can teach students about the good and bad sides of screen time and help them make smart choices.

5. Schools should create spaces for students to talk about their screen habits and help them make changes when needed.

6. Parents should be involved through meetings or updates that connect home rules with school expectations for screen use.

7. Future research should examine screen time behavior and academic performance across different grade levels and school types, as well as the long-term impact of screen time habits and the role of digital platforms.

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