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SOCIAL MEDIA UTILIZATION AND STUDY HABITS OF GRADE 5 AND 6 PUPILS IN ORAS EAST DISTRICT

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ABSTRACT

Social media has become increasingly visible in the daily routines of elementary learners, raising questions regarding its possible relationship with study behaviors and academic routines. This study examined the relationship between social media utilization and study habits among Grade 5 and 6 pupils in Oras East District, Eastern Samar, Philippines. Using a descriptive-correlational research design, the study involved 60 pupils selected through stratified random sampling. Data were gathered using a structured questionnaire that measured social media utilization in terms of frequency, duration, and purpose of use, as well as study habits in terms of time management, concentration, study methods, and learning environment. Descriptive statistics and Pearson product-moment correlation were used to analyze the data.

Findings revealed that pupils demonstrated a moderate level of social media utilization and a moderate level of study habits. Learners commonly used social media for both academic and non-academic purposes, with learning-related use receiving the highest mean rating. Results further showed no statistically significant relationship between social media utilization and study habits ($r = 0.0824$, $p > 0.05$). Similarly, no significant relationships were found between social media utilization and the individual components of study habits, namely time management, concentration, study methods, and learning environment.

The results indicate that moderate and purpose-driven social media use may not necessarily be associated with negative study behaviors among elementary learners. The study further implies that factors such as parental guidance, structured routines, and learning environments may play a more important role in shaping pupils' study habits than social media exposure alone. The study provides localized insights regarding digital engagement and study behaviors among elementary learners in rural Philippine schools and may help educators and parents promote more balanced and responsible social media use among pupils.

KEYWORDS: *Social Media Utilization, Study Habits, Elementary Pupils, Self-Regulated Learning, Philippines*

INTRODUCTION

Digital technology has become deeply embedded in the daily lives of learners, influencing how they communicate, access information, and engage with academic activities. Among the most widely used digital platforms are social media applications such as Facebook, YouTube, Messenger, and TikTok, which are now commonly accessed even by elementary pupils. Although these platforms were originally designed for communication and entertainment, they have gradually become spaces where learners also obtain information, participate in discussions, and access educational content.

In the Philippines, the increasing reliance on digital platforms became more evident during the shift toward technology-assisted and remote learning. According to Toquero (2021), Filipino learners experienced greater exposure to online platforms and digital resources during this period, resulting in increased dependence on technology for communication and academic engagement. This transition further intensified the presence of social media and digital platforms in students' everyday learning experiences.

Recent studies suggest that social media may provide educational benefits when used appropriately. Learners can access learning materials, communicate with classmates, and participate in collaborative activities beyond the classroom environment (Al-Rahmi et al., 2021; Tang & Hew, 2023). In some cases, social media platforms have been found to support learner engagement and improve access to academic resources, particularly in technology-assisted learning environments.

Despite these potential advantages, concerns continue to emerge regarding the possible effects of excessive or poorly managed social media use on learners' academic behaviors. Several studies have associated prolonged social media exposure with distraction, reduced attention span, procrastination, and difficulty maintaining focus during academic tasks (Keles et al., 2022; Rozgonjuk et al., 2021). Younger learners may be particularly vulnerable to these challenges because their self-regulation and time-management skills are still developing.

Study habits play an important role in learners' academic development. These habits refer to the routines and strategies learners use when completing academic tasks, including time management, concentration, study methods, and maintenance of a conducive learning environment. According to Credé and Kuncel (2021), effective study habits are closely associated with academic success and may significantly influence student performance. At the elementary level, the

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development of positive study habits is especially important because these behaviors often become foundations for future learning practices.

The relationship between social media utilization and study habits remains inconclusive in existing literature. Some researchers argue that frequent social media use may interfere with concentration and reduce study efficiency, while others suggest that educational and purpose-driven use of social media may support collaboration and learning engagement (Al-Rahmi et al., 2021; Oducado et al., 2021). These differing findings indicate that the influence of social media may depend not only on how often learners use it, but also on the reasons and contexts for its use.

In the Philippine context, studies have likewise reported mixed findings regarding the educational effects of social media use among students. Oducado et al. (2021), in a study involving Filipino nursing students, observed that social media use may support communication and academic engagement when utilized appropriately. However, the study also emphasized the importance of balanced and responsible use to avoid possible distractions that may interfere with academic responsibilities.

Although many studies have examined social media use among high school and college students, limited research has focused on elementary learners, particularly those in rural communities. In the Philippine setting, younger learners are increasingly exposed to digital platforms, yet there remains limited evidence regarding how social media utilization relates to their study behaviors. Rural contexts may also present unique conditions related to parental supervision, access to technology, and learning environments that could shape pupils' experiences differently from those in urban areas.

In response to these gaps, the present study examined the relationship between social media utilization and study habits among Grade 5 and 6 pupils in Oras East District, Eastern Samar. Specifically, the study explored pupils' social media utilization in terms of frequency, duration, and purpose of use, as well as their study habits in relation to time management, concentration, study methods, and learning environment. The findings of the study may contribute to a better understanding of how digital engagement relates to the study behaviors of elementary learners and may provide useful insights for teachers, parents, and school administrators in promoting responsible and balanced use of social media among pupils.

Statement of the Problem

This study aimed to examine the relationship between social media utilization and study habits among Grade 5 and 6 pupils in Oras East District, Eastern Samar.

Specifically, the study sought to answer the following questions:

1. What is the level of social media utilization among pupils in terms of:
   a. frequency of use;
   b. duration of use; and
   c. purpose of use?
2. What is the level of study habits among pupils in terms of:
   a. time management;
   b. concentration;
   c. study methods; and
   d. learning environment?
3. Is there a significant relationship between social media utilization and pupils' study habits, both overall and when grouped according to:
   a. time management;
   b. concentration;
   c. study methods; and
   d. learning environment?

Hypothesis

H_0: There is no significant relationship between social media utilization and pupils' study habits, both overall and when grouped according to time management, concentration, study methods, and learning environment.

LITERATURE REVIEW

Social Media Utilization in Learning Contexts

The rapid growth of digital technology has changed the way learners communicate, gather information, and participate in school-related activities. Social media platforms such as Facebook, Messenger, YouTube, and TikTok have become part of the daily experiences of many learners, including elementary pupils. While these platforms are often associated with entertainment and social interaction, they are also increasingly being used for educational purposes.

Researchers have pointed out that social media can contribute positively to learning when used properly. Al-Rahmi et al. (2021) explained that online platforms may encourage collaboration, information sharing, and interaction among learners. In the same way, Tang and Hew (2023) reported that social media-based learning activities can increase learner participation and engagement, especially in environments where technology is integrated into instruction.

In the Philippine setting, the use of digital platforms became more visible during the transition to remote and technology-assisted learning. Lapada et al. (2020) observed that both teachers and learners had greater exposure to online tools and digital resources during this period. As a result, technology became more integrated into educational activities and communication.

Despite these possible benefits, concerns regarding excessive social media use continue to be raised. Several studies have linked prolonged exposure to digital platforms with distraction, procrastination, and reduced attention span among students (Keles et al., 2022). Rozgonjuk et al. (2021) also noted that compulsive social media engagement and fear of missing out may affect learners' productivity and concentration. These concerns are particularly important among younger learners who are still developing self-discipline and self-regulation.

The literature therefore presents social media as a tool that may either support or interfere with learning depending on how it is used. Educational and moderate use may contribute positively to learning experiences, while excessive and poorly managed use may create distractions and reduce focus.

Recent studies on emerging digital platforms also indicate that highly engaging applications may affect learners' attention and online behavior patterns, particularly among younger users who are still developing self-control and responsible media habits (Montag et al., 2021).

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Study Habits and Academic Behavior

Study habits refer to the practices and routines learners follow when performing academic tasks. These habits include time management, concentration, study methods, and the maintenance of a suitable learning environment. Positive study habits are often associated with better academic performance and improved learning behaviors.

Credé and Kuncel (2021) emphasized that study habits and related academic behaviors are important contributors to academic success. Learners who practice organized routines and effective study strategies are generally more capable of handling academic tasks and maintaining consistent performance.

The importance of study habits may also be explained through the concept of self-regulated learning. According to Zimmerman (2000), self-regulated learners actively manage their learning processes by planning, monitoring, and evaluating their own academic activities. In more recent studies, self-regulation continues to be recognized as important in technology-supported learning environments where learners are exposed to multiple digital distractions (Anthonysamy et al., 2020).

Barrot et al. (2021) observed that Filipino learners experienced difficulties related to concentration, motivation, and self-management during online learning. Their findings emphasized the importance of developing self-regulation skills in digitally mediated learning environments.

Several factors may influence the development of study habits among learners. Environmental distractions, inconsistent routines, gadget accessibility, and lack of supervision may affect students' ability to concentrate and maintain effective study practices. Iqbal et al. (2021) explained that weak study habits, particularly in time management and concentration, are often linked with lower academic performance.

Philippine-based studies likewise highlight the influence of learning conditions on academic behavior. Baticulon et al. (2021) found that environmental distractions, limited study spaces, and technology-related concerns affected students' ability to maintain effective learning routines. Although the study involved older learners, the findings may also provide insight into the learning experiences of younger students.

Interplay Between Social Media Utilization and Study Habits

Researchers continue to examine how social media utilization relates to learners' study habits, although findings remain varied. Some studies suggest that excessive social media use may interfere with concentration, reduce study efficiency, and negatively affect time management. Keles et al. (2022) noted that prolonged social media exposure may contribute to distraction and reduced academic focus among students.

Other studies, however, suggest that social media may also support positive academic behaviors when used responsibly and for educational purposes. Al-Rahmi et al. (2021) explained that digital platforms may encourage communication, collaboration, and access to learning materials. Oducado et al. (2021) likewise observed that students who utilize social media for academic interaction may demonstrate stronger engagement in learning activities.

The differing findings found in previous studies indicate that the influence of social media may depend on several factors, including frequency of use, purpose of utilization, level of supervision, and learners' ability to regulate their own behavior. Moderate and educationally oriented use may produce different outcomes compared to excessive and entertainment-focused use.

Research Gaps

Although many studies have examined social media utilization and academic behavior, several gaps remain evident in the literature. First, a large number of studies focus on high school and college students, while fewer investigations examine elementary learners who are now increasingly exposed to digital technology.

Second, many previous studies were conducted in urban or technologically advanced areas. Rural contexts remain less explored despite possible differences in internet access, parental supervision, learning environments, and digital exposure.

Third, many existing studies focus primarily on academic performance rather than study habits. Since study habits reflect learners' academic routines and behaviors, examining them may provide a clearer understanding of how social media utilization relates to learning practices among younger learners.

Considering these gaps, the present study examined the relationship between social media utilization and study habits among Grade 5 and 6 pupils in Oras East District, Eastern Samar. The study aimed to provide localized information regarding digital engagement and study behaviors among elementary learners in a rural Philippine setting.

Theoretical Framework

This study is anchored on the Uses and Gratifications Theory (UGT) and the Self-Regulated Learning Theory (SRL), which together provide a framework for understanding how pupils utilize social media and how such utilization may relate to their study habits.

Uses and Gratifications Theory explains that individuals actively choose media platforms based on their needs, interests, and motivations. Rather than being passive recipients of media content, users intentionally engage with media to satisfy specific purposes such as entertainment, communication, information seeking, or social interaction. In the context of the present study, the theory helps explain why elementary pupils use social media and how differences in purpose of use may influence their academic-related behaviors. Pupils who utilize social media primarily for learning activities and academic communication may experience different outcomes compared to those who use it mainly for entertainment and leisure.

Complementing this perspective is the Self-Regulated Learning Theory, which emphasizes learners' ability to manage and direct their own learning processes. According to Zimmerman (2000), self-regulated learners are capable of planning, monitoring, and evaluating their learning activities while controlling distractions that may interfere with academic tasks. Study habits such as time management, concentration,

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use of study methods, and maintenance of a conducive learning environment are closely associated with self-regulation skills.

The integration of these theories provides a clearer understanding of the possible relationship between social media utilization and study habits. Uses and Gratifications Theory explains the motivations behind pupils' social media engagement, while Self-Regulated Learning Theory explains how learners manage their academic behaviors despite exposure to digital platforms. Together, these theories provide a framework for understanding how pupils' motivations for social media use and their ability to regulate learning behaviors may relate to their study habits.

Conceptual Framework

The conceptual framework of the study shown in Figure 1, illustrates the relationship between social media utilization and study habits among Grade 5 and 6 pupils in Oras East District. The independent variable of the study is social media utilization, which includes frequency of use, duration of use, and purpose of use. The dependent variable is study habits, which covers time management, concentration, study methods, and learning environment.

The framework proposes that variations in social media utilization may be associated with differences in pupils' study habits. Frequency and duration of social media use may influence how learners allocate time and maintain concentration, while purpose-driven and educational use may support positive academic behaviors. However, the study does not assume a direct causal relationship between the variables but instead examines whether a statistically significant association exists between them.

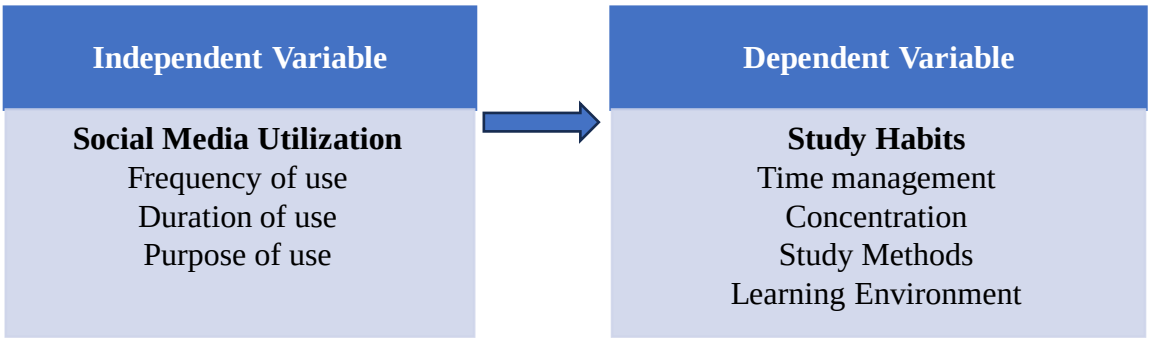


Figure 1. ***Conceptual Framework of the Study***

METHODOLOGY

Research Design

The study utilized a descriptive-correlational research design to determine the relationship between social media utilization and study habits among Grade 5 and 6 pupils in Oras East District, Eastern Samar. The descriptive aspect of the study was used to identify the levels of social media utilization and study habits among the respondents. On the other hand, the correlational aspect was employed to determine whether a significant relationship existed between the variables.

The design was considered appropriate because the study focused on naturally occurring behaviors without manipulating any variables or conditions. Through this approach, the researchers were able to examine patterns of social media utilization and determine how these may relate to pupils' study habits.

Research Locale

The study was conducted in selected elementary schools in Oras East District, Division of Eastern Samar, Philippines. The district is composed mainly of rural communities where learners have varying levels of access to internet connectivity, gadgets, and digital resources.

The locale was chosen because of the increasing use of social media among elementary pupils observed by teachers and school personnel. Conducting the study in this setting provided localized information regarding social media utilization and study habits among learners in a rural educational context.

Respondents of the Study

The respondents of the study consisted of 60 Grade 5 and Grade 6 pupils enrolled in selected elementary schools in Oras East District. Thirty respondents were taken from each grade level. The respondents were selected through stratified random sampling to ensure proportional representation from both grade levels. Only pupils who had access to social media platforms and whose parents or guardians granted permission were included in the study.

Participation in the study was voluntary. The respondents were informed that they could withdraw from the study at any point without penalty.

Research Instrument

The researchers used a structured questionnaire to gather data regarding social media utilization and study habits among the respondents. The instrument consisted of two parts. The first part focused on social media utilization in terms of frequency of use, duration of use, and purpose of use. Frequency and duration were measured using categorical responses, while purpose of use was measured using a five-point Likert scale. The second part focused on study habits, particularly time management, concentration, study methods, and learning environment. Respondents rated statements using a five-point Likert scale to describe the extent to which they practiced certain study behaviors.

The questionnaire was adapted from related studies and modified to suit the level of understanding of Grade 5 and Grade 6 pupils. Necessary revisions were made to simplify the language and ensure that the items were appropriate for elementary learners.

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To establish content validity, the instrument was reviewed by experts in education and research. Their suggestions and recommendations were incorporated before the actual administration of the questionnaire. A pilot test was conducted among pupils who were not included in the actual respondents of the study. Reliability testing using Cronbach's alpha produced a coefficient of 0.88, indicating acceptable internal consistency of the instrument.

Data Gathering Procedure

Before conducting the study, permission was secured from the appropriate school authorities, including school heads and district officials. Consent from parents or guardians and assent from pupils were also obtained prior to data collection.

The questionnaire was pilot-tested before the actual administration to identify possible issues related to wording, clarity, and organization. After the necessary revisions were completed, the final instrument was administered to the respondents during regular class hours.

The researchers explained the purpose of the study and gave instructions regarding how the questionnaire should be answered. The respondents completed the instrument within approximately 30 to 40 minutes. Accomplished questionnaires were collected immediately after completion to ensure completeness of responses.

After retrieval, the responses were checked, organized, encoded, and prepared for statistical analysis.

Data Analysis

The gathered data were analyzed using descriptive and inferential statistical tools. Frequency counts, percentages, means, and standard deviations were used to describe the levels of social media utilization and study habits among the respondents.

To determine the relationship between social media utilization and study habits, the Pearson Product-Moment Correlation Coefficient (r) was utilized. The level of significance was set at 0.05.

Statistical analyses were performed using appropriate software to ensure accuracy and consistency in data computation and interpretation.

Ethical Considerations

The study observed ethical standards in conducting research involving minor participants. Participation was voluntary, and respondents were informed about the purpose of the study before data gathering.

To protect confidentiality and privacy, no identifying personal information was included in the questionnaires. The collected data were used solely for academic and research purposes.

Parental consent and pupil assent were secured before participation in the study. Respondents were also informed that they had the right to decline participation or withdraw from the study at any time without any negative consequences.

RESULTS AND DISCUSSION

Level of Social Media Utilization of Pupils

Table 1 presents the level of social media utilization among the respondents in terms of frequency of use, duration of use, and purpose of use. The findings show that the pupils demonstrated a moderate level of social media utilization overall.

In terms of frequency of use, the computed mean of 2.47 indicates moderate utilization. Most respondents reported accessing social media once or twice a week to three or four times a week. This suggests that social media has already become part of the pupils' regular activities, although usage does not appear to be excessive. This observation is consistent with the findings of Oducado et al. (2021), who reported that students may utilize social media in both academic and non-academic ways without necessarily demonstrating problematic or excessive usage patterns.

With respect to duration of use, the mean of 2.12 indicates a low to moderate level of exposure. A majority of the respondents reported spending one to two hours per day on social media platforms. This finding may suggest that pupils still maintain a relatively controlled level of digital engagement, possibly due to parental monitoring and structured school routines. Existing studies suggest that moderate social media exposure may not necessarily lead to negative academic behaviors, particularly when learners are guided in their technology use (Keles et al., 2022).

Table 1. ***Level of Social Media Utilization among Pupils***

A. Frequency of Use		
Category	**F**	**%**
Everyday	16	26.7
3–4 times a week	14	23.3
Once or twice a week	18	30.0
Rarely	10	16.7
Never	2	3.3
Mean = 2.47 (Moderate)		
B. Duration of Use		
Category	**F**	**%**
Less than 1 hour	14	23.3
1–2 hours	34	56.7
3–4 hours	6	10.0
5–6 hours	3	5.0
More than 6 hours	3	5.0
Mean = 2.12 (Low to Moderate)		
C. Purpose of Use		

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Indicator	Mean	Interpretation
Schoolwork support	3.30	Moderate
Entertainment	3.10	Moderate
Communication	3.40	Moderate
Learning resources	4.07	High
Motivation	3.44	Moderate
Mean = 3.46 (Moderate)		
Overall Mean = 2.68 (Moderate)		

In terms of the purpose of use, the overall mean of 3.46 indicates moderate utilization across different functions. Among the indicators, learning resources obtained the highest mean score (4.07), indicating that many pupils use social media to access educational materials and academic-related content. This finding supports the observations of Al-Rahmi et al. (2021), who noted that social media platforms may support learning by providing opportunities for information access and collaborative interaction.

Other purposes, such as communication, entertainment, schoolwork support, and motivation, were also rated at a moderate level. The results suggest that pupils utilize social media for both academic and non-academic activities, reflecting a balanced pattern of use rather than purely entertainment-driven engagement.

Overall, the findings indicate that Grade 5 and 6 pupils are already engaged with digital platforms at an early age, although their level of utilization remains moderate. At this level, social media may function as both a recreational space and a supplementary learning tool. However, the findings also imply the need for continued guidance from parents and teachers to help learners develop responsible and balanced digital habits.

Level of Study Habits of Pupils

Table 2 presents the level of study habits among the respondents in terms of time management, concentration, study methods, and learning environment. The results reveal that the pupils demonstrated a moderate overall level of study habits, with an overall mean of 3.67.

Table 2. ***Level of Study Habits of Pupils***

Study Habit Variable	Mean	Interpretation
Time Management	3.87	High
Concentration	3.37	Moderate
Study Methods	3.78	High
Learning Environment	3.66	Moderate
Overall Mean	**3.67**	**Moderate**

Time management registered the highest mean score (3.87), showing that many pupils were able to manage their school responsibilities and follow study schedules. The result may indicate that respondents already practice some level of discipline in handling academic tasks. Study methods also received a high rating with a mean of 3.78, suggesting that the pupils use certain approaches or routines that assist them in studying lessons and completing schoolwork.

In contrast, concentration and learning environment obtained moderate ratings, with means of 3.37 and 3.66, respectively. This may imply that maintaining attention during study sessions remains a challenge for some learners. Distractions at home, exposure to gadgets, and environmental noise may have affected their ability to focus consistently while studying.

The findings indicate that study habits are influenced by several factors beyond learners' personal effort alone. Credé and Kuncel (2021) explained that students who practice organized routines and consistent study behaviors are more likely to perform effectively in academic tasks. In the present study, the favorable ratings in time management and study methods may reflect the beginning development of productive learning habits among the respondents.

Although the pupils generally demonstrated acceptable study practices, some areas still appear to require improvement. Since elementary learners are still developing independence and self-regulation, guidance from teachers and parents may continue to play an important role in helping them strengthen their study routines and maintain focus on academic activities.

Relationship Between Social Media Utilization and Study Habits (Discussion)

Table 3 presents the relationship between social media utilization and study habits among the respondents. The computed r-value of 0.0824 indicates a negligible positive relationship between the variables. Furthermore, the obtained p-value of 0.5313 is greater than the 0.05 level of significance, indicating that the relationship is not statistically significant. Therefore, the null hypothesis is accepted.

The findings suggest that social media utilization was not significantly associated with the study habits of Grade 5 and 6 pupils in the present study. Although social media forms part of the respondents' daily activities, the level and nature of its use may not be sufficient to produce measurable differences in their study behaviors. The present finding differs from studies that associated excessive social media exposure with distraction and reduced academic focus (Keles et al., 2022). However, it appears more consistent with the observations of Oducado et al. (2021), who noted that social media utilization does not necessarily produce negative academic outcomes when learners maintain balanced and purpose-driven usage patterns.

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Table 3. ***Relationship Between Social Media Utilization and Study Habits***

Variables	r-value	p-value	Interpretation
Social Media Utilization vs Study Habits	0.0824	0.5313	Not Significant (Negligible Positive Relationship)

One possible explanation for this finding is that the respondents generally demonstrated only moderate levels of social media utilization. Existing literature suggests that negative academic effects are more commonly associated with excessive or uncontrolled social media exposure rather than moderate use. In addition, elementary learners may still be subject to parental supervision, structured schedules, and teacher monitoring, which could help regulate both social media use and study routines.

The findings also indicate that social media may not necessarily function as a direct source of academic disruption among younger learners. Since many pupils reported using social media for learning-related purposes, digital platforms may serve not only as recreational spaces but also as supplementary learning resources. This observation supports previous studies suggesting that the influence of social media depends largely on how it is utilized and the purposes for which it is accessed (Al-Rahmi et al., 2021).

The differences between the present findings and some previous studies may also be influenced by the characteristics of the respondents and the context of the study. Unlike many investigations involving adolescents or college students with higher levels of digital exposure, the present study focused on elementary learners in a rural district who generally demonstrated moderate social media utilization and may still be subject to closer parental and teacher supervision.

Overall, the results imply that social media utilization alone may not be a sufficient predictor of pupils' study habits. Other factors, such as parental guidance, self-discipline, academic motivation, and learning environment, may have stronger influences on study behaviors among elementary learners.

Relationship by Study Habit Components

Table 4 presents the relationship between social media utilization and each component of study habits. The findings reveal that all computed correlation coefficients were negligible, ranging from 0.0092 to 0.1276. All obtained p-values were greater than the 0.05 level of significance, indicating that none of the relationships were statistically significant.

The findings indicate that social media utilization was not significantly associated with pupils' time management, concentration, study methods, or learning environment. These results further support the earlier finding that social media utilization may not be a dominant factor influencing study habits among the respondents.

Table 4. ***Relationship Between Social Media Utilization and Study Habits by Category***

Study Habit Variable	r-value	p-value	Interpretation
Time Management	0.0848	0.5193	Not Significant (Negligible Positive Relationship)
Concentration	0.1276	0.3313	Not Significant (Negligible Positive Relationship)
Study Methods	0.0361	0.7842	Not Significant (Negligible Positive Relationship)
Learning Environment	0.0092	0.9443	Not Significant (Negligible Positive Relationship)

The negligible relationships observed across all dimensions suggest that the respondents were generally able to maintain their study routines regardless of their level of social media use. This may be explained by the moderate level of utilization observed in the study, as well as the possibility that younger learners remain guided by parents and teachers in managing both academic activities and digital engagement.

The absence of a significant relationship with concentration is particularly noteworthy, considering that social media is often associated with distraction and reduced attention span in existing literature. Previous studies have linked excessive digital engagement with interruptions in concentration and academic focus, particularly among learners exposed to prolonged online activities (Rozgonjuk et al., 2021; Keles et al., 2022). In contrast, the present study observed no statistically significant relationship between social media utilization and concentration among the respondents.

Similarly, the lack of a significant relationship with time management implies that pupils may still be capable of allocating study time effectively despite their engagement with digital platforms. This finding may suggest that moderate social media exposure alone does not automatically disrupt pupils' time management practices, especially when learners remain guided by structured routines and parental supervision. These findings highlight the possibility that other variables not examined in the study, such as parental involvement, academic motivation, and self-regulation, may exert stronger influences on study behaviors than social media utilization alone.

Overall, the findings suggest that social media utilization functioned as a relatively neutral factor within the context of the study. Its effects on pupils' study habits appear to depend on broader environmental and behavioral conditions rather than mere exposure to digital platforms.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of the study, the following conclusions were drawn:

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The Grade 5 and 6 pupils in Oras East District demonstrated a moderate level of social media utilization in terms of frequency, duration, and purpose of use. This indicates that social media has already become part of the pupils' daily routines, although its use generally remained within manageable levels. Many pupils also reported utilizing social media for learning-related purposes, suggesting that digital platforms may function not only as recreational tools but also as supplementary sources of academic information.

The respondents likewise demonstrated a moderate level of study habits overall. Among the dimensions examined, time management and study methods obtained relatively higher ratings, while concentration and learning environment were rated moderately. These findings suggest that although pupils have already developed certain positive study routines, some still experience distractions and challenges in maintaining focus during study activities.

The study further revealed that there was no statistically significant relationship between social media utilization and study habits, both overall and across the individual dimensions of time management, concentration, study methods, and learning environment. The findings imply that moderate social media utilization may not necessarily be associated with negative study behaviors among elementary pupils.

The absence of significant relationships also suggests that social media utilization alone may not be a sufficient predictor of pupils' study habits. Other factors, such as parental guidance, supervision, academic motivation, self-discipline, and home learning conditions, may exert greater influence on the development of study behaviors among younger learners.

Overall, the findings indicate that the effects of social media on elementary learners may depend not only on the amount of exposure but also on how digital platforms are utilized and managed within the learners' academic and home environments.

Recommendations

Based on the results obtained in the study, several recommendations are presented. Teachers may continue reminding pupils to use social media responsibly by encouraging them to access educational content and learning materials through digital platforms. Classroom activities related to proper technology use may also help learners become more aware of healthy online practices.

Parents and guardians may also monitor pupils' use of gadgets and social media, especially during study time. Setting regular schedules at home and providing a quiet area for studying may help pupils improve their focus and maintain better study routines.

Schools may strengthen discussions and activities related to digital literacy and responsible technology use. Instead of completely discouraging social media use, schools may guide learners on how these platforms can be used properly and productively for academic purposes.

Since concentration and learning environment received comparatively lower ratings, both teachers and parents may help reduce distractions that could interrupt pupils during study sessions. Encouraging consistent routines and limiting unnecessary gadget exposure during study periods may also support better study habits.

Future studies may include other factors that were not covered in the present research, such as parental involvement, motivation, socio-economic background, and self-regulation skills. Exploring these variables may provide a broader understanding of the different conditions that influence pupils' study habits.

Researchers may also conduct similar studies involving larger groups of respondents, other grade levels, or schools from different locations. Comparisons between rural and urban settings may likewise provide additional insights regarding social media utilization among elementary learners.

Limitations of the Study

The study was limited to 60 Grade 5 and Grade 6 pupils from selected elementary schools in Oras East District, Eastern Samar. As such, the findings may not fully represent the experiences and behaviors of elementary learners in other districts or educational contexts.

The study also relied on self-reported responses gathered through questionnaires, which may be influenced by response bias and the respondents' level of understanding of the items. In addition, the study focused only on social media utilization and study habits without examining other factors that may affect academic behaviors, such as parental involvement, academic motivation, socio-economic conditions, and self-regulation skills.

Moreover, the descriptive-correlational design of the study allowed only the examination of relationships between variables and did not establish causal relationships. The relatively small sample size may have limited the ability of the study to detect subtle relationships between the variables.

Implications for Practice

Results of the study showed that the respondents' use of social media was generally at a manageable level and was not directly linked to poor study habits. The pupils were still able to demonstrate acceptable study routines despite being exposed to digital platforms. This may mean that social media, by itself, does not automatically create negative academic behaviors among elementary learners.

The study also revealed the importance of guidance coming from adults around the learners. Parents, teachers, and schools continue to have a major role in helping pupils develop discipline in both studying and technology use. Since children at the elementary level are still learning how to manage their time and attention, supervision and structured routines remain necessary.

The findings may also encourage schools to focus on proper and responsible use of technology rather than viewing social media only as a distraction. Helping learners understand how online platforms can be used in learning activities may support more productive and meaningful digital engagement.

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