ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Managing Digital Natives: Behavioral Challenges of YouTube-Era Learners in Elementary Classrooms

Rosario N. Andaya[1],[2*], PhD
[1] *Associate Professor I, Taguig City University, Taguig City, Philippines*
[2] *School Principal, Mt. Moriah Christian Academy, Inc., Taguig City, Philippines*
[*] *chatandaya17@gmail.com*

Date Submitted:
September 24, 2026

Date Accepted:
October 05, 2026

Date Published:
November 03, 2026

DOI:
10.5281/zenodo.23924814

ABSTRACT

This study, titled Managing Digital Natives: Behavioral Challenges of You Tube-Era Learners in Elementary Classrooms, investigated the behavioral issues of pupils in grades 1–6 at Mt. Moriah Christian Academy, Taguig City, Philippines, who are heavily immersed in You tube and digital content. Using a descriptive action research design and a mixed-methods approach, the study triangulated responses from 115 learners, 115 parents, and 14 teachers to identify recurring challenges in attention span, impulsivity, and emotional regulation, alongside strengths in cooperation, discipline, and peer support. Quantitative data revealed that attention difficulties were most evident in grades 1 and 4, while anger-related concerns peaked in grades 2, 4, and 6. Qualitative responses confirmed irritability linked to gadget withdrawal and classroom disruptions due to impulsivity. Parents reported pervasive You tube exposure (68% daily viewing) and observed improvements after school interventions, while teachers validated the effectiveness of structured routines, socio-emotional learning (SEL) activities, and digital detox practices in reducing disruptions and enhancing classroom management. The input–process–output (IPO) conceptual framework guided the interventions, with inputs being the behavioral challenges of You tube-era learners, processes involving structured routines, SEL, and detox practices, and outputs yielding improved behavior, better teacher management, positive peer relationships, and holistic development. Findings confirm that behavioral challenges are systemic across contexts but can be effectively addressed through integrated interventions. The study concludes that structured routines, SEL, and digital detox are sustainable strategies for managing digital-native learners, ensuring balanced socio-emotional growth and improved classroom outcomes.

Keywords: *you tube-era learners, socio-emotional learning, structured routines, digital detox, classroom management*

INTRODUCTION

In the 21st century, children worldwide are increasingly identified as *digital natives*—learners who grow up immersed in digital technologies and online platforms. Among these, YouTube has become one of the most influential media sources, shaping children's cognitive, emotional, and behavioral development. Research indicates that excessive YouTube exposure is linked to shorter attention spans, impulsivity, and difficulties in emotional regulation, which directly affect classroom behavior and learning outcomes (Idyan, 2025; Saleem, 2022).

In the Philippine context, the rapid digitalization of education has created both opportunities and challenges. Studies highlight that Filipino learners, particularly Generation Z, demonstrate technology

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

dependence, short attention spans, and strong preferences for interactive, fast-paced lessons, which often clash with traditional teaching methods (Villaseñor, 2024; Doletin & Paglinawan, 2026; Amolan, 2024). Teachers in Taguig and Pateros have reported similar difficulties, noting that classroom management is increasingly strained by pupils' digital habits. Positive discipline approaches have been explored in local schools, but behavioral challenges remain a pressing concern (de Borja, 2022).

At Mt. Moriah Christian Academy, a private K–12 institution in Taguig City with 163 pupils enrolled in Grades 1–6, these challenges are evident. Teachers struggle with disruptive behaviors, reduced focus, and socio-emotional issues among learners heavily influenced by YouTube and digital content. Such behaviors not only diminish instructional time but also hinder holistic development, creating stress for educators and affecting peer relationships. This situation underscores the urgent need for interventions that balance digital exposure with structured routines, socio-emotional learning (SEL), and digital detox practices.

Thus, this study titled *Managing Digital Natives: Behavioral Challenges of YouTube-Era Learners in Elementary Classrooms* seeks to address the central problem: How can structured routines, socio-emotional learning (SEL) activities, and digital detox practices be implemented to reduce behavioral challenges and improve classroom management among YouTube-era learners in Grades 1–6?

By situating the problem globally, nationally, and locally, this research establishes its significance in providing practical solutions for teachers, supporting pupils' socio-emotional growth, and strengthening the school's mission to nurture disciplined, responsible, and well-rounded learners.

Literature Review

Digital Natives and Interventions

Globally, scholars have documented how digital immersion, particularly through YouTube, reshapes children's classroom behavior. Saleem (2022) found that prolonged YouTube exposure leads to shorter attention spans, impulsivity, and irritability, disrupting classroom learning. Idyan (2025) emphasized the imitative nature of digital natives, where children replicate online behaviors without critical evaluation, often resulting in classroom disruptions.

To address these challenges, structured routines and socio-emotional learning (SEL) have been proposed internationally. CASEL (2020) highlighted that SEL programs improve self-regulation, empathy, and responsible decision-making, directly reducing behavioral issues. Meanwhile, digital detox practices, such as screen-free intervals, have been shown to restore focus and reduce fatigue (Livingstone, 2019).

Saleem (2022) and Idyan (2025) focused on behavioral risks of YouTube immersion, while CASEL (2020) and Livingstone (2019) emphasized interventions. Together, they show that behavioral challenges are global, but structured routines, SEL, and detox practices provide viable solutions. Global evidence confirms that interventions must balance digital exposure with structured behavioral supports to improve classroom management.

Digitalization, Behavior, and Interventions

In the Philippines, Villaseñor (2024) reported that digitalization has created mismatches between traditional teaching and learners' digital habits, complicating classroom management. Doletin and Paglinawan (2026) observed that Gen Z learners prefer fast-paced, interactive lessons, but this often leads to frustration and disruptive behavior when confronted with structured routines. Amolan (2024) noted that Filipino digital natives exhibit technology dependence and reduced patience, which complicates discipline.

Intervention studies in the Philippines emphasize SEL and structured routines. Villaseñor (2024) suggested that predictable schedules and clear rules reduce classroom disruptions. Amolan (2024) highlighted SEL's role in fostering empathy and cooperation, while Doletin and Paglinawan (2026) recommended integrating digital detox practices to balance learners' screen habits with classroom expectations.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Villaseñor (2024) focused on systemic mismatches, while Amolan (2024) emphasized socio-emotional deficits. Doletin and Paglinawan (2026) added the digital detox dimension. Despite differences, all converge on the need for integrated interventions. National studies reinforce that structured routines, SEL, and detox practices are essential to bridge the gap between digital habits and classroom discipline.

Locally, de Borja (2022) examined positive discipline strategies in Taguig and Pateros schools, finding that consistent reinforcement of rules improved classroom behavior but was insufficient in addressing digital distractions. Teachers reported that pupils often referenced YouTube content during lessons, leading to off-task behavior.

Local educators have begun experimenting with SEL activities and structured routines. De Borja (2022) noted that peer collaboration and role-playing improved classroom climate, while structured routines reduced anxiety among pupils. However, without digital detox practices, distractions persisted.

De Borja (2022) emphasized discipline frameworks, while global and national studies highlighted SEL and detox. The similarity lies in recognizing that discipline alone is inadequate; interventions must be holistic. Local evidence validates the need for Mt. Moriah Christian Academy to adopt integrated interventions—structured routines, SEL, and digital detox—to address behavioral challenges of YouTube-era learners.

Synthesis

Across global, national, and local contexts, literature consistently identifies behavioral challenges among digital natives—short attention spans, impulsivity, imitation of online behaviors, and difficulty with discipline. At the same time, studies highlight that structured routines, socio-emotional learning, and digital detox practices are effective interventions to improve classroom management. Global studies emphasize cognitive and social dimensions, national studies highlight systemic mismatches, and local studies confirm the persistence of these issues in Taguig and Pateros. Taken together, these findings justify the present study's integrated approach at Mt. Moriah Christian Academy.

Theoretical and Conceptual Anchors of the Study

The study *Managing Digital Natives: Behavioral Challenges of YouTube-Era Learners in Elementary Classrooms* is anchored on three major theoretical perspectives that collectively explain the behavioral challenges of digital natives and justify the interventions of structured routines, socio-emotional learning (SEL), and digital detox practices.

Bandura's Social Learning Theory (Bandura, 1977) explains that children learn behaviors through observation, imitation, and reinforcement. In the YouTube era, pupils replicate behaviors seen online, often without critical evaluation, which contributes to classroom disruptions (Idyan, 2025; Saleem, 2022). By introducing structured routines and positive reinforcement, teachers can redirect these imitative tendencies toward constructive classroom conduct.

Constructivist Theory emphasizes that learning occurs through active engagement and scaffolding (Piaget, 1972; Vygotsky, 1978). Digital natives, however, often struggle with sustained focus and discipline due to fragmented digital experiences (Villaseñor, 2024; Doletin & Paglinawan, 2026). Structured routines provide scaffolding, while SEL activities foster cooperative learning and emotional regulation, aligning with constructivist principles.

Socio-Emotional Learning (CASEL) identifies five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL Framework, 2020). SEL interventions directly address behavioral challenges by teaching pupils to regulate emotions, empathize with peers, and make responsible choices (Amolan, 2024). Digital detox practices complement SEL by reducing overstimulation and restoring attention control (Livingstone, 2019).

Social Learning Theory explains how digital natives imitate behaviors from YouTube. Constructivism justifies structured routines and scaffolding to redirect learning. SEL Framework provides

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

competencies to regulate emotions and relationships. Together, these theories converge to support the integrated interventions of routines, SEL, and detox, leading to improved classroom management.

The conceptual framework follows the Input-Process-Output model which illustrates how interventions can address the behavioral challenges of YouTube-era learners in Grades 1–6 at Mt. Moriah Christian Academy. The input consists of the learner profile and observed issues such as disruptive behaviors, short attention spans, impulsivity, and classroom management difficulties faced by teachers. The process involves the implementation of structured routines, socio-emotional learning (SEL) activities, and digital detox practices designed to regulate behavior, foster emotional awareness, and restore focus. The output is expected to yield improved classroom behavior, enhanced teacher management, positive peer relationships, and holistic learner development. This study adopts a descriptive action research design, enabling the researcher to systematically observe, implement, and evaluate the effectiveness of these interventions in reducing behavioral challenges and strengthening classroom management.

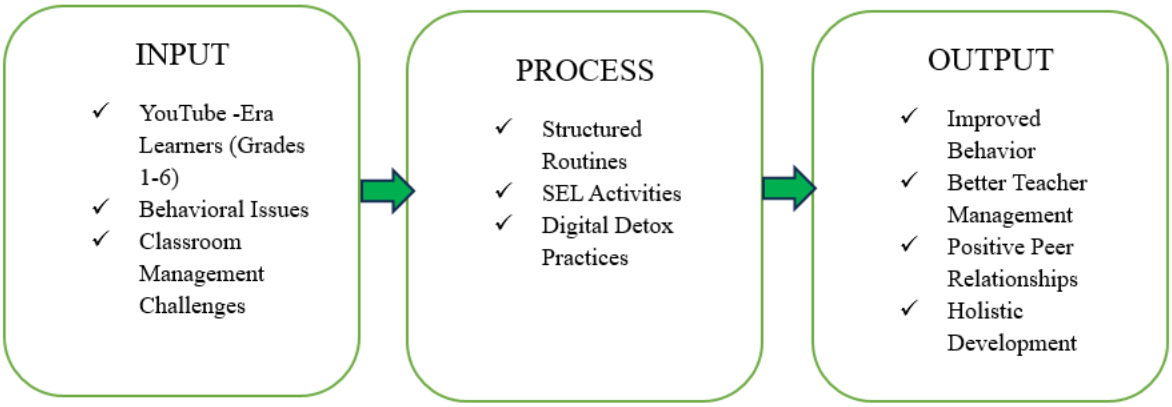


Figure 1. *Conceptual Framework of the Study*

METHODS

Research Design

This study employed a descriptive action research design, which is appropriate for investigating classroom-based problems and implementing interventions to improve behavioral outcomes. Action research allows the researcher to systematically plan, act, observe, and reflect on the effectiveness of structured routines, socio-emotional learning (SEL) activities, and digital detox practices in addressing behavioral challenges among YouTube-era learners.

Research Locale

The study was conducted at Mt. Moriah Christian Academy, a private K–12 institution in Taguig City that has been operating for 33 years on the first term of school year 2026-2027. The school currently has 163 pupils enrolled in Grades 1–6, along with a dedicated teaching staff. The institution provides a Christian-based education and emphasizes holistic learner development, making it an ideal setting for interventions that integrate behavioral, socio-emotional, and digital balance strategies.

Participants and Sampling Technique

A purposive sampling technique was used to select participants. Teachers were chosen based on their direct involvement with Grades 1–6 learners. Parents were selected to represent each grade level, while

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

learners were chosen to ensure age-appropriate responses across the six grade levels. This sampling method ensures that the respondents are directly relevant to the behavioral challenges under investigation.

With a total population of 163 learners (Grades 1–6), a practical sample size using Slovin's formula ($n = N / (1 + Ne^2)$) at a 5% margin of error is approximately 115 pupils. This ensures representativeness while keeping the study manageable. Alongside pupils, 14 teachers (all included) and a proportional number of parents (one per sampled pupil respondent, i.e., 115 parents) participated.

Table 1. *Summary of Respondents and Role in the Study*

Respondent Group	Number of Respondents	Sampling Technique	Role in the Study
Teachers (Grades 1–6)	14 (all teachers)	Purposive sampling	Provide insights on classroom management challenges, observe behavioral changes, and evaluate effectiveness of interventions.
Pupils (Grades 1–6)	115 (sampled from 163)	Slovin's formula, stratified random sampling per grade level	Report on their own classroom behavior, socio-emotional awareness, and digital habits.
Parents of Pupils	115 (corresponding to sampled pupils)	Purposive sampling	Share observations of children's behavior and digital exposure at home, validate changes after interventions.

Research Instrument

The study used a triangulated, expert-validated questionnaire tailored for each respondent group. The Teacher Questionnaire assessed items on observed behavioral challenges, classroom management strategies, and perceptions of interventions. The Learner Questionnaire assessed simplified items on attention, behavior, socio-emotional awareness, and digital habits. The Parent Questionnaire assessed items on home routines, screen time management, and observed behavioral changes. The questionnaires used a Likert scale for quantitative data and open-ended questions for qualitative insights. Instruments underwent expert validation and pilot testing to ensure reliability and clarity.

Data Gathering Procedure

The researcher secured approval from the school administration and distribute consent forms to teachers, parents, and pupils. The questionnaires were administered during the first term of SY 2026–2027 to teachers and parents who answered independently, while pupils were guided to ensure comprehension. Interventions such as structured routines, SEL activities, and digital detox practices were implemented in the classrooms. Teachers documented behavioral changes, while pupils and parents provided feedback through follow-up questionnaires. Responses were gathered, tabulated, and prepared for analysis.

Data Analysis

The study employed a mixed-methods approach to analyze the data. For the quantitative component, descriptive statistics such as frequency, mean, and percentage were used to interpret Likert-scale responses from teachers, pupils, and parents, providing measurable insights into behavioral challenges and intervention effectiveness. For the qualitative component, thematic analysis was applied to open-ended responses to identify recurring behavioral patterns, perceptions of structured routines, socio-emotional

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

learning (SEL) activities, and digital detox practices. To ensure validity and reliability, triangulation was conducted by comparing and cross-verifying findings across the three respondent groups—teachers, pupils, and parents—thereby strengthening the consistency and credibility of the results.

Ethical Considerations

The study adheres to ethical standards in educational research. Informed consent was obtained from teachers, parents, and learners (with parental consent for minors). Participation was voluntary, and respondents may withdraw at any time without penalty. Confidentiality was maintained by anonymizing responses and ensuring that data is used solely for academic purposes. The interventions were designed to benefit learners without causing harm, and findings were shared with the school community to support continuous improvement.

RESULTS AND DISCUSSION

Learners' Behavioral Challenges

The learners' responses regarding their feelings and behavior in the classroom revealed differences across grade levels in attention, emotional regulation, cooperation, and rule-following. In terms of attention span, Grades 1 and 4 showed the highest difficulty in sustaining attention, with 20%–33% of learners experiencing challenges, while Grades 3 and 5 demonstrated better attention, with no reported difficulty (0%). For emotional regulation, anger-related concerns were highest among Grades 2 and 4, both at 33%, and remained relatively significant in Grade 6 at 29%. This finding suggests that learners in these grade levels may particularly benefit from social-emotional learning (SEL) activities that develop emotional awareness and self-regulation skills. In terms of cooperation, Grades 2 and 3 demonstrated the strongest levels of cooperative behavior, ranging from 80% to 89%. However, cooperation declined considerably in Grade 6, where only 50% demonstrated this behavior, suggesting that opportunities for peer collaboration and teamwork may need to be strengthened among older learners. Despite these differences, rule-following was consistently high across all grade levels, with Grade 6 showing the highest level of compliance at 93%. Overall, the results indicate that while learners generally demonstrate positive classroom behavior, specific areas such as attention, emotional regulation, and cooperation require targeted support at particular grade levels.

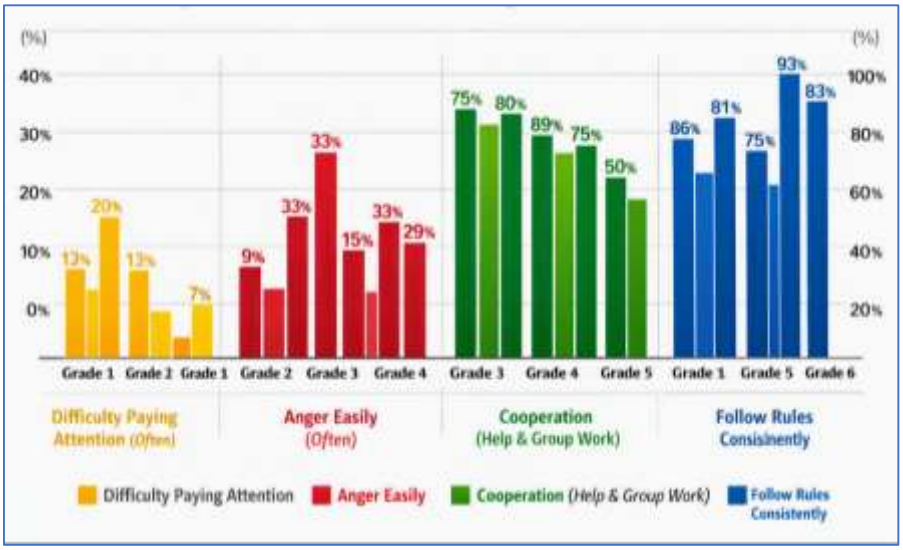


Figure 2. *Learners' Feelings and Behavior Summary Chart*

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Table 2. Summary of Learners' Feeling and Behavior

Behavioral Item	Mean	Frequency (Often/Always)	Percentage	Interpretation	Implication
Hard to pay attention	1.8	9	14%	Attention difficulties are most evident in Grades 1 & 4.	Structured routines and screen-free study times are needed to sustain focus.
Talk while teacher talks	1.9	11	17%	Impulsivity peaks in Grade 1, declines in higher grades.	SEL activities (mindfulness, role-play) can reduce disruptions.
Get angry/irritable easily	2.2	21	32%	Emotional regulation issues peak in Grades 2, 4, and 6.	SEL interventions targeting anger management are critical at transition grades.
Can calm down when mad	2.9	66	65%	Learners gradually develop self-regulation, strongest in Grades 3 & 6.	Teachers should reinforce calming strategies through SEL and routines.
Like non-gadget activities	2.9	63	62%	Moderate interest in non-digital tasks; stronger in Grades 3–5.	Digital detox practices can further encourage analog engagement.
Enjoy group activities	3.3	76	75%	Cooperation is strongest in Grades 2–3, declines in Grade 6.	Collaborative learning strategies should be sustained in upper grades.
Follow classroom rules	3.5	88	87%	Discipline is consistently high, peaking in Grade 6.	Structured routines reinforce discipline and reduce teacher stress.
Help classmates	3.2	72	71%	Peer support is strong in lower grades, declines in Grade 6.	Group-based SEL activities can sustain empathy and teamwork.

The summarized results in Table 2 show that attention span and impulsivity are most problematic in lower grades, while emotional regulation challenges persist across all levels, particularly in Grades 2, 4, and 6. On the positive side, learners demonstrate strong cooperation, discipline, and peer support, especially in Grades 2–3 and Grade 6. Interest in non-gadget activities is moderate, suggesting that digital detox practices can be further strengthened.

In contrast, cooperative behaviors and rule adherence are consistently strong across all grade levels, peaking in Grades 3 and 6, where learners demonstrate higher levels of social maturity and respect for classroom norms. The decline in peer cooperation and helping behaviors observed in upper grades may reflect increased individualism and digital engagement, underscoring the need for structured group activities and digital detox strategies to sustain interpersonal connections. Overall, the summarized results emphasize that while learners show promising growth in discipline and cooperation, targeted interventions focusing on emotional regulation and attention management are essential to address the behavioral challenges of digital-native learners.

Home Behavior and Digital Exposure

The data show that YouTube exposure is pervasive across all grade levels, with nearly 70% of children watching daily. This correlates with irritability when gadgets are removed, particularly in Grades 2 and 6, where emotional regulation challenges are most evident. Encouragingly, over 70% of parents report setting screen-time limits, and many observe improvements in behavior after school interventions, validating the effectiveness of structured routines and SEL activities. Routine-following is stronger in

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

higher grades, suggesting that maturity and consistent parental guidance help stabilize behavior. However, distraction from YouTube content during homework remains a concern, especially in younger learners, highlighting the need for focused study environments and reduced digital multitasking.

Table 3. *Summary of Parents' Responses on Home Behavior and Digital Exposure*

Behavior Item	Mean	Frequency (Often/Always)	Percentage	Interpretation	Implication
YouTube daily viewing	3.9	65	68%	Majority of children watch YouTube daily, especially Grades 2–3 and 6.	Indicates high digital immersion; structured digital detox at home is needed.
Irritable when gadgets stopped	2.8	45	47%	Irritability is common, peaking in Grades 2 and 6.	Parents must reinforce screen-time boundaries and SEL strategies for emotional regulation.
Screen-time limits set	4.1	70	73%	Most parents report setting limits, especially Grades 3 and 6.	Shows parental awareness; consistency in enforcement is key.
Follows routines (study, chores, bedtime)	3.7	65	68%	Routine-following improves in higher grades (Grades 3–6).	Structured routines at home complement school interventions.
Talks about YouTube during homework	2.5	40	42%	Distraction from YouTube content is frequent in Grades 1–3.	Parents should encourage focus strategies and reduce multitasking with gadgets.
Improvement after school intervention	3.9	60	63%	Parents observe positive changes, especially Grades 3 and 6.	Confirms effectiveness of school-based SEL and detox programs.

Behavioral Observations and Classroom Management Strategies

Teachers' responses validate the findings from learners and parents: attention span and emotional regulation remain the most pressing challenges, while cooperation and discipline are strong points. Disruptive behaviors are frequent in lower grades, but structured routines and SEL activities help mitigate these issues. Teachers consistently report that interventions such as digital detox practices, socio-emotional learning, and structured routines lead to observable improvements in classroom behavior, confirming the effectiveness of the study's conceptual framework.

Table 4. *Teachers' Behavioral Observations and Classroom Management Strategies*

Behavioral Dimension	Mean	Frequency (Often/Always)	Percentage	Interpretation	Implication
Learners' attention span	3.2	10	71%	Teachers consistently observe short attention spans, especially in lower grades.	Structured routines (visual schedules, predictable transitions) are essential to sustain focus.
Disruptive behaviors (talking, impulsivity)	2.9	9	64%	Disruptions occur regularly, reducing instructional time.	SEL activities (role-play, mindfulness) can reduce impulsivity and improve classroom order.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Behavioral Dimension	Mean	Frequency (Often/Always)	Percentage	Interpretation	Implication
Emotional regulation (anger, frustration)	2.7	8	57%	Teachers note frequent irritability, especially during transitions or gadget withdrawal.	Integration of socio-emotional learning is critical for Grades 2, 4, and 6.
Cooperation in group activities	3.8	12	86%	Learners show strong collaboration in structured group tasks.	Teachers should maximize cooperative learning strategies to sustain peer support.
Rule-following and discipline	4.1	13	93%	Compliance with classroom rules is high, especially in upper grades.	Reinforces the effectiveness of consistent routines and clear expectations.
Effectiveness of interventions (SEL, routines, detox)	3.9	11	79%	Teachers observe positive changes after interventions.	Confirms validity of the IPO framework in improving classroom management.

Triangulated Analysis of Learners, Parents, and Teachers

The triangulated results show convergence across learners, parents, and teachers, confirming the validity and reliability of the findings. Learners admit to attention and emotional regulation challenges, parents validate these through home observations of gadget use and irritability, and teachers confirm the same issues in classroom settings. At the same time, all three groups highlight strengths in cooperation, discipline, and the positive impact of interventions.

This alignment demonstrates that the behavioral challenges of YouTube-era learners are systemic and observable across contexts, while the interventions proposed in the IPO model (structured routines, SEL, and digital detox) are consistently effective in improving outcomes.

Table 5. Triangulated Analysis of Learners, Parents, and Teachers

Behavioral Dimension	Learners' Responses (Grades 1–6)	Parents' Responses (Home Behavior & Digital Exposure)	Teachers' Observations (Classroom Management)	Interpretation & Implications
Attention Span	Grades 1 & 4 show highest difficulty (20–33% often).	68% of children watch YouTube daily; distraction during homework common in Grades 1–3.	Teachers confirm reduced instructional time due to short attention spans.	Digital immersion directly affects focus; structured routines and screen-free study times are essential.
Impulsivity / Disruption	Talking while teacher talks highest in Grade 1 (18%).	Parents note irritability when gadgets are removed (47% overall, peaking in Grades 2 & 6).	Teachers highlight impulsive classroom behaviors and disruptions.	SEL activities (mindfulness, role-play) can reduce impulsivity and improve classroom order.
Emotional Regulation	Anger issues peak in Grades	Parents confirm irritability and	Teachers observe frequent mood	SEL interventions targeting anger

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Behavioral Dimension	Learners' Responses (Grades 1–6)	Parents' Responses (Home Behavior & Digital Exposure)	Teachers' Observations (Classroom Management)	Interpretation & Implications
	2, 4, and 6 (25–33%).	frustration linked to gadget withdrawal.	swings and difficulty calming down.	management are critical at transition grades (2, 4, 6).
Cooperation & Peer Support	Strong in Grades 2–3 (80–89%), declines in Grade 6 (50%).	Parents observe routine-following improves in higher grades (Grades 3–6).	Teachers note teamwork in structured group tasks but decline in upper levels.	Digital detox and collaborative group activities can sustain peer engagement in higher grades.
Rule-Following & Discipline	Consistently high (75–93%), strongest in Grade 6.	Parents report 68% routine adherence at home.	Teachers observe discipline improving with maturity.	Structured routines reinforce discipline both at home and school, reducing teacher stress.
Impact of Interventions	Learners show improved cooperation and rule-following after SEL and routines.	63% of parents observe positive changes after school interventions.	Teachers report smoother classroom management with structured routines.	Confirms effectiveness of the IPO framework interventions (structured routines, SEL, digital detox).

Thematic Integration Across Respondents

Thematic integration of qualitative responses from teachers, parents, and learners reveals a coherent pattern of behavioral and emotional challenges alongside shared recognition of effective interventions. Across all respondent groups, concerns about attention and focus were consistently raised, with short attention spans and susceptibility to distractions from gadgets and noisy environments emerging as dominant themes. Similarly, issues of impulsivity and disruption were evident, as teachers described noisy classrooms, learners acknowledged impatience, and parents observed irritability when digital devices were restricted. Difficulties in emotional regulation were also highlighted, with anger, frustration, and attention-seeking behaviors reported across all groups. Despite these challenges, respondents converged on the value of positive interventions, identifying structured routines, social-emotional learning (SEL) activities, and digital detox practices as consistently effective strategies. This thematic alignment underscores both the validity of the findings and their practical implications, providing a strong foundation for the subsequent discussion on classroom management strategies and the study's conceptual framework.

Table 6. *Qualitative Responses of Teachers, Learners and Parents*

Theme	Teachers	Learners	Parents	Interpretation
Attention & Focus	"Short attention span, easily distracted"	"Too noisy… wanting to watch YouTube"	"Gets irritable when asked to stop watching"	Focus challenges consistent across contexts.
Impulsivity / Disruption	"Noisy class, disruptive behavior"	"Classmates talking makes it hard to focus"	"Child shouts when asked to stop watching"	Impulsivity manifests as noise and irritability.
Emotional Regulation	"Attention seeking behavior"	"Controlling my temper"	"Less grumpy since scheduled screentime"	Emotional regulation challenges consistent.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Theme	Teachers	Learners	Parents	Interpretation
Positive Interventions	"Structured routines, gamification"	"Listening to teacher helps"	"Child calmer, better sleep"	Interventions effective across contexts.

Mixed-Methods Master Table: Learners, Parents, and Teachers

The mixed-methods triangulation confirms both validity and reliability of findings. Quantitative data show measurable trends in attention, impulsivity, emotional regulation, cooperation, and discipline, while qualitative themes provide contextual depth through lived experiences of learners, parents, and teachers. The convergence across all three respondent groups demonstrates that the behavioral challenges of YouTube-era learners are systemic and observable across contexts, while the interventions proposed in the IPO model are consistently effective.

Table 7. *Mixed Method Master Table*

Behavioral Dimension	Quantitative Results (Mean, Frequency, %)	Qualitative Themes (Representative Quotes)	Interpretation	Implications
Attention Span	Learners: Mean 1.8, 14% often distracted. Parents: 68% report daily YouTube viewing. Teachers: 71% note short attention spans.	Learners: "Too noisy… wanting to watch YouTube" (L1, L9). Parents: "Gets irritable when asked to stop watching" (P3). Teachers: "Short attention span, easily distracted" (T2, T4).	Convergent evidence shows digital immersion and noisy environments reduce focus.	Structured routines and digital detox practices are essential to sustain attention.
Impulsivity / Disruption	Learners: 17% talk while teacher talks. Parents: 47% report irritability when gadgets removed. Teachers: 64% note disruptive behaviors.	Learners: "Classmates talking makes it hard to focus" (L3, L5). Parents: "Child shouts when asked to stop watching" (P3). Teachers: "Very noisy class, disruptive behavior" (T7, T12).	Impulsivity manifests as noise, gadget withdrawal irritability, and classroom disruption.	SEL activities (mindfulness, role-play) can reduce impulsivity and improve classroom order.
Emotional Regulation	Learners: 32% often angry/irritable. Parents: Irritability linked to gadget withdrawal. Teachers: 57% note emotional regulation issues.	Learners: "Controlling my temper" (L11). Parents: "Less grumpy and irritable since scheduled screentime" (P12). Teachers: "Attention seeking behavior" (T11).	Emotional regulation challenges are consistent across contexts.	SEL interventions targeting anger management are critical in Grades 2, 4, and 6.
Cooperation & Peer Support	Learners: Mean 3.3, 75% enjoy group work. Parents: 68% report routine adherence. Teachers: 86% note strong collaboration.	Learners: "Group and drawing activities help me behave" (L8). Parents: "Child more responsible, follows routines better" (P7). Teachers: "Structured group tasks improve teamwork" (T4, T8).	Cooperation is strong in lower grades but declines in Grade 6.	Collaborative learning and digital detox sustain peer engagement in upper grades.
Rule-Following & Discipline	Learners: Mean 3.5, 87% follow rules. Parents: 68% routine adherence. Teachers: 93% compliance observed.	Learners: "Remembering school rules helps me behave" (L4). Parents: "Discipline must start at home" (P11). Teachers:	Discipline is consistently strong across all respondents.	Structured routines reinforce discipline both at home and school, reducing teacher stress.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Behavioral Dimension	Quantitative Results (Mean, Frequency, %)	Qualitative Themes (Representative Quotes)	Interpretation	Implications
		"Clear rules and reinforcement work best" (T1, T9).		
Impact of Interventions	Learners: 65% report calming strategies effective. Parents: 63% observe improvements after school interventions. Teachers: 79% confirm effectiveness of SEL, routines, detox.	Learners: "Listening to teacher helps" (L1). Parents: "Child calmer, better sleep, longer attention span" (P6, P8). Teachers: "Structured routines and gamification motivate students" (T10, T12).	All groups confirm interventions improve behavior and focus.	Validates the IPO framework: structured routines, SEL, and digital detox practices are effective.

CONCLUSION

The findings confirm that the behavioral challenges of digital-native learners—particularly in attention span, impulsivity, and emotional regulation—are systemic and observable across classroom, home, and peer contexts. At the same time, strengths in cooperation, discipline, and rule-following demonstrate the learners' capacity for positive behavior when guided effectively. The triangulated analysis across teachers, parents, and learners validates the consistency of these challenges and highlights the effectiveness of structured routines, SEL activities, and digital detox practices. Ultimately, the study affirms the validity of the IPO conceptual framework, showing that targeted interventions can significantly improve classroom behavior, reduce teacher stress, foster positive peer relationships, and promote holistic child development.

Recommendations

1. ***Strengthen Structured Routines*:** Institutionalize visual schedules, predictable transitions, and consistent rules to sustain discipline and focus.
2. ***Expand SEL Integration*:** Embed socio-emotional learning into daily lessons, with emphasis on anger management and empathy-building in Grades 2, 4, and 6.
3. ***Implement Digital Detox Strategies*:** Enforce screen-free intervals and promote non-gadget activities to reduce irritability and distractions.
4. ***Enhance Collaborative Learning*:** Prioritize group-based projects and peer-support activities, particularly in upper grades where cooperation declines.
5. ***Strengthen Home-School Collaboration*:** Parents should consistently enforce screen-time limits and routines at home, complementing school-based interventions.
6. ***Teacher Training and Support*:** Provide professional development programs equipping teachers with SEL facilitation skills and classroom management strategies aligned with the IPO framework.
7. ***Continuous Monitoring and Evaluation*:** Regularly assess behavioral outcomes through surveys and observations to refine interventions and sustain improvements.

Conceptual Framework Revisited

The Input–Process–Output (IPO) model served as the guiding framework of this study, and the results strongly validate its relevance and applicability.

- **Input:** Learners' behavioral challenges—short attention spans, impulsivity, and emotional regulation difficulties—were consistently observed across classroom and home contexts.
- **Process:** Interventions such as structured routines, SEL activities, and digital detox practices were implemented and triangulated across teachers, parents, and learners.

- **Output:** Improved classroom behavior, better teacher management, strengthened peer relationships, and holistic learner development were achieved, as confirmed by quantitative measures and qualitative narratives.

This alignment demonstrates that the IPO framework is not only theoretically sound but also practically effective in addressing the behavioral challenges of YouTube-era learners. By integrating Bandura's Social Learning Theory, Piaget and Vygotsky's Constructivism, and CASEL's SEL model, the framework bridges theory and practice, ensuring that interventions are both evidence-based and contextually responsive. The revisited framework thus provides a strong academic closure, affirming that structured routines, SEL, and digital detox are sustainable strategies for fostering holistic learner growth in the digital age.

REFERENCES

Amolan, M. M. A. (2024). Digital natives in the classroom: Exploring Generation Z's attitudes and approaches to education. *Asia Pacific Journal of Advanced Education and Technology*, *3*(2), 11–20.

Bandura, A. (1977). *Social learning theory*. Prentice Hall.

Collaborative for Academic, Social, and Emotional Learning. (2003). *Safe and sound: An educational leader's guide to evidence-based social and emotional learning programs*.

de Borja, M. S. L. R. (2022). *The influence of positive discipline in everyday teaching on academic performance of Grade 9 students in Taguig and Pateros* [Unpublished manuscript or research paper]. Academia.edu.

Doletin, R. U., & Paglinawan, J. L. (2026). Mismatch in education: Challenges of the millennial teachers and the Gen Z learners. *International Journal of Research and Innovation in Social Science (IJRIAS)*, *11*(5).

Idyan, Z. (2025). The impact of YouTube content on child psychology: A comprehensive study. *Jurnal Ilmu Psikologi dan Kesehatan (SIKONTAN)*, *3*(4), 155–162.

Livingstone, S. (2019). *Children's digital lives: A global perspective*. Routledge.

Piaget, J. (1972). *The psychology of the child*. Basic Books.

Saleem, S. (2022). Impact of YouTube on children's behaviors and activities. *Journal of Journalism, Media Science & Creative Arts*, *2*(1), 59–75.

Villaseñor, R. A. M. (2024). Challenges and dilemmas of digitalization in Philippine education: A grassroots perspective. *Journal of Public Administration and Governance*, *14*(2).

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.