

Daily Gadget Use and Study Habits of Grade 6 Pupils at Mangan Elementary School: A Descriptive-Correlational Study

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ABSTRACT

Elementary pupils increasingly use gadgets for entertainment, communication, and academic tasks. This study examined daily gadget use and study habits among Grade 6 pupils at Mangan Elementary School to inform digital-wellness practices and school guidance. A descriptive-correlational design was employed. Thirty Grade 6 pupils were selected through purposive sampling based on their access to and use of gadgets. Data were collected using a researcher-adapted 20-item questionnaire consisting of academic-duty and behavior-and-daily-activity domains. Weighted means were used for descriptive analysis. The source manuscript also reported a Pearson product-moment correlation coefficient computed from paired domain-item means. Results showed that pupils agreed that gadget use influenced academic duties

and study habits ($M = 3.597$). They were neutral regarding its effects on behavior and daily activities ($M = 2.734$). Pupils strongly recognized the usefulness of gadgets for completing tasks ($M = 4.47$), communication ($M = 4.57$), and stress relief or entertainment ($M = 4.23$), while generally disagreeing that gadget use caused absenteeism ($M = 1.32$), late sleeping ($M = 1.77$), or skipped meals ($M = 1.80$). The reported item-level association was moderate and positive ($r = .47$). Because the coefficient was derived from ten paired item means rather than individual pupil scores, it should be interpreted as exploratory and not as a respondent-level inferential test. The study concludes that gadgets can support learning when used purposefully, but structured monitoring remains necessary to protect attention, time management, and study routines.

Keywords: *academic duties, daily gadget activities, digital wellness, elementary pupils, gadget use, study habits*

INTRODUCTION

Digital devices have become part of the daily lives of elementary pupils. Smartphones, tablets, and laptops are used not only for entertainment but also for communication, information access, lesson review, and school-related tasks. This shift creates opportunities for interactive learning while raising concerns about distraction, time displacement, attention, and self-regulation among young learners whose study routines are still developing.

Gadgets can improve access to educational content and support learner engagement when their use is purposeful and guided. Madarcos et al. (2024) reported that technology-supported activities may increase learners' interest and academic participation. At the same time, unregulated use can interfere with concentration and task completion. Sappaile (2024) emphasized the possible effects of gadget dependence on student concentration, while Suhana (2017) discussed social-emotional concerns linked with excessive gadget use among children.

The issue is particularly relevant for Grade 6 pupils, who are expected to exercise greater independence in managing academic responsibilities but may still require guidance in balancing leisure and study. The displacement hypothesis suggests that time spent on digital media may replace studying, reading, sleeping, and face-to-face interaction. Social Cognitive Theory also explains that digital environments can shape learners' behaviors, attitudes, and routines through repeated exposure and modeled practices.

Although prior studies have examined gadget use among adolescents and older students, localized evidence involving elementary pupils remains useful for school-based digital-wellness initiatives. This study therefore examined the daily gadget use and study habits of Grade 6 pupils at Mangan Elementary School. It described pupils' academic-duty and behavior-related responses and explored the relationship between the two sets of item ratings.

Literature Review

Gadgets as Educational Tools

Gadgets can provide convenient access to dictionaries, videos, learning applications, communication platforms, and online references. When integrated intentionally into instruction, they can support active participation and make educational content more accessible. Madarcos et al. (2024) found that gadget-supported learning can stimulate interest and academic engagement. Limniou (2021) likewise argued that the educational effects of digital devices depend substantially on how learners regulate and apply them.

Distraction, Displacement, and Study Habits

The benefits of technology coexist with risks. Extended or poorly regulated screen time can compete with homework, reading, sleep, and social interaction. Samaha and Hawi (2016) linked problematic smartphone use with stress and academic concerns. Rosen et al. (2016) also discussed task switching and distraction during learning activities. These issues are important for young learners because attention control and time-management skills are still developing.

Guidance and Digital Wellness

Responsible gadget use requires shared support from pupils, parents, teachers, and schools. Chassiakos et al. (2016) emphasized the importance of balanced and developmentally appropriate media use among children and adolescents. Rather than treating gadgets solely as beneficial or harmful, schools can promote routines that distinguish academic use from leisure use, protect sleep and study schedules, and encourage self-discipline.

METHODS

Research Design

The study used a descriptive-correlational research design. The descriptive component summarized pupils' responses regarding academic duties and behavior-related daily activities associated with gadget use. The correlational component explored the relationship reported in the source manuscript between the two domains.

Research Locale and Respondents

The study was conducted at Mangan Elementary School during School Year 2025-2026. The respondents were 30 Grade 6 pupils. Grade 6 was selected because the pupils were the most senior elementary learners and were expected to exercise comparatively greater independence in gadget use and school responsibilities.

Sampling Technique

Purposive sampling was used. Pupils were selected based on their access to and use of gadgets, ensuring that respondents could provide relevant information regarding daily digital activities and study habits.

Research Instrument

A researcher-adapted survey questionnaire was used. It consisted of 20 items divided into two domains: academic duties and study habits associated with gadget use (10 items), and behavior and daily activities associated with gadget use (10 items). Responses were rated using a five-point scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

Data Gathering Procedure

Permission was sought from the school authorities. The respondents were oriented on the purpose of the study and the importance of honest participation. Questionnaires were personally administered, collected, checked, organized, tallied, and prepared for analysis.

Data Analysis

Weighted means were computed to summarize responses. Mean scores were interpreted as follows: 4.21-5.00 = Strongly Agree, 3.41-4.20 = Agree, 2.61-3.40 = Neutral, 1.81-2.60 = Disagree, and 1.00-1.80 = Strongly Disagree. The source manuscript also reported Pearson's $r = .47$. However, its correlation table paired the ten academic-duty item means with the ten behavior-item means. Thus, the coefficient is presented in this article as an exploratory item-level association, not as a respondent-level test of significance.

Ethical Considerations

Participation was voluntary. The respondents and school authorities were informed of the study's purpose and procedures. Privacy and confidentiality were maintained, and the researchers sought to avoid discomfort or harm during data collection. Because the respondents were minors, future studies should explicitly document parental or guardian consent and pupil assent procedures.

RESULTS AND DISCUSSION

Profile of Respondents

The study involved 30 Grade 6 pupils. Female pupils slightly outnumbered male pupils, but both groups were represented in nearly equal proportions.

Table 1. *Respondent Profile According to Sex (N = 30)*

Sex	Frequency	Percentage
Female	16	53.33%
Male	14	46.67%
Total	30	100.00%

Gadget Use and Academic Duties

The academic-duty domain obtained an overall mean of 3.597, interpreted as Agree. The findings indicate that pupils generally viewed gadgets as useful for completing tasks, managing schoolwork, reviewing lessons, organizing schedules, using dictionary applications, and learning new ideas. The strongest item concerned completing assigned tasks through smartphone use ($M = 4.47$). Pupils also strongly agreed that smartphones helped manage tasks ($M = 4.30$).

At the same time, the responses suggest that the pupils did not generally allow gadget use to displace schoolwork. They strongly disagreed that they failed to complete schoolwork because of gadgets ($M = 1.80$) and disagreed that they spent more time using gadgets than studying ($M = 2.03$). These findings support a balanced interpretation: gadgets can be academic tools, but their value depends on purposeful use and regulation.

Table 2. *Gadget Use and Academic Duties of Grade 6 Pupils*

Academic-Duty Indicator	Mean	Interpretation
Can finish assigned tasks using a smartphone	4.47	Strongly Agree
Smartphones help manage tasks	4.30	Strongly Agree
Smartphones help organize tasks and schedules	4.20	Agree
Smartphones help review lessons before assessments	4.17	Agree
Gadgets make schoolwork more productive and progressive	4.17	Agree
Knowledge of new ideas increases because of gadgets	4.17	Agree
Uses a dictionary application through a smartphone	3.73	Agree
Smartphones can be distractions to students	2.93	Neutral
Spends longer using gadgets than studying	2.03	Disagree
Does not do schoolwork because of gadgets	1.80	Strongly Disagree
Overall mean	3.597	Agree

Gadget Use, Behavior, and Daily Activities

The behavior-and-daily-activity domain obtained an overall mean of 2.734, interpreted as Neutral. Pupils strongly agreed that smartphones allowed immediate interaction with family, friends, and teachers ($M = 4.57$). They also strongly agreed that gadgets could be used for stress relief and entertainment ($M = 4.23$). These results illustrate the social and recreational significance of gadgets in pupils' daily lives.

The lowest means were recorded for absenteeism caused by gadget use ($M = 1.32$), sleeping late because of gadgets ($M = 1.77$), and skipping meals to use gadgets ($M = 1.80$). Although these findings suggest that severe disruptions were not commonly reported by the respondents, the neutral overall score indicates variability in pupils' experiences. Continued guidance remains important because patterns may differ according to personal habits, family supervision, and self-regulation.

Table 3. *Effects of Gadget Use on Behavior and Daily Activities*

Behavior and Daily-Activity Indicator	Mean	Interpretation
Can easily interact and connect with family, friends, and teachers	4.57	Strongly Agree
Uses a smartphone for stress relief and entertainment	4.23	Strongly Agree
Smartphones can increase personal security	3.03	Neutral
Smartphone use can lower productivity	2.80	Neutral
Smartphones lessen concentration and deep or creative thinking	2.67	Neutral
Smartphones can distance users from real-life relationships	2.60	Disagree
The presence of a phone can increase anxiety and reduce task performance	2.50	Disagree
Skips meals to use gadgets	1.80	Strongly Disagree
Sleeps late because of gadget use	1.77	Strongly Disagree
Experiences absenteeism because of preference for gadget use	1.32	Strongly Disagree
Overall mean	2.734	Neutral

Summary of Domain Results

The contrast between domains suggests that pupils more clearly recognized the academic usefulness of gadgets than their broader behavioral effects. The academic-duty rating was in the Agree range, whereas the behavior-and-daily-activity rating was Neutral. This pattern is consistent with the view that technology is not inherently beneficial or harmful. Its effects depend on purpose, duration, context, and guidance.

Table 4. *Summary of Gadget-Use Domains*

Domain	Mean	Interpretation	Key Observation
Academic duties and study habits	3.597	Agree	Pupils generally recognized gadgets as useful for school-related tasks.
Behavior and daily activities	2.734	Neutral	Effects varied; severe disruptions were not commonly reported, but guidance remains necessary.

Exploratory Item-Level Association

The source manuscript reported $r = .47$ and interpreted it as a moderate positive correlation. The coefficient was calculated from ten paired academic-duty item means and ten behavior-item means, rather than from individual respondent-level scores. It therefore indicates an exploratory item-level association between the questionnaire domains. It does not establish a statistically tested relationship among the 30 pupils, and no p-value was reported. A future study should compute composite scores for each pupil and perform a respondent-level correlation with significance testing.

Table 5. *Reported Exploratory Association Between Questionnaire Domains*

Comparison	Reported r	Interpretation	Analytical Note
Academic-duty item means and behavior-and-daily-activity item means	.47	Moderate positive item-level association	Computed from 10 paired item means; no respondent-level p-value reported.

Digital-Wellness Guidelines

The findings support a school-based digital-wellness approach that maintains the educational value of gadgets while protecting pupils' study routines. Practical actions should involve pupils, parents, teachers, and school administrators.

Table 6. *Proposed School-Based Digital-Wellness Guidelines*

Priority Area	Recommended Action	Primary Stakeholders	Expected Result
Purposeful academic use	Teach pupils to distinguish academic tasks from leisure use; integrate supervised learning applications and online references.	Teachers and pupils	Gadgets used more intentionally for learning.
Time management	Establish home and classroom gadget schedules, including gadget-free study periods and bedtime limits.	Parents, pupils, and teachers	Improved study routines and protected sleep time.
Monitoring and communication	Provide parent orientation on active supervision and discuss pupils' digital routines during school-home consultations.	School administrators, teachers, and parents	Consistent guidance across home and school.
Self-regulation	Use age-appropriate reflection logs or checklists for screen time, task completion, and leisure activities.	Pupils and teachers	Greater awareness and responsibility.
Program evaluation	Review digital-wellness activities using pupil, parent, and teacher feedback.	School administrators and teachers	Evidence-based improvement of school guidance.

CONCLUSION

Grade 6 pupils at Mangan Elementary School generally recognized the academic value of gadgets. They reported using smartphones to complete tasks, manage schoolwork, organize schedules, review lessons, and access information. Their responses regarding behavior and daily activities were more varied, although severe disruptions such as absenteeism, skipped meals, and late sleeping were generally not reported as common experiences. The reported $r = .47$ suggests a moderate positive exploratory association between the paired item means of the two domains, but it should not be treated as a respondent-level inferential relationship. Overall, the findings support responsible and balanced gadget use through guidance, time management, and school-home coordination.

Recommendations

Parents are encouraged to monitor gadget use and establish routines that protect homework, reading, family interaction, and sleep. Teachers may integrate educational applications and online resources while explicitly teaching responsible technology use. School administrators may implement digital-wellness orientations, parent-focused seminars, and classroom guidelines for balanced device use. Pupils should practice self-discipline and distinguish academic gadget use from leisure activities. Future researchers should include larger samples, gather information on duration and purpose of gadget use, validate the questionnaire, document parental consent and pupil assent, and calculate respondent-level correlations with appropriate significance tests.

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