

Impact of Social Media on the Learning Behaviors of Grade 5 Learners

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Abstract

This study examined the impact of social media on the learning behaviors of Grade 5 learners in the public elementary schools of Bauang North District, La Union, Philippines. Employing a quantitative descriptive-correlational and predictive research design, the study surveyed 82 Grade 5 learners using two researcher-developed instruments: the Social Media Use Scale and the Learning Behaviors Scale, both demonstrating acceptable internal consistency (Cronbach's $\alpha = 0.89$ and 0.87 , respectively). Results revealed that learners exhibited a high extent of social media use ($M = 3.52$, $SD = 0.69$), particularly in frequency of use, duration of use, and type of platform used, while purpose of use was moderate. Learning behaviors were moderate overall ($M = 3.22$, $SD = 0.65$), with participation in learning activities scoring highest and time management scoring lowest. Pearson correlation analysis revealed significant negative relationships between social media use and learning behaviors ($r = -0.44$, $p < .01$), with attention and concentration showing the strongest negative correlation ($r = -0.47$, $p < .01$). Multiple regression analysis identified duration of use as the strongest predictor of learning behaviors ($\beta = -0.29$, $p < .001$), followed by frequency of use ($\beta = -0.22$, $p = .003$) and type of platform used ($\beta = -0.18$, $p = .021$), collectively explaining 22% of the variance in learning behaviors. Purpose of use did not significantly predict learning behaviors. These findings underscore the critical role of social media duration in shaping learning behaviors, supporting displacement theory and self-regulated learning theory. The study recommends limiting social media duration, establishing clear screen time rules, teaching self-regulation strategies, and promoting active parental mediation to protect young learners' academic development.

Keywords: social media; learning behaviors; Grade 5 learners; academic engagement; digital media; elementary education.

1. Introduction

Social media has become an inseparable part of contemporary life, reshaping how people communicate, access information, and engage with the world around them. What began as a platform for social connection has evolved into a pervasive presence across age groups, including among young learners. Children today are born into a digital environment where smartphones, tablets, and social networking sites are not novelties but ordinary features of daily life. This shift has prompted growing concern among educators, parents, and policymakers about how social media influences the way children learn, think, and behave in educational

settings.

At its core, the issue concerns the intersection of technology and child development. Social media platforms are designed to capture and sustain attention through algorithmic feeds, notifications, and reward-based engagement mechanisms. For young learners whose cognitive and self-regulatory capacities are still developing, these features may compete with the sustained focus and discipline required for effective learning. At the same time, social media offers access to educational content, peer collaboration, and opportunities for creative expression that were unavailable to previous generations. The question, therefore, is not whether social media affects learning, but how it affects learning and under what conditions those effects are beneficial or detrimental.

Globally, research on social media and learning has expanded considerably over the past decade. Studies have documented both positive and negative associations between social media use and academic outcomes. Some researchers have found that moderate use of social media can enhance collaborative learning, access to information, and student engagement (Cavus et al., 2021). Others have reported that excessive use correlates with reduced attention span, poorer study habits, and lower academic achievement (Ali et al., 2024). These conflicting findings suggest that the relationship between social media and learning is not straightforward. It depends on how social media is used, how often, and for what purposes, as well as the developmental stage and self-regulatory capacity of the learner.

In the Philippines, social media adoption ranks among the highest in the world. According to recent statistics, Filipinos spend an average of more than three hours daily on social media platforms, with a significant proportion of users falling within the school-age population (Buctot et al., 2021). The COVID-19 pandemic accelerated this trend, as remote learning required students to rely on digital platforms for instruction and communication. This shift normalized prolonged screen time and social media use among learners, raising questions about the long-term effects on learning behaviors that persist even as schools have returned to in-person instruction.

The Department of Education (DepEd) has recognized the need to address digital literacy and responsible social media use through various policy initiatives, including the integration of media and information literacy into the basic education curriculum (Carambas & Tibaldo, 2025). However, policy frameworks operate at a macro level, while the actual effects of social media on learning behaviors occur at the micro level of the classroom—in how individual learners manage their attention, complete assignments, participate in activities, and regulate their study habits. Policy awareness does not automatically translate into learner self-regulation, nor does it account for the varied ways in which different learners respond to social media exposure.

Among elementary school learners, Grade 5 represents a particularly significant developmental stage. Children at this age are typically between ten and eleven years old, an age when they begin to exercise greater independence in their use of technology while still lacking the fully developed executive functions needed to manage distractions effectively. It is also a transitional period in Philippine basic education, where learners are expected to assume greater responsibility for their learning as they approach the upper primary grades. Understanding how social media shapes the learning behaviors of Grade 5 learners is therefore both

developmentally and educationally relevant.

However, most existing research on social media and learning in the Philippines has focused on adolescents and young adults, particularly in senior high school and college settings. Far fewer studies have examined the effects on younger learners, whose cognitive, social, and emotional development is at a more formative stage. The limited research that does exist on elementary learners tends to emphasize parental mediation and screen time guidelines rather than how social media directly influence specific learning behaviors such as study habits, attention, time management, and task completion. This leaves a significant gap in understanding how social media affects the foundational learning behaviors that underpin academic success.

Moreover, much of the international literature on social media and learning has been conducted in Western contexts characterized by different educational systems, cultural norms, and patterns of technology use. The Philippines presents a distinct context with high social media engagement, varying levels of digital infrastructure, and unique cultural values regarding education and family involvement. These contextual factors suggest that findings from other countries cannot be assumed to hold in the Philippine setting. Localized research is necessary to understand the specific dynamics of social media use and learning behaviors among Filipino learners.

Addressing this gap is particularly important given the increasing integration of digital tools into Philippine classrooms. DepEd's Basic Education Development Plan 2030 emphasizes the development of lifelong learning skills, including digital literacy and self-directed learning, as part of its medium-term goals (Viador, 2024). Yet the presence of digital tools in classrooms does not ensure their productive use. If social media continues to compete with academic tasks for learners' attention without corresponding strategies for self-regulation, then even well-intentioned digital integration efforts may fall short of their objectives.

The present study therefore seeks to examine the impact of social media on the learning behaviors of Grade 5 learners. It investigates the extent of social media use across frequency, duration, purpose, and type of platform, while also assessing learning behaviors in terms of study habits, attention and concentration, participation, time management, and task completion. The study further examines the relationship between these variables and identifies which dimensions of social media use significantly predict learning behaviors. By focusing on a critical developmental stage within the Philippine educational context, this research aims to provide empirical evidence that can inform classroom practices, parent guidance, and policy discussions on the responsible integration of social media into elementary education. Specifically, the study seeks to answer the following questions:

1. What is the extent of social media use among Grade 5 learners in terms of:
 - 1.1. frequency of use;
 - 1.2. duration of use;
 - 1.3. purpose of use; and
 - 1.4. type of social media platform used?
2. What is the level of learning behaviors of Grade 5 learners in terms of:
 - 2.1. study habits;

- 2.2. attention and concentration;
- 2.3. participation in learning activities;
- 2.4. time management; and
- 2.5. completion of learning tasks?
3. Is there a significant relationship between social media use and the learning behaviors of Grade 5 learners?
4. Which dimensions of social media use significantly predict the learning behaviors of Grade 5 learners?

2. Methods

2.1 Research Design

This study employed a quantitative descriptive-correlational and predictive research design to examine the impact of social media on the learning behaviors of Grade 5 learners. The design was appropriate because the study sought to describe existing conditions, examine relationships among naturally occurring variables, and determine whether particular dimensions of social media use could predict learning behaviors without manipulating the study conditions. As Creswell and Creswell (2018) explain, quantitative nonexperimental research may be used to examine relationships among variables as they naturally occur. This approach is particularly useful when the purpose is to understand an existing educational phenomenon rather than introduce an intervention.

The descriptive component of the study characterized the extent of social media use among Grade 5 learners across four dimensions: frequency of use, duration of use, purpose of use, and type of social media platform used. It likewise described learners' learning behaviors through their study habits, attention and concentration, participation in learning activities, time management, and completion of learning tasks. Rather than treating social media use and learning behaviors as abstract concepts, the study examined how these constructs were experienced and expressed by learners in their actual academic context.

The correlational component examined whether social media use was associated with learning behaviors among Grade 5 learners. Correlation, however, was not taken to mean causation. The predictive component instead determined which specific dimensions of social media use significantly predicted learning behaviors when considered within a statistical model. Taken together, these analyses provided a more nuanced account of the relationship between social media engagement and learning outcomes: first by describing the two constructs, then by examining their association, and finally by identifying which aspects of social media use had the strongest predictive value.

2.2 Population and Sample

The study was conducted in the public elementary schools of Bauang North District, La Union, Philippines. The target population consisted of all Grade 5 learners enrolled in the district during the second quarter of the 2025-2026 academic year. Initial coordination with the district and all participating schools identified the total number of Grade 5 learners across the district.

To determine the minimum sample size required for this study, the researcher adopted the sampling guideline established by Tabachnick and Fidell (2019), who proposed the formula $N \geq 50 + 8m$ for multiple regression analysis, where m represents the number of predictor variables. Given that this study has four dimensions of social media use serving as predictor variables—frequency of use, duration of use, purpose of use, and type of social media platform used—the minimum required sample size is computed as $N \geq 50 + 8(4) = 82$ respondents. This formula assumes a medium effect size, a critical alpha level of .05, and a statistical power of .80, which are standard conventions in social science and educational research (Tabachnick and Fidell, 2019).

Because the number of Grade 5 learners in the district was expected to exceed this minimum, the study employed stratified random sampling to ensure representation across participating schools. Learners were included if they (a) were currently enrolled in Grade 5 in a public elementary school within Bauang North District; (b) had access to and used at least one social media platform; (c) had been enrolled in their current school for at least one full grading period; and (d) had parental consent to participate in the study. Learners who were on extended leave during the data-collection period, who submitted incomplete survey responses, or whose parents did not provide consent were excluded from the final analysis.

2.3 Instrumentation

The study employed two researcher-developed instruments: the Social Media Use Scale and the Learning Behaviors Scale. Both were developed from relevant literature and aligned with the Philippine educational context and the developmental characteristics of Grade 5 learners. The instruments were designed to capture not only how learners use social media but also how their learning behaviors are manifested in the classroom.

Social Media Use Scale

The Social Media Use Scale consisted of 16 items distributed across four dimensions: Frequency of Use, Duration of Use, Purpose of Use, and Type of Social Media Platform Used, with four items for each dimension. Responses were recorded on a 5-point Likert scale, with higher scores indicating greater extent of social media use.

The scale examined how often learners access social media, how long they spend on these platforms, the reasons for their social media engagement (e.g., academic, entertainment, social connection), and the specific platforms they commonly use (e.g., Facebook, TikTok, YouTube, Instagram, Messenger). The items were phrased in simple, age-appropriate language to ensure comprehension among Grade 5 learners, who are typically between ten and eleven years old.

Learning Behaviors Scale

The Learning Behaviors Scale consisted of 20 items distributed across five dimensions: Study Habits, Attention and Concentration, Participation in Learning Activities, Time Management, and Completion of Learning Tasks, with four items for each dimension. Items were rated on a 5-point Likert scale, from 1 (Never) to 5 (Always). Higher scores indicated more positive learning behaviors.

The five dimensions reflected learners' study routines and approaches to academic tasks, their ability to sustain focus during lessons and independent work, their engagement in classroom activities and interactions,

their capacity to allocate time effectively across academic responsibilities, and their consistency in completing assignments and requirements on time.

Validation and Reliability

Before administration, both instruments underwent expert validation to establish content validity and ensure their alignment with the study constructs and the developmental level of Grade 5 learners. The panel consisted of two education program supervisors with expertise in child development and educational technology, two master teachers experienced in handling Grade 5 learners, and one faculty member specializing in educational measurement. The experts evaluated the items for relevance, clarity, appropriateness, and alignment with the Philippine educational context and the developmental characteristics of the target learners. Items requiring clarification were revised based on their recommendations, while those judged insufficiently relevant were removed.

A pilot test was then conducted among 30 Grade 5 learners from a neighboring district who had characteristics comparable to those of the study participants. The pilot was used primarily to assess the clarity of the items and the preliminary internal consistency of the scales. Because the accessible population in the study district consisted of all eligible Grade 5 learners, the pilot participants were drawn from outside the study population to avoid reducing the number available for the main study.

The internal consistency of the instruments was assessed using Cronbach's alpha. The social media use scale demonstrated an overall alpha of 0.89, while the learning behaviors scale yielded an alpha of 0.87. The subscales likewise showed acceptable to good internal consistency, with coefficients ranging from 0.78 to 0.86 for the social media use dimensions and 0.76 to 0.84 for the learning behavior dimensions. These coefficients exceeded the commonly used minimum threshold of 0.70, indicating that the items within each scale demonstrated satisfactory internal consistency.

Table 1
Reliability coefficients of the social media use and learning behaviors scales

Instrument/Dimension	No. of Items	Cronbach's α
Social Media Use Scale	16	0.89
Frequency of Use	4	0.86
Duration of Use	4	0.84
Purpose of Use	4	0.81
Type of Platform Used	4	0.78
Learning Behaviors Scale	20	0.87
Study Habits	4	0.84
Attention and Concentration	4	0.82
Participation in Learning Activities	4	0.80
Time Management	4	0.79
Completion of Learning Tasks	4	0.76

2.4. Data Gathering Procedure

The data gathering process was conducted over a period of four weeks during the second quarter of the 2025-2026 academic year. The procedure followed a systematic process to maintain consistency across all participating schools.

Preparation and Coordination (Week 1). The researcher secured approval from the Schools Division Superintendent and the District Supervisor of Bauang North District. Letters were sent to the principals of all participating schools requesting permission to conduct the study. After securing school-level approval, the researcher met with the school principals and Grade 5 advisers to orient them on the purpose of the research, the data collection procedures, and the ethical considerations of the study. Parents and guardians were provided with information sheets and consent forms explaining the nature of the study and requesting their permission for their children's participation. Learners were informed that participation was voluntary and that they could withdraw at any time without any negative consequences.

Instrument Administration (Week 2). The researcher, assisted by trained research assistants and the Grade 5 advisers, administered the Social Media Use Scale and the Learning Behaviors Scale to all eligible learners who had secured parental consent. The survey administration took place during designated class periods and took approximately 25 to 35 minutes to complete. The researcher read the instructions aloud and clarified any questions to ensure understanding of the procedure. Learners were assured of the confidentiality of their responses and were asked not to discuss their answers with classmates during the administration. To ensure comprehension among all learners, the items were read aloud by the research assistants while learners followed along and recorded their responses.

Data Verification and Encoding (Weeks 3-4). All completed survey forms were collected, verified for completeness, and assigned unique identification codes to maintain anonymity. Data were encoded into Microsoft Excel and subsequently imported into Jamovi Version 2.6.26 for statistical analysis. Participants who had incomplete responses on any critical variable were excluded from the analysis (less than 5% of the total sample).

2.5 Data Analysis Procedure

The study employed both descriptive and inferential statistics to comprehensively address the research questions. All statistical analyses were conducted using Jamovi Version 2.6.26. Prior to conducting inferential analyses, the assumptions of normality (Kolmogorov-Smirnov test, $p > .05$), linearity (scatterplots), and homogeneity of variance (Levene's test) were assessed and met.

To address Research Questions 1 and 2, descriptive statistics were computed to summarize the extent of social media use and the level of learning behaviors among Grade 5 learners. Frequency counts, percentages, means, and standard deviations were calculated for each dimension and overall scores.

To facilitate the interpretation of the mean scores, the following scoring guides were adopted. For social media use, mean scores ranging from 1.00 to 1.80 were interpreted as Very Low Extent; 1.81 to 2.60 as Low Extent; 2.61 to 3.40 as Moderate Extent; 3.41 to 4.20 as High Extent; and 4.21 to 5.00 as Very High Extent. For learning behaviors, mean scores from 1.00 to 1.80 were categorized as Very Low; 1.81 to 2.60 as Low; 2.61 to 3.40 as Moderate; 3.41 to 4.20 as High; and 4.21 to 5.00 as Very High. These scoring guides allowed the researcher to systematically interpret the levels of social media use and learning behaviors exhibited by the learner-participants.

To address Research Question 3, Pearson Product-Moment Correlation Coefficient (r) was used to determine the significance of the relationship between social media use and learning behaviors. The following criteria were used to interpret the magnitude of the correlation coefficients: negligible (.00 – .19), low (.20 – .39), moderate (.40 – .59), high (.60 – .79), and very high (.80 – 1.00).

To address Research Question 4, Multiple Linear Regression Analysis was employed to determine which dimensions of social media use significantly predict the learning behaviors of Grade 5 learners. The analysis was conducted in two steps:

Step 1: Main Effects Model. The four dimensions of social media use (frequency of use, duration of use, purpose of use, and type of platform used) were entered as predictors of learners' overall learning behaviors.

Step 2: Model Interpretation. The regression coefficients (β), standard errors, t -values, and p -values were examined to identify which dimensions significantly predicted learning behaviors. The coefficient of determination (R^2) was used to determine the proportion of variance in learning behaviors explained by the social media use dimensions. The Variance Inflation Factor (VIF) was computed to assess multicollinearity among predictors, with VIF values below 5 indicating acceptable levels of multicollinearity.

2.6 Ethical Considerations

The researcher adhered to strict ethical procedures to protect the rights and welfare of all participants. Given that the participants were minors (Grade 5 learners, typically 10 to 11 years old), additional safeguards were implemented to ensure their protection.

For the learner-participants, written informed consent was obtained from their parents or legal guardians after a clear explanation that participation was voluntary, that declining would not affect their child's academic standing or school experience, and that they could withdraw their child from the study at any time without consequence. In addition to parental consent, assent was obtained from the learners themselves. The researcher explained the purpose of the study in simple, age-appropriate language and emphasized that participation was voluntary and that they could stop at any time.

All learner data were reported in aggregate; no individual learner or school was identifiable in any published report. Learners were assured that their responses would not be shared with their teachers, parents, or classmates, and that the study was not an evaluation of their academic performance or behavior. Survey forms were assigned unique codes, and the master list linking codes to names was stored in a locked cabinet accessible only to the researcher. Data files were password-protected and stored on a secure computer.

The study involved minimal risk to participants. The primary risk was the potential discomfort of completing surveys about their social media use and learning behaviors. To minimize this, the researcher emphasized that responses would be treated with utmost confidentiality and that no evaluative feedback would be provided to teachers or parents. Learners were assured that there were no right or wrong answers and that the study aimed to understand the current situation, not to judge individual behavior.

The researcher ensured that the study provided benefits to all participating learners and schools. After the completion of data collection and analysis, a summary of the findings was shared with each participating

school. Parents and guardians were also provided with a copy of the final research report and an orientation on the implications of the findings for supporting their children's learning and digital well-being. Additionally, the researcher offered to conduct a parent education session on responsible social media use and supporting learning behaviors for interested schools, thereby contributing to the capacity-building of parents and guardians in the district.

3. Results and Discussion

This section presents the findings of the study on the impact of social media on the learning behaviors of Grade 5 learners. The results are organized according to the research questions posed in the study.

3.1 Extent of Social Media Use Among Grade 5 Learners

The first research question aimed to describe the extent of social media use among Grade 5 learners across four dimensions: frequency of use, duration of use, purpose of use, and type of social media platform used.

Table 2
Extent of social media use among grade 5 learners

Dimension	Mean	SD	Interpretation
Frequency of Use	3.68	0.82	High
Duration of Use	3.52	0.91	High
Purpose of Use	3.15	0.78	Moderate
Type of Platform Used	3.71	0.85	High
Overall Extent	3.52	0.69	High

Note: Scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

As shown in Table 2, the overall mean score for social media use was 3.52 (SD = 0.69), which falls within the high interpretation. This indicates that Grade 5 learners in the study exhibit a relatively high extent of social media engagement across multiple dimensions. Among the four dimensions, Type of Platform Used received the highest mean score (M = 3.71, SD = 0.85), followed by Frequency of Use (M = 3.68, SD = 0.82), Duration of Use (M = 3.52, SD = 0.91), and Purpose of Use (M = 3.15, SD = 0.78).

The relatively high rating for Type of Platform Used suggests that Grade 5 learners are engaged with a variety of social media platforms. This finding is consistent with the growing accessibility of digital devices and internet connectivity among young learners in the Philippines. Internet penetration among Filipino youth has increased significantly, with many children as young as 9 to 12 years old having access to smartphones and social media applications (Acedera et al., 2022). The most commonly used platforms among this age group include YouTube, TikTok, Facebook, and Messenger, which align with global trends in children's digital media consumption (Acedera et al., 2022).

The high rating for Frequency of Use (M = 3.68) indicates that Grade 5 learners access social media on a regular basis, often daily or multiple times per day. This finding aligns with the work of Dimacangun & Guillena (2023), who found that Filipino children in urban and peri-urban areas spend considerable time on social media platforms, often using them for entertainment, communication, and school-related activities. The

widespread availability of affordable mobile data plans and the prevalence of social media as a primary source of entertainment among children may explain this high frequency of use (Dimacangun & Guillena, 2023).

The Duration of Use dimension received a mean score of 3.52 (SD = 0.91), also within the high range. However, the relatively large standard deviation suggests considerable variability in how much time learners spend on social media. Some learners may spend only 1–2 hours daily, while others may spend 4 or more hours. This variability is consistent with findings from the UNICEF Philippine study on children's online behavior, which reported that screen time among Filipino children ranges widely, influenced by factors such as parental supervision, household rules, and access to alternative activities (Paguirigan & Paguirigan, 2022). The high duration of use raises concerns about the potential displacement of time that could otherwise be spent on academic activities, a concern that has been documented in studies examining the relationship between social media and academic performance (Appel et al., 2020).

The Purpose of Use dimension obtained the lowest mean score among the four dimensions (M = 3.15, SD = 0.78), falling within the moderate range. This suggests that while Grade 5 learners use social media frequently and for extended periods, the purposes for which they use these platforms are not exclusively or primarily academic. Learners appear to use social media for a mix of entertainment, social interaction, and, to a lesser extent, educational purposes. This finding is consistent with the work of Wahyuni et al. (2024), who found that elementary school children primarily use social media for entertainment and social connection rather than for learning. The moderate score for purpose of use highlights an opportunity for educators and parents to guide learners toward more productive and educationally beneficial uses of social media.

The distribution of social media use scores reveals some interesting patterns. Approximately 15% of learners had overall social media use scores below 2.80, indicating relatively low engagement with social media. These learners may come from households with limited access to digital devices or may have stricter parental controls. Conversely, about 18% of learners had scores above 4.20, indicating very high engagement with social media. This group represents learners who may be at higher risk of social media overuse and its potential negative effects on learning behaviors. This variability underscores the importance of considering individual and family-level factors when examining the impact of social media on learning.

3.2 Level of Learning Behaviors of Grade 5 Learners

The second research question aimed to describe the level of learning behaviors of Grade 5 learners across five dimensions: study habits, attention and concentration, participation in learning activities, time management, and completion of learning tasks.

Table 3
Level of Learning Behaviors of Grade 5 Learners

Dimension	Mean	SD	Interpretation
Study Habits	3.28	0.76	Moderate
Attention and Concentration	3.05	0.84	Moderate
Participation in Learning Activities	3.42	0.72	High
Time Management	2.98	0.89	Moderate
Completion of Learning Tasks	3.35	0.79	Moderate
Overall Learning Behaviors	3.22	0.65	Moderate

Note: Scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

As presented in Table 2, the overall mean score for learning behaviors was 3.22 ($SD = 0.65$), which falls within the moderate interpretation. This suggests that Grade 5 learners demonstrate moderate levels of positive learning behaviors. Among the five dimensions, Participation in Learning Activities received the highest mean score ($M = 3.42$, $SD = 0.72$), followed by Completion of Learning Tasks ($M = 3.35$, $SD = 0.79$), Study Habits ($M = 3.28$, $SD = 0.76$), Attention and Concentration ($M = 3.05$, $SD = 0.84$), and Time Management ($M = 2.98$, $SD = 0.89$).

The relatively high rating for Participation in Learning Activities ($M = 3.42$) indicates that Grade 5 learners generally engage actively in classroom activities, such as answering questions, participating in group work, and contributing to discussions. This finding is encouraging, as active participation is a key indicator of learner engagement, which has been consistently linked to academic achievement (Sahito et al., 2025). The high participation scores may reflect the efforts of teachers to create engaging and interactive learning environments, particularly in the post-pandemic context where schools have emphasized re-engaging learners after extended periods of remote learning (Cavus et al., 2021).

The Completion of Learning Tasks dimension received a mean score of 3.35 ($SD = 0.79$), falling at the upper end of the moderate range. This suggests that learners generally complete their assignments and academic tasks, although there is room for improvement. The variability in scores ($SD = 0.79$) indicates that some learners consistently complete tasks on time, while others struggle with task completion. This pattern may reflect differences in learners' organizational skills, motivation, and access to support at home. This finding aligns with the work of Sankalaite et al. (2021), who found that task completion among elementary learners is influenced by both individual factors (e.g., self-regulation, motivation) and contextual factors (e.g., parental involvement, teacher feedback).

Study Habits received a mean score of 3.28 ($SD = 0.76$), also within the moderate range. This indicates that learners demonstrate moderately positive study habits, such as reviewing lessons, completing assignments with care, and preparing for assessments. However, the moderate rating suggests that these habits are not consistently practiced. This finding is consistent with the developmental literature on study skills, which indicates that elementary school children are still developing the self-regulatory skills necessary for effective studying (Savina, 2021). The transition from lower grades to upper elementary grades requires learners to take on greater responsibility for their learning, and not all learners have developed the necessary study habits.

The most concerning findings are the relatively low scores for Attention and Concentration ($M = 3.05$, $SD = 0.84$) and Time Management ($M = 2.98$, $SD = 0.89$). The moderate rating for attention and concentration suggests that learners often struggle to maintain focus during lessons and learning activities. The relatively large standard deviation for this dimension ($SD = 0.84$) indicates considerable variability, with some learners exhibiting strong concentration while others demonstrate significant attentional difficulties.

The lowest score was observed for Time Management ($M = 2.98$, $SD = 0.89$), which fell just below the threshold for "moderate" and approached the low range. This suggests that Grade 5 learners struggle significantly with managing their time effectively, particularly in balancing academic responsibilities with other activities, including social media use. The high standard deviation ($SD = 0.89$) suggests that time management skills vary widely among learners, with some demonstrating adequate time management and others showing considerable difficulties.

The distribution of learning behavior scores reveals an interesting pattern. Approximately 20% of learners had overall scores below 2.80, indicating low levels of positive learning behaviors. These learners may be at risk of academic difficulties and may benefit from targeted interventions to develop study skills, time management, and self-regulation. Conversely, about 12% of learners had scores above 4.00, indicating high levels of positive learning behaviors. This group represents learners who have developed effective learning strategies and may serve as models for their peers.

3.3 Relationship Between Social Media Use and Learning Behaviors

The third research question examined whether there is a significant relationship between social media use and the learning behaviors of Grade 5 learners. Pearson product-moment correlation coefficients were computed between the social media use dimensions and the learning behavior dimensions.

Table 4
Correlation matrix between social media use and learning behaviors

Social Media Dimension		Study Habits	Attention & Concentration	Participation	Time Management	Task Completion	Overall Learning Behaviors
Frequency of Use		-.32	-.41	-.18	-.38	-.27	-.38
Duration of Use		-.35	-.44	-.20	-.42	-.30	-.42
Purpose of Use		-.15	-.19	-.08	-.22	-.12	-.18
Type of Platform Used		-.28	-.36	-.15	-.34	-.24	-.34
Overall Social Media Use		-.36	-.47	-.20	-.44	-.31	-.44

Note: $p < .05$; $p < .01$ (two-tailed)

As shown in Table 3, there were significant negative correlations between social media use and learning behaviors across most dimensions. The overall correlation between social media use and overall learning behaviors was $r = -.44$ ($p < .01$), indicating a moderate negative relationship. This suggests that higher levels of social media use among Grade 5 learners are associated with lower levels of positive learning behaviors.

Among the social media dimensions, Duration of Use showed the strongest negative correlation with overall learning behaviors ($r = -.42$, $p < .01$), followed by Frequency of Use ($r = -.38$, $p < .01$) and Type of Platform Used ($r = -.34$, $p < .01$). Purpose of Use showed the weakest, albeit still significant, correlation with overall learning behaviors ($r = -.18$, $p < .05$).

Examining the relationships with specific learning behavior dimensions, Attention and Concentration demonstrated the strongest negative correlation with social media use ($r = -.47$, $p < .01$). This indicates that learners who use social media more frequently and for longer durations tend to have significantly greater difficulties with attention and concentration. The constant notifications, rapid content switching, and instant

gratification associated with social media may train the brain to expect frequent stimulation, making it difficult for learners to sustain focus on slower-paced academic tasks.

Time Management showed the second strongest negative correlation with social media use ($r = -.44, p < .01$). This suggests that learners who spend more time on social media struggle more with managing their time effectively, likely because social media displaces time that could be allocated to academic activities. For Grade 5 learners, who are still developing time management skills, the allure of social media may be particularly difficult to resist, leading to poor time allocation.

Study Habits showed a significant negative correlation with social media use ($r = -.36, p < .01$). Learners with higher social media use tend to have less developed study habits, such as reviewing lessons, completing assignments with care, and organizing their study materials. For Grade 5 learners, who are still developing study skills, the distractions of social media may be particularly detrimental to the formation of effective study habits.

Completion of Learning Tasks showed a weaker but still significant negative correlation with social media use ($r = -.31, p < .01$). This suggests that social media use is associated with difficulties in completing academic tasks, possibly due to procrastination or poor time management. Learners who spend excessive time on social media may delay completing assignments or may rush through them to return to social media, resulting in lower quality work.

Interestingly, Participation in Learning Activities showed the weakest correlation with social media use ($r = -.20, p < .05$). While still statistically significant, this suggests that social media use may have a more limited impact on learners' participation in classroom activities compared to other learning behaviors. This finding may reflect the fact that participation is more directly influenced by classroom dynamics, teacher encouragement, and learners' intrinsic motivation, which may be less affected by social media use than individual study habits or attention.

The correlation between Purpose of Use and learning behaviors is particularly noteworthy. Unlike other social media dimensions, which showed moderate negative correlations with learning behaviors, purpose of use showed weak correlations (ranging from $-.08$ to $-.22$). This suggests that what learners use social media for may be less important than how often and how long they use it in determining the impact on learning behaviors. However, it is important to note that the weak correlation may also reflect measurement issues, as the purpose of use dimension captured learners' self-reported purposes, which may not accurately reflect their actual usage patterns.

The pattern of correlations also reveals some interesting variations by social media dimension. Duration of Use consistently showed the strongest negative correlations with all learning behavior dimensions, suggesting that the total time spent on social media is a more important predictor of learning behaviors than other aspects of social media use. This finding has important implications for parents and educators, as it suggests that limiting screen time may be the most effective strategy for protecting learning behaviors from the negative effects of social media.

It is also worth noting that while all significant correlations were in the negative direction, indicating that social media use is associated with poorer learning behaviors, the correlations were moderate rather than strong (ranging from $-.18$ to $-.47$). This suggests that social media use is one factor affecting learning

behaviors, but it does not fully explain them. Other factors, such as parental involvement, teacher quality, school environment, and individual learner characteristics, also play important roles.

The moderate strength of the correlations also suggests that the relationship between social media use and learning behaviors is not deterministic. Some learners who use social media frequently still demonstrate positive learning behaviors, while others who use social media infrequently may still struggle with attention, time management, and study habits. This variability underscores the importance of considering individual and contextual factors in understanding the impact of social media on learning.

3.4 Dimensions of Social Media Use that Significantly Predict Learning Behaviors

The fourth research question aimed to identify which dimensions of social media use significantly predict the learning behaviors of Grade 5 learners. A multiple linear regression analysis was conducted with the four social media dimensions (frequency of use, duration of use, purpose of use, and type of platform used) as predictors and overall learning behaviors as the dependent variable.

Table 5
Multiple linear regression results predicting learning behaviors

Predictor	B	SE	β	t	p	VIF
(Constant)	4.52	0.22	—	20.55	< .001	—
Frequency of Use	-0.18	0.06	-0.22	-3.00	.003	2.18
Duration of Use	-0.22	0.06	-0.29	-3.67	< .001	2.45
Purpose of Use	-0.08	0.05	-0.10	-1.60	.112	1.56
Type of Platform Used	-0.14	0.06	-0.18	-2.33	.021	2.12

R	R ²	Adjusted R ²	F	p
.47	.22	.20	10.25	< .001

The regression model was statistically significant, $F(4, 67) = 10.25$, $p < .001$, accounting for approximately 22% of the variance in learning behaviors ($R^2 = .22$, Adjusted $R^2 = .20$). This indicates that the four social media dimensions collectively explain more than one-fifth of the variation in Grade 5 learners' learning behaviors.

Among the four predictors, Duration of Use emerged as the strongest and most significant predictor of learning behaviors ($\beta = -0.29$, $p < .001$). This indicates that for every one standard deviation increase in duration of social media use, learners' learning behaviors decrease by 0.29 standard deviations, holding all other predictors constant. Frequency of Use was the second strongest predictor ($\beta = -0.22$, $p = .003$), followed by Type of Platform Used ($\beta = -0.18$, $p = .021$). Purpose of Use did not significantly predict learning behaviors when the other social media dimensions were accounted for ($\beta = -0.10$, $p = .112$).

The finding that Duration of Use is the strongest predictor of learning behaviors has important implications for parents, educators, and policymakers. It suggests that the total amount of time learners spend on social media is the most critical factor affecting their learning behaviors, even more than how frequently they access social media or what platforms they use. For Grade 5 learners, who are at a critical stage of developing learning habits, limiting social media duration may be particularly important.

The significant predictive power of Frequency of Use ($\beta = -0.22$) suggests that how often learners access social media also matters, although to a lesser extent than duration. Frequent checking of social media throughout the day may disrupt learning and study activities through constant interruptions. For learners, the habit of frequently checking social media may make it difficult to sustain concentration and engage in deep learning, as the brain becomes accustomed to constant stimulation and rapid switching.

The significant predictive power of Type of Platform Used ($\beta = -0.18$) suggests that the specific social media platforms learners use also matter. Platforms that are more visually stimulating, algorithm-driven, and designed to maximize user engagement (e.g., TikTok, Instagram) may be more distracting than platforms with more educational or communication-focused features (e.g., YouTube educational content, Facebook groups for school).

The non-significant predictive power of Purpose of Use ($\beta = -0.10$, $p = .112$) is an interesting finding that warrants careful interpretation. When the other social media dimensions are accounted for, what learners say they use social media for does not significantly predict learning behaviors. This suggests that the educational intentions learners may have when using social media are often overshadowed by the actual duration and frequency of use. A learner may intend to use social media for educational purposes, but if they spend excessive time on it, the negative effects on learning behaviors may still occur.

It is also worth noting that the relatively low variance inflation factors (VIF ranging from 1.56 to 2.45) indicate that multicollinearity was not a significant concern in the regression model. This suggests that while the social media dimensions are correlated, they are distinct enough to warrant separate consideration. The strongest correlation among predictors was between Frequency of Use and Duration of Use ($r = .58$), which is expected given that learners who access social media frequently also tend to spend more time on it. However, the VIF values indicate that this correlation did not unduly influence the regression estimates.

The regression model explained 22% of the variance in learning behaviors, leaving 78% unexplained. This suggests that while social media use is an important predictor of learning behaviors, other factors also play a significant role. These may include individual factors such as self-regulation, motivation, and prior academic achievement; family factors such as parental involvement and socioeconomic status; and school factors such as teacher quality and learning environment. Future research could explore these additional factors to develop a more comprehensive model of the determinants of learning behaviors in the digital age.

4. Conclusions

This study examined the impact of social media on the learning behaviors of Grade 5 learners in the public elementary schools of Bauang North District, La Union. The findings revealed that Grade 5 learners exhibit a high extent of social media use across frequency, duration, and type of platform, while demonstrating only moderate levels of learning behaviors across study habits, attention and concentration, participation, time management, and task completion. A significant moderate negative relationship was found between social media use and learning behaviors, with duration of use emerging as the strongest predictor of learning behaviors, followed by frequency of use and type of platform used. Purpose of use did not significantly predict learning behaviors when the other dimensions were accounted for.

These findings emphasize a critical insight: while Grade 5 learners are extensively engaged with social media, their learning behaviors remain only moderately developed, with attention and concentration and time management being the most vulnerable areas. The strong negative correlation between social media use and attention and concentration ($r = -.47$) is particularly concerning, as it suggests that the constant notifications, rapid content switching, and instant gratification associated with social media may be training young learners' brains to expect frequent stimulation, making it increasingly difficult for them to sustain focus on slower-paced academic tasks. This finding is not merely about distraction—it points to a potential reshaping of cognitive habits at a developmental stage when sustained attention is foundational to academic success.

More importantly, the finding that duration of use is the strongest predictor of learning behaviors carries significant theoretical and practical weight. The displacement theory offers the most compelling explanation: time spent on social media displaces time that could be allocated to studying, homework, and other academic activities. For Grade 5 learners, who are still developing time management and self-regulatory skills, the allure of social media appears to be particularly difficult to resist, leading to poor time allocation and, consequently, weaker study habits, lower task completion rates, and diminished academic engagement. This suggests that the quantity of social media exposure matters more than the quality or purpose of that exposure—a learner may intend to use social media for educational purposes, but if the duration of use is excessive, the negative effects on learning behaviors persist.

The non-significant predictive power of purpose of use is particularly noteworthy. When frequency, duration, and type of platform are accounted for, what learners say they use social media for does not significantly predict learning behaviors. This suggests that the educational intentions learners may have when using social media are often overshadowed by the actual duration and frequency of use. A learner may access YouTube with the intention of watching an educational video, but if they spend excessive time on the platform or are drawn into unrelated content through algorithmic recommendations, the intended educational purpose is lost. This finding challenges the assumption that guiding learners toward educational content alone is sufficient to mitigate the negative effects of social media on learning.

The findings also have implications for the broader discourse on digital media use in Philippine basic education. Despite policy commitments to media and information literacy and the integration of digital tools into classrooms, the implementation of strategies to support responsible social media use among young learners remains uneven. The present study suggests that this unevenness may be partly explained by variability in how social media use is managed at the classroom and household levels. Schools and families that actively monitor and limit social media duration, establish clear screen time rules, and teach self-regulation strategies are likely to see more positive learning behaviors among their learners.

From a developmental perspective, the moderate scores across most learning behavior dimensions suggest that Grade 5 learners are in the process of developing self-regulatory skills, but many have not yet fully mastered them. The transition from lower grades to upper elementary grades requires learners to take on greater responsibility for their learning, and not all learners have developed the necessary study habits, time management skills, and attentional control to succeed in this transition. Social media, with its immediate rewards and constant distractions, presents a significant challenge to this developmental process, potentially delaying or undermining the acquisition of these critical skills.

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