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Excessive Usage of Mobile Phone: Its Psychological Effects Among Grade 5 Students

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***Abstract*—** The increasing prevalence of mobile phone use among elementary students has sparked concerns about its psychological effects. This study explores the excessive usage of mobile phones and its psychological implications among Grade 5 students in a public school in Cagayan de Oro City, Philippines. The research employed a descriptive correlational design to analyze the influence of mobile phone use on students' academic performance, social interactions, and attention spans. Data were collected through a structured questionnaire distributed among 147 students aged 9-11, using stratified random sampling. The findings highlight a significant distraction associated with mobile phone usage, negatively impacting students' academic performance and social interactions. The study also investigates demographic factors such as sex, parents' occupations, and the number of siblings to identify patterns in mobile phone usage and its effects. The study found that excessive mobile phone use significantly detracts students' academic performance. Mobile phone dependence also negatively affected social interactions among students. There was a notable decrease in the attention spans of students who excessively used mobile phones. Factors such as sex, parents' occupations, and the number of siblings played significant roles in how mobile phone use impacted the students. This research suggests the need for guidelines and strategies to manage and mitigate the effects of mobile phone use in educational settings, aiming to promote healthier practices and enhance student well-being and academic success. This study underscores the importance of addressing mobile phone usage in the curriculum and developing interventions that support balanced technology use among elementary students.

***Keywords*—** academic performance, distraction, mobile phone usage, number of siblings, parents' occupation, sex, social interactions.

I. INTRODUCTION

In today's digital era, mobile devices have become integral to everyday life, transcending mere communication tools to serve various functions—from business transactions and social connectivity to emergency contacts. This widespread utility of mobile phones is not limited to adults; even young children frequently engage with these devices, often from a very early age. Such early exposure raises significant concerns regarding the potential psychological impacts on younger demographics, particularly elementary school students (Sohn, 2019).

Mobile phone dependence, often characterized by excessive usage, is becoming increasingly prevalent. Although not officially classified as a psychological disorder, excessive use of mobile phones can have profound negative effects on cognitive and academic abilities (Yu et al., S., 2020). Research has shown that this dependency can diminish students' academic performance, social interactions, and overall well-being. For instance, a study by Shah, S., & Phadke, V. (2023) found that toddlers from 6 months to 4 years are likelier to use mobile phones. Although parents intended to regulate their children's phone use, the reality was otherwise. By 18 months, almost all children had been bombarded with screen-based media. This research aims to investigate deeper into the psychological effects of excessive mobile phone use among grade 5 students in one of the public schools in Cagayan de Oro City, Philippines. The focus is on understanding how these young learners perceive and are impacted by their mobile phone habits, particularly their academic performance, social interactions, and attention spans. By examining variables such as sex, parents' occupations, and family dynamics, this study seeks to identify patterns and potential differences in mobile phone usage and its effects.

Given the integral role that mobile phones now play in the educational sphere—highlighted by their temporary adoption as a primary learning tool during recent health crises—it is imperative to explore both the benefits and the drawbacks of this trend. The insights gained from this study will contribute to the academic literature and

provide valuable guidance for educators, parents, and policymakers on how to effectively manage and mitigate the psychological impacts of mobile device dependency in young learners.

Considering the ubiquity of mobile phones, there still needs to be a significant gap in our understanding of their influence on student learning and academic success, particularly among young people. Although several researchers have looked at the relationship between mobile phone use and educational results, the total amount of this impact needs to be clarified (Kates et al., C. L. S. 2018). Future research should look at various topics, including quantifying mobile phone usage, psychological effects, academic performance, and contextual factors to address this hole. The process is crucial to thoroughly investigate the relationship between mobile phone usage and the pupil performance of grade 5 pupils. Addressing this research gap would enable educators, parents, and policymakers to make well-informed decisions promoting healthy mobile phone practices while reducing negative impacts on young learners.

Statement of the Problem

The main objective of this study is to determine the excessive usage of smartphones among elementary students. To answer the cited problem, an answer to the following was sought:

1. What is the profile of the respondents in terms of sex, parents' occupation, and number of siblings?
2. What is the learner's perception on psychological effects of the excessive usage of gadgets in terms of distraction, social interaction, and academic performance?
3. Is there any significant difference between the respondents' perception of the effects of the excessive usage of gadgets when grouped according to their profile?

II. METHODOLOGY

A. Research Design

The research design for this study is a descriptive correlational design. This type of research design is employed to describe phenomena and explore the relationships between variables without influencing them. In this study, the design is used to:

Describe the profile of the respondents, which involves collecting data about the respondents' sex by birth, parents' occupation, and number of siblings. This part of the study helps to understand the background and demographic characteristics of the students.

Assess perceptions of psychological effects, which measure the students' perceptions of how excessive mobile phone usage impacts them regarding distraction, social interaction, and academic performance. This involves gathering subjective data on how the students feel their usage of mobile devices affects various aspects of their lives and schooling.

Examine differences in perceptions based on respondent profiles. This aspect of the design tests for statistically significant differences in perceptions among different groups of respondents categorized according to their demographic profiles.

B. Research Locale

The research was conducted in a public elementary school, centrally positioned in Cagayan de Oro city, located in Barangay 21 along Corrales Extension with the postal code 9000. This public elementary school serves a diverse student body from kindergarten to sixth grade. It is renowned for its commitment to inclusive education and academic excellence. Here, educators work diligently to foster curiosity, encourage creativity, and instill a love for learning among students. They promote community engagement to create a nurturing environment where every child can succeed, regardless of their socio-economic background or cultural heritage. Positioned at the intersection of modern urban amenities and technology, the chosen elementary school benefits from extensive mobile network coverage and high-speed internet access in its bustling surroundings, making mobile phones an integral part of student life for educational and recreational purposes. This accessibility to mobile technology is particularly crucial for parents with busy schedules in urban areas, who rely on these devices for communication with their children, highlighting the significant role of mobile phones in urban family dynamics.

C. Sampling Design

This study employed a stratified random sampling approach; it divided the total population of Grade 5 students across six sections into strata based on their sections. Each section was then sampled proportionately using Slovin's formula, specifically designed to optimize the sample size given the total population and a desired level of precision. This formula determined the sample size necessary to achieve reliable results within a 5% margin of error. Of the 236 students across the

sections, 147 were selected for the survey. The distribution included 24 students from Section A, 25 from Section B, 24 from Section C, 25 from Section D, 24 from Section E, and 26 from Section F, ensuring a balanced representation of genders and different classroom environments. This methodical approach in the sampling design not only enhances the accuracy and credibility of the findings by minimizing sampling bias but also ensures that each section's unique characteristics are adequately represented in the overall study.

D. Respondents of the Study

The respondents comprised 147 students selected from a total population of 236 students across six sections at one elementary school in Cagayan de Oro City. The respondents included male (123) and female (113) students, proportionately distributed across the sections to ensure a representative sample. These Grade 5 students were specifically chosen because they were identified by researchers, instructors, and parents as a group significantly influenced by mobile phone usage in their daily lives. The selection was based on the observation that these students exhibited varied degrees of engagement with mobile devices, making them ideal candidates for examining the psychological effects of such technology use. The involvement of this particular group provides valuable insights into the developmental impacts of mobile phone usage among young learners at a critical stage of their educational and social development.

Table I. *Distribution of the Respondents*

Sections	Male	Female	Total	Sample Population
Section A	19	20	38	24
Section B	21	19	40	25
Section C	18	20	38	24
Section D	20	20	40	25
Section E	20	19	39	24
Section F	25	16	41	26
Total	123	113	236	147

E. Research Instruments

The research instrument used in this study is a structured questionnaire adapted from two significant pieces of research focused on the implications of mobile phone usage on psychological well-being, namely Daniyal M, Javaid SF, Hassan A, Khan MAB on their study "The Relationship between Cellphone Usage on the Physical and Mental Well-being of University Students: A Cross-Sectional Study", and Chu J, Qaisar S, Shah Z, Jalil A. on their study "Attention or Distraction? The Impact of Mobile Phones on Users' Psychological Well-Being".

The original studies, one assessing the impact on university students' physical and mental health and the other examining the influence of mobile phones on users' psychological states, provide a strong foundation for the tailored questions suited to elementary students.

The questionnaire is divided into two primary parts:

- **Part I:** Student's Profile - This section captures essential demographic data, allowing for a contextual understanding of each respondent's background. Such information is pivotal for analyzing results across different demographic segments.
- **Part II:** Checklist of Excessive Mobile Phone Usage

The second part consists of statements relating to the constructs of Distraction, Social Interaction, and Academic Performance. Respondents indicate their level of agreement on a four-point Likert scale, providing quantitative data on their perceptions and experiences.

The Distraction domain probes into the degree to which mobile phone usage diverts students' focus from their educational responsibilities. The Social Interaction segment explores how mobile phones impact the quality and nature of students' interactions with their peers and surroundings. Lastly, the Academic Performance section explores how mobile phones affect students' academic pursuits and success.

The questionnaire's design allows for a methodical collection of data on the multifaceted effects of mobile phone usage. By utilizing proven frameworks from existing research, the instrument is tailored to fit the

context of elementary students. It maintains the rigor necessary for scholarly research.

The research questionnaire receives significant validation from its validators' expertise; a distinguished PhD holder and respected professor, she brings her extensive knowledge of research methodology and academic standards to ensure its thoroughness and validity. Similarly, a well-regarded guidance counselor at a reputable university enhances the validation process with his practical insights and understanding of real-world applications. Their combined efforts strengthen the credibility and effectiveness of the research instrument, guaranteeing its reliability for accurate data collection and analysis.

F. Validity and Reliability of the Instruments

Both content validation and statistical measures have been considered in evaluating the validity and reliability of the research instrument. The Content Validity Index (CVI) result of 0.83, obtained from the assessment by two experts, indicates a high level of content validity. This suggests that the items in the questionnaire are appropriately representative of the measured constructs and relevant to the study's objectives. As assessed by Cronbach's Alpha, reliability shows a value of .788, which is above the commonly accepted threshold of .7 for social science research. This indicates that the questionnaire has good internal consistency and that the items within the instrument are reliably measuring the same underlying construct. The Cronbach's Alpha based on standardized items is .650, slightly below the preferred threshold, suggesting some variability in how well the items correlate when standardization is applied. However, since the primary Cronbach's Alpha is well within the acceptable range, the overall reliability of the instrument is satisfactory. The strong content validity and good reliability scores reinforce the instrument's effectiveness in capturing the intended data with consistency and relevance to the study's aims. Therefore, the questionnaire is valid and reliable for assessing the psychological effects of mobile phone usage among the elementary students participating in this research.

G. Data Gathering Procedure

The procedures for collecting the data were as follows: The researchers wrote a formal letter to the principal of a public elementary school in the Cagayan de Oro City division, requesting permission to survey the primary students about "Excessive Usage of Mobile Phone: Its Psychological Effects Among Grade 5 Students" using questionnaires created by the researchers. After the principal approved the letter, the researchers gave it to the learners' parents. They requested permission for their child to participate in the study as a respondent. After retrieving the consent letter, a week later, the researchers began giving the 147 respondents the printed questionnaire. The researchers supported the pupils in responding to the survey questions. After the respondents answered the questionnaires, the answers were sorted. The researchers examined the collected data.

H. Ethical Considerations

This research meticulously followed ethical guidelines to ensure the integrity and ethical rigor of the study. Initial approval was obtained from the College of Education Dean, signified through a signed authorization from the Research Adviser. This endorsement was vital to establish the legitimacy and academic oversight of the research project. A formal letter outlining the research intent, methodology, and potential educational benefits was then submitted to the administration of the research locale, securing the necessary permissions from the school supervisor principal to conduct research within their school and from the class adviser to conduct the research within his/her classroom.

In line with ethical standards for research with minors, informed consent forms were distributed to the parents/guardians of the potential pupil participants to obtain their explicit permission. This consent process was designed to be transparent, providing complete details of the research and its objectives while emphasizing the voluntary nature of participation and the right to withdraw at any stage without penalty. Assent was also sought directly from the pupils since they are minors, respecting their autonomy and capacity to participate in decisions that affect them. The study only included pupils whose parents or guardians provided signed consent forms; those who did not consent were excluded from the study to honor parental authority and choice.

III. RESULTS AND DISCUSSION

1. What is the profile of the respondents in terms of sex, parents' occupation, and number of siblings?

A. Profile of Respondents in Terms of Sex

The sex distribution among the respondents, with 70 males (47.6%) and 77 females (52.4%). This slight female majority aligns with broader social trends, where gender differences in engagement behaviors are noted. For instance, although more males use social media

globally, females spend more time on these platforms daily (Digital Global Overview, 2024). Understanding these patterns can help educators design gender-inclusive educational strategies that cater to the distinct needs of male and female students, ensuring balanced participation and engagement in classroom activities.

B. Profile of Respondents in Terms of Parents' Occupation

The occupations of the respondents' parents, highlighting that 17.7% are construction workers, followed by 9.5% freelancers, with other trades and services making up smaller percentages. Parental occupations significantly impact students' socio-economic status, influencing their academic performance and access to resources. Parents in manual labor jobs may have irregular work hours and lower income levels, affecting the time and support they can provide for their children's education. Effective parenting, which mitigates negative outcomes such as internet addiction, can be compromised by demanding jobs (Seeret Omar Shah; Dr Manzoor Hussain, 2021). Hence, understanding these occupational profiles aids in tailoring support systems for students from diverse socio-economic backgrounds.

C. Profile of Respondents in Terms of Number of Siblings

The distribution of respondents by the number of siblings, with the most common being three (25.2%), followed by one (16.3%) and four (14.3%). The number of siblings impacts a child's educational experience, as larger families often face limited financial resources and parental attention, affecting academic performance and well-being. Child poverty remains a critical issue in the Philippines, with a significant percentage of children living below the poverty line (Philippine Statistics Authority, 2021). This socio-economic challenge is compounded in larger families, where resources for education may be stretched thin, leading to disparities in academic achievement. Targeted support for students from larger families is essential to bridge these gaps and ensure equal educational opportunities.

With this profile, the research underscores the importance of considering gender, parental occupation, and sibling count in understanding students' educational contexts. Tailoring educational strategies to these factors can help address the unique needs of students, providing equitable learning opportunities and mitigating the effects of socio-economic challenges on academic performance.

What is the learner's perception on psychological effects of the excessive usage of gadgets in terms of distraction, social interaction, and academic performance?

The research explores learners' perceptions of the psychological effects of excessive gadget usage, specifically focusing on distraction, social interaction, and academic performance. The findings indicate that students generally acknowledge the significant impact of mobile phone usage across these areas but do not perceive these effects as entirely negative.

Firstly, regarding distraction, students report a high mean score of 2.89 with a standard deviation (SD) of 0.41, indicating they agree that gadgets are a considerable source of distraction. This suggests that while students recognize the disruptive potential of mobile phone usage, they do not view it as overwhelmingly negative. They acknowledge that mobile phones can divert their attention but might also see some positive aspects in their engagement.

Secondly, with a mean score of 2.87 (SD: 0.43) for social interaction, students feel their interactions are affected by mobile phone usage. This reflects an awareness that excessive gadget use can interfere with face-to-face interactions, yet this impact is not perceived as entirely detrimental. It suggests a nuanced understanding among students that while gadgets can disrupt social interactions, they can also facilitate communication and connectivity.

Thirdly, concerning academic performance, the mean score of 2.71 (SD: 0.40) suggests that students believe their gadget use influences their academic performance. This indicates a recognition that while mobile phones can be beneficial for accessing information and learning resources, their excessive use may hinder academic achievement. Students seem to understand the dual-edged nature of gadgets, where the potential for academic aid exists alongside the risk of distraction.

These findings underscore the need for balanced mobile phone usage to mitigate its adverse effects on distraction, social interaction, and academic performance. According to Quiño (2022), the controlled and purposeful use of gadgets can help turn potential disruptions into opportunities for engagement and learning enhancement.

This balanced approach to mobile phone usage aligns with the broader understanding of technology's role in education. While mobile devices offer significant

educational benefits, their excessive use can lead to distraction and impact social interactions and academic performance. Therefore, educators and students must develop strategies to harness the positive aspects of mobile learning while minimizing its potential drawbacks.

With these results, the learners perceive that excessive gadget usage has somewhat positive but nuanced effects on their distraction levels, social interactions, and academic performance. These perceptions highlight the importance of mindful and moderated use of technology in educational settings to maximize benefits and reduce negative impacts.

Is there any significant difference between the respondents' perception of the effects of the excessive usage of gadgets when grouped according to their profile?

A. Respondents' perceptions on the effects of excessive gadget use grouped according to sex

Table II. *Respondents' perceptions on the effects of excessive gadget use grouped according to sex*

Theme	Sex	Mean	SD	p-value	Decision	Interpretation
Distraction	Male	2.89	0.421	0.821	Accept Ho	Not Significant
	Female	2.9	0.411			
Social interaction	Male	2.8	0.375	0.191		
	Female	2.94	0.462			
Academic performance	Male	2.66	0.388	0.151		
	Female	2.76	0.416			

$\alpha = 0.05$ level of significance

The mean score for males on distraction is 2.89, with a standard deviation (SD) of 0.421; for females, it is 2.90, with an SD of 0.411. The p-value reported is 0.821, significantly higher than the alpha level 0.05. This suggests that no statistically significant difference exists between male and female perceptions regarding gadget use as a distraction. Therefore, we accept the null hypothesis (H_0) for this theme.

For social interaction, the mean score for males is 2.8 (SD = 0.375), and for females, it is 2.94 (SD = 0.462). The p-value is 0.191, which is also above the threshold of 0.05. This result indicates a lack of statistically significant difference in perceptions of how gadget use affects social interactions between sexes. Thus, we accept the null hypothesis for this category as well.

Males have a mean perception score of 2.66 (SD = 0.388) concerning the impact of gadgets on academic performance. In contrast, females scored slightly higher at 2.76 (SD = 0.416). The corresponding p-value is 0.151, which again exceeds the alpha level 0.05. This means there is no statistically significant difference between the perceptions of males and females on this matter, leading to the acceptance of the null hypothesis in this domain, too.

Given the data analysis across all themes—distraction, social interaction, and academic performance—and observing that all p-values significantly exceed the alpha level of 0.05, it is evident that there are no statistically significant differences in perceptions between male and female respondents regarding the effects of excessive gadget use. The null hypothesis, which states that no significant difference exists between the respondents' perceptions of the effects of exclusive gadget usage when grouped according to their sex, is accepted across all evaluated themes. This finding suggests that both male and female students perceive the effects of gadget use similarly in the aspects studied.

B. Respondents' perceptions on the effects of excessive gadget use grouped according to parents' occupation

An analysis of respondents' perceptions on the psychological effects of excessive gadget use, grouped by their parents' occupation was conducted.

Distraction: The mean scores for distraction ranged from 2.56 to 3.15, with significant differences noted among various parental occupations (p-value = 0.000). The highest mean score of 3.15 was observed for respondents whose parents are painters, indicating that these students perceive a high level of distraction due to excessive gadget use. On the other hand, the lowest mean score of 2.56 was reported by students whose parents are drivers or operators and tailors/dressmakers/shoemakers, suggesting a relatively lower perception of distraction.

Social Interaction: For social interaction, the mean scores ranged from 2.47 to 3.16, also showing significant differences (p-value = 0.000). Students whose parents are in the automotive industry reported the highest mean score of 3.16, indicating a notable impact on social interaction due to gadget use. Conversely, those with caregiver parents reported the lowest mean score of 2.47, suggesting lesser impact on social interactions.

Academic Performance: The theme of academic performance had mean scores ranging from 2.27 to 3.20, with significant variations (p-value = 0.000). The highest mean score of 3.20 was observed among students with parents in the automotive sector, implying a significant perceived impact on academic performance. The lowest mean score of 2.27 was reported by students whose parents are supervisors or managers, indicating a lesser perceived impact on academic performance.

With these results, the study highlights significant differences in students' perceptions of the psychological effects of excessive gadget use based on their parents' occupations. The perceptions of distraction, social interaction, and academic performance vary considerably, with some occupations linked to higher perceived impacts than others. These findings suggest that the occupation of parents plays a role in shaping students' experiences and perceptions of gadget use, underlining the need for tailored interventions to address these diverse impacts effectively.

C. Respondents' Perceptions on the Effects of Excessive Gadget Use According to Number of Siblings

An analysis of respondents' perceptions of the psychological effects of excessive gadget use, grouped by the number of siblings was also explored.

Distraction: The mean scores for distraction range from 2.78 to 3.02, with significant differences noted among various sibling groups (p-value = 0.00). The highest mean score of 3.02 was observed for respondents with six siblings, indicating a high level of perceived distraction due to excessive gadget use. The lowest mean score of 2.78 was reported by students with seven siblings, suggesting a relatively lower perception of distraction.

Social Interaction: For social interaction, the mean scores range from 2.69 to 3.03, also showing significant differences (p-value = 0.00). Students with six siblings reported the highest mean score of 3.03, indicating a significant impact on social interaction due to gadget use. Conversely, those with seven siblings reported the lowest mean score of 2.69, suggesting lesser impact on social interactions.

Academic Performance: The theme of academic performance had mean scores ranging from 2.59 to 2.84, with significant variations (p-value = 0.00). The highest mean score of 2.84 was observed among students with six siblings, implying a significant perceived impact on academic performance. The lowest mean score of 2.59 was reported by students with seven siblings, indicating a lesser perceived impact on academic performance.

With these results, the study highlights significant differences in students' perceptions of the psychological effects of excessive gadget use based on the number of siblings. The perceptions of distraction, social interaction, and academic performance vary considerably, with students from larger families generally perceiving higher impacts. These findings suggest that family size plays a role in shaping students' experiences and perceptions of gadget use, underlining the need for tailored interventions to address these diverse impacts effectively.

IV. CONCLUSION

Based on the findings, it can be concluded that excessive gadget usage has varying psychological effects on Grade 5 students, influenced by their socioeconomic backgrounds and family dynamics. Most female students and the diverse occupations of parents, particularly the predominance of construction work, reflect the varied socioeconomic contexts that impact children's educational experiences. The most common number of siblings, three, indicates that family size can influence students' access to resources and parental attention.

The study revealed that excessive gadget usage moderately affects distraction and social interaction, with students feeling more confident in personal interactions than digital ones. Academic performance perceptions were positive, with students feeling calm and confident using their mobile phones for studying but acknowledging potential time management issues with excessive use.

Significantly, perceptions of gadget usage effects did not differ by sex, indicating similar susceptibilities across genders. However, differences were significant when grouped by parents' occupation, suggesting that

socioeconomic factors and parental occupation influence students' perceptions. Differences were also noted based on the number of siblings, affecting distraction and social interaction but not academic performance, highlighting the role of family dynamics.

Uses and Gratifications Theory (UGT) proposes that people actively select media content based on their motivations and needs. Unlike other media theories that view users as passive, UGT recognizes individuals as active agents who control their media consumption. In the context of mobile phones, UGT explains how people use smartphones for various purposes, including communication, entertainment, information retrieval, and social interaction. However, excessive mobile phone usage can negatively impact academic performance, especially among elementary school students. Research indicates that students who use smartphones more frequently tend to outperform those who use them less. To address this issue, educators should promote balanced smartphone use, teach digital literacy, involve parents, and monitor students' phone habits to ensure a healthy balance between learning and technology.

The study's findings regarding Grade 5 students' excessive gadget use resonate with the Uses and Gratifications Theory (UGT) principles, which stresses individuals' active choices of media content based on their needs and motivations. While students actively seek enjoyment from their smartphones for various purposes such as communication and entertainment, prolonged use moderately impacts their ability to focus and engage socially, illustrating both the advantages and disadvantages of mobile technology. Additionally, the study highlights that perceptions of gadget use effects are shaped by socioeconomic factors, notably parents' occupations and family dynamics like sibling count, underscoring the importance of considering these aspects in interventions to promote balanced smartphone usage and foster academic achievement.

These conclusions highlight the need for tailored interventions that consider socioeconomic backgrounds and family dynamics to effectively manage gadget usage among students. Schools and policymakers should collaborate with parents to create balanced educational environments that integrate digital and physical activities, promote healthy social interactions, and support academic success.

V. RECOMMENDATIONS

Based on this study's findings, several recommendations can be made to address the psychological effects of excessive gadget usage among students.

Schools must implement balanced interventions that integrate digital learning with physical activities, ensuring that students benefit from the advantages of mobile technology while mitigating potential distractions and promoting overall cognitive and academic performance.

Educators must provide guidelines for responsible gadget usage, emphasizing self-regulation and effective time management to enhance academic outcomes.

Additionally, schools can offer targeted support for students from lower socioeconomic backgrounds and larger families, including after-school tutoring programs, scholarships, and access to educational resources.

Collaboration with parents is crucial; schools must engage parents in workshops to educate them about the impacts of gadgets and strategies for monitoring and regulating their children's screen time effectively. Recognizing the varying influence of parental occupation and family size on students' perceptions, tailored interventions should be developed to address the unique needs of different student groups.

By fostering a supportive and balanced educational environment, educators and policymakers can help students navigate the complexities of digital media use and promote their overall well-being and academic success.

These recommendations are aimed at educators, schools, and policymakers within the educational realm to improve students' well-being and academic achievements. They propose balanced interventions that combine digital learning with physical activities, guide responsible gadget use, and offer tailored support for students from various socioeconomic backgrounds. Collaboration with parents is underscored, emphasizing the importance of involving them in workshops to educate them on gadget impacts and assist in monitoring and regulating their children's screen time effectively. These measures aim to establish an encouraging and balanced educational environment conducive to students' overall development and success.

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