© IJARW | ISSN (O) - 2582-1008
June 2026 | Vol. 7 Issue. 12
www.ijarw.com

DIGITAL DISTRACTIONS ON TIME MANAGEMENT OF GRADE 7 STUDENTS

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ABSTRACT

This study examined the relationship between digital distractions and time management among Grade 7 students. Specifically, it assessed the levels of digital distractions from Facebook, TikTok, YouTube, and mobile games, as well as students' time management. It also investigated whether a significant relationship exists between these variables. A quantitative descriptive-correlational design was used, and data were gathered through a validated survey questionnaire. The instrument measured students' engagement in digital platforms and their time management practices using a 5-point Likert scale.
Findings revealed that students experienced a moderate level of digital distractions across all platforms, with TikTok showing the highest level, followed closely by Facebook, mobile games, and YouTube. Similarly, students demonstrated a moderate level of time management, indicating that while they practiced basic planning and organization, inconsistencies persisted. Correlation analysis showed a weak but significant negative relationship between digital distractions and time management. Among the platforms, only Facebook showed a significant relationship with time management, while TikTok, YouTube, and mobile games did not.
The results suggest that digital distractions, particularly social media, may slightly affect students' ability to manage their time effectively. The study highlights the importance of developing self-regulation and promoting responsible use of digital platforms. It is recommended that students, teachers, and school administrators implement strategies that encourage balanced technology use and improved time management skills.

Keywords: Digital Distractions, Time Management, Facebook, TikTok, YouTube, Mobile Games

1. INTRODUCTION

Reading comprehension is a vital skill that Time management was widely recognized as an essential skill that supported students' academic achievement and personal development. In contemporary educational environments, learners are expected to manage various academic responsibilities, such as completing assignments, preparing for examinations, and participating in school activities, while also balancing personal and social engagements. With the increasing integration of digital technologies into everyday life, students were exposed to numerous online platforms that provided entertainment, communication, and information. While these technologies offered many benefits for learning and connectivity, they also introduced potential distractions that competed with students' academic responsibilities and affected how they organized and allocated their time.

Despite the importance of time management, many students struggled to manage their daily schedules and academic tasks effectively. Learners often struggled to balance schoolwork with leisure activities, leading to procrastination, incomplete assignments, and delayed submission of academic requirements. One factor that contributed to these challenges was the presence of digital distractions. Social media platforms, online video streaming services, and mobile games provided continuous access to entertainment, diverting students' attention from academic tasks. As a result, students spent a substantial portion of their available time on online activities rather than focusing on their studies, disrupting planned schedules and reducing productivity.

The issue of ineffective time management among students was significant because it directly influenced their academic performance, learning habits, and overall educational experience. When students failed to allocate their time appropriately, they experienced academic stress, rushed work, and lower learning outcomes. In contrast, students who demonstrated effective time management skills were better able to organize their responsibilities, prioritize important tasks, and maintain consistent study routines. Understanding the factors that affected students' time-management behaviors was therefore important for helping educators and schools develop appropriate strategies that encouraged responsible technology use and supported productive learning environments.

Several studies examined the relationship between time management and students' academic performance as well as the influence of digital technology on learners' behaviors. Research indicated that students who lacked effective time management skills were more likely to experience lower academic achievement and reduced productivity (Razali et al., 2018). Similarly, studies have emphasized that students' perceptions, attitudes, and self-regulation practices significantly influence how they manage their time and complete academic tasks (Strom et al., 2016). With the increasing use of digital technologies, researchers also investigated how engagement with social media platforms and online entertainment interfered with students' ability to regulate their time and maintain focus on academic responsibilities (Martin et al., 2025). Other studies further suggested that frequent exposure to digital media contributed to procrastination and reduced concentration among students, thereby affecting their study habits and academic performance.

In response to this concern, the study aimed to examine the relationship between digital distractions and time management among Grade 7 students. Specifically, it sought to identify the level of digital distractions in terms of Facebook, TikTok, YouTube, and Mobile Games, assess the level of students' time management, and examine whether a significant relationship existed between digital distractions and time management. The findings of this study were expected to provide valuable insights into how digital distractions influenced students' time-management behaviors and to help educators design appropriate interventions that promote responsible digital use and improve academic productivity among learners.

1.2 Statement of the Problem

The study aimed to determine the relationship between Digital distractions and Time management of Grade 7 students.

Specifically, it sought to answer the following questions:

1. What is the level of digital distractions of grade 7 students in terms of:
   a. Facebook;
   b. TikTok;
   c. YouTube; and
   d. Mobile Games?
2. What is the level of time management of grade 7 students?
3. Is there a significant relationship between digital distractions and the time management of grade 7 students?

1.3 Hypothesis of the Study

The hypothesis is drawn based on the given objective:

Ha_1: There is a significant relationship between digital distractions and the time management of Grade 7 students.

2. METHODOLOGY

This chapter presents the study's research methodology. It includes the research design, locale of the study, map of the locale, study respondents, sampling procedure, research instrument, administration of the instrument, scoring procedure, ethical considerations, data-gathering procedure, and statistical treatment.

2.1. Research Design

This study utilized a descriptive correlational research design. This approach was chosen to examine the relationship between digital distractions and time management among Grade 7 students. Data were collected using a structured questionnaire, enabling the researchers to obtain specific, measurable responses relevant to the research questions.

A descriptive design was utilized to establish the level of digital distractions in terms of Facebook, TikTok, YouTube, and Mobile Games, as well as

the dependent variable, time management of Grade 7 students. Furthermore, a correlational design was employed to measure the degree and direction of the relationship between digital distractions and time management, addressing the third research question.

2.2 Locale of Study

The study was conducted at Bukidnon National School of Home Industries, located at Purok 2A, North Población, Maramag, Bukidnon. The school had a diverse population of Grade 7 students who actively accessed digital platforms such as Facebook, TikTok, YouTube, and mobile games, which served as sources of digital distraction. This environment provided a suitable setting for data collection, and cooperation from school administrators and teachers was sought to facilitate survey administration and ensure accurate data collection.

Maramag, the municipality where the school was located, was a first-class, landlocked municipality in the heart of Bukidnon province, Mindanao, with a projected population of 108,293 and 20 barangays.

2.3 Sampling Procedure

The study employed random sampling, in which participants were selected at random from all Grade 7 students at Bukidnon National School of Home Industries. The Raosoft calculator sampling method was used to determine the sample size, which was calculated to be 278 for an approximate population of 1,000 Grade 7 students.

2.4 Research Instrument

The study utilized an adapted survey questionnaire as the primary research instrument. This questionnaire was designed to collect data on the level of digital distraction and the time-management practices of Grade 7 students. It included sections on various digital platforms, such as Facebook, TikTok, YouTube, and mobile games, as well as items that assessed students' ability to plan, prioritize, and allocate their time effectively.

The digital distractions items were adapted from a validated instrument that measured students' engagement with digital devices for non-academic purposes in classroom settings (McCoy, 2016). The time management items were adapted from a framework conceptualizing time management as planning, prioritizing, and organizing behaviors (Eon & Aguinis, 2017).

Prior to its administration, the survey questionnaire was subjected to content validation by three experts in the field to ensure clarity, relevance, and appropriateness of the items. Their feedback was incorporated to improve the overall quality of the instrument.

The questionnaire consisted of 48 items in total: 9 items each measuring Facebook and YouTube engagement, 10 items measuring TikTok usage, and 10 items measuring time management skills. Responses were collected using a 5-point Likert scale.

Higher scores in digital distractions indicated more frequent engagement in non-academic digital activities, while higher scores in time management indicated stronger abilities to plan, prioritize, and organize academic tasks.

Reliability of the instrument was evaluated using Cronbach's alpha to ensure internal consistency. The digital distractions scale achieved an overall reliability of 0.781, while the time management scale achieved an overall reliability of 0.831, both exceeding the commonly accepted threshold of 0.70. These results indicate that the questionnaire was a reliable tool for measuring the intended constructs.

The questionnaire was administered in a classroom setting under the researcher's supervision. Participants completed the survey in approximately 20–30 minutes, and instructions were provided to ensure accurate and honest responses. Scores were computed as the mean of item responses for each variable, and the data were analyzed using descriptive and inferential statistics to assess levels of digital distractions and time management, and to examine the relationship between these variables.

2.5 Administration of Research Instrument

Before the study was conducted, the researchers submitted a formal letter requesting permission to conduct the study to the school principal of Bukidnon National School of Home Industries. Upon approval, the researchers coordinated with the Grade 7 class advisers to arrange a suitable schedule to administer the research instrument without disrupting regular class activities.

The study's respondents were randomly selected Grade 7 students. Before distributing the

questionnaire, the researchers briefly explained the purpose of the study, which was to determine the level of digital distractions related to TikTok, Facebook, YouTube, and Mobile Games, and to examine their relationship with the students' time management. Clear, simple instructions were provided to ensure respondents understood how to answer each part of the questionnaire. The researchers assured the students that their responses would be kept confidential and used strictly for research purposes.

The survey questionnaire was administered in person during the agreed-upon schedule within school hours. The respondents answered the instrument individually within the allotted time to avoid influence from classmates. After completion, all questionnaires were collected immediately to check for completeness and accuracy of responses.

To measure students' time management and its relationship to digital distractions, relevant data were systematically collected and recorded. All collected data were organized, tabulated, and prepared for statistical analysis to determine the level of digital distractions and the significant relationship between digital distractions and time management among Grade 7 students.

2.6 Scoring Procedure

This scale was essential for converting the average responses from the five-point Likert scale into descriptive and qualitative insights regarding the main variable, Digital Distractions, and its sub-variables (Facebook, TikTok, YouTube, and Mobile Games). The extent to which digital distractions will affect the time management of Grade 7 students was assessed using the following scale:

Scoring Guide for the Level of Digital Distractions:

Scale	Range	Descriptive Agree	Qualitative Interpretation
5	4.51 – 5.00	Strongly Agree	Very Distracted
4	3.51 – 4.50	Agree	Distracted
3	2.51 – 3.50	Neutral	Moderately Distracted
2	1.51 – 2.50	Disagree	Less Distracted
1	1.00 – 1.50	Strongly Disagree	Not Distracted

This scoring guide, adapted from McCoy (2016), provided a standardized framework for interpreting the computed weighted mean of respondents' agreement with statements related to the Digital Distractions variable and its sub-variables (Facebook, TikTok, YouTube, and Mobile Games). A mean score ranging from 4.51 to 5.00 will indicate a "Very High Level of Distraction," showing that students strongly agree that digital platforms will significantly interfere with their time management. A mean score between

1.00 and 1.50 will indicate a "Very Low Level of Distraction," meaning that digital platforms will have minimal impact on students' study habits and daily activities. This allows the researchers to determine the overall impact of digital distractions on the time management of Grade 7 students and to identify which digital platforms will contribute most significantly to the distraction.

The level of time management among Grade 7 students will be assessed using a five-point Likert scale to maintain consistency in interpreting the responses of the participants. The scoring guide will be interpreted as follows:

Scoring Guide for the Level of Time Management:

Scale	Range	Descriptive Agree	Qualitative Interpretation
5	4.51 – 5.00	Strongly Agree	Very High Level
4	3.51 – 4.50	Agree	High Level
3	2.51 – 3.50	Neutral	Moderately Level
2	1.51 – 2.50	Disagree	Low Level
1	1.00 – 1.50	Strongly Disagree	Very Low level

This scoring guide will be used to interpret the weighted mean scores from Grade 7 students' responses regarding their time management practices. A computed mean score within the "Very High Level" range (4.51–5.00) indicates that students demonstrate excellent time management skills, such as effective planning, prioritization of academic tasks, and adherence to study schedules. Conversely, a mean score within the "Very Low Level" range (1.00–1.50) will indicate poor time management practices, including difficulty organizing tasks and completing academic responsibilities on time.

2.7 Ethical Considerations

This study adhered strictly to ethical principles to safeguard the rights and well-being of all participants. Informed consent was obtained after providing a clear explanation of the study's purpose, procedures, and the voluntary nature of participation. Participants were informed that they can withdraw at any time without any consequences. Confidentiality was maintained throughout data collection and analysis, and all information was securely stored and used exclusively for academic purposes.

2.8 Data Gathering Procedure

The data-gathering phase of this study was conducted systematically to ensure ethical compliance and accurate administration of the research instrument. Several important steps were followed to facilitate the successful collection of data from the respondents.

First, the researcher obtained the necessary approvals and permissions before conducting the study. A formal request letter was submitted

to the research adviser for review and approval of the research instrument and procedures. Subsequently, permission will be sought from the principal of Bukidnon National School of Home Industries to conduct the study among Grade 7 students. Coordination with the Grade 7 advisers and subject teachers was undertaken to determine the most appropriate schedule for data collection that would not disrupt regular classroom activities.

Following the approval process, the researcher administered the survey questionnaire to the selected respondents. Prior to the distribution of the questionnaire, the study's purpose, objectives, and confidentiality were clearly explained to the students. Informed consent was obtained from the participants. Participation in the study remained voluntary, and respondents were assured that their answers would be kept confidential and used for academic purposes.

The questionnaire was administered during the agreed-upon schedule on the school premises. Respondents were given sufficient time to read and answer all items in the questionnaire carefully. The researcher remained present during the administration to provide clarification and assistance when necessary while ensuring that the responses were not influenced.

After the survey was completed, all questionnaires were collected immediately and checked for completeness and accuracy. The gathered data were then organized, tallied, and coded in an appropriate statistical software program, such as SPSS, for analysis. Descriptive statistical tools will be used to determine the levels of digital distractions from TikTok, Facebook, YouTube, and Mobile Games, as well as the level of time management among Grade 7 students. Inferential statistical analysis was employed to determine whether a significant relationship existed between digital distractions and time management.

2.9 Statistical Treatment

The study used descriptive and correlational statistics to analyze the data. For the first research question, descriptive statistics were employed, and the mean was used to determine the level of digital distractions of Grade 7 students based on their responses to the questionnaire. The sub-variables Facebook, TikTok, YouTube, and Mobile Games were also analyzed using the means to identify which platform contributed most to digital distractions. For the second research question, the mean was used to describe students' time management levels based on their responses to the questionnaire. Finally, for the third research question, the Pearson Product-Moment Correlation Coefficient was used to determine whether a significant relationship existed between digital distractions and the time management of Grade 7 students.

3. RESULTS AND DISCUSSIONS

Digital Distractions

Facebook

Table 1 presents the level of digital distractions of Grade 7 students in terms of Facebook.

Table 1. *Level of Digital Distractions of Grade 7 Students in Terms of Facebook*

N0	DIGITAL DISTRACTIONS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
1	Using Facebook reduces the time I have for reviewing my lessons	3.71	Agree	Distracted
2	I stay longer on Facebook than I originally planned.	3.41	Neutral	Moderately Distracted
3	I get distracted by Facebook notifications during study time.	3.37	Neutral	Moderately Distracted
4	Checking Facebook often makes me put off finishing my schoolwork.	3.40	Neutral	Moderately Distracted
5	I either post on Facebook or scroll through it instead of finishing assigned tasks.	3.17	Neutral	Moderately Distracted
6	Facebook causes me to rush my tasks due to the time I spend on it.	3.11	Neutral	Moderately Distracted
7	I find it difficult to stop using Facebook when I start browsing	3.22	Neutral	Moderately Distracted
8	Facebook interrupts the time I allocate for other activities	3.31	Neutral	Moderately Distracted
9	I check Facebook multiple times within an hour when I am supposed to be studying.	3.28	Neutral	Moderately Distracted

OVERALL	3.33	NEUTRAL	MODERATELY DISTRACTED

Legend		
Scale/Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Distracted
3.51-4.50	Agree	Distracted
2.51-3.50	Neutral	Moderately Distracted
1.51-2.50	Disagree	Less Distracted
1.00-1.50	Strongly Disagree	Not Distracted

The data show that the overall mean of 3.33 falls under the "Neutral" descriptive rating with a qualitative interpretation of "Moderately Distracted." This suggests that students are neither highly distracted nor completely unaffected by Facebook but experience a noticeable level of interference during study time. Among the indicators, the highest mean (3.71) reveals that Facebook reduces the time available for reviewing lessons, indicating that time displacement is a primary concern. Meanwhile, most items fall within the neutral range, reflecting moderate but consistent patterns of distraction such as checking notifications, scrolling, and delaying tasks. These behaviors may appear minor individually, yet they occur repeatedly and gradually disrupt students' focus.

These findings suggest that Facebook is already shaping the study habits of Grade 7 students, albeit to a moderate extent. While the distraction is not extreme, it is persistent enough to affect how students allocate their time. Regular interruptions, even brief ones, can reduce concentration and extend the time needed to complete schoolwork. At this stage, students are still developing self-control, so repeated exposure to such distractions may lead to poor time management if not addressed early. This also suggests a need for guidance from teachers and parents to help students become more aware of how their online behavior influences their academic routines.

This result is supported by Feng et al. (2019), who found that frequent Facebook use during study periods reduces students' academic focus due to constant notifications and the urge to stay up to date. Similarly, Gupta and Irwin (2016) observed that even short interactions with Facebook can interrupt thinking processes and delay task completion. In addition, Dontre (2021) explained that social media encourages frequent attention shifts, especially among adolescents who are highly engaged in online interactions. Brooks et al. (2017) further noted that this creates a conflict between social engagement and task completion, leading to mental fatigue and reduced productivity. Taken together, these studies reinforce the present findings that Facebook, even at moderate levels, can interfere with students' ability to manage their time effectively.

Tiktok

Table 2 presents the level of digital distractions of Grade 7 students in terms of TikTok use, showing different behaviors such as prolonged scrolling, delayed task completion, and difficulty managing study time, along with their corresponding mean scores, descriptive ratings, and qualitative interpretations.

Table 2. *Level of Digital Distractions of Grade 7 Students in Terms of TikTok*

NO	DIGITAL DISTRACTIONS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
1	Using TikTok affects my ability to manage my daily tasks.	3.43	Neutral	Moderately Distracted
2	TikTok distracts me from completing my assignments on time	3.32	Neutral	Moderately Distracted
3	Watching TikTok videos consumes time that would otherwise be spent on schoolwork.	3.36	Neutral	Moderately Distracted
4	I open TikTok when I feel bored, even if I have pending tasks.	3.21	Neutral	Moderately Distracted
5	I use TikTok to take breaks that end up being longer than planned.	3.31	Neutral	Moderately Distracted
6	I find myself thinking about TikTok content while in class.	3.07	Neutral	Moderately Distracted
7	I lose track of time while scrolling on TikTok.	3.24	Neutral	Moderately Distracted
8	TikTok makes it difficult for me to manage my time properly.	3.17	Neutral	Moderately Distracted
9	I check TikTok before completing my assignments.	3.20	Neutral	Moderately Distracted
10	I open TikTok even when I should be studying.	3.18	Neutral	Moderately Distracted
	OVERALL	3.25	NEUTRAL	MODERATELY DISTRACTED

Legend		
Scale/Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Distracted
3.51-4.50	Agree	Distracted
2.51-3.50	Neutral	Moderately Distracted
1.51-2.50	Disagree	Less Distracted
1.00-1.50	Strongly Disagree	Not Distracted

The overall mean of 3.25 is interpreted as "Neutral" with a qualitative description of "Moderately Distracted." This suggests that TikTok does not completely dominate students' time, but it still creates noticeable interruptions in their academic routines. All items fall within the neutral range, indicating a consistent pattern rather than isolated cases. Among the indicators, "Using TikTok affects my ability to manage my daily tasks" obtained the highest mean (3.43), showing that students themselves recognize its influence on their daily responsibilities. Other items, such as losing track of time and opening TikTok while studying, also reflect habitual use that quietly interferes with productivity. These results imply that TikTok distraction is subtle but continuous. Students may not always see it as a serious problem, yet the repeated exposure adds up over time. Short video content can easily extend beyond intended breaks, leading to unfinished tasks or rushed work. At the Grade 7 level, this is important because students are still forming study habits. If this pattern continues, it may weaken their ability to plan, prioritize, and follow schedules. Small delays today can turn into poor time management later.

This result is supported by the study of Siehoff (2023), which noted that exposure to TikTok reduces sustained attention and makes it harder for students to focus on academic tasks. In a similar way, Opara et al. (2025) explained that the fast and continuous flow of videos encourages constant switching of attention, making it difficult to stay on one task. Chacon Lopez (2024) also found that such platforms lead to mental fatigue due to repeated attention shifts. In addition, Ware (2024) observed that younger learners who frequently use TikTok struggle to maintain concentration during class activities. These findings align with the present results, showing that even moderate TikTok use can gradually affect students' time management and academic focus.

YouTube

Table 3 presents the level of digital distractions of Grade 7 students in terms of YouTube use, including behaviors such as extended viewing, interruptions during study time, and prioritizing video watching over academic tasks, together with their mean scores, descriptive ratings, and qualitative interpretations.

The overall mean of 3.12 is interpreted as "Neutral," with a qualitative description of "Moderately Distracted." This indicates that YouTube is present as a distraction, but not at an extreme level. All indicators fall within the same range, which shows a consistent pattern of moderate engagement rather than isolated cases. The highest mean (3.24) suggests that students often spend more time on YouTube than intended. Other responses, such as opening YouTube,e while studying and watching videos before finishing assignments, reflects habits that gradually reduce study efficiency. Even background use, like playing videos while doing tasks, appears to shift attention away from academic work.

Table 3. *Level of Digital Distractions of Grade 7 Students in Terms of YouTube*

No	DIGITAL DISTRACTIONS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
1	I spend more time on YouTube than I planned.	3.24	Neutral	Moderately Distracted
2	I open YouTube while studying, even if it is not school-related.	3.17	Neutral	Moderately Distracted
3	YouTube notifications interrupt my study time.	3.05	Neutral	Moderately Distracted
4	I watch YouTube videos late at night, even when I need to sleep for school.	3.12	Neutral	Moderately Distracted
5	YouTube content makes it hard for me to focus on reading textbooks.	2.98	Neutral	Moderately Distracted
6	I play YouTube in the background while doing my tasks, and suddenly end up spending most of my time on it.	3.13	Neutral	Moderately Distracted
7	I often pause my study time to check new videos on YouTube.	3.16	Neutral	Moderately Distracted
8	I think about watching YouTube while I should be studying.	3.00	Neutral	Moderately Distracted
9	I watch YouTube videos before completing my assignments.	3.18	Neutral	Moderately Distracted
	OVERALL	3.12	NEUTRAL	MODERATELY DISTRACTED

Legend

Scale/Range	Descriptive Rating	Qualitative Interpretation

4.51-5.00	Strongly Agree	Very Distracted
3.51-4.50	Agree	Distracted
2.51-3.50	Neutral	Moderately Distracted
1.51-2.50	Disagree	Less Distracted
1.00-1.50	Strongly Disagree	Not Distracted

These findings imply that YouTube affects students in a subtle but steady way. It does not always stop them from studying, but it slows them down. The time that should be used for reading or completing tasks is divided. In some cases, students may not even notice how much time is lost. For Grade 7 learners, this matters because they are still learning how to manage schedules. If this pattern continues, it may lead to poor prioritization and weaker control over study time. At the same time, the platform's accessibility makes it easy to switch from academic to non-academic content.

This result is supported by Tohamba (2025), who found that frequent exposure to YouTube can reduce attention span and lead to cognitive overload. Similarly, Marcel and Oztop (2025) noted that recommendation systems keep users engaged longer than intended, making it harder to stop watching. Qurban et al. (2025) also found that excessive viewing is linked to procrastination and poor time allocation among students. However, Ratiu et al. (2025) noted that YouTube can support learning when used with a clear purpose and control.

Mobile Games

Table 4 presents the level of digital distractions of Grade 7 students in terms of mobile games.

The overall mean of 3.21 falls under the "Neutral" descriptive rating with a qualitative interpretation of "Moderately Distracted." This indicates that mobile games are a regular part of students' daily routines, but not at an extreme level. All indicators remain within the same range, which suggests a steady pattern of moderate distraction. The highest mean score (3.33) indicates that mobile games make it difficult for students to follow their study schedules. Other items, such as playing despite unfinished schoolwork and rushing homework to play, reflect behavior that directly affects task completion. Even thoughts about games during class or study time point to lingering mental distraction.

These results imply that mobile games affect both students' time and focus. The distraction is not always obvious, but it builds over time. Students may intend to study, yet the urge to play interrupts their routine. In some cases, study time is shortened. In others, tasks are rushed to return to gaming. For Grade 7 students, this is important because they are still forming discipline and study habits. If this continues, it may lead to poor scheduling, incomplete work, and weak prioritization of academic tasks.

Table 4. *Level of Digital Distractions of Grade 7 Students in Terms of Mobile Games*

NO	DIGITAL DISTRACTIONS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
1	I play mobile games even when I have unfinished schoolwork.	3.23	Neutral	Moderately Distracted
2	Mobile games keep me up late and affect my time management.	3.23	Neutral	Moderately Distracted
3	I feel distracted by mobile games during study hours.	3.24	Neutral	Moderately Distracted
4	Mobile games make it difficult for me to follow my study schedule.	3.33	Neutral	Moderately Distracted
5	I feel tempted to play mobile games even when I am in the middle of studying.	3.21	Neutral	Moderately Distracted
6	I have difficulty concentrating on my lesson after playing mobile games	3.09	Neutral	Moderately Distracted
7	I often think about mobile games even when I am studying.	3.18	Neutral	Moderately Distracted
8	Playing mobile games reduces the time I have to complete projects.	3.29	Neutral	Moderately Distracted
9	Mobile games interfere with my daily academic routine.	3.22	Neutral	Moderately Distracted
10	I rush my homework because I want to play mobile games.	3.12	Neutral	Moderately Distracted
	OVERALL	3.21	NEUTRAL	MODERATELY DISTRACTED

Legend

Scale/Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Distracted
3.51-4.50	Agree	Distracted
2.51-3.50	Neutral	Moderately Distracted
1.51-2.50	Disagree	Less Distracted
1.00-1.50	Strongly Disagree	Not Distracted

This result is supported by Li and Zhang (2026), who found that mobile games are highly immersive and make it difficult for users to disengage once they start playing. Similarly, Fatima et al. (2026) explained that excessive mobile phone use, especially gaming, reduces the time available for productive activities. Febrina et al. (2026) also noted that digital distractions,

including mobile games, lower students' concentration during learning tasks. Furthermore, Kothari et al. (2023) highlighted that mobile games easily capture attention due to their audio-visual features, making them strong distractors. These findings support the present results, showing that mobile games, even at moderate levels, can interfere with students' time management and academic focus.

Summary of the Level of Digital Distractions of Grade 7 Students

Table 5 presents the overall level of digital distractions of Grade 7 students across four major platforms: Facebook, TikTok, YouTube, and Mobile Games.

Table 5. *Overall Level of Digital Distractions of Grade 7 Students*

NO	INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
1	Facebook	3.33	Neutral	Moderately Distracted
2	TikTok	3.25	Neutral	Moderately Distracted
3	YouTube	3.12	Neutral	Moderately Distracted
4	Mobile Games	3.21	Neutral	Moderately Distracted
	OVERALL	3.23	NEUTRAL	MODERATELY DISTRACTED

Legend		
Scale/Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Distracted
3.51-4.50	Agree	Distracted
2.51-3.50	Neutral	Moderately Distracted
1.51-2.50	Disagree	Less Distracted
1.00-1.50	Strongly Disagree	Not Distracted

The table shows that all platforms fall within the "Neutral" descriptive range, with a qualitative interpretation of "Moderately Distracted." TikTok scored the highest mean (3.25), closely followed by Facebook (3.33), Mobile Games (3.21), and YouTube (3.12). The overall mean of 3.23 indicates that Grade 7 students experience a consistent but moderate level of digital distraction. This suggests that while these digital platforms do not completely dominate students' study time, they are sufficiently present to interrupt focus, fragment attention, and affect productivity. The differences among platforms are slight, indicating that students distribute their engagement relatively evenly across these sources of distraction.

These findings imply that digital distractions are a persistent challenge for Grade 7 learners. Even moderate interruptions can add up over time, reducing study efficiency and delaying task completion. Students may switch between tasks or divide attention between learning and digital content, which can weaken their ability to plan, prioritize, and allocate time effectively. In the long term, such distractions could influence the formation of study habits and the development of self-regulation skills, making structured guidance essential.

This result is supported by Pérez-Juárez and González Ortega (2023), who emphasized that digital distractions from social media, online videos, and mobile apps significantly divert students' attention from academic tasks. Similarly, Kostić and Ranđelović (2022) found that dividing attention between learning and digital activities increased cognitive load and reduced concentration. Martin et al. (2025) also noted that constant exposure to digital stimuli disrupted engagement with academic work, making time management more challenging. Aagaard (2018) highlighted that non-academic use of devices, rather than their mere presence, caused distractions, and Goodwin (2022) stressed the importance of self-monitoring skills to mitigate these effects. Collectively, these studies align with the present findings, confirming that moderate digital distractions are sufficient to influence the time-management capabilities of Grade 7 students.

Time Management of Grade 7 Students

Table 6 presents the level of time management of Grade 7 students.

The data indicate that all ten indicators fall within the "Neutral" descriptive range, with a qualitative interpretation of "Moderate Level." The overall mean of 3.16 suggests that Grade 7 students exhibit an average ability to manage their time effectively. Items related to creating to-do lists and finishing homework before leisure activities scored slightly higher (3.42 and 3.23, respectively), showing that students attempt to implement structured routines. However, indicators such as following a consistent bedtime schedule or starting large projects early scored lower (3.02 and 3.04), implying that students still struggle with consistency and long-term planning. The overall pattern reflects moderate time management skills, sufficient for basic academic tasks but vulnerable to interruptions or poor prioritization.

These results imply that while Grade 7 students possess foundational time management skills, there is room for improvement, particularly in sustaining focus and adhering to planned schedules. Moderate time management indicates that students may complete tasks on time but could experience stress or inefficiency when faced with multiple assignments or digital distractions. Interventions such as structured study schedules, goal setting, and monitoring techniques could enhance their ability to manage time independently and mitigate potential negative effects of distractions, such as social media and mobile games.

Table 6. *Level of Time Management of Grade 7 Students*

NO	TIME MANAGEMENT	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
1	I create a daily to-do list for my school tasks.	3.42	Neutral	Moderate Level
2	I set specific times for studying each day.	3.19	Neutral	Moderate Level
3	I finish my homework before doing leisure activities.	3.23	Neutral	Moderate Level
4	I start big projects well before their deadline.	3.04	Neutral	Moderate Level
5	I prioritize my school tasks based on importance.	3.20	Neutral	Moderate Level
6	I organize my study space to avoid wasting time looking for materials.	3.10	Neutral	Moderate Level
7	I take short, planned breaks while studying.	3.13	Neutral	Moderate Level
8	I set goals for what I want to accomplish in each study session.	3.16	Neutral	Moderate.Level
9	I follow a consistent bedtime schedule on school nights.	3.02	Neutral	Moderate Level
10	I prepare my school things the night before.	3.13	Neutral	Moderate Level
	OVERALL	3.16	NEUTRAL	MODERATE LEVEL

Legend		
Scale/Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very High Level
3.51-4.50	Agree	High Level
2.51-3.50	Neutral	Moderate Level
1.51-2.50	Disagree	Low Level
1.00-1.50	Strongly Disagree	Very Low Level

This result is supported by the study of Indardat et al. (2025), which found that structured routines and proper allocation of study time significantly influenced junior high students' academic performance. Razali et al. (2018) also noted that students with weaker time management skills were more prone to lower achievement and increased stress, a finding relevant to Grade 7 learners. Strom et al. (2016) highlighted that students struggled to balance assignments and exams due to competing priorities, while Alvarez et al. (2019) emphasized the importance of planning tools and structured schedules to improve time management. Additionally, Wilson et al. (2021) showed that early cultivation of time-management habits helped reduce procrastination and maintain focus, particularly among younger students. Collectively, these studies confirm that developing time-management strategies is essential to supporting Grade 7 students in navigating academic demands amid digital distractions.

The Correlation Between Digital Distractions and Time Management in Grade 7 Students

Table 7 presents the correlation between digital distractions and the time management of Grade 7 students, including the Pearson r values and significance (p-values) for overall digital distractions.

Table 7. *Correlation Between Digital Distractions and Time Management of Grade 7 Students*

	PEARSON R VALUE	SIG. (P-VALUE)
Digital Distractions	-.120	.045*

** = p<0.05, NS = Not Significant*

The results indicate that overall digital distractions have a weak negative correlation with time management (r = -0.120, p = 0.045), which is statistically significant. This suggests that as digital distractions increase, students' time management tends to decrease slightly.

The implications of these results suggest that interventions targeting digital distractions may improve students' ability to manage their time, though the effect may vary by platform. Since Facebook was the only platform showing a significant negative relationship, educators and parents might prioritize monitoring social media use and encouraging balanced screen time.

Based on the findings, the alternative hypothesis Ha_1, which stated that there is a significant relationship between digital

distractions and the time management of Grade 7 students, is accepted.

This result is supported by Pérez-Juárez and González Ortega (2023), who emphasized that social media and online applications can divert students' attention and reduce study efficiency. Similarly, Kostić and Ranđelović (2022) highlighted that divided attention from digital platforms increases cognitive load and reduces concentration, leading to poorer time management. Martin et al. (2025) also argued that continuous exposure to digital stimuli fragments attention and extends task completion time, aligning with the weak negative correlations found in this study. Goodwin (2022) further confirmed that students need metacognitive strategies to manage digital distractions, as unregulated exposure can hinder productive study routines. These studies collectively reinforce the notion that digital distractions, particularly from social media, can influence the time management skills of middle school students, even if the effect is modest.

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