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Screen Addiction and Students' Study Habits of Second-Year BSED English Students in Governor Generoso College of Arts Sciences and Technology

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APPROVAL SHEET

This research entitled "SCREEN ADDICTION AND STUDENTS' STUDY HABITS OF SECOND-YEAR BSED ENGLISH STUDENTS IN GOVERNOR GENEROSO COLLEGE OF ARTS SCIENCES AND TECHNOLOGY" prepared and submitted by Anting, Maria Dianne D., Aracama, Breazel Jane, Castañales, Shella Mae M., Mahinay, Princess Via Liza B., Navarro, Rochell Mae, in partial fulfillment of the requirements for the course The Child and Adolescent Learner and Learning Principles, has been examined and is hereby recommended for approval and acceptance.

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PANEL OF EXAMINERS

APPROVED by the Panel of Examination on Oral Examination with a grade of_____.

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ABSTRACT

This study focused on examining the relationship of screen addiction and study habits of second-year BSED English students in Governor Generoso College of Arts Sciences and Technology. There is no significant relationship between screen addiction and study habits. Based on the aforementioned findings and conclusions of this study, the following recommendations were forwarded to: School Administrators, findings in this study may help to unders inform policies and funding decisions that better support students various study habits and learning. This study used a quantitative and descriptive correlation research design. Cluster Sampling was selected which consists of One Hundred (106) Second Year BSED- English students. The results indicated that excessive screen time, compulsive behavior, and loss of control are not strongly associated with how students manage their academic tasks such as note-taking, use of library resources, and allocation of time for study. This suggests that higher levels of screen exposure do not necessarily result in observable changes in the way students' approach and sustain their study habits. The extent of study habits has a descriptive equivalent of experts used Google Forms apart with the results show that students generally practice effective study habits and have developed strategies to balance their academic responsibilities with their digital activities.

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The Researchers

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DEDICATION

With heartfelt gratitude, we dedicate this achievement to Almighty God, our constant source of wisdom, strength, and guidance. His presence has carried us through every challenge and success in our academic journey. To our beloved parents, your unconditional love, sacrifices, and unending support have been our foundation and greatest motivation. To our families, your encouragement and faith in us have given us strength and purpose to continue moving forward. To our OIC College President and professor in The Child and Adolescent Learner and Learning Principles, Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA, we offer our deepest appreciation for your remarkable guidance, support, and trust. Your leadership and dedication to our academic growth have greatly influenced our learning and development. To our respected panel of evaluators, namely Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA; Dr. Gretchen C. Tajaran, EdD; and Ms. Jeanverly Grethel M. Mantilla, MAEd, we are truly grateful for your helpful feedback, insightful comments, and encouragement, which greatly enhanced the quality and depth of this research. To our dear classmates and friends, thank you for your support, shared efforts, and memorable companionship that made this journey meaningful and unforgettable. To our cherished institution, Governor Generoso College of Arts, Sciences, and Technology (GGCAST), we express our sincere gratitude for creating a supportive academic environment that helped us grow intellectually, personally, and professionally. This accomplishment is not ours alone. It is a tribute to all those who inspired, supported, and guided us. May this work serve as a humble expression of our appreciation for your lasting impact on our academic and personal journey.

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CHAPTER ONE
INTRODUCTION

Lack of good study habits is the issue that most students experience, which adds to their bad performance on tests and exams (Sakirudeen, 2017). On the same page, Chukwu et al. (2022) state that poor time management and procrastination are common problems in students' study habits, as many learners tend to delay tasks and struggle to maintain a consistent study routine. The said researchers also emphasized that these issues often lead to difficulties in meeting academic demands. On the other hand, different extracurricular activities could cause students' learning and study habits to decline due to a lack of focus on their studies, which could affect their understanding of topics (Capuno et al., 2019). Most of the the students' problems were that students only reviewed when an exam was approaching; in other words, they crammed.

It was also supported by Okesina (2019), who states that many students spend their time on activities that may not add up to their academic success and personal development. For instance, a student spends the whole day on the Facebook, Twitter, or Instagram. Some students also spend their precious time playing games or gambling. These activities do not have any relationship with the good academic performance of students. Conversely, they erode students' precious time that ought to be used for studying. Poor study habits have devastating consequences that could lead to academic failure.

Moreover, acquiring study habits is crucial because they play a foundational role in shaping students' academic performance, motivation, and lifelong learning skills. Research conducted between 2015 and 2025 has consistently shown that effective study habits such as time management, goal setting, metacognitive awareness, and self-regulated learning are directly linked to better academic outcomes. Broadbent and Poon (2015) demonstrated that self-regulated learning strategies, including time management and effort regulation, significantly enhance achievement in online learning environments, which have become increasingly prevalent. Similarly, Crede and Phillips (2016) found that study skills and habits are more predictive of college success than standardized test scores, emphasizing their practical importance. More recent studies, such as Ali et al. (2024), confirmed that university students with disciplined study routines performed better academically, suggesting that interventions to improve study habits can be transformative. Additionally, Li and Zheng (2024) explored how metacognitive strategies influence learning engagement, showing that reflective learning behaviors mediate academic success. These studies contribute valuable insights by not only affirming the effectiveness of specific habits but also guiding educational institutions in developing targeted support programs to help students cultivate and maintain effective learning strategies.

Moreover, this study builds upon prior research linking excessive screen time to compromised study habits. According to Jain (2023), operationalized excessive screen viewing time (SVT) is defined as exceeding two hours of daily use across various devices. Further, Patel et al. (2022) found a strong negative correlation between excessive screen time and academic performance in adolescents, suggesting that significant screen use negatively impacts academic engagement. Additionally, Soomro et al. (2022) reported a negative correlation between excessive mobile phone use and study habits in university students, highlighting the detrimental effects of increased distractions and sleep deprivation. Similarly, Siddiqui, Memon, and Siddiqui (2016) found a significant negative relationship between internet addiction and the study habits of university undergraduates, suggesting that higher levels of screen dependency can hinder effective academic routines—a finding relevant to the present study on screen addiction and study habits of second-year BSED English students. These studies collectively emphasize the need for further research into the relationship between multiple screen addiction and its influence on students' study habits.

To assure the validity and credibility of this research, this study is mainly anchored with Gratifications Theory by Katz, Blumler, and Gurevitch (1973), which serves as the guiding framework. The theory explains that individuals actively use media to satisfy specific needs such as information, entertainment, and social interaction. Applied to the study "Screen Addiction and Study Habits of Second Year BSED English Students in Governor Generoso College of Arts Sciences and Technology," it suggests that students are not merely passive users of screens but can deliberately use them to support their academic routines. While excessive screen use may pose risks, students may also balance their screen activities by utilizing them for educational purposes such as reviewing lessons, searching for references, and collaborating on academic tasks. This perspective helps explain why screen addiction does not always result in poor study habits, as students may find ways to integrate screen use into their learning practices. In support of the main theory, Zimmerman's Self-Regulated Learning Theory (1989) provides further insight by explaining how study habits are shaped by a learner's ability to plan, monitor, and evaluate their own learning processes. When multiple screen use interferes with time management, attention, and goal setting, it can negatively affect key study habits such as note-taking, library use, and study time allocation. But intrinsic motivation and the learning environment are stronger predictors of how students manage their academic tasks. It's a matter of self-discipline and setting of goals. Together, these theories offer a comprehensive framework for understanding how screen addiction develops and how it contributes to the deterioration of effective study habits.

Consequently, Figure 1 illustrates the conceptual framework of the study. The independent variable is screen addiction along with its indicators, and the dependent variable is study habits with its indicators.

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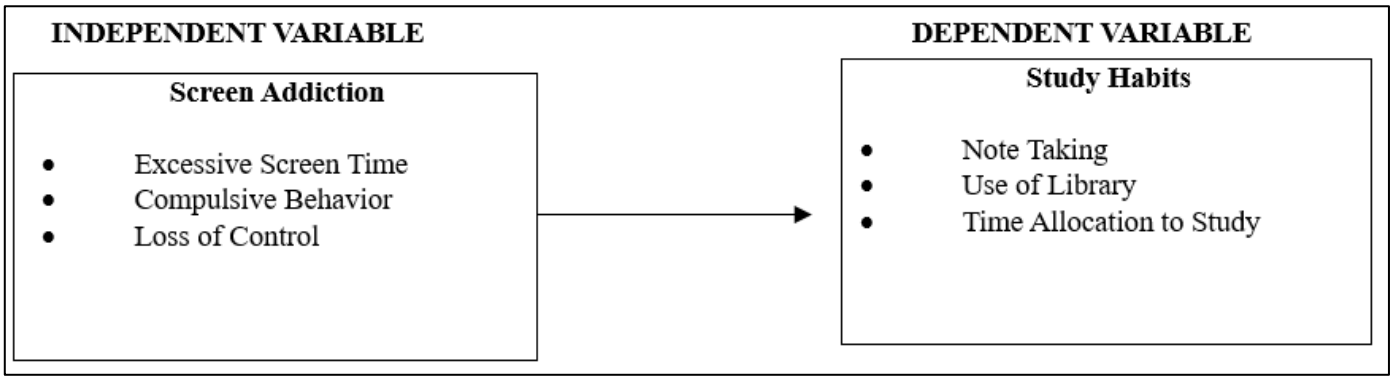

Fig 1 Conceptual Framework of the Study

Correspondingly, *Screen Addiction* identified as the independent variable of the study, is a behavioral addiction characterized by excessive and obsessive media consumption using more than one screen device (e.g., phone, tablet, computer, TV). (Saritepeci, 2021). This is represented by the following indicators: *Excessive Screen Time*. *According* to Jain (2023), excessive screen viewing time (SVT) was operationalized as exceeding two hours of daily use across various devices, aligning with Indian Academy of Pediatrics guidelines. *Compulsive Behavior* Compulsive actions on the other hand, are characterized primarily as the (sometimes stereotyped) repetition of actions that do not produce valuable outcomes. Although clearly distinguishable, a common feature across these constructs is that in each case behavior is uncontrolled and carried out despite adverse consequences. That is, whether the response is premature or repetitively executed, both impulsivity and compulsivity reflect a superficially similar lack of executive control over action (Robbins et al., 2025). *Loss of control* is referred to as a dimension of personality which helps explain one's traits and behaviors. Villa (2021) states the four factors were found within the academic locus of control, namely, hopelessness, distractibility, poor student attitude, and impaired planning.

The dependent variable is *study habits*. *Study habits* can be defined as learning-enhancing routines and practices encompassing study environment, timing, and techniques (Anderson, 2024). This is measured by three indicators: *note taking*, *use of the library,* and *time allocation to study* (Sakirudeen, 2017). *Note-taking*, a process of recording information in written, typed, or graphical form for later review, aids learning by creating a record and enhancing information retention (Corcoran, 2023). *Library use is* broadly defined as the utilization of library resources and services for academic or personal needs, encompassing activities from browsing to borrowing and seeking assistance (Nwankwo et al., 2019). *Time allocation to study* reflects students' metacognitive control over their learning process by demonstrating their ability to understand and strategically approach learning tasks (Wang et al., 2025).

This research may share similarities with existing studies, like the study that examined the study habits of students and the relationship between these habits and their academic performance. However, the main purpose of this research is to recognize the importance of addressing the specific circumstances of 2nd Year BSED English students enrolled at a local college of Davao Oriental. The issue requires immediate attention to draw conclusions and determine the relationship of screen addiction and study habits and to identify the most effective strategies to address multiple screen addictions and improve the study habits of the participants. As a result, this study will contribute to the previously described study, but it highlights the aim of closing an important gap in the body of knowledge by specifically examining, determining, and learning and demonstrates that self-discipline, intrinsic motivation, and the learning environment are more reliable indicators of how students handle their academic duties than the balanced way of handling screen addiction of second-year BSED English college students in the local College of Davao Oriental.

Moreover, this study focused on examining the relationship of screen addiction and study habits of second-year BSED English students in Governor Generoso College of Arts Sciences and Technology. First is to determine the level of screen addiction in terms of excessive screen time, compulsive behavior, and loss of control. Second, to find out the extent of study habits in terms of note-taking, use of the library, and time allocation to study. Third, to determine the correlation of screen addiction to the extent of study habits of second-year BSED English students; and lastly, to determine if multiple screen addictions significantly influence study habits in 1st English BSED. Further, there is no significant relationship between screen addiction and study habits of 2nd-year BSED English students in Governor Generoso College of Arts Sciences and Technology. This research holds significant value for educators, school administrators, and policymakers in developing targeted interventions and strategies to reduce multiple screen addiction and enhance study habits. It will primarily benefit students by enabling them to achieve greater academic success. Additionally, it will guide educational institutions in creating programs that address the root causes of multiple screen addictions. The Department of Education can utilize these findings to inform policies and funding decisions that better support students various study habits and learning. Furthermore, this research will serve as a foundation for curriculum developers to design inclusive programs that accommodate students facing challenges in having regular study habits. It will also benefit parents by helping them understand the importance of avoiding usage of screens for longer times and its direct impact on their children's study habits and progress. Finally, future researchers in education, psychology, and child development can build on this work to explore the long-term effects of multiple screen addiction on learning and its relationship with other academic factors.

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CHAPTER TWO
METHOD

This section presents methodologies and procedures that were utilized in this research, including the research design, locale, sample and instruments, detailed collection techniques, statistical tools, and lawful issues.

➢ *Research Respondents*

The respondents of this study were second-year Bachelor of Secondary Education (BSED) Major in English students from Governor Generoso College of Arts, Sciences and Technology (GGCAST) in Governor Generoso, Davao Oriental. The total population consisted of 106 students from three sections: A, B, and C. The researchers used the cluster sampling method to ensure fairness and equal representation of each section. This method allowed every student within the selected clusters to have an equal chance of being included in the study, helping minimize bias and improve the accuracy of the results. According to Manikaros (2023), cluster sampling is an effective technique for reducing sampling errors and enhancing the reliability of research findings by ensuring that all groups within a population are adequately represented. By using this approach, the researchers were able to gather reliable data that reflect the actual screen addiction and study habits of second-year BSED English students. The selection process focused on obtaining balanced participation from all sections, ensuring that the findings truly represent the experiences and behaviors of the target group.

➢ *Materials and Instrument*

The researchers utilized two sets of adapted and modified survey questionnaires that were given to the respondents to determine the significant relationship between multiple screen addiction and the study habits of second-year Bachelor of Secondary Education, Major in English students. The first adapted questionnaire, which measured Multiple Screen Dependency, was taken from the study of Saritepeci (2021) entitled “Multiple Screen Addiction Scale: Validity and Reliability Study.” The instrument consisted of 14 items, with four items for the first indicator, eight items for the second indicator, and three items for the third indicator. The level of multiple screen addiction was measured using a five-point Likert scale, with responses as follows: 1 – Never, 2 – Rarely, 3 – Sometimes, 4 – Often, and 5 – Always. Each numerical value corresponded to a specific range and description: 4.21–5.00 indicated *"Always,"* meaning the behavior or characteristic was consistently present; 3.41–4.20 signified *"Often,"* indicating it occurred frequently; 2.61–3.40 indicated *"Sometimes,"* meaning it occurred occasionally; 1.81–2.60 reflected *"Rarely,"* suggesting it happened infrequently; and 1.00–1.80 represented *"Never,"* indicating a complete absence of the behavior or characteristic being measured.

The second questionnaire was adapted from the study of Sakirudeen (2017) entitled “Study Habits and Academic Performance of Secondary School Students in Mathematics: A Case Study of Selected Secondary Schools in Uyo Local Education Council.” This instrument consisted of 15 items, with five items for each indicator. The level of study habits, which served as the dependent variable, was also measured using a five-point Likert scale with the following responses: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, and 5 – Strongly Agree. To interpret the results, the following ranges were applied: 4.21–5.00 indicated *"Strongly Agree,"* meaning the study habit was consistently and strongly practiced; 3.41–4.20 signified *"Agree,"* meaning the study habit was often practiced; 2.61–3.40 represented *"Neutral,"* meaning the study habit was sometimes practiced or undecided; 1.81–2.60 indicated *"Disagree,"* suggesting the study habit was rarely observed; and 1.00–1.80 corresponded to *"Strongly Disagree,"* reflecting a complete absence of the study habit.

➢ *Design and Procedure*

This study employed a descriptive-correlational design. As Doyle (2020) explained, this approach seeks to explore the relationships between different elements. It falls within the domain of quantitative research, focusing on the description and analysis of relationships among variables without manipulating them. Data were gathered systematically, with strict adherence to ethical considerations. Initially, the researchers sought formal approval by submitting a request letter to the college president’s office. Upon approval, informed consent forms were distributed to the target respondents prior to data collection.

Various statistical tools were employed to answer the research questions. The mean was used to determine the levels of motivation and student satisfaction. The Pearson product-moment correlation coefficient was applied to measure the strength and significance of the relationship between the independent and dependent variables. Through the descriptive-correlational design, the study aimed to establish whether significant relationships existed among the identified variables.

Research participants were fully informed of their rights and responsibilities, including their freedom to withdraw from the study at any stage without penalty. Informed consent was secured from each participant before the administration of the survey. The researchers personally visited the institution to distribute the questionnaires and later retrieved all completed forms, ensuring a 100% retrieval rate. The responses were carefully reviewed, tabulated, and subsequently analyzed by a statistician.

Ethical protocols were strictly observed throughout the study. The researchers safeguarded the confidentiality of all participants and ensured that their identities would not be disclosed without explicit permission (Olivia, 2023). As Olmedo (2016) emphasized,

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ethical considerations are fundamental in human research, as they reflect respect for all participants. Furthermore, consulting the ethical guidelines of professional associations provides additional clarity on ethical responsibilities (Warnick & Silverman, 2011). In line with these principles, the researchers complied with all ethical standards in handling participants and data, with the entire process validated and attested to by experts.

- *Mean Standard Deviation*

This study used various statistical tools to address the research questions. The Average Weighted Mean was employed to assess study habits such as note-taking, use of library resources, and time allocation for study, which corresponded to Objective 2 for the second-year BSED English students in relation to multiple screen addiction and study habits. The Pearson Product-Moment Correlation Coefficient was utilized for Objective 3 to determine if there was a significant correlation between multiple screen addiction and study habits, considering factors such as excessive screen time, compulsive behavior, and loss of control. Regression analysis examined the extent to which screen addiction impacted study habits, focusing on the identified factors contributing to multiple screen addiction and study habits. The participants in this study were second-year BSED English students, and 106 consent forms were collected to ensure voluntary participation. The students also signed an assent form to show their agreement to participate. All participants were treated equally, regardless of their socio-economic background, gender, or ethnicity. Data collection took place during the students' free time to avoid disrupting classes. The researchers followed the Data Privacy Act of 2012 (RA 10173) to protect personal information, such as attendance, academic records, and personal details. The researchers carefully handled the respondents' information, prioritizing their privacy, needs, and understanding. They ensured that privacy rights were respected and ethical guidelines were followed throughout the planning and conduct of the study.

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CHAPTER THREE
RESULTS AND DISCUSSION

The presentation of the gathered data is shown in this section. The results are presented in both textual and tabular forms. The collected information and the corresponding discussion are arranged in the following sequence: level of screen addiction, extent of study habits, and significant relationship between screen addiction and study habits among second-year BSED English students in Governor Generoso College of Arts Sciences and Technology.

Table 1 Summary of the Level of Screen Addiction

Indicators	SD	AWM	Descriptive Equivalent
Excessive Screen Time	0.78	3.58	often
Compulsive Behavior	0.78	3.61	often
Loss Of Control	0.91	3.22	sometimes
Overall Mean	0.72	3.47	often

Table 1 shows the summary result of the level of screen addiction in terms of its three indicators. Excessive screen time has a total mean value of 0.78 and AWM of 3.58, which is described as "often." Similarly, compulsive behavior reached the mean value of 0.78 but has 3.58, which signifies "often." Further, loss of control has a total mean value of 0.91 with AWM 3.58. Therefore, it is calculated and being stated that the level of screen addiction has an overall mean of 0.72 with AWM 3.47 that corresponds with a descriptive equivalent often. This signifies that the second-year BSED English students utilize their screens more often.

Table 2 The Level of Screen Addiction in Terms of Excessive Screen Time

Items	SD	AWM	Descriptive Equivalent
1. My mind often feels occupied by one or more screens (TV, phone, tablet, computer, etc.).	0.90	3.45	often
2. I frequently spend more time on screens than I originally intended.	0.91	3.68	often
3. I find it difficult to control how much time I spend in front of screens.	1.02	3.62	often
4. I stay up late because I am using or watching something on a screen.	1.11	3.58	often
Total	0.78	3.58	often

Table 2 shows the level of screen addiction in terms of excessive screen time among Second-Year BSED English students. The results reveal that the respondents often experience screen preoccupation (AWM = 3.45), meaning their attention is frequently occupied with gadgets such as mobile phones, tablets, or computers. The highest mean (AWM = 3.68) indicates that students often spend more time on screens than they originally intended, which shows a lack of self-regulation. Similarly, they also find it difficult to control their screen time (AWM = 3.62), suggesting that digital activities are strongly influencing their daily habits. Moreover, the students admitted that they often stay up late using or watching something on screens (AWM = 3.58), which may disturb their sleeping patterns and academic routines. Overall, the mean of 3.58 confirms that excessive screen time is a common behavior among the respondents.

These show the level of screen addiction in terms of excessive screen time among Second-Year BSED English students. The results revealed that the respondents often experienced screen preoccupation (AWM = 3.45), meaning their attention is frequently occupied with gadgets such as mobile phones, tablets, or computers. The highest mean (AWM = 3.68) indicates that students often spend more time on screens than they originally intended, which shows a lack of self-regulation.

Similarly, they also find it difficult to control their screen time (AWM = 3.62), suggesting that digital activities are strongly influencing their daily habits. Moreover, the students admitted that they often stay up late using or watching something on screens (AWM = 3.58), which may disturb their sleeping patterns and academic routines. Overall, the mean of 3.58 confirms that excessive screen time is a common behavior among the respondents.

This finding supports Lucena et al. (2015), who emphasized that excessive use of screens negatively affects students' study habits, particularly in terms of time management and academic discipline. The results of the present study align with this claim, as the frequent use of gadgets among BSED English students may reduce their available time for focused study, leading to procrastination and lower productivity. In this sense, excessive screen time does not only highlight a pattern of digital dependence but also reflects its potential consequences on the study habits of learners, making it an important issue that must be addressed both by educators and students themselves.

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Table 3 The Level of Screen Addiction in Terms of Compulsive Behavior

Items	SD	AWM	Descriptive Equivalent
5. I feel uncomfortable when I don't have access to a screen.	1.05	3.29	sometimes
6. I check screens (TV, phone, tablet, etc.) even when I don't have a specific reason.	1.03	3.79	often
7. I check my phone or tablet even when I haven't received any notifications.	1.06	3.75	often
8. I feel a constant urge to interact with screens.	0.95	3.54	often
9. Looking at or checking screens is the most frequent activity I do during the day.	0.95	3.77	often
10. I often turn on a screen (TV, phone, etc.) even if I don't have anything specific to watch or do.	1.00	3.68	often
11. I feel uneasy when I cannot access any of my devices (phone, computer, TV, etc.) during the day.	1.05	3.55	often
12. Using screens helps reduce the intensity of my negative emotions.	0.98	3.50	often
Total	0.78	3.61	often

Table 3 presents the level of screen addiction in terms of compulsive behavior. The results revealed that students often engage in checking their devices even without a clear reason (AWM = 3.79) or without receiving any notifications (AWM = 3.75). Similarly, looking at or checking screens emerged as one of the most frequent activities throughout the day (AWM = 3.77), and many admitted turning on their devices even if there was no specific activity to do (AWM = 3.68). These findings indicated that students' interaction with screens is not only intentional but also habitual and compulsive, showing a strong urge to remain connected.

The overall mean (AWM = 3.61) suggests that compulsive screen behavior is often present among the respondents. This means that their use of screens goes beyond practicality, becoming a routine, they rely on for comfort and emotional regulation, such as easing stress or negative emotions. According to Muela et al. (2022), compulsive screen use may significantly impact academic performance, since it promotes distraction, reduces concentration, and fosters avoidance of academic tasks. In line with this research, the findings imply that second-year BSED English students' study habits are likely to be disrupted, as compulsive behaviors with screens compete with the time and focus needed for productive learning.

Table 4 The level of Screen Addiction in Terms of Loss of Control

Items	SD	AWM	Descriptive Equivalent
13. Despite efforts to reduce screen time, I have been unsuccessful.	1.07	3.33	sometimes
14. I sometimes lie to family or friends about how much time I spend on screens.	1.27	3.16	sometimes
15. My screen use has negatively affected my academic or professional opportunities.	1.09	3.16	sometimes
Total	0.91	3.22	sometimes

Table 4 presents the level of screen addiction in terms of loss of control. The findings show that students sometimes struggle to manage their screen time. For example, they admitted being unsuccessful in reducing their usage despite efforts (AWM = 3.33) and even lying to family or friends about how long they spend on devices (AWM = 3.16). Likewise, students sometimes recognize that excessive screen use has negatively impacted their academic or professional opportunities (AWM = 3.16). These results suggest that while not constant, there are clear moments where screen use interferes with students' honesty, productivity, and self-discipline.

The overall mean (AWM = 3.22) indicates that loss of control over screen use occurs sometimes among students. This means that while they may not always feel dependent, there are instances when their inability to regulate screen time affects both personal and academic life. According to Bruwer and Siwangaza (2018), excessive use of digital devices often leads to weakened self-control, which in turn creates academic challenges such as procrastination, distraction, and missed learning opportunities. In line with this research, the findings imply that second-year BSED English students may occasionally compromise their study habits due to screen addiction, reflecting a need for stronger self-regulation strategies.

The results from Tables 2, 3, and 4 reveal that the second-year BSED English students experience screen addiction in varying degrees, mostly reflected as "often" for excessive screen time and compulsive behavior, and "sometimes" for loss of control. Specifically, students frequently report spending more time on screens than intended, staying up late to use devices, and feeling a constant urge to check screens even without purpose (AWM = 3.58–3.61). These findings suggest that their daily routines and habits are heavily influenced by screen use, showing patterns of compulsive checking and dependency.

However, when it comes to loss of control (AWM = 3.22), students only sometimes acknowledge that their screen use leads to dishonesty, failed attempts to reduce usage, or negative effects on academics. This means that while screen use is undeniably frequent and compulsive, the more severe impacts, such as academic decline or significant behavioral issues, are not consistently

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experienced but still occur. As Lucena et al. (2015) and Bruwer & Siwangaza (2018) explain, excessive screen use can interfere with self-regulation and discipline, often reducing the time and focus allocated for studying. Similarly, Muela et al. (2022) emphasize that screen habits can affect emotional regulation, further impacting learning. Overall, the findings imply that although students may not be fully controlled by screen addiction, their study habits are already being shaped and, at times, disrupted by it—highlighting the need for balanced screen use and stronger academic discipline.

Table 5 Summary of the Extent of Study Habits

Indicators	SD	AWM	Descriptive Equivalent
Note Taking	0.60	3.81	agree
Use of Library	0.68	3.38	neutral
Time allocation to study	0.61	3.77	agree
Total	0.53	3.65	agree

Table 5 explored the extent of students' study habits in three key areas: note taking, library use, and time allocation to study. The overall results show that students generally practice effective study habits, with strengths in note-taking and time management, but show less engagement with library use. Note-taking received the highest average mean (AWM) of 3.81, indicating that students actively pay attention in class, take notes regularly, and use symbols to enhance understanding. This suggests that note-taking is a well-practiced and effective habit among students. Time allocation to study also showed strong results as indicated by the agreement, with an AWM of 3.77. Overall, the extent of study habits in terms of the mentioned indicators has a total mean of 0. 53 and AWM 3. 65, which corresponds to a descriptive equivalent of "agree," signifies that note-taking, library usage, and time allocation for studying were effectively managed and well-practiced despite learners' screen dependency. For students reported planning their study time carefully, setting aside time for challenging subjects, and avoiding conflicts with social activities (Corcoran, 2023).

Table 6 The Extent of Study Habits in Terms of Note Taking

	SD	AWM	Descriptive Equivalent
1. I used to pay close attention in class while taking notes.	0.90	3.81	agree
2. I constantly focus in class so that I can take any necessary notes.	0.83	3.83	agree
3. I've improved my ability to take notes efficiently during each lecture.	0.79	3.75	agree
4. I always take notes in order to retain new information.	0.72	3.89	agree
5. I apply symbols to convey what my teacher says in class.	0.73	3.76	agree
Total	0.60	3.81	agree

Table 6 shows that second-year BSED English students have strong habits when it comes to taking notes during class as seen in the descriptive equivalent agree. The average weighted mean (AWM) for all five items is 3.81, which means students generally agree that they take note-taking seriously. Students say they pay close attention in class (AWM = 3.81) and stay focused so they can take down important notes (AWM = 3.83). They also report that their note-taking skills have improved over time (AWM = 3.75). Many students take notes to help remember lessons better (AWM = 3.89), which is the highest-rated item in the table. Additionally, they use symbols or shortcuts to make their notes easier to understand (AWM = 3.76). The total mean value then is 0.60, and AMW= 3.81 which signifies "agree". Overall, this shows that students use effective strategies to keep track of lessons and enhance their learning. According to Corona (2023), strong note-taking skills are especially important in helping students manage distractions caused by screen addiction. The research suggests that when students are actively engaged in class and taking notes, they are less likely to be distracted by digital devices and more likely to retain information.

Table 7 The Extent of Study Habits in Terms of Use of Library

Items	SD	AWM	Descriptive Equivalent
6. I have an intense interest in using library resources.	0.82	3.49	agree
7. I go to the library to study every day.	0.95	3.13	neutral
8. I used to complete my assignments in the library at school.	0.89	3.16	neutral
9. My school library provides me with access to a number of resources.	0.79	3.60	agree
10. I utilize the library to broaden the scope of my studies	0.80	3.53	agree
Total	0.68	3.38	neutral

Table 7 presents how second-year BSED English students use the school library as part of their study habits. The overall average weighted mean (AWM) is 3.38, which falls under the "neutral" category. This means that students do not strongly agree or disagree about using the library regularly. Some students express interest in using library resources (AWM = 3.49) and believe the library helps broaden the scope of their studies (AWM = 3.53), both of which are marked as "agree." However, their actual usage of the library is low.

Many students do not go to the library daily (AWM = 3.13) and rarely complete assignments there (AWM = 3.16), both of which fall under the "neutral" category. While students acknowledge that the school library offers a variety of resources (AWM =

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3.60), this doesn't always translate into frequent library use. This result shows that although students value the library in theory, they do not make it a central part of their study routine.

According to Nwanko et al. (2019), students who are more exposed to screen-based learning and digital distractions tend to rely less on physical study spaces like libraries. Their research suggests that screen addiction may lead students to favor online tools over traditional academic environments, reducing their engagement with the library. This supports the idea that modern technology, while helpful, can shift students away from important academic resources like the library.

Table 8 The Extent of Study Habits in Terms of Time Allocation to Study

Items	SD	AWM	Descriptive Equivalent
11. I set aside time for private study sessions.	0.82	3.74	agree
12. I plan my time to study every topic.	0.70	3.78	agree
13. I invest more time to fully understand a subject, such as English.	0.71	3.88	agree
14. I set a clock alarm to remind me to read at night.	0.92	3.56	agree
15. I schedule other social engagements so they don't conflict with my responsibilities as an educator.	0.74	3.88	agree
Total	0.61	3.77	agree

Table 8 presents the extent of study habits among second-year BSED English students in terms of time allocation to study. The overall weighted mean of 3.77, with a standard deviation of 0.61, indicates that students generally agree that they practice good time management strategies. Specifically, students reported setting aside time for private study (AWM = 3.74), planning their study schedule for every topic (AWM = 3.78), and dedicating more time to fully understand subjects like English (AWM = 3.88). Additionally, some students use alarms for night reading (AWM = 3.56) and consciously schedule social activities to avoid conflicts with their academic responsibilities (AWM = 3.88). These findings suggest that students are making intentional efforts to manage their time effectively despite potential distractions from screen use. This supports the study of Wang et al. (2025), who emphasized that effective time management plays a vital role in helping students resist the negative effects of screen addiction. Their research concluded that students who actively plan their study time and balance social engagements are more likely to sustain healthy study habits and academic performance, even in an environment influenced by high screen exposure.

The findings in Table 9 show that the computed correlation coefficient between screen addiction and study habits is r = 0.004 with a p-value of 0.969. Since the p-value is greater than the 0.05 significance level, the result indicates that there is no significant relationship between the two variables. This means that the study habits of second-year BSED English students are not directly influenced by their level of screen addiction.

The decision to accept the null hypothesis suggests that whether students spend more or less time on screens, their study habits—such as preparing notes, using the library, or managing their study schedule—remain almost the same. In this study, the academic practices of the respondents were not strongly affected by their screen use.

Table 9 The Relationship Between Screen Addiction and Study Habits

Variables	AWM	n	r - value	p - value	Decision	Remark
Screen Addiction	3.47	106	0.004	0.969	Accept Ho	Not Significant
Study Habits	3.65					

This finding is not consistent with the results of other related studies, such as Patel et al. (2022) and Soomro et al. (2022), which reported that excessive screen use negatively impacts students' learning behaviors and academic performance. A possible explanation for this difference is that the respondents of this study may already know how to balance their screen activities with their academic responsibilities. Moreover, some students may also use screens for academic purposes, such as reviewing lessons, searching for references, or collaborating on school tasks.

Overall, the result highlights that screen addiction does not significantly influence the study habits of second-year BSED English students. Instead, other factors such as motivation, self-discipline, family guidance, and support from teachers may play a more important role in shaping effective study habits.

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CHAPTER FOUR
CONCLUSION AND RECOMMENDATIONS

The findings of this study revealed that there is no significant correlation between multiple screen time and students' study habits. The results indicated that excessive screen time, compulsive behavior, and loss of control are not strongly associated with how students manage their academic tasks such as note-taking, use of library resources, and allocation of time for study. This suggests that higher levels of screen exposure do not necessarily result in observable changes in the way students' approach and sustain their study habits. The acceptance of the null hypothesis confirms that multiple screen use does not play a decisive role in shaping learning behaviors.

Furthermore, the study showed that even though students spend long hours on screens, did not significantly affect their use of libraries, their note-taking efficiency, or their ability to allocate time for study. This indicates that students may have developed strategies to balance their academic responsibilities with their digital activities. Screen time, while prominent in their daily routines, does not automatically reduce their capacity to engage in structured learning practices. Instead, students may compartmentalize their academic work and screen use, allowing them to maintain stable study habits despite technological engagement.

The findings align with existing literature that highlights the weak or inconsistent relationship between screen time and academic outcomes. According to Adelantado-Renau et al. (2019), overall screen media use showed no significant impact on study habits, though specific types of screen engagement may differ in effect. Similarly, Narsico (2023) found no significant relationship between recreational screen use and students' academic productivity, suggesting that students adapt their study behaviors regardless of digital exposure. Supporting this, a report by the American Academy of Pediatrics (2025) noted that screen time has only small or negligible associations with academic performance, further reinforcing the results of the present study.

Moreover, the findings suggest that other factors beyond screen use may play a more crucial role in shaping students' study habits. Theories such as Zimmerman's (1989) Self-Regulated Learning highlight that self-discipline, intrinsic motivation, and the learning environment are stronger predictors of how students manage their academic tasks. Therefore, even with high levels of screen exposure, students who demonstrate effective self-regulation can sustain consistent and effective study routines.
These findings are consistent with previous research. For instance, a study by Adelantado-Renau et al. (2019) revealed that screen time had no significant impact on students' academic productivity. Similarly, Narsico (2023) found that recreational screen time activity did not necessarily lead to decreased academic productivity, suggesting that students can balance screen use with their academic responsibilities.

Furthermore, research by the American Academy of Pediatrics (2025) indicated that research has shown small associations or no associations between overall screen media use and time spent on academic pursuits or academic performance. This aligns with the current study's findings, reinforcing the notion that screen time does not substantially affect students' study habits.

Based on these results, it is recommended that educators focus on promoting effective study strategies and academic discipline rather than restricting screen time, since screen use alone does not appear to hinder study habits. Teachers may still guide students in using technology productively, such as employing online tools for note-taking, research, and organization, but excessive concern over screen time may not be necessary. Additionally, students should continue to be encouraged to manage their time effectively and make conscious decisions about study routines. Future research could explore other factors that influence study habits, such as personal motivation, learning environment, or self-regulation skills, to better understand what truly impacts student performance.

Overall, the study confirms that excessive screen time, compulsive behavior, and loss of control have no significant effect on the study habits of students in terms of note-taking, library use, and study time allocation. The acceptance of the null hypothesis implies that multiple screens use alone does not determine the quality of study habits. Instead, other factors such as motivation, learning environment, and self-regulation skills should be examined more deeply, as they may better explain the differences in students' academic practices and outcomes.

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APPENDICES

A. ADAPTED AND MODIFIED QUESTIONNAIRE

- *Appendix C*
  Adapted and Modified Questionnaire

SCREEN ADDICTION AND STUDY HABITS OF SECOND YEAR COLLEGE STUDENTS IN GOVERNOR GENEROSO COLLEGE OF ARTS SCIENCES AND TECHNLOGY

Dear Respondent,

The researcher requests your participation in this study entitled "Screen Addiction and Study Habits of Second Year College Students in Governor Generoso College of Arts Sciences and Technology". This study seeks to determine the relationship and influence of screen addiction on student study. Taking part in this survey is entirely voluntary. There are no correct or incorrect answers to the given questions. If you have questions and clarifications about this questionnaire and the study, you are encouraged to discuss it with the researcher. Rest assured that your answer will be treated with utmost confidentiality and respect. Your Cooperation And participation in this study will be a valuable contribution and will be highly appreciated.

Personal Information

Name:_____

(optional)

Sex:

- Male
- Female

Direction: Read and understand the following statements. Place a check mark (✓) on the corresponding number that best describes your experience while learning excessive screen time.

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Part I.

	ITEMS	5 (Always)	4 (Often)	3 (Sometimes)	2 (Rarely)	1 (Never)
A.	**SCREEN ADDICTION**					
	EXCESSIVE SCREEN TIME					
1.	My mind often feels occupied by one or more screens (TV, phone, tablet, computer, etc.).					
2.	I frequently spend more time on screens than I originally intended.					
3.	I find it difficult to control how much time I spend in front of screens.					
4.	I stay up late because I am using or watching something on a screen.					
	COMPULSIVE BEHAVIOR					
5.	I feel uncomfortable when I don't have access to a screen.					
6.	I check screens (TV, phone, tablet, etc.) even when I don't have a specific reason.					
7.	I check my phone or tablet even when I haven't received any notifications.					
8.	I feel a constant urge to interact with screens.					
9.	Looking at or checking screens is the most frequent activity I do during the day.					
10.	I often turn on a screen (TV, phone, etc.) even if I don't have anything specific to watch or do.					
11.	I feel uneasy when I cannot access any of my devices (phone, computer, TV, etc.) during the day.					
12.	Using screens helps reduce the intensity of my negative emotions.					
	LOSS OF CONTROL					
13.	Despite efforts to reduce screen time, I have been unsuccessful.					
14.	I sometimes lie to family or friends about how much time I spend on screens.					
15.	My screen use has negatively affected my academic or professional opportunities.					

Direction: Read and understand the following statements. Place a check mark (✓) on the corresponding number that best describes your experience while learning study habits.

Part II.

	ITEMS	5 (Strongly Agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly Disagree)
B.	**STUDY HABITS**					
	NOTE TAKING					
1.	I used to pay close attention in class while taking notes					
2.	I constantly focus in class so that I can take any necessary notes.					
3.	I've improved my ability to take notes efficiently during each lecture.					
4.	I always take notes in order to retain new information.					
5.	I apply symbols to convey what my teacher says in class.					
	USE OF LIBRARY					

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6.	I have an intense interest in using library resources.					
7.	I go to the Library to study everyday.					
8.	I used to complete my assignments in the library at school.					
9.	My school library provides me with access to a number of resources.					
10.	I utilize the library to broaden the scope of my studies.					
	TIME ALLOCATION TO STUDY					
11.	I set aside time for private study sessions.					
12.	I plan my time to study every topic.					
13.	I invest more time to fully understand a subject, such as English.					
14.	I set a clock alarm to remind me for night reading.					
15.	I schedule other social engagements so they don't conflict with my responsibilities as an educator.					

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B. SPECIFIC RESULTS (DESCRIPTIVE & INFERENTIAL)

SPECIFIC RESULTS (DESCRIPTIVE AND INFERENTIAL)

Table 1 Summary of the Extent of Screen Addiction

Indicators	SD	AWM	Descriptive Equivalent
Excessive Screen Time	0.78	3.58	Neutral
Compulsive Behavior	0.78	3.61	Neutral
Loss Of Control	0.91	3.22	Somewhat Disagree
Overall Mean	0.72	3.47	Somewhat Disagree

Table 2 The Extent of Screen Addiction in Terms of Excessive Screen Time

Items	SD	AWM	Descriptive Equivalent
1. My mind often feels occupied by one or more screens (TV, phone, tablet, computer, etc.).	0.90	3.45	
2. I frequently spend more time on screens than I originally intended.	0.91	3.68	
3. I find it difficult to control how much time I spend in front of screens.	1.02	3.62	
4. I stay up late because I am using or watching something on a screen.	1.11	3.58	
Total	0.78	3.58	

Table 3 The Extent of Screen Addiction in Terms of Compulsive Behavior

Items	SD	AWM	Descriptive Equivalent
5. I feel uncomfortable when I don't have access to a screen.	1.05	3.29	
6. I check screens (TV, phone, tablet, etc.) even when I don’t have a specific reason.	1.03	3.79	
7. I check my phone or tablet even when I haven’t received any notifications.	1.06	3.75	
8. I feel a constant urge to interact with screens.	0.95	3.54	
9. Looking at or checking screens is the most frequent activity I do during the day.	0.95	3.77	
10. I often turn on a screen (TV, phone, etc.) even if I don’t have anything specific to watch or do.	1.00	3.68	
11. I feel uneasy when I cannot access any of my devices (phone, computer, TV, etc.) during the day.	1.05	3.55	
12. Using screens helps reduce the intensity of my negative emotions.	0.98	3.50	
Total	0.78	3.61	

Table 4 The Extent of Screen Addiction in Terms of Loss of Control

Items	SD	AWM	Descriptive Equivalent
13. Despite efforts to reduce screen time, I have been unsuccessful.	1.07	3.33	
14. I sometimes lie to family or friends about how much time I spend on screens.	1.27	3.16	
15. My screen use has negatively affected my academic or professional opportunities.	1.09	3.16	
Total	0.91	3.22	

Table 5 Summary of the Extent of Study Habits

Indicators	SD	AWM	Descriptive Equivalent
Note Taking	0.60	3.81	
Use of Library	0.68	3.38	
Time allocation to study	0.61	3.77	
Total	0.53	3.65	

Table 6 The Extent of Study Habits in Terms of Note Taking

	SD	AWM	Descriptive Equivalent
1. I used to pay close attention in class while taking notes.	0.90	3.81	
2. I constantly focus in class so that I can take any necessary notes.	0.83	3.83	
3. I've improved my ability to take notes efficiently during each lecture.	0.79	3.75	
4. I always take notes in order to retain new information.	0.72	3.89	

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5. I apply symbols to convey what my teacher says in class.	0.73	3.76	
Total	0.60	3.81	

Table 7 The Extent of Study Habits in terms of Use of Library

Items	SD	AWM	Descriptive Equivalent
6. I have an intense interest in using library resources.	0.82	3.49	
7. I go to the Library to study every day.	0.95	3.13	
8. I used to complete my assignments in the library at school.	0.89	3.16	
9. My school library provides me with access to a number of resources.	0.79	3.60	
10. I utilize the library to broaden the scope of my studies	0.80	3.53	
Total	0.68	3.38	

Table 8 The Extent of Study Habits in Terms of Time Allocation to Study

Items	SD	AWM	Descriptive Equivalent
11. I set aside time for private study sessions.	0.82	3.74	
12. I plan my time to study every topic.	0.70	3.78	
13. I invest more time to fully understand a subject, such as English.	0.71	3.88	
14. I set a clock alarm to remind me for night reading.	0.92	3.56	
15. I schedule other social engagements so they don't conflict with my responsibilities as an educator.	0.74	3.88	
Total	0.61	3.77	

Table 9 The Relationship Between Screen Addiction and Personal and Study Habits

Variables	AWM	n	r - value	p - value	Decision	Remark
Screen Addiction	3.47	106	0.004	0.969	Accept Ho	Not Significant
Study Habits	3.65					

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C. LETTERS TO THE VALIDATORS

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY
Poblacion, Governor Generoso, Davao Oriental

December 2, 2025

ROSITA J. BUSTAMANTE, PhD
Quality Assurance Director

Dear Ma'am Bustamante,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled **"Screen Addiction and Students' Study Habits of Second Year BSED English Students Governor Generoso College of Arts Sciences and Technology"** as a requirement for the course The Child and Adolecent Learner and Learning Principles. Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached to this request is the actual print-out of the modified questionnaire, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Respectfully yours,

MARIA DIANNE D. ANTING
Researcher

BREAZEL JANE ARACAMA
Researcher

SHELLA MAE M. CASTAÑALES
Researcher

PRINCESS VIA LIZA B. MAHINAY
Researcher

ROCHELL MAE NAVARRO
Researcher

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GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental

December 2, 2025

JANDY T. BONGCAYAT LPT, FRIEDr, CHRA
OIC-COLLEGE PRESIDENT

Dear Sir,

The undersigned are currently working on their thesis entitled, "**ANTING, MARIA DIANNE D., ARACAMA, BREAZEL JANE, CASTAÑALLES, SHELLA MAE M., PRINCESS VIA LIZA B. MAHINAY,** and **NAVARRO, ROCHELL MAE**".

In this regard, the researchers would like to request your approval to conduct a study in your area of responsibility. Rest assured that the confidentiality of the data collected will be an utmost priority. Attached herewith is the sample of the survey questionnaire that reflects the topics and questions to be discussed.

Looking forward to your favorable response on this request.Thank you for your time and consideration.

Respectfully yours,

MARIA DIANNE D. ANTING
Researcher

BREAZEL JANE ARACAMA
Researcher

SHELLA MAE M. CASTAÑALES
Researcher

PRINCESS VIA LIZA B. MAHINAY
Researcher

ROCHELL MAE NAVARRO
Researcher

JANDY T. BONGCAYAT, LPT, FRIEDr, CHRA
Research Adviser

Noted by:

JEANVERLY GRETHEL M. MANTILLA, MAED
Research Coordinator

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GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental

December 2, 2025

GRETCHEN C. TAJARAN, EdD
Dean College of Education

Dear Ma'am Tajaran,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled **"Screen Addiction and Students' Study Habits of Second Year BSED English Students in Governor Generoso College of Arts Sciences and Technology"** as a requirement for the course The Child and Adolecent Learner and Learning Principles. Undoubtedly, your expertise would make the instrument rich and substantive in content.

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Respectfully yours,

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Researcher

BREAZEL JANE ARACAMA
Researcher

SHELLA MAE M. CASTAÑALES
Researcher

PRINCESS VIA LIZA B. MAHINAY
Researcher

ROCHELL MAE NAVARRO
Researcher

GRETCHEN C. TAJARAN, EdD
Dean College of Education

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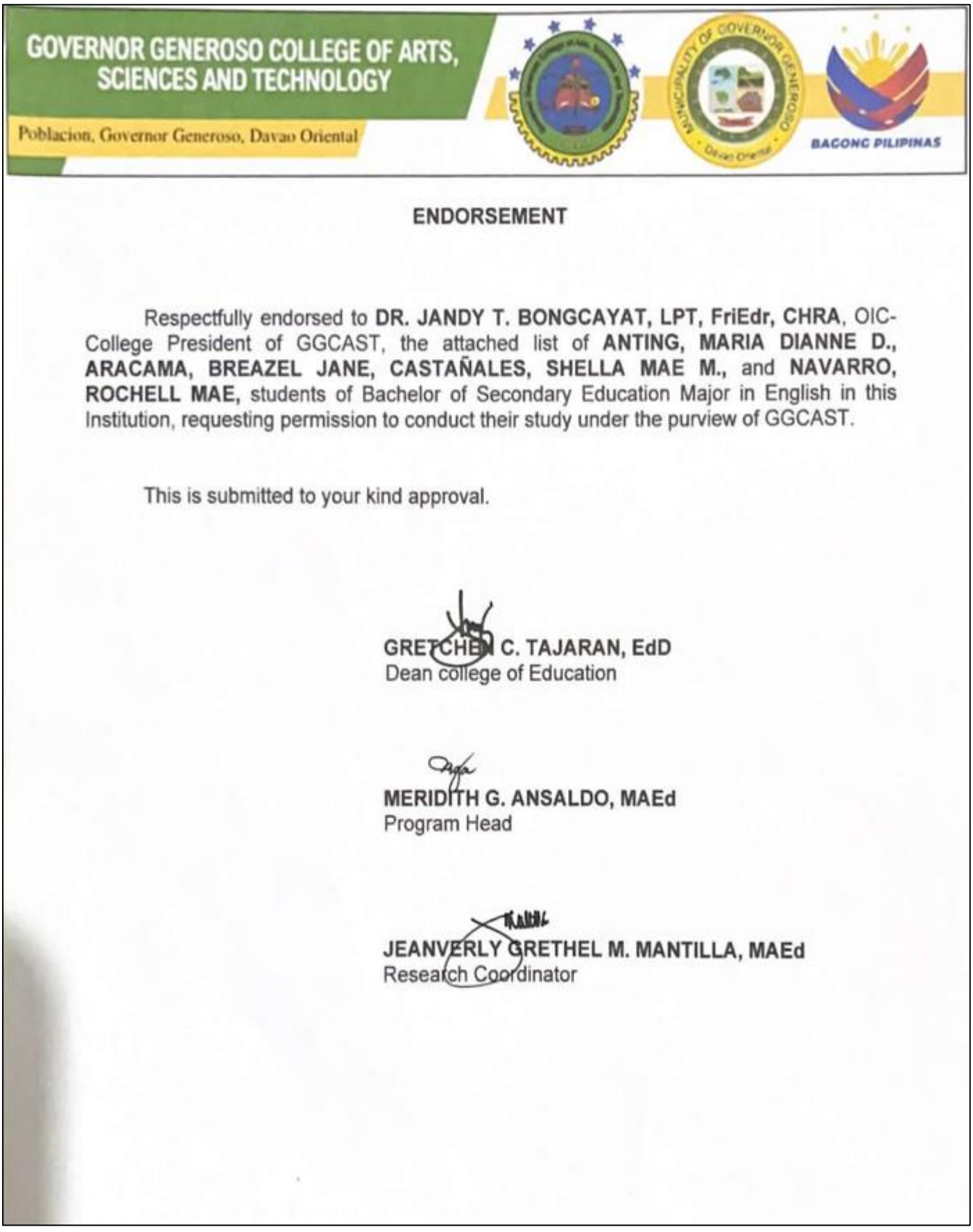
D. ENDORSEMENT TO CONDUCT THE STUDY



GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

ENDORSEMENT

Respectfully endorsed to **DR. JANDY T. BONGCAYAT, LPT, FriEdr, CHRA**, OIC-College President of GGCAST, the attached list of **ANTING, MARIA DIANNE D., ARACAMA, BREAZEL JANE, CASTAÑALES, SHELLA MAE M.,** and **NAVARRO, ROCHELL MAE,** students of Bachelor of Secondary Education Major in English in this Institution, requesting permission to conduct their study under the purview of GGCAST.

This is submitted to your kind approval.

GRETCHEN C. TAJARAN, EdD
Dean college of Education

MERIDITH G. ANSALDO, MAEd
Program Head

JEANVERLY GRETHEL M. MANTILLA, MAEd
Research Coordinator

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GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

ENDORSEMENT
December 2, 2025

This is to formally endorse the research manuscript entitled **"Screen Addiction and Students' Study Habits of Second Year BSED English Students in Governor Generoso College of Arts Sciences and Technology"** for plagiarism review. The study was conducted by the students under my supervision in partial fulfillment of the requirements for the course Educ 1: The Child and Adolescent Learners and Learning Principles under my class.

The aforementioned research is authored by **Maria Dianne D. Anting, Breazel Jane Aracama, Shella Mae M. Castañales, Princess Via Liza B. Mahinay,** and **Rochell Mae Navarro,** who are second-year students of the Governore Generoso College of Arts Sciences and Technology.

I kindly request your assistance in facilitating the plagiarism check of their manuscript.

Thank you very much for your time and support.

This is submitted to your kind approval.

JANDY T. BONGGAYAT, LPT, FRIEDr, CHRA
Research Adviser

MERIDITH G. ANSALDO, Maed
Program Head

JEANVERLY GRETHEL M. MANTILLA, Maed
Research Coordinator

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E. APPROVED LETTER ON THE CONDUCT OF THE STUDY

December 2, 2025

JANDY T. BONGCAYAT LPT, FRIEDr, CHRA
OIC-COLLEGE PRESIDENT

Dear Sir,

The undersigned are currently working on their thesis entitled, "**ANTING, MARIA DIANNE D., ARACAMA, BREAZEL JANE, CASTAÑALLES, SHELLA MAE M., PRINCESS VIA LIZA B. MAHINAY,** and **NAVARRO, ROCHELL MAE**".

In this regard, the researchers would like to request your approval to conduct a study in your area of responsibility. Rest assured that the confidentiality of the data collected will be an utmost priority. Attached herewith is the sample of the survey questionnaire that reflects the topics and questions to be discussed.

Looking forward to your favorable response on this request.Thank you for your time and consideration.

Respectfully yours,

MARIA DIANNE D. ANTING
Researcher

BREAZEL JANE ARACAMA
Researcher

SHELLA MAE M. CASTAÑALES
Researcher

PRINCESS VIA LIZA B. MAHINAY
Researcher

ROCHELL MAE NAVARRO
Researcher

JANDY T. BONGCAYAT, LPT, FRIEDr, CHRA
Research Adviser

Noted by:

JEANVERLY GRETHEL M. MANTILLA, MAED
Research Coordinator

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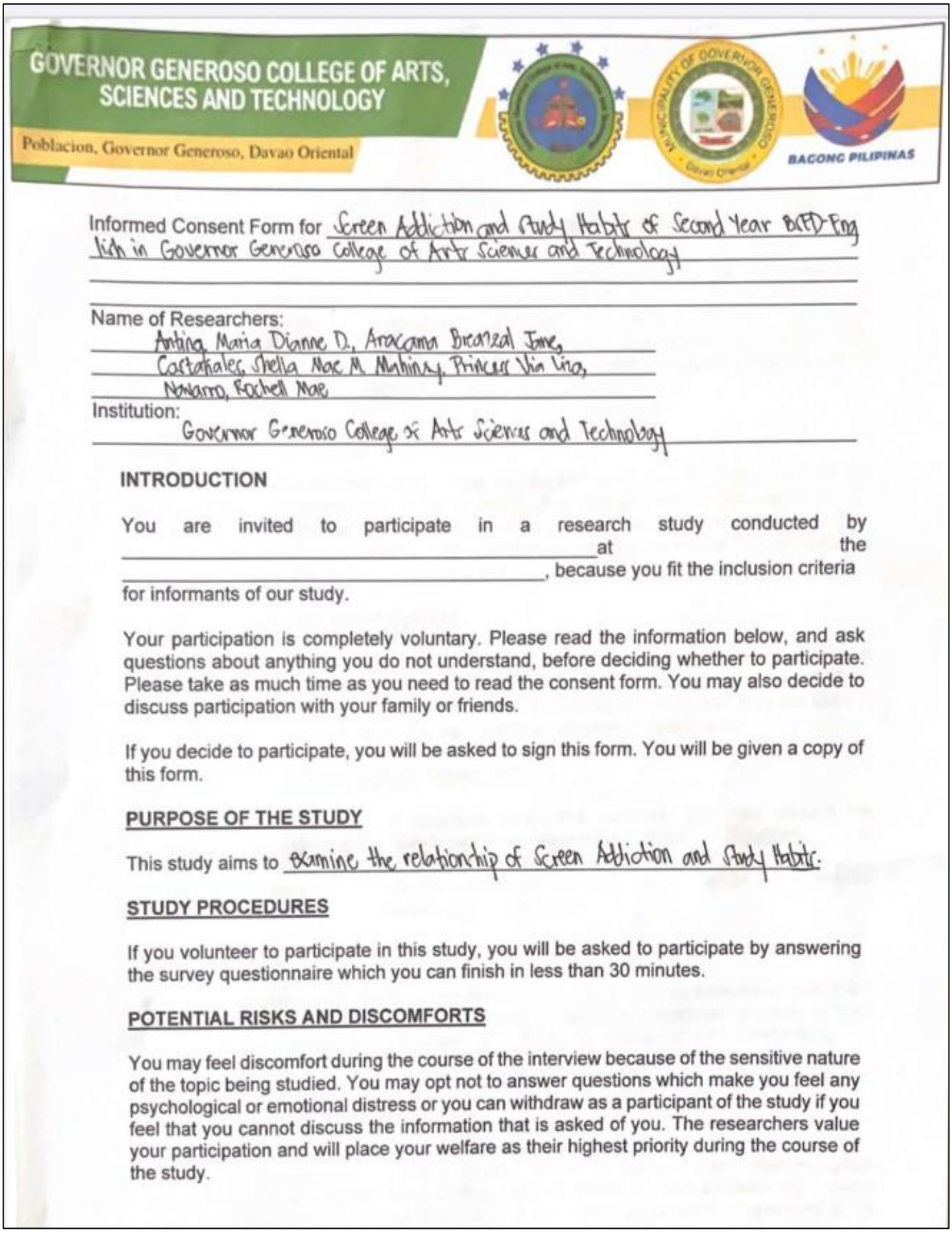
F. INFORMED CONSENT FORM/ASSENT FORM



GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

Informed Consent Form for Screen Addiction and Study Habits of Second Year BSED-Eng lish in Governor Generoso College of Arts Sciences and Technology

Name of Researchers:
Antiña, Maria Dianne D., Aracama Brenzal Jane,
Castañales, Shella Mae M. Mahinay, Princess Via Lira,
Navarro, Rochell Mae

Institution:
Governor Generoso College of Arts Sciences and Technology

INTRODUCTION

You are invited to participate in a research study conducted by _____ at the _____, because you fit the inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

This study aims to examine the relationship of Screen Addiction and Study Habits.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

POTENTIAL RISKS AND DISCOMFORTS

You may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied. You may opt not to answer questions which make you feel any psychological or emotional distress or you can withdraw as a participant of the study if you feel that you cannot discuss the information that is asked of you. The researchers value your participation and will place your welfare as their highest priority during the course of the study.

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GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

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BAGONG PILIPINAS

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study can generate relevant information that may help students, teachers, and administrators understand how screen addiction affects students' study habits. The findings may provide valuable insights that can be used to improve academic performance, time management, and student discipline. Furthermore, the results of this study may serve as a useful reference for future researchers who wish to explore similar topics related to digital behavior and academic success.

CONFIDENTIALITY

All information obtained in this study will be treated with strict confidentiality. Your identity will not be revealed in any part of the research. Any data gathered will be used only for academic purposes and will not be shared with anyone outside the research team. When results are published or presented, only summarized information will be shown, ensuring that no individual participant can be identified.

PARTICIPATION AND WITHDRAWAL

Your participation in this study is voluntary. You may refuse to participate or withdraw at any time without any penalty or loss of benefits. Should you decide to stop participating, all information collected from you will be kept confidential and excluded from the study if you wish. You are not giving up any legal rights by agreeing to participate.

INVESTIGATOR'S CONTACT INFORMATION

If you have any questions or concerns about this research, you may contact the researcher at mariadianneantiniag@gmail.com through telephone number 09756693159 or mobile phone number _____, or through email at _____.
If you wish to personally meet the researcher, she can be located at the Governor Generoso College of Arts, Sciences, and Technology.

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your rights as a research participant or about the research itself, and you are unable to reach the researcher, you may contact the Governor Generoso College of Arts, Sciences, and Technology at Poblacion.

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above regarding the study entitled, **"Screen Addiction and Students' Study Habits of Second Year BSED-English Students in Governor Generoso College of Arts Sciences and Technology."** I have been given a chance to ask questions, and all my questions have been answered to my satisfaction.

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Poblacion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

I willingly agree to participate in this research study. I understand that my participation is voluntary and that I may withdraw my consent at any time and discontinue participation without any penalty. I have been given a copy of this form for my own record.

Kc Khryshille Joy Martyr Tayaban — 12-02-25

Signature above Printed Name of Participant — Date Signed

To be accomplished by the Researcher Obtaining Consent:

I have explained the purpose and details of the research to the participant and answered all his/her questions. I believe that he/she fully understands the information described in this document and freely consents to participate.

Maria Diane D. Anting — 12-02-25

Name of Person Obtaining Consent — Date Signed

ISSN No: -2456-2165 https://doi.org/10.38124/ijisrt/25dec271

G. TURNITIN (PLAGIARISM CHECKER) RESULT

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY
Poblacion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

PLAGIARISM REPORT

Research Title: SCREEN ADDICTION AND STUDENTS' STUDY HABITS OF SECOND-YEAR BSED ENGLISH STUDENTS

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