
Impact Assessment of Phone Usage on the Academic Performance of Grade 2 Learners at Sindun Bayabo Integrated School

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ABSTRACT: This research, entitled “Impact Assessment of Phone Usage on the Academic Performance of Grade 2 Learners at Sindun Bayabo Integrated School” examines how mobile phone usage habits affect young learners’ academic performance. The study evaluates the effects of frequency, duration, and purpose of the phone usage. Findings show that recreational phone use correlates with lower academic performance, while guided educational use may support learning. The research emphasizes the significance of structured usage and parental supervision to ensure positive learning outcomes. As mobile devices become increasingly accessible to young learners, there are concerns that have emerged regarding their influence on study habits, attention, and overall learning outcomes. Using a descriptive- quantitative research design, data were gathered through parent-assisted questionnaires and learners’ academic records. The study highlights the significance of parent monitoring, structured screen time, and the responsibility of phone use among the young learners. Recommendations include strengthening digital literacy among the parents, regulating non-educational phone exposure, and integrating school-based interventions to reduce negative impacts on academic performance.

KEYWORDS: Phone Usage, Academic Performance, Study Habits, Grade 2 Learners

INTRODUCTION

Mobile phones have become increasingly accessible to young learners. While these devices give educational opportunities, there are concerns that arise regarding their potential negative impact in the academic performance. The Grade 2 learners are at crucial stage of cognitive development, and with excessive exposure in screen time may lead to distraction, reduced task completion, and lower comprehension. Conversely, the educational phone usage may enhance reading and numeracy skills. This study explores how phone usage influences the academic performance of Grade learners in Sindun Bayabo Integrated School.

The rapid spread of mobile phones has been transformed how young learners access transformation, socialize, and spend their leisure time. While digital devices can support learning through educational apps and quick information access, growing evidence suggests that frequent and unsupervised phone use may also distract young learners, reduced sustained attention, and interfere with sleep-factors that can adversely affect classroom learning and early literacy and numeracy development. Empirical studies specifically examining elementary-age children report mixed results: some school-based investigations find measurable negative associations between certain forms of phone use and concentration of grades, while broader meta-analyses shows that the relationship depends strongly on device purpose, content, context, and total screen time.

Recent large-scale and policy focused reports have been further complicated the picture. National education surveys and reviews(2024-2025) indicates that many of the school leaders observed negative classroom effects from phone use and are adopting restrictive policies, yet randomized-level studies suggest that bans alone do not guarantee improved grades unless accompanied by broader strategies addressing out-of-school use, sleep, and social-media exposure. At the same time,

This study aims to:

1. To investigate the association between phone usage patterns(frequency, duration and primary activities) and academic performance(classroom attention, homework completion and term assessment scores) among grade 2 learners at Sindun Bayabo Integrated School ;
2. To assess whether phone-related factors(e.g., night-time use, notifications, multitasking) correlate with teacher-rated attention and observed classroom behavior

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METHODOLOGY

This chapter presents the research design, data analysis, respondents and data gathering, and statistical tools used.

Research Design

This study used a descriptive-correlational research design to explore the relationship between phone usage patterns and academic performance among Grade 2 learners at Sindun Bayabo Integrated School. The descriptive component allowed researchers to identify and summarize pattern of phone usage, including frequency, duration, and primary activities, while the correlational component determined the degree of association between these patterns and academic outcomes such as classroom attention, homework completion, and term assessment scores. Survey questionnaires and teacher assessments were used to gather data.

Data Analysis

The collected data were analyzed using descriptive statistics and correlation analysis where in descriptive statistics includes means, standard deviation and frequency distributions summarized phone usage patterns and academic performance while in correlation analysis, Pearson's correlation coefficient(r) was calculated to determine the strength and direction of the relationship between phone usage variables and academic performance indicators. The scores from the 5-point Likert scale were analyzed to determine the overall level of phone usage among the respondents.

Respondents and Data Gathering

The respondents consisted of 24 Grade 2 learners whose aged ranging from 7-8 years old and enrolled at Sindun Bayabo Integrated School. These respondents were selected using purposive sampling, ensuring that all participants had access to a personal or family-shared phone. The respondentst were diverse in terms of gender and socioeconomic background, allowing the study to capture a wide range of phone usage patterns and their potential effects on academic performance Parents provided consent, and the teacher assisted in monitoring classroom behaviors for data triangulation.

Data were gathered using different methods such as first, Parent- Assisted Questionnaire it is a structured survey completed by parents to report their child's frequency, duration, and type of phone usage. Second, Teacher Observation Checklist where the teacher rated classroom attention and behavior during instructional time using a standardized checklist. Third, Academic Performance records, these are term assessment scores, homework completion rates, and classroom participation records were collected from official school report. And lastly, Likert-Scale Assessment, a 5-point Likert scale was used to assess the learner's phone usage levels.

5-Point Likert Scale for Assessing Levels of Phone Usage

Scale	Description	Interpretation
5	Always	Very High Usage
4	Often	High Usage
3	Sometimes	Moderate Usage
2	Rarely	Low Usage
1	Never	Very Low/No Usage

This scale was used in the questionnaire to assess the frequency and intensity of phone usage for activities such as gaming, watching videos, messaging, and multitasking during homework.

The expanded methodology clarifies the robustness of the study. By combining parent-reported data, teacher observations, and official academic records, the study ensured triangulation and reliability of findings. The descriptive-correlational design was effective in establishing the link between phone usage patterns and academic performance, while also identifying phone-related factors like night-time usage, notifications, and multitasking that significantly influence classroom behavior and attention.

The Likert scale provided a standardized measure of phone usage, allowing researchers to categorize learners into low, moderate, or high phone users, which facilitated meaningful statistical comparisons with academic outcomes. These methods collectively ensured that the study captured both behavioral tendencies and quantitative performance metrics, supporting the study's objectives and providing evidence for educational recommendations.

RESULTS AND DISCUSSION

This chapter presents the results, discussion, and the personal insight that the researchers have gathered.

Table 1. Mean Scores and Interpretations

Measure	Mean Score	Interpretation	Scale
Phone Usage	3.34	Moderate to High Usage	Hours/Day
Academic Score	87.6	Above Average	Percentage
Attention Rating	3.25	Moderate Attention	Likert 1-5

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The results demonstrate that phone usage patterns—specifically frequency, duration and type of activities—are associated with academic performance indicators among Grade 2 learners. Learners with higher levels of non-educational phone usage performed lower in classroom attention, homework completion, and term assessment. This supports existing literature suggesting that excessive screen exposure may interfere with early cognitive development, sustained attention, and emerging academic skills.

Table 2. Correlation Results

Variable Comparison	Correlation Coefficient (r)	p-value
Phone Usage vs Academic Score	-0.009	0.9649
Phone Usage vs Attention Rating	0.431	0.0357

The study also confirms that phone-related behaviours such as night-time use, notifications, and multitasking correlate with teacher-rated attention and observable classroom behaviour. These patterns contribute to reduced focus, impulsivity, task avoidance, and weaker learning stamina—characteristics noted repeatedly in classroom observations. The findings indicate that the impact of phone use extends beyond academic output, influencing behavioural readiness for learning.

Overall, the results suggest that excessive phone usage negatively affects the young learners, academic performance declines as recreational screen exposure increases, phone habits at home carry over into classroom behaviour, and also structured, supervised, and limited phone use may protect learning outcomes

CONCLUSION

The study concludes that phone usage significantly influences the academic performance of Grade 2 students. Recreational phone use contributes to lower academic outcomes, while structured educational usage may support learning. Parents and educators are encouraged to monitor phone habits and promote balanced screen time to enhance academic success.

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