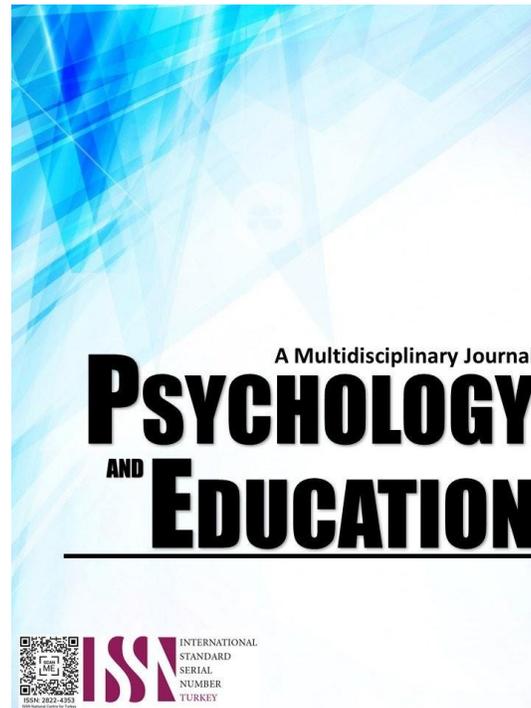


GADGETS UTILIZATION AMONG JUNIOR HIGH SCHOOL LEARNERS AND THEIR BEHAVIOR AS PERCEIVED BY TEACHERS



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Gadgets Utilization Among Junior High School Learners and their Behavior as Perceived by Teachers

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Abstract

This study employed a descriptive-correlational research design to examine the relationship between excessive gadget use and student behavior, as perceived by teachers in the Pangantucan South District, Division of Bukidnon. Data were gathered through a researcher-made questionnaire and first-quarter report cards from the 2024–2025 academic year to evaluate learners' conduct. The findings revealed that most students extensively used gadgets—primarily smartphones and laptops—with prolonged screen time reported by all respondents, indicating high gadget dependency. This dependency had various effects: physically, it reduced activity and contributed to health issues; cognitively, while enhancing information access, it impaired attention and task completion; socially and emotionally, it increased isolation despite enabling virtual communication; and linguistically, it supported vocabulary growth at the cost of verbal interaction. Notably, digital addiction emerged as a significant concern. However, demographic variables such as age, gender, and screen time showed no significant correlation with the observed effects—only the type of gadget used did. Academic data showed that many junior high school students struggled with comprehension and output generation, suggesting targeted interventions were needed. Interestingly, the study found no significant correlation between gadget use and behavioral outcomes, implying that other variables may better explain behavioral shifts among learners. The findings underscore the necessity of promoting balanced gadget use, implementing responsible digital practices, and exploring other factors affecting student behavior. Recommendations include integrating digital literacy into education, regulating device use, and conducting further research to examine the long-term behavioral implications of technology in learning environments.

Keywords: *behavior of the learners, effects of too much use of gadgets, gadgets used, number of hours per day using gadgets*

Introduction

Children's excessive use of electronic gadgets, such as mobile phones, tablets, and personal computers, may have been compared to an unsolved epidemic. The frequency of this addiction has been seen in various families and educational institutions, posing threats to both physical health and academic attainment. In the Pangantucan South District, there have been complaints and incidents of students not getting enough sleep, being less attentive during class discussions, and exhibiting undesirable behavior when requested to accomplish assigned duties or jobs.

While technology was designed to provide positive results, it is also possible to use it for negative reasons. Smartphones and tablets are examples of gadgets, which are continually evolving technical instruments with various functions (Fauzi, 2018). The use of electronic gadgets by people of all ages, including children, adolescents, and adults, serves a variety of purposes. These goals include gathering knowledge as well as participating in enjoyable activities like gaming (Budiharto et al., 2020).

Gadgets serve as a means of encouraging long-distance communication among individuals, both within and between cities, as well as globally. They can also serve as information channels for Warsita (Fatimatuz, 2015). However, a large percentage of people are unable to exercise self-control when using electronic devices, which has a negative impact on their general well-being (Warsita & Fatimatuz, 2015). Adolescents who use electronic gadgets are more likely to engage in antisocial behavior.

Excessive use of technological devices may have adverse consequences. Losses are not just confined to health, but also to the economy. Gadgets, in particular, play an important role in accelerating the completion of various activities and work, making them vital in the worlds of the internet, information, and contemporary technology (Indraswari, 2019; Fauzi, 2018). Individuals widely recognize the benefits and functionalities of gadgets, which include the ability to facilitate communication via phone conversations, capture images, record movies and audio, playback multimedia content, access the internet, and manage data, among other capabilities (Indraswari, 2019).

According to Das (2018), using multifunctional devices with several applications may lead to misusing social media platforms, resulting in negative consequences on students' academic performance. It is not surprising that devices are popular among children in this day and age. Contemporary gadgets have become appealing, particularly for children, due to the expansion of captivating touchscreen technology and the integration of various apps. Unwanted behaviors, like poor language and lethargy, are some of the unwanted consequences of overuse of gadgets. Lee et al. (2016) carried out a study to examine the correlation between the overuse of digital devices and academic performance among undergraduate students. The research showed there was a high correlation between excessive use of digital devices such as cell phones and laptops and academic performance decline. Furthermore, Elhai et al. (2018) carried out a study to assess the relationship between intense use of smartphones with sleep quality, social anxiety, and academic performance among university students. The research examined the relationship between the overuse of smartphones and the quality of sleep, social

anxiety, and academic achievement of university students. The research found a positive correlation between overuse of smartphones at high intensities and lower sleep quality, increased social anxiety, and decreased academic achievement.

The researcher performed this study to investigate the association between the level of effects of excessive gadget use among students and their behavior as perceived by teachers in Pangantucan South District, Division of Bukidnon.

Research Questions

The purpose of this study was to determine the association between the severity of the impacts of excessive gadget usage among students and instructors' perceptions of student behavior in Pangantucan South District, Bukidnon Division, during the school year 2024-2025. Specifically, the following questions were answered by this research:

1. What was the respondents' profile in terms of;
 - 1.1. age;
 - 1.2. gender;
 - 1.3. gadget used; and
 - 1.4. number of hours per day spent using gadgets?
2. To what extent were the use effects of gadgets among students in the following areas:
 - 2.1. physical health effects;
 - 2.2. cognitive and academic effects;
 - 2.3. social and emotional effects;
 - 2.4. communication and language development effects; and
 - 2.5. digital addiction and dependency?
3. What was the learners' behavior based on their report cards?
4. Was there a significant correlation between respondents' profiles in terms of age, gender, gadgets used, and number of hours spent per day using gadgets and the extent of effects of excessive use of gadgets?
5. Was there a significant correlation between the extent of the effects of the use of gadgets among learners and their behavior?

Methodology

Research Design

This study used a descriptive-correlational research approach. It investigated the association between the number of impacts of excessive gadget usage among students and their conduct, as reported by instructors in Pangantucan South District, Division of Bukidnon.

Details used to solve the issue statements were acquired via a researcher-created questionnaire, and the learners' conduct was based on their grades during the first quarter of the school year 2024-2025.

Respondents

The research study was carried out at the secondary schools in Pangantucan South District, Division of Bukidnon, during the school year 2024-2025. The researcher's subjects comprised all public high school faculty in the Pangantucan South District, Division of Bukidnon.

Table 1 shows the proportion of responders per school.

Table 1. The proportion of responders per school

<i>Institution</i>	<i>Count of participants</i>
Langcataon National High School	26
Kimanait National High School	26
Bangahan Integrated School	13
Total	65

Instrument

This research collected data using a customized questionnaire. It was a survey questionnaire divided into three sections.

The first phase focused on the respondents' demographics, including age, gender, gadgets utilized, and the number of hours spent using devices each day. The second phase examined the impacts of excessive device usage among learners, with each category including five items. Columns for the options were constructed on a five-point Likert scale, and the responder simply checked the column for their preferred response. The last phase addressed the learners' conduct as documented on their report cards (SF9).

Procedure

Throughout the course of the inquiry at Valencia Colleges (Bukidnon) Incorporated, the researcher scrupulously followed the defined methodology as an established procedure. The approach began with requesting a formal letter of recommendation from the Dean of

Graduate School.

The aforementioned paper was then forwarded to the Bukidnon Division's Schools Division Superintendent for review and consideration. After obtaining the necessary approvals, the researcher requested permission from Pangantucan South District's Public Schools District Supervisor.

The examiner then sought permission from the administrators or heads of the chosen institutions to carry out this research. Upon getting their clearance, the researcher moved on to the next level. Finally, the questions selected for transmission to responders were forwarded to the intended recipients.

Results and Discussion

This section demonstrated the data presentation, analysis, and interpretation described in the preceding chapter.

Table 2 Displays the respondents' age-based demographic data.

Table 2. Respondents' age-based demographic data

<i>Age group</i>	<i>f</i>	<i>%</i>
Age group 21 to 30	19	29.2
Age group 31 to 40	28	43.1
Age group 41 to 50	15	23.1
Age group 51 to 60	3	4.6
Overall	65	100%

A presentation of the demographic data of the respondents in terms of age, showing the diverse distribution across different age groups. Most of the responses were between the age category of 31 to 40 years old ($f = 28, 43.1\%$), indicating that this group represented the largest proportion of participants. The second largest group consisted of those aged 21 to 30 years old ($f = 19, 29.2\%$), comprising nearly one-third of all responders. A smaller but substantial proportion of respondents ($f = 15, 23.1\%$) were between the ages of 41 and 50. Lastly, the age range of 51 to 60 years old ($f = 3, 4.6\%$) was the least represented, accounting for only a small fraction of the total participants.

The results indicated that the majority of respondents were in their career phases, ranging from 21 to 40 years old, while fewer respondents belonged to older age groups. These findings indicate that more than half of the participants are currently in the start-to-midlife career stages, with ages 21 to 40 years old, with a smaller proportion falling into the older age categories.

Table 3 Displays the respondents' gender demographics.

Table 3. Respondents' gender demographics

<i>Gender</i>	<i>f</i>	<i>%</i>
Man	19	29.2
Woman	46	70.8
Overall	65	100%

The respondents' gender demographics table revealed a clear predominance of women participants. Women's responses ($f = 46, 70.8\%$) made up around 71% of the entire sample, while men ($f = 19, 29.2\%$) made up somewhat less than 30%. This suggested that the survey had a much larger number of women respondents than male respondents.

Table 4 Displays the respondents' demographic profile in terms of gadgets used.

Table 4. Respondents' demographic profile in terms of gadgets used

<i>Gadgets used</i>	<i>f</i>	<i>%</i>
Mobile phone	34	52.3
Tablet Personal Computer	0	0.0
Microcomputer	31	47.7
iPod	0	0.0
Overall	65	100%

The respondents' demographic profile in terms of gadgets used table, exposed that mobile phones were the most commonly used devices among the respondents. Mobile phones ($f = 34, 52.3\%$) accounted for more than half of the sample. Microcomputers were also commonly used ($f = 31, 47.7\%$), but to a lesser extent than mobile phones. Interestingly, tablet personal computer ($f = 0$) and iPod ($f = 0$) were not used by any of the respondents, suggesting that these gadgets were either not available or not preferred by the group under study.

Table 5 Displays the respondents' demographic profile in terms of number of hours per day using gadgets.

Table 5. Respondents' demographic profile in terms of number of hours per day using gadgets

Number Of Hours Per Day Using Gadgets	f	%
1 & below	0	0.0
2 to 3	0	0.0
4 to 6	23	35.4
6 up	42	64.6
Total	65	100%

The respondents' demographic profile in terms of the number of hours per day using gadgets displayed Most respondents used devices for 6 hours or more every day with this range ($f = 42$, 64.6%) being the most common, accounting for nearly two-thirds of the respondents. A lower percentage of respondents, those who use devices for 4 to 6 hours ($f = 23$, 35.4%), fell into the next category. Notably, no respondents utilized devices for an hour or less, and 2 to 3 hours every day, indicating that the participants in this study tended to engage with gadgets for extended periods.

Table 6 reflects the level of effect caused by gadget use among learners in terms of their physical health.

Table 6. Level of effect caused by gadget use among learners in terms of their physical health

Pointer	Mean	SD	Indicator
Prolonged use of devices can also result in decreased bodily activity and fewer possibilities for outdoor activities and exercise.	4.78	0.414	Exemplary
Sedentary behavior caused by excessive technology usage can exacerbate several physical health problems.	4.17	1.167	Proficient
Include musculoskeletal issues, bad posture, eye strain, sleep problems, and obesity.	4.15	1.176	Proficient
Gadgets give interactive educational experiences, such as tapping, swiping, or jostling the device, which can help with fine motor skill development.	3.97	0.951	Proficient
Many gadgets have fitness-tracking capabilities that encourage learners to live a more active lifestyle and include physical exercise in their daily activities.	3.92	1.177	Proficient
General Result	4.20	0.480	Exemplary

Legend: 4.20 to 5.00, Exemplary; 3.40 to 4.19, Proficient; 2.60 to 3.39, Competent; 1.80 to 2.59, Emerging; 1.00 to 1.79, Insufficient

The ratings indicated the implications of gadget use among learners in terms of physical health. Among the pointers, the statement "Prolonged use of devices can also result in decreased bodily activity and fewer possibilities for outdoor activities and exercise." recorded a peak mean of 4.78 and a standard deviation of 0.414, demonstrating a high level of impact. This indicated that learners frequently experienced reduced physical activity because of prolonged device use, which might potentially have long-term consequences for their overall physical health. Conversely, the indicator "Many gadgets have fitness tracking capabilities that encourage learners to live a more active lifestyle and include physical exercise into their daily activities" reported a bottom mean of 3.92 and a standard deviation of 1.177, which still corresponded to a great level of effect. Although this mean was slightly lower, it suggested that while fitness-related features in gadgets were beneficial, they were less consistently observed or utilized compared to the negative physical health impacts of gadgets.

Other indicators, such as "Sedentary behavior caused by excessive technology usage can exacerbate several physical health problems" (Mean = 4.17, SD = 1.167) and "Include musculoskeletal issues, bad posture, eye strain, sleep problems, and obesity" (Mean = 4.15, Standard Deviation = 1.176), also showed a significant degree of impact, underscoring the frequency of health difficulties related with excessive gadget use. Similarly, the statement "Gadgets give interactive educational experiences, such as tapping, swiping, or jostling the device, which can help with fine motor skill development" (Mean = 3.97, Standard Deviation = 0.951) highlighted a positive yet less impactful observation in this context. Overall, the mean score across all indicators was 4.20, and a standard deviation of 0.480 noted a very high degree of effect, indicating that the physical health effects of gadget use among students were consistently substantial.

Table 7 shows the Level of effects caused by gadget use among learners in terms of cognitive and academic outcomes.

This showed the level of effects caused by gadget use among learners in terms of cognitive and academic outcomes. The indicator "Devices promote teamwork and communication among students through online platforms, discussion forums, and collaborative tools to connect with peers, exchange ideas, and work together on projects" obtained the largest mean of 5.00 with a standard deviation of 0.000, suggesting an exemplary effect. This implied that devices constantly played an important role in increasing collaborative and communicative behaviors among learners. The measure with the lowest average was "Gadgets provide learners with instant access to the internet which empowers them to conduct research and explore different topics". It had a mean of 4.69 and a standard deviation of 0.635 but demonstrated an exemplary impact.

Other indicators, such as "Excessive usage of devices may decrease the ability to recall information, shorten attention spans, and make it harder to focus" had a mean of 4.98 and standard deviation of 0.124, "Overuse of technology can negatively impact cognitive function and academic performance" with a mean of 4.80 and standard deviation of 0.403, and "Impede learning and finishing homework since



students could become easily sidetracked or put things off" had a mean of 4.75 and standard deviation of 0.531, also demonstrated exemplary consequence. In general, the average place for all categories was 4.85 with a standard deviation of 0.193, classifying it as exemplary. These results suggested that while gadgets significantly enhanced learners' academic and cognitive experiences, overuse or misuse could lead to challenges such as reduced attention spans and difficulties in maintaining focus.

Table 7. Shows the Level of effects caused by gadget use among learners in terms of cognitive and academic outcomes

Pointer	Mean	SD	Indicator
Devices promote teamwork and communication among students through online platforms, discussion forums, and collaborative tools to connect with peers, exchange ideas, and work together on projects.	5.00	0.000	Exemplary
Excessive usage of devices may decrease the ability to recall information, shorten attention spans, and make it harder to focus.	4.98	0.124	Exemplary
Overuse of technology can negatively impact cognitive function and academic performance.	4.80	0.403	Exemplary
Impede with learning and finishing homework since students could become easily sidetracked or put things off.	4.75	0.531	Exemplary
Gadgets provide learners with instant access to the internet which empowers them to conduct research and explore different topics.	4.69	0.635	Exemplary
General result	4.85	0.193	Exemplary

Legend: 4.20 to 5.00, Exemplary; 3.40 to 4.19, Proficient; 2.60 to 3.39, Competent; 1.80 to 2.59, Emerging; 1.00 to 1.79, Insufficient

Table 8 Displays the Level of effect of gadget use among learners in terms of social and emotional repercussions.

The record revealed the level of effects of gadget habits among learners in the context of social and emotional changes. The indicator " Excessive usage of technology may lead to both social and emotional effects for students" had the greatest mean (4.97) and standard deviation (0.174), indicating an outstanding impact. This demonstrated the persistent and considerable impact of excessive gadget usage on students' social and emotional well-being, such as feelings of separation or emotional tension. The gauge with the lowest average was " Boost the growth of digital addiction and addictive behaviors, which result in less self-control and greater worry or melancholy " Despite having a mean of 4.22 and a standard deviation of 1.053, it still had an excellent impact. This study revealed that despite digital addiction and its associated emotional consequences were frequently observed, their effects were slightly less consistent compared to the other indicators.

Table 8. Level of the effect of gadget use among learners in terms of social and emotional repercussions

Pointer	Mean	SD	Indicator
Excessive usage of technology may lead to both social and emotional effects for students.	4.97	0.174	Exemplary
Devices promote collaboration and teamwork among students. Students can collaborate on assignments, projects, and presentations via sharing files and accessing web-based platforms and project management software.	4.75	0.469	Exemplary
Reduce the number of face-to-face social contacts, provide fewer opportunities for social skill development, and raise emotions of detachment or sadness.	4.72	0.516	Exemplary
Students may utilize electronics to interact more easily and remain in touch with teachers, friends, and classmates. This encourages social contact, strengthens connections, and reduces feelings of being lonely.	4.65	0.648	Exemplary
Boost the growth of digital addiction and addictive behaviors, which result in less self-control and greater worry or melancholy.	4.22	1.053	Exemplary
General	4.66	0.234	Exemplary

Legend: 4.20 to 5.00, Exemplary; 3.40 to 4.19, Proficient; 2.60 to 3.39, Competent; 1.80 to 2.59, Emerging; 1.00 to 1.79, Insufficient

Other indicators, such as "Devices promote collaboration and teamwork among students. Students can collaborate on assignments, projects, and presentations via sharing files, and accessing web-based platforms and project management software" with 4.75 as the mean and 0.469 as the standard deviation, and " Reduce the number of face-to-face social contacts, provide fewer opportunities for social skill development, and raise emotions of detachment or sadness with 4.72 as its mean and 0.516 as its standard deviation, likewise had an excellent impact.

The indicator " Students may utilize electronics to interact more easily and remain in touch with teachers, friends, and classmates. This encourages social contacts, strengthens connections, and reduces feelings of being lonely" with a mean of 4.65 and a standard deviation of 0.648, reinforcing the role of gadgets in maintaining social bonds and alleviating loneliness. As a whole, the average score across all indicators was 4.66, with a standard deviation of 0.234, indicating exceptional quality. Such data revealed that gadget use had a major impact on students' social and emotional experiences, with both good and harmful consequences.

Table 9 Displays the degree of effects of the use of devices among learners in terms of Communication and Language Development.



Table 9. Degree of effects of use of devices among learners in terms of Communication and Language Development

Pointer	Mean	SD	Indicator
Using technology, students may easily search up new terms, expressions, or idioms, expanding their vocabulary and improving their comprehension.	4.83	0.417	Exemplary
This may affect vocabulary growth, language competency, and the capacity to communicate effectively in a variety of contexts.	4.80	0.440	Exemplary
Too much time spent on screens might make it difficult to interact with others and communicate effectively.	4.65	0.856	Exemplary
Language learners have access to a multitude of resources, such as software, language exchange platforms, and online courses, because of technology.	4.65	0.818	Exemplary
Overuse of technology can impede the growth of language and communication abilities.	4.48	1.032	Exemplary
General result	4.68	0.282	Exemplary

Legend: 4.20 to 5.00, Exemplary; 3.40 to 4.19, Proficient; 2.60 to 3.39, Competent; 1.80 to 2.59, Emerging; 1.00 to 1.79, Insufficient

This has underlined the degree of consequences of gadget use among learners on communication and language development. The indicator "Using technology, students may easily search up new terms, expressions, or idioms, expanding their vocabulary and improving their comprehension" recorded a peak mean of 4.83 and a standard deviation of 0.417, reflecting an exemplary score. This finding emphasized that gadgets played a significant role in facilitating vocabulary growth along with comprehension through easy access to linguistic resources. The rank receiving the lowest average was "Overuse of technology can impede the growth of language and communication abilities" (Mean = 4.48, Standard Deviation = 1.032), though it still corresponded to an excellent effect. Additional indices also showed an exemplary effect, such as "This may affect vocabulary growth, language competency, and the capacity to communicate effectively in a variation of settings", mean of 4.80 and a standard deviation of 0.440, " Too much time spent on screens might make it difficult to interact with others and communicate effectively" with a mean of 4.65 and standard deviation of 0.856, and "Language learners have access to a multitude of resources, such as software, language exchange platforms, and online courses, because of technology" (Mean = 4.65, SD = 0.818). These findings indicated that gadgets provided valuable resources and opportunities for language development while also posing challenges when overused, such as limiting social interactions and verbal communication. Overall, the mean score across all indicators was 4.68 with a standard deviation of 0.282, categorized as exemplary. These results implied that gadget use significantly enhanced learners' communication and language development.

Table 10 displays the level of impact of gadget use among students in the context of digital addiction and dependency.

Table 10. Level of impact of gadget use among students in the context of digital addiction and dependency

Pointer	Mean	SD	Indicator
Excessive use of electronic devices can result in addiction to digital technology and addictive actions.	5.00	0.000	Exemplary
Addiction can worsen the previously listed adverse consequences.	5.00	0.000	Exemplary
Discovering how to cope with digital addiction and dependency empowers students to make good decisions while using devices and to have a healthy relationship with technology.	5.00	0.000	Exemplary
The prevalence of digital addiction and dependency concerns might raise awareness among students, teachers, and parents about the significance of appropriate gadget use.	4.94	0.348	Exemplary
Students may find it difficult to limit their screen time, give up other activities to prioritize technology use, and experience withdrawal symptoms when they stop using it.	4.74	0.594	Exemplary
General	4.94	0.133	Exemplary

Legend: 4.20 to 5.00, Exemplary; 3.40 to 4.19, Proficient; 2.60 to 3.39, Competent; 1.80 to 2.59, Emerging; 1.00 to 1.79, Insufficient

The findings in this table demonstrated the extent of the consequences of gadget use among students in the context of digital addiction and dependency. Three indicators had the greatest mean of 5.00 and standard deviation of 0.000, suggesting an exceptional effect. The reasons for this included: " Excessive use of electronic devices can result in addiction to digital technology and addictive actions", "Addiction can worsen the previously listed adverse consequences," and " Discovering how to cope with digital addiction and dependency empowers students to make good decisions while using devices and to have a healthy relationship with technology". These findings highlighted the significant and consistent effects of gadget overuse on learners, as well as the importance of addressing these issues to promote healthy and informed technology usage.

The one featuring the smallest average was "Students may find it difficult to limit their screen time, give up other activities to prioritize technology use, and experience withdrawal symptoms when they stop using it" having a mean of 4.74 and a standard deviation of 0.594, yet it still demonstrated an excellent impact. Another indicator, " The prevalence of digital addiction and dependency concerns might raise awareness among students, teachers, and parents about the significance of appropriate gadget use" containing a mean of 4.94 and standard deviation of 0.348, likewise showed an excellent impact. Overall, the mean score across all indicators was 4.94, with a standard deviation of 0.133, indicating exceptional performance. These results suggested that digital addiction and dependency were significant concerns among learners.

Table 11. *Level of comprehension skills of junior high school learners*

Level	f	%	Qualitative Description	Qualitative Interpretation
5	29	44.6	Not Observed	The learner did not produce outputs or demonstrate any of the target competencies in a given quarter.
4	20	30.8	Requires Improvement	The learner completed and submitted 30% of the output in a given quarter or did not achieve the desired competencies.
3	11	16.9	Promoting	The learner completed and submitted 60% of the output in a given quarter or mastered some of the goal competencies.
2	3	4.6	Adequately Established	The learner completed and submitted 90% of the output in a given quarter or has achieved the goal competency.
1	2	3.1	Established and Excellent	The learner completed and submitted 100% of the output in a certain quarter, demonstrating the target proficiency and commendable application in real-world scenarios.
Total	65	100.0		

The table showed the level of understanding abilities among junior high school students based on their capacity to submit outputs and acquire goal competencies. The largest proportion of learners had fallen under Level 5 ($f = 29$, 44.6%), which was qualitatively described as "Not Observed." This suggested that a substantial percentage of learners either failed to submit their outputs or did not demonstrate any of the target skills within the evaluation period. The qualitative interpretation suggested that these learners required close attention to address potential barriers to participation or engagement. Level 4 ($f = 20$, 30.8%) was the second most frequent, described as "Requires Improvement." These learners had completed only 30% of the required outputs or failed to acquire most of the target competencies, indicating the need for substantial support to improve their comprehension skills. Level 3 ($f = 11$, 16.9%), described as "Promoting", represented learners who submitted 60% of the outputs and demonstrated partial acquisition of competencies. While some progress was evident, further development was necessary to achieve full competency. A smaller proportion of learners had achieved Level 2 ($f = 3$, 4.6%), with the description "Adequately Established." These learners submitted 90% of their outputs and acquired the target competency, signifying a good grasp of comprehension skills. The least represented group was Level 1 ($f = 2$, 3.1%), described as "Established and Excellent". These learners demonstrated exceptional performance, submitting 100% of their outputs, fully acquiring the target competency, and applying their skills commendably in real-life situations. As a whole, the outcome data showed that the majority of the learners (75.4%) were either at the "Not Observed" or "Requires Improvement" stages, emphasizing the importance of targeted approaches for improving comprehension abilities. Only a small fraction (7.7%) had reached the "Adequately Established" or "Established and Excellent" levels, emphasizing the need to encourage more involvement and competency development among students.

Table 12. *Test for a significant association between respondents' demographics (age, gender, gadget used, and number of hours per day spent using gadgets) and the level of effects of too much use of gadgets*

Variable	r	p-value	Interpretation
Age	-.096	.380	Insignificant
Gender	-.063	.590	Insignificant
Gadget Used	-.261	.025	Significant
Number of hours per day spent using gadgets	-.034	.770	Insignificant

Table 12 displayed the findings of significant correlations between respondents' profile factors (age, gender, device utilized, and number of hours per day spent using gadgets) and the amount of consequences of excessive gadget usage. The results for the variable age ($r = -0.096$, p -value = 0.380) were insignificant, showing that there is no significant association between respondents' ages and the amount of impact induced by excessive gadget use. Similarly, for the variable gender ($r = -0.063$, p -value = 0.590), the relationship was also not significant, suggesting that the effects of excessive gadget use were not significantly influenced by the respondents' gender. However, there was a significant link between the variable gadgets utilized ($r = -0.261$, p -value = 0.025).

This study revealed that the type of devices respondents used had a significant relationship with the extent of effects caused by excessive gadget use. The negative correlation indicated that certain types of gadgets might have contributed more to the effects, warranting further investigation. As a result, the null hypothesis was rejected since there was a significant association between "gadget used" and the severity of the consequences of excessive gadget usage. Finally, the variable number of hours per day spent using gadgets ($r = -0.034$, p -value = 0.770) was insignificant, showing that there is no discernible association between the duration of gadget usage per day and the amount of effect seen. Major profiling characteristics (age, gender, and hours of usage) had no significant relationship with the number of impacts, however, the type of gadgets utilized was essential. This highlighted the importance of examining how different gadgets impacted learners and tailoring interventions accordingly.

The results in Table 13 demonstrated the presence of substantial connections between the level of impact of gadget use among learners and their behavior across several variables. The finding for Physical Health consequences ($r = -0.044$, p -value = 0.667) was insignificant, demonstrating that the physical health consequences of gadget use had no relevant relationship with learners' behavior.

Similarly, Cognitive and Academic Effects ($r = 0.087$, p -value = 0.431) and Social and Emotional Effects ($r = 0.059$, p -value = 0.575) did not exhibit any significant connections, suggesting that these dimensions had little influence on learners' behavior.

Table 13. *Test for a substantial association between the amount of influence of gadget use among learners and their behavior.*

<i>Variable</i>	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
Effects on Physical Health	-.044	.667	Insignificant
Effects on Cognitive and Academic	.087	.431	Insignificant
Effects on Social and Emotional	.059	.575	Insignificant
Effects on Communication and Language Development	-.025	.813	Insignificant
Effects on Digital Addiction and Dependency	-.004	.973	Insignificant
Total	.010	.917	Insignificant

The results for Communication and Language Development Effects ($r = -0.025$, p -value = 0.813) remained non-significant, demonstrating that this dimension has no meaningful relationship with learner behavior. Finally, Digital Addiction and Dependency ($r = -0.004$, p -value = 0.973) had the smallest association and was not significant. In all, the total impacts across all dimensions of gadget usage ($r = 0.010$, p -value = 0.917) were not significant, indicating that the overall degree of effects from gadget use had no meaningful relationship with learners' behavior. These findings suggested that, while gadget use may have visible impacts in certain areas, it did not directly correspond with or predict changes in learner behavior within the scope of this study. Thus, the null hypothesis was not refuted.

Conclusions

Findings showed that excessive gadget use had broad implications on students' well-being. Physically, it led to reduced physical activity and increased health risks. Academically, while it offered improved access to information, it negatively impacted focus, memory, and task completion. Social and emotional consequences included less face-to-face interaction and heightened feelings of isolation and anxiety. Linguistically, though vocabulary acquisition improved, verbal communication decreased. A key concern was digital addiction, marked by dependence and withdrawal symptoms, stressing the importance of responsible gadget use.

Additionally, many junior high school students struggled with comprehension and output generation, with only a minority achieving commendable academic performance. Interestingly, the study found that age, gender, and hours spent using gadgets did not significantly influence these effects, but the type of gadget used did. This suggested that specific devices might have more substantial effects on students' outcomes than the overall time spent using them. Moreover, there was no significant correlation between gadget use and observable behavioral changes in learners, indicating that while gadget use affects various aspects of student life, it does not directly dictate behavior.

In conclusion, the study emphasized the need for balanced and mindful gadget use, as overreliance on technology can hinder physical health, academic success, social development, and communication skills. Despite the advantages of digital tools in learning and communication, the findings underscored the risks of overuse. Targeted interventions are necessary to address comprehension challenges and improve academic engagement. The fact that device type influenced outcomes more than screen time or demographics highlights the importance of thoughtful device selection for educational purposes. The lack of a direct link between gadget use and behavior also suggests the need to investigate other potential behavioral influences.

Based on these findings, the study recommended that schools and parents promote digital literacy, implement screen time limits, and encourage non-digital activities to support student well-being. Educational institutions should foster responsible gadget use through structured programs and incorporate regular physical and social engagement into daily routines. Targeted educational strategies such as personalized learning and reading interventions should be introduced to enhance students' academic competencies. Parents and educators must be discerning about the types of devices students use, and further research should explore other factors influencing behavior, including family background and teaching methods. Future studies might also evaluate the effectiveness of intervention programs designed to improve emotional health, self-regulation, and discipline among learners.

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