Televiewing: The Impact on the Study Habits of Learners

Kahren G. Galindes[1]; Belen L. Dominguiano[2]

[1,2] School of Graduate Studies,
Annunciation College of Bacon Sorsogon Unit, Inc., Sorsogon City, Philippines

Publication Date: 2026/03/13

Abstract: This study aimed to determine the impact of television viewing on the study habits of intermediate learners at Sta. Magdalena Central School, Sorsogon. Specifically, it sought to: (1) identify the different study habits practices among learners; (2) determine the impact of television viewing on these practices as perceived by parents and teachers; (3) describe parents' perceptions regarding the regulation of television viewing among learners; and (4) propose an intervention plan to improve study habits through responsible television use.

The study utilized the descriptive research method and employed a researcher-made survey questionnaire as the main data-gathering tool. Respondents included 15 teachers and 25 parents of intermediate learners. The data were analyzed using mean, frequency, and ranking. Findings revealed that learners exhibited both positive and negative study behaviors related to television viewing. While educational programs enhanced learners' note-taking, listening skills, curiosity, and classroom participation, excessive entertainment viewing often led to distraction, unfinished tasks, and poor time management. Parental supervision played a significant role in shaping disciplined viewing habits, with most parents requiring learners to complete schoolwork before watching television and limiting screen time to weekends. The study concluded that television, when guided and moderated, can serve as a valuable educational tool that supports academic growth and positive behavior.

Based on the results, an intervention plan was formulated to help parents and teachers promote structured, educational, and responsible television use among learners. The study concluded that television, when properly guided and regulated, can become a valuable educational medium that enhances learners' academic growth, discipline, and study habits. It emphasizes the importance of parental supervision and balanced viewing schedules to ensure that television contributes positively to learning rather than serving as a distraction.

Keywords: *Television Viewing Habits, Study Habits of Elementary Learners, Screen Time and Academic Behavior, Parental Mediation of Media Use, Educational Media Exposure.*

How to Cite: Kahren G. Galindes; Belen L. Dominguiano (2026) Televiewing: The Impact on the Study Habits of Learners. *International Journal of Innovative Science and Research Technology*, 11(3), 566-579. https://doi.org/10.38124/ijisrt/26mar280

I. INTRODUCTION

In many Filipino homes, watching television has become a regular part of daily life. It is where families get their news, entertainment, and even lessons about life. For many children, watching television is part of their routine—something they do before or after school. Because of this, television has a strong influence on how young viewers think, learn, and behave. It can inspire good values and curiosity, but it can also affect their habits and attitudes in negative ways if not properly guided. This makes it important to study how television affects the study habits and behavior of elementary learners today.

Television has become an essential medium for delivering information in an organized and engaging manner. Its capacity to reach across geographic, linguistic, and cultural boundaries allows it to influence people worldwide, including Filipino households. Television now plays a key role in shaping public opinion, connecting diverse communities, and serving as a tool for both education and entertainment. Common Good Ventures said, global television broadcasting encourages cultural exchange by showcasing different lifestyles, customs, and perspectives, which can lead to greater understanding and empathy among viewers. The accessibility of international content, aided by dubbing and subtitles, has also enabled viewers across the world to access and enjoy programs not originally produced in their native language. Additionally, television serves as a

significant medium for preserving and sharing cultural heritage while bridging language and cultural gaps. In the Philippines, where television remains a prominent part of everyday life, these global influences are readily observed in local viewing habits and preferences.

One reason television is so influential is that it is widely available and easy to use. It crosses borders, languages, and cultures. Over time, it has become a part of daily life in many homes across the world, including in the Philippines. Even though television is a relatively new technology compared to other forms of communication, it has greatly impacted how people learn, behave, and connect with one another.

As Kakamad pointed out, although people were hesitant to accept television when it was first introduced over sixty years ago, it eventually became a trusted and valued part of modern life. From just a source of entertainment, it has grown to become a tool for communication, education, and social awareness. Bushan added that television has helped turn the world into a "global electronic village" by bringing people from different places together through shared viewing experiences.

Because of its popularity, television has been widely studied by experts in education, psychology, and social science. Researchers have explored how watching television influences the way people live, think, and act. Khan emphasized that television has not only changed daily habits and traditions, but also shaped people's values and behavior, especially in young viewers.

According to Ul-Ahmin and Mattoo, television can also bring about positive change in society. It can influence what people like or dislike, how they learn, and how they behave. These effects are especially strong in children, who often copy what they see on television. When children watch educational shows, they may develop better learning habits and social skills. However, when they are exposed to violent or inappropriate content, it may lead to negative behavior or confusion.

Boehnke et al. pointed out that television is a powerful influence in families, especially for children and teenagers. Its use of both sound and visuals makes it a strong learning tool—but also one that can have harmful effects if not properly managed. Today's children can choose from hundreds of channels and programs, but not all are suitable for their age and development.

The Social Cognitive Theory by Albert Bandura serves as a guiding framework for understanding the impact of television on young learners. Bandura emphasized that individuals, especially children, learn behaviors and attitudes through observation and imitation. Television, with its vivid portrayals of characters, storylines, and moral lessons (or lack thereof), becomes a significant model from which children may learn. If children are repeatedly exposed to violent or inappropriate behavior on television, they may come to perceive such behavior as normative or acceptable.

Conversely, exposure to educational programming may foster positive learning habits and social values.

Cultivation Theory by George Gerbner also underpins this study. Gerbner posited that prolonged television viewing can shape a person's perception of reality. For example, frequent exposure to shows depicting violence may lead viewers to believe that the world is more dangerous than it actually is—a phenomenon known as "mean world syndrome." Among children, this may result in increased anxiety, aggression, or distorted social expectations. Understanding these theoretical perspectives is crucial for interpreting how television influences children's study habits and behavioral patterns.

In the Philippines, the government has made efforts to ensure that children's television is both safe and educational. Republic Act 8370, also known as the Children's Television Act of 1997, requires that television networks show high-quality programs for children at times when they are most likely to be watching. These programs must be suitable for their age and development.

According to the Philippine Children's Television Foundation, television has become a normal part of growing up, just like traditional games in the past. In fact, many children now spend more time in front of the TV than playing outside. This change has affected how children think, behave, and interact with others. Even with these laws, it is still possible for children to be exposed to content that is not appropriate for their age. Some programs that contain violence or mature themes are still shown during times when children are watching. This raises concerns about how such exposure may affect their values, emotions, and study habits.

How parents manage their children's television habits is very important. Molina said that many parents believe sitting beside their children while watching TV is enough to guide them. However, true guidance means talking about the program, explaining what is happening, and answering questions. Without this interaction, children may misunderstand what they see or copy harmful behavior.

Parental supervision can be done in different ways. Some parents limit the number of hours their children watch TV. Others talk about the shows or watch together. These actions can help reduce the negative effects of television and promote good viewing habits. In this study, the researcher will also look at how parents of students in Sta. Magdalena Central School supervise their children's TV habits.

Sta. Magdalena Central School, located in a rural yet media-exposed area, serves as an ideal setting for investigating the influence of television on young learners. Despite being a provincial institution, the students are not isolated from national and global media trends. Television remains a primary source of entertainment, especially in households with limited access to internet and mobile technologies. Given that children in this age group are particularly impressionable, it becomes imperative to

examine how their television habits relate to their academic routines and general behavior.

Teachers at Sta. Magdalena Central School have observed noticeable influences of television on students' attention spans, classroom behavior, and study habits—many of which can be attributed to the diverse learning opportunities offered by media consumption. Educational programs, documentaries, and age-appropriate shows have sparked curiosity, improved general knowledge, and enhanced students' ability to connect classroom lessons with real-life situations. Some learners demonstrate greater creativity, better communication skills, and an increased interest in current events and cultural awareness as a result of what they watch. These observations highlight the potential of television, when used responsibly, to serve as a valuable tool in supporting students' academic growth and positive behavioral development.

This study seeks to illuminate the nuanced relationship between television viewing and the study habits and behavior of elementary learners. It aims to identify patterns, correlations, and potential causal links that can inform educational strategies, parental practices, and policy recommendations. By focusing on a specific school community, the study grounds its findings in a tangible context while also contributing to the broader discourse on media influence.

The findings of this research are valuable to multiple stakeholders. Educators can use the results to design strategies that maximize the educational benefits of television by integrating its positive influences into classroom activities and promoting healthy media habits. Parents will gain awareness of how guided television viewing can enrich their children's learning, creativity, and values when paired with active mediation. Policymakers can benefit from the study's insights by crafting initiatives and information campaigns that encourage the production and promotion of quality, child-friendly programs that support academic success and character development.

Moreover, the study contributes to the growing body of literature on media psychology, educational development, and child behavior. It reinforces the idea that media literacy must begin at home and in schools, where children can be taught to critically engage with the content they consume.

Television is a big part of life in the Philippines, especially for children. While it offers educational benefits and entertainment, it can also bring negative effects if not properly guided. Elementary learners are at a sensitive stage where what they see and hear can greatly affect how they think, study, and behave.

Because of these reasons, it is important to look closely at how television viewing impacts children, especially in schools like Sta. Magdalena Central School. By understanding this relationship better, teachers, parents, and school leaders can work together to help children grow in a healthy and positive way.

II. STATEMENT OF THE PROBLEM

This study aimed to find out the effects of television to the intermediate learners of Sta. Magdalena Central School. Specifically, this sought to provide answers to the following questions:

- What are the different study habit practices among learners?
- What is the impact of television viewing in the study habits practices of learners as perceived by parents and teachers?
- What is the perception of parents regarding regulation of television viewing among learners?
- What intervention plan may be suggested for the use of television viewing in improving the study habits and classroom behavior?

III. METHOD

This study utilized the descriptive research design, which was primarily concerned with describing the status of a phenomenon or group of subjects. Descriptive research was deemed appropriate for this study because it aimed to determine the effects of television viewing on the study habits of intermediate learners at Sta. Magdalena Central School. The research gathered observable and reported data from teachers and parents regarding learners' television habits, behaviors, and routines without influencing their actual practices.

The purposive sampling technique was used in determining the parents' and teachers' participation in this study. Purposive sampling, also known as judgmental sampling, was a non-probability sampling technique wherein the researcher intentionally selected participants based on specific characteristics or qualities relevant to the study's objectives.

The teacher-respondents were identified as those teaching in the intermediate grade levels (Grades 4, 5, and 6) who also made use of television in the delivery of their lessons. As presented in Table 1-A, there were 15 intermediate teachers included in this study, with 5 from each grade level. In table 1-B, 25 parents of intermediate learners who willingly participated in interviews were also selected as respondents. The inclusion of both teachers and parents provided a well-rounded perspective of learners' academic habits and behavior as observed both in school and at home.

IV. PRESENTATION, ANALYSIS, AND INTERPRETSTION OF DATA

This presents the data provided by the respondents. Also, these data are analyzed and interpreted in this part.

A. Different Study Habit Practices among learners

Television viewing habits among intermediate learners reveal a variety of study behaviors shaped by accessibility, parental guidance, and the kinds of programs they watch. Parents and teachers often express concern about how television influences learners' study routines, discipline, and

academic performance. With televisions present in almost every household, pupils have constant access to programs that can shape their daily habits—both positively and negatively. Educational shows can support learning and stimulate curiosity, but excessive viewing of entertainment programs may reduce study time and focus. The rise of digital technology, such as smartphones and tablets, has made television content even more accessible, often competing with time meant for studying and other productive activities. As a result, television continues to play a major role in shaping children's learning environment at home. Understanding these viewing habits helps explain how media exposure affects learners' academic behaviors and study patterns.

Table 1. Different Study Habit Practices Among Learners

Indicators	Frequency	Rank
Learners forget doing their school task giving importance to gadgets.	24	1
They develop better habits when they prefer shows that are both fun and informative, helping them learn even outside the classroom.	23	2
Learners practice discipline by balancing entertainment shows with study time.	21	3
Learners prefer watching television instead of doing homework.	20	4
Learners sometimes use what they watched on TV as examples or references in schoolwork such as essays, reports or discussions.	18	5
Learners and parents agree on shared schedules that balance study, chores and TV viewing to develop responsibility and awareness.	17	6
Learners turn off the TV or move away from noisy rooms when studying to maintain concentration and comprehension.	16	7
Learners postpone doing their homework, they just watch television.	14	8
They make it a rule to finish studying first before watching television	13	9
When watching educational programs, learners take down notes or key points that can help in studying or reviewing topics.	11	10
AVERAGE	17.7	

As shown in Table 1.0, the indicator learners exhibited diverse study habit practices in relation to television viewing got a frequency 24 and ranked first because they give more importance to gadgets, indicating that screen exposure remains a significant distraction from academic responsibilities. This aligns with the findings of Adelantado-Renau et al., who reported that prolonged exposure to digital media can lead to reduced academic productivity and concentration among elementary learners.

The second most observed indicator shows that learners develop better habits when they prefer shows that are both fun and informative, suggesting that television can also serve as an educational tool when guided properly got a frequency 23 and ranked second. Educational programs can supplement classroom learning by providing engaging, visual lessons that help children understand abstract concepts. This supports Cruz, who noted that educational television programs stimulate curiosity and critical thinking among young viewers when appropriately supervised.

The indicator learners who practice discipline by balancing entertainment shows with study time got a frequency 21 and ranked third, reflecting positive time-management behaviors. This suggests that some learners are developing self-regulation skills, especially when parents help establish household rules about screen time. Similarly, Reyes & Villanueva found that consistent parental involvement fosters responsibility and better academic discipline in children.

The indicator that learners prefer watching television instead of doing homework got a frequency 20 and ranked fourth, indicating that entertainment still outweighs academic tasks in many homes. This mirrors the results of Mendoza & San Juan, who observed that while educational programming enriches learning, entertainment-focused content often dominates children's viewing preferences. The tendency to prioritize television over homework highlights the need for improved media discipline and parental monitoring. Furthermore, some learners, frequency 18, use what they watch on television as references in schoolwork, such as essays, reports, or discussions. This demonstrates that television can enhance academic engagement when learners apply acquired information in meaningful ways. Others, frequency 17, follow shared schedules agreed upon with parents to balance study, chores, and television viewing—an encouraging sign of developing responsibility and awareness.

Meanwhile, a number of learners frequency 16, turn off the television or move away from noisy rooms while studying to maintain concentration. Although this shows awareness of good study practices, others frequency 14, postpone doing homework to continue watching television, displaying a lack of prioritization. Only a smaller portion frequency 13, make it a rule to finish studying before watching television, and even fewer frequency 11, take notes from educational programs—an indication that active learning through television remains limited.

Overall, these findings highlight that while television can support learning through educational content, it also serves as a strong source of distraction if not properly regulated. Learners in Sta. Magdalena exhibit both positive and negative habits: some show responsibility and awareness

in balancing their study time, while others prioritize entertainment over academic tasks.

These results echo Mendoza & San Juan, who emphasized that although educational programming enhances learning opportunities, entertainment-based content continues to dominate children's viewing habits. In the rural context of Sta. Magdalena, this observation is particularly significant—despite limited resources, television maintains a powerful influence comparable to that in urban areas. This demonstrates the deep cultural and recreational value of television across geographic settings.

Supporting studies such as those by Cruz and Reyes & Villanueva further confirm that guided viewing and balanced media use can transform television from a simple leisure activity into a meaningful educational resource. Hence, both parents and educators play vital roles in helping learners establish effective study habits that maximize television's educational potential while minimizing its distractions.

B. Impact of Television Viewing on the Study Habits Practices of Intermediate Learners as Assessed by Teachers and Parents

The engagement of learners in television viewing largely depends on their purpose for watching. Some learners watch television primarily for entertainment and relaxation, while others use it as a tool to support their educational growth. As they engage in this activity, both parents and teachers have observed noticeable effects on learners' behavior, attention span, and study routines. Television exposure can enhance learning when programs are educational and age-appropriate, helping children develop curiosity and gain new knowledge. However, when viewing becomes excessive or focused mainly on entertainment, it can interfere with homework, reduce concentration, and lead to poor study habits. The impact of television viewing on learners reflects a balance between its potential to educate and its tendency to distract, depending on how responsibly it is used and guided by adults.

Table 2. Impact of Television Viewing on Study Habits of Intermediate Learners

Indicators	Weighted Mean	Description
Viewing educational programs facilitates the completion of pupils' homework	4.24	Greatest
Pupils who watch educational television shows demonstrate better note-taking and summarization skills	4.20	Greater
Pupils who watch educational programs demonstrate improved listening skills	4.12	Greater
Watching educational TV programs fosters curiosity among learners on general knowledge	4.12	Greater
Watching educational television shows supplements learning ideas	4.08	Greater
Giving specific TV time to pupils enables them to set a regular study schedule at home	4.00	Greater
Watching television affects pupils' ability to manage and organize their study materials effectively	3.96	Greater
AVERAGE	4.25	Greatest

Table 2. results reveal that television, particularly educational programs, has a strong positive effect on learners' study habits. The highest-rated indicator, with a mean of 4.24, shows that educational programs help learners complete their homework. Many students use information from documentaries, science shows, or history programs as references, making their tasks easier and more meaningful.

Another important finding is that having a specific TV schedule 4.00 helps learners develop discipline. When parents limit TV time, children are encouraged to manage their activities better, balancing both study and leisure. This structured routine supports the development of good study habits at home.

Television also enhances academic skills, particularly note-taking and summarization 4.20. By watching educational shows that present organized information, learners practice identifying key points, which improves their ability to summarize lessons. At the same time, listening skills 4.12 are developed since children need to pay attention to follow the flow of the programs.

Another benefit is that television supplements learning ideas 4.08. For instance, programs on science, history, or culture provide additional knowledge that reinforces classroom lessons. This exposure also fosters curiosity about general knowledge 4.12, motivating learners to ask questions and explore topics further.

On the other hand, the lowest-rated indicator is the ability to organize and manage study materials 3.96. While still rated "Great," this result suggests that television does not directly teach learners how to arrange or handle their school materials. Some children may still find it challenging to stay organized despite the benefits they gain from watching educational shows.

Overall, the table shows that television contributes positively to study habits, especially in completing homework, improving summarization and listening, and sparking curiosity. However, guidance is needed to help learners apply these skills consistently, particularly in organizing their study materials.

Similar to Cruz , this study confirms that television programs, particularly educational ones, improve learners' cognitive skills such as summarization and listening. However, what makes the Sta. Magdalena learners unique is their sustained use of television for homework purposes despite being in a rural community, suggesting that TV remains a primary supplementary resource where internet access is limited.

Table 3 Impact of Television Viewing on Practices of Intermediate Learners

Indicators	Weighted Mean	Description
Watching educational TV shows increases peer interactions	4.47	Greatest
Watching television shows influences pupils' willingness to participate in classroom activities	4.47	Greatest
Pupils imitate behaviors and languages viewed by them on television shows	4.40	Greatest
Watching TV programs improves the pupils' cooperation	4.20	Greater
Viewing TV shows promotes respect among the pupils	4.20	Greater
Watching TV shows enhances the pupils' listening skills	4.20	Greater
Seeing responsible and hardworking characters on TV trains pupils to do the same	4.13	Greater
Television exposure impacts pupils' patience and ability to wait for their turn to speak or participate	3.80	Greater
Viewing TV programs enhances pupils' creativity	—	—
AVERAGE	4.23	Greatest

The table 3 shows that television has a strong effect on learners' classroom behavior. The highest-rated indicators are peer interaction 4.47 and willingness to participate in classroom activities 4.47. This means that television encourages learners to socialize with their classmates, share common interests, and engage more actively in discussions and classroom tasks. In many cases, children use television shows or characters as conversation starters, which helps them build friendships and confidence.

Another important effect of television is the tendency of learners to imitate behaviors and language 4.40 they see on screen. While this can be positive when they copy polite manners or respectful language, it can also be risky if learners pick up inappropriate words or actions. Still, this result shows how strong television's influence is on shaping children's social expressions.

Television also promotes other positive classroom behaviors, such as cooperation, respect, and listening skills, all 4.20. By watching shows that highlight teamwork or respectful interactions, learners are encouraged to practice these values in school. Similarly, listening is improved because children are trained to follow conversations and storylines on TV. In addition, although no score was given, creativity is often enhanced as learners get ideas for drawing, storytelling, and role-playing from movies or animated programs.

On the other hand, the lowest mean score is in patience and waiting turn 3.80. This suggests that too much exposure to television, where outcomes are often instant, may reduce learners' ability to wait or stay patient during classroom activities. Finally, watching responsible and hardworking characters 4.13 encourages children to imitate these values, motivating them to complete tasks and become more diligent in school.

Overall, the results show that television contributes positively to classroom behavior by making learners more interactive, cooperative, and engaged. However, careful guidance from parents and teachers is still needed to manage negative influences, such as impatience and the imitation of inappropriate behaviors.

This aligns with Bandura's Social Learning Theory, reinforcing how children imitate observed behaviors. Consistent with Reyes, peer interaction was heightened due to shared television references. Yet, the Sta. Magdalena learners' strong reliance on TV for social bonding is noteworthy, given the community's rural character.

Television strengthens interaction, cooperation, and engagement but risks reducing patience and increasing imitation of both positive and negative behaviors. Its influence on behavior reinforces both Bandura's and Gerbner's theories.

C. How Parents Regulate Television Viewing Among Learners

Aware of the benefits and the drawbacks of television viewing in the academic journey of the learners, regulating engagement with television viewing has to be done. Parents have a significant role in limiting the television engagement of their learners. Doing this, leveraging the benefits of watching television, is highly attainable.

Table 4. How Parents Regulate Television Viewing Among Learners

Indicators	Frequency	Rank
Requiring pupils to finish assigned tasks before viewing TV	21	1
Putting a certain TV viewing limit on pupils	20	2
Allowing pupils to watch specific TV shows	19	3
Scheduling more TV engagement during weekends	18	4
Parents co-view with their pupils	17	5
Using TV time as a reward	16	6
AVERAGE	18.5	

Table 4.0 shows that parents play an important role in regulating television viewing among learners. The most common strategy, with the highest frequency, is requiring pupils to finish their assigned tasks before watching television, Rank 1. This approach ensures that schoolwork and household responsibilities come first, teaching children the value of prioritizing important duties before leisure.

The second most common practice is putting a viewing limit, Rank 2. By restricting the number of hours a child can spend in front of the television, parents help prevent excessive screen time and make sure learners still have time for studying, outdoor play, and rest. Closely related to this is the practice of allowing only specific TV shows Rank 3, which ensures that children are exposed to safe, age-appropriate, and often educational content. This protects them from violent or mature programs while guiding them toward shows that can support learning.

Another common regulation is scheduling heavier TV engagement during weekends Rank 4. Parents generally limit television time on weekdays so that learners can focus on schoolwork, then allow more freedom on weekends when there are no academic pressures the following day. In addition, co-viewing with children Rank 5, allows parents to supervise what their children are watching, explain the content if needed, and use TV as a way to bond as a family. Finally, using TV as a reward Rank 6, shows that some parents treat television as a privilege rather than a daily habit. Children are allowed to watch only after completing school tasks or demonstrating good behavior.

Overall, these results indicate that parents regulate television viewing in different ways, but the most common strategies are ensuring schoolwork is done first and limiting the number of hours spent on TV. These rules help learners enjoy the benefits of television without letting it interfere with their academic performance or personal development.

Parents in this study actively mediated TV use, showing a universal pattern of adult regulation. A unique insight here is that even in rural settings, parents consistently applied structured strategies—such as requiring task completion first—demonstrating adaptability of families in balancing learning and leisure.

Parental regulation ensures that learners benefit from TV without letting it hinder academic and personal development.

D. *Proposed Intervention Plan for Structured Television Viewing for Learners*

➢ *Rationale*

The findings of this study revealed that television plays a dual role in the lives of elementary learners. While it provides educational benefits such as improved listening, note-taking, and curiosity for knowledge, it also poses challenges, particularly in fostering excessive entertainment consumption and the imitation of negative behaviors. Parents and teachers expressed concern about the potential displacement of study time and the shaping of learners' attitudes and habits based on inappropriate television content.

To address these concerns, a structured intervention plan is proposed. This intervention aims to maximize the positive outcomes of television viewing while minimizing its risks. By fostering collaboration among parents, teachers, and learners, the plan seeks to create a balanced approach to media use that supports academic growth, responsible behavior, and positive values.

➢ *Objectives*
The proposed intervention plan aims to:
- Regulate learners' television viewing hours to ensure study and rest are prioritized.
- Encourage engagement with educational and age-appropriate television programs.
- Reinforce study habits through the integration of television content into classroom activities.
- Promote positive values and behaviors by guiding learners' reflections on what they watch.
- Strengthen parental involvement and awareness in managing children's screen time.
- Provide learners with alternative, meaningful activities that limit overreliance on television.

Table 5 Objectives

Key Result Areas	Objectives	Activities (Step-by-Step Implementation)	Time Frame	Persons Involved	Resources Needed
Regulated TV Viewing	To limit excessive TV viewing and promote a healthy balance between study and leisure.	• Set specific daily/weekly TV viewing schedules. • Enforce "study-first-before-TV" rule at home.	Continuous (daily and weekly basis)	Parents, Learners	Printed family schedule charts, timers/ clocks
Educational Content Engagement	To encourage learners to watch more educational and age-appropriate programs.	• Recommend and list down child-friendly/ educational programs. • Conduct family co-viewing and discussion after watching.	Ongoing (as per program airing)	Parents, Teachers, Learners	TV set, program guides, educational TV list
Study Habit Reinforcement	To strengthen study habits through guided integration of TV content with lessons.	• Teachers integrate short clips/news features in class. • Learners relate TV content to homework/ projects.	Weekly (during lessons/ homework)	Teachers, Parents, Learners	Projector/TV, educational videos, lesson guides
Behavioral Development	To promote positive values and reduce imitation of negative TV behaviors.	• Post-viewing reflection activities/ discussions at school and home. • Values integration during class homeroom sessions.	Monthly (classroom & home)	Teachers, Parents, Learners	Reflection journals, discussion guides
Parental Involvement & Awareness	To enhance parental supervision and media literacy.	• Conduct school seminars/ orientations on responsible TV viewing. • Provide infographic posters to parents.	Quarterly (per school term)	School Heads, Teachers, Parents	Infographic posters, seminar materials, venue
Alternative Activities	To provide learners with other meaningful activities besides TV.	• Encourage reading, sports, and creative hobbies at home and school. • Organize school-based clubs and events.	Continuous (after class & weekends)	Teachers, Parents, Learners, Community Leaders	Books, sports equipment, art materials

The proposed intervention plan is designed to address the dual influence of television on elementary learners—its potential as a valuable educational tool and its risks when consumed excessively or without proper guidance. Findings revealed that while television can enhance curiosity, listening comprehension, and background knowledge, it may also encourage excessive entertainment viewing and imitation of inappropriate behaviors. These concerns call for a structured and collaborative approach that involves parents, teachers, and learners. Thus, the intervention plan outlines targeted strategies that regulate television exposure, promote educational content, reinforce study habits, and cultivate positive behavior among learners.

A central strategy of the intervention is Regulated Television Viewing, which aims to establish a healthy balance between leisure and academic responsibilities. Parents will implement clear, consistent schedules specifying when television may be viewed at home. This includes adopting a "study-first-before-TV" policy to ensure that homework, reading, and rest are prioritized. Family schedule charts, timers, and reminders will be used to support

consistency. Through daily and weekly monitoring, households become more intentional with screen time and cultivate discipline in learners.

Another strategy is Educational Content Engagement, wherein both parents and teachers encourage learners to watch programs that support academic learning and moral development. This includes recommending child-friendly channels, educational shows, and age-appropriate documentaries aligned with school lessons. Co-viewing practices allow parents and children to watch together, providing opportunities for discussion, clarification of concepts, and explanation of values. By guiding children's media choices, families can ensure that television becomes a meaningful learning resource rather than mere entertainment.

To strengthen learners' academic habits, the intervention incorporates Study Habit Reinforcement. Teachers integrate selected short clips, news features, and educational videos directly into class lessons to create connections between media content and academic topics. Learners are also encouraged to relate what they watch to

homework, projects, and classroom activities. This approach not only enriches lesson delivery but also teaches learners how to process information critically, transforming television into a supplementary academic tool.

The strategy for Behavioral Development focuses on helping learners internalize positive values and avoid copying negative behaviors shown on television. Through post-viewing reflection activities—both at home and in school—learners express their insights about characters, events, and moral messages. Homeroom sessions may integrate value clarification and behavior modeling based on TV scenarios. Reflection journals, guided questions, and class discussions foster critical thinking and moral reasoning, allowing learners to differentiate between acceptable and unacceptable behaviors.

Strengthening parental involvement is also a cornerstone of the intervention. Through Parental Involvement and Awareness, the school will conduct quarterly seminars and orientations to equip parents with media literacy skills and knowledge about responsible screen time management. Infographic posters and resource materials will be distributed to guide parents on effective monitoring strategies, recommended programs, and red flags to observe in children's viewing habits. This ensures that parents become active partners in shaping responsible media use.

Finally, the intervention promotes Alternative Activities to prevent overdependence on television. Learners will be encouraged to participate in reading sessions, sports, creative arts, and school-based clubs. These activities aim to develop learners' physical, social, and cognitive skills beyond screen exposure. Parents and teachers will collaborate to provide opportunities during weekends, after class hours, and during school events, using books, sports equipment, and art materials as resources. These alternatives offer healthier forms of recreation while nurturing holistic development.

Overall, the six strategies—regulated TV viewing, educational content engagement, study habit reinforcement, behavioral development, parental involvement, and alternative activities—work together to shape responsible, meaningful, and balanced media consumption among young learners. Each component is supported by clear objectives, specific activities, persons involved, required resources, and appropriate timelines to ensure systematic implementation and sustainability.

➢ *The Plan Proceeds Through Four Implementation Phases:*
- Awareness and Orientation - Month 1: Seminars and distribution of materials for parents and teachers on responsible viewing practices.

- Household and Classroom Integration - Months 2-4: Schedules enforced at home, co-viewing encouraged, reflective tasks implemented, and educational clips integrated into lessons.

- Monitoring and Support - Months 5–6: Teachers and parents track learners' study habits, behaviors, and time management and adjust strategies as needed.

- Evaluation - End of School Year: Surveys and focus group discussions assess the outcomes and effectiveness of the intervention.

Expected outcomes of the program include stronger study habits, improved academic focus, better classroom behavior, empowered parents in managing screen time, and learners who engage in more balanced activities. The collaboration between home and school ensures that television becomes a purposeful and guided tool for learning rather than a distraction. Ultimately, this intervention plan promotes the holistic development of learners by integrating responsible media use into their daily routines, fostering academic success, emotional maturity, and positive values.

➢ *Recommendations to Parents and Teachers on Television Viewing*
- Implement Clear Viewing Schedules at Home. Parents should establish specific and consistent television viewing schedules to help learners prioritize study and rest. This will promote discipline and ensure that television time does not interfere with academic responsibilities.
- Promote Educational and Age-Appropriate Programs. Schools and parents should collaborate in identifying and recommending child-friendly, educational shows that align with classroom lessons to reinforce learning in an enjoyable way.
- Integrate Television Content into Classroom Learning. Teachers can use selected television clips, documentaries, and news features to complement lessons, making learning more engaging while teaching learners to analyze media critically.
- Encourage Reflective Viewing and Value Formation. Learners should be guided to reflect on what they watch through post-viewing discussions and journals, helping them distinguish between positive and negative behaviors depicted on television.
- Conduct Parental Orientations and Seminars. Schools should regularly organize media literacy seminars for parents to raise awareness about responsible screen time management and the influence of media on children's attitudes and habits.
- Provide Meaningful Alternatives to Television. Parents and schools should promote reading, outdoor play, sports, and creative hobbies as alternative activities that foster learners' holistic growth and reduce dependence on television for entertainment.
- Strengthen Home-School Collaboration. A strong partnership between parents and teachers is essential in monitoring learners' media exposure, enforcing the "study-first-before-TV" rule, and ensuring consistent reinforcement of positive habits.
- Monitor and Evaluate Learners' Progress Regularly. Both parents and teachers should track changes in learners' study habits, academic performance, and behavior to

assess the effectiveness of the intervention plan and make necessary improvements.

Through this intervention plan, several outcomes are anticipated. Learners are expected to demonstrate better study habits and improved focus on academic tasks. Positive classroom behaviors, including cooperation, participation, and respect, are likely to be strengthened. Parents will become more empowered in regulating their children's media use, while learners will engage in more balanced activities, reducing the risk of excessive television consumption. Ultimately, schools and families will work collaboratively to ensure that television becomes a tool for learning rather than a distraction**.**

The proposed intervention plan recognizes that television, when used purposefully, can be an ally in education. By combining regulation, content guidance, and meaningful alternatives, this proposal provides a framework that supports learners' holistic development. The collaboration of parents, teachers, and the school community is crucial to ensuring that television viewing contributes to academic success, behavioral discipline, and value formation.

V. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:
- Learners generally are affected by television neglecting their assigned school task.
- The impact of television viewing is great.
- The perception of parents regarding regulation of television viewing could help their children focus on school work.
- A proposed intervention plan for Structured Television Viewing for Learners is adopted.

Drawing from the conclusions, the following recommendations are offered:

➢ *For Teachers:*
- Integrate television-based materials such as educational shows, news clips, and documentaries into classroom activities.
- Develop media literacy lessons where learners analyze advertisements, storylines, or character portrayals, helping them critically evaluate content.
- Encourage learners to apply what they watch in projects, debates, or storytelling to bridge media with real-world applications.
- Coordinate with parents in monitoring learners' television habits, ensuring that home and school guidance are consistent.

➢ *For Parents:*
- Establish a clear daily screen-time limit, ideally not exceeding 2 hours, consistent with the American Academy of Pediatrics' recommendations.

- Select age-appropriate, educational, and culturally relevant programs that reinforce school lessons and values.
- Practice co-viewing and discussion by watching alongside children and asking questions to stimulate critical thinking and value formation.
- Provide alternative activities such as reading, sports, and hobbies, so television does not become the default form of recreation.
- Use television as a reward for completed responsibilities rather than a constant or unmonitored privilege.

➢ *For School Administrators and Policymakers:*
- Implement school-based seminars and workshops for parents and teachers on responsible television viewing and media literacy.
- Incorporate media education into the curriculum, equipping learners with tools to analyze and evaluate content.
- Partner with local television networks to advocate for more child-friendly, educational programming that reflects Filipino values.
- Distribute the proposed infographic poster intervention plan across schools in the district to provide practical reminders and strategies for families.

➢ *For Learners:*
- Be conscious of the type of programs watched, choosing those that support learning and positive values.
- Develop a personal viewing schedule to balance schoolwork, rest, play, and television.
- Practice critical reflection by discussing what was watched with parents, peers, or teachers.

➢ *For Future Researchers:*
- Explore the long-term effects of television viewing through longitudinal studies.
- Investigate how newer media platforms like YouTube, Netflix, and streaming apps affect learners differently compared to traditional television.
- Conduct comparative studies in urban vs. rural settings to identify differences in access, habits, and effects.
- Explore gender-specific viewing patterns to understand if boys and girls are affected differently by television exposure.
- Study the relationship between television use and mental health among elementary learners, given rising concerns over screen dependency.

➢ *For Policymakers - DepEd, LGU:*
- Schools and local governments may develop community-based television learning initiatives. For example, local cable channels or community stations could dedicate airtime to curriculum-aligned educational programming.
- DepEd could also integrate TV-based learning modules into distance learning strategies, particularly for rural schools with limited internet access. LGUs, meanwhile,

may subsidize or provide access to educational broadcasting, ensuring equity across households.

➢ *For Future Research Directions:*

• This study recommends longitudinal tracking of learners' media habits to capture long-term effects of television. Comparisons between television and mobile device use could provide deeper insights, especially as smartphones grow in accessibility. Future studies may also include private schools to determine if media influence differs by socio-economic context.

➢ *Overall Reflection*

This research underscores the idea that television is not inherently harmful or beneficial—its impact depends on how it is used. For learners at Sta. Magdalena Central School, television serves as both a window to the world and a mirror of values and habits. When guided by teachers and parents, it can foster curiosity, enhance study habits, and improve classroom behavior. However, without regulation, it risks reducing patience, encouraging imitative behaviors, and displacing more meaningful activities.

The proposed intervention plan, therefore, is not just a set of recommendations but a call for collaboration among schools, families, and communities. With proper guidance, television can evolve from being a mere source of entertainment into a strategic educational partner that contributes to academic success, creativity, and character development.

REFERENCES

[1]. A. Cabanda, "The Behavioral Effects of Excessive Use of Gadgets among DLSMHSI SHS Students" (De La Salle Medical and Health Sciences Institute, 2021), https://www.slideshare.net.

[2]. A. Cruz, "The Role of Educational Television in Stimulating Curiosity and Critical Thinking in Elementary Learners." Journal of Educational Media Studies 10, no. 2 (2021): 150–165.

[3]. A. D. Santos and J. M. Santos, "Television-Based Instruction: Its Utilization in the Blended Learning Approach," *International Journal of Multidisciplinary Educational Research and Innovation* (2024).

[4]. A. Evans, A. B. Jordan, and J. Horner, "Only Two Hours? A Qualitative Study of the Challenges Parents Perceive in Restricting Child Television Time," *Journal of Family Issues* 32, no. 9 (2015): 1223–1244, https://doi.org/10.1177/0192513X14521814.

[5]. A. Gentile, R. A. Reimer, A. I. Nathanson, D. A. Walsh, J. C. Eisenmann, and D. Walsh, "Protective Effects of Parental Monitoring of Children's Media Use: A Prospective Study," *JAMA Pediatrics* 168, no. 5 (2014): 479–484, https://doi.org/10.1001/jamapediatrics.2014.146.

[6]. A. Gonzales, "Television Viewing Habits and Bullying of Intermediate Grade School Children," *Advances in Economics, Business and Management Research* 45 (2017).

[7]. A. N. Castro, "Television, Time Use, and Academic Achievement: Evidence from a Natural Experiment," Discussion Paper No. 19/06, The University of Nottingham, Granger Centre for Time Series Econometrics, 2019.

[8]. A. T. Rivera, "Perception of Parents on the Influence of Television in Their Children's Behavior" (Bachelor's special paper, Central Philippine University, 2019), https://hdl.handle.net/20.500.12852/2459.

[9]. Abigail B. C. Dy, Angela B. C. Dy, and S. K. Santos[34], "Measuring Effects of Screen Time on the Development of Children in the Philippines: A Cross-Sectional Study," *BMC Public Health* 23 (2023): 1261, https://doi.org/10.1186/s12889-023-16188-4.

[10]. Adelantado-Renau et al., "Relationship between Screen Media Usage," 4983.

[11]. Ahmad Abuhmaid, "Teachers' Perspectives on Interactive Whiteboards as Instructional Tools in Four Jordanian Schools," *Contemporary Educational Technology* 5, no. 1 (2015): 73–89, https://doi.org/10.30935/cedtech/6116.

[12]. Albert Bandura, Social Foundations of Thought and Action: A Social Cognitive Theory (Englewood Cliffs, NJ: Prentice Hall, 1986).

[13]. Alemayehu Tarekegn and Seblewongel Endris, "The Relationship Between Hours of Television Watching and Academic Achievement of Secondary School Students: The Case of Some Selected Secondary Schools in Harer City," *International Journal of Education and Literacy Studies* 7, no. 3 (2019): 61–66.

[14]. Alemayehu Tarekegn and Seblewongel Endris, "The Relationship Between Hours of Television Watching and Academic Achievement of Secondary School Students: The Case of Some Selected Secondary Schools in Harer City," International Journal of Education and Literacy Studies 7, no. 3 (2019): 61–66.

[15]. Alyssa Ribner, Catherine Fitzpatrick, and Christy Blair, "Family Socioeconomic Status Moderates Associations between Television Viewing and School Readiness Skills," Journal of Developmental & Behavioral Pediatrics 38, no. 3 (2017): 233–239.

[16]. American Academy of Pediatrics, "Policy Statement: Media and Young Minds," *Pediatrics* 138, no. 5 (2016): e20162591, https://doi.org/10.1542/peds.2016-2591.

[17]. Brigid Vittrup, Susan Snider, Katherine K. Rose, and Jennifer Rippy, "Parental Perceptions of the Role of Media and Technology in Their Young Children's Lives," *Journal of Early Childhood Research* 14, no. 1 (2016): 43–54, https://doi.org/10.1177/1476718X14523749.

[18]. Bushan, "Television and Global Connectivity: Its Role in Education and Culture," International Journal of Media and Cultural Politics 15, no. 1 (2019): 28–42.

[19]. C. Naval et al., "Relationship Between Parenting Practices and Children's Screen Time During the COVID-19 Pandemic," 2020, https://www.researchgate.net/publication/345745209.

[20]. CableCompare, "The Globalization of TV Content: Cross-Cultural Shows and Trends," 2025, https://www.cablecompare.com/blog/globalization-tv-content.

[21]. Christine Louise, "Exhibit Tech," Exhibit Tech Organization, September 17, 2018, accessed October 21, 2018, http://www.exhibit-tech.org/.

[22]. Codilla, "Television Programs in the Eyes of School Children: A Phenomenological Study" (Master's thesis, University of Mindanao, 2017), http://103.123.43.47:8080/handle/20.500.14045/715.

[23]. Common Good Ventures, "Television and Globalization: Connecting People Worldwide," n.d.

[24]. D. A. Sulo, "Parents' Attitudes toward Children's Television Viewing and Its Role in Child Development," *Ascendens Asia Journal of Multidisciplinary Research Abstracts* 2, no. 6 (2018).

[25]. D. Alipasa, S. J. Dizon, and R. R. Lalatag, "The Relationship between Television Watching and Language Achievement among Grade Eight Students in Angelicum Primarosa Montessori School, A.Y. 2013–2014" (unpublished undergraduate thesis, Adamson University, 2014).

[26]. D. Maravillas, "Understanding the Perceptions of the Senior High School Students and Faculty on the Integration of Televisions in the Classrooms of Cebu Doctors' University" (unpublished manuscript, 2023).

[27]. D. Neshteruk, G. L. Tripicchio, S. Lobaugh, A. E. Vaughn, C. T. Luecking, S. Mazzucca, and D. S. Ward, "Screen Time Parenting Practices and Associations with Preschool Children's TV Viewing and Weight-Related Outcomes," *International Journal of Environmental Research and Public Health* 18, no. 14 (2021): 7359, https://doi.org/10.3390/ijerph18147359.

[28]. D. Reyes, "Television Viewing and Its Influence on the Behavior of Adolescents in Cebu City," *Cebu Journal of Social Sciences* 5, no. 1 (2019): 67–75.

[29]. Department of Health, Philippines, "COVID-19 Health Information Campaigns in the Philippines" (2020), https://www.languageonthemove.com/covid-19-health-information-campaigns-in-the-philippines/.

[30]. Dimitri A. Christakis and Frederick J. Zimmerman, "Media as a Public Health Issue," *Archives of Pediatrics & Adolescent Medicine* (2015).

[31]. F. Averion, H. B. F. Caleja, and V. M. Zapanta, "LED TV in the Classroom: Its Acceptability and Effectiveness in the Philippines," *PUPIL: International Journal of Teaching, Education and Learning* 4, no. 2 (2020): 34.

[32]. F. Averion, H. B. F. Caleja, and V. M. Zapanta, "LED TV in the Classroom: Its Acceptability and Effectiveness in the Philippines," *PUPIL: International Journal of Teaching, Education and Learning* 4, no. 2 (2020): 34–40.

[33]. Fikret Kayalar, "Cross-Cultural Comparison of Teachers' Views upon Integration and Use of Technology in Classroom," *Turkish Online Journal of Educational Technology (TOJET)* 15, no. 2 (2016): 11–19.

[34]. Garcia, Effectiveness of Television-Based Instruction in Enhancing the Learning Competencies of Grade V Pupils in Science and Health in Sta. Cruz Elementary School, Tarlac City (unpublished master's thesis, Tarlac State University, Tarlac City, 2012).

[35]. George Gerbner, "Cultivation Analysis: An Overview," in Mass Communication and Society, ed. Bryant and Zillmann (New York: Academic Press, 2002), 85–110.

[36]. Giedre Lissak, "Adverse Physiological and Psychological Effects of Screen Time on Children and Adolescents: Literature Review and Case Study," *Environmental Research* 164 (2018): 149–157.

[37]. https://doi.org/10.1177/20427530221107774

[38]. Iman Sharif and James D. Sargent, "Association Between Television, Movie, and Video Game Exposure and School Performance," *Pediatrics* 118, no. 4 (2006): e1061–e1070.

[39]. J. M. Dalmacio et al., "Exploring the Implication of Gadgets Use Towards School and Behavior of Middle Childhood: A Mothers' Perspectives," *Psychology and Education: A Multidisciplinary Journal* 7, no. 9 (2023), https://ejournals.ph/article.php?id=20573.

[40]. J. M. R. Asio, M. F. D. De Guzman, E. Riego de Dios, and J. A. Costales, "Predictors of Family Screen Time Exposure among Students in Selected Higher Education Institutions in Central Luzon, Philippines," *Humanities, Arts and Social Sciences Studies* 23, no. 2 (2023): 460–474, https://so02.tci-thaijo.org/index.php/hasss/article/view/260932.

[41]. J. M. Reyes, and D. F. Villanueva, "The Influence of Parental Engagement on Academic Discipline and Responsibility Among Elementary Learners." Journal of Educational Psychology and Development (2020)

[42]. J. T. Cando, "The Effects of TV Viewing on the Mentality and Behavior of Grade IV Elementary Students of Campokpok Central School, Tabango Leyte" (unpublished manuscript, Palompon Institute of Technology, 2016).

[43]. Jackson and S. Roberts, "The Power of Infographics: Promoting Trust and Confidence in Statistics," *Information Design Journal* 29, no. 3 (2023): 209–220, https://doi.org/10.1075/idj.18083.jac.

[44]. Jaleniauskiene and J. Kasperiuniene, "Infographics in Higher Education: A Scoping Review," Journal of Further and Higher Education 47, no. 5 (2023): 654–669,

[45]. John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th ed. Sage Publications, 2014.

[46]. Johnson, T.-A. Chen, S. O. Hughes, and T. M. O'Connor, "The Association of Parents' Outcome Expectations for Child TV Viewing with Parenting Practices and Child TV Viewing: An Examination Using Path Analysis," *International Journal of Behavioral Nutrition and Physical Activity* 12, no. 1 (2015): 70, https://doi.org/10.1186/s12966-015-0232-2.

[47]. Karim K. Kakamad and Ali H. Fatah, "The Relationship Between Watching Television and Academic Achievement in 9th Graders Students," Information Management and Business Review 10, no. 1 (2018): 6–12.

[48]. Karim K. Kakamad and Ali H. Fatah[3], "The Relationship between Watching Television and Academic Achievement in 9th Graders Students," Information Management and Business Review 10, no. 1 (2018): 6–12.

[49]. Karolina Kostyrka-Allchorne, Nicola R. Cooper, and Abigail Simpson, "The Relationship Between Television Exposure and Children's Cognition and Behaviour: A Systematic Review," *Developmental Review* 44 (2017): 19–58.

[50]. Khan, "Television and Cultural Transformation: A Sociological Analysis," Journal of Media and Society 9, no. 4 (2017): 52–60.

[51]. Klaus Boehnke, Hans J. Munch, and Dieter Hoffmann, "Parenting, TV Viewing, and Children's Behavior: A Developmental Psychology Perspective," Journal of Child and Family Studies 24, no. 5 (2015): 1367–1378, https://doi.org/10.1007/s10826-014-9942-3.

[52]. L. M. Mendoza, and R. A. San Juan. "Balancing Education and Entertainment: A Study of Children's Television Viewing Preferences." Philippine Journal of Education and Media (2023)

[53]. Lazard and L. Atkinson, "Putting Environmental Infographics Center Stage: The Role of Visuals at the Elaboration Likelihood Model's Critical Point of Persuasion," *Science Communication* 37, no. 1 (2015): 6–33, https://doi.org/10.1177/1075547014555997.

[54]. M. Frizzell, "An Investigation of the Effects of Background Television on Attention, Performance, Learning, and Executive Functioning in Preschoolers" (Doctoral dissertation, Memorial University of Newfoundland, 2019).

[55]. M. P. Sanchez, "Parental Guidance and Its Impact on Children's Educational Television Viewing Habits," Philippine Journal of Education 96, no. 2 (2017): 45–53.

[56]. M. R. Sumbilon and J. S. Valmorida, "Teaching Strategies, Parental Involvement, TVL Learners' Self-Efficacy and Performance in Modular Distance Learning," *American Journal of Educational Research* 11, no. 10 (2023): 658–669, https://doi.org/10.12691/education-11-10-5.

[57]. M. T. Lim and C. A. Arcilla Jr., "Integrating Mobile Devices in the Classroom: Perceptions of Students and Teachers in a Philippine High School," 2021, https://www.scribd.com/document/681067277.

[58]. Moeller, *Learning from Television: A Research Review*, Center for Children and Technology Reports, 2016.

[59]. N. D. Fernandez Jr., Y. V. Pante, and N. C. Seng, "Samsung Inaugurates First SMART Classroom in Philippine Science High School," *HardwareZone*, February 14, 2014, accessed October 25, 2018, https://www.hardwarezone.com.ph/tech-news-samsung-inaugurates-first-smartclassroom-philippine-science-high-school.

[60]. Nina Stiglic and Russell M. Viner, "Effects of Screentime on the Health and Well-Being of Children and Adolescents: A Systematic Review of Reviews," *BMJ Open* 9, no. 1 (2019): e023191.

[61]. Ofcom, *Children and Parents: Media Use and Attitudes Report*, Issue 20 (November 2017), http://stakeholders.ofcom.org.uk/binaries/research/medialiteracy/media-use-attitudes-14/Childrens_2014_Report.pdf.

[62]. Philippine Association for Media and Information Literacy, *PAMIL Digital Poster Series* (2021), https://pamil.org.ph/pamil-digital-poster-series/.

[63]. Philippine Children's Television Foundation, "Media's Role in the Changing Landscape of Childhood," 2018, https://www.pctf.org.ph.

[64]. Philippine Information Agency, *Annual Report 2021* (2021), https://pia.gov.ph/uploads/2022/03/4fba1cdc24fc29cbc2b7a43fb51f518b.pdf.

[65]. Philippine Institute for Development Studies, "Infographics - Fact Friday," 2025, https://www.pids.gov.ph/content/public/index-custom?view=resource%2Findex-infographics.

[66]. Philippine Statistics Authority - RSSO VI, *35th National Statistics Month Infographics Making Contest* (2024), https://rsso06.psa.gov.ph/sites/default/files/article/35th-NSM-Infographics-Making-Contest.pdf.

[67]. R. F. Daling, "Accepting ICT Integration: A Challenge to School and Curriculum," *International Journal of Education and Research* 6 (2018): 1–18.

[68]. R. Molina, "Parental Supervision and Children's Television Viewing Behavior," Philippine Journal of Family Development 12, no. 3 (2018): 77–89.

[69]. R. Murray, A. D. Murray, S. J. Wordie, C. W. Oliver, A. W. Murray, and A. H. R. W. Simpson, "Maximising the Impact of Your Work Using Infographics," *Bone & Joint Research* 6, no. 11 (2017): 619–620, https://doi.org/10.1302/2046-3758.611.BJR-2017-0313.

[70]. R. P. Lazaro, "The Impact of Educational Television Programs on the Academic Performance of Elementary Pupils in Quezon City," *Journal of Philippine Education Research* 10, no. 2 (2018): 45–53.

[71]. Ş. Elaldı and T. Çifçi, "The Effectiveness of Using Infographics on Academic Achievement: A Meta-Analysis and a Meta-Thematic Analysis," Journal of Pedagogical Research 6, no. 1 (2022): 1–16, https://doi.org/10.33902/jpr.2022.469

[72]. Sara Domingues-Montanari, "Clinical and Psychological Effects of Excessive Screen Time on Children," *Journal of Paediatrics and Child Health* 53, no. 4 (2017): 333–338.

[73]. Smart Communications, Inc., August 31, 2016, accessed October 24, 2018, https://smart.com.ph/About/newsroom/full-news/2016/08/31/school-in-a-bag-project-ofsmart-brings-digital-learning-to-remote-communities.

[74]. Thomas Poulain, Tobias Peschel, Michael Vogel, Anja Jurkutat, and Walter Kiess, "Cross-Sectional and Longitudinal Associations of Screen Time and Physical Activity with School Performance at Different Types of Secondary School," *BMC Public Health* 18, no. 1 (2018): 563, https://doi.org/10.1186/s12889-018-5472-0.

[75]. Ul-Ahmin and I. Mattoo, "Television as a Catalyst of Social Change: An Empirical Study of Children's Behavior," International Journal of Media Research 11, no. 1 (2018): 20–31.

[76]. Victoria Rideout, *The Common-Sense Census: Media Use by Kids Age Zero to Eight* (Common Sense Media, 2017).

[77]. William Supper, François Guay, and Diane Talbot, "The Relation Between Television Viewing Time and Reading Achievement in Elementary School Children: A Test of Substitution and Inhibition Hypotheses," *Frontiers in Psychology* 12 (2021).