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Effects of Educational Screen Time and Digital Reading on Learners' Literacy Development

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Abstract — This educational research studied the literacy development of Grade 3 learners at Cabagtasan Elementary School in the mountainous area of San Carlos City Division of Negros Occidental Philippines through educational screen time and digital reading activities. The research employed descriptive-quantitative methods to collect views from 147 participants who included teachers and learners together with their parents or guardians. Most teachers and parents or guardians expressed skepticism about educational screen time benefits because they were concerned about learner cognitive and emotional and psychological well-being. Teachers strongly disagreed that screen time enhances literacy development, but parents mostly expressed disagreement. Learners expressed more positive views about digital tools because they believed these tools helped them learn both basic literacy skills and advanced reading techniques. The study identified three major issues which included learners' distraction problems and decreased traditional reading habits and blue light effects on learners' attention. The research confirms previous findings about digital fatigue together with reduced attention span. The Pearson correlation test established meaningful relationships between educational screen time and literacy development aspects including emergent literacy and reading fluency. The study supports a balanced educational strategy which merges digital tools with traditional reading methods while recommending caution. The research proposes teacher training programs and parental involvement and additional studies to understand long-term digital tool effects.

Keywords — Administration and Supervision, Educational Screen Time and Digital Reading, Learners' Literacy Development, Descriptive-Quantitative Research Method, San Carlos City, Negros Occidental

I. Introduction

The rapid adoption of digital technologies during the 21st century has brought significant changes to education. Educational screen time, which refers to the time learners spend using digital devices for academic purposes, has become both a powerful educational tool and a matter of concern regarding literacy development. The educational community worldwide now investigates

the effects of screen-based reading on early-grade learners because they are developing their foundational literacy skills during this critical period.

Young learners now have access to a wide range of dynamic texts through e-books and online reading platforms and interactive apps and multimedia learning resources because of their increasing availability. Studies show that digital reading enhances student engagement while promoting vocabulary development and comprehension when properly implemented in educational settings (Takacs et al., 2015; Liu et al., 2024). The combination of audio narration with word highlighting and interactive features helps both struggling readers and motivates them to learn. The practice of excessive screen time continues to raise concerns about digital fatigue and decreased attention span and deep reading habits among children who are making the transition from learning to read to reading to learn (Marsh et al., 2020; Panjeti-Madan et al., 2023).

The implementation of digital reading in resource-constrained areas such as rural Philippine schools creates new equity problems. The combination of poor infrastructure and untrained teachers and inconsistent device and internet access affects how students use screen-based tools and their ability to achieve literacy goals. The mixed research findings about screen use effects on cognitive development and mental health and behavioral engagement of learners (Radesky et al., 2015; Swider-Cios et al., 2023) add complexity to these issues.

This research examines the impact of educational screen time and digital reading on Grade 3 students' literacy development at Cabagtasan Elementary School which serves as a rural public school in San Carlos City Negros Occidental. The research applies Vygotsky’s Sociocultural Theory together with modern cognitive and media theories to analyze how digital reading affects literacy development in emergent literacy and alphabetic fluency and advanced comprehension while considering students' cognitive emotional and behavioral aspects. The research examines how teachers and parents shape digital learning while studying the structural barriers that affect fair technology implementation.

The research investigates educational screen time advantages and disadvantages in actual classrooms to develop evidence-based recommendations for educators and policymakers and curriculum developers. The research findings will enhance worldwide discussions about digital learning especially for low-resource educational settings where the digital divide affects student learning possibilities and results.

Literature Review

The growing adoption of digital technology in education has generated broad interest about its impact on literacy development, particularly for young students. Research has demonstrated both advantages and disadvantages of educational screen time and digital reading tools. The following section reviews important scholarly research which supports this study by presenting conceptual knowledge and empirical evidence and critical viewpoints.

Conceptual Literature

Digital technology advancements have reshaped the way children interact with their reading materials through modern distribution channels. Educational institutions use e-readers and tablets to help their learners learn reading and writing skills. Research findings demonstrate interactive features in digital materials enhance vocabulary learning and comprehension abilities, yet high screen usage negatively affects learners' attention span and reading endurance while restricting face-to-face social interactions. According to the American Academy of Pediatrics (2016) children should use digital reading combined with traditional reading methods for maximizing their mental and social growth.

The educational milestone of Grade 3 marks an essential period where learners shift from basic reading acquisition to academic reading skills development. Literacy development heavily depends on the reading mode selection between digital and print during this educational stage. The accessibility of different content through digital reading depends on how long learners spend looking at screens and what kind of content they read and how much adult supervision they receive. Research conducted by Takacs et al. (2015) and Liu et al. (2024) demonstrates the advantages of purposefully constructed e-books yet shows that excessive usage results in mental fatigue which negatively affects deep learning processes. Digital reading integration requires careful planning that aligns with developmental requirements.

Multiple learning requirements demand educational organizations to develop guidelines that explain how digital teaching should be executed effectively. The International Society for Technology in Education (ISTE) works to enhance teacher competence regarding digital learning practices yet Universal Design for Learning (UDL) advocates for the creation of inclusive educational content. The National Education Association (NEA) urges educators to choose suitable digital tools and establish communication methods which promote emotional well-being. These established frameworks enable the development of digital learning environments that incorporate inclusive features for all students and align with their developmental requirements.

Research findings indicate that prolonged screen exposure creates various cognitive risks. The research findings of Muppalla et al. (2017), Swider-Cios et al. (2023) and Clemente-Suarez et al. (2024) demonstrate that excessive screen usage negatively impacts students' attention span while also reducing their comprehension abilities and critical thinking skills. Screen activities that promote problem-solving do not automatically enhance traditional literacy skills as confirmed by Bavelier et al. (2019). These results demonstrate the need to control screen time while selecting appropriate educational material.

The Philippine education sector implements two major policies including DepEd Order No. 19, s. 2020 and the Digital Rise Program which work to bring technology into education with proper management of screen exposure. The initiatives understand that digital tools serve two essential functions: they help teachers connect with distant students and they create accessible

learning opportunities for students with special needs. The literacy development of Grade 3 students can be supported by digital content under teacher supervision and parental involvement during this critical learning phase. Research-based implementation of digital and traditional reading approaches in moderation represents the key solution to develop literacy skills during this digital era.

Research Literature

The introduction of digital devices in classrooms has reshaped student reading interactions thus necessitating investigations about how screen usage affects reading abilities in children. The reading experience on digital devices such as tablets, e-readers and computers combines beneficial aspects with potential drawbacks. Interactive reading elements that include audio narration with animations help learners improve their vocabulary skills and comprehension abilities. Spending too much time in front of screens might create barriers for children to develop their reading abilities and cognitive capacity. This review examines academic research about how Grade 3 students develop reading comprehension abilities and improve their vocabulary skills and reading motivation through educational screen use.

Research shows that well-designed e-books can support literacy skills. Eng et al. (2019) showed that interactive digital components that respond to children's vocalizations led to improved story recall along with increased attention span. Interactive digital features that combine voice narration with clickable word definitions help students develop their vocabulary skills. According to Ross et al. (2016) parents who used digital storybooks experienced better emotional involvement yet comprehension suffered because of excessive mental processing related to screen-based interactions. The research indicates digital reading success depends on the design choices and utilization of its features.

Research findings about the relationship between screen time and reading comprehension show conflicting results. The research by Fontaine et al. (2021) found paper-based reading provided better results when students read discipline-specific content but Takacs et al. (2015) discovered multimedia elements with sound effects and animations improved story comprehension together with vocabulary when they did not create excessive distraction. The research indicates that digital reading effectiveness depends on content design along with cognitive demands and the specific interactivity elements used in the educational material.

Parental involvement together with the duration spent on screens determines the literacy outcomes achieved by students. Strouse et al. (2017) demonstrated that reading together with parents leads to better language abilities and comprehension. According to the American Academy of Pediatrics (2016) screen time should be controlled and must match educational objectives to avoid cognitive and attention problems. High-quality digital books suitable for the learner's age that provide meaningful interactive elements prove more effective than books that contain numerous distracting elements (Takacs et al., 2015).

Digital reading materials possess the capability to improve Grade 3 students' literacy development through their positive impact on vocabulary understanding and comprehension abilities as well as reading motivation. The effectiveness of digital tools in education depends on strategic implementation through quality content selection along with time constraints and proper supervision from adults. Digital tools help improve reading experiences, but uncontrolled and prolonged screen use can produce negative effects on literacy development. Future research needs to investigate the ways digital reading can be optimized to produce maximum benefits for developing learners.

II. Methodology

The procedures together with techniques and tools used to study educational screen time and digital reading effects on Grade 3 literacy development at Cabagtasan Elementary School in San Carlos City, Negros Occidental, Philippines are presented in this section. The research employed a descriptive-correlational design which combined quantitative and qualitative data collection methods to achieve comprehensive results. The research design along with participant information and instruments and data collection and analysis procedures are explained in the following subsections.

Research Design

The research design employed descriptive-correlational methods to study how educational screen time and digital reading affect learners' literacy development. The research method allowed the investigator to describe the variables' characteristics while detecting their relationships without any experimental manipulation. The research design matched the classroom environment where students use digital reading tools as part of their standard learning activities.

Population and Sampling

The research included 147 participants from Cabagtasan Elementary School consisting of 5 Grade 3 teachers and 71 learners and 71 parents. The research team selected teachers through purposive sampling because they teach literacy while learners and parents/guardians were selected randomly. The researchers used Slovin’s formula to establish the sample size with a 5 percent margin of error.

Slovin’s sample formula is calculated as:

Learners and Parents/Guardians: $n = N / (1 + Ne^2)$

- $n = 86 / (1 + 86(.05)^2)$
- $n = 70.78$ 0r 71

The research selected 5 teachers through purposive sampling while using simple random sampling to choose 86 Grade 3 students and 86 parents who received equal selection opportunities. The use of simple random sampling provides equal selection opportunities to all population members which results in high validity and minimizes sampling bias.

Data Collection Instrument

The research instrument consisted of a structured questionnaire which the researcher developed for data collection purposes and experts from education and social science research validated it. The instrument contained four distinct sections.

Part I: Demographic Profile – This section gathered background information about the respondents, including age, sex, civil status, education level (for teachers and parents), number of siblings (for learners), access to digital devices, and internet connectivity.

Part II: Teachers and parents or guardians rated their perceptions on educational screen time and digital reading effects on learners through a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Part III: Learners rated their literacy skills across five domains which included emergent literacy and alphabetic fluency and word recognition and patterns and intermediate reading and advanced reading.

Part IV: Teachers used a frequency scale (Never to Always) to assess the occurrence of problems when implementing educational screen time and digital reading in their teaching practices.

A panel of Northwest Samar State University faculty experts performed content validation on the instrument. The feedback process allowed researchers to enhance both the clarity and structure and the relevance of items.

Data Collection Procedures

The researchers received permission from school authorities before starting data collection and obtained consent from parents. The data collection process took place in person with assistance from teachers. The teachers and parents responded independently while the learners used simplified questionnaires with assistance. The participants received information about the study's objectives along with details about confidentiality and the voluntary nature of their participation.

Data Processing and Analysis

The research team encoded all responses before conducting statistical analysis through descriptive and inferential methods.

The research team used descriptive statistics to calculate frequencies and percentages and means and standard deviations for demographic profiles and perceptions of screen time effects and literacy development levels.

Pearson's correlation coefficient served to establish both the strength and statistical significance of the relationships between screen time/digital reading variables and literacy development outcomes. The research established $\alpha = 0.05$ as the significance level.

The instrument underwent reliability testing through Cronbach's alpha to establish its internal consistency.

The researchers conducted all statistical tests through Microsoft Excel and SPSS software.

Ethical Considerations

The research study adhered to all ethical standards which apply to human subject investigations. All participants-maintained confidentiality while their personal information remained protected from disclosure. All adult participants received informed consent before the study began, and learners provided their assent. All participants joined the study freely and maintained the right to leave the study at any point without facing any negative consequences. The research followed both the Data Privacy Act of the Philippines and the ethical guidelines of the institution.

III. Results and Discussion

Results

Perception on the Effects of Educational Screen Time and Digital Reading on Learners

The excessive use of screens and digital reading materials creates substantial effects on student development across cognitive abilities and emotional responses and behavioral patterns and psychological health. Research shows that excessive screen usage leads to decreased cognitive abilities which include attention deficits and executive functioning impairments that negatively impact academic success. Prolonged digital engagement leads to depression and anxiety conditions which negatively affect mental health. The amount of time spent on screens directly correlates with increased probabilities of developing internalizing and externalizing behavioral issues. The combined effects of these factors impact psychological well-being which demonstrates why students need balanced digital media exposure for healthy development (Sauce, B. et al., 2022).

Table 1. Perception on the Effects of Educational Screen Time and Digital Reading on Learners

S/N	Statements	Teacher			Parents			AWM	Std Dev	C
		$\bar{X}$	Std Dev	C	$\bar{X}$	Std Dev	C			
2.1	Cognitive Development	0.20	0.69	SD	2.35	0.69	D	1.28	0.69	SD
2.2.	Emotional Development	0.19	0.49	SD	2.41	0.49	D	1.30	0.49	SD
2.3	Behavioral Development	0.21	0.50	SD	2.32	0.50	D	1.27	0.50	SD
2.4	Mental Development	0.21	0.34	SD	2.18	0.34	D	1.20	0.34	SD
2.5	Psychological Well-Being	0.19	0.42	SD	2.28	0.45	D	1.24	0.42	SD
AVERAGE WEIGHTED MEAN/ STDEV/GRAND MEAN/ CATEGORY		0.20	0.49	SD	2.31	0.49	D	1.25	0.49	SD

Legend: 3.25-4.00 – Strongly Agree (SA); 2.50-3.24 – Agree (A); 1.75-2.49 Disagree (D); 0.00- 1.74-Strongly Disagree (SD)

The data provides a condensed view of how educational screen time and digital reading affect students through their impact on different developmental areas. The teachers evaluated screen time and digital reading effects on cognitive development and emotional development and behavioral development and mental development and psychological well-being with "Strongly Disagree" (SD) ratings that had meant between 0.19 and 0.21 and standard deviations between 0.34 and 0.69. The parents evaluated these impacts as "Disagree" (D) with means between 2.18 and 2.41 and standard deviations between 0.49 and 0.69. The weighted mean (AWM) across all categories maintained a range of 1.20 to 1.30 which corresponded to "SD" when averaged. The combined assessment from teachers and parents indicates that they believe educational screen time and digital reading have restricted or adverse effects on student cognitive development and emotional development and behavioral development and mental development and psychological development. The combined assessment of 1.25 indicates both groups share similar doubts about digital engagement effects on learner well-being.

The data reveal that teachers and parents share the same perspective about educational screen time and digital reading having restricted or adverse effects on student cognitive development and emotional and behavioral and psychological growth. The teachers strongly disagreed about the impact while parents disagreed with a grand mean of 1.25. The research findings based on Media Effects and Cognitive Load Theories demonstrate how digital activities create mental strain and decrease student well-being. According to Vygotsky's Sociocultural Theory healthy learner development requires purposeful guided digital use.

LEVEL OF LEARNERS' LITERACY DEVELOPMENT

The development of literacy skills through educational screen time and digital reading follows different patterns at various stages. Digital tools help children develop early skills such as letter recognition and phonemic awareness before moving on to support vocabulary development and fluency skills in later stages. The development of comprehension and critical thinking skills suffers when screen time exceeds appropriate limits or when it lacks proper guidance particularly during advanced learning stages. The research supports these findings through Cognitive Load, Multimodal Learning, and Media Effects Theories and Karani (2022) while emphasizing the importance of digital reading that is suitable for age and high-quality and guided by adults for effective literacy development.

Table 2. Level of Learners' Literacy Development

S/N	Statements	Teacher			Learners			Parents			AWM	Std Dev	C
		$\bar{X}$	Std Dev	C	$\bar{X}$	Std Dev	C	$\bar{X}$	Std Dev	C			
3.1	Emergent Literacy	0.23	0.69	SD	2.98	0.69	A	2.39	0.69	D	1.87	0.69	D
3.2.	Alphabetic Fluency	0.22	0.49	SD	2.69	0.49	A	2.54	0.49	A	1.82	0.49	D
3.3	Words and Patterns	0.24	0.50	SD	2.89	0.50	A	2.62	0.50	A	1.92	0.50	D
3.4	Intermediate Reading	0.24	0.34	SD	2.67	0.34	A	2.61	0.34	A	1.84	0.34	D
3.5	Advance Reading	0.24	0.42	SD	2.63	0.42	A	2.18	0.42	D	1.68	0.42	SD
AVERAGE WEIGHTED MEAN/ STDEV/GRAND MEAN/ CATEGORY		0.23	0.49	SD	2.77	0.49	A	2.47	0.49	D	1.82	0.49	D

Legend: 3.25-4.00 – Strongly Agree (SA); 2.50-3.24 – Agree (A); 1.75-2.49 Disagree (D); 0.00- 1.74-Strongly Disagree (SD)

Table 2 shows that there is a clear difference in the perception of the effectiveness of digital tools in literacy development between learners and teachers/parents/guardians. In the "Emergent Literacy" category, learners were very much in agreement with the use of digital tools, with a score of 2.98, while teachers and parents were not very sure, with scores of 0.23 and 2.39, respectively. Similarly, in "Alphabetic Fluency", learners and parents or guardians agreed with the use of digital tools, but teachers were not. This trend was also observed in the "Words and Patterns" and "Intermediate Reading" categories, where learners scored higher, indicating that they like digital tools, while teachers and parents were more skeptical. In the "Advanced Reading" category, teachers and parents or guardians were very much in doubt, with scores of 0.24 and 1.68, respectively, while learners were less sure than in other categories but not as skeptical as they could have been.

The data indicates that learners have positive attitudes toward digital tools for literacy, but teachers and parents show caution. The observed gap between adults and digital learning requires training programs to help them better support digital education. The research findings based on Vygotsky's and Self-Determination Theories demonstrate that adults will fail to create effective digital literacy experiences unless they receive proper guidance. The implementation of this gap will lead to meaningful and age-appropriate digital tool use for literacy enhancement.

*Issues And Challenges Encountered in Integrating Educational Screen Time and Digital Reading into Lessons That Affect the Literacy Development of Grade 3 Learners***.**

Using screens and digital reading in lessons can lead to challenges like lower comprehension, shorter attention spans, and less engagement. It's important to address these issues to ensure technology helps, rather than harm, literacy development.

Table 3. Issues and challenges encountered in integrating educational screen time and digital reading into lessons that affect the literacy development of grade 3 learners.

S/N	Statements	Teacher		
		$\bar{X}$	**Std Dev**	**C**
4.1	Learners struggle to focus when reading digital text.	0.19	0.50	R
4.2	Spending too much time on screens can reduce the habit of reading books.	0.25	0.50	R
4.3	Blue light can change learners' reading habits.	0.24	0.50	R
4.4	Educational screen time affects learners' attention during reading.	0.23	0.50	R
4.5	Teachers struggle to use digital reading in lessons.	0.20	0.50	R
AVERAGE WEIGHTED MEAN/ STDEV/GRAND MEAN/ CATEGORY		0.22	0.50	R

Legend: 3.26-4.00 – Always (A); 2.51-3.25 – Often (O); 1.76-2.50 - Seldom (S); 0.01- 1.75-Rarely (R); 0 – Never (N)

This table shows the ranking of challenges depends on their severity based on the provided mean values. The highest level of concern stems from excessive screen time, which harms book reading habits with a mean value of 0.25. The concern exists but it ranks lower than the other issues mentioned. The mean value of 0.24 indicates that blue light affects reading habits but to a lesser extent than other issues. The second most critical issue stems from educational screen time which negatively impacts learners' reading attention span with a mean score of 0.23. The data shows that extended screen usage creates problems for students to stay focused during reading activities. The implementation of digital reading in classroom instruction faces challenges from teachers who receive a mean score of 0.20. The lowest ranking challenge according to mean scores shows that students have trouble maintaining focus while reading digital text with a mean value of 0.19. The ability to focus during digital reading stands as a major concern.

TEST OF SIGNIFICANT RELATIONSHIP

This part presents the result of correlation between the effects of educational screen time and digital reading on learners' literacy development.

Table 4 presents the correlation of the above-mentioned variables.

	Behavioral School Engagement		Extent of Involvement	Decision on H_0
Pearson r	Emergent Literacy	Correlation Coefficient Sig. (2-tailed) N	0.273 0.017 76	Reject H_0
	Alphabetic Fluency	Correlation Coefficient Sig. (2-tailed) N	0.238 0.038 76	Reject H_0
	Words and Patterns	Correlation Coefficient Sig. (2-tailed) N	0.231 0.044 76	Reject H_0
	Intermediate Reading	Correlation Coefficient Sig. (2-tailed) N	0.285 0.013 76	Reject H_0
	Advance Reading	Correlation Coefficient Sig. (2-tailed) N	0.251 0.029 76	Reject H_0

This table shows the correlation analysis demonstrated a substantial relationship between educational screen time and digital reading activities and learners' literacy development at a 0.05 significance level. The correlation coefficient of 0.273 ($p = 0.017$) in Emergent Literacy led to the rejection of the null hypothesis according to Pearson's r. The analysis revealed significant correlations between Alphabetic Fluency ($r = 0.238$, $p = 0.038$) and Words and Patterns ($r = 0.231$, $p = 0.044$) as well as Intermediate Reading ($r = 0.285$, $p = 0.013$) and Advanced Reading ($r = 0.251$, $p = 0.029$).

The quality of screen content together with parental involvement determines how screen time affects literacy development according to research findings. The combination of interactive media with active engagement supports learning but excessive passive screen use tends to damage language and literacy development (Turco, 2022; Hallma, 2025; Gath, 2025). The research demonstrates that students need a proper mix of screen time with purposeful digital activities under adult supervision.

Discussion

This provided the discussion or interpretation of the data obtained from the survey regarding the effects of educational screen time and digital reading on learners' literacy development in grade 3 at Cabagtasan Elementary School, Division of San Carlos City. This also observed the connection of existing literature to the present one.

Summary of Findings. The survey questionnaires provided a summary of results which examined the relationship between educational screen time and digital reading on literacy development in learners. The summary presented brief findings and insights which were used to identify notable trends and patterns.

Effects of Educational Screen Time and Digital Reading on Learners. The research revealed widespread doubt among teachers and parents about how educational screen time benefits student development. Both groups shared doubts about how educational screen time could affect cognitive development and emotional well-being and behavioral development and mental health and psychological health. Teachers maintained a "Strongly Disagree" assessment while parents selected "Disagree" as their rating.

The results showed that teachers and parents shared doubts about educational screen time benefits for student development since teachers selected "Strongly Disagree" and parents chose "Disagree". The skepticism about educational screen time benefits originated from worries about its negative effects on cognitive development and emotional well-being and behavioral development and mental health and psychological well-being (Becker, E., 2024)

Level of Learners' Literacy Development. The learners demonstrated better attitudes toward digital tools for literacy education than both teachers and parents did. The participants in the study found digital tools helpful for learning emergent literacy and alphabetic fluency and words and patterns and intermediate reading and advanced reading. The teachers and parents expressed doubt about digital tools, but teachers demonstrated the strongest opposition to all categories.

Learners found digital tools helpful for literacy development in emergent literacy and advanced reading, but teachers and parents remained unconvinced. The study revealed that learners held positive views about digital tools, but teachers strongly disagreed with all categories (William, B. et al., 2025).

Challenges Related to Educational Screen Time and Digital Reading. The research study revealed major challenges which prevent Grade 3 learners at Cabagtasan Elementary School from successfully integrating educational screen time with digital reading. The learners face three main obstacles when reading digital texts because they struggle to focus and show less interest in traditional reading materials and experience blue light effects and their teachers lack digital tool proficiency. The problems in Philippine education demonstrate how excessive screen stimulation can interfere with deep reading comprehension. The research by Esteban et al. (2024) demonstrates that teacher training along with curriculum support and community involvement are essential for better digital literacy integration. The solution to these issues demands that educators receive appropriate training and access to necessary resources for delivering effective digital instruction. Digital tools have the potential to create new learning gaps when used without proper instruction.

A unified partnership between schools and parents and policymakers must exist to guarantee technology serves as an educational improvement tool instead of creating learning disruptions.

Test of Significant Relationship. The research established a substantial relationship between educational screen time exposure and literacy development aspects including emergent literacy and fluency and comprehension through Pearson's correlation at the 0.05 level. The study by Dy et al. (2023) demonstrates that Filipino children who spend too much time on screens tend to perform poorly in language tests. DepEd responded to this issue by releasing Memorandum 2020-00162 which followed international recommendations to establish proper screen usage guidelines for protecting student literacy development and well-being (Ciriaco, 2020). The research demonstrates that monitoring both duration and quality and purpose of digital content is essential for child screen time assessment.

IV. Conclusion

The research investigated how educational screen time and digital reading practices affect Grade 3 students' literacy development at Cabagtasan Elementary School. Most teachers together with parents showed doubt about educational screen time benefits because they worry about its possible detrimental effects on student attention and behavior and mental health and reading practices. Learners expressed more positive views about digital tools because they believed these tools improved their reading abilities. The different perspectives between adults and learners demonstrate a significant mismatch in their understanding of digital reading.

The statistical analysis demonstrated a substantial positive relationship between screen time exposure and literacy development specifically in emergent literacy and fluency and comprehension skills. The implementation of digital reading faces ongoing obstacles because students lose focus during digital reading sessions and show less interest in printed books and teachers struggle to use digital tools efficiently. The research demonstrates that educational programs need to combine digital reading methods with traditional reading approaches. Successful implementation requires teachers to receive support along with active involvement from parents. Screen time can help literacy development when properly guided and suitable for age while receiving appropriate training and planning and oversight.

V. Recommendations

The study results suggest that educational screen time and digital reading tools need careful implementation to protect learners from potential cognitive and emotional harm. Literacy programs should use blended learning approaches to merge digital reading methods with traditional reading approaches through balanced teaching strategies. Teachers need specialized training to handle digital tools effectively while teaching students how to handle attention and

fatigue challenges. Parents must actively participate at home to show their children how to use screens properly. Schools need to follow DepEd, WHO and AAP guidelines to establish safe age-appropriate screen time practices. Ongoing research combined with regular evaluation and careful policy alignment will help maximize digital reading benefits while reducing potential risks.

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