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"The Impact of Social Media Consumption on the Psychological Well-Being of Grade Six in a Public School"

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ABSTRACT

This study examined the relationship between social media consumption and psychological well-being among Grade Six learners at Ibo Elementary School, Lapu-Lapu City, Cebu, during School Year 2025–2026, as a basis for developing a school-based digital wellness intervention. Using a quantitative descriptive-correlational design, the study surveyed 101 learners from three Grade Six sections through a structured self-report questionnaire. Data were analyzed using descriptive statistics and Pearson correlation. Results revealed high overall social media consumption (M = 3.78), particularly in frequency (M = 4.05) and duration (M = 4.01), while psychological well-being was rated fair (M = 2.37), with self-esteem obtaining the lowest domain mean (M = 2.34). All respondents reported smartphone and internet access, while parental monitoring was predominantly occasional. A statistically significant negative relationship was established between social media consumption and psychological well-being ($r = -0.487$, $p < .001$), indicating that greater reported consumption was associated with lower psychological well-being without establishing causation. The study recommends implementing a Digital Wellness and Psychological Well-Being Plan emphasizing responsible online engagement, emotional coping, self-esteem development, and coordinated school–family guidance. Its single-school setting, self-reported measures, and correlational design limit generalizability and causal interpretation. The findings provide localized evidence for strengthening school-based guidance services and support Sustainable Development Goals 3 and 4 by informing mental health promotion, responsible digital practices, and sustainable, supportive learning environments.

Keywords: *Correlational Research, Digital Wellness, Elementary Learners, Parental Monitoring, Psychological Well-Being, Self-Esteem, Social Media Consumption*

1. INTRODUCTION

Social media has become an integral part of children's digital experiences, providing opportunities for communication, entertainment, social interaction, and learning. Although digital platforms can support social connectedness and access to information, concerns persist regarding their relationship with emotional well-being, self-esteem, and social functioning. The Organisation for Economic Co-operation and Development (OECD, 2025) emphasized that children's digital experiences present both opportunities and risks, with psychological outcomes varying according to patterns of engagement, online experiences, and individual circumstances. Similarly, UNICEF Innocenti (2025) highlighted the importance of understanding children's digital activities beyond screen time, particularly in relation to mental health, digital skills, and exposure to harmful online environments. Recent evidence indicates that problematic social media use deserves particular attention during childhood and adolescence. The World Health Organization Regional Office for Europe (2024) reported that 11% of surveyed adolescents aged 11, 13, and 15 across Europe, Central Asia, and Canada demonstrated problematic social media use, an increase from 7% in 2018. Furthermore, Fassi et al. (2024) identified generally small but statistically significant associations between social media use and internalizing psychological symptoms in adolescent populations. However, Tølbøll (2026) emphasized that associations involving general social media use remain inconsistent, whereas problematic use is more consistently associated with poorer mental health. These findings highlight the importance of examining the nature and context of digital engagement rather than assuming that all social media exposure produces adverse psychological outcomes. Within the Philippine educational context, understanding these relationships is particularly relevant for elementary learners transitioning toward adolescence. At Ibo Elementary School in Lapu-Lapu City, Cebu, teachers have identified concerns involving prolonged social media engagement, classroom distractions, emotional difficulties, and inconsistent parental monitoring. Nevertheless, the school-specific relationships between social media consumption and the psychological well-being of Grade Six learners require systematic empirical examination. Accordingly, this study investigated these variables during the School Year 2025–2026 to provide a localized basis for developing a Digital Wellness and Psychological Well-Being Plan.

Research Problem

Social media engagement during late childhood raises concerns regarding learners' emotional development, interpersonal relationships, and psychological adjustment. Although social networking platforms may facilitate communication and peer support, certain patterns of engagement can expose learners to social comparison, negative feedback, and emotionally challenging online interactions. Orben et al. (2024) identified several developmental mechanisms through which social media experiences may interact with adolescents' psychological vulnerabilities, including self-concept formation, social comparison, and responsiveness to social feedback. Burnell et al. (2024) likewise demonstrated that upward social comparisons on social media were associated with lower momentary self-esteem among adolescents. Existing evidence also suggests that social media use should not be assessed exclusively through the amount of time spent online. Sala et al. (2024) found that relationships between social media engagement and psychological well-being depend on individual characteristics, patterns of use, and platform features. Similarly, Valkenburg et al. (2022) reported that findings across reviews were frequently weak or inconsistent, emphasizing the importance of more precise investigations of social media experiences and psychological outcomes. Despite these developments, the applicability of broader adolescent findings to younger elementary learners in specific Philippine school environments remains uncertain. At Ibo Elementary School, the principal research problem concerns the extent to which Grade Six pupils' social media consumption, including frequency, duration, preferred platforms, and

online activities, is associated with emotional well-being, social functioning, and self-esteem. Addressing this problem provides a foundation for contextually appropriate guidance and counseling interventions that promote responsible digital engagement and support learners' psychological well-being.

Assumptions of the Study

The study was guided by the assumption that social media consumption among Grade Six learners varies according to their access to digital devices, internet availability, preferred platforms, frequency and duration of use, types of online activities, and parental monitoring. It further assumed that psychological well-being could be examined through measurable indicators of emotional well-being, social functioning, and self-esteem. These assumptions are consistent with contemporary research emphasizing that digital experiences vary across developmental stages and social environments (Orben et al., 2022; UNICEF Innocenti, 2025). The study also recognized that social media consumption may be positively, negatively, or insignificantly associated with particular dimensions of psychological well-being. Consequently, the direction and significance of these relationships were treated as empirical questions rather than predetermined conclusions. This position is consistent with the American Psychological Association (2023), which emphasized that social media experiences are not inherently beneficial or harmful and that their implications depend on developmental characteristics, individual vulnerabilities, and surrounding circumstances.

Objectives of the Study

This study aimed to determine the relationship between social media consumption and psychological well-being among Grade Six learners at Ibo Elementary School, Lapu-Lapu City, Cebu, during the School Year 2025–2026. Specifically, it sought to describe the respondents' profiles in terms of age, sex, access to digital devices, internet availability at home, average daily screen time, and parental monitoring; assess social media consumption according to frequency of use, duration of use, preferred platforms, and engagement in online activities; and evaluate psychological well-being in terms of emotional well-being, social functioning, and self-esteem. Furthermore, the study aimed to determine whether significant relationships existed between the identified dimensions of social media consumption, engagement in online activities, and psychological well-being. Finally, it intended to use the findings as the basis for a proposed Digital Wellness and Psychological Well-Being Plan that would encourage responsible social media use and strengthen school-based guidance and counseling support.

Theoretical or Conceptual Basis

The study was conceptually anchored in Uses and Gratifications Theory, Social Comparison Theory, and Ecological Systems Theory. These established perspectives provide complementary explanations of social media engagement, self-evaluation, and the influence of social environments on children's psychological development. Uses and Gratifications Theory explains how individuals actively select and use media to satisfy needs associated with entertainment, communication, information, and social interaction. Applied to the present study, this perspective helps explain variations in learners' frequency and duration of social media consumption, preferred platforms, and engagement in online activities. Recent evidence suggests that the psychological implications of social media depend partly on the purposes, characteristics, and quality of digital interactions (Sala et al., 2024; UNICEF Innocenti, 2025). Social Comparison Theory explains how individuals evaluate themselves in relation to others, particularly when exposed to representations of peer achievements, appearances, and social experiences. Social media provides frequent opportunities for such comparisons, which may affect self-perception and emotional well-being. Burnell et al. (2024) found that upward online

comparisons were associated with poorer momentary self-esteem, while Orben et al. (2024) identified social comparison and self-concept development as relevant mechanisms in adolescent psychological vulnerability. Ecological Systems Theory emphasizes the influence of interconnected environments, including families, schools, peer groups, and broader social contexts, on children's development. In this study, parental monitoring, access to digital resources, school guidance, and peer interactions provide the contextual conditions within which social media consumption occurs. The American Psychological Association (2023) emphasized developmentally appropriate adult monitoring and supportive guidance, while the OECD (2025) recommended coordinated approaches involving parents, educators, policymakers, and other stakeholders in promoting children's digital well-being. The study was further supported by Republic Act No. 12080, or the Basic Education Mental Health and Well-Being Promotion Act of 2024, which strengthens school-based mental health services and provides a contemporary legal basis for learner-centered mental health programs in Philippine basic education institutions. Collectively, these theoretical perspectives and the legal framework informed the examination of social media consumption and psychological well-being and the development of the proposed guidance and counseling intervention.

The study aligns with Sustainable Development Goal 3 (Good Health and Well-Being) and Sustainable Development Goal 4 (Quality Education), emphasizing children's psychological health, responsible digital engagement, and supportive learning environments. Under SDG 3, particularly Target 3.4, it provides localized evidence on the relationship between social media consumption and learners' emotional well-being, social functioning, and self-esteem. The proposed guidance and counseling intervention promotes mental health awareness, responsible digital practices, and psychological support (OECD, 2025; UNICEF Innocenti, 2025). Under SDG 4, particularly Target 4.a, the study supports safe and inclusive learning environments by providing evidence to guide teachers, counselors, administrators, and parents in developing responsive school-based programs. These initiatives align with educational priorities emphasizing learner well-being and digital responsibility (United Nations Department of Economic and Social Affairs, 2025). Overall, the study contributes to public health, educational, digital, and institutional sustainability by strengthening preventive guidance services, parental involvement, and schools' capacity to address emerging digital challenges.

2. METHODOLOGY

Research Design

The study utilized a quantitative descriptive-correlational research design to determine the levels of social media consumption and psychological well-being and examine the statistical relationships between these variables. The descriptive component assessed students' social media engagement and psychological well-being, while the correlational component determined the strength, direction, and significance of their associations. The design involved observing naturally occurring conditions without manipulating the variables or establishing causal relationships. This approach was consistent with contemporary research examining associations between digital engagement and psychological outcomes among young people (Chen & Xiao, 2022; Valkenburg et al., 2022).

Research Locale or Study Setting

The research was conducted at Ibo Elementary School, a public elementary institution located in Barangay Ibo, Lapu-Lapu City, Cebu, Philippines. The school serves learners from the surrounding coastal community, where access to digital devices and internet connectivity contributes to students' exposure to social media platforms. The study focused on Grade Six learners enrolled during the School Year 2025–2026, providing a localized setting for examining

social media consumption and psychological well-being. The school was selected in view of concerns regarding students' online engagement, emotional difficulties, classroom participation, and the need for school-based digital wellness interventions.

Participants or Data Sources

The study involved 101 Grade Six learners from three sections at Ibo Elementary School during the School Year 2025–2026. The participants were predominantly 11 and 12 years old, representing learners transitioning from late childhood to early adolescence. This age group was relevant to the investigation because of its developing emotional regulation, self-esteem, and peer relationships. Data were obtained directly from the learners through structured self-report questionnaires assessing their profiles, social media consumption, and psychological well-being. The importance of examining social media experiences during developmental transitions is supported by Orben et al. (2022), who identified variations in the relationship between social media use and well-being across adolescence.

Research Instruments or Materials

The researcher employed a structured survey questionnaire consisting of three principal components. The first collected respondents' demographic and digital-access information, including age, sex, access to digital devices, availability of internet connection at home, average daily screen time, and parental monitoring. The second assessed social media consumption according to frequency of use, duration of use, preferred platforms, and types of online activities. Responses were measured using a five-point Likert-type frequency scale ranging from Never (1) to Always (5). The third component measured psychological well-being through emotional well-being, social functioning, and self-esteem using a five-point extent-based response scale ranging from Very Limited Extent (1) to Very Great Extent (5). These dimensions reflect research examining the relationships between digital media engagement and young people's emotional and psychological experiences (Chen & Xiao, 2022; Valkenburg et al., 2022).

Data Gathering Procedure

The data-gathering process involved obtaining the necessary permissions from school authorities and parents, orienting the participants, administering the research questionnaire, and retrieving the completed instruments. During the orientation, the researcher explained the objectives of the study, survey procedures, response instructions, and confidentiality measures. Learners were provided sufficient time and assistance to complete the questionnaire. After collection, the accomplished instruments were reviewed for completeness and consistency, and the responses were organized, encoded, and prepared for statistical analysis. The resulting dataset was used to describe the participants' social media consumption and psychological well-being and examine the relationships between the measured variables.

Data Analysis

The collected data were analyzed using descriptive and inferential statistics with the assistance of a statistician. Frequency counts and percentages described the respondents' demographic profiles and categorical characteristics, while weighted means and standard deviations summarized their social media consumption and psychological well-being scores. Social media consumption was interpreted using five descriptive levels, from Never to Always, and psychological well-being was classified from Very Low to Very High. The Pearson product-moment correlation coefficient was employed to determine the strength and direction of the relationships between social media consumption and psychological well-being. Statistical significance was evaluated at the 0.05 level, consistent with the study's stated null hypotheses.

The results provided the basis for interpreting the findings, drawing conclusions, and formulating the proposed school-based digital wellness and guidance intervention.

Ethical Consideration

The study involved elementary learners and incorporated procedures intended to safeguard voluntary participation, privacy, and confidentiality. The research procedures described securing permission from school authorities and parents before administering the questionnaire. Participants were informed about the study's purpose, procedures, and confidentiality measures during orientation. The appended informed-consent document indicated that the questionnaire would require approximately 20 minutes, that participation was voluntary, and that a decision not to participate would be respected. Information collected from respondents was designated for academic research purposes and confidential treatment. These safeguards formed part of the study's procedures for protecting the rights and welfare of participating learners.

3. RESULTS AND DISCUSSION

3.1 Demographic and Digital Profile of the Respondents

3.1.1 Age and Sex Distribution

The respondents were predominantly 11 years old (51.49%, n = 52), followed by 12 years old (41.58%, n = 42), above 12 years old (5.94%, n = 6), and 10 years old (0.99%, n = 1). Regarding sex, 62.38% (n = 63) were female, while 37.62% (n = 38) were male. These findings indicate that most participants were transitioning from late childhood to early adolescence, with female learners comprising the majority of the respondents. The age distribution is relevant because the transition to adolescence involves changes in emotional development, self-perception, and sensitivity to social experiences. Orben et al. (2022) identified developmental periods during which associations between social media use and life satisfaction vary, emphasizing the importance of examining younger adolescents. However, the higher proportion of female respondents in the present study describes the sample composition and does not independently establish sex-related differences in psychological vulnerability.

3.1.2 Access to Digital Devices and Internet Connectivity

All 101 respondents (100%) reported access to smartphones, making these the predominant digital devices. Other reported devices included computers (n = 4), laptops (n = 3), and tablets (n = 2), with multiple responses permitted. All respondents also indicated internet availability, demonstrating that access to digital connectivity was universal within the surveyed group. These findings establish the importance of mobile technology in the respondents' digital environment. The Organisation for Economic Co-operation and Development (OECD, 2025) observed that digital access provides opportunities for learning, communication, and entertainment while also exposing children to potential online risks. Nevertheless, access alone does not establish problematic engagement, as psychological outcomes depend on the nature, context, and quality of digital experiences.

3.1.3 Daily Screen Time and Parental Monitoring

Regarding daily screen time, 33.66% (n = 34) reported using digital devices for more than six hours, followed by 24.75% (n = 25) for five to six hours, 23.76% (n = 24) for three to four hours, 15.84% (n = 16) for one to two hours, and 1.98% (n = 2) for less than one hour. Regarding parental monitoring, 73.27% (n = 74) reported occasional supervision, 15.84% (n = 16) consistent supervision, 8.91% (n = 9) rare supervision, and 1.98% (n = 2) no supervision. The results demonstrate substantial screen exposure and predominantly occasional parental monitoring.

The OECD (2025) emphasized that children's digital well-being is influenced not only by screen duration but also by online experiences, family circumstances, and protective guidance. These findings support consideration of consistent, developmentally appropriate parental involvement while recognizing that the reported screen time encompasses digital-device use rather than exclusively social media activity.

3.2 Level of Social Media Consumption

3.2.1 Frequency of Social Media Use

The respondents demonstrated a high level of social media consumption in terms of frequency, with an aggregate mean of 4.05 (SD = 1.07). Daily social media use received the highest rating (M = 4.50, Very High), followed by checking accounts multiple times daily (M = 4.27, Very High). Opening social media upon waking (M = 4.12), using platforms during school breaks (M = 3.68), checking accounts regularly (M = 3.71), and accessing platforms without notifications (M = 4.02) were all rated High. The findings indicate that social media engagement is a regular activity among the respondents. However, frequent use should not automatically be considered problematic. Sala et al. (2024) emphasized that associations between social media engagement and mental health depend on individual characteristics, patterns of use, and platform design. Thus, frequency is an important dimension of digital behavior but must be interpreted alongside its purpose and possible interference with daily responsibilities.

3.2.2 Duration of Social Media Use

Social media consumption in terms of duration was rated High, with an aggregate mean of 4.01 (SD = 1.07). Spending a long time on social media daily received the highest rating (M = 4.33, Very High). Losing track of time (M = 4.14), using social media before sleeping (M = 4.13), staying online longer than intended (M = 3.86), spending more than two hours daily (M = 3.93), and continuing to use social media despite other responsibilities (M = 3.65) were likewise rated High. These findings indicate prolonged engagement and difficulties regulating time spent online among some learners. Ansari et al. (2024), through a systematic review and meta-analysis, distinguished excessive use from problematic social media use and found that problematic patterns were more consistently associated with lower well-being. The present findings therefore highlight the relevance of digital self-regulation without establishing that prolonged use directly caused psychological difficulties.

3.2.3 Preferred Social Media Platforms

The respondents demonstrated a high level of engagement across preferred social media platforms, with an aggregate mean of 3.54 (SD = 1.22). Facebook received the highest mean (M = 4.18), followed by Messenger (M = 3.81), TikTok (M = 3.76), YouTube (M = 3.72), and Instagram (M = 3.46), all classified as High. X, formerly Twitter, obtained the lowest rating (M = 2.33, Low). The findings indicate a preference for platforms offering communication, video entertainment, and social interaction. Sala et al. (2024) emphasized that platform features and forms of engagement influence the opportunities and risks associated with social media use. Accordingly, the differences in platform preferences identify important digital environments for learner-focused interventions but do not establish that any particular platform caused the respondents' psychological outcomes.

3.2.4 Types of Social Media Activities

The respondents' engagement in social media activities was rated High, with an aggregate mean of 3.52 (SD = 1.15). Watching videos on YouTube and TikTok received the highest mean (M = 4.15), followed by playing online games (M = 4.12), messaging friends (M = 3.99), browsing social media feeds (M = 3.72), and posting photos or updates (M = 3.46). School-related online activities (M =

3.11), watching live streams or influencers (M = 2.97), and joining online communities (M = 2.68) received Moderate ratings. These findings suggest that entertainment and interpersonal communication were more prominent than academic and community-related activities. Cleofas et al. (2022), in a study involving young Filipino undergraduates, distinguished problematic from reflective social media use, indicating that the nature of engagement matters when examining mental health outcomes. Similarly, Yue et al. (2024) demonstrated that active social media engagement may support well-being through perceived social support. These findings underscore the importance of examining digital activities according to their purposes and experiences rather than treating all online engagement as harmful.

3.2.5 Overall Level of Social Media Consumption

The respondents demonstrated an overall High level of social media consumption, with a grand mean of 3.78 (SD = 1.13). Frequency of use obtained the highest mean (M = 4.05), followed by duration of use (M = 4.01), preferred platforms (M = 3.54), and types of social media activities (M = 3.52). All four dimensions were classified as High, indicating consistently frequent and prolonged digital engagement. The findings demonstrate that social media occupies a substantial place in the respondents' daily activities. Nevertheless, the psychological implications of this engagement require careful interpretation. Ansari et al. (2024) found that problematic social media use showed more consistent negative associations with psychological well-being than excessive use alone. Thus, the findings support the inclusion of responsible digital engagement and self-regulation in school-based guidance initiatives without assuming that high consumption necessarily produces psychological harm.

3.3 Level of Psychological Well-Being

3.3.1 Emotional Well-Being

The respondents' emotional well-being obtained an aggregate mean of 2.38 (SD = 1.04), classified as Fair. The indicators included happiness (M = 2.15), calmness and relaxation (M = 2.23), excitement about daily activities (M = 2.40), stress or worry (M = 2.42), unexplained sadness (M = 2.54), and emotional regulation (M = 2.53). All indicators received Fair ratings, indicating that the respondents' reported emotional experiences did not reach the higher categories of the instrument. These findings identify emotional well-being as an important area for learner support. Khalaf et al. (2023), through a systematic review, discussed associations between social media engagement and psychological difficulties, including anxiety and depressive symptoms, while acknowledging limitations in the available evidence. The present findings warrant attention to emotional awareness and coping strategies, although the descriptive scores alone cannot establish social media consumption as the cause of respondents' emotional experiences.

3.3.2 Social Functioning

Social functioning obtained an aggregate mean of 2.40 (SD = 1.20), classified as Fair. Enjoying time with friends (M = 2.34), communicating effectively (M = 2.35), feeling connected to classmates (M = 2.39), making new friends (M = 2.48), experiencing feelings of exclusion (M = 2.52), and maintaining positive family relationships (M = 2.35) all received Fair ratings. These findings indicate that the respondents' reported social experiences remained within the same descriptive category. The findings highlight the relevance of peer relationships, communication, and family support in learners' psychological well-being. Yue et al. (2024) demonstrated that social media engagement can contribute positively to perceived social support under supportive conditions. Consequently, the respondents' social functioning scores support the importance of strengthening interpersonal relationships and maintaining balanced online and offline

interactions, without attributing their reported social difficulties exclusively to social media consumption.

3.3.3 Self-Esteem

Self-esteem obtained an aggregate mean of 2.34 (SD = 1.20), classified as Fair. Feeling good about oneself (M = 2.18), confidence in personal abilities (M = 2.28), pride in achievements (M = 2.26), belief in personal value (M = 2.24), and feelings of inadequacy (M = 2.29) received Fair ratings. Belief in achieving personal goals obtained the highest rating (M = 2.78, Good), indicating a comparatively stronger response on this indicator. The results identify self-esteem as the lowest-rated psychological well-being dimension in the study. Burnell et al. (2024) found that adolescents reported lower momentary self-esteem during upward social comparisons on social media, suggesting a possible mechanism linking online experiences with self-evaluation. However, the present study did not separately test social comparison as a mediating factor. Its findings therefore support consideration of confidence-building and self-esteem enhancement activities rather than establishing a direct causal explanation.

3.3.4 Overall Psychological Well-Being

The respondents' psychological well-being obtained a grand mean of 2.37 (SD = 1.15), classified as Fair. Social functioning received the highest mean (M = 2.40), followed by emotional well-being (M = 2.38) and self-esteem (M = 2.34). All three dimensions received Fair ratings, indicating relatively similar levels of reported psychological well-being across the assessed domains. The findings suggest that emotional functioning, interpersonal relationships, and self-esteem are relevant considerations for school-based mental health support. Sala et al. (2024) highlighted the complex relationship between social media engagement and adolescent mental health, while Ansari et al. (2024) emphasized the importance of distinguishing problematic engagement from general usage. The present results provide a descriptive basis for developing guidance activities that address emotional awareness, social relationships, and positive self-perception.

3.4 Relationship Between Social Media Consumption and Psychological Well-Being

The correlation analysis revealed a statistically significant negative relationship between social media consumption and psychological well-being ($r = -0.487$, reported $p = 0.000$; $p < .001$). Since the probability value was below the 0.05 significance level, the null hypothesis of no significant relationship was rejected. The negative correlation indicates that respondents reporting higher social media consumption tended to report lower psychological well-being. The result establishes an inverse statistical association between the overall variables but does not demonstrate a causal relationship. This finding is consistent with Khalaf et al. (2023), who identified associations between social media engagement and mental health difficulties among adolescents and young adults. Ansari et al. (2024) similarly found that problematic social media use was negatively associated with subjective and psychological well-being. However, the literature also identifies potential benefits of meaningful online interaction. Zhang et al. (2023) examined mechanisms linking social media engagement, self-esteem, and social support with well-being, while Yue et al. (2024) demonstrated the potential role of online social support in improving perceived well-being. These perspectives indicate that the psychological implications of social media depend on the characteristics and experiences of engagement. The significant negative correlation observed in the present study consequently supports the development of a Digital Wellness and Psychological Well-Being Plan emphasizing responsible online behavior, emotional coping, self-esteem development, healthy peer relationships, and parental guidance, while recognizing the limitations of the descriptive-correlational design.

4. CONCLUSIONS AND RECOMMENDATIONS

The study established that Grade Six learners at Ibo Elementary School, Lapu-Lapu City, during School Year 2025–2026 demonstrated high social media consumption, particularly in frequency and duration, with smartphones serving as their primary means of access. Entertainment and communication were prominent online activities, while parental monitoring was generally occasional. Respondents rated their emotional well-being, social functioning, and self-esteem as fair, with self-esteem receiving the lowest overall rating. A statistically significant negative relationship between social media consumption and psychological well-being ($r = -0.487$, $p < .001$) indicated that greater reported consumption tended to accompany lower reported well-being. This association does not establish that social media use caused psychological difficulties. Collectively, the findings address the study's objectives by documenting digital habits and psychological outcomes within this specific elementary school population. They provide a local evidence base for guidance and counseling initiatives that support healthier digital practices and learners' emotional and social development.

Ibo Elementary School should consider adopting the proposed Digital Wellness and Psychological Well-Being Plan, prioritizing responsible screen-time management, safe online behavior, emotional coping, and self-esteem development. School administrators and guidance personnel should coordinate age-appropriate awareness sessions, group guidance activities, and referral procedures for learners requiring additional support. Teachers should reinforce digital citizenship, constructive peer interaction, and a healthy balance between online activities and classroom responsibilities through regular learning activities. Parents and guardians should receive practical orientation on consistent, supportive monitoring of children's digital use, including conversations about online experiences and appropriate boundaries. Because entertainment and communication were the most common online activities, these should be addressed directly rather than discouraging all social media engagement. The school should monitor implementation and review learners' feedback to determine whether the proposed support mechanisms meet identified needs. Collaboration among school administrators, teachers, guidance personnel, and families is essential to implementing these recommendations within the school setting.

The findings are limited to 101 Grade Six respondents from one public elementary school in Lapu-Lapu City during School Year 2025–2026, restricting their transferability to other learners and settings. The quantitative descriptive-correlational design measured associations rather than cause-and-effect relationships. Social media consumption and psychological well-being were assessed through respondents' self-reported questionnaire answers, which may not fully capture their actual online behavior or psychological experiences. The analysis centered on the variables and dimensions specified in the instrument. Future research may include learners from additional schools, examine comparable age groups, and apply repeated measurements or complementary approaches to investigate how these relationships develop over time.

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