



ONLINE MULTIMEDIA SCREEN TIME AND LEVEL OF HAPPINESS OF THE COLLEGE STUDENTS

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Abstract:

Online multimedia is very popular in today's generation. Many people are using different online multimedia platforms as a means to enjoy, study, and connect with other people around the world. This study sought to determine the online multimedia screen time and the level of happiness of the college students of Notre Dame of Midsayap College as well as the relationship between these two variables. The researchers used descriptive- correlational research design and purposive sampling technique in gathering data through a survey questionnaire administered to 50 respondents who are active users of different online multimedia. The findings of the study revealed that online multimedia screen time and level of happiness have a significant relationship. Furthermore, contrary to the findings of previous studies, this study suggests that if online multimedia screen time is increased, students' level of happiness also increases.

Keywords: online multimedia, screen time, level of happiness

1. Introduction

Online multimedia has shown to be beneficial and unfavorable to the level of happiness of college students. As the pandemic begin, most of the members of the community spend most of their time browsing on their gadgets, particularly during this pandemic that

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brought boundaries to everyone and limit the socialization in our community, in this study will be determined if online multimedia screen time has a relation to the level of happiness.

The current generation grows up in a world where smartphones are both the first and last thing, they see every day. Online multimedia facilitates communication, creates friendships, gives entertainment and aids in the development of strong, long-lasting relationships. Users on online multimedia platforms have a unique ability to connect with one another and find their own comfort on the different online multimedia platforms during these trying times, resulting in improved emotional well-being. Social connectedness brings a slew of positive emotions including happiness and pleasure.

According to UNICEF (2021), with the COVID-19 pandemic at bay, people are increasingly reliant on digital technology. It has become a lifeline for those individuals who are confined at home. Around 3 billion people are currently in lockdown around the world, with nearly 90% of the student population being cut off from school and forced to study in online learning.

More than 130 countries restricting movement to combat the COVID-19 pandemic, it is time to acknowledge the internet as a key instrument for children's study, play, entertainment, and social connection. In other words, individuals may have a lot to gain from spending time online. Statista Research Department (2022) Filipinos also emphasized that access to the internet in the Philippines has an average of 10.27 hours using various devices during the third quarter of 2021. Meanwhile, 4.06 hours were spent using social media on average daily.

Humans desire both happiness and pleasure since they are social creatures. Pleasure is a fleeting sensation of happiness. Online multimedia platforms can provide social pleasure in virtual spaces by allowing users to show themselves and communicate in a nice and attractive manner. However, the results of various studies on online multimedia screen time and level of happiness are contradicting and the researchers have not also encountered any local research published in Philippine-based journals similar to this. In connection with the results of other studies related to the screen time of most of people all over the world, the researchers were moved to conduct this study to determine if there is a significant relationship between online multimedia screen time and the level of happiness of college students.

2. Methodology

2.1 Research Design

The descriptive-correlational research design is used in the study. It is correlational because it will determine if there is a significant relationship between online multimedia screen time and the level of happiness. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Correlational research is a non-experimental quantitative design in which the researcher applies correlational statistics to measure and describe the degree

of association among variables or sets of scores. Creswell, J. W. (2012). They attempt to find relationships between the characteristics of the respondents and their reported behaviors and opinions (Marczyk et al., 2005). A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection (Creswell, J. W., 2012).

2.2 Scope and Limitations

In this study, the researchers determined the online multimedia screen time and level of happiness as well as the relationship between them. The study is limited to fifty (50) college students in Notre Dame of Midsayap College enrolled in the 2nd semester of S.Y. 2021-2022.

2.3 Sample and Data Collection

The purposive sampling technique was used in the study, where the respondents of this study are taken based on the goal of the study. This study's subjects were 50 students from Notre Dame of Midsayap College Philippines. Characteristics of students involved in this study are students who have smartphones and were able to access online multimedia platforms.

The questionnaire was administered to the respondents face to face. To ensure understanding and objectivity, the researcher explained first the content of the questionnaires and allowed the respondents to ask for clarification along the way. After the respondents answered the questionnaire, the researchers retrieved them. The data gathered were subjected to analysis using a statistical program.

2.4 Research Instrument

The study used survey questionnaires as the main data-gathering instrument. The survey questionnaire comprised various parts to find out the relationship between online multimedia screen time and the level of happiness of college students.

Part I includes the level of online multimedia screen time of the respondents. Part I used the Likert scale which consists of 5 answer options. The respondents were asked to check the item that correspond to their answer using the scale 1-Always (6 hours and above spending time on average / day), 2-Very often (3 hours - 6 hours spending time on average / day), 3-Sometimes (1 hour - 3 hours spending time on average / day), 4-Rarely (1 minute-1h hour spending time on an average / day), 5-Never (no time rendering for online multi-media).

Part II includes the level of happiness of the respondents. It comprises different statements from the reading of literature. Furthermore, part II used a Likert scale which consist of 5 answer options. The respondents were asked to check the item that correspond to their answer using the scale 1-Strongly Agree (you are fully agreeing on the statement), 2-Agree (you are partially agreeing on the statement), 3-Undecided (you are agreeing nor disagree on the statement), 4-Disagree (you are partially disagreeing on the statement), 5-Strongly Disagree (you are fully disagreeing on the statement).

2.5 Analyzing of Data

The type of data in this study is primary data from college students in particular schools in the Philippines. The researchers classified and distinguished the answers of the respondents on the questionnaires that the researcher gave. For research problems 1 and 2, mean and standard deviation were used to analyze the data and interpret the level of online multimedia screen time and level of happiness of the respondents. For research problem 3, Pearson- r correlation was used to test the significant relationship between the online multimedia screen time and the level of happiness of the respondents.

3. Findings

Table 1: Level of Online Multimedia Screen Time of the Respondents

Online Multimedia	Mean	Sd	Description
1. Facebook	4.20	0.99	Always
2. Twitter	2.10	1.39	Rarely
3. Instagram	2.52	1.23	Sometimes
4. TikTok	3.26	1.47	Sometimes
5. YouTube	3.58	1.16	Very Often
6. Schoology	4.08	1.07	Very Often
7. Netflix	2.26	1.47	Rarely
8. Messenger	4.62	0.67	Always
9. Snapchat	1.48	0.71	Never
10. Omegle	1.10	0.42	Never
11. Online Games	2.64	1.63	Sometimes
Overall	2.89	1.11	Sometimes

Scale	Range	Description
5	1.00 to 1.49	Never (No time render for online multimedia)
4	1.50 to 2.49	Rarely (1 minute to 1 hour spending time)
3	2.50 to 3.49	Sometimes (1 hour to 3hours spending time)
2	3.50 to 4.49	Very often (3hours to 6 hours spending time)
1	4.50 to 5.00	Always (6hours and above spending time)

In terms of online multimedia screen time, it is showed up that messenger got the highest mean with 4.62 (SD=.67) which describes *Always* and Facebook, which has a mean value of 4.20 (SD=.99) which described as *Very Often*. While the least mean is Omegle which has a mean value of 1.10 (SD=.42) described as *Never*. The overall mean of 2.89 that described as *Sometimes*.

Table 2: Level of Happiness of the Respondents

	Mean	Sd	Description
1. I am intensely interested in online multimedia	4.28	0.834	Agree
2. I feel satisfied when I used my gadget.	4.24	0.687	Agree
3. I find online multimedia amusing.	3.94	0.913	Agree
4. I am very happy	3.98	0.979	Agree
5. I feel entertained with online multimedia.	4.10	0.839	Agree

6. It brings a cheerful effect on me.	4.10	0.789	Agree
7. I feel I have a great deal of energy.	3.68	0.913	Agree
8. I feel fully mentally alert.	3.16	1.079	Moderately Agree
9. I laugh a lot.	3.92	0.878	Agree
10. I have fun with other people.	4.10	0.931	Agree
11. I find it easy to make decisions.	3.50	1.015	Agree
12. I feel healthy through it.	2.56	1.327	Moderately agree
13. It motivate me in my study.	3.42	1.247	Agree
14. It completes my day	3.92	0.877	Agree
15. I usually have good influence on online multimedia.	3.46	1.014	Moderately Agree
Overall	3.76	0.894	Agree

Scale	Range	Description
5	1.00 to 1.49	Strongly disagree
4	1.50 to 2.49	Disagree
3	2.50 to 3.49	Moderately agree
2	3.50 to 4.49	Agree
1	4.50 to 5.00	Strongly agree

In terms of the level of happiness of the respondents, it showed up that the highest mean value states as *I am intensely interested in online multimedia* has a mean value of 4.28 (SD= 0.834) described as agree and *I feel satisfied when I used my gadget*, which has a mean value of 4.24 (SD= 0.687) described as agree. While the lowest mean value of 2.56 (SD=1.327) states as *I feel healthy through it*. Which is described as moderately disagree.

Table 3 presents the significant relationship between online multimedia screentime and the level of happiness of college students.

Table 3: Relationship between Online Multimedia Screen Time and Level of Happiness of the respondents

Variables	N	Correlation Coefficient	p-value	R-value	Indication	Decision
Level of Happiness	50	0.505	1.71e-05	0.568	Significant	Rejected

NS = Not significant at .05 level (2 – tailed)

S = Significant at .05 level (2– tailed)

In order to find out if there is a significant relationship, the p-value must be lower than 0.05 alpha. The result showed a p-value of 1.81⁻⁰⁵ hence, the null hypothesis which is there is no significant relationship between online multimedia screen time and level of happiness is rejected.

4. Discussion

4.1 Multimedia Screen Time of the Respondents

Results revealed that the online multimedia which has the highest mean is *Messenger* which means that the respondents spend six hours and more of their time using this platform every day. It implies that due to the topographical features of the world and the imposed restriction brought by the pandemic, every individual utilized well the use of

messenger to communicate with their friends, loved ones, and families. At the same time, this online multimedia platform got the highest mean because it is a free messaging application

On the other hand, the online multimedia platform which has the lowest mean is *Omegle*. This peer-to-peer internet chat service is the least used online multimedia platform by the respondents of this study. It implies that most of the respondents were not engaged in this online multimedia platform and it is new for them. Moreover, this online multimedia platform got the lowest mean because it is not free to use and it will need a big amount of data to use its features.

The overall mean revealed that the respondents spend one to three hours browsing the different online multimedia platforms every day. It implies that online multimedia platforms have become a part of the daily activity of our respondents during this pandemic.

It supports the idea of Pablo & Mateo, (2018), which state that Philippines is known as the "social media capital of the world" because Filipinos spend an average of three hours and 53 minutes every day on social media, on any device.

4.2 Level of Happiness of the Respondents

In terms of the happiness of the respondents, the result showed that the top two items which have the highest mean can be found on an item, *I am intensely interested in online multimedia* and item *I feel satisfied when I used my gadget*, which describes as *Agree*. This indicates that the respondents in this study agree with the statements that the different online multimedia platforms gave happiness in their life during the pandemic. This implies that respondents are active users of the different online multimedia platforms and through browsing it daily on their gadgets, they found satisfaction in terms of entertainment, communication, news and virtual connectedness. This study supports the idea of Rusydi (2007) who defined happiness as the feeling of pleasure as well as life satisfaction. Therefore, respondents' pleasure in terms of information, entertainment and being interconnected with others can fulfill by the different social media platforms that lead them to happiness.

On the other hand, the lowest mean for the level of happiness is *I feel healthy through it*, which indicates that most of the respondents *Moderately Agree* with the statement. This implies that online multimedia has an impact on the health conditions of the respondents because it can fill the gaps or lack of social interaction. It supports the idea of Ellison, et.al (2007) that college students with lower levels of life satisfaction could seek to participate in online networks to increase their personal well-being.

4.3 Relationship between Online Multimedia Screen Time and Level of Happiness of the Respondents

The p-value is $1.71e^{-05}$ which is lower than 0.05 alpha hence, the null hypothesis which states that there is no significant relationship between online multimedia screen time and level of happiness is rejected. This implies that as the screen time on the different online

multimedia platforms of the students increases, their level of happiness also increases. The result of this study is contradictory to the idea of Söderman (2020), that adolescents who spent two to four hours per day or above four hours per day on internet surfing were less likely to have high life. The result of this study also opposes the findings of the University of Sheffield (2017) that students who spend an extra hour a day on social networks reduce the chance of being completely happy with life.

5. Conclusions

The past three years of the pandemic is such a terrible time for everyone since it brought a lot of circumstances that limit the interaction of every individual in the community. It is true that we all rely on the different online multimedia platforms during these trying times and after conducting the study, it is therefore concluded that online multimedia screen time and level of happiness have a significant relationship. The study also revealed that the top three (3) online multimedia platforms that are commonly accessed by college students are Messenger, Facebook, and Schoology. Conclusively, the respondents have a relatively high level of happiness by the utilization of the different online multimedia platforms and that the more time they spend browsing, the happier they become.

5.1 Recommendations

It is further recommended that researchers should include the most accessible online multimedia of the respondents. It is further recommended that future researcher can broaden the study by comparing the online multimedia engagement of the different subgroups in the certain school where they want to conduct the study.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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