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Students' Electronic Gadget Excessive Exposure and Family Interaction: A Basis for A Proposed Technology Detoxification Program

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Abstract. The number of coronavirus disease (COVID-19) cases surged to more than 22 million across the globe. Schools responded by issuing several protocols. It called for the use of distance-learning programmes, open educational applications and platforms that schools and teachers can use to reach students remotely and limit the interruption of education. This research utilized the descriptive correlational type of research as a method among selected collegiate students of Nueva Ecija University of Science and Technology, Cabanatuan city, Nueva Ecija. Based on the foregoing findings the following conclusions are drawn: (1) The respondents remarked seldom in their electronic gadget excessive exposure; (2) The respondents remarked seldom in their family interaction assessment; (3) Majority of respondents have the general weighted average (GWA) range of 2.00 – 2.24 (good); (4) There is a high significant relationship between the students' electronic gadget excessive exposure and their family interaction assessment by constantly communicating with their relatives from afar; (5) There is no significant relationship between students' electronic gadget excessive exposure and their general weighted average during the first semester S.Y. 2020-2021; (6) There is no significant relationship between students' family interaction assessment and their general weighted average during the first semester S.Y. 2020-2021; (7) There is a significant difference on the students' electronic gadget excessive exposure and their family interaction assessment according to their home location, where students from rural areas experience "lagging" in their internet network connection and bond and interact more with their families, especially during the lockdown periods; and, (8) A proposed technology detoxification program was developed and organized for the collegiate students and their families that has the goal in detoxifying them in excessive technology usage.

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Keywords: Electronic gadget excessive exposure; Family interaction; Students; Technology detoxification program.

1. Introduction

The number of coronavirus disease (COVID-19) cases surged to more than 22 million across the globe. A total lockdown was imposed on March last year to control the spread of the disease. The number of cases, however, still rose at an alarming rate, leading to the extension of lockdown. The 'unlock' phases in the country began June last year onwards. All educational institutions were closed to promote the necessity for social-distancing, aggravating the effect on education. Schools and educational institutions have remained closed even after the unlock phases to safeguard the safety of students, teachers and their families. Schools responded by issuing several protocols. It called for the use of distance-learning programmes, open educational applications and platforms that schools and teachers can use to reach students remotely and limit the interruption of education. The impression of using digital technologies to teach students from homes was introduced to continue with education and overcome mental stress and anxiety during the lockdown. The COVID-19 pandemic resulted in a digital revolution in the higher education system through online lectures, teleconferencing, digital open books, online examination and interaction in virtual environments. There are advantages in the bigger practice of virtual classrooms, as students get sufficient time to finish their coursework, keeping both their study and job hours possible by working from homes. Teaching online is better than regular classroom sessions as one can concentrate on their family and mental safety. On the other hand, poor internet connectivity, power supply, lack of smartphones and other gadgets hamper educational opportunities for the students in rural areas. Students who had access to network requirements and with full attendance in online classes received just 'virtual education'. The maximum percentage of school and university students entering the online classes are simply learning during lectures. Moreover, this practice of classes delivery on electronic gadgets has increased the screen time of students, where learning has become secondary. Electronic gadgets and screens are being used more often, and students are exposed to devices at younger and younger ages. The use of devices such as televisions, computers, laptops, e-readers and cell phones has increased exponentially over the past few decades. Socialdistancing

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and virtual classes exempted children and youth from their social circles and outdoor environment. Conceptualizing a proposed technology detoxification program to address the excessive electronic gadget exposure of collegiate students was the purpose of this study.

2. Methodology

This research utilized the descriptive correlational type of research as a method to determine the relationship between the students' electronic gadget excessive exposure and family interaction assessment and their general weighted average during the first semester S.Y. 2020-2021. Correlational research is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations. Understanding the associations and relationships that exist among 'human phenomena' is an abiding impetus for scientific enquiry in all of the social science disciplines, and that impetus transcends even the most polarized paradigmatic distinctions between various research methods' (Curtis, Comiskey, & Dempsey, 2016). According to Omair (2015), descriptive study design is useful for describing the desired characteristics of the sample that is being studied, e.g., an abnormal presentation of a disease in a case report or a case series which includes a collection of cases with the same disease/condition. A descriptive study may also try to generalize the findings from a representative sample to a larger target population as in a cross-sectional survey. The common aspect between the descriptive study designs is that there is only one single sample without any comparison group. Participants of the Study This study included selected first year collegiate

2.1. Sampling Procedure

This study included selected first year collegiate students of Nueva Ecija University of Science and Technology, Cabanatuan city, Nueva Ecija. For the student-respondents, purposive sampling was employed. The student-respondents should be presently enrolled in the given time frame and attending their online classes regularly.

2.2. Respondents

This study included selected first year collegiate students of Nueva Ecija University of Science and Technology, Cabanatuan city, Nueva Ecija. For the student-respondents, purposive sampling was employed. The student-

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respondents should be presently enrolled in the given time frame and attending their online classes regularly.

2.2.1 *Research Site*

The study was conducted in Nueva Ecija University of Science and Technology, Cabanatuan City, Nueva Ecija, which delivered teaching-learning process through modular and online approaches to their collegiate students.

Distribution of the Respondents' Profile

	Frequency	Percentage
Gender		
Male	136	80.00
Female	34	20.00
Total	**170**	**100.00**
Home Location		
Rural	120	70.60
Urban	40	23.50
Sub-Urban	10	5.90
Total	**170**	**100.00**

3. Results and Discussion

This section presents the findings of the study. It includes the students' electronic gadget excessive exposure, family interaction assessment, general weighted average during the first semester S.Y. 2020 – 2021, and the proposed technology detoxification program. 1. The Students' Electronic Gadget Excessive Exposure Electronic gadgets excessive exposure is exceeding from the usual use of appliances which work on technology or electronic technology, either by academic or recreational purposes.

Table 1 presents the degree and frequency distribution relative to the students' electronic gadget excessive exposure.

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Table 1. Frequency Distribution Relative to the Students' Electronic Gadget Excessive Exposure

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Item No.	FREQUENCY DISTRIBUTION									
	Never		Rarely		Seldom		Sometimes		Always	
	n	%	n	%	n	%	n	%	n	%
1	19	11.1	33	19.3	47	27.5	57	33.3	14	8.2
2	78	45.6	29	17	27	15.8	26	15.2	10	5.8
3	21	12.3	43	25.1	49	28.7	44	25.7	13	7.6
4	47	27.5	32	18.7	28	16.4	33	19.3	30	17.5
5	67	39.2	40	23.4	37	21.6	23	13.5	3	1.8
6	17	9.9	39	22.8	50	29.2	38	22.2	26	15.2
7	40	23.4	44	25.7	47	27.5	25	14.6	14	8.2
8	15	8.8	30	17.5	49	28.7	38	22.2	38	22.2
9	16	9.4	52	30.4	59	34.5	30	17.5	13	7.6
10	14	8.2	36	21.1	51	29.8	50	29.2	19	11.1
11	30	17.5	47	27.5	50	29.2	32	18.7	11	6.4
12	42	24.6	52	30.4	42	24.6	29	17	5	2.9
13	31	18.1	42	24.6	49	28.7	34	19.9	14	8.2
14	41	24	35	20.5	66	38.6	22	12.9	6	3.5
15	14	8.2	47	27.5	58	33.9	27	15.8	24	14
16	49	28.7	56	32.7	36	21.1	25	14.6	4	2.3
17	48	28.1	44	25.7	39	22.8	25	14.6	14	8.2
18	60	35.1	44	25.7	33	19.3	24	14	9	5.3
19	56	32.7	44	25.7	36	21.1	23	13.5	11	6.4
20	29	17	46	26.9	44	25.7	36	21.1	15	8.8
21	13	7.6	34	19.9	53	31	39	22.8	31	18.1
22	23	13.5	38	22.2	48	28.1	44	25.7	17	9.9
23	14	8.2	45	26.3	61	35.7	40	23.4	10	5.8
24	14	8.2	43	25.1	45	26.3	37	21.6	31	18.1
25	21	12.3	49	28.7	51	29.8	37	21.6	12	7
26	35	20.5	44	25.7	46	26.9	33	19.3	12	7
27	15	8.8	40	23.4	60	35.1	36	21.1	19	11.1
28	33	19.3	38	22.2	57	33.3	28	16.4	14	8.2
29	59	34.5	39	22.8	40	23.4	24	14	8	4.7

4. Conclusions

Based on the foregoing findings the following conclusions are drawn. 1. The respondents remarked seldom in their electronic gadget excessive exposure 2. The respondents remarked seldom in their family interaction assessment. 3. Majority of respondents have the general weighted average (GWA) range of 2.00 – 2.24 (good). 4. There is a high significant relationship between the students'

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electronic gadget excessive exposure and their family interaction assessment by constantly communicating with their relatives from afar. 5. There is no significant relationship between students' electronic gadget excessive exposure and their general weighted average during the first semester S.Y. 2020-2021. 6. There is no significant relationship between students' family interaction assessment and their general weighted average during the first semester S.Y. 2020-2021. 7. There is a significant difference on the students' electronic gadget excessive exposure and their family interaction assessment according to their home location, where students from rural areas experience "lagging" in their internet network connection and bond and interact more with their families, especially during the lockdown periods. 8. A proposed technology detoxification program was developed and organized for the collegiate students and their families that has the goal in detoxifying them in excessive technology usage.

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