



Concurrent Multitasking and Sequential Multitasking: Impact on Reading
Comprehension of
First Year Psychology Students of De La Salle University – Dasmariñas

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Abstract

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Title: Concurrent Multitasking and Sequential Multitasking: Impact on Reading Comprehension of First Year Psychology Students of De La Salle University – Dasmariñas

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Statement of the Problem

- What is the level of reading comprehension of the participants?
- Is there a significant difference on reading comprehension between related and unrelated media activity of concurrent multitasking?
- Is there a significant difference on reading comprehension between related and unrelated media activity of sequential multitasking?



Scope and Coverage

The participants of the research were consisted of eighty (80) First Year Psychology Students of De La Salle University – Dasmariñas. The participants should be enrolled on the second semester of the academic year 2013-2014. The scope of the study in particular is Concurrent and Sequential Multitasking and through it; the researchers will determine its Impact on Comprehension of First Year Psychology Students. The study is limited to the number of multitasking actually done by the students. The research is limited to the mastery of the participant to the multitasking behavior.

Methodology

The study used quantitative research method. The research design that was used was two independent group design. The participants were divided into four different treatment groups namely: related and unrelated media activity of concurrent multitasking, and related and unrelated media activity of sequential multitasking. First Year Psychology Students of De La Salle University – Dasmariñas were selected through cluster sampling and simple random sampling. All of the participants were asked to read the given reading material, a short story of Pygmalion, and were asked to answer the questionnaire afterwards to know how they understand it. As part of the experiment, the participants were also asked to watch/listen to video/audio while reading the story based on their assigned treatment group.



Major Findings

The researchers were able to arrive at these results:

1. Based on the scores of the participants from the reading comprehension test and from the raw scores from their experiment proper, there exists a declining of level of comprehension after the experiment
2. There exists a significant difference on comprehension between related and unrelated media activity of concurrent multitasking.
3. There exists a significant difference on comprehension between related and unrelated media activity of sequential multitasking.

Conclusions

1. The Reading Comprehension of Students is still affected when possible external distractions are present.
2. Related media activity has a higher raw score compared to unrelated media activity of Concurrent Multitasking. The difference between their scores is close enough. Music as the audio in background while reading still did not made the participants' scores drop in the passing score.
3. Related Sequential poses a slightly above score in Reading Comprehension compared to unrelated Sequential. When the participants texted a related message in connection to other medium, it gives them an idea of what is expected of them to understand on the hand-out given; but when they are texted an unrelated message with other medium, they lost track of their main objective.



Recommendations

For Psychology Students

The researchers recommend that doing two things at the same time is impossible but if the multitasking is related to each other, there are chances that the outcome is good and if the multitasking is unrelated, the outcome is poor.

For Professors

The researchers recommend that the professors should broaden their understanding about student situations and responsibilities and they should help students to improve and enhance their skills and ability as an individual.

For Parents

They should be part of the student itself so that they could extend their outmost support not just in academic aspect but also in letting their child experience the outside world.

For Future Researchers

The researchers recommend that they use this research as their stepping stone in completing their requirements so that they can explore more and improve the related topics that are included in this study.



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