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A Study Of Digital Media Use, Perceived Stress, And Coping Strategies Among College Students.

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Abstract- Digital media is part of college students' academic, social, and leisure activities. It supports communication, learning, entertainment, and access to information, but it may also involve frequent notifications, pressure to reply quickly, information overload, online comparison, and difficulty disconnecting. This study examines digital media use, perceived stress, and coping strategies among college students.A quantitative, cross-sectional questionnaire survey was used to describe the experiences reported by 30 respondents. The questionnaire covered participant background, digital media habits, digital experiences associated with stress, and coping strategies. The survey results supplied for this paper contain between 28 and 30 valid responses for individual questions because some participants left certain items unanswered. The data are presented using frequencies and percentages, alongside 30 figures and their interpretations.The reported results indicate that Instagram was the most frequently selected main social media application, entertainment was the most common stated purpose, and many respondents reported using their phones before sleep. The findings may support discussion of digital boundaries and balanced media habits among college students.

Keywords: digital media; digital stress; perceived stress; coping strategies; college students; digital well-being.

I. Introduction

Digital media plays a routine role in college life. Students use messaging applications to coordinate assignments, learning platforms to access course materials, video services for instruction and entertainment, and social networks to maintain relationships and follow current events. These activities can be useful and enjoyable. At the same time, frequent notifications, a steady flow of content, expectations of availability, online comparison, and pressure to respond may become demanding for some students.Steele, Hall, and Christofferson (2020) describe digital stress as a complex set of experiences, including availability stress, approval anxiety, fear of missing out, and communication overload. Hall et al. (2021) developed and initially evaluated a multidimensional digital-stress measure, highlighting the value of distinguishing among different experiences rather than treating digital stress as a single outcome.Digital media is not necessarily a stressor in every situation. It can also provide social support, information, distraction, entertainment, and tools people use to cope. Wolfers and Utz (2022) describe social media as potentially functioning as a stressor, a resource, or a coping tool depending on the situation and the way it is used. A careful study should therefore consider purpose and context, not only the number of hours spent online.

College students use digital media for overlapping purposes, but their experiences may differ. Some may feel pressured by messages and updates, while others may find online communication helpful for learning, belonging, and relaxation. Screen time alone cannot fully explain these differences. This study describes students' digital media habits alongside self-reported stress-related experiences and coping strategies.The study describes digital experiences that a small group of college students identified as stressful or supportive. The findings may inform student discussions about notification management, study routines,

digital boundaries, and coping. The study is limited to the respondents represented in the supplied survey figures. Since the sample is small and convenience-based, the results should not be generalised to all college students. This survey is not a clinical assessment and does not diagnose stress-related or mental-health conditions.

Review of literature

1. Deatherage, Servaty-Seib, And Aksoz (2014)
Deatherage, Servaty-Seib, and Aksoz examined associations among perceived stress, time spent on the Internet, motives for Internet use, problematic online behaviour, and traditional coping approaches. Their online survey included 267 college seniors. Some coping-related variables and motives for Internet use were associated with perceived stress. The authors recommended a nuanced assessment of online behaviour, including underlying motives, rather than relying only on time spent online. This study is relevant because it connects Internet use, stress, and coping among college students; however, it does not establish that all forms of digital media use cause stress.

2. Steele, Hall, And Christofferson (2020)
Steele and colleagues reviewed literature on digital stress among adolescents and young adults. Their conceptualisation identifies availability stress, approval anxiety, fear of missing out, and communication overload as related dimensions. They note that associations vary by context and should not be overstated. These dimensions support asking students about specific experiences rather than assuming that greater media use always means greater stress.

3. Hall, Steele, Christofferson, And Mihailova (2021)
Hall and colleagues reported the development and initial evaluation of a multidimensional digital stress measure. Their work built on earlier conceptualisation and identified factors including availability stress, approval anxiety, fear of missing out, connection overload, and online vigilance. It demonstrates that digital stress may have several distinguishable dimensions. The questionnaire used for the present project is exploratory and should not be treated as a reproduction of that validated scale.

4. Wolfers And Utz (2022)
Wolfers and Utz reviewed research on social media, stress, and coping through a functional perspective. They distinguish three possible roles: social media as a stressor, a resource, and a coping tool. The role may depend on timing, content, communication partners, and situation. This is important because students may report negative experiences, such as unwanted interruptions, alongside positive experiences, such as receiving support from friends or accessing academic information.

5. Lazarus And Folkman (1984)
Lazarus and Folkman's book Stress, Appraisal, and Coping provides the theoretical foundation used in this study. The transactional approach understands stress in relation to a person's appraisal of a demand and assessment of available resources. A notification or message is not automatically stressful for every person; its meaning may depend on urgency, workload, relationships, and perceived ability to respond.

II. Research Gap

The selected literature provides useful concepts and evidence, but it does not by itself describe how the respondents in this project report their digital media habits, stress-related experiences, and coping strategies together. This study addresses that context-specific exploratory need through a questionnaire survey. The gap is framed as a local descriptive need, not as a claim that no previous research has studied these variables.

1. Theoretical Framework

The study is guided by the Transactional Model of Stress and Coping associated with Lazarus and Folkman (1984). The model treats stress as a process involving the interaction between a person and their environment. A person appraises whether a situation is demanding and evaluates what resources or responses are available.

In this study, frequent notifications, group-chat expectations, academic messages, online comparison, and information overload are treated as possible demands, not automatic causes of stress. Students may manage them by muting notifications, setting time limits, taking breaks, prioritising messages, seeking support, or using digital media for relaxation. A one-time survey can describe reported patterns but cannot establish causality.

Objectives and research questions

2. Objectives

- RO1: To identify common patterns and purposes of digital media use among college students.
- RO2: To describe students' self-reported digital experiences associated with perceived stress, including communication overload and pressure to remain available.
- RO3: To identify coping strategies students report using to manage stress related to digital media.

3. Research Questions

- RQ1: What are the common patterns and purposes of digital media use among the participating college students?
- RQ2: What digital media experiences do students report as stressful or demanding?
- RQ3: What coping strategies do students report using to manage digital-media-related stress?

Methodology

4. Research Design

The study uses a quantitative, cross-sectional survey design. Information was collected at one point in time using a structured questionnaire. The design is suitable for describing reported habits and experiences within the available sample. Because it is observational and cross-sectional, it cannot establish causal relationships.

5. sampling method and sample size

The project is treated as a small exploratory survey using convenience sampling. The supplied figures indicate 30 respondents overall. Individual questions received 28, 29, or 30 responses because some participants did not answer every item. Percentages in the figure interpretations are based on the valid response count for the relevant question. Convenience sampling may introduce selection bias, and this sample is not representative of all college students.

Data analysis and interpretation

This section presents the 30 figures included in t The figures cover respondent background, digital media use, stress-related experiences, and coping strategies. Valid response counts vary by item from 28 to 30. Percentages below are transcribed from the supplied figure interpretations and should be verified against the original survey export before final submission.

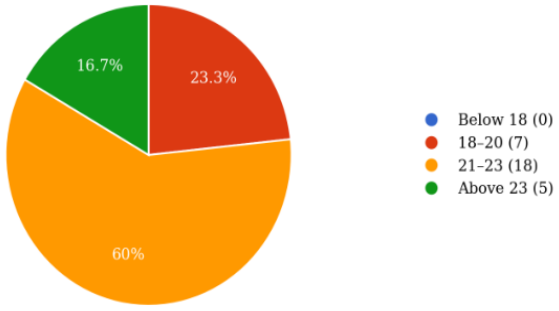


Figure 1: What is your age?

6. interpretation

The figure shows the responses of the 30 respondents to the question "What is your age?" The most common response was "21–23", chosen by 18 respondents (60%). The remaining responses were "18–20" (7, 23.3%) and "Above 23" (5, 16.7%). No respondent selected "Below 18".

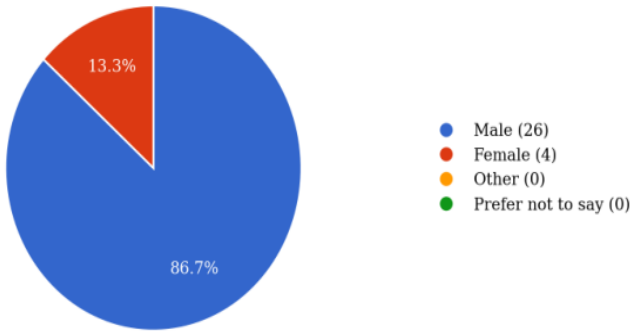


Figure 2: What is your gender?

7. Interpretation

The figure shows the responses of the 30 respondents to the question "What is your gender?" The most common response was "Male", chosen by 26 respondents (86.7%). The

remaining responses were “Female” (4, 13.3%). No respondent selected “Other” and “Prefer not to say”.

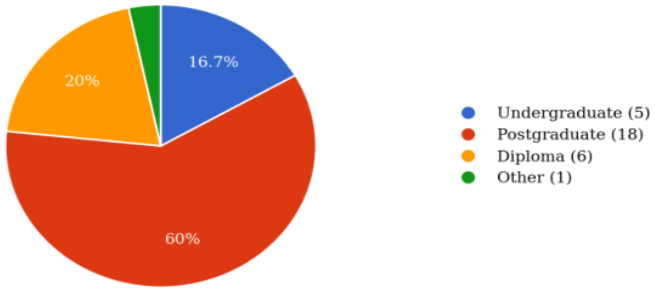


Figure 3: What is your educational level?

8. Interpretation

The figure shows the responses of the 30 respondents to the question “What is your educational level?” The most common response was “Postgraduate”, chosen by 18 respondents (60%). The remaining responses were “Diploma” (6, 20%), “Undergraduate” (5, 16.7%) and “Other” (1, 3.3%). The “Other” response was a respondent who wrote MSc Viscom.

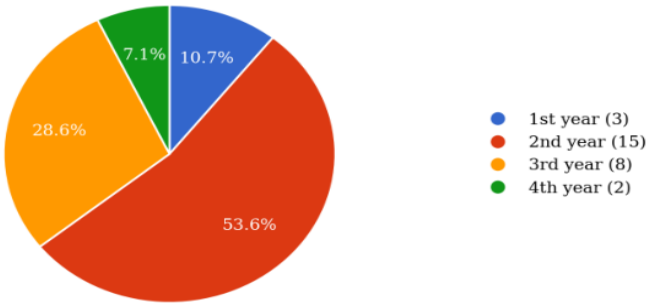


Figure 4: Which year are you studying?

9. Interpretation

The figure shows the responses of the 28 respondents to the question “Which year are you studying?” The most common response was “2nd year”, chosen by 15 respondents (53.6%). The remaining responses were “3rd year” (8, 28.6%), “1st year” (3, 10.7%) and “4th year” (2, 7.1%). (2 respondents left this question blank, so percentages are based on 28 responses.)

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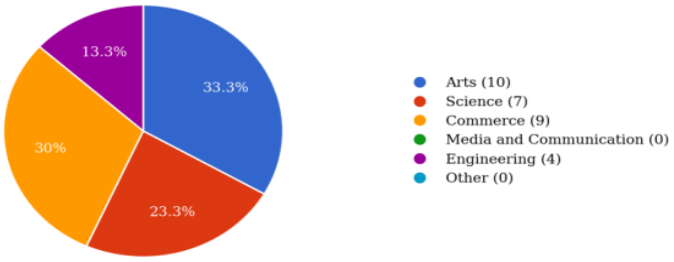


Figure 5: What is your field of study?

10. Interpretation

The figure shows the responses of the 30 respondents to the question "What is your field of study?" The most common response was "Arts", chosen by 10 respondents (33.3%). The remaining responses were "Commerce" (9, 30%), "Science" (7, 23.3%) and "Engineering" (4, 13.3%). No respondent selected "Media and Communication" and "Other".

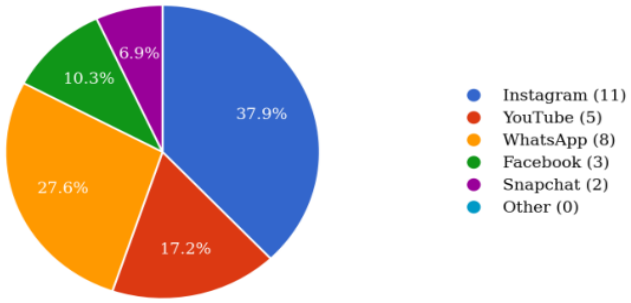


Figure 6: Which social media app do you use the most?

11. Interpretation

The figure shows the responses of the 29 respondents to the question "Which social media app do you use the most?" The most common response was "Instagram", chosen by 11 respondents (37.9%). The remaining responses were "WhatsApp" (8, 27.6%), "YouTube" (5, 17.2%), "Facebook" (3, 10.3%) and "Snapchat" (2, 6.9%). No respondent selected "Other". (1 respondent left this question blank, so percentages are based on 29 responses.).

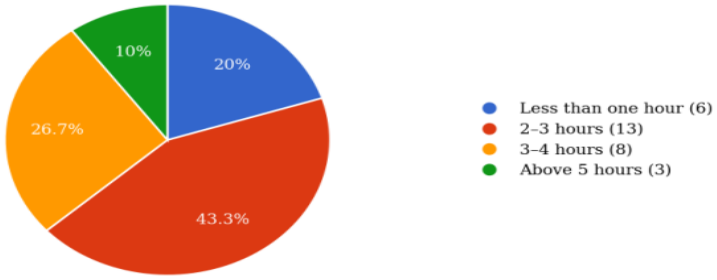


Figure 7: How many hours do you spend on social media daily?

12. Interpretation

The figure shows the responses of the 30 respondents to the question "How many hours do you spend on social media daily?" The most common response was "2–3 hours", chosen by 13 respondents (43.3%). The remaining responses were "3–4 hours" (8, 26.7%), "Less than one hour" (6, 20%) and "Above 5 hours" (3, 10%).

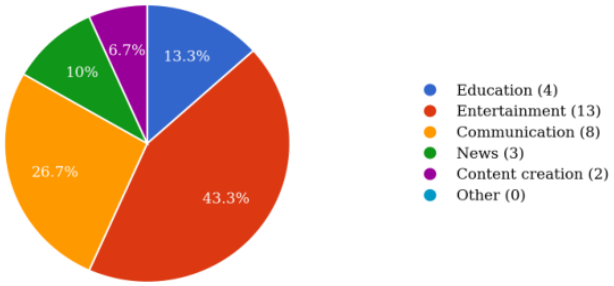


Figure 8: What is your main reason for using social media?

13. Interpretation

The figure shows the responses of the 30 respondents to the question "What is your main reason for using social media?" The most common response was "Entertainment", chosen by 13 respondents (43.3%). The remaining responses were "Communication" (8, 26.7%), "Education" (4, 13.3%), "News" (3, 10%) and "Content creation" (2, 6.7%). No respondent selected "Other".

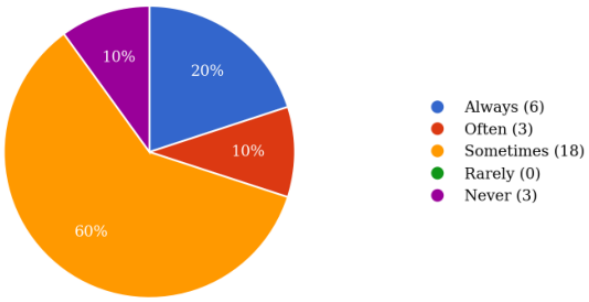


Figure 9: How often do you check social media?

14. Interpretation

The figure shows the responses of the 30 respondents to the question "How often do you check social media?" The most common response was "Sometimes", chosen by 18 respondents (60%). The remaining responses were "Always" (6, 20%), "Often" (3, 10%) and "Never" (3, 10%). No respondent selected "Rarely". Combined, 9 respondents (30%) answered always or often, 18 (60%) sometimes, and 3 (10%) rarely or never.

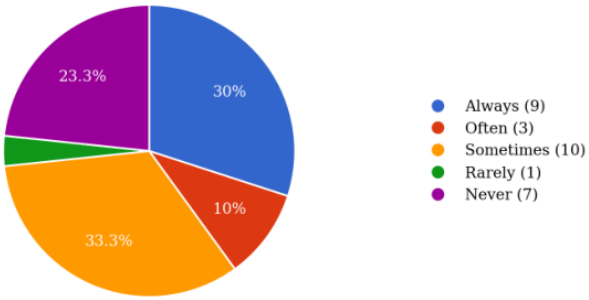


Figure 10: Do you use your phone immediately after waking up?

15. Interpretation

The figure shows the responses of the 30 respondents to the question "Do you use your phone immediately after waking up?" The most common response was "Sometimes", chosen by 10 respondents (33.3%). The remaining responses were "Always" (9, 30%), "Never" (7, 23.3%), "Often" (3, 10%) and "Rarely" (1, 3.3%). Combined, 12 respondents (40%) answered always or often, 10 (33.3%) sometimes, and 8 (26.7%) rarely or never.

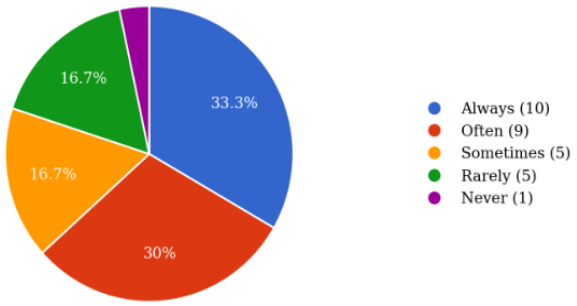


Figure 11: Do you use your phone before sleeping?

16. Interpretation

The figure shows the responses of the 30 respondents to the question "Do you use your phone before sleeping?" The most common response was "Always", chosen by 10 respondents (33.3%). The remaining responses were "Often" (9, 30%), "Sometimes" (5, 16.7%), "Rarely" (5, 16.7%) and "Never" (1, 3.3%). Combined, 19 respondents (63.3%) answered always or often, 5 (16.7%) sometimes, and 6 (20%) rarely or never.

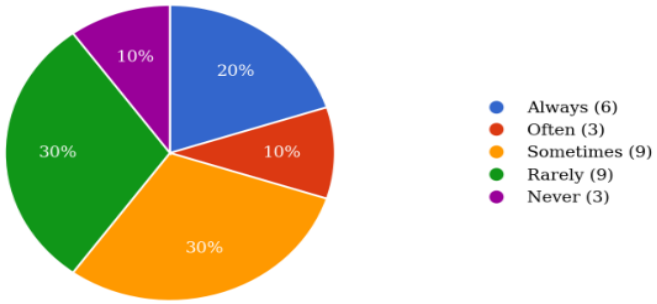


Figure 12: Do you spend more time on social media than planned?

17. Interpretation

The figure shows the responses of the 30 respondents to the question "Do you spend more time on social media than planned?" The most common responses were "Sometimes" and "Rarely", each chosen by 9 respondents (30%). The remaining responses were "Always" (6, 20%), "Often" (3, 10%) and "Never" (3, 10%). Combined, 9 respondents (30%) answered always or often, 9 (30%) sometimes, and 12 (40%) rarely or never.

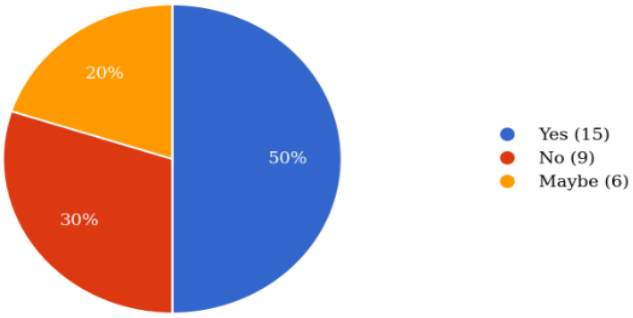


Figure 13: Have you tried reducing your screen time?

18. Interpretation

The figure shows the responses of the 30 respondents to the question "Have you tried reducing your screen time?" The most common response was "Yes", chosen by 15 respondents (50%). The remaining responses were "No" (9, 30%) and "Maybe" (6, 20%). Note: "Maybe" was recorded as an answer in the form data.

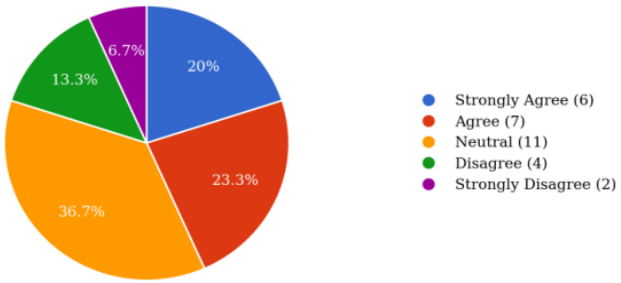


Figure 14: Social media makes me feel stressed.

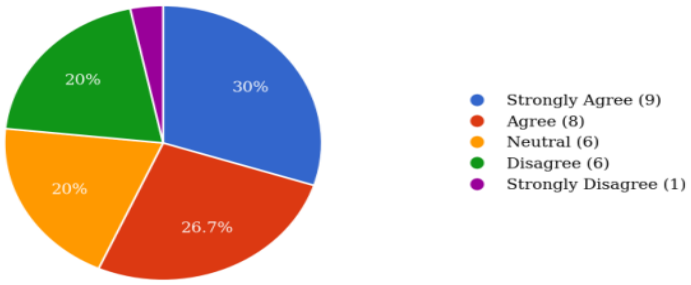
19. Interpretation

The figure shows how the 30 respondents rated the statement "Social media makes me feel stressed." The most common response was "Neutral", chosen by 11 respondents (36.7%). The remaining responses were "Agree" (7, 23.3%), "Strongly Agree" (6, 20%), "Disagree" (4, 13.3%) and "Strongly Disagree" (2, 6.7%). Taken together, 13 respondents (43.3%) agreed or strongly agreed, 11 (36.7%) were neutral, and 6 (20%) disagreed or strongly disagreed.

Figure 15: Phone notifications disturb my studies.

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20. Interpretation



The figure shows how the 30 respondents rated the statement "Phone notifications disturb my studies." The most common response was "Strongly Agree", chosen by 9 respondents (30%). The remaining responses were "Agree" (8, 26.7%), "Neutral" (6, 20%), "Disagree" (6, 20%) and "Strongly Disagree" (1, 3.3%). Taken together, 17 respondents (56.7%) agreed or strongly agreed, 6 (20%) were neutral, and 7 (23.3%) disagreed or strongly disagreed.

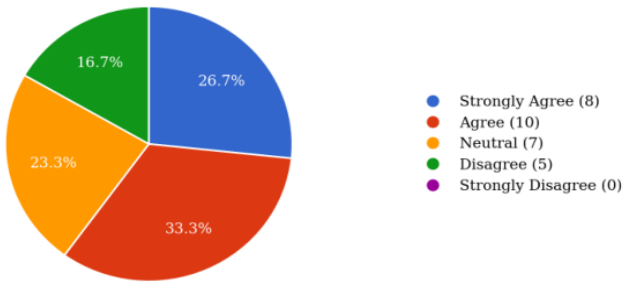


Figure 16: I feel worried when I cannot access social media.

21. Interpretation

The figure shows how the 30 respondents rated the statement "I feel worried when I cannot access social media." The most common response was "Agree", chosen by 10 respondents (33.3%). The remaining responses were "Strongly Agree" (8, 26.7%), "Neutral" (7, 23.3%) and "Disagree" (5, 16.7%). Taken together, 18 respondents (60%) agreed or strongly agreed, 7 (23.3%) were neutral, and 5 (16.7%) disagreed or strongly disagreed.

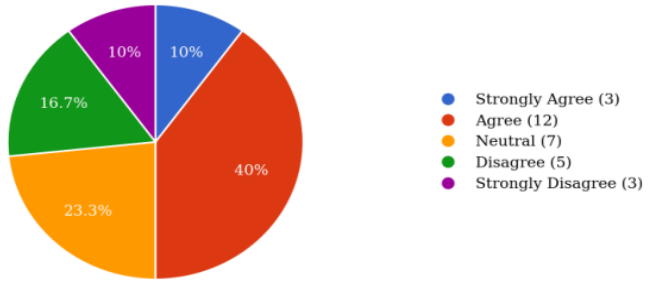


Figure 17: I compare myself with others on social media.

22. Interpretation

The figure shows how the 30 respondents rated the statement "I compare myself with others on social media." The most common response was "Agree", chosen by 12 respondents (40%). The remaining responses were "Neutral" (7, 23.3%), "Disagree" (5, 16.7%), "Strongly Agree" (3, 10%) and "Strongly Disagree" (3, 10%). Taken together, 15 respondents (50%) agreed or strongly agreed, 7 (23.3%) were neutral, and 8 (26.7%) disagreed or strongly disagreed.

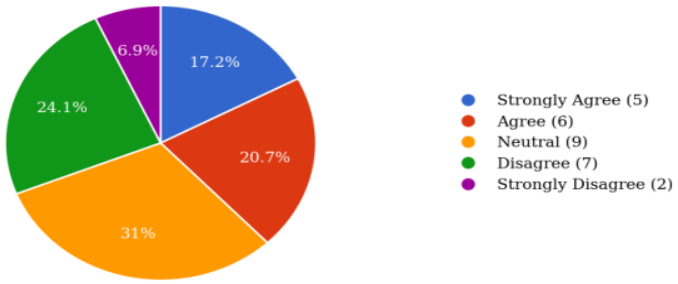


Figure 18: I feel pressure to reply to messages quickly.

23. Interpretation

The figure shows how the 29 respondents rated the statement "I feel pressure to reply to messages quickly." The most common response was "Neutral", chosen by 9 respondents (31%). The remaining responses were "Disagree" (7, 24.1%), "Agree" (6, 20.7%), "Strongly Agree" (5, 17.2%) and "Strongly Disagree" (2, 6.9%). Taken together, 11 respondents (37.9%) agreed or strongly agreed, 9 (31%) were neutral, and 9 (31%) disagreed or strongly disagreed. (1 respondent left this question blank, so percentages are based on 29 responses.)

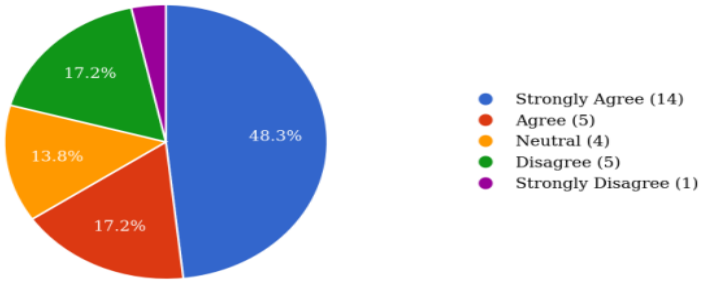


Figure 19: Using my phone affects my sleep.

24. Interpretation

The figure shows how the 29 respondents rated the statement "Using my phone affects my sleep." The most common response was "Strongly Agree", chosen by 14 respondents (48.3%). The remaining responses were "Agree" (5, 17.2%), "Disagree" (5, 17.2%), "Neutral" (4, 13.8%) and "Strongly Disagree" (1, 3.4%). Taken together, 19 respondents (65.5%) agreed or strongly agreed, 4 (13.8%) were neutral, and 6 (20.7%) disagreed or strongly disagreed. (1 respondent left this question blank, so percentages are based on 29 responses.)

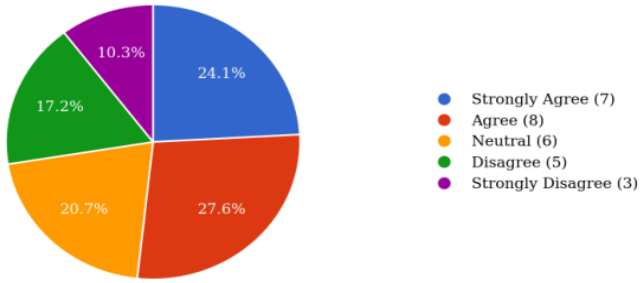


Figure 20: Social media affects my concentration.

25. Interpretation

The figure shows how the 29 respondents rated the statement "Social media affects my concentration." The most common response was "Agree", chosen by 8 respondents (27.6%). The remaining responses were "Strongly Agree" (7, 24.1%), "Neutral" (6, 20.7%), "Disagree" (5, 17.2%) and "Strongly Disagree" (3, 10.3%). Taken together, 15 respondents (51.7%) agreed or strongly agreed, 6 (20.7%) were neutral, and 8 (27.6%) disagreed or strongly disagreed. (1 respondent left this question blank, so percentages are based on 29 responses.)

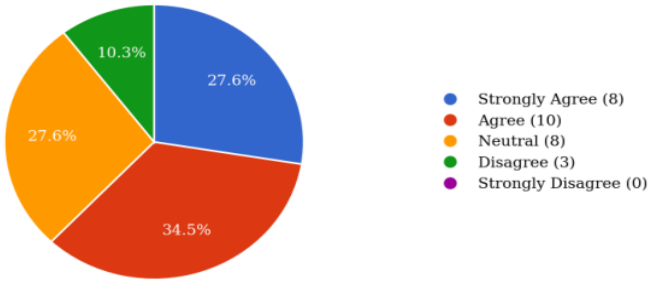


Figure 21: I feel tired after using social media for a long time.

26. Interpretation

The figure shows how the 29 respondents rated the statement "I feel tired after using social media for a long time." The most common response was "Agree", chosen by 10 respondents (34.5%). The remaining responses were "Strongly Agree" (8, 27.6%), "Neutral" (8, 27.6%) and "Disagree" (3, 10.3%). Taken together, 18 respondents (62.1%) agreed or strongly agreed, 8 (27.6%) were neutral, and 3 (10.3%) disagreed or strongly disagreed. (1 respondent left this question blank, so percentages are based on 29 responses.)

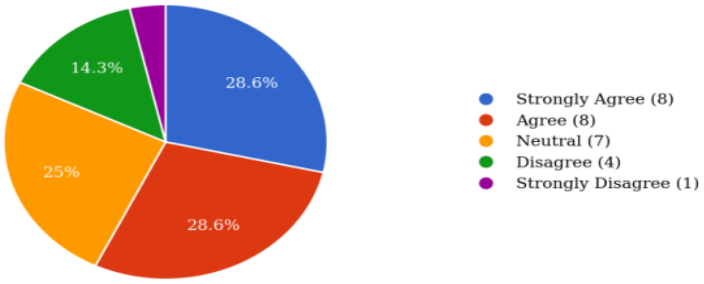


Figure 22: Social media sometimes affects my mood.

27. Interpretation

The figure shows how the 28 respondents rated the statement "Social media sometimes affects my mood." The most common responses were "Strongly Agree" and "Agree", each chosen by 8 respondents (28.6%). The remaining responses were "Neutral" (7, 25%), "Disagree" (4, 14.3%) and "Strongly Disagree" (1, 3.6%). Taken together, 16 respondents (57.1%) agreed or strongly agreed, 7 (25%) were neutral, and 5 (17.9%) disagreed or strongly disagreed. (2 respondents left this question blank, so percentages are based on 28 responses.)

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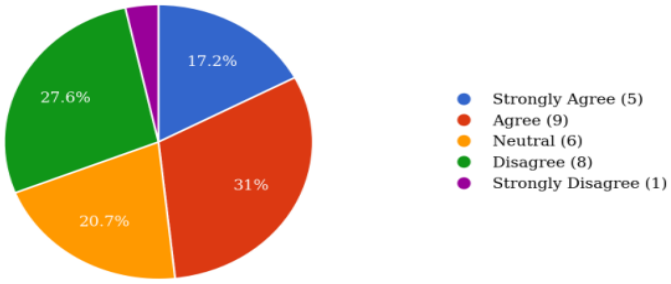


Figure 23: I find it difficult to control my screen time.

28. Interpretation

The figure shows how the 29 respondents rated the statement "I find it difficult to control my screen time." The most common response was "Agree", chosen by 9 respondents (31%). The remaining responses were "Disagree" (8, 27.6%), "Neutral" (6, 20.7%), "Strongly Agree" (5, 17.2%) and "Strongly Disagree" (1, 3.4%). Taken together, 14 respondents (48.3%) agreed or strongly agreed, 6 (20.7%) were neutral, and 9 (31%) disagreed or strongly disagreed. (1 respondent left this question blank, so percentages are based on 29 responses.)

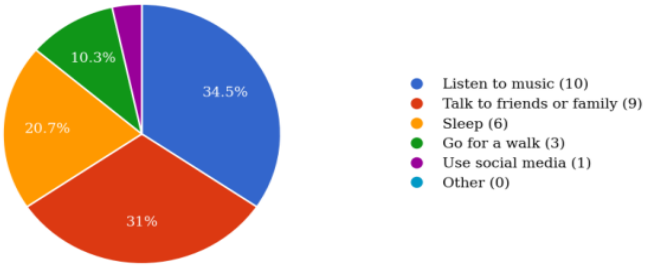


Figure 24: What do you usually do when you feel stressed?

29. Interpretation

The figure shows the responses of the 29 respondents to the question "What do you usually do when you feel stressed?" The most common response was "Listen to music", chosen by 10 respondents (34.5%). The remaining responses were "Talk to friends or family" (9, 31%), "Sleep" (6, 20.7%), "Go for a walk" (3, 10.3%) and "Use social media" (1, 3.4%). No respondent selected "Other". (1 respondent left this question blank, so percentages are based on 29 responses.)

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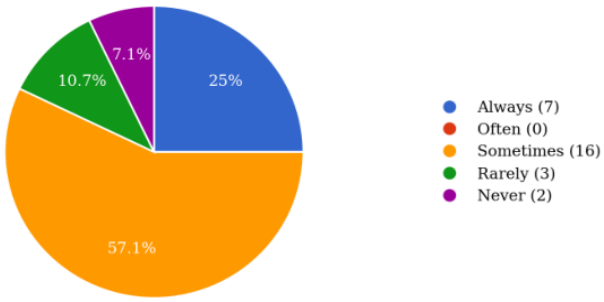


Figure 25: How often do you take breaks from your phone?

30. Interpretation

The figure shows the responses of the 28 respondents to the question "How often do you take breaks from your phone?" The most common response was "Sometimes", chosen by 16 respondents (57.1%). The remaining responses were "Always" (7, 25%), "Rarely" (3, 10.7%) and "Never" (2, 7.1%). No respondent selected "Often". Combined, 7 respondents (25%) answered always or often, 16 (57.1%) sometimes, and 5 (17.9%) rarely or never. (2 respondents left this question blank, so percentages are based on 28 responses.)

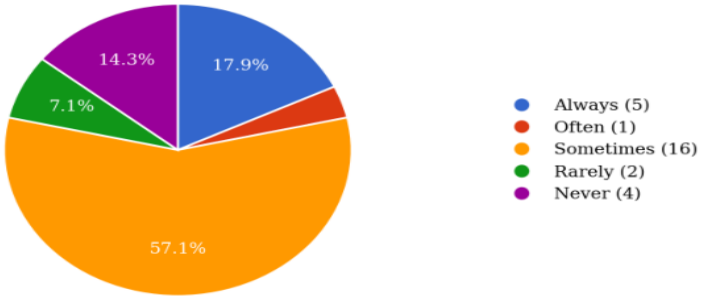


Figure 26: Do you use screen-time limits on your phone?

31. Interpretation

The figure shows the responses of the 28 respondents to the question "Do you use screen-time limits on your phone?" The most common response was "Sometimes", chosen by 16 respondents (57.1%). The remaining responses were "Always" (5, 17.9%), "Never" (4, 14.3%), "Rarely" (2, 7.1%) and "Often" (1, 3.6%). Combined, 6 respondents (21.4%) answered always or often, 16 (57.1%) sometimes, and 6 (21.4%) rarely or never. (2 respondents left this question blank, so percentages are based on 28 responses.)

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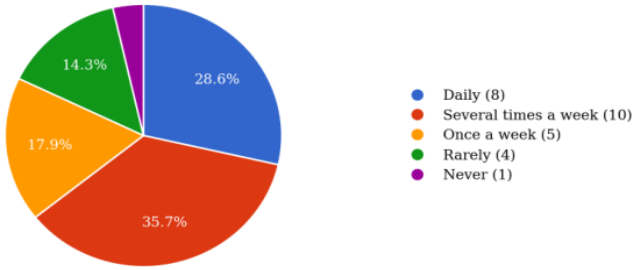


Figure 27: How often do you participate in outdoor activities?

32. Interpretation

The figure shows the responses of the 28 respondents to the question "How often do you participate in outdoor activities?" The most common response was "Several times a week", chosen by 10 respondents (35.7%). The remaining responses were "Daily" (8, 28.6%), "Once a week" (5, 17.9%), "Rarely" (4, 14.3%) and "Never" (1, 3.6%). (2 respondents left this question blank, so percentages are based on 28 responses.)

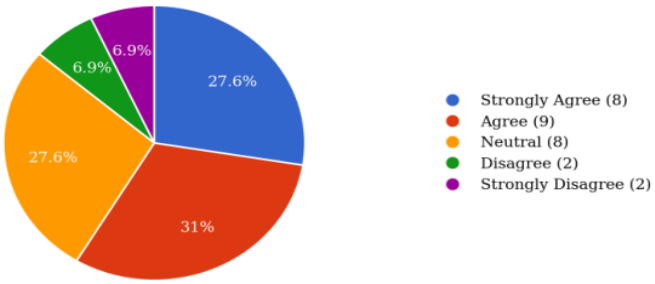


Figure 28: Does reducing screen time help you feel relaxed?

33. Interpretation

The figure shows how the 29 respondents rated their agreement with the question "Does reducing screen time help you feel relaxed?" The most common response was "Agree", chosen by 9 respondents (31%). The remaining responses were "Strongly Agree" (8, 27.6%), "Neutral" (8, 27.6%), "Disagree" (2, 6.9%) and "Strongly Disagree" (2, 6.9%). Taken together, 17 respondents (58.6%) agreed or strongly agreed, 8 (27.6%) were neutral, and 4 (13.8%) disagreed or strongly disagreed. (1 respondent left this question blank, so percentages are based on 29 responses.)

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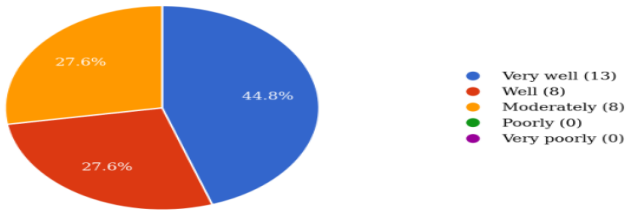


Figure 29: How well do you manage stress caused by digital media?

34. Interpretation

The figure shows the responses of the 29 respondents to the question "How well do you manage stress caused by digital media?" The most common response was "Very well", chosen by 13 respondents (44.8%). The remaining responses were "Well" (8, 27.6%) and "Moderately" (8, 27.6%). No respondent selected "Poorly" and "Very poorly". (1 respondent left this question blank, so percentages are based on 29 responses.)

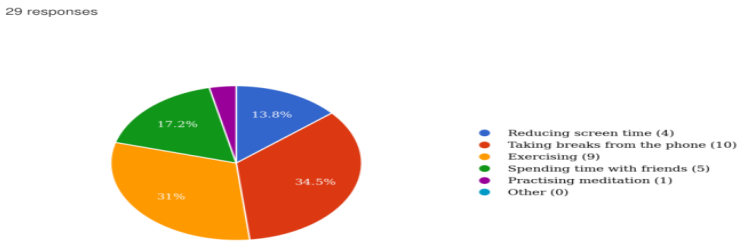


Figure 30: Which method do you think is best for reducing digital

35. Interpretation

The figure shows the responses of the 29 respondents to the question "Which method do you think is best for reducing digital stress?" The most common response was "Taking breaks from the phone", chosen by 10 respondents (34.5%). The remaining responses were "Exercising" (9, 31%), "Spending time with friends" (5, 17.2%), "Reducing screen time" (4, 13.8%) and "Practising meditation" (1, 3.4%). No respondent selected "Other". (1 respondent left this question blank, so percentages are based on 29 responses.)

III. Discussions

The survey figures suggest that digital media is a routine part of respondents' daily lives. Instagram was the most frequently selected main application, while entertainment was the most common stated purpose. The most common daily-use category was two to three hours. These results describe the reported habits of this sample and should not be interpreted as estimates for all college students. Several respondents reported experiences that may be perceived as demanding. More than half of valid respondents agreed or strongly agreed that notifications disturb their studies, and 60% agreed or strongly agreed that they feel worried when unable to access social media. The findings are consistent with the literature's emphasis on availability pressure and communication demands. However, the survey does not establish whether these experiences cause stress or whether other factors, such as academic workload, sleep habits, or personal circumstances, contribute to them. The

reported responses also point to possible effects on sleep, concentration, and mood. Nearly two-thirds of valid respondents agreed or strongly agreed that phone use affects their sleep, while just over half reported that social media affects concentration. These are self-reported perceptions rather than objective measurements of sleep or academic performance.

Overall, the pattern supports a balanced interpretation: digital media can be useful for entertainment and communication while some digital routines are also experienced as stressful or disruptive. As the study is based on a small convenience sample and descriptive percentages, findings should be interpreted cautiously. The original response sheet should be checked before submission to confirm counts, missing answers, and percentage calculations.

IV. Major Findings

1. The largest age group among respondents was 21–23 years (60%).Most respondents identified as male (86.7%); postgraduate students formed the largest educational-level group (60%).Instagram was the most commonly selected main social media application (37.9% of 29 valid responses).Entertainment was the most common stated purpose for using social media (43.3%).The most common reported daily social media-use category was 2–3 hours (43.3%).majority of valid respondents reported using their phones before sleeping always or often (63.3%).More than half agreed or strongly agreed that notifications disturb their studies (56.7%).Sixty per cent agreed or strongly agreed that they feel worried when they cannot access social media. A majority of valid respondents reported that phone use affects their sleep (65.5%). Listening to music was the most common response to feeling stressed, while taking phone breaks was the most frequently selected method for reducing digital stress.

V. Conclusion

This study examined digital media use, perceived stress, and coping strategies among a small group of college students. The supplied survey figures show that digital media is used for entertainment and communication and is embedded in daily routines. At the same time, respondents reported concerns related to notifications, access pressure, sleep, concentration, and mood. Respondents also described coping approaches such as listening to music, talking to others, taking phone breaks, and exercising. The findings support the view that digital media should not be treated as uniformly harmful or uniformly beneficial. Students' experiences appear to include both helpful and demanding aspects. In line with the Transactional Model of Stress and Coping, the way digital demands are appraised and the resources available to students may influence how those demands are experienced. The conclusions are limited to the reported responses in this sample. The survey is descriptive and cross-sectional, so it cannot prove that digital media causes stress. A larger and more diverse sample, supported by a verified response dataset and carefully selected measures, would help develop a stronger understanding of digital stress among college students.

1. Limitations

1. The sample consists of only 30 respondents and was treated as a convenience sample.

2. Some questionnaire items received fewer responses than others (28–30 valid responses), so item-level denominators differ. The raw Google Forms or spreadsheet data were not provided for independent recalculation of counts and percentages. The responses are self-reported and may be affected by recall or response bias. The cross-sectional design cannot establish causal relationships. The questionnaire is exploratory and is not a validated diagnostic instrument.

2. Suggestions

1. Future studies may include a larger and more diverse group of college students. Researchers should preserve and check the original response spreadsheet so all counts and percentages can be verified. Students may experiment with notification settings, planned phone breaks, and screen-free study periods. Future research may compare types of digital activity and the context in which media is used rather than relying only on total screen time. If a validated stress scale is required, researchers should consult the original publication and follow its wording, scoring, and permissions.

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