

Social and Moral Dimensions of Selected Online Video Mobile Applications to Students

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Abstract - *The study aimed to determine the Social and Moral Dimensions of Selected Online Video Mobile Applications to Students. Specifically, it sought to determine the uses of theselected online video mobile applications which are usually installed and downloaded by students with their smartphones. Lastly, the study proposes solutions in order to educate the students on how they can use the apps appropriately, and to secure their online lifestyle. The study is a descriptive type of research using a questionnaire as an instrument to gather data. The results show that(1) Snapchat is their most preferred online video app and (2) Students are using Musical.ly, Dubsmash or Snapchat for communication and entertainment during their free time. Moreover, the respondents agreed on(3)the social dimensions of the selected online video mobile apps, making it easier and fun to communicate with friends, lessen their shyness and bring out their confidence. In addition, the students agreed on its moral dimensions which (1) create no boundaries in sharing videos that are sometimes unnecessary to be published online while (2) giving younger generations access to videos with sexual or explicit content, (3) creating a negative psychological effect depending on how they use the apps. The researcher recommended that the plan of action may be considered to address the online security and lifestyle of students. Among the strategies stated in the plan of action include reinforcing protection of the youth's welfare when it comes to online communication, by creating an online campaign which includes social media posts that contain reminders, netiquettes, and guidelines in maintaining a good online lifestyle.*

Keywords: *Online Video, Mobile Applications, Social Dimensions, Moral Dimensions*

INTRODUCTION

Nowadays, anybody can instantly join the most current social networks and share photographs and videos from their smartphones. The fleeting quality of

communication have been eradicated by Emails, Short Message Service, Facebook, Snapchat and other mediums people use these days to converse with each other. It also permitted us to contact more people in minimal time, but not lacking demand that those discussions will be permanently engraved into someone's digital "wall," smartphone or hard drive [1].

The evolution from "now" to "now and forever" was emancipating because it exponentially expanded the reach of this generation's voices and helped everyone stay connected to a higher number of people in ways that were previously impossible. And even though users already know that things they said and posted within the digital world were permanent and irreversible, they found comfort by thinking that only their friends, family, and peers would have access and see how to get involve in things they had to say or post online, and that those they didn't allow to share their opinions and notions wouldn't be involved in those personal discussions. This paradigm is precisely how online video mobile apps turn out to be prevalent [2].

On the other hand, the control and permanence of the social networks in which users increase, is more analytically reliant on their capacity to be who they really are, or who they want to be without worrying about other people's judgment or the impact our random thoughts may have on the present real world relationships that they don't want to change.

Philippines is one of the most lucrative market for smartphones in Asia Pacific, and has greater opportunities in terms of downloadable content. Philippines is apparently on record having the highest number of downloaded entertainment applications among the Southeast Asian countries [3]. Filipinos are internet savvy and mobile browsing has become a staple of their everyday lifestyle.

Talking about videos online, a new app just came to cyber town that encouraged online users to post their Oscar-winning acting skills on social media—it's

Dubsmash. This online video mobile app can create a star in a bit of time and is available on Android and iOS devices. Dubsmash lets users take videos of them speaking or singing dubbed lines. The app allows users to post their own rendition of movie or *teleserye* scenes, and even famous celebrities were fond of this application.

According to San Diego Jr. [4], one of the most renowned internet stars was Nicomaine Dei “Maine” Mendoza. She’s been known as the “Queen of Dubsmash” for her irreverent impersonations particularly of Kris Aquino—on YouTube. She recognized the important role played by Dubsmash in her growing career. Still, she is profoundly aware of the perks and perils of cyberspace.

Smartphones give users the capacity to bring their data with them wherever they go. These gadgets also allow online users to manipulate certain data anywhere and anytime. Aside from its capacity to be carried around as a medium for communication, video creation, editing and recording, it also contributes to the need this generation to do more things in less time [5]. Mobile applications can be accessible at a few presses of a free thumb, just as how easily students can get access to these mobile apps whether at home or even during school hours. It’s also easy how these mobile apps can affect their performance as students.

Nearly every student has their own smartphones giving them the ability to multitask and do anything on their devices without the supervision of their parents. That leads to one of the purposes of this research paper that is, to know the moral and social dimensions of the most popular online video mobile apps.

The researcher conducted this study in consideration of the breakthrough development in the crossing of communication and technology. This could help provide insights on how online video mobile apps can create a huge influence on the younger generations of today, keeping the students and their parents aware of the perils that these mobile apps can bring. This study is a potent tool in providing appropriate actions towards reinforcing protection of the youth’s welfare when it comes to their online security and lifestyle.

OBJECTIVES OF THE STUDY

The general objective of this study is to determine the social and moral dimensions of the selected online video mobile applications to students. Specifically, this study aims to identify the most preferred online video mobile apps of students; determine the uses of

the mobile apps; assess its social and moral dimensions in order to educate the respondents on how they can use the apps appropriately, and propose solutions considering the online security and lifestyle of the respondents.

METHODS

Research Design

To answer the research goals, descriptive-survey research method was employed to analyze and interpret the social and moral dimensions of the selected online video applications commonly used by students. The descriptive type of research involves gathering quantifiable information that can be used for statistical inference on the target audience. This is done through data analysis by using computational and statistical techniques.

Participants of the Study

Out of 4455 total population of the college students in LPU-B main campus, 215 regular full time students from 8 colleges were randomly selected to answer the survey using G* Power 3.1.9. Stratified random sampling was used in identifying the respondents. From the randomly selected participants, each of them was chosen to be the respondents of the study as most of them own a smartphone. Moreover, they have the ability and knowledge to download and utilize mobile applications which may already have an impact in their online lifestyle.

Instrument

The data needed in this study were gathered through a self-made questionnaire that was validated by an expert and undergone reliability testing. The first part of the questionnaire is a list of the most common video mobile applications downloaded and used by students. The second part is the uses of the selected online video apps and the third part is its social and moral dimensions.

Procedure

The instrument was personally administered by the researcher and staff of the College of Education, Arts and Sciences before the end of 2nd semester SY 2015-2016. Participants were asked to be part of the survey with an informed consent. They were informed regarding the objective of the study and the confidentiality of the result which utilized solely in the purpose of this research. The ethical standards on conducting research with human as respondents had met by this study. They have the freedom to decline

their participation in the study if they don't feel like answering the instrument due to busy schedule and other personal reasons.

Data Analysis

The needed data were encoded, tallied and interpreted using different statistical tools. This includes frequency distribution, weighted mean and Independent sample t-test used based on the objectives of the study. Weighted mean was used to determine the uses of the selected online video mobile apps, including its social and moral dimensions. In addition, all data were treated using statistical software, PASW version 18 to further analyze the results of the study.

RESULTS AND DISCUSSION

Table 1. Preferred Online Video Mobile Applications of Students with Smartphones

Indicators	WM	VI	Rank
1. Dubsmash	2.22	Preferred	3
2. Musical.ly	2.19	Preferred	2
3. Snapchat	1.62	Preferred	1
Composite Mean	2.01	Preferred	

Legend: 1.00 -1.49 = Most Preferred; 1.50 - 2.49 = Preferred; 2.50 - 3.00 = Least Preferred

As seen from the result, the respondents considered Snapchat as their most preferred online video mobile app since it ranked first. Students nowadays tend to share their thoughts and even life updates on the social media. They can even make use of not just a photo update but a video update instead, hoping their friends and other people would be interested about it. Brown [6] supports this as he states that Snapchat has become progressively popular among students due to its recent updates. The app has added filters for photos and videos, allowed users to input the time and temperature as captions for their photos and videos.

In addition, Saito [7] stated that Snapchat lets users choose from a few different media outlets such as People, ESPN, Cosmopolitan and CNN in order to watch live videos of current events and other content that these media outlets can offer. Moreover, as of May 2015, Snapchat users were sending 2 billion videos and photos a day and its content was being viewed 500 million times a day. In 2016, the app hits 7 billion video views daily.

It was followed by Musical.ly which some features are only available after users share their video creation to other social media platforms such as Instagram and Facebook. There is a rotating list of

trending topics that users most often students compete in, allowing them to showcase their talent with a focused theme. According to Smith [10], users who like to compete and win in challenges may enjoy the contests and challenges in the said app.

The last on the rank was Dubsmash which first came out before Musical.ly became a hit. The birth of Dubsmash is comparable to a tidal wave when it came knocking on our doors on November 2015. Irsyad [8] agreed that it grabbed the interest of the young generation as it offered something more than just average *selfie*, allowing digital lovers to pick audio recordings, remarkable movie lines or quotations and record themselves dubbing it. However, due to the popularity of newer apps such as Musical.ly and Snapchat, Dubsmash went down having the third spot.

Table 2. Uses of Selected Online Video Mobile Applications

I use Musical.ly, Dubsmash or Snapchat...	WM	VI	Rank
1. for entertainment.	3.26	Agree	1
2. to express myself through videos.	2.91	Agree	6
3. during my free time or whenever I'm bored.	3.18	Agree	2
4. to create instant music videos and updates.	2.94	Agree	5
5. to upgrade my way of taking videos and improve my lip syncing and communication skills.	2.84	Agree	7
6. to communicate with my friends.	2.98	Agree	3
7. to be on trend.	2.66	Agree	9
8. to bond with my friends through videos.	2.95	Agree	4
9. to gain new friends.	2.75	Agree	8
10. to increase likers and followers on social media sites.	2.51	Agree	10
Composite Mean	2.90	Agree	

Legend: 3.50 - 4.00 = Strongly Agree; 2.50 - 3.49 = Agree; 1.50 - 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 shows the different uses of the selected online video mobile applications. The overall composite mean of 2.90 indicates that the students agree on the different uses of online video mobile apps listed. Musical.ly, Dubsmash or Snapchat used for entertainment topped the list having a weighted mean score of 3.26 and verbal interpretation of agree, proving how fond students are in creating something that gives them amusement.

It was followed by Musical.ly, Dubsmash or Snapchat being used during free time or whenever users are bored, obtaining a mean of 3.18 and rated agree. Carson [9] stated that the 15-second videos are long enough to pull a laugh and voice out a story, but it shouldn't be too long or else teens might get cynical and shift onto the next one. Smith [10] also supports this as he said that similar to other recent video apps, it gives the users' ability to record several clips that merge together for amazing jump cutting transition from one scene to the next. After shooting and importing a video, users can add songs to it and carry out a selection of effects to upgrade it.

Third, Musical.ly, Dubsmash or Snapchat used to communicate with friends gathered a weighted mean score of 2.98. These online video mobile apps have eliminated the fleeting quality of conversations, and have given users the ability to talk to more people in a short span of time. According to Carson [9], Zhu mentioned that Musical.ly isn't just another lip-synching-video app like Vine or Dubsmash. Their team is certain that they're building the next social media platform to revolve around videos. That's why instead of compelling follows and followers, they came up with BFF's or "Best Fans Forever where Musical.ly users or "*Musers*" can create duets. For Egami Artworks [11], Dubsmash app allows users to enjoy and laugh with their friends while producing inspired concepts to create even funnier videos. While according to Mahoney [21], Snapchat is used for fast yet somewhat silly communication with friends through *selfies*, pet and food pictures, or just a life update in photo form.

On the other hand, Musical.ly, Dubsmash or Snapchat used to gain new friends ranked eighth with a weighted mean score of 2.75. Online video mobile app users often join and use applications that are being used by their friends already. Hence, their reason for utilizing the same app as their friends' is for communication and entertainment as they exchange photos and videos of themselves over the internet. Considering these apps as new social networks, the first thing that the app wants users do is to find and follow their friends or the people they know. McCluskey [12] stated that Snapchat is just another social media app to add to the collection on a user's phone. Thus, gaining new friends through the app was least important for them as long as they're already following people that they really know and using the app for self-entertainment.

While Musical.ly, Dubsmash or Snapchat used to be on trend ranked ninth with a weighted mean score

of 2.66. Although there are a lot of users uploading and sharing their creations online, there are still a huge number of users who prefer to keep their creations for self-viewing instead of sharing to other social media platforms to be on trend or to catch more attention. According to San Diego Jr. [4], the "Queen of Dubsmash", Maine Mendoza recognized the vital role of these online video mobile apps in her booming career. Musical.ly, Dubsmash or Snapchat being used to increase likers and followers on social media sites bottomed the list with a weighted mean score of 2.51. Magid [13] stated that there are various of things individuals like to share immediately online, ranging from wacky facial expressions or *selfies* to photographs of a meal they're about to eat to get pleasure and even appreciation from other people who likes and reacts on their posts. It's a way to share a moment with a specific friend and in an approach a little of a remedy to traditional social networking which is kind of permanent.

Table 3 shows the social dimensions of selected online video mobile applications. Based from the result, the respondents agreed on the social dimensions of online video mobile applications listed with a composite mean of 3.17. Among the items cited, online video apps make it easier and fun to communicate with friends obtained the highest weighted mean score of 3.33 and ranked first with a verbal interpretation of agree. Thus, students agree that these selected online video mobile applications took them into a new level of communication.

Hayes [14] agreed to this as she stated that Snapchat was mainly used for sharing photos with friends whom users follow. It has transformed significantly over the years as people now use Snapchat to maintain their affiliations with others. Aside from being able to preserve the line of communication accessible, users may also add videos and photos to their Snapchat Story that may last up to 24 hours instead of the quick 10-second max snap. Magid [13] also supports this and stated that it's a way to share a moment with a particular friend and is comparable to an antidote to customary social networking which is permanent.

It was followed by online video apps lessen shyness and brings out the confidence in users just as how Savage [15] believed that conversely, photo and video mobile apps has a positive effect permitting the users gain extra confidence and entertainment. Our brains are trained to form confidence as we embrace the beauty in our liabilities as an individual.

Table 3. Social Dimensions of Selected Online Video Mobile Applications

Indicators	WM	VI	Rank
1. Online video apps make it easier and fun to communicate with friends.	3.33	Agree	1
2. Online video apps lessen shyness and brings out the confidence in users.	3.24	Agree	2
3. Musical.ly, Dubsmash or Snapchat makes some users addicted to taking videos and making them feel like there are more people online who appreciate them than in person.	3.22	Agree	3
4. Musical.ly, Dubsmash or Snapchat creates unsocial people while they enjoy their alone time by taking selfie-videos and having less time hanging out with friends.	3.09	Agree	9
5. Online video apps let users share their creativity on other social media sites such as Facebook and Twitter to trend and create new friends or followers.	3.21	Agree	4
6. Online video apps make users closer every time they create group videos.	3.14	Agree	8
7. Online video apps makes it awkward when meeting online friends in person.	2.92	Agree	10
8. Online video apps allow users to communicate with more people in less time.	3.17	Agree	7
9. Online video apps allow users to send & receive comments or feedbacks on their video creations, creating interaction between users.	3.20	Agree	5
10. Online video apps is a great way to spend time with friends and create fun group videos.	3.19	Agree	6
Composite Mean	3.17	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Our generation's *selfie* fascination turned into an industry. One can make a living, making their form of entertainment valuable to online marketers and app developers by posting their own videos on specific sites.

Third, Musical.ly, Dubsmash or Snapchat makes some users addicted to taking videos and making them feel like there are more people online who appreciate them than in person. Due to smartphones' feature being portable and good for multitasking, not only Filipinos but anyone who owns a smartphone could possibly get addicted to the applications downloaded on it. Dubsmash, Musical.ly, Snapchat and other photo and video mobile applications make them want to post even more *selfies* or *groupies* on social networking sites such as Facebook, Twitter, Instagram, and YouTube in order to gain more likes, comments and followers.

On the other hand, items such as online video apps make users closer every time they create group videos, Musical.ly, Dubsmash or Snapchat creates unsocial people while they enjoy their alone time by taking selfie-videos and having less time hanging out with friends and online video apps makes it awkward when meeting online friends in person got the lowest mean value of 3.14, 3.09 and 2.92 respectively, though the respondents agreed on these social dimensions. Rashedul et al., [16] supports this as he stated that for some, mobile applications may seem to enhance individuals' ability to socialize. However, some mobile applications create unsocial people. It is due to the fact that people who gets addicted to certain

mobile applications spend more time on their mobile phones, giving them less time to personally socialize with their friends. Mobile applications can also make people forget "real communications" and thus makes them locked into another world called the virtual world.

Table 4 shows the moral dimensions of selected online video mobile applications. Based from the result, the respondents agreed on the social dimensions of online video mobile applications with a composite mean of 3.16. Among the items cited, online video mobile apps create no boundaries in sharing videos that are sometimes unnecessary to be published online obtained the highest weighted mean score of 3.33 and ranked first.

According to Hayes [14], there are no boundaries to where users can "Snap" their friends and family, on condition that users have wifi or internet service for them to send it. At this age it's also helpful to use the technological outfits that are accessible to help limit the result of wrong decisions. The privacy setting needs to be checked for any social media platform or virtual world that teenagers use to be. Rules and laws can be very essential in assisting teenagers when it comes to decision-making specially in sharing; however, they have significant limits as well. As indicated at *Full Knowledge of Legal Consequences [17]*, the study found that teens who are aware that sending or forwarding sexts was against the law and may lead in very grave and perhaps lifelong consequences, they're more likely to do this than those who don't even have an idea.

Table 4. Moral Dimensions of Selected Online Video Mobile Applications

Indicators	WM	VI	Rank
Online video apps...			
1. give younger generations access to videos with sexual or explicit content.	3.20	Agree	2
2. allow users to show their guilt and disgust through the videos that they create.	3.13	Agree	7.5
3. create no boundaries in sharing videos that are sometimes unnecessary to be published online.	3.28	Agree	1
4. show indecency of users by the videos that they publish.	3.13	Agree	6
5. let users share videos with improper language/cuss words.	3.13	Agree	7.5
6. make it easier to degrade certain people through the videos showing, mimicking or describing issues about them.	3.09	Agree	10
7. allow users to create videos with offensive or violent content.	3.15	Agree	5
8. put no limitation in the content of videos to be created and shared by the users.	3.17	Agree	4
9. let users view videos with explicit sexual content.	3.11	Agree	9
10. can create a negative psychological effect depending on the how users facilitate the app.	3.20	Agree	3
Composite Mean	3.16	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Despite the fact this doesn't mean that being aware of the consequences really escalates the risk of sexting and even more likely, those who were sexting would have had further curiosity in perceiving the consequences. People have to give themselves a reality check and concede that what occurs on Snapchat doesn't always just stay on the app. Also, teachers and parents must educate their students about the technology they are using, that way, they'll be able to guide the teens on how to use it for the right reasons.

To support this, Steeves [18] agreed that despite the importance of rules, people should not put too much stress on what will happen if they're wrecked, instead, emphasize that most people in our society follows these are the rules and social codes, whether that is at home or at school. According to the research of MediaSmarts [19], it has shown that students who have a rule at home about handling people online with respect are considerably less likely to get involved in cruel action like posting or sharing humiliating photos or videos.

However, according to Knibbs [20], self-destruct photographs definitely function as valued purpose, but people have to justify the lowest common denominator, something Snapchat has been carrying out in an average number of users. Without any doubt, Snapchat is indeed fun according to Mahoney [21]. However, he also said that can be risky, and teenagers sharing pictures among themselves could possibly have serious concerns. He concluded that as technological abilities change, the laws need to keep pace.

It was followed by online video apps give younger generations access to videos with sexual or explicit

content which ranked second. These online video mobile applications can be accessible at a few presses of a free thumb, just as how easily students can get access to these mobile apps whether at home or even during school hours. It's also easy how these mobile apps can affect their performance as students. Mahoney [21] agreed and stated that this wouldn't be too problematic if Snapchat was only intended for adults. Ethical and moral issues aside, it is permissible for adults to send nude photos if they would want to. The concern that arises with Snapchat is that it may be accessible to teenagers, considering it distribution of child pornography which means allowing teens to send pictures back and forth.

Supporting this, Knibbs [20] stated that just after Snapchat was released, there have been already creepy examples of how easy it is to capture screenshots, and how easy it is to distribute these photos to a wide range of audience, entering the very NSFW Snapchat Sluts, the uncultured brainchild of a party photographer. Snapchat Sluts is a website featuring images of women who have chosen to join. The content ranges from impeccably tame photos to very illicit ones. In addition, there have been definite alleged cases of child pornography sent via Snapchat according to Mahoney [21]. As a matter of fact, in November 2013, ten boys aged 13-15 near Montreal were investigated for peddling child pornography. The boys persuaded their girlfriends to send them partially nude pictures that were shared among them. The girls did not have any idea that their photos were being distributed. According to him, the boys are due back in court on January 20th.

And lastly, online video apps can create a negative psychological effect depending on the how

users facilitate the app ranked third with a weighted mean score of 3.20 and a verbal interpretation of agree. Irsyad [8] did not disregard the chance that there is an inclination of those who experience mental illnesses and those who are becoming more obsessed in sharing photos and videos of themselves online, adding that if it is shared moderately, it should be fine. Similarly, if done extremely, he ascertained that there must be something not right. According to some findings whereby people who relentlessly share things about themselves online are possibly to suffer narcissism, and are usually self-centered people. Irsyad [8] stated that if a person is consistently uploading videos, three to four times a day, obviously, something's wrong. If people spend excessively much time on a certain activity to the point our social relations with others are affected, from a psychological point of view, Irsyad [8] told that it's unhealthy. "There are people spending at least four hours a day just uploading and sharing photos or videos, making them dependent on the Internet to a point that they feel anxious out if they don't, psychologically, that is a clear indication that they do suffer from mental illness," he concluded.

On the other hand, items such as online video apps let users share videos with improper language/cuss words and online video apps allow users to show their guilt and disgust through the videos that they create tied on the third lowest rank. Supporting this, Musical.ly is very popular with teens although it is relatively new and has not received a lot of media attention. However, according to Safe Smart Social Team [22], mature language and sexual content are present in the songs that are prevalent on the app, and there has been no way to screen the content. Videos as well may contain mature situations. Common Sense Media [23] stated that parents have to keep in mind that *musical.ly - your music video community* is a social media platform for distribution of user-generated music videos that is comparable to Dubsplash. As it involves popular music, there are loads of cussing and sexual content in the songs. Teens can choose whether to share their videos with the general public or with their friends, however, they are advised to adjust their settings accordingly.

While the item online video apps let users view videos with explicit sexual content ranked ninth and online video apps make it easier to degrade certain people through the videos showing, mimicking or describing issues about them bottomed the list and got the lowest mean value of 3.09 respectively, though the

respondents agreed on these social dimensions. Knowing that these selected online video mobile apps belonged to the Gray Zone Apps, Safe Smart Social Team [22] mentioned that these can either have good and bad effects on teens—and in some cases, it's the parents who have to decide whether their student has the maturity at a certain point of time to use these apps wisely. It's somehow like a movie rating wherein their kids may see or have these apps upon approval of their parents.

McCluskey [12] agrees to this and stated that the potential of cyber bullying is one very large implication of Snapchat. It can be done so effortlessly through Snapchat as everything users send vanish automatically by itself. Therefore, people can be harmed through snaps, and still would not have a record of it. The bullied user may take a screenshot of whatever she received; however, the bully would still be notified resulting in the probability of more abuse. Countless incidents of bullying over Snapchat have already been recorded and that is a main downfall to the features of the application

Aside from that, people are reporting the part of these online video mobile apps in recent bullying incidents according to Knibbs [20]. As an example, students in Iowa came went under investigation after using the app to take a photograph of an innocent high school student in the locker room that was sent to a male student afterwards, clearly without the consent of the victim. There's also a bit privacy mistake in which everyone is capable of seeing publicly who their top Snapchat messaging friends are which is not too terrible except it's somebody they shouldn't be.

Table 5 shows the proposed action plan to address the online security and lifestyle of students. The first item in the Key Results Area (KRA) is the top ranking indicator in Table 3.2 which discusses the moral dimensions of selected online video mobile applications. It states that the students agree on how online video apps create no boundaries in sharing videos that are sometimes unnecessary to be published online. The researcher formulated three (3) action plans for this problem: (1) launch an online campaign that gives precautionary measures when it comes to uploading, sharing or publishing online contents through posters, online ads and videos presented by ALBA, (2) publish layouts and concepts for the online ads and videos that the Mass Communication and Multimedia Arts students may create.

Table 5. Proposed Action Plan to Address the Online Security and Lifestyle of Students

Key Results Area (KRA)	Strategy/Activity	Persons Involved
1. Limitless sharing of inappropriate online content.	<ul style="list-style-type: none"> • Launch an online campaign that gives precautionary measures when it comes to uploading, sharing or publishing online contents through posters, online ads and videos presented by ALBA • Publish layouts and concepts for the online ads and videos that the Mass Communication and Multimedia Arts students may create 	<ul style="list-style-type: none"> • LPU Office of Student Affairs • ALBA • MASA • MAFIA • Students
2. Accessibility of teens to sexual or explicit video content.	<ul style="list-style-type: none"> • Give students a set of reminders and guidelines on how to pick mobile apps intended for them as students and how they should control themselves from downloading inappropriate apps • Inform the students about their restrictions online through posters 	<ul style="list-style-type: none"> • LPU Office of Student Affairs • Dean • Faculty • Students
3. Negative psychological effect of online video mobile apps.	<ul style="list-style-type: none"> • Provide counseling and seminars for students who might be experiencing online bashing and difficulties • Acquire additional information about how students may facilitate online video mobile apps accordingly 	<ul style="list-style-type: none"> • Counseling and Testing Center • Faculty • Students
4. Online video apps for communication.	<ul style="list-style-type: none"> • Start educating students about the netiquette • Acquire additional information about how students may communicate appropriately using the internet • Provide guidelines through social media posts on how they can use video mobile apps to communicate effectively 	<ul style="list-style-type: none"> • Department Chair • Faculty • Students
5. Online video apps for personality development.	<ul style="list-style-type: none"> • Conduct teambuilding or leadership seminars related to personality development • Attend seminars and youth camps 	<ul style="list-style-type: none"> • Office of Student Affairs • Students
6. Addiction to online video apps.	<ul style="list-style-type: none"> • Conduct stress-debriefing seminar that will provide students a list of offline consequences for their possible online actions related to online communication and interaction • Provide counseling for students who might be experiencing social anxiety and addiction to <i>selfies</i> 	<ul style="list-style-type: none"> • Department Chair • Faculty • Students

The persons involved are the LPU Office of Student Affairs, Association of LPU Brand Ambassadors, Mass Communication Students Association, Multimedia Arts for Innovative Artists, and students.

The second item in the Key Results Area (KRA) discusses another moral dimension of selected online video mobile applications which give younger generations access to videos with sexual or explicit content. The plan of action suggested for this are: (1) give students a set of reminders and guidelines on how to pick mobile apps intended for them as students and how they should control themselves from downloading inappropriate apps, (2) inform the students about their restrictions online through posters. The persons involved are LPU Office of Student Affairs, Dean, faculty members and students.

Meanwhile, the third item discusses another moral dimension of selected online video mobile apps which can create a negative psychological effect depending on how the users facilitate the app. For this, two (2) strategies were formulated: (1) provide counseling and seminars for students who might be experiencing online bashing and difficulties, (2) acquire additional information about how students may facilitate online video mobile apps accordingly. Persons involved in these strategies are Counseling and Testing Center, faculty and students.

On the social aspect, the fourth item in table 4 discusses online video apps which make it easier and fun to communicate with friends. There are three strategies formulated: (1) start educating students about the netiquette, (2) acquire additional information about how students may communicate

appropriately using the internet, and (3) provide guidelines through social media posts on how they can use video mobile apps to communicate effectively. Persons involved in these strategies are department chair, faculty and students.

The fifth item discusses online video apps that lessen shyness and bring out the confidence in users. Strategies to be used are: (1) conduct seminars related to personality development, (2) attend leadership or teambuilding seminars and youth camps. The persons involved are Office of Students Affairs and students.

Moreover, the last item discusses online video apps which make some users addicted to taking videos and making them feel like there are more people online who appreciate them than in person. The strategies include: (1) conduct stress-debriefing seminars that will provide students a list of consequences for their possible actions related to online communication and interaction, (2) provide counseling for students who might be experiencing social anxiety and addiction to *selfies*. The persons involved in these strategies are department chair, faculty and students.

CONCLUSION AND RECOMMENDATION

Snapchat was considered the most preferred online video mobile application among the respondents. Respondents agreed on the different uses of online video mobile apps. Respondents agreed on the social and moral dimensions of selected online video mobile applications. A plan of action was proposed to provide solutions in order to secure the online lifestyle of the respondents.

It is recommended that the Lyceum of the Philippines University-Batangas (LPU-B) administration, through the Office of Student Affairs and in cooperation with the Association of LPU Brand Ambassadors, may launch an online campaign targeting the video app users on how to properly project themselves in social media while also showcasing creativity, but refraining from explicit displays. Faculty advisers may be advised to occasionally monitor students' online presence on social networking sites like Facebook, Twitter, and Instagram where mobile app contents are usually posted; consequently, they may give advice or feedback to students if deemed necessary. Students who spend most of their time taking photos and videos of themselves shall be informed of the risks that these mobile apps may bring through posting info graphics via LPU Batangas Facebook Page. Future researchers may conduct follow up studies on social and moral

dimensions of Musical.ly, Dubsmash, Snapchat and other online video mobile apps using different variables or framework. The plan of action may be considered to provide solutions in order to secure the online lifestyle of the respondents.

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