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Effects of Screen Time and Social Media Usage on Academic Performance Among College Students: A Systematic Review

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Abstract

Social media and screen time are common parts of many students' lives. The research conducted analyzed the impacts of screen time and social media use on collegiate academic performances and outcomes. The research was gathered using a systematic review process that included inclusion and exclusion criteria to find college age students within the United States. Ten articles were included within the final inclusion criteria. From these studies, four noted that screen time, if in moderation and used appropriately, had no negative impacts on academic performance. Six studies that looked at social media use noted negative outcomes, as it was associated with poorer grades. All studies noted that self-control was an important aspect needed for academic performance. The results and conclusions from these studies point to educating students on the proper use of screens and social media. Further research analyzing the impacts of screen time for things such as homework, research, and stress management could be implemented. Additionally, looking at the impact of screen time in a longitudinal study would be beneficial for obtaining accurate data on the impacts of screen time.

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Introduction

The use of computers, phones, tablets, and television makeup screen time. Screen time is defined as time using a device such as a television, computer, smart phones, game console, or other digital media devices (Barber et al., 2017). As technology has progressed over time, the use of screens has increased, particularly for leisurely purposes. One study found that 46% of mobile device users felt they could not go without their device for a week (Kim, 2014). The negative impacts of screen time use and addiction cross into all age groups. The impacts of screen time have been correlated with negative effects on sleep, physical and cognitive abilities, obesity, and depression and anxiety specifically in children (Domingues-Montanari, 2017). A significant relationship has been found in adolescents between screen time and academic performance (Patel, 2022).

Health professionals have recommended that the effects of screen time be analyzed individually, as the effects screen time has on academic performance are dependent upon the cognitive function of the individual (Adelantado-Renau, 2019). Evidence suggests that cognitive function is the most affected area in all age groups in terms of screen media. However, when screen media and academic performance are cross-examined, there are conflicting results, making it hard to make connections and draw conclusions between the two. A review is needed to further understand the impacts of screen time on college students' academic performance.

The purpose of this systematic review is to assess the impacts of screen time and social media usage on academic performance among college students. The objective is to address the gaps in the existing literature on screen time and academic outcomes and, hopefully, establish a connection that could inform guidelines and recommendations to improve academic performance for students exposed to excessive screen time.

Methods

A systematic search of the literature was conducted using Academic Search Complete, Alt HealthWatch, APA PsycInfo, CINAHL Ultimate, EBSCO Mangement Collection, ERIC, Health Business FullTEXT, Health Source: Nursing/Academic Edition, MEDLINE with Full Text, and SPORTDiscus with Full Text. Four keyword combinations were used when searching these databases, with an emphasis on identifying the impact of non-educational screen time on colligate academic performance. The first combination included: Screen time, College students, and Academic performance. The second combination used: Technology use, College students, and Academic performance. The third combination contained: Technology use, College students, and Academic outcome. The final combination examined: Technology use, University students, and Academic achievement.

To be included in the review, peer reviewed articles needed to meet the following criteria: (1) published between 2019 and 2024; (2) provided a measure of screen time usage; (3) provided a measure of GPA or graduation rate; (4) participants were enrolled in college; and (5) participants were ages 16 and over. Articles were excluded from this review if they were (1) books, dissertations, non-peer-reviewed articles, review papers, conferences, audio or video recordings; (2) published before 2019; (3) participants included high school students; (4) participants included students with cognitive disabilities; (5) conducted outside of the United States; (6) not written in English;

(7) did not provide a measure of GPA or graduation rate; (8) did not provide a measure of screen time usage (see Figure 1).

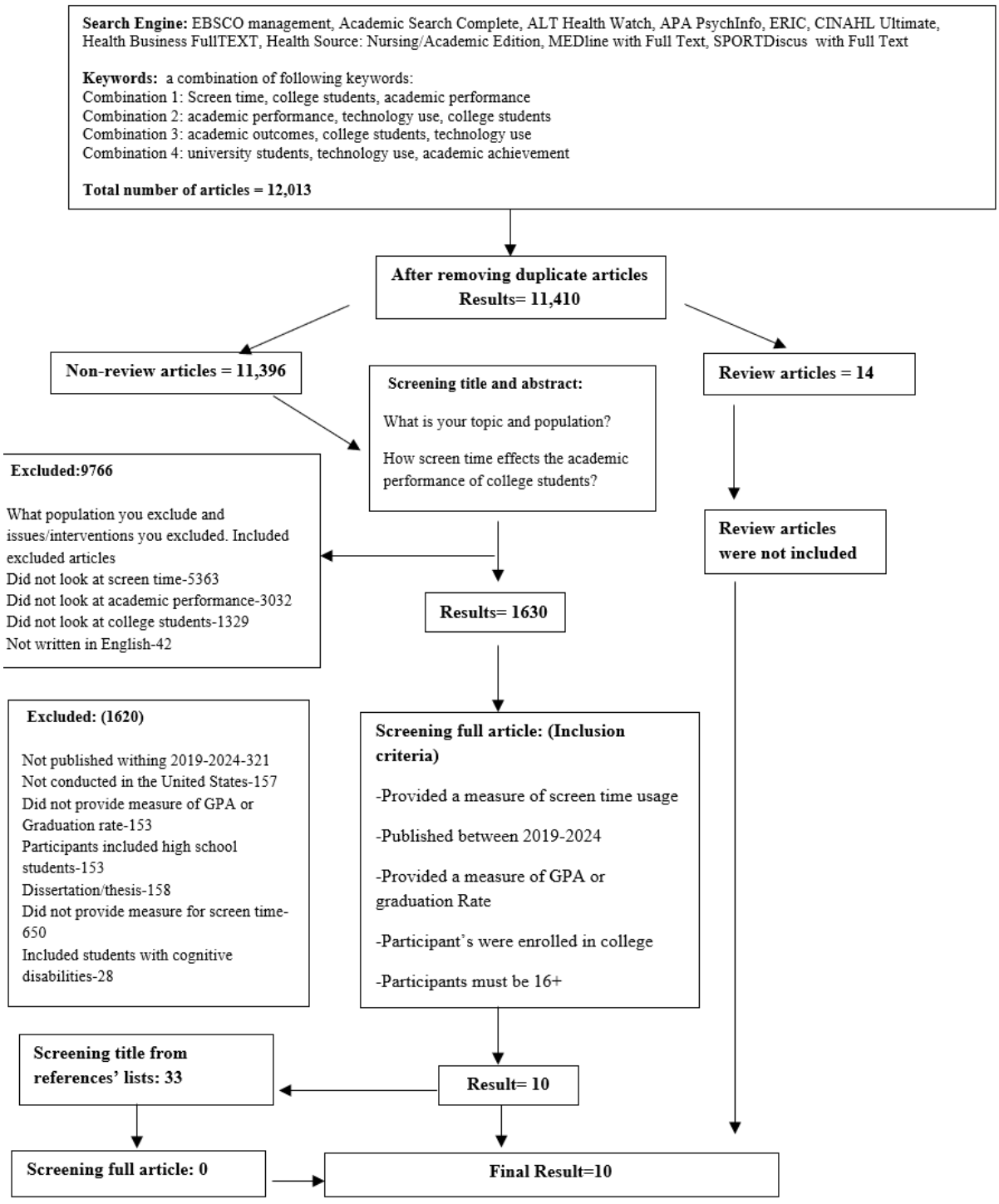

Figure 1. Article Selection Process

Results

This review examined the impact of screen time on academic performance among college students. The literature

reviewed was published between 2019 and 2024. Ten articles met the inclusion and exclusion criteria. The references list from these articles was scanned for additional articles, but none met the criteria. Summaries of the articles can be found in Tables 1 and 2.

Table 1. Summaries of the Articles between 2019 and 2024

#	Program/ Study	Location	Theory	Design and Sample	Age	Intervention Description	Duration	Salient findings	Changes in Academic Performance
1.	Huey & Giguere (2023)	United States	N/A	Quasi-experimental study College Students n=108 Control Group n=72 Quasi-Experimental group n=36	Mean Age=20.2 Range=18-47	Students in the quasi-experimental group could not access their smartphones during class	6 weeks	Students in the quasi-experimental group had higher level of course comprehension (p=0.01) than those in the control group. Smartphone use was found to have a statistically significant impact on anxiety (p=0.03) and mindfulness (p=0.01) The quasi-experimental group experienced lower levels of anxiety and higher levels of mindfulness	Course Comprehension: Control group: Mean: 3.86 ± 0.56 Quasi-experimental group: Mean: 4.16 ± 0.56
2.	Simon & Randall (2022)	United States	Social Cognitive theory	Non-experimental online study College students n=172	Mean age=19.15	N/A	4 weeks	LMS checking frequency was not significantly related to academic performance (P=0.846)	N/A
3	Ning & Inan (2022)	United States	Dual-systems theory	Non-experimental online study College students n=251	Mean age=20.64	N/A	N/A	Hours spent using SNS per day did not have a significant effect on GPA	N/A

#	Program/ Study	Location	Theory	Design and Sample	Age	Intervention Description	Duration	Salient findings	Changes in Academic Performance
								(p> 0.05). SNS addiction (p> 0.01) had a significant and negative effect on self-control (p>0.01) which was a significant predictor of GPA	
4	Amiruzzman & Amiruzzman (2022)	United States	Social Learning theory	Non-experimental online study College students n=498	Mean age=24.26 Range=18-66	N/A	N/A	Negative and significant correlation between Twitter time and GPA (p<0.01). Positive and significant correlation between GPA and TSE scale (P< 0.05) Positive and significant correlation between GPA and TSO scale (p< 0.05).	N/A
5	Zavala et al. (2023)	United States	N/A	Non-experimental cross-sectional study College Students n=378	Mean age=20.35 Range=18-29	N/A	N/A	Hispanic students who used YouTube for news were 1.15 times less likely to have a lower GPA (AOR=0.87, 95% CI: 0.78-0.98) Hispanic students who use YouTube for entertainment news are 7.10 times more likely to have a	N/A

#	Program/ Study	Location	Theory	Design and Sample	Age	Intervention Description	Duration	Salient findings	Changes in Academic Performance
								lower GPA (95% CI: 1.88-26.85) than Hispanic students who did not. Black/African American students who frequently checked Facebook for news, they were 1.14 times more likely to have a lower GPA (95% CI: 1.01-1.29) than the Black/African American students who checked Facebook less frequently	
6	Grant et al. (2019)	United States	N/A	Non-experimental study n=3,245	Undergraduate and Graduate students (no specific age given)	N/A	N/A	20.1% of current students reported problematic smartphone use using the SAS-SV survey. Smartphone use is significantly related to alcohol use($p<0.001$), sexual behavior (<0.001), and mental health symptoms such as PTSD($p<0.001$), Anxiety ($p<0.001$), Self-esteem($p<0.001$), and impulsivity	N/A

#	Program/ Study	Location	Theory	Design and Sample	Age	Intervention Description	Duration	Salient findings	Changes in Academic Performance
								(p<0.001). GPA is significantly correlated with smartphone use it is a negative relationship (p<.001)	
7	Wammes et al. (2019)	United States	Resource Control Theory	Non-experimental study Study1 n=173 Study 2 n=76	Study 1= 18-28 years Study 2= 18-23 years	N/A	16 weeks	Study two: No correlation between mind wandering and quiz performance (p=.554). No correlation between quiz performance and elaborative responses(p=.483) Study one: Negative association between both in class quiz performance and media multitasking(p=0.05) and media multi-tasking and test performance (p=0.007). Media multitasking was associated with poorer learning outcomes while mind wandering was not.	N/A
8	Ofori et al. (2021)	United States	N/A	Non-experimental study n=996	21.9 years (SD=4.8 years)	N/A	N/A	Students who used social media for over 5 hours had an easier time	N/A

#	Program/ Study	Location	Theory	Design and Sample	Age	Intervention Description	Duration	Salient findings	Changes in Academic Performance
								transitioning to online classes during Covid-19 epidemic than students who did not use social media for more than 2 hours Odds Ratio [AOR] = 2.44; 95% CI, 1.13 – 5.25). Younger students used social media more than older students($p<0.0001$). It was reported that students that spent over 5 hours on social media were more likely to fall into a B category GPA then those who used social media for only 3-5 hours a day (GPA A Average 3-5 hours=33.1% of those surveyed, GPA Average over 5 hours= 12.5% of those surveyed). This trend continued for B and C GPA's.	
9	Herbert et al. (2020)	United States	Social Cognitive theory	Non-experimental research Survey; Undergraduate	16-69 (mean 22.92)	N/A	N/A	No significant relationship between screen time and academic performance	N/A

#	Program/ Study	Location	Theory	Design and Sample	Age	Intervention Description	Duration	Salient findings	Changes in Academic Performance
				students at a public university N=397				(p>0.05). Significant relationship between social media hours per day and semester and cumulative GPA (p<0.05)	
10	Zimmer (2022)	United States	Social Cognitive Theory	Non-experimental research Survey; College students N=219	Traditional college age N= 106 Untraditional college age N=52 Did not specify age N= 37	N/A	N/A	Higher problematic social network use resulted in lower course performance (p<0.05). There is not a significant relationship between task distraction and course performance. (p>0.05)	N/A

Table 2. Additional Details of the Studies

#	Study	Outcome Measures	Sample Size Justification	Process Evaluation	Number of Measurements	Validated tools?
1	Huey & Giguere (2023)	Course comprehension, mindfulness, anxiety	No	No	2	Yes
2	Simon & Randall (2022)	Demographics, goal Orientation (i.e., performance-approach, performance avoidance, mastery), LMS checking frequency, Learning (i.e., GPA), Stress, Behavioral addiction measure of LMS use, Cognitive Addiction measure of LMS use	Yes	No	2	Yes

3	Ning & Inan (2022)	SNS addiction (i.e., hours of SNS use per day), anxiety, stress, self-control, GPA, demographics	No	No	1	Yes
4	Amiruzzman & Amiruzzman (2022)	Time spent on Twitter, attitudes towards Twitter, GPA	No	No	1	Yes
5	Zavala et al. (2023)	GPA, race/ethnicity, income, gender, SMU (measured in number of times participants checked social media apps for news)	No	No	1	Yes
6	Grant et al. (2019)	Smartphone use, alcoholic consumption, mental health issues, poorer academic performance, impulsivity	No	No	1	Yes
7	Wammes et al. (2019)	Learning, Smartphone use, mind wandering, Test scores, GRIT, knowledge of subject matter, and learning outcomes.	Yes	No	1	No
8	Ofori et al. (2021)	Social Media use, GPA, online learning during COVID-19, and stress.	Yes	No	1	Yes
9	Herbert et al. (2020)	Social media use, screen time, mental health, sleep, illness, GPA	No	No	1	Yes
10	Zimmer (2022)	Self-control, fear of missing out, problematic social network use, task distraction, and course performance	No	No	1	Yes

Ning and Inan (2023) examined the impact of social media addiction on academic performance among college students. A total of 251 college students (mean age=20.64) who attended a southwestern university in the United States completed a self-report survey that assessed the participants' GPA, social networking site (SNS) addiction, demographic information, anxiety, stress, and self-control. The participants were awarded class credit for completing the survey. The results indicate that hours spent using SNS per day did not significantly affect GPA ($p> 0.05$). It was found that SNS addiction ($p> 0.01$) had a substantial and negative impact on self-control ($p>0.01$) which was a significant predictor of GPA. The authors suggested that future research should look at the relationship between SNS addiction and cognitive-emotional factors like stress, anxiety, and depression (Ning & Inan, 2023).

Huey and Giguere (2022) assigned 108 college students from a university in New York City to a control group (n=72) and a quasi-experimental group (n=36). In the control group, students were given no restrictions regarding their smartphone usage while the quasi-experimental group could not access their smartphones during class time. The study lasted for 6 weeks, and the students completed a self-report survey that measured their course comprehension, mindfulness, and anxiety (Huey & Giguere, 2022). The results showed that students in the quasi-experimental group (M=4.16, SD=0.56) had a higher level of course comprehension ($p=0.01$) than those in the control group (M=3.86, SD=0.56). Also, in the quasi-experimental group smartphone use was found to have a statistically significant impact on anxiety ($p=0.03$) and mindfulness ($p=0.01$); where students experienced lower levels of anxiety and higher levels of mindfulness. (Huey & Giguere, 2022). The authors recommended using a baseline assessment of outcomes at the beginning and end of a semester to investigate if smartphone use in the classroom has a within-student effect (Huey & Giguere, 2022).

Simon and Randall (2022) distributed 2 surveys taken 4 weeks apart by 172 undergraduate students (39.77% female, mean age=19.15). Participants were recruited from a large public university in the northeastern United States and received research credit for their participation. The surveys measured participant's demographics, goal orientation (i.e., performance approach, mastery, performance-avoidance), learning management system (LMS) checking frequency, academic performance (i.e., GPA), stress, and addiction to LMS use. The results showed that the frequency of checking LMS was not significantly related to academic performance ($P=0.846$). The authors suggested investigating LMS addiction using more objective measures that ultimately help generate effective guidelines for LMS use (Simon & Randall, 2022).

Zavala et al. (2023) surveyed 378 undergraduate students (mean age=20.35, range 18-29) from a primarily Hispanic institution in the northeast United States. The survey measured the participant's demographics (i.e., race/ethnicity, income, gender), GPA, and social media use (i.e., number of times participants used YouTube or Facebook for news). Participants were rewarded with a small sum of money, extra credit, or research participation. The results indicated that Hispanic students who used YouTube for entertainment news were 7.10 times more likely to have a lower GPA (95% CI: 1.88-26.85) than Hispanic students who do not. Also, Hispanic students who used YouTube for news were 1.15 times less likely to have a lower GPA (AOR=0.87, 95% CI: 0.78-0.98) When looking at Black/African American students who frequently checked Facebook for news, they were 1.14 times more likely to have a lower GPA (95% CI: 1.01-1.29) than the Black/African American students who checked

Facebook less frequently. The authors recommended conducting longitudinal studies to explore the relationships between social media use and GPA with more objective measures (i.e., an application that can track social media usage) (Zavala et al., 2023).

Amiruzzman and Amiruzzman (2022) conducted a mixed methods study that investigated the use of Twitter among college students and its effects on academic performance. Participants (mean age=24.26, range 18-66) from a large university in the Midwestern region of the United States completed a survey with both quantitative and qualitative measures. The authors used the Twitter and Academic Engagement (TAE) scale to measure how often students use Twitter and Twitter and Student Opinions (TSO) scale to measure their attitudes towards using Twitter in their academics (Amiruzzman & Amiruzzman, 2022). Results from the qualitative data showed a negative correlation between Twitter time and GPA ($p<0.01$). There was a positive correlation between GPA and the TSE scale ($P< 0.05$) There was also a positive correlation between GPA and the TSO scale ($p< 0.05$). Amiruzzman & Amiruzzman (2022) suggested that future research should include data from various institutions (i.e., two-year schools, teaching-based, and research-based universities) and ensuring participation of students from different student groups (i.e., students clubs, area of study).

Herbert et al. (2020) surveyed 397 college students (mean age= 22.92 years) from a regional university in the United States. The purpose of this study was to assess whether screen time and social media use has an impact on academic performance. Students were asked about the number of daily hours they spent on screen time and social media use. Students' academic transcripts were reviewed to record semester GPA, cumulative GPA, current academic standing, and previous academic standing. There findings revealed no relationship between screen time and academic performance ($p>0.05$). Students with higher amounts of social media use had a decline in GPA ($p<0.05$). It was recommended that more longitudinal studies be conducted to understand the link between health issues such as screen time and social media use.

Zimmer (2022) conducted a study to understand the impact of social network use (Facebook, Instagram, Snapchat, Twitter, etc.) on course grades. A survey was given to 219 college students in the same business course. The study asked students about their social media use and their task distraction due to social media. Their grade in the course was observed throughout the semester. The study found that task distraction did not impact course grades. It was also found that problematic social network use did have an impact on course grades ($p<0.05$). It was recommended that researchers further study task distraction and the disconnect it had from course performance.

Grant et al. (2019) conducted a study to understand the relationship between problematic smartphone use and alcohol consumption, mental health issues, poorer academic performance, and impulsivity. A total of 3,245 students at the University of Chicago and Boynton Health at the University of Minnesota were included in this study. The survey used in the study consisted of multiple questionnaires to understand the relationship between problematic smartphone use and a specific category such as academic performance. Of those surveyed, 687(20.1%) of the students had a problematic smartphone issue, problematic smartphone issues were linked to worse GPA ($p < 0.001$) as well as mental stress ($p < 0.001$) and having more sexual partners ($p < 0.001$). The researchers concluded from their findings that problematic smartphone usage can have a notable impact on

academic performance and other areas of student lives.

Wammes et al. (2019) surveyed second-year Physiological Psychology students in fall and spring semesters to understand the relationship between disengagement during lectures and the impacts on academic performance. The fall semester students (n=173) were assigned to the first study, and the spring semester students (n=76) were assigned to the second study. The researchers examined students' outlooks on the subject being studied and whether disengagement could impact their scores. Next, students were given thought probes and quizzes at the end of each class to assess effectiveness of students learning and the impact of media on academic performance. A final survey was conducted after the class concluded. The Results demonstrated that media multi-tasking had a direct impact on quiz and test performance (p=0.05). The researchers concluded the longer students spent in lectures, the more likely they were to multitask with media, hurting academic performance.

Ofori et al. (2021) studied the correlation between social media usage and online learning during the times of the COVID-19 pandemic. In specific, the researcher investigated students' likelihood of continuing online learning and their success with this mode of learning. A total of 996 Georgia Southern University students completed the survey, and only the responses from 872 students were included in the analysis. The researchers concluded that the students who felt social media increased their stress were more likely to have a tougher time transitioning to online studies ($p < 0.05$). It was recommended that special accommodation using local resources be allocated to help students acclimate and adapt to online or hybrid learning modes.

Discussion

This study reviewed previous literature that examined the impacts of screen time on academic performance in college students. All the studies were conducted in the United States. The sample sizes ranged from 76 to 3,245 participants. The lowest age reported in the literature was 16 (Herbert et al., 2020). Two studies did not report specific age only that participants were college students (Grant et al., 2019; Zimmer, 2022). Of the studies, three gave a justification of sample size (Ofori et al., 2021; Wammes et al., 2019; Simon & Randall, 2022).

From all the studies, one utilized a quasi-experimental research design in which participants were assigned to either the control or experimental groups (Huey & Giguere, 2023). For six weeks, the experimental group was not allowed to have their smartphones in class (Huey & Giguere, 2023). The remaining nine studies (Simon & Randall, 2022; Ning & Inan, 2022; Amiruzzman & Amiruzzman, 2022; Zavala et al., 2023; Grant et al., 2019; Wammes et al., 2019; Ofori et al., 2021; Herbert et al., 2020; Zimmer, 2022) were non-experimental studies. All nine of the non-experimental studies included in the review used surveys (Simon & Randall, 2022; Ning & Inan, 2022; Amiruzzman & Amiruzzman, 2022; Zavala et al., 2023; Grant et al., 2019; Wammes et al., 2019; Ofori et al., 2021; Herbert et al., 2020; Zimmer, 2022). Two of the surveys were given twice (Wammes et al., 2019; Simon & Randall, 2022). There were four weeks between distribution of the surveys in one of the studies (Simon & Randall, 2022), while the other survey was given 16 weeks apart (Wammes et al., 2019).

Nine of the studies used validated tools (Simon & Randall, 2022; Ning & Inan, 2022; Amiruzzman &

Amiruzzman, 2022; Zavala et al., 2023; Grant et al., 2019; Ofori et al., 2021; Herbert et al., 2020; Zimmer, 2022; Huey & Giguere, 2023). One of the studies did not have validated tools (Wammes et al., 2019). Most of the studies reported GPA (Simon & Randall, 2022; Ning & Inan, 2022; Amiruzzman & Amiruzzman, 2022; Zavala et al., 2023; Ofori et al., 2021; Herbert et al., 2020). Other academic related measures were used to assess overall academic proficiency, such as course comprehension (Huey & Giguere, 2023), academic or course performance (Grant et al., 2019; Zimmer, 2022), test scores (Wammes et al., 2019), learning outcomes (Wammes et al., 2019), and task distraction (Zimmer, 2022). Some of the studies also reported on anxiety, stress, and mental health (Huey & Giguere, 2023; Simon & Randall, 2022; Ning & Inan, 2022; Grant et al., 2019; Ofori et al., 2021; Herbert et al., 2020). Only one of the studies used the mental health measures as a performance indicator. (Ning & Inan, 2022).

Six studies looked at social media use and its impacts upon academic performance (Zimmer, 2022; Herbert et al., 2023; Ofori et al., 2021; Zavala et al., 2023; Amiruzzman & Amiruzzman, 2022; Ning & Inan, 2022). Overall findings suggest that social media use can have a negative impact on academic performance. Two studies from this group (Amiruzzman & Amiruzzman, 2022; Zavala et al., 2023) looked at how social media sites can influence academic performance. Amiruzzman & Amiruzzman (2022) showed a significant negative correlation between Twitter time and GPA. Also, Zavala et al. (2023) reported YouTube's impact on social media performance. Using YouTube for entertainment resulted in students more likely to have lower GPA (Zavala et al., 2023). Importantly, students who used YouTube for news or as an academic resource were less likely to have a lower GPA (Zavala et al., 2023). The findings from these two studies suggest that the use of certain social media sites can negatively affect academic performance. This is supported by findings from Owusu-Acheaw and Larson (2015), who conducted a study at a university in Ghana where a questionnaire was distributed asking students about their social networking use and academic performance. The results indicated a negative relationship between academic performance and use of social networking sites (i.e., Facebook, WhatsApp, Twitter).

The other four studies in the group looked at the duration of social media use and its impact on academic performance (Zimmer, 2022; Herbert et al., 2020; Ofori et al., 2021; Ning & Inan, 2022). Two studies (Zimmer, 2022; Ofori et al., 2021) indicated that longer durations of social media use impacted academic performance negatively. Zimmer (2022) expressed that higher problematic social networking resulted in lower course performance. Ofori et al. (2021) revealed that those that use social media for more than 5 hours a day were less likely to achieve an A average GPA compared to those who used social media 3-5 hours per day. On the other hand, both Ning & Inan (2022) and Herbert et al. (2020) demonstrated no significant relationship between social media hours per day and semester and cumulative GPA. These mixed findings coincide with a 2019 systematic review which indicated that evidence is inconclusive of how screen time impacts academic performance (Adelantado-Renau et al., 2019). The review revealed that shorter durations of screen time used to manage stress seemed to boost grades while screen time use for over seven hours made it 40% more likely that children would have poor grade (Adelantado-Renau et al., 2019).

In addition, five studies produced mixed results when examined non-specific screen time use and its impacts upon academic performance (Huey & Giguere, 2023; Simon & Randall, 2022; Grant et al., 2019; Wammes et al., 2019;

Herbert et al., 2020). Herbert et al., (2020) saw no significant correlation between screen time and academic performance while Simon & Randall (2022) also found that checking a learning management system often had no impacts on academic performance.

On the contrary, Grant et al. (2019) found a negative correlation between smartphone use and GPA, while Wammes et al. (2019) reported that students' multitasking in class led to worse performance in class quizzes and tests. In addition, Huey & Giguere (2023) found that restricting screen time in class led to higher levels of course comprehension and helped reduce anxiety related to class material.

Varying mental health issues were also assessed in six studies (Huey & Giguere, 2023; Simon & Randall, 2022; Ning & Inan, 2022; Grant et al., 2019; Ofori et al., 2021; Herbert et al., 2020). Two studies found that increased screen time and social media usage were related to higher levels of anxiety (Ning & Inan, 2022; Grant et al., 2019) while another study indicated that decreased screen time correlated with lower levels of anxiety (Huey & Giguere, 2023). Similar findings were seen when an online survey was administered among 372 undergraduate students to assess screen time usage, stress, depression, and anxiety (Deyo et al.,2023). Results showed that screen time significantly predicted higher anxiety, depression, and stress (Deyo et al., 2023). Additionally, this review found that worse mental health outcomes (i.e., higher levels of stress, anxiety, depression) were correlated with lower levels of academic performance (Herbert et al., 2020; Huey & Giguere, 2023; Ning & Inan, 2022). In a study conducted to investigate the relationship between mental health and academic performance in undergraduate students (n=600), the results revealed a negative correlation between academic performance and anxiety, stress, and depression (Zhang et al., 2024). This indicates that mental health factors may play a mediating role between screentime/social media use and academic performance.

Conclusion and Limitations

This review investigated the effects screen time and social media use on the academic performance among college students. The results indicated a negative correlation between social media usage and academic performance. However, inconclusive findings were recorded for the effects screen time on academic performance. Also, there was a negative correlation between screen time usage and several mental health issues. As screentime increased, the levels of stress, anxiety, and depression increased. Additionally, decreasing screentime has the opposite effect. It was difficult to pinpoint the exact duration of social media use at which it starts to negatively impact academic performance. Furthermore, discrepancies were noted when discussing the detrimental effects of screen time. However, electronics could be beneficial in the classroom if used appropriately.

There were several limitations to this review. First, there were only a few keywords used to extract articles from the selected databases. This led to a limited number of articles being included in the review. Second, most of the studies reviewed had non-experimental designs which made it difficult to assess the impact of screen time and social media use on academic performance. Third, all studies used different measures for screen time and social media usage. This made it difficult to compare any trends and draw any definitive conclusions. Lastly, all the data that was collected in this review was self-reported through a variety of surveys and questionnaires. Having

participants self-report their data can lead to different biases and inaccurate results.

Suggestions for Future Research

Given that the majority of the literature reviewed used non-experimental designs, future research should focus on using experimental designs (i.e., randomized control trials) that can better asses the relationship between screen time and social media usage on academic performance. Also, most of the literature relied on one-time responses (i.e., surveys and questionnaires); thus. future studies could consider using longitudinal designs, where data is collected over multiple semesters. Lastly, since mental health factors (e.g., anxiety, stress, depression) may mediate the relationship between screen time and academic performance, future research should explore how mental health measures influence screen time and academic performance.

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