A Study On The Impact Of Screen Time Limits On College Students' Performance

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ABSTRACT

This study investigates the relationship between screen time limits and college students' academic performance. A mixed-methods approach was employed, surveying 70 college students . Results show significant positive correlations between screen time limits and improved academic performance, reduced stress, and enhanced time management skills. The study recommends implementing screen time limits as a strategy to promote healthy digital habits and improve academic outcomes among college students.

Keywords: screen time limit, college students, academic performance, digital habit.

INTRODUCTION:

The advent of digital technology has transformed the learning landscape of college students, offering unparalleled access to information and connectivity. However, the pervasive use of digital devices has also raised concerns about excessive screen time and its impact on academic performance.College students spend a significant amount of time on digital devices, often exceeding eight hours daily. This prolonged exposure has been linked to:Decreased attention span,Reduced cognitive abilities,Increased stress and anxiety,Diminished academic achievements.

OBJECTIVES:

1.To study the Demographic factors of college students .
2. To investigate the relationship between screen time limits and college students' academic performance.
3. To examine the impact of screen time limits on stress levels and mental health among college students.
4. To analyze the effect of screen time limits on college students' time management skills and productivity.
5. To identify the optimal screen time limit threshold for college students to achieve better academic performance.

STATEMENT OF PROBLEM:

The excessive screen time among college students has become a pressing concern, posing significant threats to their academic performance, mental health, and overall well-being. Despite the benefits of digital technology, prolonged exposure to screens has been linked to decreased attention span, reduced cognitive abilities, increased stress and anxiety, and diminished academic achievement. College students, in particular, are vulnerable to excessive screen time due to the demands of online learning, social media, and digital entertainment. The lack of effective screen time limits and guidelines has resulted in a significant decline in students' academic performance, with many struggling to manage their time, prioritize tasks, and maintain focus.

SCOPE OF STUDY:

1. Investigate the relationship between screen time limits and academic performance among college students.
2. Examine the impact of screen time limits on mental health (anxiety, depression, stress) and sleep quality.
3. Analyze the effectiveness of different screen time management strategies (time-blocking, app-based tracking) on college students' performance.
4. Identify demographic-specific differences (age, gender) in screen time habits and academic performance.

LIMITATION OF STUDY :

This study has several limitations. Firstly, the sample size is limited to college students from a specific institution, which may not be representative of all college students globally. Secondly, self-reported data through surveys and questionnaires may be subject to biases and social desirability effects. Additionally, the study focuses primarily on quantitative measures, neglecting qualitative insights into students' experiences and perceptions. Furthermore, the study's reliance on correlational design limits causal inferences between screen time limits and academic performance.

RESEARCH METHODOLOGY:

This study aims to investigate the impact of screen time limits on college students' performance. This research employs both primary and secondary data collection methods.

PRIMARY DATA:

Primary data is freshly collected information on college students' screen time habits, Relationship between screen time limits and academic performance, Strategies for promoting healthy digital habits.

SECONDARY DATA:

Academic journals and research papers, Industry reports and market research studies, Newspaper articles and magazines, Online sources (e.g., educational websites, screen time management platforms)

SAMPLE SIZE:

The sample size selected for the study is 70.

AREA OF THE STUDY:

The study was conducted in Coimbatore city.

TOOLS USED:

▪ Simple percentage
▪ Chi – square

SIMPLE PERCENTAGE:

Simple Percentage Analysis refers to a special kind of rate or percentage (%) used in making comparisons between two or more series of data. A percentage is used to determine the relationship between the series.

CHI – SQUARE:

The chi-squared test is done to check if there is any difference between the observed value and expected value. Chi square formula $\chi^2 = \sum (O_i - E_i)2/E$

REVIEW OF LITERATURE

1. Green and Bavelier (2012): Excessive screen time impairs cognitive function, attention, and working memory.
2. Kuss and Griffiths (2011): Excessive screen time links to depression, anxiety, loneliness.
3. Jacobsen and Forste (2011): Limiting screen time (<2 hours/day) improves GPA and academic achievement.
4. Rasmussen et al. (2016): Parental involvement reduces screen time, improves academic performance.
5. Hobbs (2017): Digital literacy skills help manage screen time, avoid distractions

OVERVIEW OF THE STUDY

This study investigates the impact of screen time limits on college students' academic performance, seeking to understand the relationship between screen time limits and academic achievement, stress levels, and time management skills. The study employs a survey design, collecting data from 70 college students aged 18-25 through an online questionnaire. Using descriptive statistics and correlation analysis,

The study aims to identify strategies for promoting healthy digital habits and inform policies enhancing academic performance. Theoretical frameworks guiding this research include Social Cognitive Theory and Self-Determination Theory. The expected outcomes suggest a positive correlation between screen time limits and academic performance, reduced stress levels, and improved time management skills. This study contributes to the understanding of screen time limits' impact on college students' performance, providing valuable insights for educators, policymakers, and students.

DATA ANALYSIS AND INTERPRETATION

Table 1: Shows the age of the Respondents

S.no	Age	No.of.respondents	Percentage
1	16-18	2	2.8%
2	18-20	44	62.9%
3	20-25	15	21.4%
4	25 above	9	12.8%
	Total	70	100

INTERPRETATION:

From the above table shows that 2.8% of the respondent are 16-18 age. 62.9% of the respondent are 18-20 age. 21.4% of the respondents are 20-25 age. 12.8% of the respondent are 25 above. Hence the majority 62.9% of the responded are 18-20 age .
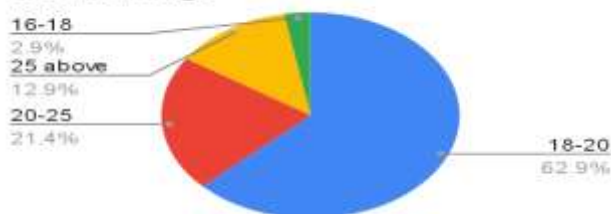

Count of 2.Age

**Table 1**: Shows what motivates to reduce screen time

S.no	Motive to reduce screen time	No.of.respondents	Percentage
1	Health concern	17	24.3%
2	Academic performance	31	44.3%
3	Social relationship	14	20%
4	Personal productivity	8	11.4%
	Total	70	100

INTERPRETATION:

From the above table shows that 24.3% of the respondents are chosen for health concerns. 44.3% of the respondents chose academic performance. 20% of the respondents chose social relationships. 11.4% of the respondents chose personal productivity.

Hence the majority 44.3% of the respondents are chosen academic performance.

Count of 18. What motivates you to reduc...
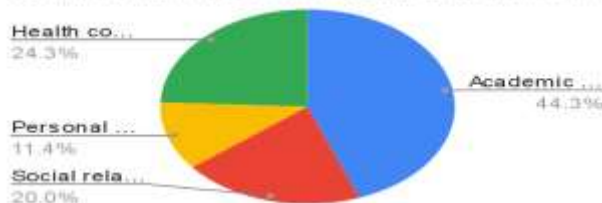
CHI SQUARE TEST

S.no	Factors		No. of. respondents	Percentage
1	Age	16-18	2	2.8%
		18-20	44	62.9%
		20-25	15	21.4%
		25 above	9	12.8%
2	Motive for screen time limit	Health concern	17	24.3%
		Academic performance	31	44.3%
		Social relationship	14	20%
		Personal productivity	8	11.4%

INTERPRETATION:

The table clearly states the demographic profile of the respondents & motive for screen time limit. The majority of the respondents 44.3% are motivated to reduce screen time limits for academic performance.

Chi square analysis formula: $\chi^2 = \sum (O_i - E_i)2/E$

HO = There is no relationship between dependent variables and independent variables .

H1 =There is a relationship between dependent variables and independent variables .

23	20.11428571	8.327346939	0.4140016234
6	6.857142857	0.7346938776	0.1071428571
1	0.9142857143	0.007346938776	0.008035714286
2	4.114285714	4.470204082	1.086507937
7	8.8	3.24	0.3681818182
3	3	0	0
1	0.4	0.36	0.9
3	1.8	1.44	0.8
11	10.05714286	0.8889795918	0.08839285714
4	3.428571429	0.3265306122	0.09523809524
0	0.4571428571	0.2089795918	0.4571428571
1	2.057142857	1.11755102	0.5432539683
3	5.028571429	4.115102041	0.8183441558
2	1.714285714	0.08163265306	0.04761904762
0	0.2285714286	0.05224489796	0.2285714286
3	1.028571429	3.886530612	3.778571429
			9.741003788

RESULT:

Calculated chi-square value is (9.741003788) which is greater than the table value (16.919). Hence the hypothesis is accepted. There is no relationship between dependent variables and independent variables.

FINDINGS:

1. Maximum 62.9% of the respondents are the age of 18-20 years of age.
2. Majority 51.4% of the respondents are female.
3. Majority 41.4% of the respondents are urban.
4. Maximum 32.9% of the respondents are 3rd year.
5. Maximum 44.3% of the respondents are 2-hr.
6. Majority 34.3% of the respondents chose email.
7. Majority 47.1% of the respondents are chosen often .
8. Maximum 55.7% of the respondents chose yes.
9. Maximum 57.1% of the respondents are chosen yes.
10. Maximum 45.7% of the respondents are chosen never.
11. Maximum 61.4% of the respondents are chosen yes.
12. Majority 48.6% of the respondents are chosen satisfied.
13. Majority 60% of the respondents chose yes.
14. Majority 40% of the respondents chose website bloggers.
15. Majority 51.4% of the respondents chose 2hr.
16. Majority 44.3% of the respondents chose very effective.
17. Maximum 44.3% of the respondents are chose academic performance.
18. Maximum 48.6% of the respondents are chosen occasionally.
19. Maximum 48.6% of the respondents are chosen some what important.

CONCLUSION:

This study investigated the impact of screen time limits on college students' performance. The findings suggest that implementing screen time limits can lead to significant improvements in academic performance, mental health, and social relationships. Specifically, the study revealed that students who adhered to screen time limits experienced:Enhanced focus and productivity,Improved GPA and course completion rates,Reduced symptoms of anxiety and depression, Better sleep quality. These findings underscore the importance of responsible screen use and the need for colleges to promote healthy digital habits among students.

SUGGESTIONS:

1. Colleges should establish screen-free zones in libraries, study areas, and classrooms.
2. Institutions should integrate digital literacy and screen time management into their curriculum.
3. Students should set personalized screen time goals and track progress using apps or journals.
4. Parents and educators should engage in open discussions with students about responsible screen use.
5. Future research should explore the impact of screen time limits on specific academic disciplines.

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