Screen Time and its Effects on Anxiety in College Students

Arantxa Corrales, Catherine Carrillo and Scout Zweifler
UC San Diego, Herbert Wertheim School of Public Health

UC San Diego

Herbert Wertheim
School of Public Health and
Human Longevity Science

BACKGROUND

- College students have transitioned to online learning since the start of the pandemic
- Due to the nature of online learning, students are spending more time using digital devices that increases overall screen time
- Studies have looked at the relationship between screen time and anxiety levels in the past, but the context of the pandemic is a relatively new phenomenon that could benefit for further studies.

OBJECTIVE

- Analyze the relationship between screen time and undergraduate college students' anxiety levels.

METHODS

- An online survey was given out to undergraduate college students to assess their screen time usage and levels of anxiety
- 13 questions in regards of symptoms of anxiety and hours of screen time using a continuous variable answering mechanism
- Responses coded on a scale of 1-5
- cross sectional study was conducted, and analyzed using a linear regression model
- p-value and r^2 value were calculated.

DEMOGRAPHICS

ETHNICITY	
Hispanic/Latinx	41.38%
Asian	34.48%
White	6.90%
Other	17.24%
GENDER	
Female	66.67%
Male	30%
Non-binary	3.33%
COLLEGE LEVEL	
Freshman	6.67%
Sophomore	3.33%
Junior	16.67%
Senior	73.33%

Correlation Between Screen Time and Anxiety Levels

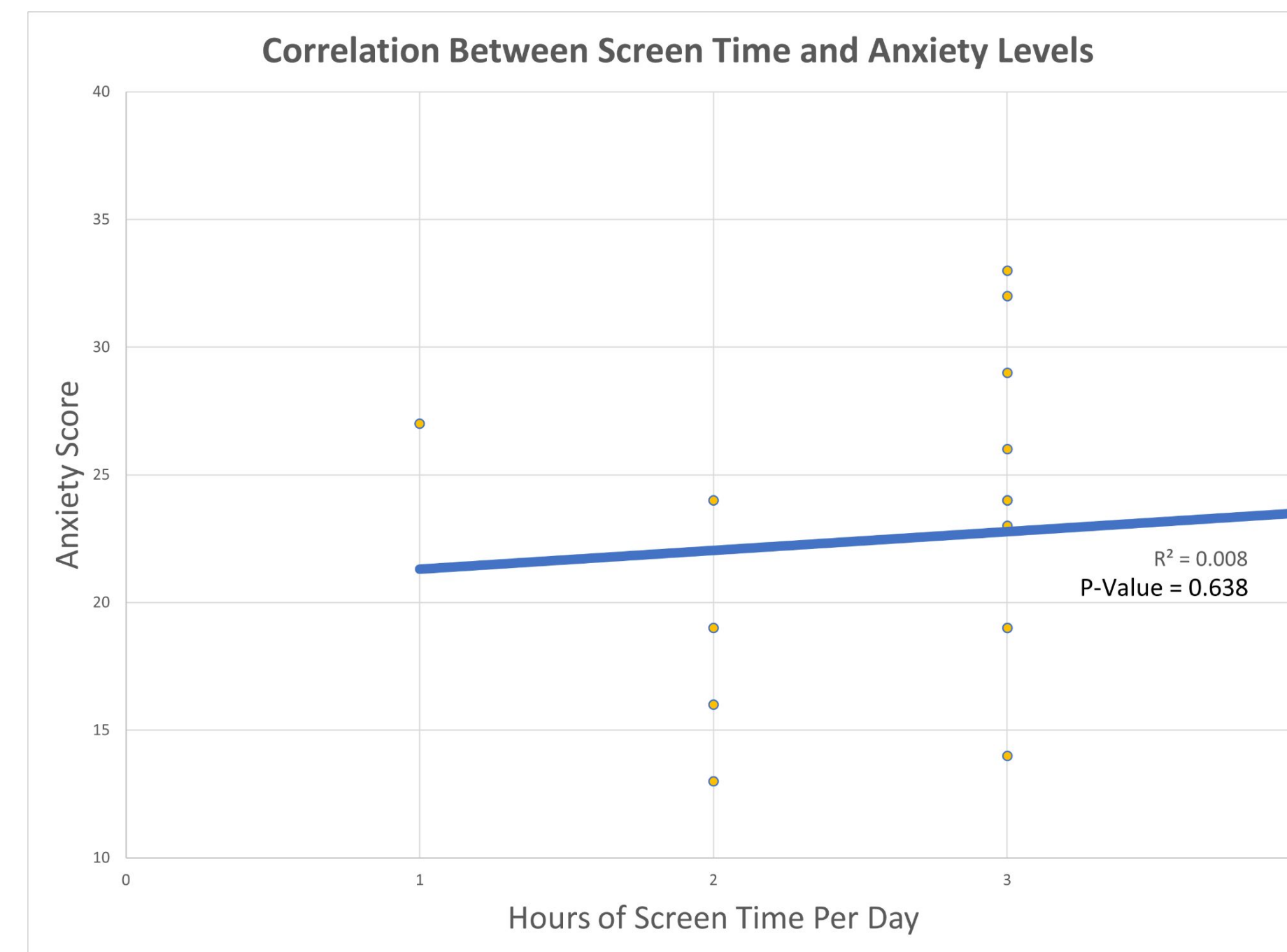$R^2 = 0.008$
P-Value = 0.638

Figure above represent the association between screen time and anxiety.

RESULTS

- 30 student participants within the investigation
- Data did not represent a statistically significant relationship between screen time and anxiety levels
- P-value calculated at 0.638 with r^2 value of 0.008, indicating statistically insignificant positive association

CONCLUSION

- The data results show insignificant statistical evidence between the use of screen time and anxiety.

POLICY IMPLICATIONS

- More funding and specification should be allocated to studying the topic to better understand the relationship.