THE EFFECTS OF SMARTPHONE ADDICTION ON LEARNING: A META-ANALYSIS

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Due to the prevalence of smartphones in society, excessive use and even addiction have become significant global concerns. Smartphone addiction is a form of various technology addictions. Over the past ten years, smartphone addiction has generated intense debates and has been widely documented in academic and non-academic literature. Although numerous studies have examined the relationships between mobile phone use and educational achievements, many such studies have yielded mixed findings. Indeed, little is known about the effects of smartphone addiction on student learning and some of the mental health challenges that this addiction may pose to individuals. Hence, the overarching goal of this meta-analysis was to examine current research regarding the effects of smartphone addiction on learning. After an extensive search for studies meeting specified inclusion criteria, data from 44 studies were extracted and analyzed following well-established protocols and guidelines for conducting a meta-analysis. Findings indicated that the weighted mean effect size of smartphone addiction on learning was $r = -0.12$ with a 95% confidence interval of -0.169 to -0.076. Different variables moderated the overall effect size and varied from small to large, depending on the smartphone addiction outcomes measured. The results of this meta-analysis suggest that smartphone addiction has negative impacts on student learning and overall academic performance. Recommendations include further research into this new and growing global concern.

Keywords: Smartphone Addiction, Technology Addiction, Learning, Mental Health, Meta-Analysis.