References (Marisol)

Pattison, S., Rusin, R., & Bai, Y. (2016). Caffeine Consumption among College Students: Its Effect on Sleep Hours and Academic Achievement. *Journal of the Academy of Nutrition & Dietetics*, *116*, A13. doi: 10.1016/j.jand.2016.06.028

This article contains information on how daily caffeine consumption can impact academic performance. In this study 164 students responded to a 10 minute online survey, that was sent to students studying at NJ University through their school email, as well as advertising on school grounds, and through social media. The survey contained questions concerning caffeine consumption, sleeping patterns, and academic performance. The responses were then put into a t-test, regression, and correlational analysis. The study concluded that there was a slight negative correlation between the consumption of moderate caffeine levels (500 mg) per day, as well as a strong negative correlation between the consumption of high caffeine levels (600mg) per day. Some limitations of this study include possible misinformation through self reporting surveys, as well as correlational studies holding less validity. Limitations also include the small number of participants, and that the participants were from a single college campus, thus the results of this study cannot be used to make conclusions about all college students.

Trunzo, J. J., Samter, W., Morse, C., McClure, K., Kohn, C., Volkman, J. E., & O'Brien, K. (2014). College students' use of energy drinks, social problem-solving, and academic performance. *Journal of Psychoactive Drugs*, *46*(5), 396–401. doi:10.1080/02791072.2014.965291.

This Source discusses the impact that caffeine, more specifically energy drinks, can have on academic performance. There was a total 486 undergraduates surveyed

using the online data collection service Psychdata.com. In the survey, the participants answered demographic information regarding gender, age, race, self-reported GPA, etc. Participants also answered questions concerning social problem-solving using the Social Problem-Solving Inventory-Revised, Short Form (SPSI-R). Which is a 25-item self-report questionnaire assessing problem-solving skills. Correlational results conclude that a student's academic performance lowered as their energy drink/ caffeine intake increased. Some limitations of this study are that self-reports and correlational studies can be inconclusive due to false reports, and because correlation does not equal causation.

Zhang, H., Lee, Z.X., & Qiu, A. (2020). Caffeine intake and cognitive functions in children. *Psychopharmacology*, *237(*10), 3109–3116. doi: 10.1007/s00213-020-05596-8

This source provides information aimed at identifying the association caffeine intake can have on children's cognitive function. This study extracted information from the Adolescent Brain Cognitive Development (ABCD) study, which is a longitudinal study started in 2017 that is aimed at understanding the relationship between substance use and neurocognition in children. In this study 11,718 children between the ages of 9-10 had their 7 NIH core cognitive instruments (vocabulary comprehension, reading decoding, inhibitory control, working memory, cognitive flexibility, processing speed, and episodic memory) tested. Associations between caffeine intake and its impact of the seven cognitive functions were examined, and it was concluded that caffeine intake negatively impacted all seven cognitive functions. Limitations in this article are that the authors received their own data from other people's actual study, which decreases the validity of the article itself, as results could have been tampered with or misinterpreted.

References (Dana)

Kim, J., & Anagondahalli, D. (2017). The effects of temporal perspective on college students' energy drink consumption. *Health Psychology*, 36(9), 898–906. doi: 10.1037/adb0000389

This article speaks about how consuming caffeine can have an effect on college students in the long run. Although this article does not give much information about how caffeine consumption correlates to GPA, it speaks upon its behavior which helps determine how much is consumed. They did conduct a study on college students GPA and the relationship they had with caffeine, which also included their health beliefs. It helps determine if caffeine consumption is a psychological aspect or overall improvement or disimprovement to the study. The impact on the article and its information will give us the data we need to compare and contrast with the study we are forming.

Miller, K.E., Derman, K.H., & Lucke, J.F. (2018). Caffeinated Energy Drinks Use by U.S. Adolescents Aged 13-17: A National Profile. *American Psychological Association*, 36(6), 647-659. doi: 10.1037/adb0000389

In this article it demonstrates how adolescents become dependent on caffeine. It also conducts a study on caffeine in a different variety, such as pills. It helps to demonstrate if consuming caffeine begins at an early age due to stress among other factors or could it be due to biological factors. It mentions that many consume caffeine due to their environment. This article provides information about its concerns on consumptions. This article provides a study on lifetime users and non users and how it helped their GPA

among other demographics. It provides the hypothesis and the methods used within the study.

Oglesby, L.W., Amrani, K.A., Wynveen, C.J., & Gallucci, A.R. (2018). Do Energy Drink Consumers Study More. *J Community Health*, 43(1), 48-54. doi: 10.1007/s10900-017-0386-8

In the article it discusses the consumption of caffeine within college students and their motivation which is energy drinks. It provides information about studies conducted on how college students use energy drinks to determine their motivation. It also divided female and male consumption and other influencers that may play a role into the study. For instance, in one study conducted they found that college students who reported consuming energy drinks for academic reasons, did not report more study hours per week compared to those who asserted different motivations. With this article, we can use this information and compare it with our own findings. Now with having to do online classes we can assess how this affects studies. We can conduct research and conclude that caffeine could influence our GPA/study time.

References (Keyri)

Hardy, R., Kliemann, N., Dahlberg, P., Bode, A., Monroe, E., & Brand, J. (2021). The Relationship Between Energy Drink Consumption, Caffeine Content, and Nutritional Knowledge Among College Students. *The Journal of Primary Prevention, 42(3), 297–308.* https://doi.org/10.1007/s10935-021-00635-2

This article examines the different levels of caffeine consumption, age differences, and GPA scores as a result of different types of caffeinated drinks. This article discusses a

different types of caffeinated beverages like coffee, energy drinks, and other caffeinated beverages. Its results showed that the main reason why college students consume so much caffeine is not that they want to study or work more but rather they like the feeling of being more alert. As a result, the study showed that those who did not consume any type of caffeine had better GPA scores than those who did regardless of their sex, age, or class. This article was helpful in seeing different results when incorporating other factors into the study, for example, gender, age, class, consumers, and non-caffeine consumers. This article was published not that long ago so its findings still remain relevant for us today.

Simpson, E., Stephenson, T., Brewer, D., Schwartz, A., & Bastin, S. (2016). Perceived Stress, Caffeine Consumption, and GPA of Undergraduate Students at a Large Public University. *Journal of Nutrition Education and Behavior,* 48(7), S102–S102. https://doi.org/10.1016/j.jneb.2016.04.269

This article contains information on the correlation between caffeine consumption, GPA scores, and stress magnet for college students. The main idea of this article is how much caffeine college students consume while under a lot of stress and what GPA scores they are able to obtain while doing so. For example, college students consume less caffeine at the beginning of the school year but that eventually changes over time as they continue on to midterms and finals. College students who are able to maintain a GPA of 3.1- 3.2 showed to have been consuming the highest amount of caffeine. Although we will not be examining correlations between the amount of stress and caffeine consumption this article will be useful to us because it will give us an idea of just how much caffeine is being consumed and what GPA scores are obtained due to it.

Champlin, S. E., Pasch, K. E., & Perry, C. L. (2016). Is the Consumption of Energy Drinks Associated With Academic Achievement Among College Students? The Journal of Primary Prevention, 37(4), 345–359. https://doi.org/10.1007/s10935-016-0437-4

This article examines the consumption of caffeinated beverages among first-year undergraduate students and their GPA scores as a result. It also includes other factors like gender, race, weekend and weekday sleep duration, perceived stress, perceived stress management, media use, and past month alcohol use. Its fiding were studied on a monthly basis along with its weekdays and weekends to get a better idea as to how much these underage students consumed caffeine. The study showed that those who consumed more caffeine earned a lower GPA score than those who did not regardless of their sex or social class. Other important factors were included like the consumption of alcohol since it is usually caused before, after, while drinking caffeinated drunk like Redbull, Monster, and other popular energy drinks. This article was helpful in considering other important factors that contribute to and influence the consumption of caffeinated drinks along with considering other things like age, class, gender, and ethnicity.

References (Roza)

Simpson, E., Stephenson, T., Brewer, D., Schwartz, A., & Bastin, S. (2016). Perceived Stress, Caffeine Consumption, and GPA of Undergraduate Students at a Large Public University. Journal of Nutrition Education and Behavior, 48(7), S102–S102. https://doi.org/10.1016/j.jneb.2016.04.269

The Research paper claims that in order to cope with the stress and expectations of college, students may increase their caffeine use. The main point the article covers is that most students in college do consume high doses of caffeine and this tends to affect

the students negatively by giving them anxiety. The article uses many sources to prove their point such as the Design of their study, the Setting, and also information about the Participants. The article states them using surveys as a big source of their study. The journal article is relatively new, which makes it reliable because the information is the most up to date on whether or not students are affected by caffeine or not. This article's research will be beneficial to my research because it covers the main issues. Caffeine, for example, has an effect on students and may cause them to do poorly in school.

Champlin, S. E., Pasch, K. E., & Perry, C. L. (2016). Is the Consumption of Energy Drinks Associated With Academic Achievement Among College Students? The Journal of Primary Prevention, 37(4), 345–359. https://doi.org/10.1007/s10935-016-0437-4

This article has great information about the research topic I have chosen. The main point of the article is that although the students do well with completing their assignments when drinking caffeine it affects them negatively. This is because once the students receive their grades back they quickly realize that they did not do well on the assignments due the procrastination and the caffeine consumption. This article also has great statistical sources helping prove their statement. This contains all the methods, measurements, analysis and lastly the results. One of the most interesting factors of the article is that the study states that students may also get involved with alcohol because of academic achievement. This source is relatively new which makes

the article a credible and reliable source. Also the article's primary points back up my arguments, which makes it a valuable resource to have.

Pettit, M. L., & DeBarr, K. A. (2011). Perceived Stress, Energy Drink Consumption, and Academic Performance Among College Students. Journal of American College Health, 59(5), 335–341. https://doi.org/10.1080/07448481.2010.510163

The main points of this article are the following: The amount of stress students have, the amount of caffeine they consume, and lastly the academic performance of the students. The article explains the importance of the three subjects and how they correlate with each other. The information the article has gathered is important for instance the article gives many useful details about genders, and ages being compared to make their statement even more solid. The author cites credible sources and is objective in their research. Lastly the association between academic achievement and the greatest amount of energy drinks consumed at any given time. This is a valuable source because it is an older article. I chose this article in order to prove the difference between the old articles compared to the fairly new articles. If there are differences between the two or not.