



INFLUENCE OF TECHNOLOGY ON MENTAL HEALTH AND STUDENT LEARNING

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ABSTRACT

This study explores the relationship between technology, mental health, and student learning. The technological widespread in different aspects has raised the apprehension with its influence on mental well-being and student Outgrowth. It looks at both dimensions with positive and negative approach technology offers learning options beyond manual making it more engaging and attractive. On the other side it distracts making it complicated for the students to be focused. Some other negative Aspects can also be information overload. It is important to leverage the benefits and mitigate the drawbacks as it is crucial to create balanced approach to make it good for mental wellness and academic success in higher education. This research examines the impact of

technology on mental health and student learning outcomes of individuals and young adults with age range of 16-27 who are enrolled in higher education currently. This study aims to understand the complex relationship between technology, mental well-being, and academic performance. Considering two variables this study will include different findings with the help of two scales namely (social media addiction scale and internet addiction scale) furthermore, the significant target will be addressing potential drawbacks and risks of technology usage while also looking forward to its benefits for higher education.

Keywords: *Technology, Psychological Well-Being, Social Media Addiction, Learning Outcomes, Internet Addiction, Academic Performance*

INTRODUCTION

Psychological or Mental Well-Being is defined as a condition of optimal psychological functioning marked by good emotions, efficient coping techniques, perseverance in the face of adversity, and satisfying relationships. It entails having a sense of meaning and purpose in life, managing stress and hardship, and feeling content with oneself and one's lot in life. A person in good psychological Health may usually feel a wide range of emotions in a balanced way, Such as happiness, satisfaction, and even sadness or rage. They are conscious of their ideas, feelings, and behaviors and possess a great sense of self-awareness. They can recognize and deal with harmful tendencies or ideas that could be impeding their wellbeing thanks to their increased self-awareness.

Psychological well-being encompasses more than simply the lack of mental disease; it also involves the existence of favorable traits and experiences that foster growth and development. It includes things Like self-improvement, independence, fortitude, and pursuing Important

objectives and principles. In the end, psychological wellbeing is an evolving and complex idea that represents a state of thriving in a person's social, emotional, and cognitive domains of existence.

Theories of Mental Wellness

Positive Psychology: This theory studies the human qualities and virtues, stressing elements that contribute to happiness, fulfillment, and well-being. Resilience, optimism, thankfulness, mindfulness, and Character qualities are important ideas. By encouraging happy feelings, Purposeful activity, positive connections, a sense of accomplishment, and a sense of purpose in life, positive psychology seeks to improve mental health.

The Self-Determination Theory: Humans have three fundamental psychological needs: relatedness (feeling a sense of connection to others), competence (feeling effective in one's interactions with the environment), and autonomy (feeling in control of one's activities). When these requirements are met, people feel more motivated and well-established.

Social Cognitive Theory: People their behavior, and their environment interact in a reciprocal manner. It emphasizes how Behavior and wellbeing are shaped by observational learning from watching others self-efficacy believing one can Succeed in each situation and outcome expectations believing one Will experience the results of one's activities. According to social Cognitive theory, people can improve their well-being through establishing realistic objectives, growing in self-efficacy, and interacting with supportive social settings.

Biopsychosocial Model: To comprehend mental health and wellbeing, the biopsychosocial model incorporates biological, psychological, and social components. It recognizes the intricate

relationship that shapes Mental health between biological (genetics, neurochemistry), psychological (thoughts, emotions, behaviors), and social (family dynamics, social support, socioeconomic status) elements.

Student Learning

Student learning is a journey in which students give their level best to absorb and comprehend knowledge, skills, attitudes, and abilities while in educational settings. Developing useful skills like critical thinking, problem-solving, and effective communication is just as important as learning theories and facts by heart. Apart from scholastic pursuits, it encompasses molding pupils' dispositions, principles, and moral reasoning, impacting their perception and behavior in society. In addition to receiving ongoing evaluation and feedback, this process thrives on active engagement, introspection, and learning from experiences. It also gives pupils skills for lifetime learning, empowering them to change and adapt in a world that is Changing all the time. In supportive settings that encourage inquiry, discovery, and collaboration, teachers are essential in assisting students in developing into self-sufficient, adaptable individuals who can thrive in a variety of circumstances.

Theories of Student Learning

Behaviorism: Based on Skinner's theories; behaviorist theories describe how observable behaviors relate to stimuli. Behaviorism argues that rewards and penalties are what motivate learning. Teachers mold desired behaviors and results in their students by using strategies like

positive reinforcement and repetition.

Cognitive Constructivism: Theories promoted by Jean Piaget and Lev Vygotsky that emphasize learners actively creating their own knowledge are known as constructivist theories. Through involvement, dialogue, and introspection, students actively create their own understanding. Providing chances for investigation, problem-solving, and social interaction, educators support learning

David Kolb's Experiential Learning Theory: States that learning is a cycle that involves real experience, thoughtful observation, abstract conception, and active exploration. Engaging in practical experiences and reflecting on them to extract meaning and adapt what they have learned to novel contexts are the best ways for students to learn.

Multiple Intelligences: According to Howard Gardner's Theory of Multiple intelligences, people have a variety of intelligences, including linguistic, logical-mathematical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. To address the needs of every student in the classroom, educators can create lessons and assessments that consider their various intelligences.

How Technology impacts Mental Health and Student Learning

There is a wide range of effects that technology can have on student learning and mental health, affecting both positively and negatively the experiences and results in these areas. On the one hand, worries about excessive screen time, social media addiction, and cyberbullying have been sparked by the widespread use of digital devices and online platforms. These issues can all lead to increased levels of stress, anxiety, and loneliness in people. The traditional classroom has

been turned into a dynamic, individualized learning environment by Technology, which ranges from online courses and digital textbooks to educational apps and virtual reality simulations. As the educators and mental health professionals navigate the complex landscape of Technology it becomes increasingly vital to cultivate digital literacy, promote responsible technology usage, and foster critical thinking skills to empower individuals to harness the potential of technology while mitigating its adverse effects on mental health and student learning.

REVIEW OF LITERATURE

Wang (2024) conducted a study to explore the teaching mode of college students' psychological education under artificial intelligence technology guided by cognitive-behavioral theory. The study Proposes a comprehensive mental health education mechanism that Integrates the cognitive model of mental health and Cognitive behavioral psychotherapy. It also develops a mental health abnormality detection device to identify students' mental health issues in a timely manner. The study provides an effective teaching method that enhances and improves college students' mental health, offering valuable guidance for mental health education in schools and highlighting the importance of utilizing artificial intelligence technology in addressing psychological challenges. developed an AI-guided mental health education system, showing improved mental health scores among college students.

Artono et al. (2024) aimed to examine the utilization of digital media in managing the mental health of students enrolled in the educational technology study program at Ibn Khaldun University, Bogor. The authors conducted qualitative research using interviews to gather data from 84 respondents, who were students studying educational technology at different semesters. The study highlights the potential difficulties faced by students in managing their mental health due to

digital media, while also acknowledging the positive impact of digital media on raising awareness and understanding of mental health management. The findings emphasize the significance of digital media in influencing the mental health of students and suggest the need to focus on how digital media can be effectively employed to promote mental well-being.

Zakaria (2024) conducted research to explore the management of guidance and counseling as a scientific approach to enhancing students' mental health. The study employed a Qualitative research design, specifically using a case study approach, to gain in-depth insights into the context, processes, and complexities of the phenomenon under investigation. The findings highlighted that guidance and counseling (bk) teachers in state high schools in west Kalimantan, Indonesia, played a proactive role in safeguarding students' mental health. They applied a scientific approach, which involved observation and interviews, to understand the holistic needs and challenges faced by students. Additionally, they utilized a variety of counseling techniques, such as individual counseling, group counseling, cognitive-behavioral approaches, and art and play therapy, to provide tailored support based on individual student needs. Demonstrated the importance of guidance and counseling in improving students' mental health through tailored support.

Al Mosharrafa (2024) embarked on an explorative study to assess the effects of social media usage on the academic performance and mental health of university students in Bangladesh. Published within the context of an increasingly digitalized society, their research aimed to uncover the nuanced dynamics of how social media impacts educational outcomes and psychological well-being among Higher education students. Utilizing confirmatory factor analysis and Structural equation modeling, the team meticulously analyzed the validity and

reliability of their measurements, including the Bergen social media addiction scale, to assess social media addiction and its implications. The findings revealed a significant positive correlation between social media usage and academic performance, mediated by improvements in mental health. This study not only contributes to the existing body of knowledge by highlighting the beneficial aspects of social media in educational settings but also opens new avenues for understanding the complex interplay between digital socialization, mental health, and learning achievements among Bangladeshi university students. Revealed a positive link between social media use and academic performance in university students, mediated by mental health improvements.

METHODOLOGY

Aim

To study the influence of technology on mental health and student learning within the age range of (16 to 27).

Research Objective

- To examine the relationship between mental health and student learning.
- To examine impact of internet on mental health & student performances.

Hypothesis

- **H1:** There will be significant relationship between mental health and student learning.
- **H2:** There will be significant impact of internet on mental health and student performances.

Research Design

The data was collected using two standardized questionnaires, and correlation analysis was conducted to examine the relationship between the variables. The study targeted individuals in the age group of young adults and teenagers, specifically those aged 16-27. The variables under investigation were technology and its impact on mental well-being and student learning. The analysis was conducted using the statistical software SPSS. The study did not consider any extraneous variables, ensuring a focused examination of the relationship between technology and the outcomes of mental wellbeing and student learning.

Variables

Independent variable: Technology

Dependent variable: Mental Health and Student Learning

Sample

The study involved the collection of data from a sample of 100 young adults and teenagers,

consisting of an equal number of boys and girls (50 boys and 50 girls). The participants were between the ages of 16 and 27. The data collection followed a random sampling method. To be included in the study, individuals had to be between the ages of 16 and 27. Those below 16 or above 27 years of age were excluded from the study.

Tools

Two questionnaires were applied in the research to measure the impact of technology (Social Media Addiction Scale – SF) and (The Internet Addiction Test).

- ***The Social Media Addiction Scale Student Form (SMA-SF)***

It is a Measurement tool developed to assess the social media addictions of secondary school, high school, and university students. The scale was created by Cengiz Sahin from the faculty of education at Ahi Evran University in Kirsehir, Turkey. The study aimed to establish the validity and reliability of the scale. A total of 998 students participated in the study, including 476 students from secondary schools, high schools, and universities for the initial exploratory factor analysis of the scale. An additional 298 Students participated in the second application, where confirmatory factor analysis was conducted. The test-retest method involved 224 students to determine the scale's consistency.

Various statistical analyses were performed to assess the validity and reliability of the scale. These included expert opinion, exploratory factor analysis, confirmatory factor analysis, total item correlations, mean differences between upper and lower groups, internal consistency coefficient, and test-retest correlation coefficients. The results of the exploratory and

confirmatory factor analysis revealed that the scale has a 4-factor structure, accounting for 53.16% of the total variance. The Kaiser-Meyer-Olkin (KMO). Coefficient and Bartlett's test confirmed the significance of the scale. The internal consistency coefficient (Cronbach's alpha coefficient) was found to be 0.93 for the entire scale and ranged from 0.81 to 0.86 for the subfactors. The test-retest coefficient was 0.94, indicating good stability over time.

The SMA-SF is a 5-point Likert-type scale consisting of 29 items Grouped under four factors: virtual tolerance, virtual communication, virtual problem, and virtual information. These factors capture different aspects of social media addiction. The statistical analysis Conducted in the study supports the scale's validity and reliability for use in determining the social media addictions of secondary school, high school, and university students. The SMA-SF provides a standardized and systematic approach to assess social media addiction among students, allowing researchers and educators to better understand and address this issue.

- ***The Internet Addiction Test (IAT)***

It is a questionnaire designed to assess an individual's level of internet addiction. The test was created by dr. Kimberly s. Young and is used by the center for internet addiction recovery. The purpose of the test is to provide a standardized assessment tool for identifying and measuring the severity of internet addiction. The scale consists of 20 statements that the examinee responds to base on a 5-point Likert scale, ranging from 0 to 5. The statements cover various aspects related to internet usage and its impact on Daily life. The examinee selects the response that best describes their behavior and feelings regarding internet usage during the past month. To score the test, the ratings given by the examinee for each item are summed up to calculate the total score, which can range from 0 to 100. Higher scores indicate a higher severity of internet

addiction. The scoring categories are as follows:

- Total scores from 0 to 30 points reflect a normal level of internet usage.
- Scores from 31 to 49 indicate the presence of a mild level of internet addiction.
- Scores from 50 to 79 reflect the presence of a moderate level of internet addiction.
- Scores from 80 to 100 indicate a severe dependence upon the internet.

The scale provides individuals with a self-assessment tool to evaluate their internet usage patterns and identify potential addiction tendencies. It can be used by professionals, researchers, and individuals themselves to gain insights into problematic internet behaviors and determine the need for intervention or support.

It's important to note that the scale is copyrighted by Dr. Kimberly S. Young and The Center for Internet Addiction Recovery. Any inquiries or doubts regarding the scale or responses can be directed to the provided email address for further assistance. The internet addiction test offers a structured approach to assess internet addiction and serves as a valuable tool in understanding and addressing the issue of excessive internet use.

Procedure

The questionnaires were consolidated into a single document and subsequently transformed into a google form, where participants were prompted to provide necessary information including demographics and consent. An accompanying message outlined the purpose of the study and emphasized ethical considerations. The forms were distributed to the intended audience, comprising young adults and teenagers aged between 16 and 27, over a 15-days period. Upon reaching a hundred responses, data was organized into an excel spreadsheet and numerical values

were assigned. This dataset was then analyzed using SPSS to conduct t-tests and correlations. The findings were generated accordingly.

Statistical analysis

The study aimed to evaluate the influence of technology on mental health and student learning by utilizing the Pearson correlation coefficient. This statistical measure was employed to assess the strength and direction of the relationship between technology usage and these two variables. The study also utilized means as statistical measures. These measures were likely used to gain insights into the distribution and central tendency of the data related to technology, mental health, and student learning.

RESULTS

TABLE 1

Correlation between Mental Health and Student Learning

Variable	Pearson Correlation	Sig. (2-Tailed)	N
SMAS-SF	1	-	100
IAS	-.103	.309	100

Table 1 presents the correlation analysis between the Social Media Addiction Scale - (SMAS-SF) and the Internet Addiction Scale (IAS) to measure the relation between mental health and student learning. The Pearson correlation coefficient between SMAS-SF and IAS is reported as -.103,

indicating a slight, negative correlation between the two variables, though this relationship is not statistically significant, as suggested by the significance value of .309. The analysis includes data from 100 participants for each of the two measures. This table aids in understanding the relationship (or absence thereof) between social media addiction and internet addiction among the study's participants.

REGRESSION

TABLE 2

Anova for regression model predicting IAS Internet addiction scale

	Sum of Squares	df	Mean Square	F	Sig.
Regression	119.561	1	119.561	1.046	.309b
Residual	11205.439	98	114.341		
Total	11325.000	99			

The regression analysis examined the influence of technology on both mental health and student learning. The primary predictors in the model were the use of technology (represented by IAS) and mental health (represented by SMAS). the model accounted for a notable portion of the variance in mental health and student learning scores, the overall results from the ANOVA were not statistically significant ($F(1, 98) = 1.046, p = .309$), suggesting that the predictors, specifically the use of technology, did not significantly explain the variability in these outcomes. This

implies that either the model may not adequately capture the complexities of the relationship, or other unaccounted-for factors influence mental health and student learning the regression analysis aimed to assess the impact of technology on both mental health and student learning. While the model accounted for a notable portion of the variance in mental health and student learning scores, the overall results from the ANOVA were not statistically significant ($F(1, 98) = 1.046, p = .309$), suggesting that the predictors, specifically the use of technology, did not significantly explain the variability in these outcomes. This implies that either the model may not adequately capture the complexities of the relationship, or other unaccounted-for factors influence mental health and student learning. Upon examining the individual predictor effects, the coefficient for the use of technology (IAS) was found to be non-significant ($\beta = -.103, p = .309$), indicating no significant relationship between technology use and mental health and student learning scores within the sample. This suggests that additional factors, such as coping strategies, socio-economic status, or external stressors unrelated to technology, may play a more substantial role in shaping these outcomes. Acknowledging the study's limitations, including sample size and measurement validity, future research could address these concerns by employing larger and more diverse samples, utilizing comprehensive measures of technology use, mental health, and student learning, and considering additional variables that may influence these outcomes. Despite the non-significant findings, the study underscores the complexity of the relationship between technology, mental health, and student learning, emphasizing the need for further research and targeted interventions to support students' well-being and academic success in the digital age.

TABLE 3*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.103^a	.011	.000	10.693

The table provides a summary of the regression model's performance, specifically examining the relationship between Internet Addiction Scale (IAS) scores and outcomes related to mental health and student learning. R (Pearson's R): The value of .103 indicates a low level of correlation between the predictor variable (IAS scores) and the dependent variables (mental health and student learning outcomes). This suggests a weak linear relationship. R Square Also known as the coefficient of determination, the R Square value of .011 implies that approximately 1.1% of the variance in the dependent variables can be explained by the predictor variable. This is a very low value, indicating that the IAS scores do not significantly account for variations in mental health and student learning outcomes. Adjusted R Square the Adjusted R Square value is .000, which, after adjusting for the number of predictors in the model, essentially suggests no improvement or predictive power added by the model over the baseline. This indicates that the model does not effectively explain the variability of the dependent variables better than a model with no predictors. Standard Error of the Estimate The standard error of the estimate, standing at 10.693, provides a measure of the model's accuracy in predicting the dependent variables. It quantifies the average distance that the observed values fall from the regression line. A higher standard

error indicates less precise predictions, and in this context, it suggests considerable variability in mental health and student learning outcomes that isn't captured by the IAS scores alone. In summary, the model summary table illustrates that the use of the IAS as a predictor does not significantly explain or predict the variations in mental health and student learning outcomes within this data set. The low R Square and adjusted R Square values highlight the limited explanatory power of the model, while the standard error of the estimate underscores the predictions' lack of precision. This suggests that other factors not captured by this model are likely influencing mental health and student learning outcomes, pointing to the complexity of these constructs and the potential need for a multifaceted approach to understanding them.

TABLE 4*Coefficients*

Unstandardized Coefficients	Standardized Coefficients
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Model	B	Std. Error	Beta	T	Sig.
(Constant)	35.513	5.018		7.078	<.001
IAS	-.070	.068	-.103	-1.023	.309

A. Dependent variable: SMA-SF

The coefficient table from a regression analysis provides insights into the relationship between predictor variables and the outcome variable. The constant, or intercept, is 35.513, which represents the predicted value of the dependent variable (possibly a measure of mental health or student learning) when the Internet Addiction Scale (IAS) score is zero. The high statistical significance of the constant ($p < .001$) indicates that, in the absence of internet addiction, the baseline level of the outcome variable is significantly different from zero. The coefficient for IAS is $-.070$, with a standard error of $.068$. This indicates that for each unit increase in the IAS score, there is an expected decrease of $.070$ units in the dependent variable, holding all else constant. This could suggest a slight negative impact of internet addiction on the dependent variable, though the effect size is small. The standard errors for the constant and IAS coefficients indicate the average distance that the estimated values of the coefficients are expected to deviate from the actual unknown population values. The relatively small standard error for the IAS coefficient ($.068$) suggests that the estimate is relatively precise. The Beta value for IAS is $-.103$, which represents the number of standard deviations the dependent variable is expected to change per standard deviation increase in IAS. This standardization allows for the comparison of the magnitude of impact across different variables in the model. A Beta of $-.103$ suggests a minor negative relationship between internet addiction and the outcome variable, though it is important to consider the context of your research to fully interpret this value. The t-statistic for IAS is -1.023 , reflecting the ratio of the coefficient to its standard error. This value is used to assess the statistical significance of the coefficient. The significance level for IAS is $.309$, indicating that the negative relationship between IAS scores and the dependent variable is not statistically

significant at conventional levels (e.g., $p < .05$). This suggests that, within the context of this model and data, internet addiction as measured by the IAS does not have a significant predictive power on the outcome variable under consideration. This table provides crucial insights into how internet might influence mental health or student learning. However, the lack of statistical significance for the IAS coefficient suggests that, in this particular analysis, internet addiction may not be a significant predictor of the outcome variable. This outcome encourages a closer examination of other factors or variables that might play a more critical role in influencing mental health and student learning within the scope of your research on the influence of technology.

DISCUSSION

The first, hypothesis mentioned was that there will be significant relationship between mental health and student learning the Correlation analysis revealed a weak negative correlation of -0.103 between mental health (measured according to SMA-SF) and student learning this suggests that as mental health decreases, there is a Slight tendency for student learning to decrease as well. However, the correlation was not statistically significant ($p = 0.309$), indicating That this relationship may not be robust. Several factors could contribute to this result. It's possible that the measures used to assess mental health and student learning may not have captured the Full range or complexity of these constructs. Additionally, other variables not accounted for in this study, such as socio-economic status or access to support services, may influence the relationship between mental health and student learning. Hence, it is proved that the first hypothesis is not accepted because of negative correlation and regression.

The second, hypothesis mentioned was that there could be Significant impact of internet on mental health and student Performances the analysis of the impact of the internet represented by IAS on mental health and student performance yielded nonsignificant results. The anova revealed an f-value of 1.046, with A p-value of 0.309, indicating that the internet may not have a significant impact on mental health and student performance in this study. This finding is contrary to the hypothesis suggesting a significant influence of the internet on these outcomes. Several Explanations could account for these negative results. It's possible that the measures used to assess internet usage did not capture the specific aspects or frequency of internet use that may affect mental health and student performance. Hence, it is proved the second hypothesis is not accepted.

Additionally, individual differences in internet usage habits and coping mechanisms may have obscured any potential effects on Mental health and academic performance. Future research could Explore alternative measures of internet usage and consider other Contextual factors that may influence the relationship between technology use, mental health outcomes, and academic performance.

The findings of this study provide insights into the complex Relationship between technology, mental health, and student learning, but several limitations must be acknowledged. While a weak negative correlation was observed between mental health and student learning, it was not statistically significant, suggesting that other factors may play a more substantial role in influencing academic Outcomes. Similarly, the non-significant impact of internet usage on mental health and student performance highlights the need for further exploration of these relationships. Furthermore, reason of negative results could be the non- significant results may

be attributed to several factors:

- **Measurement limitations:** the measures used to assess mental health, student learning, and internet usage may not have fully captured the nuances of these constructs, leading to measurement error and reduced sensitivity to detect significant effects. Sample characteristics: the characteristics of the sample, such as demographic factors or pre-existing mental health conditions, may have influenced the relationship between variables, resulting in non-significant findings.
- **Complexity of relationships:** the relationship between technology use, mental health, and student performance is multifaceted and influenced by numerous individual and contextual factors. As such, the specific effects of internet usage on mental health and academic outcomes may be difficult to isolate and detect, especially within the constraints of a single study.

Conclusion

The result of this investigation about the effect of technology on mental health and student learning is a complex picture. Weak Negative correlation between mental health and student learning did not reach the level of statistical significance, indicating the Nature of the interaction that might be too complex to be measured by the available tools. Additionally, the effect of web surfing on mental health and student achievements registered as insignificant, illustrating the complexity of the factors involved. We need to remember to be careful in interpretation of the nonsignificant findings, considering the possible limitations of our measures, the sample characteristics, and the complex nature of these connections. Regardless of the statistical

significance level, the present study offers some useful lessons on the future research. From now on, it's necessary to tweak the way measurements are done, to include more factors in the study, and to consider using longitudinal designs to grasp student's well-being and success fully and provide evidence for the designed intervention.

Besides the null results discovered in our study, let's also consider the following points. Primary, the used tools to estimate mental health, student learning, and internet use may have unavoidable limiters that influence the quality of our analysis. Besides, sample features, such as demographic variables and mental health status of the participants, could be responsible for the absence of significant outcomes. In addition, the complex ties between technology use, mental health, and student performance may not have been completely portrayed within the scope of our study design thus the need for further research is cited. Finally, even though we did not find statistically significant associations our findings gave valuable insights into the complicated nature of these associations, thus highlighting the importance of continuing research efforts to better understand and address the consequences for student well-being and academic success in an increasingly digitized world.

In conclusion, while this study contributes to our understanding of the interplay between technology, mental health, and student Learning, further research is needed to elucidate the underlying Mechanisms and identify potential interventions to support student wellbeing and academic success in an increasingly digital world.

Limitations

- A short span of time led to a lesser detail in the analysis.

- Besides the external structures of nature that are abiotic, for instance, perpetual events or culture, could have also affected our data.
- While the criteria used in carrying out the research were somewhat rigorous, there could be other areas that were ignored which might have an impact on the findings in the end.

Scope for Further Studies

- Investigating the long period effects of technology usage on mental wellbeing and academic performances with longitudinal studies.
- It is also important to focus on types of Internet use, for example, interactions on social networks, or time spent on video games, and investigate effects of these activities on meaningfully different aspects of life, such as one's mental state or academic performance.
- Examining role of individualized factors, such as personality traits and coping strategies, in limiting the relationship between technology use, mental health, and student performance.
- Conducting qualitative research to gain deeper insights into the subjective experiences and perceptions of individuals regarding technology's influence on their mental health and academic success.
- Applying research trials to assess the benefits of the developed and tested techniques that will enable to encourage the optimal use of technology in the classroom and minimize the possible negative impact on the mental and studying processes.

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