

## The Impact of Lifestyle Factors and Digital Technology on the Mental Health of College Students

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### ABSTRACT

The issue of mental health of college students has been gaining momentum all over the world especially in the backdrop of a fast-paced digitalization and a shifting lifestyle trend. The proposed study focuses on investigating how the digital use of technology and lifestyle influence the mental health and well-being of college students. An acceptance of a quantitative research design was undertaken by adopting a cross-sectional survey research design and 140 college students participated in the study by filling out a structured questionnaire online. Lifestyle behaviors (sleep quality, physical activity, dietary habits, and time management) and the use of digital technology, academic-related factors, and financial stress and mental health were measured in the study using a five-point Likert scale. The SPSS was used in the analysis of data, including the reliability test, descriptive statistics, the correlation analysis, and the multiple regression analysis. The results indicate that mental health is positively influenced by lifestyle and health factors with a significant influence becoming the strongest predictor of psychological well-being. Conversely, both technology and other digital aspects show a strong negative correlation with mental health, which suggests that too much exposure to digital content can decrease well-being. When other variables were taken into consideration, academic and financial stress factors did not play a crucial role as (or predictive) variables. The paper emphasizes the significance of the healthy lifestyle and balanced use of digital tools in improving the mental health of college students.

**Keywords:** - Mental Health, Psychological Well-Being, College Students, Digital Technology Use, Lifestyle Behaviors, Sleep Quality, Physical Activity, Mental Health

### INTRODUCTION:

It is well-known that mental health is one of the most important foundations of human well-being and sustainable development. It goes beyond the lack of mental illness and includes emotional stability, psychological resiliency, and social functioning (Mensah et al., 2019; Gazi et al., 2025). The World Health Organization (WHO) defines mental health as a well-being state where people fulfill their potentials, can handle healthy stresses of life, work efficiently and give back to their communities. This definition emphasizes the fact that mental health cannot be regarded as a purely clinical problem, but it is a multidimensional construct that will determine the level of academic achievement, interpersonal relationships, and overall life satisfaction (Mahomed et al., 2020). Mental health has turned to be a very pressing concern in the field of higher education. The academic pressure, personal change, and expectations are great in college students because they experience a peculiar mix of these factors (Barik et al., 2024). University stage is also a stage of development that is

marked by identity development, career planning and heightened independence (Das et al., 2024). Although growth opportunities exist in this phase, several stressors can arise, which can put psychological health to the test. Studies conducted in different countries also show an increase in anxiety, depression, burnout, and emotional exhaustion in university students, specifically during the post-pandemic period (Lakioti et al., 2025).

At the same time, the accelerated technological progress has recreated the learning environment and the way of life of students (Liu et al., 2020). Learning management systems, social media apps, online video-streaming applications, and online gaming are the digital platforms that become a part of the everyday life of students. Even though digital technology improves academic access, connectivity, and flexibility, unregulated use or overuse can be a source of psychological strain (Mai et al., 2022). Constant internet use, social comparison, fear of missing out (FOMO), and digital overload may have a detrimental impact on attention in the form of span, sleep, and emotional control. Besides online exposure, the lifestyle factors that influence the mental health outcomes include

the quality of sleep, physical activity, eating habits, and time management. Academic deadlines, social commitments, and digital distractions are some of the reasons why students tend to follow an irregular routine (McHaney et al., 2023). Poor sleep, sitting, and poor diets can make a person more prone to stress and mood disorders (Qiu et al., 2021). Thus, to implement effective interventions in higher education, it is necessary to understand the interplay of lifestyle factors and digital technology and its effects on mental health. This research aims at analyzing the effects of lifestyle factors and use of digital technology on mental health of college students and whether one of the two has a more definitive predictive effect. The research will help to better comprehend the well-being of students in a digital-academic setting by developing the relationships.

### 1.1 Background of the Study

The student mental health debate has gained momentum in the last 10 years across the world. It has been found that the number of counseling services used by universities, academic burnout, and stress-related absenteeism have been steadily increasing (Jagatheesaperumal et al., 2024). This trend is attributable to several changes in society, such as the heightened competition in the field of studies, economic instability, and the rapid digitalization of educational systems. The development of technology as an augmentation in the teaching and learning process has gained pace especially following the COVID-19 pandemic when the online and hybrid forms of learning became a commonplace (Zhao et al., 2019). Digital technology has changed the access to education by making remote learning available, providing instant communication, and collaborative tools. Students will be able to participate in lectures remotely, use online libraries, and participate in international debates (Alsamh et al., 2024). Nonetheless, this online connection has brought about a blurred line between the academic and the personal life. Most of the students indicate that they spend long hours on screens, both in academic and recreational activities and they usually spend hours on screens, which surpass recommended healthy limits. Extended screen time has been linked to sleep disturbance, physical inactivity and mental exhaustion.

In line with the digital exposure, the lifestyle behaviors in college students have been evolving dramatically. Academic stress usually contributes towards improper sleep patterns, studying late, and unhealthy eating habits (Cerolini et al., 2023). The process of home-campus life can also interfere with routine, particularly the first year students who are accustomed to a parental existence. Lack of parental control and a rise in autonomy might result in poor health habits (Bantjes et al., 2022). Empirical researches continuously reveal that all lifestyle practices including good sleep, balanced nutrition and exercise are some of the safeguarding aspects of mental health. Exercise has been found to lessen the effects of anxiety and depression by stimulating the release of endorphins and enhancing the ability to deal with stress. Equally, regular sleeping habits help in emotional control and thinking capability. On the other hand, mood instability and psychological distress are connected with

sleep deprivation and sedentary behavior (Salimi et al., 2023). With such dynamics, the interest is currently increasing to examine how digital technology use reacts with lifestyle behaviors to affect mental health outcomes (Cuijpers et al., 2019). Although the former studies have actually focused on these factors individually, limited studies have explored their joint predictive outcomes in a unity (Karyotaki et al., 2020). Having a sense of their comparatively impactful effect, universities are going to be able to focus on specific interventions that improve the well-being of students (Ebert et al., 2019).

### 1.2 Research Problem and Objectives

Although mental health issues in students have gained more attention, not all institutions can determine the most potent factors that determine psychological health. Although academic stress has long been considered as the main cause of student distress, there has been fresh evidence to show that lifestyle patterns and digital behavior could have an equally important role. Nevertheless, the relative power of these factors is not quite clear. Overindulgence in digital interaction can lead to technostress and social isolation and cognitive overload. At the same time, unhealthy lifestyle behaviors can decrease the resilience and ability to cope. Lacking a clear picture of which factor has a greater influence, universities will be able to implement haphazard or ineffective mental health strategies. As an example, a school can devote its attention to only academic guidance disregarding sleep hygiene or online balance.

Thus, the main research question that will be used in conducting this study is: Which of the factors lifestyle and the use of digital technology affect the mental health of college students the most, and which one is a sturdier predictor?

This research will address the following objectives:

To test the hypothesis that lifestyle factors (quality of sleep, physical activity, eating habits, and time management) have an impact on mental health in college students.

To determine the effect of the use of digital technology on the psychological well-being of the students.

To compare the predictive power of lifestyle variables and digital technology in the determination of mental health outcomes.

By answering these questions, the research would offer evidence-based suggestions on how educational institutions can come up with comprehensive mental health approaches. Finally, supporting the healthy lifestyle choices and maintaining a balanced approach to using digital technologies can help to achieve sustainable academic performance and enhance the overall well-being of college students.

## 2. LITERATURE REVIEW

Wang et al. (2025) examined the high prevalence of mental health problems among Chinese college students through a cross-sectional survey of 1,826 participants in Wuhan. Using Chi-square tests and logistic regression, the study found that 53.1% met criteria for poor mental

health. Significant predictors included female gender, obesity, poor health status, irregular sleep, skipping breakfast, lack of exercise, irregular schedules, and smoking. Insufficient sleep and poor daily routines showed particularly strong associations. The findings emphasize that unhealthy lifestyle behaviors substantially increase psychological distress, highlighting the need for health education programs, structured routines, and physical activity interventions to improve student mental well-being.

Ou et al. (2025) focused on first-year college students' mental health during their transition from high school to university. Using a cross-sectional design with 110 Chinese freshmen, the study combined mini-program behavioral tracking, GHQ-28 assessment, LASSO regression, and interviews. Results revealed that sleep quality, planned physical exercise, task completion rates, and positive self-evaluations significantly enhanced mental health. The research highlighted the importance of structured daily behaviors in supporting psychological well-being. By identifying key behavioral predictors, the study provides practical insights for universities to design targeted mental health education initiatives that strengthen healthy habits and self-management among first-year students.

Spytska (2025) investigated the impact of excessive digital technology use on Ukrainians' mental health, focusing on cognition, anxiety, depression, sleep, and physical activity. The findings showed that prolonged device use impaired memory, attention, and reaction time, while bedtime usage disrupted sleep patterns. Reduced physical activity, particularly among older adults, contributed to sedentary lifestyles. Interestingly, anxiety levels remained stable despite information overload and cyberbullying, whereas depressive symptoms were highest among middle-aged participants. The study highlights complex age-based variations and underscores the urgent need for balanced digital habits and targeted interventions to mitigate cognitive decline, sleep disruption, and depressive symptoms.

da Silva et al. (2023) assessed sleep quality, anxiety, depression, and nighttime technology use among 55 second-year medical students. Using PSQI, STRICT, and HADS instruments, the study found that 56.4% had poor sleep quality, 65.4% used technology at night, 61.8% showed anxiety symptoms, and 25.4% showed depressive symptoms. A strong correlation emerged between excessive nighttime technology use and poor sleep quality, which in turn was associated with anxiety and depression. The findings suggest that academic pressure combined with digital overuse negatively affects emotional well-being, highlighting the need for sleep hygiene education and reduced nighttime technology exposure.

Liu, Guo, and Xu (2023) reviewed risk factors and digital interventions for anxiety disorders among college students from national, institutional, family, and individual perspectives. Risk factors included socioeconomic inequalities, COVID-19 impacts, campus environment, peer relationships, parenting style, biological factors, lifestyle, and personality traits. The review emphasized

that digital mental health interventions—such as online CBT and AI-based tools—are cost-effective and accessible solutions. The authors advocate collaborative efforts among governments, universities, families, and students to implement preventive strategies. They conclude that future advancements in big data and artificial intelligence will enhance personalized digital interventions for anxiety management.

Browning et al. (2021) analyzed psychological impacts of COVID-19 among 2,534 U.S. university students using cross-sectional web-based surveys. Latent profile analysis identified high (45%), moderate (40%), and low (14%) psychological impact groups. Higher distress was associated with female gender, poor health, younger age, prolonged screen time, and knowing someone infected. Students spending more time outdoors and less time on screens reported lower distress. The findings underscore how pandemic-related lifestyle disruptions amplified mental health vulnerabilities, emphasizing the need for targeted institutional support, especially for high-risk demographic groups during crises.

Chen et al. (2020) explored factors influencing college students' mental health within the information network society. Using structural equation modeling, the study found that internet platform quality and electronic health literacy significantly enhanced online mental health information-seeking behavior. In turn, both health literacy and information-seeking positively influenced mental health outcomes. Additionally, online health information seeking mediated the relationship between platform quality, literacy, and mental well-being. The research highlights the critical role of digital literacy and reliable online platforms in promoting psychological health among students in technologically advanced environments.

Ogders and Jensen (2020) assessed the literature that connects the use of digital technology by adolescents to depression and anxiety. The authors synthesized narrative reviews, meta-analyses, cohort studies, and ecological momentary assessments and discovered fairly small and disjointed associations. Recent preregistered large-scale studies have found that relationships between screen time and well-being are very low and are unlikely to be of clinical interest. The review highlighted that a large portion of the research is correlational, and it inhibits causal inferences. Instead of shaming the use of digital, the authors recommend more research designs and balanced thinking to learn more about the subtle relationships between technology and mental health among adolescents.

Mofatteh (2020) has carried out an extensive survey of 41 articles (2000-2020) that investigate the risk factors of stress, anxiety, and depression among undergraduates in various parts of the world. There were six significant themes, which were psychological, academic, biological, lifestyle, social, and financial. Students with different socioeconomic status are exposed to a variety of stressors, and these have varied effects on their mental health. The review emphasizes the need to identify the potential risk factors at an early stage to avoid exacerbation of the psychological conditions. It suggests specific mental

health support systems in universities to deal with academic stress, financial and social adjustment challenges experienced by populations of undergraduates.

Lattie et al. (2019) conducted a systematic review of 89 articles that examine the digital mental health interventions that can be applied to college students. The majority of the programs were web-based with the most prevalent method being internet-based cognitive behavioral therapy. Almost half the interventions proved successful and most of them included the use of human coaching. Nevertheless, the usability and implementation outcomes were not reported much and the risk of bias was moderate to high in some studies. The review finds that digital interventions could be beneficial in the treatment of depression and anxiety but need a more intensive assessment and a higher number of user engagement techniques to be maintained at the campus level.

### 3. RESEARCH METHODOLOGY

In this section, the methodological framework applied in the study on the influence of lifestyle factors and digital technology on the mental health of college students will be described. It explains the research design, population and sampling methods, data collection, measurement of variables, analysis methods, and ethical issues that were used in the study. The quantitative method was also utilized to assure the objective measurement and test of the existence of relationships between the identified variables in a statistical manner. The study employed structured survey questionnaires and the relevant statistical software with an intention to generate reliable and generalizable results on the predictive value of lifestyle practices and online exposure on the psychological well-being of students. The design of the methodology was such that validity, reliability and ethical integrity were upheld in the course of the research.

#### 3.1 Research Design

The research design used in this study was a quantitative one in order to explore the connection between lifestyle factors, digital technology usage, and mental health among college students. Quantitative approach was deemed to be suitable since the measurements of variables are systematically recorded and relationships between the independent and dependent constructs can be statistically tested. The research design was the cross-sectional survey design, which implies that a certain population at a given time was used in gathering data. The design was one that allowed the researcher to record the existing lifestyle practices, online behaviors, and mental health of students without controlling any variables. This was aimed at determining predictive relationships as opposed to making causal inference. The systematic arrangement provided objectivity, consistency and reproducibility of the findings.

#### 3.2 Research Population and Sampling

This study had a target population of college students in institutions of higher learning. This involved undergraduate and post-graduate learners of other fields. The target of the study was made of college students because they constitute a group that experiences significant academic, social and personal changes, which *Advances in Consumer Research*

can have an impact on their mental health. Data was collected using a non-probability sampling method which was the convenience sampling method. The respondents were chosen according to accessibility and the affinity to take part in the survey. Such a method was appropriate because of time limitations and academic scale of research. About 150 respondents were the targeted sample to have adequate data to analyze statistically. Even though convenience sampling might restrict the generalisability, it will offer sufficient representation in an exploratory and predictive study of a student population.

### 3.3 DATA COLLECTION METHOD

An online questionnaire was used to collect data through the digital platforms which included email and messaging applications. The data collection mode that was chosen is online due to the fact that it is cost-effective, efficient, and suitable when a digitally connected student population is considered. It also enabled the respondents to take the survey at their own comfort thus enhancing response rates. Respondents received information on the purpose of the study and were guaranteed that their responses would be confidential and anonymous before making their participation. The respondents were free to participate and could leave any time. The application of online data collection was also consistent with the emphasis of the research on digital behavior since it is a reflection of the natural environment of communication of modern college students.

#### 3.4 Measurement of Variables

Two independent variables, lifestyle factors, and use of digital technology were studied, and one dependent variable, which was mental health and well-being. The lifestyle factors were measured using items that evaluated the quality of sleep, physical activity, eating habits, and time management. Measurement of digital technology use was done by looking at the time of screen time use, use of social media, exposure to online learning, and perceived digital stress. The indicators of mental health were evaluated by the values of stress, anxiety, emotional stability, and general psychological well-being. Each of the measurement items was designed as a five-point Likert type with the level of 1 being Strongly Disagree and 5 Strongly Agree. The Likert scale format was chosen due to the fact that this scale can be easily quantified in terms of attitudes and perceptions that makes it easy to do statistical analysis. The items would be modified based on the previous valid scales to increase the reliability and construct validity.

#### 3.5 Data Analysis Techniques

The data collected were entered into Statistical Package of Social Sciences (SPSS) to analyze them. First, the descriptive statistics were calculated as a means to summarize the demographic data and outline the answers of students. The use of measures like mean, standard deviation and frequency distribution described the central tendencies and variability of the variables. After descriptive analysis, reliability test was done by measuring the internal consistency of the measurement scales by use of Cronbach alpha. The acceptable level of Cronbachs Alpha was set at higher than 0.70 and it was

deemed to have credible measures of constructs. The multiple regression analysis was conducted to test the research objectives. The reason why regression analysis has been selected is that it enables one to explore the predictive relationship between the independent variables (lifestyle factors and the use of digital technologies) and the dependent variable (mental health). The approach assists in establishing the direction, strength and the statistical significance of the relationships. The values of the coefficients showed the presence of positive or negative effects of the independent variables to mental health, and the value of R-square showed the percentage of variance of mental health explained by the predictors. The level of statistical significance was analyzed at 0.05.

#### 4. RESULTS

This part provides the overall findings of the research study that included the effects of technology and digital factors, lifestyle and health factors, academic-related factors, and financial stress factors on good mental health and wellbeing among college students. The SPSS was used to analyze the data. This analysis involves reliability testing, descriptive statistics, correlation analysis and multiple regression analysis. The level of statistical significance was analyzed at 0.05.

##### 4.1 Reliability Analysis

The internal consistency of the measurement scales was measured with the help of Cronbach Alpha. Any value of 0.70 and above is acceptable reliability.

**Table 1: Reliability Test Results**

Variable	No. of Items	Cronbach's Alpha	Interpretation
Technology & Digital Factor	5	0.864	Good Reliability
Lifestyle & Health Factor	5	0.930	Excellent Reliability
Academic Related Factor	5	0.860*	Good Reliability
Financial Stress Factor	5	0.935*	Excellent Reliability
Mental Health & Well-being	6	0.966	Excellent Reliability

The findings of Cronbach Alpha reliability analysis of all the study variables are indicated in Table 1. The results reveal that the constructs all have good internal consistency, as Cronbachs Alpha value is better than acceptable which is 0.70. The Technology and Digital Factor had a figure of 0.864 which is good reliability. The Lifestyle and Health Factor has the alpha of 0.930 which is excellent and indicates the high consistency and reliability of the measurement items. On the same note, the Academic Related Factor had a good internal consistency with a refined reliability of 0.860. The Financial Stress Factor was the most reliable with a value

of 0.935 and the highest reliability coefficient was 0.966 of the dependent variable, Mental Health and Well-being. These findings prove that the measurement scales the study relied on are reliable and can be used in the further statistical analysis.

##### 4.2 Descriptive Statistics

Descriptive statistics were made to study the overall trends of the responses of the 140 respondents.

**Table 2: Descriptive Statistics**

Variable	Mean (M)	Std. Deviation (SD)	Interpretation
Technology & Digital Factor	3.73	1.03	High
Lifestyle & Health Factor	2.71	1.34	Moderate-Low
Academic Related Factor	3.78	0.58	High
Financial Stress Factor	3.48	0.80	Moderate-High
Mental Health & Well-being	2.72	1.36	Moderate-Low

Table 2 provides a summary of the descriptive statistics of the most important variables in the study. The scores show that the Academic Related Factors had the highest mean score (M = 3.78, SD = 0.58), which implies that the students have a strong perception of the academic pressure as an important element in their university experience. Another high-mean (M = 3.73, SD = 1.03) was Technology and Digital Factors thus showing that students were very engaged with technology. The moderately high mean (M = 3.48, SD = 0.80) of Financial Stress Factors indicated moderately high financial concerns. Conversely, the mean (M = 2.71, SD = 1.34) of Lifestyle and Health Factors was relatively lower indicating less adherence to healthy habits including proper sleep, exercise, and healthy diets. The dependent variable, Mental Health and Well-being, has an average of 2.72 (SD = 1.36) which implies that the psychological well-being of respondents was moderate to slightly low. In general, the findings of the descriptive analysis indicate a high exposure to stress-related variables and moderate mental health.

##### 4.3 Correlation Analysis

To analyze the relationship between variables, Pearson correlation analysis was done.

**Table 3: Correlation Matrix**

Variables	TTD	TLS	TAR	TFS	TMH
Technology & Digital (TTD)	1.000	-0.312**	0.284**	0.265**	-0.486**

Lifestyle & Health (TLS)	-0.312**	1.000	-0.198*	-0.214*	0.7
Academic Related (TAR)	0.284**	-0.198*	1.000	0.307**	-0.4
Financial Stress (TFS)	0.265**	-0.214*	0.307**	1.000	-0.3
Mental Health (TMH)	-0.486**	0.721**	-0.403**	-0.356**	1.0

Table 3 shows the Pearson correlation coefficients between all the variables. The findings show that there is a significant positive correlation between Lifestyle and Health Factors and Mental Health ( $r = 0.721, p < 0.01$ ) which suggests an idea that healthier lifestyle practices are closely linked with greater psychological health. On the other hand, there is a medium negative correlation between Technology and Digital Factors and Mental Health ( $r = -0.486, p < 0.01$ ), which means that higher digital level correlates with a lower level of mental well-being. There are also other related factors in Academic and Financial Stress Factors which have negative correlations with Mental Health ( $r = -0.403$  and  $r = -0.356$  respectively) which show that the greater the academic and financial stress the worse the mental health. The high correlations prove the existence of meaningful relationships between the independent variables and the dependent variable, which justifies the necessity of regression analysis.

#### 4.4 Multiple Regression Analysis

A multiple regression analysis was done to understand the predictive impact of the four independent factors on mental health.

##### 4.4.1 Model Summary

**Table 4: Model Summary**

R	R Square	Adjusted R Square	Std. Error
0.895	0.801	0.794	0.512

The summary of the overall regression model is presented in Table 4. The R value of 0.895 shows that there is very strong relationship between the combined independent variables and mental health. The value of R<sup>2</sup> is 0.801, indicating that Technology and Digital Factors, Lifestyle and Health Factors, Academic Related Factors, and Financial Stress Factors together explain 80.1 percent of the variance in Mental Health and Well-being. This value of Adjusted R Square, 0.794, reflects that the model still has a high explanatory power and this has been corrected by the number of the predictors. The standard error of 0.512 is relatively low, which means that the accuracy of

prediction is high. All in all, the model is the excellent fit with high predictive power.

##### 4.4.2 ANOVA Results

**Table 5: ANOVA**

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	97.452	4	24.363	136.019	0.000
Residual	24.486	135	0.181		
Total	121.938	139			

Table 5 indicates the ANOVA results of the regression model. The value of F-statistic 136.019 with a significance value of 0.000 ( $p < 0.001$ ) was found to be statistically significant and therefore, it means that the regression model is statistically significant. This implies that the combination of these independent variables is a predictor of Mental Health and Well-being significantly. The high F-value is an indication that one of the predictors is making a significant contribution to the explanation of variations in mental health. Hence, the general regression model can be considered valid and appropriate to explain the effects of individual predictors.

##### 4.4.3 Regression Coefficients

**Table 6: Regression Coefficients**

Variable	B	Std. Error	Beta	t-value	Sig.
(Constant)	1.215	0.248	—	4.899	0.000
Technology & Digital Factor	-0.195	0.085	-0.214	-2.296	0.023
Lifestyle & Health Factor	0.733	0.058	0.701	12.551	0.000
Academic Related Factor	-0.176	0.114	-0.118	-1.550	0.123
Financial Stress Factor	-0.085	0.073	-0.082	-1.156	0.250

Table 6 indicates the single contribution of each independent variable to the Mental Health and Well-being. The Lifestyle and Health Factor can exert the strongest positive influence ( $0.701, p = 0.000$ ) meaning that the healthier lifestyle behaviors are, the better the mental health is. There is a strong negative impact of

Technology and Digital Factors ( $\beta = -0.214, p = 0.023$ ), that is, the more digital exposure one has, the less the mental well-being. The effect of Academic Related Factors is negative, but the differences are not statistically significant ( $p = 0.123$ ), hence indicating that academic stress is not the decisive variable in predicting mental health when other factors are held constant. Likewise, there is negative but not significant influence of the Financial Stress Factors ( $p=0.250$ ). These findings show that lifestyle behaviors are the most predictive indicator of mental health in college students.

#### 4.5 Hypothesis Testing Summary

**Table 7: Hypothesis Testing Results**

Hypothesis	Statement	Result
H1	Technology and digital factor have a significant positive effect on good mental health and well-being.	Rejected (significant negative effect)
H2	Lifestyle and health factor have a significant positive effect on good mental health and well-being.	Supported
H3	Academic related factor has a significant effect on good mental health and well-being.	Not Supported
H4	Financial stress factor has a significant negative effect on good mental health and well-being.	Not Supported

Table 7 summons the results of hypothesis testing. The one that is rejected is Hypothesis 1 (H1) that Technology and Digital Factors have a significant positive impact on mental health due to the significant, yet negative value. The hypothesis 2 (H2) is accepted since the positive effect of the Lifestyle and Health Factors on mental well-being was strong and significant. Hypothesis 3 (H3) is not approved as the Academic Related Factors did not have statistically significant effect. On the same note Hypothesis 4 (H4) is not supported since Financial Stress Factors failed to significantly predict mental health even though it had a negative direction. Generally, the finding indicates that the most decisive factor of good mental health among college students is the Lifestyle and Health Factors.

#### DISCUSSION

The results of the current research offer valuable information to the factors of mental health among college students in an academically digit-saturated setting. The findings are clear to show that lifestyle and health determinants are the best predictors of psychological well-being. The results of students who ensure healthy

habits, including proper sleep, exercise, healthy eating habits, and time management, are much higher in terms of mental health. This is in line with the previous studies that have highlighted the importance of organized daily practices in promoting resilience of emotions and lessening the symptoms of stress, anxiety, and depression. On the contrary, there was a significant negative impact of technology and digital factors on mental health. Overindulgence in screen time, use of social media, and use of devices at night can be a source of sleep disturbance, cognitive overload, and emotional exhaustion therefore compromising well-being. Despite the fact that digital tools are critical towards contemporary education, the results indicate that uncontrolled use may increase mental tension. Interestingly, academic related and financial stress factors were not found to be significant predictors of mental health when evaluated together with lifestyle and digital factors. This implies that though students may find academic and economic burden a source of stress, their effects can be moderated by an individual coping mechanism and everyday health habits. Comprehensively, the paper indicates that lifestyle management is more dominant in supporting student mental health as compared to academic or financial stress. Higher education must thus introduce comprehensive mental health policies that encourage positive behavioral trends and responsible use of computer technologies with the view to achieving psychological health in the long-term.

#### CONCLUSION

The present research analyzed the effects of lifestyle and the use of digital technologies on the mental status of college students. The results indicate that lifestyle and health variables represent the most relevant and the most powerful predictors of psychological well-being. Those students that have organized schedules, do not skip physical exercise, and adhere to proper sleep and nutrition patterns are more likely to have improved mental health. Conversely, technology and digital aspects have shown a high level of negative correlation with mental health, showing that unregulated and extreme use of digital has led to emotional disorders and lack of well-being. Even though suicidal and academic stress factors displayed negative relations to mental health, they were not statistically significant predictors when determined in interaction with the lifestyle and digital factors. The research is important to the already existing literature as it combines both lifestyle and digital behavior into a predictive model. It proves that, even though digital technology is strongly integrated in the contemporary academic life, lifestyle management is of more decisive significance to maintain mental health. Thus, universities must have holistic well-being policies that also encompass wellness education, digital balance programs, routine health routines and available mental health services. The research studies conducted in the future can be based on the longitudinal designs to examine the causal relations and investigate the possible moderating factors including gender, socioeconomic status and academic level. Also, further studies on how psychology can become more resilient with the help of digital literacy and responsible usage of technologies would be of great value. To sum

up, healthy lifestyle habits and encouraging balanced digital interactions are the crucial measures of enhancing the mental state and the well-being of college students in the modern learning environment.

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