



Research Article

Technological Immersion and Digital Dependency: Psychological Implications for Contemporary Students

 **Dr. Suresh Kumar**^{1*}, **Dr. Kamalpreet Kaur Sohi**², **Preeti Janjhotra**³

¹Associate Professor, Psychology, PGGC sector-11, Chandigarh, India

²Assistant Professor, Psychology, Punjabi University, Patiala, Punjab, India

³Assistant Professor, Psychology, Govt. P G college sector-1, Panchkula, Haryana, India

Corresponding Author: * Dr. Suresh Kumar 

DOI: <https://doi.org/10.5281/zenodo.20756761>

Abstract

Smartphones have become a necessity for people because they want everything at their fingertips. In today's world, it is really hard for people to avoid using devices like phones, laptops and tablets. Students use these devices for studying, talking to friends, having fun and even relaxing. Technology has made life a lot easier, and learning is more accessible now. However, there is a growing concern about the problems that can come from using devices too much. Many students spend a lot of time scrolling through media, watching videos, playing games or chatting online. At first, it might not seem like a deal, but it can become a habit that makes students feel uncomfortable or anxious when they are not using their devices. By using the interview method, the data from questions related to the research paper, and find out that this is a problem that can affect students study their mental and social life. They feel emotionally low and make comparisons of how well they do in their life without digital enhancement and how they get along with others.

Manuscript Information

- **ISSN No:** 2583-7397
- **Received:** 11-05-2026
- **Accepted:** 15-06-2026
- **Published:** 19-06-2026
- **IJCRM:** 5(3); 2026: 984-987
- **©2026, All Rights Reserved**
- **Plagiarism Checked:** Yes
- **Peer Review Process:** Yes

How to Cite this Article

Kumar S, Sohi K K, Janjhotra P. Technological Immersion and Digital Dependency: Psychological Implications for Contemporary Students. Int J Contemp Res Multidiscip. 2026;5(3):984-987.

Access this Article Online



www.multiarticlesjournal.com

KEYWORDS: Smartphone, fingertips, technology, screen-scrolling, online chatting, anxious.

1. INTRODUCTION

This research paper is about why students use devices so much and how it affects their lives. Things like feeling anxious, feeling lonely, being afraid of missing out, having self-control and needing validation from others. The study also aimed to examine how using devices can affect health, sleep, education-related work and social behaviour. Understanding these patterns is really important for helping students develop habits and feel good about them.

Technology has changed the way students live, learn and interact with each other. Devices are always there in a student's life, from classes to socialising. At first, it seems like technologies really helpful because it lets students get information quickly, talk to friends and teachers and be more productive. However, there is another side to this convenience. Students spend a lot of time on devices not only for education-related purposes but also for social media, games and entertainment. Using devices too much can become a problem when students rely on them for comfort, distraction, or to escape from their feelings. Many students check their phones as soon as they wake up, carry them all the time, and use them late at night. Some students feel uncomfortable, anxious or irritable when they cannot use their devices. These behaviours show that there is an attachment, which is often called addiction.

Digital addiction is when someone uses technology too much, even though it is hurting them. Even though it is not always officially recognised as a disorder, psychologists say it is similar to kinds of addiction. Students are especially vulnerable to addiction. When students are teenagers or young adults, they are figuring out who they are, and they are more sensitive emotionally. They want to be accepted by their peers, feel like they belong, and get gratification, which makes digital platforms really attractive. Social media gives feedback through likes, comments and messages, while online games and entertainment provide an escape from education-related stress or emotional discomfort.

2. OBJECTIVES OF THE STUDY

The main goals of this study are:

1. To understand how students use devices and what digital addiction is.
2. To find out the factors that contribute to students relying on devices and how using devices affects students' emotional well-being, study and social behaviour
3. To suggest ways to help students develop digital habits

3. METHODOLOGY

To collect the data, the interview method has been adopted. 102 students from different age groups of Chandigarh, Haryana, Punjab and Rajasthan were taken.

This study tries to answer these questions, such as what psychological factors make students use devices more. How much does using devices affect students' well-being? What is the relationship between addiction and how well students do in education-related fields? How does relying on devices affect students' relationships and daily behaviour? What strategies can help students manage and reduce their addiction?

Significance of the Study

Using devices is linked to anxiety and stress in students. Students who are addicted to devices do not do well in education-related subjects. Not being able to control one's use of devices is a predictor of using devices a lot. Using devices too much can also affect sleep quality and emotional stability. Since students are using devices more and more, this topic is really important. Understanding addiction can help teachers, parents and mental health professionals identify warning signs and provide help when needed.

4. LITERATURE REVIEW

Many studies have been aimed at understanding how students use devices. These studies have shown that digital addiction is closely linked to feeling distressed. Researchers found that students who spend a lot of time on phones or social media often report feeling anxious, stressed and depressed. Another important finding is the link between addiction and the fear of missing out. This fear is when people feel anxious because they think others might be having fun without them. Many students keep checking their media notifications, messages and updates because they are afraid of being left out.

Not being able to control oneself is also a factor. Students who have trouble regulating themselves often struggle to limit their screen time, especially when digital content is designed to be rewarding.

Psychological Causes of Excessive Screen Use

1. Fear of Missing Out: Students might feel anxious if they do not check their messages or social media all the time.
2. Anxiety and Emotional Escape: Many students use devices to distract themselves from pressure, loneliness or personal stress.
2. Need for Social Validation: Getting likes, comments, and online attention can make students feel accepted and good about themselves.
3. Low Self-Control: Students who have trouble controlling themselves may struggle to set limits on their screen time.
4. Habit Formation and Reward Mechanisms: Digital platforms are designed to keep users engaged.

Impact on Mental Health

Using devices too much can really affect students' emotional well-being. It can cause overload, increase stress, and lead to depression and loneliness. Students might feel restless, irritable or uncomfortable when they are not using their devices.

Impact on Academic Performance

Digital addiction can directly affect how well students do in education-related activities. Students might get distracted during classes, put off assignments, or spend study time on activities. Common problems in education-related issues include reduced concentration, procrastination, lower grades, missed deadlines, poor time management and less participation in class. Using devices too much can also reduce motivation and energy for educational work.

Social and Physical Effects

Social Effects

Students who are addicted to devices started living alone in their imaginary world. They do not know anything about who is near them and might stop talking to people in person. They might talk less to family and friends, and participate less in group activities. They start avoiding work at home or social gatherings. Possible social problems include having trouble communicating with others, feeling lonely, arguing online and preferring interactions.

Physical Effects

Using devices for a time can also harm health. Common physical problems include eye issues, headaches, neck and shoulder pain, sleep problems and feeling less active. Poor physical health can make emotional problems worse.

5. RESULTS

The results of this study describe that students are using the technology for knowledge and educational purposes at the starting but later on, they discovered that this is time consuming they use more time on screen just for entertainment, which led to slow down their physical activities feeling low on emotionality. It increases anxiety, reduces their sleep, and also decreases their educational performance. This transition is very rapid. It becomes a habit that makes students feel uncomfortable or anxious when they are not using their devices. They want to be accepted by their peers, they want recognition, and these digital platforms look really attractive. Social media gives feedback through likes, comments and messages, this with make them happy while online games and entertainment provide an escape from education-related stress or emotional discomfort. This leads to addiction and sometimes to psychological problems.

6. PREVENTIVE STRATEGIES, RECOMMENDATIONS AND CONCLUSION

To reduce screen time, students need to be aware of their habits and get help from educational institutions. Practising detox, such as not using phones during study sessions or device-free evenings, can help students manage their screen time. Using apps to track screen time and set limits can improve self-awareness and self-control. Practising mindfulness can help students manage anxiety and reduce device use. Encouraging activities like exercise, hobbies, reading and in-person social interaction can reduce dependence on devices.

Educational institutions and universities should provide workshops on habits and well-being. By developing relationships with devices, students can protect their mental health and improve their academic and personal well-being. Using devices has become a big concern for students in the digital age. While technology is important for education and communication, using devices too much can lead to addiction, which can have serious emotional, academic and social consequences. Fear of missing out, anxiety, low self-control and the need for validation contribute to students' dependence on devices. The effects of this dependence can be seen in

increased stress, poor sleep, reduced educational performance, and weakened relationships.

To address addiction, students need to be aware of their habits, develop habits, get emotional support and get guidance from education-related sources. Students must learn to use technology on purpose, not just because they feel like it. By developing relationships with devices, students can protect their mental health and improve their academic and personal well-being.

REFERENCES

1. Andreassen CS, Torsheim T, Brunborg GS, Pallesen S. Development of a Facebook addiction scale. *Psychol Rep.* 2012;110(2):501-517. doi: 10.2466/02.09.18.PR0.110.2.501-517.
2. Billieux J. Problematic use of the mobile phone: A literature review and a pathways model. *Curr Psychiatry Rev.* 2012;8(4):299-307. doi:10.2174/157340012803520522.
3. Elhai JD, Dvorak RD, Levine JC, Hall BJ. Problematic smartphone use: A conceptual overview and systematic review. *J Affect Disord.* 2017; 207:251-259. doi: 10.1016/j.jad.2016.08.030.
4. Przybylski AK, Murayama K, DeHaan CR, Gladwell V. Motivational, emotional, and behavioural correlates of fear of missing out. *Computers in Human Behaviour.* 2013;29(4):1841-1848. doi: 10.1016/j.chb.2013.02.014.
5. Kuss DJ, Griffiths MD. Online social networking and addiction: A review of the psychological literature. *Int J Environ Res Public Health.* 2011;8(9):3528-3552. doi:10.3390/ijerph8093528.
6. Young KS. Internet addiction: The emergence of a new clinical disorder. *Cyberpsychol Behav.* 1998;1(3):237-244.
7. Rosen LD, Carrier LM, Cheever NA. Facebook and texting made me do it: Media-induced task-switching while studying. *Computers in Human Behaviour.* 2013;29(3):948-958.
8. Lepp A, Barkley JE, Karpinski AC. The relationship between cell phone use, academic performance, anxiety, and satisfaction with life in college students. *Computers in Human Behaviour.* 2014; 31:343-350.
9. Samaha M, Hawi NS. Relationships among smartphone addiction, stress, academic performance, and satisfaction with life. *Computers in Human Behaviour.* 2016; 57:321-325.

10. Hawi NS, Samaha M. Relationships among smartphone addiction, anxiety, and family relations. *Behav Inf Technol.* 2017;36(10):1046-1052.
11. Montag C, Wegmann E, Sariyska R, Demetrovics Z, Brand M. How to overcome taxonomical problems in the study of internet use disorders. *J Behav Addict.* 2021;10(1):1-7.
12. Woods HC, Scott H. Sleepy teens: Social media use in adolescence and poor sleep quality. *J Adolesc.* 2016; 51:41-49.

Creative Commons (CC) License

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution–Non-Commercial–No Derivatives 4.0 International (CC BY-NC-ND 4.0) license. This license permits sharing and redistribution of the article in any medium or format for non-commercial purposes only, provided that appropriate credit is given to the original author(s) and source. No modifications, adaptations, or derivative works are permitted under this license.

About the Author



Dr Suresh Kumar is an Associate Professor of Psychology at Post Graduate Government College (PGGC), Sector-11, Chandigarh, India. He is actively engaged in teaching, research, and academic development in the field of psychology. His areas of interest include mental health, behavioural studies, and psychological well-being, with contributions to research and higher education through scholarly publications and academic activities.



Dr. Kamalpreet Kaur Sohi is an Assistant Professor of Psychology at Punjabi University, Patiala, India. She is actively engaged in teaching, research, and academic development, with interests in psychological well-being, mental health, and behavioural sciences. She has contributed to research through scholarly publications and participation in academic conferences and professional activities.



Preeti Janjhotra is an Assistant Professor of Psychology at Government P.G. College, Sector-1, Panchkula, Haryana, India. She is dedicated to teaching, research, and student mentoring in psychology. Her academic interests include mental health, counselling, and applied psychology, and she actively participates in research, seminars, and professional development initiatives.