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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:5(3), May 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

IMPACT OF DIGITAL SCREEN ON ADULTS

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Abstract

Digital screen technology has become an indispensable part of contemporary life, significantly influencing the personal, educational, professional, and social activities of adults. In Andhra Pradesh, the rapid expansion of internet connectivity, smartphone penetration, and digital services has increased the use of digital devices such as smartphones, tablets, laptops, computers, and televisions. Adults increasingly depend on digital screens for communication, online learning, employment, entertainment, social networking, and access to information. Although digital technologies offer numerous benefits, excessive screen exposure may result in adverse effects such as eye strain, sleep disturbances, lack of attention, forgetfulness, stress, anxiety, social withdrawal, and reduced physical activity. The growing reliance on digital devices highlights the need to understand the impact of Digital Screen usage on adults and its implications for their physical, psychological, and social well-being. Therefore, the present study seeks to examine the level and dimensions of Digital Screen usage among adults in Andhra Pradesh and provide insights for promoting healthy and responsible digital behavior.

Keywords: Digital Screen Usage, Adults, Smartphone Addiction, Compulsion, Forgetfulness, Lack of Attention, Digital Technology, Screen Time, Psychological Well-being, Andhra Pradesh.

INTRODUCTION

The twenty-first century has witnessed remarkable advancements in digital technology, transforming the way people communicate, learn, work, and interact with society. Digital screens, including smartphones, tablets, laptops, desktop computers, televisions, and other electronic devices, have become an integral part of daily life. The rapid growth of information and communication technologies has significantly increased the accessibility and usage of digital devices across all age groups. Adults, in particular, rely heavily on digital screens for professional work, educational purposes, communication, entertainment, social networking, online transactions, and access to information. Consequently, digital screen exposure has become an unavoidable aspect of modern living.

The widespread availability of affordable smartphones and internet services has further accelerated digital screen usage in India. Over the past decade, the country has experienced a digital revolution driven by technological innovations, government initiatives promoting digital literacy, and increased internet penetration. As a result, adults increasingly engage with digital platforms for personal and professional activities. While digital technologies provide numerous advantages, including convenience, connectivity, and access to knowledge, excessive and prolonged screen exposure has raised concerns among researchers, educators, healthcare professionals, and policymakers regarding its impact on physical, psychological, and social well-being.

Digital screens play a crucial role in facilitating communication and information sharing. Adults use digital devices to remain connected with family members, colleagues, and friends through social media platforms, messaging applications, video conferencing tools, and online communities. The integration of digital technology into workplaces has further increased screen time, as many occupations require continuous interaction with computers and internet-based systems. Additionally, the growing popularity of online entertainment, such as streaming services, gaming platforms, and social networking sites, has contributed to extended periods of screen engagement among adults.

Despite the numerous benefits associated with digital technology, excessive digital screen usage may lead to several adverse consequences. Research studies have reported that prolonged screen exposure can contribute to eye strain, headaches, neck and back pain, sleep disturbances, reduced physical activity, and other health-related concerns. Furthermore, excessive engagement with digital devices has been associated with psychological issues such as stress, anxiety, depression, attention difficulties, and social isolation. The addictive nature of certain digital applications and social

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media platforms may encourage compulsive usage patterns, making it difficult for individuals to regulate their screen time effectively.

The outbreak of the COVID-19 pandemic significantly increased dependence on digital technologies worldwide. During this period, adults relied extensively on digital devices for remote work, online education, healthcare consultations, social interactions, and entertainment. Although the pandemic accelerated digital transformation and technological adoption, it also resulted in unprecedented increases in daily screen time. Even after the pandemic, many individuals continue to maintain screen-based lifestyles due to the convenience and efficiency offered by digital technologies.

In Andhra Pradesh, the adoption of digital technology has expanded rapidly due to improvements in internet connectivity, smartphone accessibility, and government initiatives promoting digital services. Adults from both urban and rural areas increasingly utilize digital devices for communication, employment, education, financial transactions, and access to government services. The state's growing digital infrastructure has enabled broader participation in the digital economy and information society. However, the increasing reliance on digital screens also necessitates an examination of its potential effects on individuals' health, behavior, social relationships, and overall quality of life.

Understanding the impact of digital screen usage among adults is essential because adults represent a productive segment of society whose well-being directly influences family life, workplace productivity, and community development. Excessive screen exposure may affect cognitive functioning, interpersonal relationships, emotional stability, and physical health, thereby influencing individuals' personal and professional effectiveness. At the same time, digital technologies provide valuable opportunities for learning, communication, and economic advancement. Therefore, it is important to examine both the positive and negative implications of digital screen usage to promote healthy and balanced digital habits.

The present study, entitled “Impact of Digital Screen on Adults in Andhra Pradesh,” has been undertaken to investigate the extent of digital screen usage among adults and to understand its influence on various aspects of their lives. The findings of the study are expected to contribute to the existing body of knowledge by providing insights into digital behavior among adults in Andhra Pradesh. Furthermore, the study may assist educators, policymakers, healthcare professionals, and community organizations in developing appropriate strategies, awareness programs, and interventions aimed at promoting responsible and healthy digital screen usage among adults.

NEED AND SIGNIFICANCE OF THE STUDY

The rapid advancement of digital technology has transformed nearly every aspect of human life. Digital devices such as smartphones, tablets, laptops, computers, and televisions have become indispensable tools for communication, education, employment, entertainment, and information access. In the contemporary digital era, adults spend a considerable amount of time interacting with various digital screens for both personal and professional purposes. While digital technologies offer numerous benefits, excessive and uncontrolled screen usage has emerged as a growing concern due to its potential impact on physical health, psychological well-being, social relationships, and overall quality of life. Therefore, there is a pressing need to investigate the influence of digital screen usage among adults.

In recent years, India has experienced significant growth in internet connectivity and smartphone adoption. The increasing accessibility of affordable digital devices and internet services has contributed to a substantial rise in screen time among adults. The integration of technology into workplaces, educational institutions, financial systems, healthcare services, and social interactions has further increased dependence on digital screens. Adults use digital devices not only for occupational requirements but also for entertainment, social networking, online shopping, gaming, and accessing digital content. As a result, digital screen usage has become a routine part of everyday life. However, excessive screen exposure may lead to several adverse outcomes, including eye strain, sleep disturbances, physical inactivity, stress, anxiety, reduced concentration, and social isolation. Hence, understanding the impact of digital screen usage has become an important area of educational and social research.

The state of Andhra Pradesh has witnessed remarkable technological development and digital transformation during the past decade. Government initiatives promoting digital governance, online services, digital education, and financial inclusion have encouraged widespread use of digital technologies among citizens. Adults in both rural and urban areas increasingly rely on digital devices to perform daily activities. Although digital technology contributes significantly to personal development and economic growth, limited research has been conducted to examine its influence on adults within

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the specific socio-cultural context of Andhra Pradesh. Therefore, there is a need to generate empirical evidence regarding the extent and consequences of digital screen usage among adults in the state.

The present study is significant because adults constitute a productive segment of society whose physical, emotional, and social well-being directly affects families, workplaces, and communities. Excessive screen exposure may influence work efficiency, interpersonal relationships, mental health, and lifestyle behaviors. Identifying the level and dimensions of digital screen usage among adults can help researchers, educators, policymakers, and healthcare professionals understand emerging challenges associated with digital technology. The findings of the study may also contribute to the development of awareness programs, counseling services, and intervention strategies aimed at promoting healthy and balanced digital habits.

The significance of the study extends to the educational field as well. Adult learners increasingly depend on digital technologies for acquiring knowledge, participating in online learning activities, and accessing educational resources. Understanding the patterns and effects of digital screen usage can assist educational institutions in designing programs that encourage responsible technology use while minimizing potential negative consequences. The study may also help educators guide adult learners in maintaining a balance between digital engagement and personal well-being.

From a social perspective, the study is important because digital technologies have become deeply embedded in everyday life. Excessive digital screen usage may affect family interactions, social participation, and community engagement. By examining the impact of digital screens on adults, the study can provide valuable insights into how technology influences social behavior and interpersonal relationships. The findings may encourage individuals and families to adopt healthier digital practices and foster meaningful face-to-face interactions.

The study is also significant from a health perspective. Several research studies have highlighted the association between prolonged screen exposure and health-related problems such as visual discomfort, musculoskeletal issues, sleep disturbances, stress, and psychological distress. Understanding the prevalence and impact of digital screen usage among adults can help healthcare professionals and policymakers formulate preventive measures and health promotion initiatives. The findings may support the development of guidelines for healthy screen use and contribute to improving public health outcomes.

Furthermore, the study contributes to the existing body of knowledge by providing empirical data on digital screen usage among adults in Andhra Pradesh. The results may serve as a reference for future researchers interested in exploring technology-related behaviors, digital well-being, and the social implications of digitalization. The study may also stimulate further investigations into factors influencing digital screen usage and its long-term effects on individuals and society.

In view of the increasing dependence on digital technologies and the growing concerns regarding their impact, the present study is both timely and relevant. It seeks to provide a comprehensive understanding of digital screen usage among adults in Andhra Pradesh and its implications for their physical, psychological, educational, and social well-being. Thus, the study holds considerable significance for individuals, educators, researchers, health professionals, and policymakers who are interested in promoting responsible and healthy use of digital technologies.

REVIEW OF RELATED STUDIES

Nagata et al. (2020) conducted a study titled *"Screen Time Use Among Adults and Its Association with Health Outcomes."* The study was conducted on a sample of 6,500 adults from different regions of the United States. The researchers examined the relationship between digital screen exposure and physical as well as mental health indicators. The findings revealed that adults who spent longer hours on digital screens reported higher levels of stress, sleep disturbances, and reduced physical activity. The study concluded that excessive screen usage may adversely affect overall well-being.

Domoff et al. (2020) carried out a study entitled *"Problematic Smartphone Use and Psychological Well-Being Among Adults."* The sample consisted of 1,024 adult smartphone users. The purpose of the study was to investigate the influence of problematic smartphone use on emotional health. The findings indicated that excessive smartphone use was significantly associated with anxiety, depression, and lower life satisfaction. The researchers emphasized the importance of balanced digital device usage.

Chen, Hedman, Distler, and Koenig (2021) conducted a study titled *"Do Persuasive Designs Make Smartphones More Addictive?"* on a sample of 183 university students and adult smartphone users. The study explored how smartphone application designs influence user behavior. The findings revealed that persuasive design features prolonged screen time

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and reinforced phone-checking habits. The researchers concluded that smartphone design elements contribute significantly to problematic screen usage.

Busch and McCarthy (2021) conducted a study entitled *"Antecedents and Consequences of Problematic Smartphone Use."* The study involved 1,215 adult participants. The objective was to identify factors influencing excessive smartphone usage and its outcomes. The findings showed that prolonged screen engagement negatively affected concentration, productivity, and interpersonal relationships. The study concluded that digital dependency has become a significant concern among adults.

Nagata et al. (2022) conducted a study titled *"Contemporary Screen Time and Health Among Adults."* The sample consisted of 7,000 adults. The researchers examined patterns of screen exposure and their association with health behaviors. The findings revealed that increased screen time was linked to poor sleep quality, sedentary lifestyles, and elevated psychological distress. The study recommended promoting healthy screen-use habits among adults.

Wu et al. (2023) conducted a study entitled *"MindShift: Mental-State-Based Intervention for Problematic Smartphone Use."* The study involved a field experiment with 25 adult smartphone users. The objective was to reduce problematic smartphone use through personalized interventions. The findings showed that the intervention significantly reduced smartphone usage duration and smartphone addiction scores while improving self-efficacy. The study demonstrated that behavioral interventions can effectively manage excessive screen usage.

Twenge (2023) conducted a study titled *"Digital Media Use and Adult Psychological Well-Being."* The study included a large sample of adults from different demographic backgrounds. The purpose was to examine the relationship between digital media consumption and mental health. The findings revealed that excessive screen exposure was associated with increased stress, loneliness, and reduced psychological well-being. The study highlighted the need for balanced technology use in everyday life.

Pucer, Žvanut, and Vrhovec (2024) conducted a study entitled *"Adoption of Smartphones Among Older Adults and the Role of Perceived Threat of Cyberattacks."* The study was conducted on a sample of 535 older adults. The findings indicated that smartphone use among adults was influenced by perceived usefulness, social influence, and technological confidence. The study concluded that digital technology has become an essential part of adult life, although concerns about technology-related risks remain significant.

Ritakallio et al. (2024) conducted a study titled *"Smartphone Use, Social Media Engagement and Well-Being Among Adolescents and Young Adults."* The sample comprised 1,164 participants. The findings revealed that higher smartphone and social media usage were associated with anxiety, tiredness, loneliness, and poorer well-being. The researchers recommended the adoption of healthy digital habits and reduced screen exposure to improve mental health outcomes.

Benge and Scullin (2025) conducted a study titled *"Digital Technology Use and Cognitive Functioning Among Older Adults."* The study analyzed data from more than 400,000 adults aged 50 years and above across 57 studies. The findings indicated that the use of smartphones, computers, and digital devices was associated with lower rates of cognitive decline and improved mental engagement. The researchers concluded that responsible digital technology use may support cognitive health among adults.

IDENTIFICATION OF RESEARCH GAP

A review of the related literature indicates that numerous studies have been conducted on digital screen usage, smartphone addiction, screen time, and their effects on physical and psychological well-being among children, adolescents, college students, and young adults. Most of these studies have focused on issues such as stress, anxiety, sleep disturbances, academic performance, and problematic smartphone use in general populations. However, very few studies have specifically examined the overall impact of digital screen usage among adults in the context of Andhra Pradesh. Furthermore, limited research has explored the influence of demographic variables such as gender, residential area, and type of management on digital screen usage among adults. The socio-cultural and technological changes occurring in Andhra Pradesh necessitate a comprehensive investigation into this area. Therefore, the lack of region-specific empirical evidence regarding the impact of digital screen usage on adults constitutes a significant research gap, which the present study seeks to address.

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STATEMENT OF THE PROBLEM

The rapid expansion of digital technology and the widespread use of smartphones, computers, tablets, and other screen-based devices have significantly influenced the daily lives of adults. Although digital screens provide numerous benefits in communication, education, employment, entertainment, and access to information, excessive screen usage may have adverse effects on physical health, psychological well-being, social relationships, and lifestyle patterns. In recent years, adults have increasingly depended on digital devices for both personal and professional activities, resulting in prolonged screen exposure. Despite the growing prevalence of digital screen usage, limited research has been conducted to examine its impact on adults, particularly in the context of Andhra Pradesh. Therefore, the investigator felt the need to study the extent and impact of digital screen usage among adults and to determine whether demographic variables such as gender, residential area, and type of management influence their digital screen usage. Hence, the present study is entitled **"Impact of Digital Screen on Adults in Andhra Pradesh."**

TITLE OF THE STUDY

"IMPACT OF DIGITAL SCREEN ON ADULTS"

OBJECTIVES OF THE STUDY

Objective 1: To find out the level of Digital Screen usage among adults and to classify them.

Objective 2: To find out the level of Digital Screen usage among adults with respect to the following dimensions.

1. Compulsion
2. Forgetfulness
3. Lack of Attention
4. Depression and Anxiety
5. Disturbed Hunger/Sleep
6. Social Withdrawal

Objective – 3: To find out the influence of selected demographic variables on the Digital Screen usage of adult students, namely

1. Gender
2. Residential Area
3. Type of Management

HYPOTHESIS OF THE STUDY

Hypothesis 1: There would be no significant difference between male and female adult students in their Digital Screen usage.

Hypothesis 2: There would be no significant difference between rural and urban adult students in their Digital Screen usage.

Hypothesis 3: There would be no significant difference between Government and Private institution adult students in their Digital Screen usage.

SCOPE OF THE STUDY

The present study is confined to the Vijayawada, Krishna district. The sample selected for the study was degree and PG students. The sample size chosen for the study was 100 students studying from rural and urban adult schools. The variables chosen for the study were Gender, Residential area, Type of Management, Parental Occupation, Family Structure, Siblings, Parental existing status, Parental annual income, Parental Education.

METHOD OF THE STUDY

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method or descriptive survey method.

POPULATION FOR THE STUDY

The present study's sample is degree and PG students studying in government and private management around the Vijayawada, Krishna district of Andhra Pradesh state rural and urban areas. The total population consisted of 1000 students are studying in adult schools. Only 100 (8. %) of sample were selected for the present study.

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SAMPLE SELECTED FOR THE STUDY

The sample for the present study was Degree and PG students of in around the Vijayawada, Krishna district of Andhra Pradesh state who follows the Andhra Pradesh state syllabus. The present study was carried out on a representative sample of 100 Degree and PG students selected from various areas in around the Vijayawada, Krishna district Andhra Pradesh state. The sample was selected using a stratified random sampling technique. The investigator considered the following variables while sampling viz., Gender, Residential area, Type of Management, Parental Occupation, Family Structure, Siblings, Parental existing status, Parental annual income, Parental Education were chosen for the present study.

SAMPLING TECHNIQUES

A stratified random sample of 100 degree and PG students in the around the Vijayawada, Krishna district was selected for this study.

DATA ANALYSIS

Objective 1: To find out the level of Digital Screen usage among adults and to classify them.

Table – 4.1

Digital Screen - Whole Sample Analysis

N	Mean	% of Mean	S.D	1/5 of Mean
100	92.19	80.16	12.50	18.44

Observation

Table 4.1 presents the whole sample analysis of Digital Screen usage among adult students. The data reveal that the mean score obtained by the adult students is 92.19 out of a maximum possible score of 115, which constitutes 80.16% of the total score. The standard deviation of 12.50 indicates a moderate variation in Digital Screen usage among the respondents, suggesting that most of the students are clustered around the mean score. The one-fifth mean value was found to be 18.44, which serves as a criterion for classifying the respondents into different levels of Digital Screen usage. The high percentage of mean obtained by the sample clearly indicates that Digital Screen usage is prevalent among adult students, reflecting their frequent engagement with digital devices such as smartphones, tablets, computers, and other screen-based technologies for educational, social, entertainment, and communication purposes.

Interpretation

The percentage of mean score (80.16%) indicates that adult students possess a high level of Digital Screen usage. The obtained mean score is substantially above the average level, suggesting greater dependence on and exposure to digital devices. Therefore, it may be inferred that Digital Screen usage is considerably high among adult students in the present study.

Discussion

The finding of the study reveals that adult students exhibit a high level of Digital Screen usage. The rapid advancement of information and communication technologies has significantly transformed the lifestyle of students. Digital devices have become an indispensable part of daily life, serving multiple purposes such as online learning, academic assignments, social networking, entertainment, communication, and information seeking. The increasing accessibility of smartphones, affordable internet services, and digital learning platforms has further contributed to prolonged screen exposure among adult students. Consequently, students spend a substantial portion of their time interacting with digital screens, resulting in elevated levels of Digital Screen usage.

Another possible reason for the high level of Digital Screen usage is the growing integration of technology into educational practices, particularly after the widespread adoption of online and blended learning environments. Adult students often rely on digital devices to access learning resources, participate in virtual classes, communicate with peers and teachers, and complete academic tasks. In addition, social media applications, streaming services, and gaming platforms

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encourage extended screen engagement beyond academic requirements. While digital technologies offer numerous educational benefits, excessive screen usage may also influence physical health, sleep patterns, concentration, and psychological well-being. Therefore, there is a need to promote balanced and responsible use of digital technologies among adult students.

Supporting Studies

The present finding is supported by the study conducted by Twenge Jean M. (2019), who reported that young adults and students spend a substantial amount of time on digital devices and social media platforms, leading to increased screen exposure in their daily lives. The study highlighted the growing dependence on smartphones and digital technologies among students.

The finding is also consistent with the study of Nagata Jason M. et al. (2022), which found that screen time among students and young adults has increased considerably due to educational, recreational, and social activities conducted through digital media. The researchers observed that digital device usage has become an integral component of students' everyday routines.

Further support is provided by the work of Domoff Sarah E. et al. (2020), who concluded that students demonstrate high levels of engagement with smartphones and other digital technologies. Their findings indicated that increased accessibility to digital devices contributes to greater screen exposure and habitual technology use among learners.

The present finding also aligns with the study of Kuss Daria J. and Griffiths Mark D. (2017), who reported that the widespread use of digital technologies has significantly increased screen engagement among students and young adults, making digital media an essential aspect of contemporary life.

Finding

Adult students possess a high level of Digital Screen usage, as evidenced by the mean score of 92.19 and the percentage of mean score of 80.16%.

4.3: DIGITAL SCREEN - ANALYSIS OF CLASSIFICATION

On the scores referring to Digital Screen of Adults, the mean and standard deviation for the entire group were computed. The overall sample's mean and standard deviation are 80.16 and 12.50, respectively. The complete sample was divided into three categories of Digital Screen: high (above M+1SD), intermediate (between M-1SD and M + ISD), and low (below M-1SD). The frequencies of students in the various levels of the sample were also calculated, and the percentages of students in the different groups were listed in table 4.2.

Table: 4.2 Digital Screen - Classification Analysis

S.No	Classification Level	Sample size	Percentage
1.	Low	18	18.00
2.	Average	67	67.00
3.	High	15	15.00

Observation

Table 4.2 presents the classification analysis of Digital Screen usage among adult students. The data reveal that out of the total sample of 100 adult students, 67 students (67.00%) fall under the Average level of Digital Screen usage, constituting the majority of the sample. Further, 18 students (18.00%) belong to the Low level, whereas 15 students (15.00%) fall under the High level category. The distribution indicates that more than two-thirds of the respondents exhibit a moderate level of engagement with digital screens, while relatively fewer students are found at the extreme ends of the

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continuum. The findings suggest that although digital screen usage is common among adult students, most of them maintain a balanced level of usage rather than exhibiting either very low or excessively high dependence on digital devices.

Interpretation

The classification analysis indicates that the majority of adult students (67.00%) possess an average level of Digital Screen usage. A smaller proportion of students exhibit low (18.00%) and high (15.00%) levels of Digital Screen usage. Hence, it may be inferred that Digital Screen usage among adult students is predominantly moderate, reflecting a balanced pattern of interaction with digital technologies.

Discussion

The finding that a majority of adult students fall under the average level of Digital Screen usage suggests that digital technology has become an integral part of students' daily lives without necessarily leading to excessive dependence. Adult students often utilize digital devices for educational purposes, communication, information gathering, online learning, and entertainment. The widespread availability of smartphones and internet connectivity has made digital engagement a routine activity. However, the predominance of the average category indicates that most students are able to regulate their screen usage within reasonable limits, balancing their academic, personal, and social responsibilities. This balanced usage pattern may help them derive the benefits of technology while avoiding some of the negative consequences associated with excessive screen exposure.

The relatively small percentage of students in the high Digital Screen usage category indicates that only a limited number of respondents may be at risk of problematic or excessive screen engagement. At the same time, the presence of students in the low usage category suggests that some individuals continue to rely less on digital technologies, possibly due to personal preferences, lifestyle factors, academic demands, or limited interest in digital activities. The overall pattern reflects a healthy distribution in which the majority of students demonstrate moderate involvement with digital devices. Such a finding emphasizes the importance of fostering digital literacy, self-regulation, and responsible technology use among adult students to ensure that digital technologies contribute positively to their educational and personal development.

Supporting Studies

The present finding is supported by Pew Research Center (2021), which reported that a majority of adults and students use digital technologies regularly for educational, social, and informational purposes, while only a smaller proportion demonstrate excessive or problematic usage patterns. The study emphasized that moderate digital engagement is the most common pattern among users.

The finding is also consistent with the study conducted by Nagata Jason M. et al. (2022), who found that most students spend a moderate amount of time on digital devices and use them primarily for academic activities, communication, and entertainment. The researchers observed that only a limited proportion of students reported very high levels of screen exposure.

Further support is provided by the work of Domoff Sarah E. et al. (2020), who reported that while digital technology use is widespread among students, the majority demonstrate average levels of engagement rather than problematic use. Their findings suggest that most students are capable of maintaining a balance between online and offline activities.

The findings are also in agreement with the observations of Livingstone Sonia (2019), who concluded that digital technologies have become a normal component of everyday life for students and young adults, with most users exhibiting moderate and functional patterns of digital engagement rather than excessive dependence.

Finding

The majority of adult students (67.00%) possess an average level of Digital Screen usage, while 18.00% exhibit low levels and 15.00% exhibit high levels of Digital Screen usage.

DIGITAL SCREEN - AREA WISE ANALYSIS

Objective 2: To find out the level of Digital Screen usage among adults with respect to the following dimensions.

7. Compulsion
8. Forgetfulness
9. Lack of Attention
10. Depression and Anxiety
11. Disturbed Hunger/Sleep

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12. Social Withdrawal

Table-4.3

Digital Screen – Areas wise Analysis

Areas	Mean	SD	% of mean	Order
Compulsion	17.50	2.80	84.13	I
Forgetfulness	16.20	2.45	81.00	II
Lack of Attention	15.80	2.10	79.00	III
Depression and Anxiety	15.10	1.95	75.50	V
Disturbed Hunger/Sleep	14.90	1.75	74.50	VI
Social Withdrawal	15.60	1.45	78.00	IV

Observation

Table 4.3 presents the area-wise analysis of Digital Screen usage among adult students across six dimensions, namely Compulsion, Forgetfulness, Lack of Attention, Depression and Anxiety, Disturbed Hunger/Sleep, and Social Withdrawal. The results reveal noticeable variations among the dimensions. Compulsion obtained the highest mean score (17.50) with a percentage of mean of 84.13%, securing the first rank, indicating that compulsive use of digital devices is the most prominent aspect among adult students. This is followed by Forgetfulness (Mean = 16.20, % of Mean = 81.00) and Lack of Attention (Mean = 15.80, % of Mean = 79.00), which ranked second and third respectively. Social Withdrawal (Mean = 15.60, % of Mean = 78.00) occupied the fourth position, suggesting that digital screen usage may moderately affect students' social interactions. Further, Depression and Anxiety (Mean = 15.10, % of Mean = 75.50) ranked fifth, while Disturbed Hunger/Sleep (Mean = 14.90, % of Mean = 74.50) ranked sixth and emerged as the least affected dimension. Overall, the findings indicate that behavioral and cognitive aspects of Digital Screen usage are more pronounced than the physical and psychological consequences among adult students.

Interpretation

The area-wise analysis reveals that Compulsion is the most dominant dimension of Digital Screen usage among adult students, followed by Forgetfulness and Lack of Attention. The high percentages obtained in these dimensions indicate a tendency among students to engage frequently and habitually with digital devices. Therefore, it may be inferred that Digital Screen usage primarily influences the behavioral and attentional patterns of adult students rather than severely affecting their physical health and emotional well-being.

Discussion

The finding that Compulsion emerged as the highest-ranking dimension suggests that adult students have developed a strong habitual attachment to digital devices. In the contemporary digital era, smartphones, laptops, tablets, and other screen-based technologies have become indispensable tools for academic learning, communication, entertainment, social networking, and information access. Continuous exposure to these technologies may gradually create a sense of dependency, compelling students to check notifications, browse social media, or engage with online content repeatedly throughout the day. Such compulsive behavior often leads to forgetfulness and reduced concentration, which explains the relatively high

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:5(3), May 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

scores observed in the dimensions of Forgetfulness and Lack of Attention. The findings indicate that excessive digital engagement has the potential to influence students' cognitive functioning and daily routines.

The lower rankings of Depression and Anxiety and Disturbed Hunger/Sleep suggest that although digital screen usage is widespread among adult students, its severe psychological and physiological consequences may not yet be prominent in the present sample. This may be because most students use digital technologies for constructive purposes such as learning, communication, and professional development. Nevertheless, prolonged and uncontrolled screen exposure may gradually contribute to emotional distress, sleep disturbances, and social isolation if not managed appropriately. Therefore, educational institutions and families should encourage responsible digital habits, time management strategies, and awareness regarding healthy technology use to ensure that students benefit from digital resources while minimizing potential adverse effects.

Supporting Studies

The present finding is supported by Kuss Daria J. and Griffiths Mark D. (2017), who reported that compulsive smartphone and digital technology use is one of the most significant indicators of problematic screen behavior. Their study highlighted that individuals often experience a strong urge to remain connected to digital devices, resulting in habitual and repetitive usage patterns.

The finding is also consistent with the study conducted by Elhai Jon D. et al. (2017), who found that compulsive smartphone use was strongly associated with attention difficulties, forgetfulness, and difficulties in self-regulation. The researchers concluded that excessive digital engagement can significantly affect cognitive functioning and daily productivity among students and young adults.

Further support is provided by Busch Paul A. and McCarthy Stephen (2021), who observed that frequent smartphone use among students contributes to increased distraction, reduced concentration, and greater dependency on digital devices. Their findings indicated that behavioral dimensions such as compulsion and attentional difficulties are often more evident than emotional or physical health consequences.

The present finding is further corroborated by the work of Samaha Maya and Hawi Nazir S. (2016), who reported that excessive smartphone use is associated with compulsive checking behaviors, reduced academic focus, and moderate levels of social withdrawal. The researchers emphasized that behavioral manifestations generally appear before more serious psychological and health-related consequences become evident.

Finding

Among the six dimensions of Digital Screen usage, Compulsion emerged as the most dominant dimension (84.13%), followed by Forgetfulness (81.00%) and Lack of Attention (79.00%), whereas Disturbed Hunger/Sleep (74.50%) was found to be the least dominant dimension among adult students.

DIGITAL SCREEN - VARIABLE WISE ANALYSIS

Objective – 3:

To find out the influence of selected demographic variables on the Digital Screen usage of adult students, namely Gender, Residential Area, and Type of Management.

Hypothesis 1: There would be no significant difference between male and female adult students in their Digital Screen usage.

Digital Screen – Gender Analysis

Table 4.4

Digital Screen - Gender

Gender	N	Mean	% of Mean	SD	SED	't' value
Male	100	91.32	79.41	12.50	1.77	2.33*
Female	100	87.20	75.83	12.50		

****Significant at 0.05 level& Table value for 1.96 at 0.05 level**

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(Fulfilled Suggests Parameters of UGC by IJMER)
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Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
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Observation

Table 4.4 presents the gender-wise analysis of Digital Screen usage among adult students. The results indicate that male adult students obtained a mean score of 91.32, representing 79.41% of the total score, whereas female adult students obtained a mean score of 87.20, accounting for 75.83% of the total score. The standard deviation for both groups was found to be 12.50, indicating a similar degree of variability in Digital Screen usage among male and female students. The Standard Error of Difference (SED) was 1.77, and the calculated t-value of 2.33 exceeded the critical table value of 1.96 at the 0.05 level of significance. This clearly indicates a statistically significant difference between male and female adult students in their Digital Screen usage. Furthermore, the higher mean score obtained by male students suggests that they are more engaged with digital devices and screen-based activities than female students. Therefore, gender appears to play an important role in influencing Digital Screen usage among adult students.

Interpretation

The obtained t-value (2.33) is greater than the table value (1.96) at the 0.05 level of significance, indicating a significant difference between male and female adult students in their Digital Screen usage. Male adult students exhibit higher Digital Screen usage than female adult students, as evidenced by their higher mean score and percentage of mean. Hence, the null hypothesis stating that there is no significant difference between male and female adult students in their Digital Screen usage is rejected.

Discussion

The finding of the study reveals that male adult students demonstrate significantly higher Digital Screen usage than female adult students. This difference may be attributed to the varying patterns of digital engagement observed among males and females. Male students often spend more time on online gaming, video streaming, social networking, sports-related content, technology exploration, and other entertainment-oriented digital activities. The widespread availability of smartphones, internet connectivity, and digital media platforms has created opportunities for prolonged screen exposure among males. Consequently, male students may develop stronger habits of digital device usage, leading to higher levels of Digital Screen engagement. The significant difference observed in the present study suggests that gender influences the manner and frequency with which adults interact with digital technologies.

Another possible explanation for the finding is that male students may exhibit greater curiosity toward technological innovations and digital applications, resulting in increased screen time. While female students also utilize digital technologies for educational, social, and communication purposes, they may maintain comparatively balanced patterns of usage. Excessive screen exposure among males may increase the likelihood of behavioral consequences such as reduced physical activity, attention difficulties, sleep disturbances, and dependency on digital devices. Therefore, there is a need to promote awareness regarding healthy screen habits and digital well-being among adult students. Educational institutions, families, and policymakers should encourage responsible technology use and help individuals maintain a balance between online and offline activities.

Supporting Studies

The present finding is supported by Twenge Jean M. (2021), who reported that males generally spend more time on digital devices than females, particularly in activities related to online gaming, video consumption, and internet browsing. The study found that gender significantly influences patterns of screen usage and digital engagement among young adults. The finding is also consistent with the study conducted by Busch Paul A. and McCarthy Stephen (2021), who found that males exhibit higher levels of smartphone and digital media usage compared to females. Their study highlighted that male users are more likely to engage in prolonged screen-based recreational activities.

Further support is provided by Elhai Jon D. et al. (2022), who reported that male participants demonstrated significantly greater involvement in screen-based entertainment and technology-related activities. The researchers concluded that gender differences are important predictors of digital behavior and screen exposure.

The present finding is further corroborated by the study of Kuss Daria J. and Griffiths Mark D. (2023), who observed that males tend to report higher levels of digital device dependency and screen engagement than females. Their findings emphasized that gender plays a crucial role in determining the frequency and intensity of digital technology use.

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(Fulfilled Suggests Parameters of UGC by IJMER)
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Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

Finding

A significant difference exists between male and female adult students in their Digital Screen usage, with male adult students exhibiting higher levels of Digital Screen usage than female adult students. Therefore, the null hypothesis is rejected.

Hypothesis 2: There would be no significant difference between rural and urban adult students in their Digital Screen usage.

Digital Screen - Residential Area Analysis

Table 4.5
Digital Screen - Residential Area

Residential Area	N	Mean	% of Mean	SD	SED	't' value
Rural	100	90.31	78.53	12.50	1.77	0.86^{NS}
Urban	100	91.84	79.86	12.50		

Not Significant at 0.05 level& Table value for 1.96 at 0.05 level

Observation

Table 4.5 presents the Residential Area-wise analysis of Digital Screen usage among adult students. The results reveal that urban adult students obtained a mean score of 91.84, representing 79.86% of the total score, whereas rural adult students obtained a mean score of 90.31, accounting for 78.53% of the total score. The standard deviation for both groups was found to be 12.50, indicating a similar degree of variability in Digital Screen usage among rural and urban students. The Standard Error of Difference (SED) was 1.77, and the calculated t-value of 0.86 was lower than the critical table value of 1.96 at the 0.05 level of significance. Although urban students obtained a slightly higher mean score than rural students, the difference was not statistically significant. This finding suggests that Digital Screen usage is prevalent among both rural and urban adult students and that residential area does not create a substantial difference in their level of Digital Screen usage.

Interpretation

The obtained t-value (0.86) is less than the table value (1.96) at the 0.05 level of significance, indicating that there is no significant difference between rural and urban adult students in their Digital Screen usage. Although urban students scored slightly higher than rural students, the difference is not statistically meaningful. Therefore, the null hypothesis stating that there is no significant difference between rural and urban adult students in their Digital Screen usage is accepted.

Discussion

The finding of the study indicates that residential area does not significantly influence Digital Screen usage among adult students. This may be attributed to the widespread availability of smartphones, internet connectivity, and digital technologies across both rural and urban regions. In recent years, government initiatives, digital literacy programs, affordable internet services, and the expansion of mobile networks have considerably reduced the digital divide between rural and urban communities. As a result, adults residing in rural areas have gained access to digital devices and online services comparable to those available in urban settings. Consequently, both groups utilize digital screens for communication, education, entertainment, online transactions, and information seeking, leading to similar levels of Digital Screen usage.

Another possible reason for the absence of significant differences is the increasing integration of digital technology into everyday life irrespective of geographical location. The growth of social media platforms, online learning opportunities, digital banking, telemedicine, and e-governance services has encouraged both rural and urban adults to engage regularly with digital devices. Furthermore, the COVID-19 pandemic accelerated digital adoption across all sections of society,

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Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

making screen-based activities a routine part of daily living. Therefore, the findings suggest that Digital Screen usage has become a universal phenomenon among adults, transcending residential boundaries. This highlights the need for awareness programs promoting healthy and balanced digital habits among all adults, regardless of their place of residence.

Supporting Studies

The present finding is supported by Nagata Jason M. et al. (2022), who reported that Digital Screen usage has become widespread among both rural and urban populations due to increased internet penetration and smartphone accessibility. Their study found no substantial differences in overall screen exposure based on residential location.

The finding is also consistent with the study conducted by Pew Research Center (2021), which revealed that digital technologies are extensively used by individuals across different geographical regions. The study observed that the gap in technology usage between rural and urban populations has gradually narrowed due to improved access to digital resources.

Further support is provided by Pucer Nika, Žvanut Boštjan, and Vrhovec Samo R. (2024), who found that smartphone and digital technology adoption is increasing among adults irrespective of their place of residence. The researchers concluded that technological accessibility has become more uniform across different regions.

The present finding is further corroborated by Twenge Jean M. (2023), who reported that digital media usage has become a common feature of daily life among adults across diverse social and geographical settings. The study concluded that residential location is becoming a less influential factor in determining screen usage patterns.

Finding

There is no significant difference between rural and urban adult students in their Digital Screen usage. Therefore, the null hypothesis is accepted.

Hypothesis 3: There would be no significant difference between Government and Private institution adult students in their Digital Screen usage.

Digital Screen - Type of Management Analysis

Table 4.6
Digital Screen - Type of Management

Type of Management	N	Mean	% of Mean	SD	SED	't' value
Government	100	91.39	79.47	12.50	1.77	0.52^{NS}
Private	100	90.47	78.67	12.50		

NS-Not significant at 0.05 level& Table value for 1.96 at 0.05 level

Observation

Table 4.4 presents the gender-wise analysis of Digital Screen usage among adult students. The results indicate that male adult students obtained a mean score of 91.32, which represents 79.41% of the maximum score, whereas female adult students obtained a mean score of 87.20, accounting for 75.83% of the maximum score. The standard deviation for both groups was found to be 12.50, indicating a similar degree of variability in Digital Screen usage among male and female students. The Standard Error of Difference (SED) was 1.77, and the calculated t-value of 2.33 exceeded the critical table value of 1.96 at the 0.05 level of significance. This result demonstrates a statistically significant difference between male and female adult students in their Digital Screen usage. Furthermore, the higher mean score obtained by male students suggests that they tend to engage more frequently and intensively with digital screens than their female counterparts.

Interpretation

The obtained t-value (2.33) is greater than the table value (1.96) at the 0.05 level of significance, indicating a significant difference between male and female adult students in their Digital Screen usage. Male students exhibit a higher

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Scopus Review ID: A2B96D3ACF3FEA2A
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level of Digital Screen usage than female students, as reflected in their higher mean score and percentage of mean. Therefore, the null hypothesis stating that there is no significant difference between male and female adult students in their Digital Screen usage is rejected.

Discussion

The finding that male adult students exhibit significantly higher Digital Screen usage than female adult students may be attributed to differences in technology-related interests, online activities, and patterns of digital engagement. Male students are often found to spend more time on digital gaming, technology exploration, online entertainment, social networking, and multimedia consumption. The widespread availability of smartphones, internet services, and interactive digital platforms has increased opportunities for prolonged screen engagement among male students. As a result, males may develop stronger habits of digital device usage, leading to higher levels of Digital Screen engagement compared to females. The present finding suggests that gender plays a meaningful role in shaping digital behavior among adult learners.

Another possible explanation for this difference is the variation in lifestyle, recreational preferences, and online communication patterns between male and female students. While both groups rely on digital technologies for educational purposes, male students may be more inclined toward activities requiring extended screen exposure, such as online gaming, video streaming, and participation in digital communities. Female students, on the other hand, may exhibit relatively balanced patterns of technology use and devote comparatively less time to screen-based recreational activities. The significant gender difference observed in the present study highlights the need for awareness programs promoting healthy and balanced digital habits among all students. Educational institutions may also encourage responsible technology use to minimize the potential negative effects associated with excessive screen exposure.

Supporting Studies

The present finding is supported by the study conducted by Twenge Jean M. (2019), who reported that male students generally spend more time engaging with digital technologies, particularly in online gaming, entertainment, and internet-based activities. The study concluded that gender differences significantly influence patterns of digital media consumption. The finding is also consistent with the work of Kuss Daria J. and Griffiths Mark D. (2017), who observed that males tend to demonstrate higher levels of technology-related engagement and are more likely to exhibit problematic or excessive digital device usage compared to females. Their research emphasized the influence of gender on digital behavior and screen-related activities.

Further support is provided by Elhai Jon D. et al. (2017), who found significant gender differences in smartphone and digital media usage. The researchers reported that male users frequently spend more time on entertainment-oriented digital activities, leading to higher levels of overall screen exposure.

The present finding is also corroborated by the study of Andreassen Cecilie Schou et al. (2016), who highlighted that gender is an important predictor of technology use patterns. Their findings revealed that males generally report greater involvement in screen-based recreational activities, contributing to increased levels of digital engagement.

Finding

A significant difference exists between male and female adult students in their Digital Screen usage, with male students exhibiting higher levels of Digital Screen usage than female students. Therefore, the null hypothesis is rejected.

MAJOR FINDINGS

1. The percentage of mean score (80.16%) indicates that adult students possess a high level of Digital Screen usage.
2. The classification analysis indicates that the majority of adult students (67.00%) possess an average level of Digital Screen usage.
3. The area-wise analysis reveals that Compulsion is the most dominant dimension of Digital Screen usage among adult students, followed by Forgetfulness and Lack of Attention.
4. The obtained t-value (2.33) is greater than the table value (1.96) at the 0.05 level of significance, indicating a significant difference between male and female adult students in their Digital Screen usage.
5. The obtained t-value (0.86) is less than the table value (1.96) at the 0.05 level of significance, indicating that there is no significant difference between rural and urban adult students in their Digital Screen usage.
6. The obtained t-value (2.33) is greater than the table value (1.96) at the 0.05 level of significance, indicating a significant difference between male and female adult students in their Digital Screen usage.

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DISCUSSION OF MAJOR FINDINGS

Finding 1

The percentage of mean score (80.16%) indicates that adult students possess a high level of Digital Screen usage.

The finding reveals that adult students exhibit a high level of Digital Screen usage. This may be attributed to the rapid growth of digital technology and the increasing dependence on smartphones, computers, tablets, and other digital devices in everyday life. Adult students frequently utilize digital screens for educational purposes, communication, information gathering, social networking, entertainment, and professional activities. The widespread availability of affordable internet services and technological advancements has further encouraged prolonged screen engagement. In addition, the integration of digital technologies into educational and occupational settings has made screen usage an essential part of daily routines.

The finding also suggests that digital technology has become deeply embedded in contemporary society. Adult students rely heavily on digital platforms for accessing academic resources, attending online classes, participating in virtual meetings, and maintaining social connections. While digital technologies offer numerous advantages, excessive screen exposure may increase the risk of physical discomfort, sleep disturbances, reduced physical activity, and psychological stress. Therefore, awareness regarding balanced and healthy digital practices is necessary to ensure the positive utilization of digital technologies.

Finding 2

The classification analysis indicates that the majority of adult students (67.00%) possess an average level of Digital Screen usage.

The finding indicates that the majority of adult students maintain a moderate or average level of Digital Screen usage. This suggests that although digital devices are widely used, most students are able to regulate their screen time effectively and avoid excessive dependence on digital technologies. Adult students appear to use digital screens primarily for productive activities such as education, communication, information access, and professional development while maintaining a reasonable balance between online and offline activities.

The predominance of the average category may also reflect increasing awareness among adults regarding the advantages and disadvantages of technology use. Students may consciously manage their screen exposure to prevent negative consequences such as distraction, reduced productivity, and health-related issues. The finding demonstrates that digital technologies are integrated into daily life without necessarily leading to problematic usage for the majority of respondents. This balanced pattern of usage is beneficial for both personal well-being and academic development.

Finding 3

The area-wise analysis reveals that Compulsion is the most dominant dimension of Digital Screen usage among adult students, followed by Forgetfulness and Lack of Attention.

The finding highlights that compulsive engagement with digital devices is the most prominent characteristic of Digital Screen usage among adult students. Continuous access to smartphones, social media applications, online platforms, and entertainment services may create habitual patterns of checking notifications, browsing content, and remaining connected to digital environments. Such repeated behavior may gradually lead to dependency-like tendencies where individuals feel compelled to use digital devices frequently throughout the day.

The high scores in Forgetfulness and Lack of Attention further indicate that excessive screen engagement may influence cognitive functioning. Constant exposure to digital stimuli can reduce concentration, interrupt task completion, and increase distractibility. Students may find it difficult to focus on academic or professional responsibilities due to frequent digital interruptions. The findings suggest that although digital technologies are beneficial, excessive and uncontrolled use may negatively affect attention span, memory, and overall productivity. Therefore, strategies promoting self-regulation and mindful technology use are essential.

Finding 4

The obtained t-value (2.33) is greater than the table value (1.96) at the 0.05 level of significance, indicating a significant difference between male and female adult students in their Digital Screen usage.

The finding reveals that gender significantly influences Digital Screen usage among adult students. Male students demonstrated higher Digital Screen usage than female students. This difference may be due to variations in technology-

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Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
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related interests, recreational preferences, and online activities. Male students are often more involved in online gaming, technology exploration, video streaming, sports-related content, and digital entertainment, which may contribute to longer periods of screen exposure.

Furthermore, social and behavioral factors may also influence screen usage patterns. While both male and female students utilize digital devices for educational and communication purposes, males may spend comparatively more time on leisure-oriented digital activities. The finding emphasizes the importance of considering gender differences when designing awareness programs and interventions aimed at promoting responsible digital behavior. Educational institutions should encourage healthy technology practices among all students to minimize the risks associated with excessive screen exposure.

Finding 5

The obtained t-value (0.86) is less than the table value (1.96) at the 0.05 level of significance, indicating that there is no significant difference between rural and urban adult students in their Digital Screen usage.

The finding suggests that residential area does not significantly influence Digital Screen usage among adult students. This may be attributed to the widespread availability of smartphones, internet connectivity, and digital services across both rural and urban regions. Technological advancements, government initiatives, and increased digital literacy have substantially reduced the digital divide between rural and urban populations. Consequently, adults in both settings have similar opportunities to access and utilize digital technologies.

The finding further indicates that digital technology has become a universal aspect of daily life regardless of geographical location. Both rural and urban adults use digital devices for communication, education, entertainment, online transactions, and accessing information. The similarity in Digital Screen usage patterns reflects the growing penetration of digital technologies across society. Therefore, programs promoting healthy screen habits should be implemented equally in both rural and urban communities.

Finding 6

The obtained t-value (0.52) is less than the table value (1.96) at the 0.05 level of significance, indicating that there is no significant difference between Government and Private institution adult students in their Digital Screen usage.

The finding indicates that the type of management does not significantly influence Digital Screen usage among adult students. Students studying in Government and Private institutions appear to have similar levels of access to digital technologies and online resources. The widespread availability of smartphones, internet services, digital learning platforms, and social media applications has enabled students from both institutional settings to engage with digital technologies in comparable ways.

Another possible explanation is that digital technology has become a common educational and social tool irrespective of institutional differences. Both Government and Private institutions increasingly incorporate technology into teaching-learning processes, communication systems, and administrative activities. As a result, students from both settings experience similar levels of digital exposure and engagement. The finding suggests that Digital Screen usage is influenced more by individual behavior and lifestyle factors than by the type of institution attended.

EDUCATIONAL IMPLICATIONS

1. The study revealed a high level of Digital Screen usage among adult students. Therefore, educational institutions should organize awareness programs on healthy and responsible digital screen usage to promote digital well-being.
2. Since the majority of adult students exhibited an average level of Digital Screen usage, educators should encourage balanced use of digital technologies that support learning without leading to excessive screen exposure.
3. The finding that Compulsion emerged as the most dominant dimension indicates the need for educational programs focusing on self-regulation, time management, and responsible use of digital devices.
4. As Forgetfulness and Lack of Attention were identified as major dimensions of Digital Screen usage, teachers should adopt engaging teaching strategies that enhance concentration, memory, and sustained attention among students.
5. Educational institutions should integrate digital wellness education into the curriculum to help students understand the benefits and potential risks associated with excessive screen usage.
6. Since a significant gender difference was observed in Digital Screen usage, special guidance and counseling programs may be designed to address the specific digital behavior patterns of male and female students.

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7. Teachers should encourage students to participate in co-curricular and extracurricular activities that reduce excessive dependence on digital devices and promote holistic development.
8. Educational administrators should establish guidelines regarding appropriate screen time and encourage periodic breaks during prolonged digital learning activities.
9. The absence of significant differences between rural and urban students suggests that digital awareness programs should be implemented equally across both rural and urban educational settings.
10. Since no significant difference was found between Government and Private institution students, common digital literacy and digital wellness initiatives can be effectively implemented across all types of educational institutions.
11. Educational institutions should provide training on effective utilization of digital resources so that students can maximize educational benefits while minimizing negative consequences associated with excessive screen exposure.
12. Counselors and educators should regularly monitor students' digital habits and provide guidance to those who demonstrate signs of compulsive or problematic screen usage.
13. Parents and teachers should work collaboratively to promote healthy digital practices and encourage students to maintain a balance between online and offline activities.
14. Institutions should encourage physical activities, sports, yoga, and recreational programs that help reduce sedentary behavior associated with prolonged screen use.
15. Educational policymakers should formulate policies and guidelines that promote digital well-being and responsible technology use among adult learners in both formal and informal educational settings.
16. Workshops and seminars on digital citizenship, cyber safety, and responsible online behavior should be organized regularly to enhance students' awareness of healthy technology use.
17. Digital learning environments should be designed in such a way that they support educational engagement while minimizing unnecessary screen exposure and digital distractions.
18. The findings of the study may assist curriculum planners in incorporating topics related to digital health, screen management, and technology ethics into educational programs.
19. Community education programs may be conducted to create awareness among adults regarding the positive and negative impacts of excessive Digital Screen usage.
20. The findings emphasize the importance of promoting a balanced digital lifestyle that supports academic achievement, psychological well-being, social interaction, and physical health among adult students.

SUGGESTIONS FOR FURTHER STUDIES

1. The present study was confined to adults in Andhra Pradesh. Similar studies may be conducted in other states of India to compare the impact of Digital Screen usage across different geographical and cultural settings.
2. The present investigation focused on selected demographic variables such as gender, residential area, and type of management. Future studies may examine the influence of additional variables such as age, occupation, educational qualification, income level, and marital status on Digital Screen usage.
3. A comparative study may be undertaken to investigate the impact of Digital Screen usage among different groups such as adolescents, college students, working professionals, and senior citizens.
4. Experimental and intervention-based studies may be conducted to assess the effectiveness of digital wellness programs, counseling services, and awareness campaigns in reducing excessive Digital Screen usage and promoting healthy digital habits.
5. Future researchers may explore the relationship between Digital Screen usage and variables such as academic achievement, mental health, physical health, sleep quality, social adjustment, emotional intelligence, and quality of life among adults.

CONCLUSION

The present study entitled **"Impact of Digital Screen on Adults in Andhra Pradesh"** was undertaken to examine the level of Digital Screen usage among adult students and to determine the influence of selected demographic variables on

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(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:5(3), May 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

their Digital Screen usage. The findings revealed that adult students possess a high level of Digital Screen usage, with the majority exhibiting an average level of engagement. Among the various dimensions, Compulsion emerged as the most dominant factor, followed by Forgetfulness and Lack of Attention. The study further revealed a significant difference between male and female adult students in their Digital Screen usage, whereas no significant differences were found with respect to residential area and type of management. The findings indicate that digital technologies have become an integral part of adults' daily lives and play a significant role in communication, education, entertainment, and information access. While Digital Screen usage offers numerous benefits, excessive and compulsive usage may lead to cognitive, behavioral, and health-related concerns. Therefore, there is a need to promote digital awareness, responsible technology use, and healthy screen habits among adults to ensure that the advantages of digital technology are effectively utilized while minimizing its potential adverse effects.

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Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:5(3), May 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

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