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Examining the Influence of Internet Addiction and Mental Health on Academic Achievement among B.Ed. Trainees

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Abstract

The growing integration of digital technologies in higher education has changed learning practices, especially for teacher trainees. Although the Internet can be an educational tool, when used excessively and with the wrong intent, pupils can become addicted to it, which can negatively affect their learning process. The present study explored, from an educational psychology perspective, the impact of Internet addiction and mental health state on B.Ed. students' academic performance. 400 B.Ed. Data were collected using a quantitative cross-sectional design and standardized data collection tools, including the Internet Addiction Scale, Mental Health (Stress, Anxiety, and Emotional Stability), and Academic Achievement. Descriptive statistics, correlation, and multiple regression techniques were used to analyze the data. Results showed that Pearson correlation analysis revealed that Internet addiction was negatively associated with mental health ($r = -0.48, p < .01$) and academic achievement ($r = -0.42, p < .01$), whereas mental health showed a positive relationship with academic achievement ($r = 0.51, p < .01$). Multiple regression analysis indicated that mental health ($\beta = 0.47, p < .001$) emerged as a stronger predictor of academic achievement than did Internet addiction ($\beta = -0.29, p < .001$). This study emphasizes and reiterates the importance of promoting responsible Internet use and improving teacher training courses for psychological well-being. It also contributes to educational psychology, as it offers a comprehensive perspective on the link between the behavioral and psychological aspects that affect the academic performance of prospective teachers.

Keywords: Internet Addiction, Mental Health, Academic Achievement, Educational Psychology, Teacher Education, Psychological Well-being, Digital Behavior, B.Ed. Trainees

Introduction

The rapid advancement of digital technology has transformed the educational landscape and significantly altered students learning experiences across higher education institutions. Internet-based resources, online learning platforms, social networking applications, and digital communication tools have become integral to contemporary education. These technological developments offer numerous academic advantages, including improved access to information, collaborative learning opportunities and flexible educational environments. However, the increasing dependence on digital technologies has raised concerns regarding excessive Internet use and its potential consequences for students' psychological well-being and academic development (Kuss & Griffiths, 2017). Internet addiction has emerged as an important behavioral issue among young adults and university students. The concept of Internet addiction was first conceptualized as a behavioral disorder characterized by excessive and uncontrollable online engagement (Young, 1998). Excessive engagement in online activities may interfere with daily responsibilities, reduce self-regulation,

and negatively affect academic performance. Simultaneously, mental health has gained increasing attention as a critical factor influencing educational success. Psychological well-being enables students to manage academic challenges effectively, maintain their concentration, and participate actively in learning activities. In contrast, stress, anxiety, emotional instability, and other mental health concerns may hinder academic progress and reduce overall educational attainment. Consequently, understanding the interaction between Internet usage patterns and mental health has become essential for promoting positive academic outcomes in higher education.

Teacher-education students represent a particularly important population for investigating these issues. B.Ed. Trainees are future educators expected to demonstrate responsible digital behavior while simultaneously developing the professional competencies required for effective teaching. Their academic preparation involves intensive coursework, teaching practice, lesson planning, and continuous assessment, all of which demand emotional stability and effective time-management. Excessive Internet use may interfere with these responsibilities, whereas positive mental health may strengthen academic engagement and professional readiness. Therefore, examining the combined influence of internet addiction and mental health on academic achievement among B.Ed. trainees is both educationally and professionally significant.

Research on Internet addiction, mental health, and academic achievement has predominantly focused on general university student populations. However, empirical evidence concerning B.Ed teachers' remains limited, particularly in the Indian teacher education context. Moreover, existing studies have largely examined Internet addiction and mental health as independent variables rather than investigating their combined predictive influence on academic achievement. This gap is significant because teacher trainees represent future educators whose digital behaviors and psychological well-being directly influence their professional preparedness and classroom practices. Therefore, the present study attempts to address this research gap by examining the interrelationships among internet

addiction, mental health, and academic achievement and by determining their joint contribution to the academic performance of B.Ed. trainees.

Review of Literature

As digital technologies become more essential to the Higher Education context, studies into the consequences of Internet addiction and its impact on student learning have led to a focus on the psychological impacts of IAD and its effects on learning. Internet addiction is becoming a widely used term for a new, emerging behavioral disorder characterized by excessive and out-of-control Internet use that impacts everyday activities. A relationship between students' mental health outcomes and inappropriate Internet use has consistently been found. To determine whether there is a connection between Internet addiction and depression, anxiety, stress, and loneliness, [Cai et al. \(2023\)](#) conducted a systematic review and meta-analysis, which showed that Internet addiction was highly related to depression, anxiety, stress, and loneliness. Similarly, [Zewude and Habtegiorgis \(2024\)](#) reported increased psychological distress and emotional instability among students with internet addiction. Other empirical evidence has established the detrimental impact of internet addiction on mental health. As cited by [Lu et al. \(2025\)](#), Internet overuse has been associated with poor sleep quality, decreased life satisfaction, and increased anxiety and depression levels. In another study, [Chen et al. \(2026\)](#) found that Internet addiction was strongly correlated with depressive symptoms among college students, whereas psychological resilience was considered a protective factor. [Mao et al. \(2024\)](#) also pointed out that emotional exhaustion and impaired psychological health caused by digital addiction may affect students' coping strategies for learning tasks.

Apart from its effects on mental health, Internet addiction has been broadly correlated with academic performance. Prolonged time on the Internet may cause students to not concentrate properly, have time management issues, and become lazy with their schoolwork. [Rashid and Asghar \(2023\)](#) found that excessive use of technology affects academic performance because it negatively affects self-regulation and learning efficiency. Similarly, [Wei](#)

[et al. \(2025\)](#) found a correlation between academic burnout and a decrease in academic activities in college due to Internet addiction. [Jiang et al. \(2024\)](#) pointed out that the type of Internet involvement is one of the factors that makes a difference in academic outcomes, with lower academic outcomes linked to non-academic use of the Internet. However, mental health has been recognized as a critical factor in determining academic success. The motivation, concentration, and persistence of students are increased by a psychologically healthy student. [Chu et al. \(2022\)](#) revealed that mental health significantly impacts academic performance, with students in good mental health being better equipped to deal with stress and focus on their studies. [Bücker et al. \(2023\)](#) confirmed the results of a meta-analysis of the relationship between subjective well-being and academic achievement, which showed a positive association between the two. [Li and Chu \(2022\)](#) reported that depression and anxiety partially mediated the relationship between Internet addiction and academic achievement among university students. Similarly, [Zhang et al. \(2023\)](#) identified a negative relationship between depression and anxiety, cognition, and academic performance.

Recent studies have also highlighted the interrelationship between internet addiction, mental health, and academic performance. [Ding et al. \(2023\)](#) reported that problematic Internet use is related to social anxiety and emotional issues, thus having a negative indirect impact on academic performance. In their meta-analysis, [Salari et al. \(2025\)](#) found a negative correlation between social media addiction and academic performance, extending the negative effects of digital addiction on learning outcomes to social media. [Ramos-Monsivais et al. \(2024\)](#) found that psychological well-being significantly contributes to academic engagement and performance among higher-education students. Moreover, [González-Martín et al. \(2023\)](#) showed that mental health interventions, including mindfulness, have a positive impact on students' academic achievement, highlighting the significance of students' psychological well-being in educational settings. The examined literature concludes that both academic performance and mental health are negatively impacted by Internet addiction, whereas

academic performance is positively impacted by mental health. These findings highlight the need to investigate internet addiction and mental health as significant variables affecting academic performance, particularly among B.Ed. candidates who will eventually become educators in the future.

Research on teacher education students indicates that psychological well-being plays a critical role in professional preparation and academic success. Pre-service teachers often encounter academic pressure, teaching practice responsibilities, and professional expectations that may contribute to psychological stress. Recent studies have reported that higher levels of emotional well-being are associated with stronger teaching competence, academic engagement, and professional readiness among trainee teachers. Similarly, excessive digital engagement and problematic Internet use have been linked to reduced concentration, lower academic commitment, and increased emotional exhaustion among teacher education students. These findings suggest that understanding the relationship between Internet behavior, mental health, and academic performance is particularly important within teacher preparation programmes because future teachers influence both their own learning and the learning behaviors of future generations. The reviewed literature consistently demonstrates that internet addiction negatively influences psychological well-being and academic performance, whereas positive mental health contributes significantly to educational success. However, limited evidence exists regarding the combined influence of these variables on teacher trainees. Therefore, this study attempts to bridge this gap by examining both the behavioral and psychological predictors of academic achievement within teacher education programmes.

Objectives and Hypotheses

Objectives of the Study

The present study aims to examine the influence of internet addiction and mental health on academic achievement among B.Ed. trainees within the framework of educational psychology. The specific objectives were as follows:

- To assess the level of Internet addiction among B.Ed. trainees.

- To examine the mental health status of B.Ed. trainees in terms of psychological well-being indicators such as stress, anxiety, and emotional stability.
- To evaluate the academic achievement of B.Ed. trainees based on their performance.
- To analyze the relationship between Internet addiction and mental health among B.Ed. trainees.
- To examine the relationship between internet addiction and academic achievement among B.Ed. trainees.
- To investigate the relationship between mental health and academic achievement among B.Ed. trainees.
- To determine the predictive influence of internet addiction and mental health on academic achievement among B.Ed. trainees.

Hypotheses of the Study

The following theory objectives were developed in light of the goals and body of the current literature: H₁: Internet addiction is significantly negatively related to mental health among B.Ed. trainees.

H₂: Internet addiction is significantly negatively related to academic achievement among B.Ed. trainees.

H₃: Mental health is significantly positively related to academic achievement among B.Ed. trainees.

H₄: Internet addiction and mental health jointly have a significant influence on academic achievement among B.Ed. trainees.

Methodology

Research Design

The study is quantitative in nature and employs a cross-sectional survey design to examine the impact of internet addiction on academic performance and mental health among B.ED. trainees. This design is suitable for establishing relationships between variables and examining the predictive relationship between variables using statistical methods such as correlation and regression ([Hair et al., 2021](#)).

Population and Sample

The study population consisted of the B.Ed. trainees of teacher education institutions in Tiruchirappalli district, Tamil Nadu, India. The sample included 400 trainees sampled through stratified random sampling to cover the types of institution, subject specialization and gender. The sample size was satisfactory for regression analysis, providing sufficient statistical power and generalizability of the results.

Variables of the Study

This study includes three main variables. In this study, Internet addiction and mental health were treated as independent variables, and academic achievement was treated as a dependent variable. All variables were measured on a standardized scale and were continuous for statistical analysis.

Instruments for Data Collection

Data were collected using standardized instruments selected after an extensive review of the educational psychology literature. The Internet Addiction Scale consists of items measuring excessive Internet use, compulsive online behavior, loss of control, and interference with academic activities. The Mental Health Scale measures psychological well-being through dimensions such as stress management, emotional stability, and anxiety control. Academic achievement was assessed using institutional examination scores obtained with the participants' consent. Prior to the main study, the instruments were reviewed by a panel of experts in education, psychology, and research methodology to establish their content validity. Necessary modifications were made based on the experts' suggestions. A pilot study was conducted among 50 B.Ed. trainees were not included in the final sample. The pilot study confirmed the clarity, appropriateness, and suitability of the items for the target populations.

Data Collection Procedure

Structured questionnaires were used to collect data, which were administered to B.Ed. trainees after obtaining informed consent. The participants were informed about the purpose of the study and assured confidentiality and anonymity. The collected

data were checked for missing data, outliers, and inconsistencies prior to analysis.

Reliability and Validity

The dependability of the instruments was evaluated using Cronbach's alpha, which is accepted when the result is greater than 0.70. Standardized instruments and expert reviews ensured the content of the instrument. The theoretical consistency of the measurement items supports construct validity.

Table 5.1 Reliability Statistics of the Instruments

Instrument	Number of Items	Cronbach's Alpha
Internet Addiction Scale	20	0.88
Mental Health Scale	24	0.91
Academic Achievement Scale	10	0.84
Overall Reliability	54	0.89

Reliability analysis revealed satisfactory internal consistency for all instruments. The Cronbach's alpha coefficients ranged from 0.84 to 0.91, exceeding the minimum acceptable threshold of 0.70. These results indicate that the instruments possessed adequate reliability and were suitable for data collection in this study.

Data Analysis Techniques

SPSS software was used to analyze the data. The degree of Internet addiction, mental wellness, and academic success were all determined using descriptive statistics. The associations between the variables were examined using Pearson's correlation analysis. The predictive impact of Internet addiction and mental health on academic achievement was investigated using multiple regression analysis.

Assumptions of Statistical Analysis

Prior to conducting the correlation and multiple regression analyses, the assumptions of normality, linearity, homoscedasticity, independence of observations, and absence of multicollinearity

were examined. The results indicated that all assumptions were met satisfactorily, supporting the appropriateness of the statistical procedures employed in this study.

Data Analysis and Interpretation

This section presents the results of the statistical analysis performed to investigate the impact of Internet addiction and mental health on B.Ed. trainees' academic performance. Multiple regression, correlation, and level (descriptive statistics) analyses were performed.

Level Analysis

The levels of Internet addiction, mental health, and academic achievement were determined using descriptive statistics.

Table 5.1 Descriptive Statistics of Study Variables

Variable	Mean	SD	Interpretation
Internet Addiction	3.21	0.68	Moderate level
Mental Health	3.45	0.72	Moderate to good level
Academic Achievement	3.58	0.64	Moderate level

Interpretation

The results show that B.Ed. trainees have a moderate level of internet addiction. Overall, the mental health scores indicated that the respondents were at a moderate to good level of psychological health, with some variation across the scores. Academic achievement levels were also moderate, showing the average performance of the sample.

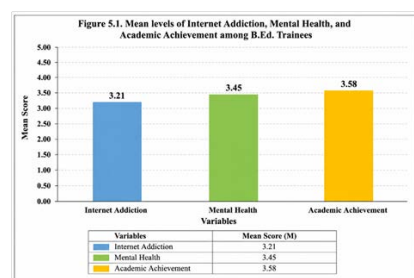


Figure 5.1 Mean levels of Internet Addiction, Mental Health, and Academic Achievement among B.Ed. Trainees

Figure 5.1 illustrates that academic achievement recorded the highest mean score ($M = 3.58$), followed by mental health ($M = 3.45$), and internet addiction showed a moderate level ($M = 3.21$). The graphical representation facilitates a clearer comparison of the relative levels of the three variables.

Correlation Analysis

The correlations between the study variables, namely, Internet addiction, mental health, and academic achievement, were examined using Pearson's correlation analysis.

Table 5.2 Correlation Matrix

Variables	IA	MH	AA
Internet Addiction (IA)	1		
Mental Health (MH)	-0.48**	1	
Academic Achievement (AA)	-0.42**	0.51**	1

Note: ** $p < 0.01$

Interpretation

Mental health is negatively correlated with Internet addiction ($r = -0.48$, $p < 0.01$), suggesting that the more one is addicted to the Internet, the poorer one's mental health. The correlation between Internet addiction and academic achievement was also negative ($r = -0.42$, $p < 0.01$), indicating that a high level of Internet dependency is associated with lower academic achievement. Conversely, there was a strong positive link between academic achievement and mental health ($r = 0.51$, $p < 0.01$), indicating that children with higher psychological well-being typically perform better academically.

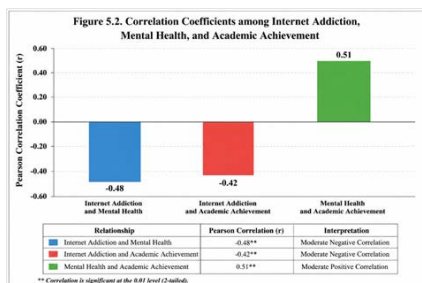


Figure 5.2. Correlation Coefficients among Internet Addiction, Mental Health, and Academic Achievement

Figure 5.2 clearly demonstrates the negative association between Internet addiction and both mental health and academic achievement, whereas mental health exhibits a positive relationship with academic achievement. The graphical presentation strengthens the interpretation of the correlation analysis and visually confirms H1, H2, and H3.

Multiple Regression Analysis

The relationships between Internet addiction, mental health, and academic achievement were examined using multiple regression analysis.

Table 5.3 Model Summary

R	R ²	Adjusted R ²	F-value	p-value
0.58	0.34	0.33	102.45	<0.001

Table 5.4 Regression Analysis Results

Predictor Variables	Beta (β)	t-value	p-value
Internet Addiction	-0.29	-4.83	<0.001
Mental Health	0.47	6.12	<0.001

Interpretation of Regression Results

Internet addiction and mental health were statistically significant determinants of academic accomplishment according to the regression model ($F = 102.45$, $p < 0.001$). The two predictor variables explain roughly 34% of the variation in academic achievement according to the R^2 value of 0.34.

Academic achievement had a substantial negative impact on Internet addiction ($\beta = -0.29$, $p < 0.001$), meaning that an increase in online addiction resulted in a decrease in academic achievement.

There was a significant positive association between mental health and academic achievement ($\beta = 0.47$, $p < 0.001$), indicating that students with better mental health have improved academic performance. The results, taken together, indicate that internet addiction and mental health are both important factors that influence academic performance of B.Ed. trainees, and mental health is a more powerful predictor than Internet addiction.

Figure 5.3 indicates that mental health ($\beta = 0.47$) exerts a stronger positive influence on academic achievement than the negative influence of internet addiction ($\beta = -0.29$). The visual comparison supports the regression findings and confirms that

mental health is the more powerful predictor of academic success among B.Ed. trainees.

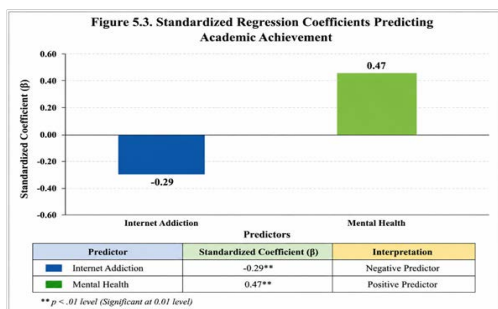


Figure 5.3 Standardized Regression Coefficients Predicting Academic Achievement

Discussion

The study was conducted on the impact of mental health on the academic achievement of B.Ed. trainees, focusing on Internet Addiction. Descriptive, correlational, and regression analyses provide a coherent picture derived from the results of these analyses in teacher education to show the interaction of behavioral and psychological factors with respect to academic outcomes. The correlation results indicated a significant negative correlation between mental health and internet addiction. This finding is in line with the present theories, such as the Interaction of Person-Affect-Cognition-Execution (I-PACE) model, which describes how overuse of the Internet can affect emotional regulation and lead to psychological distress (Brand et al., 2019). The present study revealed a positive correlation between Internet addiction and mental health problems among B.Ed. Interns. Addicts exhibited higher levels of mental health problems, including stress, anxiety, and emotional instability. These results are consistent with a recent empirical study showing that problematic Internet use is associated with low well-being among individuals and depression and anxiety among youth (Cai et al., 2023; Zewude & Habtegiorgis, 2024). This study offers evidence that Internet addiction is more than just a behavioral problem and is an important psychological problem that may impair students' emotional functioning.

The study also found that academic performance was significantly negatively correlated with Internet Addiction. This can be understood through the

lens of self-regulated learning theory, which emphasizes the importance of setting goals, time management, and attention for academic success. Excessive Internet use may disrupt these processes, as it can be distracting and lead to multitasking and procrastination. This means that there may be less time devoted to studying and less engagement in learning. This finding is consistent with earlier research that revealed that the overuse of the Internet is associated with poor academic achievement due to a lack of concentration and learning strategies (Rashid & Asghar, 2023; Wei et al., 2025). Such a disruption can be harmful when it comes to studying B.Ed. This is because the education they receive affects their teaching methods.

The positive association between mental health and academic achievement supports Ryff's (1989) multidimensional conception of psychological well-being, which emphasizes autonomy, personal growth, and positive functioning as the foundations for successful life outcomes. One of the major findings of this study is that there is a positive correlation between mental health and academic performance. Academic performance was found to be higher among students with mental well-being, which shows that mental states have a strong influence on academic performance. The result is in line with the results of the educational psychology studies that have been conducted and which have concluded that mental health is an important element in achieving academic success (Bücker et al., 2023; Chu et al., 2022). Emotionally stable and psychologically resilient students are more likely to be better able to cope with academic stressors, focus their attention, and participate in learning activities. Conversely, psychological distress may interfere with cognitive functioning and reduce academic performance.

The regression analysis also showed that mental health and Internet addiction are good predictors of academic achievement. Interestingly, mental health was more predictive than Internet addiction, indicating that psychological health has a greater direct and significant effect on academic performance. School engagement and psychological resilience are important protective factors against academic burnout and emotional exhaustion (Salmela-Aro & Upadyaya, 2020). This

finding highlights the importance of considering mental health as an important factor in determining educational outcomes. Internet addiction negatively impacts it, and psychological factors such as stress and emotional instability may also be involved ([Mao et al., 2024](#)).

The results of the two studies combined showed that behavioral patterns (Internet use) and psychological states (mental health) affected academic achievement. This dual influence may contribute to the formation of an integrated approach in educational psychology, as the interaction between cognitive, emotional, and behavioral aspects affects learning outcomes in educational psychology. The cognitive-behavioral model proposed by [Davis \(2001\)](#) explains how maladaptive cognitions contribute to problematic Internet use and its psychological consequences. This study highlights the importance of addressing academic content while also considering students' digital practices and mental health.

The results are applicable to the teacher-education sector. B.Ed. Trainees are future teachers who will create the future of digital learning. If they have mental health problems, their effectiveness as teachers can be negatively impacted by excessive Internet use and poor mental health. Therefore, teacher training programmes should not only focus on digital competence but also on the responsible use of the Internet and mental health.

Educational Implications

The findings from the current study have implications for teacher education, particularly in times of growing student media consumption. As internet addiction has been found to negatively impact mental health and academic performance, educational institutions and schools should be mindful of the importance of fostering responsible and balanced internet use. Teacher education should not only be about developing technological skills, but also about developing a more foundational concept of digital discipline, encouraging teacher trainees to have better control, management, and utilization of the Internet in a way that helps their learning.

There is significant evidence that mental health positively impacts learning outcomes, highlighting

the need to integrate mental health into education. Schools should be a place where pupils are emotionally stable, able to manage stress, and feel healthy. This may include providing counselling, conducting mental health awareness programs, and implementing well-being initiatives into the curriculum. These can help pupils become more resilient and learn coping techniques that will support their learning and growth.

The development of self-efficacy beliefs among teacher trainees is essential for sustaining academic motivation and effective learning behavior ([Bandura, 1997](#)). Self-regulated learning strategies, such as goal setting, self-monitoring, and reflective practice, play a significant role in improving academic achievement ([Zimmerman, 2000](#)). The results also show the importance of self-regulated learning for B.Ed. trainees. There is a high prevalence of excessive Internet use, which is associated with distraction and poor planning and monitoring of learning; therefore, educational programs should focus on the development of planning, monitoring, and controlling learning. Trainable time management and goal-setting/reflective learning skills strategies can help trainees stay focused on their studies and be less impacted by digital distractions.

Teacher educators play a significant role in shaping the attitudes and behavior of teacher trainees. Teachers can serve as role models for technology use and set limits on their own technology usage to help influence the technology-related habits of trainees. This is especially crucial considering the fact that future B.Ed. students will lead the school's students in their virtual journey. This understanding of healthy Internet use can be expected to spread to classrooms in the future as teacher trainees enter the classroom.

It also emphasizes the need to develop interventions in the curriculum that include digital literacy and psychological wellness. These areas must not be studied separately, and it is vital to note that technological skills, emotional intelligence, and moral digital citizenship must be included in teacher preparation programs. Learning implications emphasize the need to balance engagement with digital media and mental health as part of this integration, which will provide trainees with

both academic and practical skills essential for development within the academic environment and as teachers in an increasingly technologically advanced world. The responsible use of the Internet, mental health and well-being, and self-regulated learning can help educational institutions enhance the academic performance and nurture the capabilities and resilience of teacher trainees.

Recommendations and Future Research Directions

Based on the findings of this study, teacher education institutions should establish programmes that encourage responsible Internet usage and healthy digital habits among trainees. Regular awareness programs, counselling services, and workshops on digital well-being may help reduce problematic Internet use and improve psychological health. Institutions should integrate mental health promotion initiatives into teacher education curricula to enhance emotional resilience and academic success. Future research should employ longitudinal designs to examine the causal relationships between Internet addiction, mental health, and academic achievement. Comparative studies involving students from different disciplines and geographical regions may provide broader insights into the subject. Future investigations should explore mediating and moderating variables such as self-regulated learning, academic motivation, resilience, emotional intelligence, and social support to develop a more comprehensive understanding of academic achievement among teacher trainees.

Limitations

The present study has some limitations that need to be acknowledged. The first limitation of this study is that it used a cross-sectional design, making it difficult to draw causal inferences between the variables of Internet addiction, mental health, and academic achievement. While regression analysis was used to establish predictive relationships, regression analysis over time (longitudinal studies) would be more appropriate for studying changes over time and determining causal relationships.

Second, the data were self-reported, which can result in social desirability and inaccurate self-

evaluation. The results may have been skewed by the under- or over-reporting of internet use and/or mental health by the participants. Future research could include objective measures or use multi-source data for greater accuracy.

Third, the samples were restricted to B.Ed. programme in a particular geographical area. The sample size was sufficient for statistical analysis, but the results obtained cannot be widely generalized to other students and educational settings. The results may be more generalizable if more regions and disciplines are included. Another drawback of this study was that it only examined two predictor variables (the use of the Internet and mental health). Academic achievement can also be affected by other factors, including academic motivation, personality characteristics, family climate, and socio-economic status. These variables should be included in future studies to provide a more comprehensive picture of school performance. Last, but not least, academic achievement was evaluated based on both self-reported and institutional measures that do not necessarily reflect the students' overall academic skills. Other studies might find it helpful to use multiple assessment techniques to achieve more reliable indicators of student achievement.

Conclusion

The present study was an attempt to view the effect of internet addiction and mental health on academic performance of B.Ed. trainees from the perspective of educational psychology. The results show that although Internet addiction has negative effects on mental health and academic performance, mental health has a positive influence on academic performance. Moreover, both variables were found to be significant predictors of academic performance, with mental health being the most powerful predictor. The results of this research reveal the impact of behavioral and psychological variables on students' performance. Hyperactivity on the Internet can affect students' attention and performance, but a positive attitude can help them concentrate, reduce stress, and do well in their studies. The results underline the crucial role of a balanced approach between digital engagement and mental health in the education system.

This study contributes to educational psychology by offering a unified perspective on the collective impact of Internet addiction and mental health on the academic performance of teacher trainees. This study also focused on B.Ed. trainees, as this is one of the areas that has been neglected in the educational field and deals with how future teachers impact students' learning experiences and their online behavior. The study suggests that there is a need for a comprehensive strategy to improve academic performance, which should include responsible Internet usage along with better support for mental health. Digital discipline and psychological well-being should be given special attention in educational institutions and teacher education programmes to improve academic achievement and train qualified and resilient teachers. Finally, this study emphasizes the need to effectively use technology in today's digital age, along with responsible and mentally healthy use. All of these should be considered to improve the achievement and sustainable development of education.

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