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AN INVESTIGATION INTO DIGITAL WELLBEING AND SCREEN TIME MANAGEMENT: STUDENTS' PERSPECTIVES AND COPING STRATEGIES

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ABSTRACT

This study investigates digital wellbeing, screen time patterns, and coping strategies among 50 university students from the Computer Science Department at Abuissa College of Education, Zawia University. It aims to explore students' awareness of digital wellbeing, examine their daily screen time habits, and identify strategies used to manage technology use effectively. A quantitative descriptive research design was employed, and data were collected using a Likert-scale items self-administered questionnaire. Descriptive statistical analyses, including frequencies, percentages, means, and standard deviations, were conducted using SPSS. The findings indicate that students demonstrate moderate to high awareness of digital wellbeing and recognize the negative effects of excessive screen time on mental health and academic performance. Most students reported spending 4–6 hours daily on digital devices, primarily for academic work and social media, while engagement with learning applications was comparatively low. Coping strategies such as prioritizing academic tasks and taking regular breaks were moderately applied, whereas offline activities, including sports, reading, or socializing, were less frequent. The study emphasizes the need for structured guidance, awareness programs, and institutional support to promote effective screen time management. These findings provide valuable insights for educators, curriculum designers, and policymakers aiming to balance digital engagement with academic responsibilities and personal wellbeing in higher education.

KEYWORDS: Digital Wellbeing, Screen Time, Coping Strategies, Digital Engagement, Management Practices.

1. INTRODUCTION

The rapid advancement of digital technologies has profoundly transformed higher education, reshaping the ways students learn, communicate, and engage with academic content. University students today rely heavily on digital devices such as smartphones, laptops, and tablets for academic purposes, social interaction, and entertainment. While these technologies offer significant educational benefits, their excessive and unregulated use has raised growing concerns about students' digital wellbeing and their ability to manage screen time effectively.

Digital wellbeing refers to the balanced and healthy use of digital technologies that supports individuals' mental, physical, and emotional health. Excessive screen time has been associated with a range of negative outcomes, including reduced concentration, sleep disturbances, anxiety, and decreased academic performance. For university students, particularly those enrolled in technology-oriented disciplines such as Computer Science, prolonged exposure to screens is often unavoidable due to academic demands. As a result, managing screen time has become an essential skill for maintaining both academic success and personal wellbeing.

Digital technologies play a dual role. On one hand, they provide valuable opportunities for exposure, online resources, and interactive learning platforms. On the other hand, excessive non-academic screen use may negatively affect students' focus, motivation, and cognitive engagement with learning tasks. Therefore, understanding how university students perceive digital wellbeing and regulate their screen time is crucial for improving learning outcomes and promoting healthier digital habits.

Despite the growing global interest in digital wellbeing, limited research has explored this issue within the Libyan higher education context. In particular, there is a lack of empirical studies investigating students' perspectives on digital wellbeing, their screen time practices, and the coping strategies they adopt to manage digital overload. This gap is especially evident at Zawia University, where students in the College of Education, Abu-Issa, Computer Science Department experience intensive technology use as part of their academic programs.

Accordingly, this study aims to investigate digital wellbeing and screen time management among university students at Zawia University from the students' perspectives. By examining their screen time habits, perceptions, and coping strategies through a questionnaire-based approach, the study seeks to contribute to the existing literature and provide insights that may

inform educators, curriculum designers, and policymakers in promoting healthier and more effective digital learning environments.

2. Statement of the Problem

The widespread use of digital technologies in higher education has led to increased screen time among university students, raising concerns about digital wellbeing and its impact on mental health, concentration, and academic performance (Rosen et al., 2014; Twenge, 2019). Students in technology-related disciplines, such as Computer Science, are particularly exposed to prolonged screen use due to academic requirements.

For university students, excessive screen time may further affect attention, motivation, and effective learning, despite the benefits digital tools offer for accessing learning resources (Golonka et al., 2014). However, many students lack adequate awareness and practical coping strategies to manage their screen time in a balanced and healthy manner.

In the Libyan higher education context, especially at Zawia University's College of Education, Abu-Issa, Computer Science Department, there is a scarcity of empirical research investigating digital wellbeing and screen time management among students. This lack of context-specific evidence limits educators' ability to design informed interventions and support students' academic and psychological wellbeing. Therefore, there is a need to examine students' perspectives and coping strategies related to digital wellbeing and screen time management.

3. Aims and Objectives of the Study

The main aim of this study is to investigate digital wellbeing and screen time management among university students at Zawia University, College of Education, Abu-Issa, from Computer Science Department students' perspectives.

Specifically, the study seeks to:

1. Examine students' perceptions of digital wellbeing;
2. Identify students' screen time patterns and digital technology use;
3. Explore the impact of screen time on students' academic engagement and wellbeing;
4. Dentify the coping strategies students use to manage excessive screen time.

4. Research Questions

1. How do university students perceive digital wellbeing?
2. What are the screen time patterns and digital technology use among students?
3. How does screen time affect students' academic engagement and overall wellbeing?

4. What coping strategies do university students use to manage excessive screen time?

5. Significance of the Study

This study is significant as it provides insights into digital wellbeing and screen time management among university students at Zawia University, Computer Science students, a topic that has received limited attention in the Libyan higher education context. By exploring students' perceptions, screen time habits, and coping strategies, the study contributes to understanding how digital technology affects both academic engagement and personal wellbeing.

The findings can inform educators, curriculum designers, and policymakers in developing strategies to promote healthier digital practices and enhance learning outcomes. Additionally, the study raises awareness among students about the potential impact of excessive screen use and encourages the adoption of effective coping strategies. Overall, it adds to the existing literature on technology use, digital wellbeing, and learning, providing a foundation for future research in similar contexts.

6. Literature Review

The increasing integration of digital technologies into higher education has generated growing scholarly interest in students' digital wellbeing, screen time behaviors, and coping strategies. As university students rely extensively on digital devices for academic, social, and personal purposes, researchers have begun to examine how prolonged screen exposure influences mental health, academic engagement, and overall wellbeing. The concept of digital wellbeing has emerged as a key framework for understanding how individuals can maintain a healthy balance between technology use and offline life.

Existing literature highlights both the benefits and challenges associated with digital technology use in educational contexts. While digital tools enhance access to information, communication, and learning opportunities, excessive and unregulated screen time has been linked to negative outcomes such as reduced concentration, stress, sleep disturbances, and lower academic performance. Consequently, scholars have emphasized the importance of awareness and effective coping strategies to manage screen time and mitigate its adverse effects.

6.1 Digital Wellbeing in Higher Education

Digital wellbeing refers to the balanced and healthy use of digital technologies in ways that support individuals' mental, emotional, and academic functioning (Rosen et al., 2014). In the

context of higher education, digital tools have become an integral part of students' daily lives, playing a central role in learning, communication, information retrieval, and academic collaboration. Learning management systems, online resources, and digital communication platforms have significantly enhanced students' access to educational materials and opportunities for engagement.

Despite these benefits, the excessive and unregulated use of digital technologies has raised increasing concerns. Prolonged screen time has been associated with negative outcomes such as mental fatigue, sleep disturbances, reduced attention span, and increased stress, all of which can adversely affect students' academic performance and overall wellbeing (Twenge, 2019). When students struggle to regulate their technology use, digital tools may shift from being supportive learning aids to sources of distraction and cognitive overload.

Therefore, awareness of digital wellbeing is essential for university students. Developing an understanding of how digital behaviors influence mental health and academic engagement enables students to manage their screen time more effectively. By maintaining a healthy balance between academic responsibilities and personal life, students can benefit from digital technologies while minimizing their potential negative effects, thereby supporting sustainable learning and long-term wellbeing.

6.2 Screen Time and Its Implications

Screen time, defined as the total amount of time spent using digital devices, has increased significantly among university students as a result of growing academic requirements and social engagement through digital platforms (Lepp et al., 2019). Students frequently rely on laptops, smartphones, and tablets for attending online classes, completing assignments, accessing academic materials, and maintaining social connections. As a result, digital device use has become deeply embedded in students' daily academic and personal routines.

While moderate and purposeful screen use can support learning by providing access to educational resources and interactive learning environments, prolonged and unregulated screen exposure has been linked to several negative outcomes. Excessive screen time is associated with decreased concentration, heightened anxiety, mental fatigue, and reduced levels of academic engagement, all of which may hinder effective learning and academic performance (Wang et al., 2020). Continuous multitasking and frequent digital distractions further contribute to cognitive overload and reduced attention.

Students enrolled in technology-intensive disciplines, such as Computer Science, are particularly vulnerable to digital overload due to the nature of their academic programs, which require extended periods of screen-based work. The sustained exposure to digital

devices may negatively affect their productivity, wellbeing, and ability to maintain a healthy balance between academic responsibilities and personal life. Consequently, understanding screen time patterns among such students is essential for addressing digital wellbeing challenges in higher education.

6.3 Learning and Digital Technology

Digital tools have transformed learning by expanding students' access to online resources, educational applications, and interactive platforms that support various aspects of language and skill development (Golonka et al., 2014). These tools facilitate vocabulary acquisition, enhance reading comprehension, and provide opportunities for speaking practice through multimedia content and interactive tasks. As a result, digital technologies have become valuable instructional aids that can enrich learning experiences and promote learner autonomy.

However, the benefits of digital tools may be undermined when students engage excessively in non-academic screen activities. Prolonged use of social media, entertainment applications, and other recreational digital platforms can interfere with students' ability to maintain focus and cognitive engagement during learning tasks. Such distractions may reduce deep processing of information and negatively affect academic outcomes.

Therefore, maintaining a balance between academic and recreational use of technology is essential for effective learning. Purposeful and structured use of digital tools can enhance educational outcomes, whereas unregulated non-academic screen time may hinder students' concentration and overall learning effectiveness.

6.4 Coping Strategies for Screen Time Management

Effective coping strategies play an essential role in mitigating the negative effects of excessive screen time and supporting students' digital wellbeing. These strategies enable students to regulate their technology use and reduce the physical, cognitive, and emotional strain associated with prolonged screen exposure (Demir & Kutlu, 2021). Common coping strategies include setting daily limits on screen time, scheduling regular breaks to prevent mental fatigue, prioritizing academic tasks over non-academic digital activities, and engaging in offline activities such as sports, reading, or social interaction.

Research indicates that students who actively manage their screen time through such strategies tend to experience better academic performance, lower stress levels, and improved overall wellbeing. By adopting structured and intentional approaches to technology use, students can maintain greater focus, enhance productivity, and reduce the risk of digital overload. Implementing these coping strategies is particularly relevant for university students,

who are often required to balance intensive academic demands with personal and social responsibilities in increasingly digital learning environments.

6.5 Research Gap in the Libyan Context

Although digital wellbeing and screen time management have been widely examined in international research, there remains a noticeable lack of studies focusing on students within the Libyan higher education context (Rosen et al., 2014; Twenge, 2019). The majority of existing studies have been conducted in Western or Asian educational settings, where institutional infrastructure, cultural expectations, and patterns of technology use may differ considerably from those in Libyan universities (Lepp et al., 2019; Wang et al., 2020). As a result, findings from these contexts may not fully reflect the academic, cultural, and technological realities experienced by students at Zawia University.

Investigating students' perspectives, screen time habits, and coping strategies within the local context is therefore essential. Context-specific research can provide a more accurate understanding of how digital technologies influence students' academic engagement, mental wellbeing, and learning behaviors in Libyan higher education settings (Demir & Kutlu, 2021). Such insights can assist educators and policymakers in designing targeted and culturally appropriate interventions that promote healthier digital practices, enhance learning outcomes, and support students' overall wellbeing.

7. METHODOLOGY

The methodological framework adopted to investigate digital wellbeing, screen time patterns, and coping strategies among university students at Zawia University. It describes the research design, participants, data collection instrument, procedures, and methods of data analysis used to address the study's research questions. The selected methodology is designed to provide a systematic and reliable examination of students' perceptions, behaviors, and experiences related to digital technology use.

A quantitative descriptive approach was employed to obtain measurable data on students' levels of digital wellbeing awareness, screen time habits, and coping strategies. This approach is appropriate for capturing trends and patterns within a specific population and allows for the analysis of relationships between variables using statistical techniques. By using a structured questionnaire, the study aims to ensure consistency in data collection and facilitate objective analysis.

The methodological choices made in this study were guided by the research objectives and the contextual characteristics of the study population. Ethical considerations, including

voluntary participation and confidentiality, were observed throughout the research process to ensure the integrity and credibility of the findings.

7.1 Research Design

This study employs a quantitative descriptive research design, using a questionnaire as the primary data collection instrument to examine digital wellbeing, screen time patterns, and coping strategies among university students. The quantitative approach allows for the systematic collection of numerical data, enabling the identification of trends and patterns in students' perceptions and behaviors related to digital technology use. By focusing on measurable variables, this design facilitates objective analysis and supports the comparison of responses across participants.

A descriptive research design is particularly appropriate for this study, as it aims to explore and describe participants' perceptions, behaviors, and experiences without manipulating variables or introducing experimental interventions. This approach provides a clear representation of the current situation regarding digital wellbeing and screen time management among university students (Creswell & Creswell, 2018). Through the use of a structured questionnaire, the study ensures consistency in data collection while allowing for the efficient analysis of students' responses within the given educational context.

7.2 Participants

The study population consists of 50 undergraduate students enrolled in the Computer Science Department at the College of Education, Abu-Issa, Zawia University. These students were selected as the target population due to their frequent and sustained use of digital technologies as part of their academic coursework, making them particularly relevant for examining issues related to digital wellbeing and screen time management.

Participants were selected using convenience sampling, a non-probability sampling technique commonly employed in educational research, particularly in exploratory and descriptive studies where access to participants is based on availability and willingness to participate (Etikan et al., 2016). This sampling method was appropriate for the present study given the accessibility of the student group and the practical constraints of the research context.

All participants took part voluntarily and were informed of the purpose of the study prior to data collection. Informed consent was obtained from each participant, and they were assured that their responses would remain confidential and be used solely for research purposes. This approach ensured ethical standards were maintained throughout the research process.

7.3 Research Instrument

Data for this study collected using a self-administered questionnaire, designed to capture students' perceptions, behaviors, and strategies regarding digital wellbeing and screen time management. The questionnaire consists of three main sections. The first section, Digital Wellbeing Perceptions, assesses students' understanding and attitudes toward the concept of digital wellbeing. The second section, Screen Time Patterns, examines the frequency, duration, and types of digital device use among students. The third section, Coping Strategies, investigates the strategies students employ to manage screen time and mitigate its potential negative effects. Most items in the questionnaire are structured on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing the quantification of students' perceptions, habits, and management strategies in a systematic and measurable manner (Fink, 2017).

7.4 Data Collection Procedure

The questionnaire was distributed to participants through both online and in-person methods, ensuring accessibility and convenience for all students in the target group. Prior to distribution, informed consent obtained from each participant, clearly explaining the purpose of the study and their rights as respondents. All responses remain completely anonymous to protect participants' privacy, and students were explicitly informed that participation is voluntary and that they may withdraw at any time without any consequences (Gliem & Gliem, 2003). This careful attention to ethical considerations ensures that the data collection process respects participants' rights while maintaining the integrity and credibility of the research.

7.5 Data Analysis

For students' perceptions of digital wellbeing, the responses to each Likert-scale item were analyzed to determine overall awareness and attitudes (Pallant, 2020). Mean scores and standard deviations were calculated to assess the degree to which students recognize the importance of maintaining a balance between screen time and offline activities, as well as the perceived negative impact of excessive digital device use on mental health.

Screen time patterns were analyzed by examining the average daily screen time reported by students and the types of activities in which they engage while using digital devices. Frequencies and percentages were used to identify common behaviors, such as academic work, social media use, streaming videos, online gaming, and engagement with learning applications. These descriptive statistics provide insight into both the quantity and the nature of students' digital device use.

The data regarding coping strategies were also analyzed using frequencies, percentages, and mean scores. This allowed for an understanding of how frequently students apply various strategies, including setting daily limits on screen time, taking regular breaks, prioritizing academic tasks, and engaging in offline activities such as sports or reading. Standard deviations were used to examine the variability of responses, indicating whether students' use of coping strategies is consistent or varies across the group.

All data analyses were performed using SPSS software, which facilitated accurate computation of descriptive statistics and enabled the creation of tables and charts for visual representation of the results (Pallant, 2020). This systematic approach ensures that the findings reflect the behaviors and attitudes of all 50 participants and provides a solid foundation for the interpretation presented in the subsequent Results section.

8. RESULTS

This section presents the findings of the study on digital wellbeing, screen time patterns, and coping strategies among 50 university students in the Computer Science Department at Zawia University. The results are presented in alignment with the study's research questions.

8.1 Students' Perceptions of Digital Wellbeing

Students' perceptions of digital wellbeing were assessed using three carefully designed statements on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). These statements aimed to capture students' awareness of digital wellbeing, their understanding of its impact on mental health, and their efforts to maintain a healthy balance between screen time and offline activities. By quantifying students' attitudes in this way, the study was able to evaluate the overall level of awareness and the extent to which students actively apply digital wellbeing practices in their daily academic and personal lives.

Table 1: Students' Perceptions of Digital Wellbeing (N = 50)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I am aware of the concept of digital wellbeing	2 (4%)	3 (6%)	5 (10%)	25 (50%)	15 (30%)	4.0	0.88
Excessive screen time negatively affects my mental health	1 (2%)	4 (8%)	6 (12%)	28 (56%)	11 (22%)	3.9	0.85
I actively try to maintain a healthy balance between screen time and offline activities	3 (6%)	6 (12%)	10 (20%)	22 (44%)	9 (18%)	3.6	1.0

The mean scores indicate that students are generally aware of digital wellbeing, with a mean of 4.0, and recognize that excessive screen time can negatively affect their mental health (Mean = 3.9). However, balancing screen time with offline activities was only moderately practiced (Mean = 3.6), suggesting that awareness does not always translate into consistent action. Overall, these results reflect moderate to high awareness of digital wellbeing among students, supporting the idea that while they understand its importance, they may still require guidance and support to apply these practices effectively in their daily academic and personal lives.

8.2 Screen Time Patterns

Students reported their average daily screen time as well as the types of digital activities in which they engaged. This information provides insight into not only the quantity of time spent on digital devices but also the nature and purpose of that usage, including academic tasks, social media interaction, entertainment, and learning applications. Understanding both the duration and the type of screen engagement is essential for evaluating the impact of digital technology on students' academic performance, attention, and overall wellbeing. Collecting this data allows the study to identify patterns of device use and to assess whether students' screen time is balanced between educational and non-educational activities.

Table 2: Daily Screen Time. (N = 50)

Screen Time per Day	Frequency	Percentage
Less than 2 hours	**5**	**10%**
2–4 hours	12	24%
4–6 hours	18	36%
6–8 hours	10	20%
More than 8 hours	5	10%

Most students (36%) reported spending between 4 and 6 hours per day on digital devices. Additionally, approximately 30% of students exceed 6 hours of daily screen time, which may have potential implications for their wellbeing and academic engagement. These findings suggest that a significant proportion of students are exposed to prolonged screen use, highlighting the need for strategies to manage screen time effectively.

Table 3: Types of Digital Activities (Multiple Responses, N = 50)

Activity Type	Frequency	Percentage
Academic work / research	40	80%
Social media	38	76%
Online gaming	15	30%

Watching videos / streaming	28	56%
learning apps	20	40%

Percentages exceed 100% because students were able to select multiple activities. Academic work (80%) and social media use (76%) dominate students' screen time, indicating that most digital engagement is focused on educational tasks and social interaction. In contrast, only 40% of students reported using learning applications, suggesting that technology is underutilized for academic purposes. Overall, while students make extensive use of digital tools, much of their screen time is devoted to social and entertainment activities, which may limit the effectiveness of technology in supporting their learning outcomes.

8.3 Coping Strategies

Students reported the frequency with which they employed various strategies to manage their screen time and reduce the potential negative effects of prolonged digital device use. This information provides insight into how actively students regulate their technology use, including practices such as setting daily screen limits, taking regular breaks, prioritizing academic tasks, and engaging in offline activities. Examining the frequency of these strategies allows the study to assess the effectiveness of students' self-regulation efforts and to identify areas where additional guidance or interventions may be needed to support healthier digital habits and overall wellbeing.

Table 4: Coping Strategies. (N = 50)

Strategy	Never	Rarely	Sometimes	Often	Always	Mean	SD
Setting daily limits on screen time	3 (6%)	7 (14%)	15 (30%)	20 (40%)	5 (10%)	3.6	1.0
Taking regular breaks from screens	2 (4%)	5 (10%)	18 (36%)	20 (40%)	5 (10%)	3.7	0.95
Engaging in offline activities (sports, reading)	4 (8%)	10 (20%)	16 (32%)	15 (30%)	5 (10%)	3.4	1.05
Prioritizing academic tasks over entertainment	1 (2%)	6 (12%)	14 (28%)	23 (46%)	6 (12%)	3.8	0.92

The most commonly applied coping strategies among students are prioritizing academic tasks, with a mean score of 3.8, and taking regular breaks from screens, with a mean of 3.7. In contrast, engagement in offline activities such as sports, reading, or social interaction is less frequent, with a mean score of 3.4, highlighting a potential area for improving digital wellbeing practices. Overall, students appear to use moderate coping strategies, indicating that while some efforts are made to manage screen time, there is a need for targeted

interventions or training to support more consistent and effective screen time management practices.

The findings of this study indicate that students demonstrate moderate to high awareness of digital wellbeing, although not all consistently apply healthy practices. On average, students spend 4–6 hours daily on digital devices, with academic work and social media dominating their screen time. While some coping strategies, such as prioritizing academic tasks and taking regular breaks, are employed, engagement in offline activities and proactive screen management is less frequent. Overall, these results suggest that although students recognize the importance of digital wellbeing, it is not consistently practiced in daily life. This highlights the need for targeted awareness programs and practical interventions at Zawia University to support students in effectively managing screen time and promoting both academic and personal wellbeing.

9. DISCUSSION

The purpose of this study was to investigate digital wellbeing, screen time patterns, and coping strategies among 50 university students from the Computer Science Department at Zawia University. The findings provide insights into students' awareness of digital wellbeing, their screen time habits, and the strategies they use to manage excessive technology use.

9.1 Students' Perceptions of Digital Wellbeing

The results indicated that students generally have a moderate to high awareness of digital wellbeing (Mean = 4.0) and recognize the negative effects of excessive screen time on mental health (Mean = 3.9). However, maintaining a balance between screen time and offline activities was less frequently practiced (Mean = 3.6). These findings align with previous studies that reported university students are aware of digital wellbeing but often fail to implement consistent practices to regulate screen use (Rosen et al., 2014; Twenge, 2019).

This suggests that awareness alone is insufficient to ensure healthy technology habits. Students may need structured guidance and interventions to translate their understanding into practical actions, particularly in academic contexts where digital device use is extensive.

9.2 Screen Time Patterns

Most students (36%) reported spending 4–6 hours daily on digital devices, with academic work and social media dominating their usage. A smaller proportion (30%) spent more than 6 hours daily, indicating potential risks of digital overload. These findings are consistent with studies showing that university students' screen time often exceeds recommended durations,

contributing to stress, reduced concentration, and sleep disturbances (Lepp et al., 2019; Wang et al., 2020).

Interestingly, only 40% of students reported using learning apps, suggesting that while technology is widely used, it is not fully optimized for academic and learning purposes. This supports Golonka et al. (2014), who highlighted that digital tools are underutilized for educational purposes when students primarily engage with social or entertainment platforms.

9.3 Coping Strategies

The study found that students employ moderate coping strategies to manage screen time, with prioritizing academic tasks (Mean = 3.8) and taking regular breaks (Mean = 3.7) being the most common. Engaging in offline activities such as sports or reading was less frequent (Mean = 3.4). These results align with Demir and Kutlu (2021), who reported that while university students recognize the importance of coping strategies, many fail to implement them consistently.

The findings indicate that although students have some strategies to control screen time, more proactive and structured interventions are necessary to help them develop balanced digital habits that support both academic performance and personal wellbeing.

10. CONCLUSION

This study investigated digital wellbeing, screen time patterns, and coping strategies among 50 university students from the Computer Science Department at Zawia University. The findings indicate that while students are generally aware of the importance of digital wellbeing and recognize the negative effects of excessive screen time, many do not consistently apply effective strategies to maintain a healthy balance between academic, social, and recreational device use.

Most students reported spending 4–6 hours daily on digital devices, primarily for academic work and social media, with limited use of learning applications. Coping strategies such as prioritizing academic tasks and taking breaks were moderately applied, whereas engagement in offline activities was less frequent. These findings highlight the need for targeted interventions to support students in managing screen time effectively and promoting overall wellbeing.

Overall, the study contributes to understanding digital wellbeing among students in the Libyan higher education context, providing valuable insights for educators, curriculum designers, and policymakers. Promoting awareness, structured guidance, and practical strategies can enhance both academic performance and personal wellbeing, ensuring that

students harness the benefits of digital technologies without compromising their mental and physical health.

11. Implications and Recommendations

The findings of this study have important implications for students, educators, and university policymakers. For students, the results indicate that awareness of digital wellbeing alone is not sufficient to ensure healthy technology habits. Excessive use of social media and entertainment applications can interfere with academic performance, highlighting the need for developing self-regulation skills and adopting practical strategies to manage screen time effectively.

For educators, the study suggests that digital wellbeing should be integrated into academic programs. instructors, in particular, can encourage students to use learning applications and other educational tools purposefully, ensuring that technology contributes positively to learning outcomes rather than becoming a source of distraction. By promoting responsible use of digital devices in classroom and homework activities, educators can help students balance their academic and personal lives.

For university policymakers, the findings highlight the necessity of institutional support for balanced screen time. Universities can implement policies that promote digital wellbeing, such as structured breaks during online activities, digital literacy programs, or awareness campaigns focused on mental health and responsible technology use. Such initiatives can provide students with guidance and resources to maintain a healthy balance between academic demands and personal wellbeing.

Based on these findings, several recommendations are proposed. First, universities should conduct workshops or seminars on digital wellbeing, educating students on the potential negative effects of prolonged screen time and providing practical strategies for managing it. Students should be encouraged to set daily screen time limits, take regular breaks, and engage in offline activities such as sports, reading, or group discussions to balance digital engagement. Second, educators should integrate purposeful use of digital tools, particularly learning apps, to ensure that students use technology effectively for academic purposes. Finally, future research should explore larger and more diverse student populations across different faculties and universities in Libya, including qualitative studies to understand students' motivations, barriers, and experiences with digital wellbeing practices.

Implementing these measures can enhance students' digital wellbeing, improve academic performance, and support the development of responsible and balanced technology habits in increasingly digital learning environments.

Appendix A: Questionnaire on Digital Wellbeing, Screen Time, and Coping Strategies

*Dear Student,*This questionnaire is designed to collect information about your digital wellbeing, screen time habits, and coping strategies. Your responses are completely anonymous and will be used only for research purposes. Please answer all questions honestly.

Response Scale:

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

#	Statement	1	2	3	4	5
Section 1: Digital Wellbeing Perceptions						
1	I am aware of the concept of digital wellbeing.	☐	☐	☐	☐	☐
2	I understand the negative effects of excessive screen time on mental health.	☐	☐	☐	☐	☐
3	I actively try to maintain a healthy balance between screen time and offline activities.	☐	☐	☐	☐	☐
4	I believe that proper management of screen time can improve my academic performance.	☐	☐	☐	☐	☐
Section 2: Screen Time Patterns						
5	On average, I spend 4–6 hours daily on digital devices for academic work.	☐	☐	☐	☐	☐
6	I spend a significant amount of time on social media or entertainment applications.	☐	☐	☐	☐	☐
7	I use learning applications regularly to improve my skills.	☐	☐	☐	☐	☐
8	I often multitask using multiple digital devices at the same time (e.g., phone, laptop, tablet).	☐	☐	☐	☐	☐
9	I feel that my screen time sometimes interferes with my concentration on academic tasks.	☐	☐	☐	☐	☐
Section 3: Coping Strategies						
10	I set daily limits for my screen time.	☐	☐	☐	☐	☐
11	I take regular breaks from screens to reduce fatigue and stress.	☐	☐	☐	☐	☐
12	I engage in offline activities such as sports, reading, or socializing with friends.	☐	☐	☐	☐	☐
13	I prioritize academic tasks over entertainment or non-academic digital activities.	☐	☐	☐	☐	☐

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