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Healthy Navigation in the Digital World: The Influence of Digital Well-Being on AI Anxiety in Psychology Students

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Abstract
This study aimed to examine the effect of digital well-being on AI anxiety among psychology students. Using a quantitative correlational survey design, 80 psychology students participated as respondents. The instruments employed were the Digital Well-Being Scale (Arslankara et al., 2022) and the AI Anxiety Scale (Wang & Wang, 2022), both adapted to the Indonesian context. Pearson correlation analysis revealed a significant positive relationship between digital well-being and AI anxiety ($r = 0.264$; $p = 0.018$). Simple linear regression further indicated that digital well-being has a positive influence on AI anxiety, explaining 6.9% of its variance ($R^2 = 0.069$). These findings suggest that higher levels of digital well-being are associated with increased anxiety toward artificial intelligence. This suggests that digital well-being does not always serve as a protective factor, but rather may enhance awareness of technological risks, thereby increasing anxiety. Theoretically, the study expands the conceptualization of digital well-being as a dynamic construct shaped by psychological, social, and technological factors. Practically, it provides valuable insights for higher education institutions to design interventions that strengthen not only students' digital literacy but also their psychological resilience in adapting to AI-driven developments.

Keywords: digital well-being, AI anxiety, students

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Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh kesejahteraan digital terhadap kecemasan AI di kalangan mahasiswa psikologi. Dengan menggunakan desain survei korelasi kuantitatif, 80 mahasiswa psikologi berpartisipasi sebagai responden. Alat ukur yang digunakan adalah Skala Kesejahteraan Digital (Arslankara dkk., 2022) dan Skala Kecemasan AI (Wang & Wang, 2022), keduanya telah disesuaikan dengan konteks Indonesia. Analisis korelasi Pearson menunjukkan hubungan positif yang signifikan antara kesejahteraan digital dan kecemasan AI ($r = 0.264$; $p = 0.018$). Regresi linier sederhana lebih lanjut menunjukkan bahwa kesejahteraan digital memiliki pengaruh positif terhadap kecemasan AI, menjelaskan 6,9% variansnya ($R^2 = 0.069$). Temuan ini menyarankan bahwa tingkat kesejahteraan digital yang lebih tinggi berhubungan dengan peningkatan kecemasan terhadap kecerdasan buatan. Hal ini menunjukkan bahwa kesejahteraan digital tidak selalu berfungsi sebagai faktor pelindung, melainkan dapat meningkatkan kesadaran terhadap risiko teknologi, sehingga dapat meningkatkan kecemasan. Secara teoritis, studi ini memperluas konseptualisasi kesejahteraan digital sebagai konstruksi dinamis yang dibentuk oleh faktor psikologis, sosial, dan teknologi. Secara praktis, studi ini memberikan wawasan berharga bagi institusi pendidikan tinggi untuk merancang intervensi yang tidak hanya memperkuat literasi digital mahasiswa tetapi juga ketahanan psikologis mereka dalam beradaptasi dengan perkembangan yang didorong oleh kecerdasan buatan.

Kata Kunci: kesejahteraan digital, kecemasan terhadap AI, mahasiswa

INTRODUCTION

The development of digital technology has brought significant transformations to daily life, including higher education. The presence of mobile devices, social media, and artificial intelligence (AI) increasingly dominates students' learning activities and interactions, shaping new patterns in their everyday lives (Vanden Abeele & Nguyen, 2022). This phenomenon creates ambivalence: on one hand, technology offers efficiency, broader access to information, and innovation in learning; on the other, concerns emerge regarding the negative impact of excessive digital use on psychological well-being (Dienlin & Johannes, 2020). Previous studies show that digital well-being referring to individuals' experiences in balancing the benefits and burdens of digital connectivity has become a crucial aspect in maintaining mental health in an era of technological abundance (Vanden Abeele & Nguyen, 2022). University students are particularly vulnerable as they are not only intensive users of digital technology but are also required to continuously adapt to the rapid changes triggered by technological advancement. Therefore, understanding how students navigate the digital world is an important issue for in-depth research.

The advancement of AI in higher education presents both opportunities and challenges for student well-being. On the one hand, AI can personalize learning, increase academic efficiency, and even provide mental health support through chatbots and virtual assistants. On the other hand, excessive dependence on AI risks reducing face-to-face interactions, weakening social skills, triggering technostress, and raising concerns

over data privacy and employment security. This condition underscores the need for further research on the long-term impacts of AI integration on students' well-being to ensure that its benefits are optimized without undermining social and emotional aspects (Klimova & Pikhart, 2025)

Beyond digital well-being, another rapidly growing issue is AI anxiety. This form of anxiety emerges from the perception that AI may replace human roles, affect future careers, and create feelings of helplessness amid rapid technological progress (Li & Huang, 2020; Wang et al., 2024). AI anxiety encompasses several dimensions, including job replacement anxiety, learning anxiety, and configuration anxiety, which can influence students' learning behavior, motivation, and mental health (Li & Huang, 2020; Widodo et al., 2024). Prior studies indicate that excessive AI use may increase stress, lower self-confidence, and disrupt self-directed learning (Mark et al., 2024; Hanum, 2024). Thus, linking the concepts of digital well-being and AI anxiety becomes relevant, as both simultaneously affect students' learning experiences and preparedness for entering the digital-era workforce.

The urgency of this research is reinforced by empirical trends. Dienlin & Johannes (2020) found that the impact of digital technology use on well-being is small but significant, particularly when usage is passive and excessive. Meanwhile, Vanden Abeele & Nguyen (2022) argue that digital well-being should not only be understood as a psychological state but also as a socio-cultural artifact shaped by everyday connectivity practices. Consequently, the management of digital well-being depends not only on the individual but also on social structures and environmental expectations, including the academic setting. In contrast, Y. M. Wang et al. (2024) reported that AI anxiety directly affects students' learning motivation, with certain anxieties encouraging extrinsic motivation, while others reduce intrinsic motivation. These findings illustrate the complex interplay between digital well-being and AI anxiety; however, integrative research that specifically examines their relationship remains limited, particularly in the Indonesian student context.

From an academic perspective, this study is significant as it enriches the literature on digital well-being and AI anxiety by highlighting their interaction within higher education. Previous studies have largely focused either on digital well-being in the context of social media use (Dienlin & Johannes, 2020; Nguyen et al., 2024) or on AI anxiety in relation to career development and learning behavior (Li & Huang, 2020; Duan et al., 2025), but very few have connected these two constructs within a single framework. From a practical perspective, this research offers insights for higher education institutions in designing digital literacy strategies and psychological support for students, especially those preparing to enter the AI-driven labor market (Mark et al., 2024; Hanum, 2024). By understanding how digital well-being influences AI anxiety, universities can design interventions that not only enhance technological competence but also promote students' mental and emotional balance.

Nevertheless, gaps remain in the existing literature. Most studies on digital well-being emphasize its impact on general youth and student mental health, such as sleep quality, life satisfaction, and psychological health (Vanden Abeele & Nguyen, 2022). Meanwhile, AI anxiety research has mainly focused on personality traits, demographic variables, and the role of self-efficacy (Kaya et al., 2024; Y. Y. Wang & Wang, 2022; Azizah et al., 2024). Few studies integrate digital well-being and AI anxiety into a single conceptual framework, especially in developing countries like Indonesia. This is crucial, as psychology students in Indonesia face the reality that AI technology will likely influence their future profession, ranging from psychological assessment and online counseling to behavioral data analysis.

Based on the above background, this study aims to empirically examine the influence of digital well-being on AI anxiety among psychology students. By employing a quantitative approach, the study is expected to make a theoretical contribution to the literature by deepening understanding of the relationship between these two variables and a practical contribution to higher education policy development. The findings may provide a basis for universities to design interventions that support students' digital well-being while preparing them to face the psychological challenges emerging from the integration of AI in education and the world of work.

METHOD

This study uses a quantitative approach with a correlational survey design. The quantitative approach was chosen because it is suitable for testing the relationship between variables objectively and measurably through psychometric instruments (Creswell & Creswell, 2018). With this design, the study can analyze the extent to which digital well-being affects AI anxiety among psychology students.

Population and sample

The research population consisted of students enrolled in the Psychology program. The research sample consisted of 80 psychology students selected using simple random sampling. Respondents met the following criteria: (1) active students in the Psychology study program, and (2) willing to participate voluntarily by filling out a questionnaire in the form of a Google Form. The use of a sample of psychology students is relevant because this group is facing technological changes in both academic and professional fields, making them prone to anxiety related to AI (Duan et al., 2025)

Data Collection

Data collection was conducted online using Google Forms. The questionnaire consisted of two main sections. First, Digital Well-Being Scale (DWBS) adapted from Arslankara et al. (2022) This scale consists of 12 items that measure three main dimensions: digital satisfaction, safe and responsible behavior, and digital wellness. Second, AI Anxiety Scale

(AIAS) adapted from Y. Y. Wang & Wang (2022), consisting of 20 items measuring four dimensions: job replacement anxiety, sociotechnical blindness, AI configuration anxiety, and AI learning anxiety.

Both scales use a 1–5 Likert format (1 = strongly disagree, 5 = strongly agree). The selection of these instruments is based on evidence that both have good validity and reliability (Wang & Wang, 2022; Arslankara et al., 2022).

Data Analysis

Data analysis in this study was conducted in stages to ensure the quality of the instruments and the accuracy of the statistical methods used. The first stage involved testing the validity of the items to ensure that each questionnaire statement accurately represented the construct being measured. The validity test used item-total correlation, with a significant criterion if the calculated r value was > r table at a significance level of 0.05 (Smits et al., 2022). The test results showed that all statements were valid, so the instrument was suitable for measuring the variables of digital well-being and AI anxiety. Next, the reliability of the instrument was tested using Cronbach's Alpha coefficient through the JASP application. Cronbach's Alpha coefficient is considered the main indicator of internal consistency, with a value of ≥ 0.60 considered sufficiently reliable, while ≥ 0.70 indicates good reliability (Arslankara et al., 2022; Y. Y. Wang & Wang, 2022). The test results showed that the Digital Well-Being (DWB) instrument had a Cronbach's Alpha value of 0.661 (reliable category), while the AI Anxiety (AIA) instrument obtained a Cronbach's Alpha value of 0.784 (highly reliable category). Thus, both instruments were declared consistent in measuring the research construct.

The next stage was to test the normality of the data using the Kolmogorov-Smirnov Test. The data was declared normally distributed if the significance value (p-value) was > 0.05 (Büchi, 2024). The test results showed that the distribution of the data for both variables was in the normal category, so parametric analysis could be used. After that, a Pearson Product-Moment correlation analysis was conducted to determine the relationship between digital well-being and AI anxiety. This analysis was chosen because the data was on an interval scale and normally distributed. The correlation coefficient (r) was used to identify the direction and strength of the relationship between variables, with interpretation based on Cohen's guidelines, which have been updated in contemporary psychometric research (Widodo et al., 2024). The significance value ($p < 0.05$) was the basis for determining the acceptance or rejection of the null hypothesis. The final stage is a simple linear regression analysis to test the research hypothesis. Linear regression is used to measure the effect of the independent variable (digital well-being) on the dependent variable (AI anxiety). The magnitude of the contribution is shown through the coefficient of determination (R^2), while significance is tested with a t-test at a 95% confidence level (Mark et al., 2024).

RESULT

Research Model

This study examined the effect of Digital Well-Being (DWB) on AI Anxiety (AIA) among psychology students. The research model is simple, consisting of one independent variable (Digital Well-Being) and one dependent variable (AI Anxiety). The relationship between the two variables was assumed to be linear, where the level of students' digital well-being was predicted to influence their level of anxiety toward artificial intelligence.

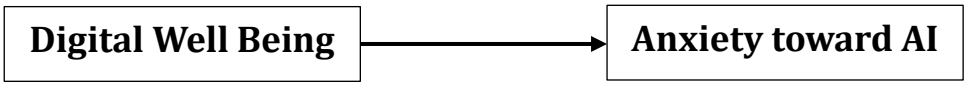

Figure 1. Research Model

Respondent Description

The respondents of this study consisted of 80 psychology students, selected using simple random sampling. By gender distribution, the majority were female (68 students; 85.0%) while male students accounted for 12 participants (15.0%). Regarding age, participants ranged in age from 17 to 36 years old. The largest group was aged 19 years (37.5%), followed by 18 years (20.0%) and 20 years (15.0%). Only a few respondents were older than 22 years, with ages 24, 25, and 36 each represented by 1 participant (1.3%). This indicates that most participants were in late adolescence to emerging adulthood, a critical stage for adapting to digital technology (Büchi, 2024).

In terms of semester level, the majority were from the early years: 37 students (46.3%) were in the 3rd semester and 24 students (30.0%) in the 1st semester, while 15 students (18.8%) were in the 7th semester. Only a few participants were in the 2nd and 5th semesters (2 students each; 2.5%). Thus, more than three-quarters (76.3%) of respondents were in the early semesters (1 and 3).

Table 1. Demographic Characteristics of Respondents (N = 80)

Variable	Category	n	Percentage (%)
Gender	Male	12	15
	Female	68	85
	Total	80	100
Age (years)	17	3	3,8
	18	16	20
	19	30	37,5
	20	12	15,0
	21	9	11,3
	22	7	8,8
	24	1	1,3
	25	1	1,3
	36	1	1,3

Semester	1	24	30
	2	2	2.5
	3	37	46,3
	5	2	2,5
	7	15	18,8
	Total	80	100

Validity and Reliability Test

The item-total correlation test indicated that all questionnaire items had correlation values above the critical threshold ($p < 0.05$), thus all items were declared valid. The reliability test results showed that the Digital Well-Being Scale (DWBS) had a Cronbach's Alpha of 0.661 (reliable), while the AI Anxiety Scale (AIAS) had a Cronbach's Alpha of 0.784 (highly reliable). These values indicate that both instruments demonstrated adequate internal consistency and were suitable for use in this study (Wang & Wang, 2022; Arslankara et al., 2022).

Table 2. Reliability of Research Instruments

Instrument	Items	Cronbach's Alpha	Category
Digital Well-being (DWBS)	12	0,661	Reliable
AI Anxiety (AIAS)	20	0,784	Highly Reliable

Normality Test

The Kolmogorov-Smirnov test results indicated that the data for both variables had significance values greater than 0.05. Thus, the data were normally distributed and suitable for parametric analysis (Büchi, 2024).

Table 3. Kolmogorov-Smirnov Normality Test

Variable	Kolmogorov-Smirnov Z	p-value	Note
Digital Well-being	0,751	0,624	Normal
AI Anxiety	0,693	0,722	Normal

Pearson Correlation Test

The Pearson correlation analysis revealed a significant positive relationship between digital well-being and AI anxiety ($r = 0.264$, $p = 0.018$). This suggests that higher digital well-being levels were associated with higher AI anxiety among students, although the strength of the correlation was low (Widodo et al., 2024).

Table 4. Pearson Correlation between Digital Well-Being and AI Anxiety

Variable 1	Variable 2	R	p-value

Digital Well-being	AI Anxiety	0,264	0,018*

*) Significant ($p < 0.05$)

Simple Linear Regression

A simple linear regression analysis was conducted to examine the effect of digital well-being on AI anxiety. The regression results showed a positive and significant effect of digital well-being on AI anxiety. The regression coefficient (B = 0.477) indicated that a one-point increase in digital well-being predicted an increase of 0.477 points in AI anxiety. The t-test value was t = 2.415, p = 0.018, confirming statistical significance. The coefficient of determination (R^2) was 0.069, meaning that digital well-being explained 6.9% of the variance in AI anxiety, while the remaining variance was influenced by other factors. This finding aligns with previous studies highlighting the role of digital well-being in shaping psychological outcomes, including technology-related anxiety (Mark et al., 2024; Y. M. Wang et al., 2024).

Table 5. Simple Linear Regression Results between Digital Well-Being and AI Anxiety

Independent Variable	B	SE	Beta	t	p-value
(Constant)	36,272	5,814	-	6,235	0,000*
Digital well-being	0,477	0,197	0,264	2,415	0,018*

Note. $R^2 = 0.069$. *) Significant ($p < 0.05$)

DISCUSSION

The findings of this study indicate that digital well-being is positively and significantly associated with AI anxiety among psychology students, although the strength of the relationship is relatively low (r = 0.264; p = 0.018). This result is further supported by a simple linear regression analysis, which shows that digital well-being contributes 6.9% to the variance in AI anxiety. Descriptively, students with higher levels of digital well-being tended to report greater anxiety about AI use. This is noteworthy because digital well-being is often regarded as a protective factor that helps maintain psychological balance in the digital era (Vanden Abeele & Nguyen, 2022; Büchi, 2024). However, this study reveals a different dynamic, providing space to reconsider how digital well-being is defined and operationalized in the student context, particularly regarding their readiness to face AI-driven technological advancements.

Compared to prior literature, these findings highlight two complementary directions. First, earlier studies have shown that digital well-being contributes to enhanced life satisfaction, emotional regulation, and quality of social relationships (Nguyen et al., 2024). In this sense, digital well-being can serve as a variable that supports psychological well-being, reducing the risk of depression or stress caused by

excessive digital exposure (Dienlin & Johannes, 2020). Second, the present results reveal a paradoxical dimension: higher digital well-being is also linked to greater AI anxiety. This aligns with Büchi (2024) argument that digital well-being is not solely a psychological matter but also a socio-cultural artifact reflecting how individuals navigate technology within specific social structures. Consequently, students with high digital well-being may be more aware of both the opportunities and threats posed by AI, leading to ambivalence between its benefits and risks.

In a broader context, the development of AI in higher education presents both opportunities and challenges for student well-being. On the one hand, AI can personalize learning, enhance academic efficiency, and provide mental health support through chatbots and virtual assistants. On the other hand, overreliance on AI risks diminishing face-to-face interactions, weakening social skills, triggering technostress, and raising concerns about data privacy and employment security. These conditions highlight the need for further research on the long-term impact of AI integration on student well-being to ensure that its benefits are optimized without sacrificing social and emotional dimensions (Klimova & Pikhart, 2025) Accordingly, digital well-being should be understood not only as an individual condition but also as an adaptive mechanism for managing opportunities and risks arising from AI integration in academic environments.

The results of this study are consistent with Y. M. Wang et al. (2024), who found that AI anxiety can directly influence students' learning motivation, with certain types of anxiety fostering extrinsic motivation, while others diminish intrinsic motivation. Thus, higher digital well-being may increase students' exposure to AI discourse, making them both more adaptive and more anxious about technological change. This study also reinforces Li & Huang (2020) findings, which identified various forms of AI anxiety, including job replacement anxiety and learning anxiety. Students with higher levels of digital connectedness are more frequently exposed to information about AI's impact on the labor market, reinforcing perceptions of threat. However, these results differ from other studies that have positioned digital well-being as a factor consistently reducing technological anxiety (Smits et al., 2022; Arslankara et al., 2022). Such differences may be attributed to contextual variations, particularly in cultural settings, academic expectations, and students' exposure to AI-related issues in media and education.

The theoretical implication of these findings is the need to update the conceptual framework of digital well-being. Previous studies have largely emphasized the hedonic and eudaimonic aspects of digital well-being (Widodo et al., 2024). However, the present findings demonstrate that digital well-being also carries a critical dimension related to awareness of technological threats. Therefore, existing models of digital well-being should be expanded to accommodate the ambivalence between benefits and risks of technology use, particularly AI. This study contributes by showing that digital well-being does not always act as a buffer reducing anxiety; it can also heighten risk awareness, thereby increasing AI anxiety. In other words, digital well-being should be understood

as a dynamic construct shaped by individual factors, social environments, and technological developments.

From a practical standpoint, these findings provide important implications for higher education policy. Universities need to design interventions that emphasize not only digital literacy but also the integration of psychological well-being into curricula. Educational programs could include training in digital time management, emotional regulation strategies, and AI literacy workshops that realistically address both opportunities and challenges of technology. This aligns with the recommendations of Mark et al. (2024) and Hanum (2024), who highlight the importance of developing educational programs to mitigate psychological pressures arising from AI use. Furthermore, these results can serve as a foundation for institutional policies that encourage balanced technology use among students, such as regulating digital academic workloads, providing counseling services, and promoting a healthy digital culture.

Nevertheless, this study has several limitations. First, the use of a correlational quantitative design allows the identification of relationships but not causality. Second, the sample was limited to 80 psychology students from a single university, restricting the generalizability of the findings. Larger, cross-institutional samples would enhance external validity. Third, although the instruments employed were valid and reliable (Arslankara et al., 2022; Y. Y. Wang & Wang, 2022), cultural adaptation in the Indonesian context may influence item interpretation, indicating a need for replication studies across diverse cultural settings. Fourth, this study employed only simple linear regression, whereas digital well-being and AI anxiety are likely influenced by multivariate relationships involving moderating or mediating variables such as self-efficacy, social support, or learning motivation (Kaya et al., 2024; Y. Y. Wang & Wang, 2022).

Future research should expand the model by incorporating mediating or moderating variables such as self-efficacy, personality traits, and demographic factors (Kaya et al., 2024; Duan et al., 2025). Qualitative exploration may also be valuable for capturing students' experiences in managing digital well-being and coping with AI-related anxiety. Comparative studies between developing and developed countries could reveal whether the ambivalence between digital well-being and AI anxiety is universal or context-specific. Such approaches would enrich the literature not only through quantitative findings but also by integrating students' narratives and subjective experiences.

Overall, this discussion highlights that research on digital well-being and AI anxiety remains open for further theoretical and practical exploration. The present findings broaden the literature by showing that digital well-being can be a double-edged sword: on one side preserving psychological well-being, while on the other intensifying awareness of AI-related risks that lead to anxiety. The contribution of this study lies in

advancing discourse on the dual role of digital well-being in higher education while offering direction for more comprehensive policies and interventions.

Based on the findings of this study, several recommendations can be offered to support the effective implementation of its implications across different fields. For higher education institutions, it is crucial to design integrated programs that not only promote digital literacy but also foster students' psychological resilience. Workshops and courses on digital well-being should be complemented with guidance on managing anxiety and uncertainty related to artificial intelligence, so that students are better prepared to face the realities of an AI-driven academic and professional environment. Policy makers in the education sector should consider incorporating digital well-being and AI literacy as essential components of curricula, ensuring that students develop both the technical skills and the emotional balance necessary to adapt to disruptive technologies.

Practitioners in the field of psychology and counseling can also apply these findings by developing intervention models tailored to address students' concerns about AI. Counseling services in universities should integrate discussions about digital well-being and AI anxiety into their practices, helping students recognize the dual role of digital engagement: while it enhances access to knowledge and efficiency, it may also trigger new forms of anxiety. Employers and industry stakeholders may further benefit from these insights by creating workplace training programs that equip graduates with the skills to manage digital engagement productively while maintaining emotional well-being. By doing so, institutions can foster a workforce that is not only technologically competent but also mentally prepared to cope with the challenges and uncertainties brought about by AI integration.

For future researchers, the study highlights the importance of continuing to explore the ambivalent role of digital well-being in relation to AI anxiety. Further investigations should expand beyond the university context to include professionals, educators, and other groups who are directly affected by AI in their daily work. Such studies could provide comparative insights across sectors, enabling a more comprehensive understanding of how digital well-being strategies can be tailored to different contexts. By bridging theory and practice, these recommendations aim to ensure that the findings of this study contribute not only to academic knowledge but also to practical solutions that support students, educators, and society at large in navigating the challenges of the digital era.

CONCLUSSION

This study aimed to empirically examine the effect of digital well-being on AI anxiety among psychology students. The findings revealed a significant positive relationship between the two variables ($r = 0.264$; $p = 0.018$), with digital well-being contributing 6.9% to the variance in AI anxiety. These results directly address the research objectives

by demonstrating that digital well-being is not only associated with students' general psychological well-being but also plays a role in shaping their perceptions and concerns about artificial intelligence. Contrary to much of the existing literature, which positions digital well-being as a protective factor against stress and anxiety (Vanden Abeele & Nguyen, 2022; Dienlin & Johannes, 2020), this study highlights its ambivalent nature, where higher levels of digital well-being may also increase awareness of technological risks and, consequently, AI-related anxiety.

Theoretically, this research contributes by expanding the conceptualization of digital well-being. It supports the argument that digital well-being should be understood as a dynamic construct influenced by psychological, social, and technological contexts (Büchi, 2024). Rather than serving solely as a buffer, digital well-being may simultaneously protect students' mental health while enhancing their sensitivity to the challenges of AI, thereby enriching ongoing debates in the literature (Widodo et al., 2024; Y. M. Wang et al., 2024).

Practically, the findings provide valuable implications for higher education institutions. Programs to enhance digital well-being should be accompanied by interventions that address students' psychological resilience, such as digital literacy workshops, counseling services, and training in emotional regulation and AI literacy (Mark et al., 2024; Azizah et al., 2024). Such strategies can help students maintain balance between technology use and psychological well-being, preparing them more effectively for an AI-driven academic and professional landscape.

Nevertheless, this study is not without limitations. The cross-sectional design restricts causal interpretations, while the relatively small and homogeneous sample limits generalizability. The reliance on self-report instruments, although validated (Arslankara et al., 2022; Y. Y. Wang & Wang, 2022), may also introduce cultural and contextual biases. Future research should adopt longitudinal designs, include larger and more diverse samples, and explore potential moderating or mediating variables such as self-efficacy, social support, or learning motivation (Kaya et al., 2024; Duan et al., 2025).

In conclusion, this study offers a comprehensive understanding of how digital well-being influences AI anxiety among psychology students. It underscores the ambivalent role of digital well-being, enriches theoretical perspectives in the field, and provides practical insights for policy and intervention in higher education. By doing so, the research not only fulfills its stated objectives but also opens new directions for future inquiry into the psychological challenges of living and learning in an AI-mediated world.

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