

Digital Educational Management for Promoting Students' Mental Well-Being: A Conceptual Framework

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Abstract

The rapid digitalisation of education has transformed how educational institutions deliver instruction, manage students, communicate with stakeholders, monitor academic progress, and provide student support. While digital technologies create opportunities for flexible learning, personalised support, early identification of students at risk, and improved access to mental-health resources, their inappropriate or poorly governed use may contribute to anxiety, social isolation, cyberbullying, information overload, sleep disruption, excessive screen engagement, privacy concerns, and other threats to students' mental well-being. Consequently, digital educational management should extend beyond the administration of teaching and learning to encompass the systematic promotion and protection of students' psychological well-being. This conceptual paper examines the relationship between digital educational management and students' mental well-being and proposes an integrated conceptual framework linking digital educational infrastructure, learning management systems, learning analytics, digital counselling and psychological support, digital well-being education, inclusive digital communication, and institutional digital governance to students' mental well-being. The framework is informed principally by the Technology Acceptance Model, Self-Determination Theory, the Social-Ecological Model, and the Job Demands–Resources perspective, which together explain how technological accessibility, autonomy, competence, relatedness, environmental conditions, digital demands, and institutional resources can influence student well-being. Recent literature indicates that digital mental-health interventions can improve psychological outcomes among students, while learning analytics may support early identification and intervention. However, evidence also highlights concerns regarding privacy, transparency, digital inequality, problematic technology use, and the danger of replacing human interaction with technology. The paper therefore proposes that effective digital educational management should adopt a human-centred, preventive, inclusive, ethical, data-protective, and student-participatory approach. The framework contributes a basis for educational institutions, policymakers, counsellors, administrators, and researchers seeking to integrate digital transformation with student mental-health promotion.

Keywords: *digital educational management, student well-being, mental health, learning analytics, digital counselling, educational technology, digital well-being, higher education*

Introduction

Digital technology has become an increasingly important component of contemporary education. Learning management systems, mobile applications, online classrooms, virtual communication platforms, electronic student records, artificial intelligence, learning analytics, digital assessment systems, and online counselling platforms are increasingly incorporated into educational administration and teaching. The transformation has accelerated considerably since the COVID-19 pandemic, when educational institutions worldwide were compelled to adopt digital and blended approaches to teaching and administration. Consequently, digital technology is no longer simply an instructional resource; it has become part of the infrastructure through which educational institutions organise, monitor and support students. The increasing digitalisation of education presents significant opportunities for improving students' educational experiences and well-being. Digital systems can provide flexible access to learning materials, facilitate communication between students and educators, enable personalised feedback, identify patterns of disengagement, and connect students with support services. UNESCO (2023) argues that digital technology can contribute to educational access, management, teaching and learning when its use is appropriately designed and governed. At the same time, UNESCO cautions that technology should support rather than replace human interaction and that educational technology requires attention to relevance, equity, evidence, sustainability and governance. Mental well-being is particularly important because students operate within complex academic, social, financial and developmental environments. Academic workload, examination pressure, financial difficulties, social relationships, uncertainty about employment, loneliness and adjustment to educational environments may affect psychological well-being. In higher education, mental-health difficulties can also influence academic engagement, persistence, achievement and completion. Recent reviews continue to identify mental health as a major concern within higher education and emphasise the need for institution-level rather than exclusively individual-level responses (Olsson, 2024). The digital environment itself creates an additional dimension. Digital technologies may provide opportunities for connection, support and access to information, but excessive or problematic use may produce adverse consequences. The OECD (2024) identifies cyberbullying, harmful content, privacy risks and excessive screen use among the challenges associated with children's digital environments. It further notes that the relationship between digital technology and well-being is complex and depends on factors such as the type and duration of use, content, individual vulnerability and social context.

The World Health Organization (WHO) similarly recognises both opportunities and risks associated with digital environments. Its recent policy work emphasises that the relationship between digital technology and young people's mental health can be bidirectional and shaped by individual and environmental factors. Consequently, digital interventions need to be accompanied by policies that promote healthy digital behaviours, safe environments and access to appropriate mental-health services (World Health Organization [WHO], 2025).

Recent empirical evidence nevertheless demonstrates considerable potential for digital interventions. Chen et al. (2024), in a systematic review and meta-analysis, found that digital technology interventions for children and adolescents produced a moderate and statistically significant overall effect in promoting mental health. Similarly, Madrid-Cagigal et al. (2025) reviewed digital mental-health interventions among university students with mental-health difficulties and reported medium effects favouring digital interventions for depression and anxiety symptoms. Taylor et al. (2024) also found that more than 80% of digital mental-health

interventions included in their systematic review were effective or partially effective for their primary outcomes, although uptake was generally modest.

Beyond dedicated mental-health applications, digital educational management itself may contribute to well-being. Learning analytics can enable institutions to monitor patterns of engagement, participation and academic activity, potentially providing information that can support early intervention. Ameloot et al. (2024), for example, found that learning-analytics-informed adaptations by teachers positively influenced students' satisfaction with the learning environment in a blended learning context. Recent research has also explored students' perceptions of learning analytics for mental-health support, identifying potential benefits for monitoring and early intervention while simultaneously highlighting concerns regarding privacy, transparency, data reliability and student participation in decision-making (Freccero et al., 2025). Despite these developments, an important conceptual gap remains. Much of the literature examines either educational technology and learning outcomes or digital mental-health interventions as relatively separate areas. Less attention has been given to how digital educational management as an institutional system can deliberately integrate educational technology, student support, learning analytics, digital well-being, counselling, communication, inclusion and governance to promote mental well-being.

This paper addresses this gap by developing a conceptual framework for digital educational management and students' mental well-being. The framework conceptualises digital educational management as a multidimensional institutional process rather than merely the adoption of digital devices or platforms.

Conceptual Clarification

Digital Educational Management

Digital educational management refers to the systematic use of digital technologies, information systems, data, platforms and digitally enabled administrative processes to plan, organise, coordinate, monitor and improve educational activities and student services.

It encompasses more than online teaching. Digital educational management includes student information systems, learning management systems, digital communication, electronic assessment, learning analytics, digital attendance monitoring, academic advising platforms, virtual counselling, student feedback systems, digital libraries, artificial intelligence-supported services and institutional data governance.

From a management perspective, digital technology can function as:

1. an administrative infrastructure;
2. a communication mechanism;
3. a teaching and learning resource;
4. a student-monitoring mechanism;
5. a student-support platform;
6. a decision-support system; and
7. a mechanism for quality assurance and institutional planning.

UNESCO's (2023) Global Education Monitoring Report similarly identifies technology as an input, means of delivery, skill, planning tool and social context within education. It also recognises the use of technology in system management, particularly through assessment and education-management information.

Thus, digital educational management in this paper is conceptualised as: the strategic and coordinated use of digital technologies, data systems, communication platforms and digitally enabled services by educational institutions to improve educational administration, teaching and learning, student support, institutional responsiveness and student well-being. This definition deliberately incorporates the human and organisational dimensions of digitalisation.

Students' Mental Well-being

Mental well-being extends beyond the absence of mental illness. It involves students' ability to experience positive psychological functioning, manage everyday challenges, maintain meaningful relationships, participate effectively in academic and social activities, and develop a sense of purpose, competence and belonging.

In an educational context, student mental well-being may therefore include:

- emotional stability;
- psychological resilience;
- sense of belonging;
- academic confidence;
- positive interpersonal relationships;
- perceived autonomy;
- social connectedness;
- ability to cope with academic demands;
- reduced psychological distress; and
- access to appropriate support when difficulties emerge.

This broader conceptualisation is important because focusing exclusively on depression, anxiety or other symptoms may result in a reactive approach to student mental health. Recent research on measurement in higher education argues for more integrated approaches that combine psychological distress with positive well-being and education-related experiences such as engagement, self-efficacy and belonging (Baik et al., 2026). ([ScienceDirect](#))

Therefore, the present framework conceptualises student mental well-being as both a protective outcome and a developmental condition that educational institutions should actively promote.

The Relationship Between Digital Education and Student Mental Well-Being

The relationship between digital technology and mental well-being is not inherently positive or negative. Instead, it depends on how technology is designed, accessed, managed and experienced.

Positive Pathways

Digital educational management can promote student mental well-being through several pathways.

- **Accessibility:** Digital platforms can make educational and support resources accessible beyond conventional office hours. Students may obtain learning materials, academic information, counselling information and self-help resources without needing to visit institutional offices physically.
- **Flexibility:** Online and blended learning can provide students with greater flexibility in managing academic activities. Flexible learning may be particularly valuable for students balancing education with employment, family responsibilities or other obligations.
- **Communication:** Digital communication platforms can facilitate faster interaction between students, lecturers, advisers, counsellors and administrators. Efficient communication can reduce uncertainty and strengthen institutional connectedness.
- **Early identification:** Learning analytics can identify patterns such as declining participation, missed assessments or substantial changes in online engagement. Such information may help institutions initiate supportive conversations before academic disengagement becomes severe. However, learning analytics should not be treated as a diagnostic instrument for mental illness. Behavioural data may signal a need for attention but cannot independently establish psychological conditions.
- **Digital mental-health interventions:** Digital interventions can provide cognitive-

behavioural, mindfulness, psychoeducational and other forms of support. Evidence from recent systematic reviews suggests that such interventions can improve psychological outcomes among university students (Madrid-Cagigal et al., 2025; Taylor et al., 2024).

Negative Pathways and Digital Risks

Digital educational management can also negatively affect well-being if implemented without appropriate safeguards.

- **Digital overload:** Constant notifications, multiple platforms, continuous assignments and expectations of rapid online responses can increase cognitive and emotional demands.
- **Excessive screen engagement:** Extended digital engagement may displace sleep, physical activity, face-to-face interaction and other activities important for well-being. The OECD (2024) notes that screen-related risks may operate through several pathways, including reduced sleep, diminished in-person interaction and exposure to harmful content.
- **Cyberbullying:** Digital communication may expose students to harassment, humiliation and social exclusion.
- **Privacy and surveillance:** The collection of student data through learning management systems and analytics create legitimate concerns about privacy, consent, data security and inappropriate secondary use. Freccero et al. (2025) found that students recognised the potential value of learning analytics for mental-health support but also expressed concerns regarding privacy, transparency and data reliability.
- **Digital inequality:** Students do not have equal access to reliable internet connections, devices, electricity, digital skills or quiet learning environments. Digitalisation can therefore reproduce or deepen existing inequalities if access is assumed rather than ensured.
- **Reduced human interaction:** Technology may become counterproductive if educational institutions use it as a substitute for meaningful human relationships. UNESCO (2023) specifically argues for technology that supports human interaction rather than seeking to replace it.

Theoretical Foundations of The Framework

The proposed conceptual framework is informed by four complementary theoretical perspectives.

Technology Acceptance Model

The Technology Acceptance Model (TAM) explains technology adoption primarily through perceived usefulness and perceived ease of use (Davis, 1989). Although the original model predates the recent literature, it remains useful for understanding whether students and educators are willing to adopt digital educational systems. Within the present framework, students are more likely to engage positively with digital educational-management systems when they perceive them as useful, accessible and easy to navigate.

For example, a digital counselling platform may have limited impact if students perceive it as complicated, unreliable or irrelevant.

Thus: Perceived usefulness + perceived ease of use → technology acceptance → engagement with digital educational services.

Self-Determination Theory

Self-Determination Theory proposes that human motivation and psychological functioning are influenced by three basic psychological needs: autonomy, competence and relatedness (Ryan & Deci, 2020).

The theory is highly relevant to digital educational management.

Autonomy: Digital systems can provide students with choices concerning when, where and how they engage with learning and support.

Competence: Digital feedback, progress dashboards and learning resources may help students understand their progress and develop academic confidence.

Relatedness: Digital communities, communication systems and virtual support can help students maintain connections with peers and educators. Ameloot et al. (2024) demonstrated the relevance of learning analytics to students' psychological needs and satisfaction in blended learning, although the effects differed across contexts. The framework therefore proposes that digital educational management should not simply maximise technology use but should create digital environments that support autonomy, competence and relatedness.

Social-Ecological Perspective

A social-ecological perspective views student well-being as influenced by interacting individual, interpersonal, institutional and broader environmental factors. Applied to digital education, this means that mental well-being cannot be explained exclusively by how students personally use technology.

Relevant levels include:

Individual level: digital literacy, coping skills and personal vulnerability.

Interpersonal level: relationships with lecturers, peers, counsellors and family.

Institutional level: digital policies, workload, support services and administrative practices.

Community level: internet infrastructure, social norms and available mental-health services.

Policy level: data protection, educational policy and digital governance.

This perspective supports the argument that digital educational management must operate at multiple levels simultaneously.

Demands–Resources Perspective

The Job Demands–Resources model was originally developed within occupational psychology, but its central logic can be applied conceptually to student environments. Students encounter digital demands, such as information overload, constant connectivity, online assessment pressure, technical problems and screen fatigue.

They may also receive digital resources, including accessible learning materials, academic feedback, peer communication, digital counselling, flexible learning and personalised support. The framework proposes that well-being is more likely to be protected when digital resources are sufficient to manage digital demands.

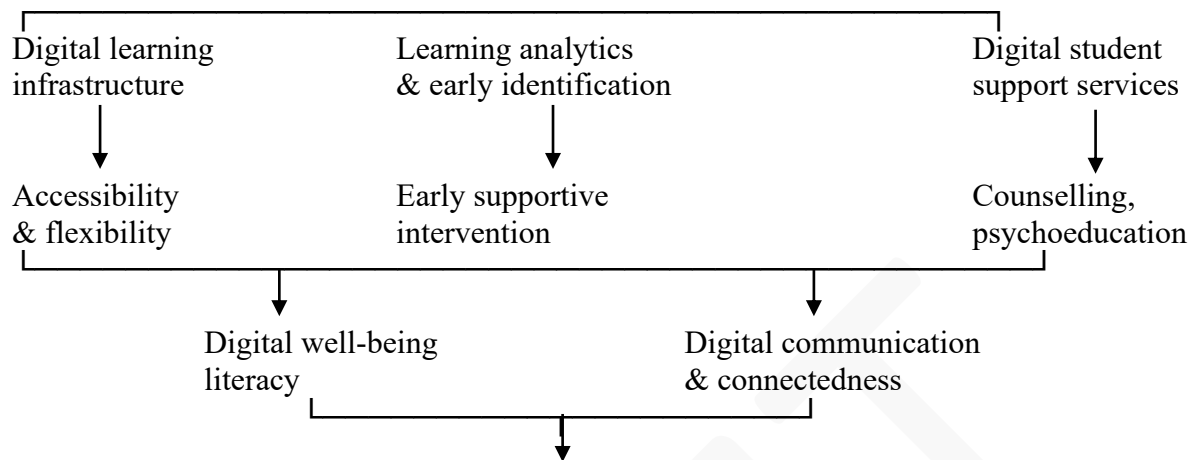
Thus: Digital demands – digital resources → psychological strain or well-being.

Proposed Conceptual Framework

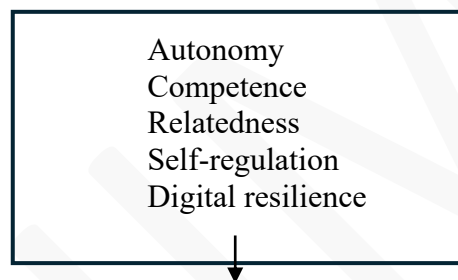
The proposed framework positions Digital Educational Management as the principal independent construct, students' mental well-being as the principal outcome, and several mediating and moderating mechanisms between them.

Figure 1: Proposed Conceptual Framework

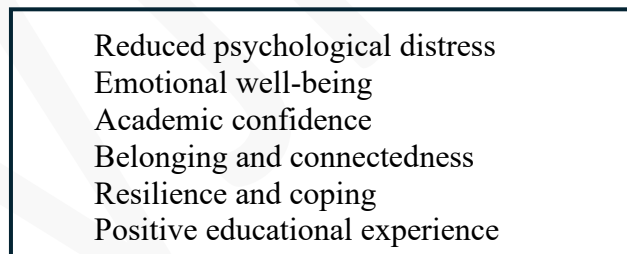
Digital Educational Management



Student Psychological Resources



Student Mental Well-Being



Moderating Conditions

- Digital inequality
- Privacy and data protection
- Digital literacy
- Institutional culture
- Accessibility
- Technology quality
- Student characteristics
- Human support availability

The framework suggests that digital educational management influences student mental well-being both directly and indirectly. The direct pathway occurs when digital systems provide convenient access to support, flexible learning and effective communication.

The indirect pathway occurs when digital management improves autonomy, competence, connectedness, digital resilience and access to early support. However, these pathways are moderated by institutional and contextual factors such as digital inequality, privacy protection, digital literacy, accessibility and the availability of human support.

Core Components of The Proposed Framework

Digital Learning Infrastructure: Digital infrastructure constitutes the foundation of the framework. It includes internet connectivity, learning management systems, devices, digital libraries, online classrooms, institutional portals and technical support. Without reliable infrastructure, other digital interventions cannot function effectively.

However, infrastructure should be assessed not merely according to availability but also according to reliability, affordability, accessibility and usability.

Learning Management Systems: Learning management systems provide a central environment through which students access educational content, submit assignments, receive feedback and communicate with educators. A well-designed LMS can reduce uncertainty by providing students with clear schedules, deadlines, academic resources and feedback.

Poorly organised systems, however, can produce confusion and cognitive overload.

Therefore, digital educational management should incorporate principles of simplicity, consistency, accessibility and user-centred design.

Learning Analytics and Early Support

Learning analytics represents one of the most important components of the framework.

Learning analytics can examine indicators such as:

- course participation;
- assessment submission;
- attendance;
- learning-platform engagement;
- academic performance;
- communication patterns; and
- changes in learning behaviour.

These indicators can potentially help institutions identify students who may benefit from additional support. Research indicates that learning analytics can improve aspects of learning and satisfaction when used thoughtfully (Ameloot et al., 2024; Tzimas & Demetriadis, 2024). However, the framework rejects the idea that analytics should automatically classify students as mentally ill or psychologically unstable. Instead: Analytics should trigger human-centred support, not automated diagnosis. A student showing reduced LMS activity may be experiencing emotional difficulties, financial challenges, illness, technical problems, family responsibilities or simply changing study habits. Consequently, data should initiate supportive inquiry rather than determine conclusions.

Digital Counselling and Mental-Health Support

Digital counselling may include:

- tele-counselling;
- online psychological education;
- confidential messaging;
- mental-health screening;
- appointment systems;
- self-help resources;

- cognitive-behavioural interventions;
- mindfulness resources;
- referral platforms; and
- emergency information.

Evidence increasingly supports the usefulness of digital interventions for student mental health. Madrid-Cagigal et al. (2025) reported medium effects for depression and anxiety outcomes among university students receiving digital interventions. Similarly, Taylor et al. (2024) found that most digital mental-health interventions included in their systematic review were effective or partially effective, although adoption was more modest than effectiveness.

This distinction is important. An intervention may be effective when students use it but still have limited population impact if students do not know about it, do not trust it, cannot access it or discontinue using it. Consequently, digital educational management should integrate digital mental-health services into the institution's broader student-support system.

Digital Well-Being Education

Digital well-being education refers to teaching students how to manage their digital lives in healthy, safe and productive ways.

It may include:

- responsible social-media use;
- online privacy;
- cyberbullying prevention;
- digital boundaries;
- healthy screen habits;
- misinformation awareness;
- online safety;
- responsible gaming;
- digital stress management;
- appropriate use of artificial intelligence; and
- recognising when digital behaviour is interfering with well-being.

The WHO has emphasised the importance of digital literacy, healthy online behaviours and age-appropriate interventions in addressing technology-related risks to young people's well-being. Digital well-being should therefore become part of educational management rather than being treated as an optional extracurricular activity.

Digital Communication and Social Connectedness

Communication is a major pathway through which educational institutions influence student well-being.

Digital communication can include:

- student portals;
- institutional email;
- virtual advising;
- online student communities;
- discussion forums;
- peer-support groups;
- academic messaging systems; and
- emergency communication channels.

When communication is responsive and supportive, students may experience stronger institutional belonging. However, communication overload should be avoided. Institutions should establish reasonable expectations regarding response times, notifications and after-

hours communication. The objective should not be more communication, but better communication.

Institutional Digital Governance

Governance is a central component of the proposed framework.

Digital educational management requires policies addressing:

- data protection;
- informed consent;
- cybersecurity;
- algorithmic transparency;
- accessibility;
- digital inclusion;
- appropriate use of artificial intelligence;
- student participation;
- staff responsibilities;
- data retention;
- referral procedures; and
- ethical use of learning analytics.

UNESCO (2023) highlights data privacy, online safety, governance and accountability as important concerns in technology-supported education. Similarly, the WHO's 2025 policy brief calls for coordinated policy responses to the digital determinants of youth mental health. Thus, governance should not be viewed as an administrative burden but as a mechanism for protecting students.

Propositions of The Conceptual Framework

Based on the foregoing conceptual analysis, the following propositions are advanced.

Proposition 1: Effective digital educational management is positively associated with students' mental well-being when digital systems are accessible, user-centred and aligned with students' educational and psychological needs.

Proposition 2: Digital learning accessibility and flexibility positively influence students' perceived autonomy and may consequently contribute to improved psychological well-being.

Proposition 3: Learning analytics can contribute to student mental well-being by facilitating early identification of disengagement and enabling timely human-centred support.

Proposition 4: Digital counselling and evidence-informed digital mental-health interventions positively contribute to students' mental well-being when they are accessible, trusted and integrated with conventional support services.

Proposition 5: Digital well-being literacy strengthens students' capacity to manage technology-related risks and therefore moderates the relationship between digital technology use and mental well-being.

Proposition 6: Digital communication and online connectedness contribute to student mental well-being by strengthening perceived relatedness and institutional belonging.

Proposition 7: Privacy protection, transparency and ethical data governance positively influence students' trust in digital educational-management systems.

Proposition 8: Digital inequality weakens the positive relationship between digital educational management and student mental well-being.

Proposition 9: Excessive digital demands, including information overload, continuous connectivity and screen-related fatigue, may weaken the positive effects of digital educational management on student mental well-being.

Proposition 10: The positive relationship between digital educational management and student mental well-being is strengthened when digital systems complement rather than replace human interaction and professional support.

Discussion

The conceptual framework demonstrates that the relationship between digital educational management and student mental well-being should not be reduced to a simple assumption that technology improves students' lives. Rather, the relationship is conditional and multidimensional. First, technology design matters. A digital system that is technically sophisticated but difficult to use may increase frustration rather than reduce it. Therefore, usability should be treated as a psychological consideration as well as a technological one.

Second, institutional management matters. Students experience technology within institutional systems. Poorly coordinated platforms, excessive notifications, unclear online requirements and constant connectivity may increase digital demands. Third, human relationships remain central. Digital educational management should enhance relationships between students and educators rather than eliminate them. This position is consistent with UNESCO's argument that technology should support human interaction in education. Fourth, digital interventions should be integrated rather than isolated. Digital counselling cannot substitute for comprehensive student-support systems. Instead, online services should connect students with counsellors, academic advisers, health services and emergency support when appropriate.

Fifth, learning analytics should be ethically managed. The emerging evidence suggests potential for analytics-based mental-health support, but student participation, transparency and privacy are essential. Freccero et al. (2025) specifically found that students recognised the potential of learning analytics while raising concerns about data reliability, privacy and transparency. Sixth, well-being should be measured broadly. Institutions should not evaluate success solely through reductions in anxiety or depression. Student well-being should also include belonging, engagement, autonomy, competence, academic confidence and positive educational experiences. This broader measurement approach is supported by recent methodological scholarship in higher education (Baik et al., 2026).

Implications for Educational Management

Implications for Educational Administrators

Educational administrators should incorporate mental well-being into institutional digital-transformation strategies.

Instead of asking only:

"How can technology improve academic efficiency?"

administrators should also ask:

"How can technology improve educational quality while protecting and promoting students' well-being?". This requires well-being indicators to be incorporated into digital education planning.

Implications for Teachers

Teachers should receive training in digital pedagogy and digital well-being. They should be able to recognise changes in students' engagement without automatically interpreting them as evidence of psychological problems.

Teachers can also use digital platforms to provide:

- timely feedback;
- clear academic expectations;
- manageable workloads;

- supportive communication; and
- referrals to appropriate services.

Implications for Counsellors

Counsellors can use digital platforms to extend the reach of services. Digital counselling can be particularly useful for students who experience barriers to conventional face-to-face appointments. However, counsellors should maintain clear boundaries concerning confidentiality, emergencies, data protection and referral procedures.

Implications for Information Technology Departments

IT departments should collaborate with counselling, student-affairs and academic units rather than developing digital systems independently.

The technical design of student-support systems should incorporate:

- accessibility;
- privacy;
- security;
- usability;
- interoperability;
- low-bandwidth functionality; and
- appropriate data minimisation.

Implications for Policymakers

Policymakers should develop standards for ethical digital educational management.

Such standards should address:

1. student data protection;
2. responsible learning analytics;
3. accessibility;
4. cybersecurity;
5. AI governance;
6. digital inclusion;
7. mental-health referral mechanisms; and
8. student participation in digital policy development.

Implications for Developing Countries and the Nigerian Educational Context

The framework has particular relevance for developing educational systems, including Nigeria. Digital education in Nigeria operates within a context characterised by differences in internet connectivity, electricity access, device ownership, digital literacy and institutional capacity. Consequently, simply introducing digital platforms does not automatically produce equitable educational outcomes. A Nigerian university may, for example, introduce an online counselling platform, but students may remain unable to benefit if they lack reliable internet access, are unaware of the platform, distrust confidentiality or cannot afford sufficient data.

Recent Nigerian evidence illustrates this challenge. Ogundipe et al. (2025), studying students at the University of Ibadan, found that although many students had positive perceptions and attitudes toward digital mental-health platforms, awareness and actual utilisation were considerably lower. The study reported that 83.2% of participants were unaware of digital health platforms for mental-health promotion and 88.3% reported never using a mental-health promotion application. This finding has important implications for digital educational management. Availability is not the same as utilisation.

Therefore, Nigerian institutions should consider:

- affordable digital access;
- mobile-friendly platforms;
- low-data services;
- digital literacy;
- confidential counselling;
- culturally appropriate mental-health content;
- integration with existing student-affairs structures;
- training of counsellors and lecturers;
- clear referral systems; and
- student participation in technology design.

The framework therefore has particular relevance for universities seeking to expand digital transformation while addressing student welfare.

Proposed Implementation Model

A practical institutional implementation process can be organised into six stages.

Stage 1: Digital Well-being Assessment

Institutions should assess:

- current digital platforms;
- student technology access;
- common digital challenges;
- existing mental-health services;
- privacy practices; and
- student well-being indicators.

Stage 2: Digital Infrastructure Development

Institutions should establish reliable and accessible digital platforms.

Stage 3: Student Support Integration

Academic systems should be connected with counselling, health and student-affairs services.

Stage 4: Ethical Learning Analytics

Institutions should establish transparent rules for collecting and interpreting student data.

Stage 5: Digital Well-being Education

Students and staff should receive regular education on responsible and healthy technology use.

Stage 6: Continuous Evaluation

Institutions should monitor:

- student satisfaction;
- engagement;
- accessibility;
- psychological well-being;
- utilisation of support services;
- digital inclusion;
- privacy concerns; and
- unintended negative effects.

This creates a continuous improvement cycle:

Assess → Design → Implement → Support → Evaluate → Improve.

Research Gaps and Future Research Directions

Although evidence concerning digital mental-health interventions is growing, several gaps remain. First, more research is required in low- and middle-income countries. Taylor et al.

(2024) noted that evidence on digital mental-health interventions has substantial representation gaps, including demographic and contextual limitations.

Second, future studies should examine whole-institution digital educational management, rather than focusing exclusively on individual applications.

Third, longitudinal research is required to determine whether digital interventions produce sustained improvements in student well-being.

Fourth, researchers should examine the relationship between learning analytics and actual student mental-health outcomes rather than assuming that changes in digital engagement accurately represent psychological states.

Fifth, more research is required on artificial intelligence and student well-being. The rapid adoption of generative AI creates new opportunities for personalised support but also raises concerns involving privacy, dependence, misinformation, academic integrity and human interaction. Sixth, future research should examine digital inequality as a moderator. Students with limited access to devices, connectivity and digital skills may experience very different outcomes from digital educational management.

Seventh, measurement research should incorporate both negative and positive dimensions of mental health. The emerging literature suggests that higher-education well-being assessment has historically relied heavily on symptom-based instruments, while positive well-being and educational constructs remain comparatively underused (Baik et al., 2026). ([ScienceDirect](#))

Finally, future studies should test the proposed propositions empirically using quantitative, qualitative, mixed-methods and longitudinal designs.

Conclusion

Digital transformation has fundamentally altered educational management. Educational institutions increasingly depend on digital platforms not only for teaching and learning but also for communication, assessment, student administration, monitoring and support. This transformation creates an important opportunity to place student mental well-being at the centre of digital educational management.

The conceptual framework developed in this paper argues that digital technology should not be regarded as inherently beneficial or harmful. Its effects depend on how technologies are designed, governed, accessed and integrated into educational environments. Digital educational management can promote mental well-being by increasing accessibility, flexibility, communication, psychological support, early identification and opportunities for student autonomy and competence. Conversely, poorly managed digitalisation may contribute to overload, problematic technology use, cyberbullying, privacy concerns, digital inequality and reduced human interaction. The proposed framework integrates digital learning infrastructure, learning management systems, learning analytics, digital counselling, digital well-being education, communication and institutional governance as interconnected components. These components influence student psychological resources including autonomy, competence, relatedness, self-regulation and digital resilience which in turn contribute to mental well-being. A central principle of the framework is that digital educational management should complement human support rather than replace it. Learning analytics should facilitate supportive intervention rather than automated diagnosis; digital counselling should complement professional services; and digital communication should strengthen rather than weaken interpersonal relationships. The framework therefore proposes a shift from technology-centred educational management to human-centred digital educational management. In this approach, the success of digital transformation is measured not simply by the number of platforms implemented or the volume of data collected, but by whether technology helps create educational environments in which students can learn, connect, cope, participate and thrive.

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