



## Exploring the Impact of AI-Enhanced Internet Environment on College Students' Mental Health

Tingting Wang<sup>1</sup>, Huimiao Yao<sup>2</sup>, Hairan Chen<sup>3</sup>, Huiwen Li<sup>4</sup>, Xufang Xia<sup>5</sup> and Huijie Guo<sup>6\*</sup>

<sup>1,3,5,6</sup> Xinxiang Vocational and Technical College, Henan, 453006, China

[white89@163.com](mailto:white89@163.com), [517014628@qq.com](mailto:517014628@qq.com), [5929275250@qq.com](mailto:5929275250@qq.com)

<sup>2</sup> Shanxi Conservancy Technical College, Shanxi, 030032, China, [946762439@qq.com](mailto:946762439@qq.com)

<sup>4</sup> Henan Institute of Science and Technology, Henan, 455001, China, [sglbw123@163.com](mailto:sglbw123@163.com)

Corresponding author: Huijie Guo, [guojerry@yeah.net](mailto:guojerry@yeah.net)

**Abstract.** With the development of Internet technology, the Internet has become an essential channel for college students to acquire knowledge, understand current affairs, and exchange information. According to the 14th statistical report released by China Internet Network Information Center, 64.7% of the internet users in China are aged between 18 and 35, and 56.8% have a college education or above. The Internet has a lot of positive effects on college students' psychology. The Internet has dramatically broadened college students' horizons and brought great convenience and fun to their studies and lives. At the same time, some negative factors hidden in the Internet are also quietly increasing, which has brought a potentially far-reaching impact on college students' ideas, lifestyles, and mental health, and its negative aspects are constantly exposed. The Internet profoundly impacts college students' mental health, embodied in cognitive, emotional, will, personality, and social conflicts. It can be predicted that the relationship between the Internet and college students' study and life will be closer shortly □ It also has a potential and far-reaching impact on their ideology, lifestyle, and physical and mental health. This paper makes corresponding countermeasures to this negative impact, introduces several positive and negative effects of the Internet on College Students' psychology, and designs charts for reference.

**Keywords:** AI-enhanced Internet; Internet Environment; Mental Health

**DOI:** <https://doi.org/10.14733/cadaps.2024.S24.200-211>

### 1 INTRODUCTION

The Internet has vast information storage and dissemination, and college students will browse information when surfing the Internet [9]. However, the establishment of many websites and the

release of online information are characterized by solid interest, and much positive information cannot be presented and disseminated as it should be. The impact of the Internet on College Students' psychology quickly causes their emotional self and role self to lose, affects their mental health, and induces various psychological obstacles. All these can satisfy college students' curiosity about new things and urge them to actively use the convenience of the Internet to understand more new things, broaden their horizons, update their knowledge, and adjust their knowledge structure. People can obtain global information through web search engines. Because of the wide range and openness of information, many foreign evil thoughts flow in, which hurts college students' thoughts. Money worship and egoism are complete on the Internet, and college students are prone to feel confused when they are trapped in the bombardment of good and bad information [10]. At the same time, the Internet also has an essential impact on College Students' mental health.

With the wide application of payment software, online and mobile payment can still be realized when going out without cash; the emergence of some loan apps enables college students who have no income to borrow money, which stimulates students' potential consumption desire and encourages the breeding of lousy vanity. The network is interoperable and shared and can be efficiently configured in different regions, times, and fields. For example, some advanced teaching concepts and mature teaching cases can provide a reference for college students' mental health education in the new era. Thirdly, network development promotes the development of College Students' mental health education platform. The traditional teaching mode is mainly implemented in offline classrooms and other places. At the same time, the Internet realizes the deep integration of dynamic and static, which provides rich teaching resources for offline teaching and enables online teaching, further widening the space for mental health education of college students [14]. BBS is a place for network users to exchange information. Its most important function is as a forum for users to express their views. Users can consciously visit BBS, upload written articles, read other users' articles, and comment.

The value orientation of youth determines the value orientation of the whole society in the future, and the youth is in the period of the formation and establishment of values. The cultivation of values in this period is essential. With the advent of the Internet, college students have become accustomed to obtaining resources and information through the Internet. The Internet provides a unique platform for college students to communicate and learn, but at the same time, it also has some adverse effects on students' mental health. Based on this problem, this paper puts forward some corresponding solutions and innovations:

1. This paper introduces the influence of Internet technology on college student's mental health and uses several data charts to explain this problem.
2. This paper also innovates the application of Internet technology in college students' mental health and explores the corresponding technologies for the problems raised.
3. This paper also makes a prospective plan for the effective influence of the Internet on college students' mental health in the future, and the accuracy rate is as high as 80%.

## 2 RELATED WORK

Internet technology is the most popular technology nowadays. Still, college students also quickly lose themselves in Internet technology, break away from their original values, or the University infringes on their mental health through online technology communication with others. Therefore, this paper puts forward relevant work to introduce the role of Internet technology on College Students' mental health and its future planning.

Chan J K et al. put forward college students' views on the benefits and disadvantages of seeking help for mental health problems on the Internet: a qualitative study. And the research proves that it benefits college students' mental health on the Internet [4]. Fleischmann R J et al. published the patient experience of college students under the guidance of stress intervention based on the Internet and application [7]. Wen J U et al. surveyed the mental health status of college students with Internet addiction and put forward psychological prevention countermeasures [18]. Zhu H et al. analyzed the current situation of college students' cyberbullying [20]. Frazier P et al. conducted a patient preference experiment to treat college students' depression, anxiety, and stress through the Internet and got the experimental results and report [8]. Shen Y et al. explained the gender differences in prevalence, risk factors, and clinical-related factors of Internet addiction among Chinese college students [15]. Chow P et al. explained the relationship between mental rigidity, experience avoidance, and Internet addiction (the mediating effect of mental health problems) [5]. It explains more clearly the relationship between College Students' mental health and Internet technology.

### 3 METHODOLOGY

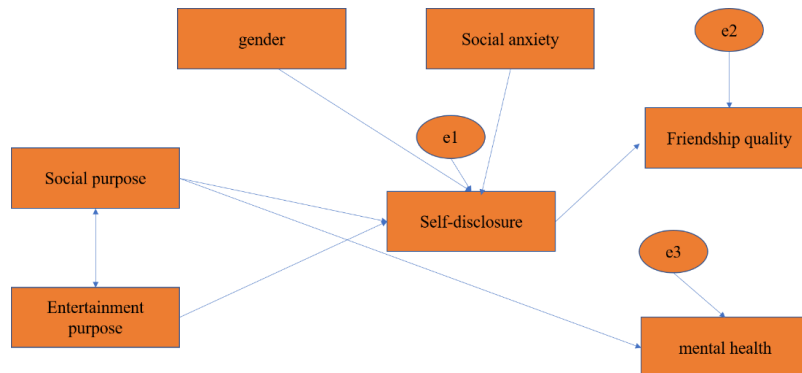
#### 3.1 Characteristics of Internet Technology

Take three characteristics as an example: (1) The Internet is characterized by openness. The Internet has brought about an information explosion, and people can enjoy the convenience of using the Internet at home without leaving home. Through the Internet, people can get all kinds of information worldwide, including excellent details. Still, there is also some mixed information, leading to college students being blinded by all sorts of wrong information when browsing. This will affect students' values, and it is easy for college students who need to be firmer to sway from side to side or even lead them astray. (2) The Internet has the characteristics of quickness. The information spread on the Internet is speedy, and the number of information spread is increasing exponentially. Users can get first-hand information directly through live broadcasts. However, this will also encourage college students to continue borrowing, contributing to breeding the wrong vanity. (3) The Internet has the characteristics of concealment. In Internet communication, people display IP addresses and even hide IP addresses through technical means. When people communicate, they use network nicknames, which are not strongly constrained by morality. Therefore, people's speech is more intense and exaggerated than in the real world. Because the Internet has the above three characteristics, it has much impact on the psychology of college students.

The Internet has interactive functions, but the interactive scenes are not equal. One side is a living person, while the other is a symbol. Although these symbols can also convey each other's thoughts and feelings, there are differences. No matter how excellent the network is, it is also a machine interface that gives people a cold feeling. People can't fill the emotional color of information through interpersonal communication in reality, such as information source, information transmission process, and interaction between the two sides. Over time, it will inevitably lead to the lack and coldness of emotion and then produce anxiety in all aspects.

On the other hand, when people are confused in real life, they may spend most of their time on the Internet and pour their anxiety and dissatisfaction on it. Regarding cognition, the Internet broadens the channels of information sources for students. In terms of emotion, the Internet expands the space for college students' emotional communication. In terms of interpersonal communication, the Internet has expanded the scope of college students' interpersonal communication; in terms of personality development, the Internet has fully publicized the personalities of college students. To explore the relationship between social networking sites, online

self-disclosure, friendship quality, and mental health, this paper uses a moment structure analysis (AMOS) program to build a structural equation model.



**Figure 1:** Preliminary relationship model between the Use of social networking sites and friendship quality and mental health.

Gender and social anxiety are used as control variables in the model of this study because previous studies have shown that gender and social anxiety affect self-disclosure. The Internet has expanded college students' contacts and scope so that college students can make more like-minded friends. It can also improve college students' release ability. Due to the network's hidden characteristics, college students can reveal themselves, do what they like, say what they want, and associate with their netizens according to their feelings and wishes [3].

### 3.2 The Influence of Internet Technology on College Students' Psychology

Network teaching has become one of the main ways to make up for the gaps in students' education. College students can enjoy showing themselves and understanding the world on social platforms such as blogs and short videos. The communication between people on the Internet is both direct and indirect [13]. Direct means that people can have simultaneous interactive conversations through the Internet; Indirectness means that people must communicate with each other through the Internet, and "thousands of words" must be translated into letters and sentences. People can't hear each other's voices and faces, and there is no distinction between them regarding gender, age, skin color, and national boundaries. This concealment enhances the mystery of communication and inspires college students' beautiful imagination and enthusiasm. The concealment of the Internet determines that students have higher freedom of expression on the Internet. Through student forums, other communication platforms, and self-media platforms, they can freely express their views and opinions [12]. Moreover, because the Internet environment has no contact with honest communication and is confined to a plane, some introverted students in real life feel relaxed in interpersonal relationships in the Internet environment, and it is easier to express themselves naturally [2].

However, the relative Internet technology also hurts the psychology of college students. College students' communication and exchange through the Internet has become one of the main ways of communication. Many college students communicate with their roommates in the dormitory with the help of chat software, so they can only speak if they speak. The three essential factors of effective communication are the assistance of language itself, audio tone, and body movements, of which the auxiliary effect of body movements can reach 55%. Communication on the Internet, whether through words or voice, will lose or reduce the impact of body movements on the communication effect. The Internet environment is rich in information. College students can establish their favorite

network environment and choose their favorite communication objects according to their values and aesthetic preferences. In real life, they must face the environment and people they don't like. People's general psychology of seeking benefits and avoiding harm will make them resist real-life communication.

### 3.3 Countermeasure

In the network era, it is easy for individuals to drown in information to form "digital people." College students often respond quickly to high technology. Still, some of them escape from reality, don't want to associate with others, are indifferent to others, individualism is prevalent, and their sense of security is poor. All kinds of aberrant behaviors and mental diseases increase, and there is a Lack of trust between people. In addition, their excessive addiction to the Internet will reduce their opportunities to contact the outside world and communicate with their families, which will inevitably lead to changes in family and social values and even indifference. Therefore, we should strengthen the following efforts to ensure the healthy growth of college students: First, schools should educate and guide students to learn to recognize and cultivate the ability to identify, select, and use information and become masters of information. This needs the assistance of the BP algorithm. In the BP algorithm, the error function decreases along the gradient direction by modifying the weights and thresholds of the network. In this network, each processing unit has a nonlinear input/output relationship, and its function usually adopts the Sigmoid function.

$$\text{net}_k = \sum_{j=0}^m w_{jk} y_j \quad (1)$$

$$f(x) = \frac{1}{1+e^{-x}} \quad (2)$$

Input OK of input layer node  $j$  is

$$o_k = f(\text{net}_k) \quad (3)$$

The input net of hidden layer node  $j$  is

$$\text{net}_j = \sum_{i=0}^n v_{ij} x_i \quad (4)$$

The actual output  $y_j$  of hidden layer node  $j$  is

$$y_j = f(\text{net}_j) \quad (5)$$

When the output of the BP network is inconsistent with the expected output, there is an output error, which is defined as:

$$E = \frac{1}{2} \sum_{k=1}^l (d_k - o_k)^2 \quad (6)$$

Expand the above definition of output error to the hidden layer

$$E = \frac{1}{2} \sum_{k=1}^l (d_k - o_k)^2 = \frac{1}{2} \sum_{k=1}^l (d_k - f(\text{net}_k))^2 \quad (7)$$

Expand further to the input layer

$$E = \frac{1}{2} \sum_{k=1}^l \left( d_k - f\left(\sum_{j=0}^m w_{jk} f(\text{net}_j)\right) \right)^2 \quad (8)$$

From the equation, it can be seen that the output error of the network is a function of the weight  $w_{jk}$  of each layer, so adjusting The weight can change the mistake  $E$ . The weight is adjusted to reduce the error. Therefore, the adjustment of weight should be proportional to the decrease in error, that is:

$$\Delta w_{jk} = -\eta \frac{\partial E}{\partial w_{jk}} \quad (9)$$

$$\Delta v_{ij} = -\eta \frac{\partial E}{\partial v_{ij}} \quad (10)$$

The following strategies should be adopted to control the impact of the Internet on College Students' mental health: (1) correctly understand the function and role of the Internet. We should strengthen publicity and education to enable college students to correctly understand the functions of the Internet and correct their motivation for surfing the Internet. (2) Carry out mental health education. First, set up online mental health education courses. According to the physical and mental characteristics of college students when they touch the Internet, set up a unique online mental health education course so that college students can understand their personality characteristics through the study of this course, master the basic standard of judging mental health, and improve the ability of online behavior regulation. Second, we should provide psychological counseling services on the campus network. At the same time, we should guide college students in establishing a correct network concept so that online information can play a positive role in their growth. Second, we should evaluate the online content promptly, guide college students to actively pay attention to real social life, promote the maturity of their emotional socialization, and improve and cultivate their sense of responsibility to their families, society, and themselves. Third, enrich campus life, correctly guide college students to treat online interpersonal communication, and make full use of the network to expand their social contact instead of using the website as the only "friend" they can rely on. They guide online and offline friends to make life more colorful. This requires us to strengthen the construction of network positions, attract college students with the main melody and positive education content, avoid and restrain the laissez-faire on the Internet as much as possible, and minimize the negative impact of the Internet on college students. We should formulate systematic norms of network behavior and strengthen network management. First, we should enhance the formulation of network behavior norms and legislation. Although some industry norms exist, these codes of conduct are too targeted, become a mere formality, and lack clear ethical principles in content.

#### 4 RESULT ANALYSIS AND DISCUSSION

It is necessary to manage and supervise the Internet effectively. Establishing a national "online information customs" and a security "firewall" for the backbone network, local area network, and campus network is necessary. Issues involving politics, military affairs, religion, nationality, diplomacy, and "the focus of social disputes" should be examined promptly. Contents that violate the four cardinal principles and are explicitly prohibited by higher authorities should be cleared immediately. Users who spread lousy information should be warned. Severe cases should be investigated for legal responsibility. At the same time, a mail filtering system should be installed to block the erosion of reactionary information and create a good atmosphere for the campus network. At present, the scale and penetration rate of netizens are increasing year by year, according to the relevant data, as shown in Figure 2.

The first step of data construction is to create a mining model. First, understand the business, determine the business object, and construct the initial original data into a data set suitable for modeling tools. Then, a mining model is created, which is used to store the patterns mined by the data mining algorithm, including many input columns, predictable columns, and related algorithms.

The algorithm uses multi-thread to transform the event set into the Boolean matrix. In the process of finding frequent item sets, ordering item sets is added, which reduces the generation of many infrequent candidate item sets in the iterative process. With the increase in the number of transactions, the advantages of parallel operation and sorting will become increasingly apparent, and the running time of the MTCA algorithm will be shorter than that of the PMA priori algorithm.

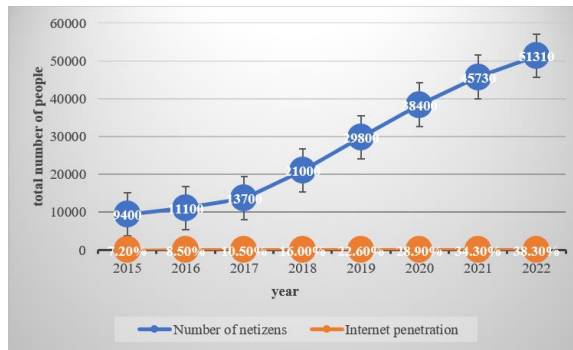


Figure 2: Size and penetration of Internet users.

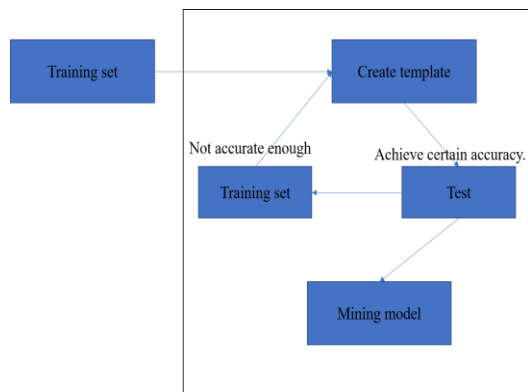


Figure 3: Schematic diagram of data mining modeling.

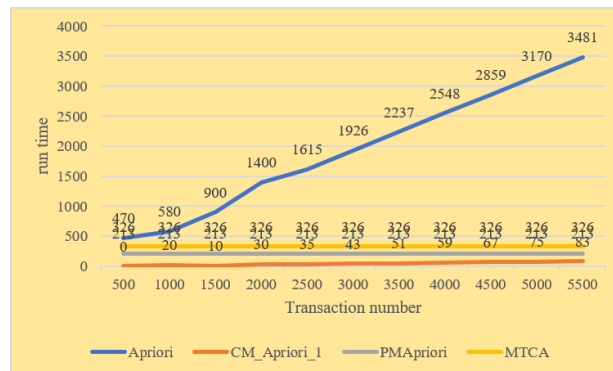


Figure 4: Comparison of various algorithms.

The working process of the ID3 algorithm is straightforward. Firstly, a training sample set to be mined is formed, and a sample subset with positive and negative examples is selected from the mining training sample set according to the value of its attribute set. A decision tree is constructed by using the decision tree algorithm. After the decision tree is generated, the examples in the training set other than the training sample set can be classified using the above decision tree to find the

wrong examples. Finally, analyze the examples of misjudgments, insert them into the window, and go to the place where the tree-building algorithm is called; otherwise, stop.

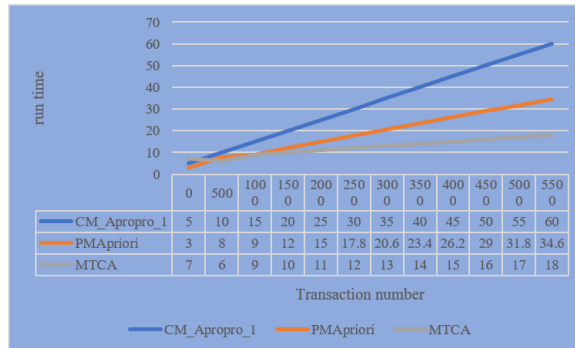


Figure 5: Algorithm improvement figure.

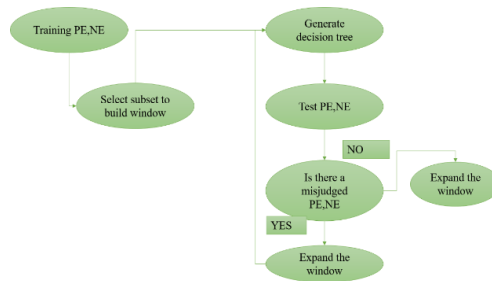


Figure 6: ID3 Main algorithm flow chart.

We should fully exploit the network's advantages and strengthen its mental health education function. We should change our ideas and fully realize the network's important position and role in school education. We should enhance the development of campus network information resources, establish a sense of position, and take the initiative to attack.

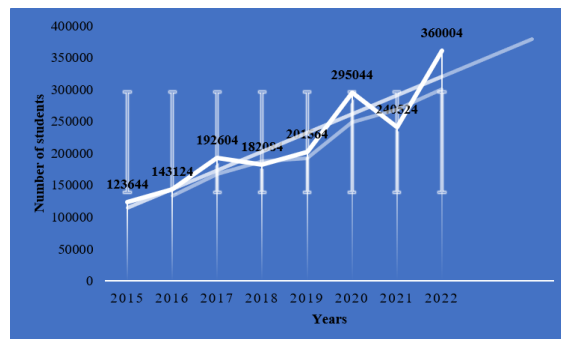
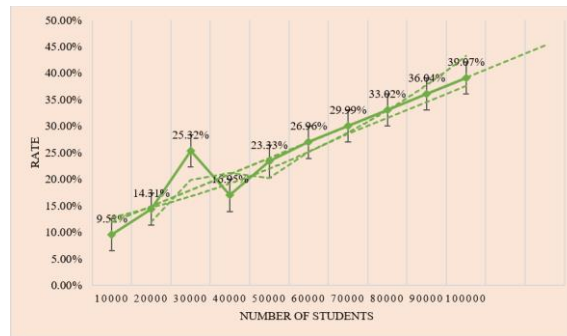


Figure 7: Online number of college students.





**Figure 8:** Network proportion of college students.

At the same time, we should speed up the pace of networking of Ideological and political work in Colleges and universities and use ideological and political information in the form of networks to perceive, educate, motivate, and regulate college students' thoughts and behaviors. College students should improve their quality of life and strengthen their psychological self-adjustment. First, as contemporary college students, we should learn self-education and shape our network moral personality. It is necessary to improve the study of Marxist philosophy and dialectical materialism, establish a correct world outlook, outlook on life and values, protect one's physical and mental health, learn scientific methods to analyze and solve problems, distinguish right from wrong, strengthen the resistance to the negative influence of the Internet, be effective in self-discipline, effectively manage oneself in online life, learn self-regulation, correctly treat man-machine relationship, treat the difference between virtual space and real space, and shape a healthy network moral personality map. Today, with the rapid development of science and technology, the Internet has become an essential part of our study and life. The Internet has brought great convenience to people's lives and studies, enriched people's daily lives, and provided a new window for people to understand the world further. The impact of the Internet on people's lives is more evident in young college students. However, the richness and complexity of the Internet world also bring many hidden dangers to the healthy growth of college students. Therefore, we should fully recognize the benefits and disadvantages of the Internet in the development of College Students' mental health from the perspective of education, treat the Internet with a scientific attitude, make rational use of the Internet to develop college students' online ideological health education, use the advantages of the Internet, timely understand and intervene in college student's mental health, and combine online and offline, Take multiple measures to help college students survive psychological discomfort safely, return to everyday learning and living conditions as soon as possible, and grow into talents beneficial to society. The survey shows that the demographic variables affecting mental health are mainly students' source, gender, and the interaction between grade and discipline, which have a significant impact on college students' mental health. It is found that a high score on the mental health test of second-year college students means that their mental health level is low. This is closely related to the sophomores' heavy academic burden and psychological pressure. Internet use variables affecting mental health: the higher the score of rational Internet use, the higher the score of a mental health test, indicating the lower the level of mental health, the lower the level of a mental health test, the higher the total score of reasons for surfing the Internet and the lower the score of a mental health test, indicating the higher the level of mental health.

Source	df	Mean Square	F	Sig
Gender	1	435.357	1.177	1.675
Grade	2	3012.583	1.781	1.395

<i>Region</i>	<i>1</i>	<i>1123.681</i>	<i>2.597</i>	<i>1.113</i>
<i>Subject</i>	<i>1</i>	<i>879.326</i>	<i>1.432</i>	<i>1.469</i>

**Table 1:** Variance analysis of demographic variables influencing mental health factors.

<i>Source</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig</i>
<i>Have a personal computer?</i>	<i>1</i>	<i>2976.21</i>	<i>1.370</i>	<i>1.253</i>
<i>Standing on Internet</i>	<i>2</i>	<i>754.654</i>	<i>1.341</i>	<i>1.740</i>
<i>Internet time every day</i>	<i>2</i>	<i>6584.13</i>	<i>3.156</i>	<i>1.046</i>
<i>Internet time every day</i>	<i>3</i>	<i>3216.23</i>	<i>1.456</i>	<i>1.220</i>
<i>Interpersonal networking</i>	<i>1</i>	<i>73.15</i>	<i>1.033</i>	<i>1.845</i>

**Table 2:** Variance analysis of internet use variables influencing mental health factors.

A high score means that the communication subject has a high degree of psychological dependence on the Internet, so it is easier to get away from real life, so the level of mental health is low. Previous studies have concluded that long online time is not conducive to mental health. In particular, there is a significant positive correlation between online time and Pathological Internet use. Weekly online time is a risk factor for pathological internet use. According to Table 1 and Table 2, the subjects who spend less than hours on the Internet every day have high scores in mental health tests and low mental health levels. In other words, a long time on the Internet daily will not lead to a decline in the mental health level of communication subjects.

In contrast, a short time on the Internet is not conducive to the mental health of communication subjects. From this result, we can see that pure online time can not predict the level of mental health. Only when online time is combined with online activities and psychological dependence on the Internet can it affect mental health.

## 5 CONCLUSIONS

As a new technical means, the Internet has become an effective tool for college students to learn scientific and cultural knowledge. As a virtual activity space and a place for interpersonal communication, whether the convenient and fast technical features and virtual features of the Internet have exerted great attraction on young universities and affected their mental health simultaneously is the purpose of this paper. Because of the convenience of obtaining information from the Internet, many college students who are interested in mental health and mental illness can get their psychological assessment scales to test themselves. For example, the Minnesota Personality Test Scale on the Internet only needs 9 yuan for measurement results. But how can students who lack psychological expertise interpret professional data scientifically? As a result, misreading is more likely to lead students to sit in the right place and label themselves as mentally ill. The network brings opportunities to college students' mental health education. It enriches people's daily lives and provides a new window to understand the world further. The impact of the Internet on people's lives is more evident in young college students. However, the richness and complexity of the network world also bring many hidden dangers to the healthy growth of college students. Secondly, we should establish a correct network concept. We should take the network as a source of knowledge and a means of learning rather than a way to hunt for wrong information. We should adjust our mental state when surfing the Internet, spend time chatting and playing games to absorb rich knowledge, reasonably set our surfing time according to the rules of study and life, and develop a planned and purposeful surfing. Only by strengthening self-education and self-discipline can we effectively reduce the negative impact of the Internet on college students. College students have knowledge and ideas and are highly sensitive to social changes. However, the college students' acceptance of the single

dogmatic and indoctrinated education in traditional ideological and political education is not high. College teachers must constantly explore new ways, methods, means, and mechanisms to influence and condense this network audience group. The survey results showed that the prevalence of neurasthenia among students was 1.28%. There was no significant difference between the prevalence of neurasthenia among middle school students in the same region (1.30%) and the prevalence of neurasthenia among the general population in the national epidemiological survey (1.30%) [3] ( $P > 0.05$ ). The future planning of the Internet needs further investigation. The benefits and challenges of AI-enhanced internet environments in higher education are essential. It requires ongoing research, proactive measures to mitigate potential adverse effects, and a commitment to fostering a healthy digital ecosystem supporting students' mental health and academic growth. Ultimately, this balance is essential in harnessing the potential of AI while prioritizing students' overall well-being in the digital age.

Tingting Wang, <https://orcid.org/0009-0008-5938-8704>

Huimiao Yao, <https://orcid.org/0009-0002-7891-3371>

Hairan Chen, <https://orcid.org/0009-0009-1409-1090>

Huiwen Li, <https://orcid.org/0000-0001-7274-0006>

Xufang Xia, <https://orcid.org/0009-0003-9811-3272>

Huijie Guo, <https://orcid.org/0009-0001-6124-3183>

## REFERENCES

- [1] Alvarez-Hamelin, J.; Dall'Asta, L.; Barrat, A.: et al. K-Core Decomposition of Internet Graphs: Hierarchies, Self-Similarity and Measurement Biases, *Networks & Heterogeneous Media*, 3(2), 2017, 371-393. <https://doi.org/10.3934/nhm.2008.3.371>
- [2] Bezyak, J.; Clark, A.: Promoting Physical and Mental Health Among College Students: A Needs Assessment, *Rehabilitation Research Policy & Education*, 30(2), 2016, 188-192. <https://doi.org/10.1891/2168-6653.30.2.188>
- [3] Bouch, A.: Quality is in the Eye of the Beholder: Meeting Users' Requirements for Internet Quality of Service, *ACM*, 2019,2019(1), 1.
- [4] Chan, J. K.; Farrer, L. M.; Gulliver, A.: University Students' Views on the Perceived Benefits and Drawbacks of Seeking Help for Mental Health Problems on the Internet: A Qualitative Study, *Jmir Human Factors*, 3(1), 2016, 3. <https://doi.org/10.2196/humanfactors.4765>
- [5] Chou, W. P.; Lee, K. H.; Ko, C. H.: Relationship Between Psychological Inflexibility and Experiential Avoidance and Internet Addiction: Mediating Effects of Mental Health Problems, *Psychiatry Res*, 257(1), 2017, 40-44. <https://doi.org/10.1016/j.psychres.2017.07.021>
- [6] Ding, J. H.; Department, E.: A Survey and Analysis on Minority College Students ' Internet Mental Health—Take the Minority College Students of Gansu as an Example, *Journal of Gansu Normal Colleges*, 2016(1), 2016, 23.
- [7] Fleischmann, R. J.; Harrer, M.; Zarski, A. C.: Patients' Experiences in a Guided Internet- and App-Based Stress Intervention for College Students: A Qualitative Study, *Internet Interventions*, 12(1), 2017, 130-140. <https://doi.org/10.1016/j.invent.2017.12.001>
- [8] Frazier, P.; Richards, D.; Mooney, J.: Internet-Delivered Treatment for Depression, Anxiety, and Stress in University Students: A Patient Preference Trial, 2016(23), 2016, 56. <https://doi.org/10.2196/iproc.6090>
- [9] Gao, C.; Gao, X.: Research on the Influence of Computer Network Status on College Students' Mental Health, *RISTI - RevistaIberica de Sistemas e Tecnologias de Informacao*, 2016(1), 2016, 349-361.
- [10] Han, X.: Research on the New Mode of College Students' mental Health Education Under the Network Environment, *Contemporary Educational Research (100 pictures)*, 4(8), 2020, 4. <https://doi.org/10.26689/jcer.v4i8.1453>

- [11] Ilaria.; Montagni.; Isabelle.: Spanish Students' Internet Use for Mental Health Information and Support Seeking, *Health Informatics Journal*, 2016(32), 2016, 15.
- [12] Kliminski, K.: Mental Health and Academic Performance Among Associate Degree Nursing Students at a Technical College, *ProquestLlc*, 2017(15), 2017, 56.
- [13] Lin, Y.; Yang, J.; Lv, Z.: et al. A Self-Assessment Stereo Capture Model Applicable to the Internet of Things, *Sensors*, 15(8), 2015, 20925-20944. <https://doi.org/10.3390/s150820925>
- [14] Luo, J.; Yu, Y.: Application of Embodied Cognition Theory in the Education and Management of College Student Mental Health Based on Internet+, 2019(1), 2019, 1. [https://doi.org/10.1007/978-3-030-15740-1\\_99](https://doi.org/10.1007/978-3-030-15740-1_99)
- [15] Shen, Y.; Wang, L.; Huang, C.: Sex Differences in Prevalence, Risk Factors and Clinical Correlates of Internet Addiction Among Chinese College Students, *Journal of Affective Disorders*, 279(1), 2021, 680-686. <https://doi.org/10.1016/j.jad.2020.10.054>
- [16] Song, Y. T.: The Effect of Web-Based Communication to Internet Users of Information Characteristics: Focus on Internalization and Conformity, *Journal of Digital Convergence*, 14(7), 2016, 117-126. <https://doi.org/10.14400/JDC.2016.14.7.117>
- [17] Wang, C. W.; Ho, R. T.; Chan, C. L.: Exploring Personality Characteristics of Chinese Adolescents with Internet-Related Addictive Behaviors: Trait Differences for Gaming Addiction and Social Networking Addiction, *Addictive Behaviors*, 42(1), 2015, 32-35. <https://doi.org/10.1016/j.addbeh.2014.10.039>
- [18] Wen, J. U.; Department, H.: Investigation of the Mental Health Status in College Students with Internet Addiction Damage and Psychological Preventive Measures, *China Journal of Health Psychology*, 2019(1), 2019, 1.
- [19] Zhou, N.; Cao, H.; Liu, F.: A Four-Wave, Cross-Lagged Model of Problematic Internet Use and Mental Health Among Chinese College Students: Disaggregation of within-Person and Between-Person Effects, *Developmental Psychology*, 56(5), 2020, 1. <https://doi.org/10.1037/dev0000907>
- [20] Zhu, H.; Shi, F.; Lan, A. N.: Analysis on Prevalence of Cyberbullying in College Students in China, *Journal of Jilin University*, 2016(1), 2016, 1.