

# Journal of Behavioral Addictions



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Zsolt Demetrovics



ELTE | FACULTY OF EDUCATION  
AND PSYCHOLOGY

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**The effectiveness of positive psychology-based psychoeducation in reducing digital technology addiction among university students***MEHMET BUYUKCORAK, DILARA SÜRÜ, ONOUR IMPRAM*

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This study examines the effects of a psychoeducational program titled Positive Psychology and University Life Preparation, which is designed to assist first-year university students in adjusting to academic life and addressing the challenges posed by digital technology addiction. The program, which is based on the principles of positive psychology, is intended to enhance psychological well-being, resilience, and adaptability by encouraging healthier habits and a balanced use of digital technology. There will be two significant points at which the data will be collected: at the beginning and the end of the academic year. To measure key factors such as psychological well-being, social connectedness, resilience, and patterns of digital technology use, standard instruments will be utilized, including UCLA Loneliness Scale, Life Satisfaction Scale, Adult Resilience Scale, and Digital Addictions Scale. In this study, a strong focus is placed on understanding the relationship between digital technology addiction and students' academic adjustment. With the integration of evidence-based interventions, the psychoeducation program seeks to mitigate the adverse effects of excessive digital engagement while enhancing students' capabilities to thrive in an increasingly digital educational environment. The anticipated findings are expected to inform the development of innovative psychoeducational strategies that effectively address both psychological well-being and digital technology addiction. This research underscores the value of positive psychology frameworks in fostering healthier and more adaptive academic environments in the digital age.

**Keywords:** digital addiction, personality, loneliness, life satisfaction, resilience