

YEAR 13 ECONOMICS PROJECT 2025

ASSEMBLIES OF GOD HIGH SCHOOL



GROUP NAME: Techno Tox

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Year 13A

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TOTAL MARKS = 35 marks ➔ 20%				
TASK DESCRIPTION		CRITERION	MARKS	
A.	Contains			
	Draft copies of Documents 3 marks	Draft copies of Documents	Book containing marked draft copies of all the documents submitted in the Portfolio Folder.	3 marks
			Draft Book containing marked draft copies of some documents submitted in the Portfolio Folder.	2 marks
			Draft Book missing in the Portfolio Folder or draft written on losse paper marked or unmarked drafts	1 mark
	Content of Portfolio 2 marks		All required documents present in the correct order	2 marks
			6 items of the required documents are missing or all present but in incorrect order	1 mark
	Creativity 2 marks		Portfolio neat and creative with a quality presentation, use of graphs, diagrams, interesting pictures and narrative of economic issues	2 marks
			Portfolio lacks a specific narrative of creativity	1 mark
	Collaborative Work Details 2 marks		Work Details of all members are submitted	2 marks
			Some details missing or no submission	1 mark
B	Thesis Statement Hypothesis 1 mark		Main argument or point discussed.	1 mark
C			Some evidence noted. Lacks direction. Overgeneralisation	½ mark
D	Methodology 2 marks		Clearly explained showing rationale of study and summary	2 marks
E			Some items above missing. Very Basic	1 mark
F	i. Background 2 marks		Ability to collect data collection using various methods. Experience in the use of various research sources both primary and secondary	2 marks
G			Only one research source used (primary or secondary). Very limited and biased towards one source	1 mark
H			Relevant pictures or diagrams included throughout the projects- original photos and not taken from internet	2 marks
I			Some picture presented are irrelevant	1 mark
F			Background of research are described well	2 marks
G			Background of research are missing	1 mark
H			Economic activity/area of research identified and explained thoroughly using facts/ figures or data. Externality identified or explained thoroughly supporting the thesis statement	3 marks
I			Some evidence of data collection in analysis but limited discussion thus inability to support thesis statement.	2 marks
F			Hardly any link between the discussion to the thesis statement. Incorrect discussion evident.	1 mark
G			Thorough explanation of any forms of internalisation	2 marks
H			Unclear/ Incorrect or no discussion at all	1 mark
F	ii. Exploration of economic activities 3 marks		Ability to apply sustainable development, theories, concepts and approaches in the research	2 marks
G			Some generalisations of sustainable theory demonstrated or no discussion at all	1 mark
H			Able to identify and apply three economic concepts learnt in Strand 5	3 marks
I	iii. Internalising externalities 2 marks		Two economic concepts identified and its application demonstrated. Some application but not clearly explained.	2 marks
J			No concepts identified	1 mark
K			Critical thinking fix to relevant recommendation. Some challenges and solutions	2 marks
L	Conclusion Recommendation 2 marks		Only one of items above is present	1 mark
M			All sources are acknowledged and bibliography is evident (Use English Method)	2 marks
N	Reference 2 marks		Some needs to be acknowledged	1 mark
O			Interview or Questionnaire used	2 marks
P	Appendix 2 marks		No appendix section but some evidence noted	1 mark

Collaborative Work Record Template – 2025

Name of Group:

Member's Name	Date and Time	Work	Signature	Teacher's Signature

Theme:

Positive and Negative

Externalities of

Consumption

TOPIC

The Impacts of Digital Learning on Students' Academic Performance and Well-being at Assemblies of God High School

Thesis Statement

This study explores how digital learning at Assemblies of God High School creates both educational opportunities and unintended challenges for students. It examines how digital tools enhance academic performance and collaboration while also contributing to distractions, physical strain, and emotional pressures. The goal is to evaluate these effects and suggest balanced strategies to promote effective and healthy digital learning.

Acknowledgment

We would like to express our sincere gratitude to the following individuals for their invaluable support in completing this project:

- 1. The Lord Almighty** – for providing us with strength, wisdom, and guidance throughout this journey.
- 2. Our subject teacher, Mrs. Lani Ana Lewaika** – for her unwavering guidance and support at every step of this project.
- 3. Our parents** – for their financial support and constant motivation, which encouraged us to complete this project.
- 4. The respondents** – for taking the time to participate in our questionnaires and providing valuable insights.

Methodology

To conduct this project, we utilized both primary and secondary research methods.

Primary Research

- 1. Questionnaire** – A total of twenty questionnaires were distributed to students of Assemblies of God High School to collect relevant data.
- 2. Interview** – A formal interview was conducted with students to obtain additional insights and firsthand information.

Secondary Research

- 1. Internet** – Various websites and articles were reviewed to gather relevant information for the project.
- 2. Library and Books** – We visited the library and examined relevant books to supplement our research with credible sources.

Declaration of Originality

We, Vishav Arsh Prasad, Marika Ravula, and Sophie Bernadett, members of the Techno Tox group and Year 13A Economics students at Assemblies of God High School, hereby declare that this project is our own original work. Any information gathered from external sources has been duly acknowledged in the reference section.

Name: **Signature**

Vishav Arsh Prasad

Marika Ravula

Sophie Bernadett

Date

____/____/_____

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Background Information on Assemblies of God High School

Assemblies of God High School (AOGHS) was established in **1962** by **Reverend Lawrence R. Larson**, who arrived in Fiji in 1960 and served as both a pastor superintendent of the Assemblies of God Church in Fiji with a mission to provide quality education rooted in Christian values. By **1967**, the school attained **junior secondary school status**, and in **1970**, an intermediate section was built, consisting of six classrooms for **Forms 1 and 2**, along with **home science and woodwork** facilities. Due to growing community demand, **Form 5 and Form 6** education courses were later introduced. In **2015**, the vocational section was phased out following the establishment of technical institutions around Fiji. Today, AOGHS has a student body of over **six hundred students**, where **80%** of students are **i-Taukei**, while **20%** of the students are **multi-ethnic**, supported by **forty-four teachers**, a **school chaplain, librarian, bursar, secretary, admin officer, caretaker, and security guard**.

Mission: To provide quality education for the total development of students, nurturing **God-fearing, progressive, and dignified citizens of Fiji** through diverse learning opportunities that enhance their quality of life.

Vision: To focus on the **spiritual, intellectual, physical, social, and moral development** of students, shaping them into responsible and well-rounded individuals.

School Motto

"Pressing Forward" – a guiding principle encouraging students to strive for excellence in all aspects of life.

School Values

AOGHS instils Christian values such as **love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control**. These values are emphasized through Bible knowledge and Christian fellowship, ensuring students lead **wholesome and productive lives**.

Core Purpose of the School

AOGHS was founded with two main objectives:

- 1. Academic Excellence** – To provide students with the **best education** possible, ensuring they are well-equipped for their future careers while learning in a **Christian environment**.
- 2. Spiritual Growth** – To develop students' **faith and character** in alignment with biblical teachings, allowing them to grow in **grace and knowledge of Jesus Christ**.

1. 0 Introduction

Education is changing faster than ever, and digital consumption is right at the heart of that transformation—especially in secondary schools. At Assemblies of God High School, digital tools like online learning platforms, educational videos, e-textbooks, and collaborative apps have become part of everyday classroom life. For students, these tools are more than just a new way to learn; they're opening doors to knowledge, skills, and opportunities that go beyond the traditional classroom setting.

One of the key benefits of digital learning is what economists call a **positive externality of consumption**. This means that when a student uses digital learning tools, the benefits don't stop with them—they ripple out to others too. For example, a student who improves their digital skills and academic performance can contribute to a smarter, more tech-savvy society. Over time, this can lead to things like better job readiness, stronger civic engagement, and fewer costs in remedial education (Zhao, An education crisis is a terrible thing to waste: How radical changes can spark student excitement and success, 2020). At Assemblies of God High School, we're already seeing how these tools are encouraging more independent learning, better access to resources, and a stronger sense of collaboration among students.

That said, not all effects of digital consumption are positive. There are also **negative externalities of consumption**, which happen when someone's use of a product or service causes unintended downsides for others. With digital learning, this can show up as students spending too much time on screens, getting distracted by non-educational content, or facing challenges due to limited access to technology. These issues don't just affect individual students—they can influence group work, classroom dynamics, and overall academic progress (Helsper, 2007).

That's why it's important to look at both sides of the coin. This project aims to explore how digital consumption is shaping the student experience at Assemblies of God High School—highlighting the benefits, recognizing the challenges, and offering insights on how we can make the most of technology in education. The goal is to help teachers, school leaders, and policymakers create learning environments that support all students in this digital age.

2.0 Investigation Results

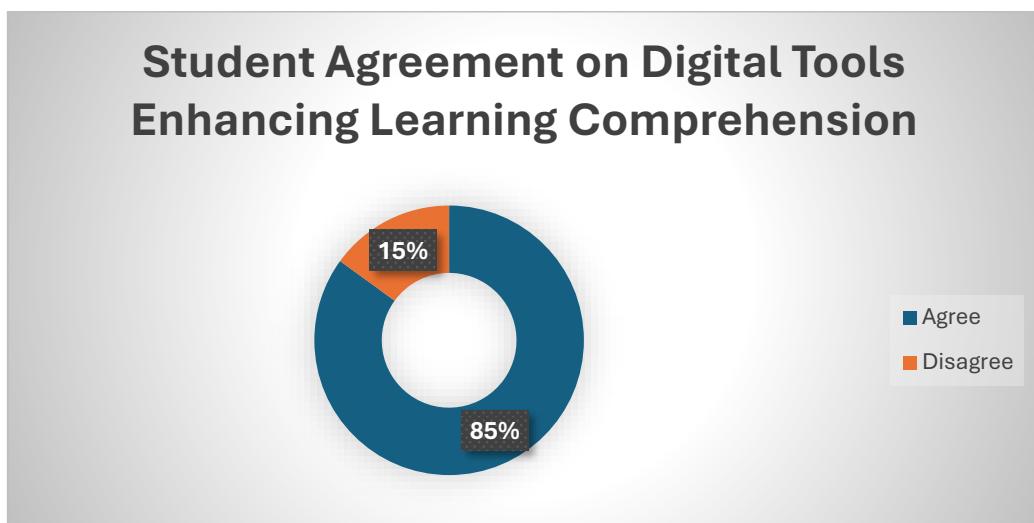
2.1 Positive Impacts of Digital Learning

2.1.1 Enhanced Understanding Through Digital Tools

Digital tools have significantly transformed how students engage with academic content. At **Assemblies of God High School**, many students report that platforms such as educational videos, online notes, and interactive apps enable them to understand complex topics more clearly. These tools allow learners to pause, replay, and revisit lessons at their own pace, which is particularly helpful when classroom instruction feels fast-paced or difficult to follow.

As (Zhao, An education crisis is a terrible thing to waste: How radical changes can spark student excitement and success, 2020) highlights, the ability to customize one's learning approach fosters a sense of autonomy and builds confidence. Students are no longer confined to a single teaching method or textbook. Instead, they can seek out explanations that match their personal learning styles, ultimately enhancing their academic performance and independence.

Figure 1



Source: Questionnaire

Figure 1 shows a massive **85%** of students (17 out of 20) say digital tools have **helped them understand school subjects better**. This shows how much today's students rely on tech as a second teacher—especially when lessons in class don't fully click. Platforms like YouTube, Google, and educational apps make it easier to revisit lessons, clarify confusion, and study at their own pace.

This reflects a **shift in learning styles**: instead of passively relying on the teacher alone, students are actively seeking digital help to personalize their learning journey.



Source: Google

"I watch lessons again on YouTube or search on Google—it helps a lot when I don't understand in class."— Year 12 female

Source: Interview

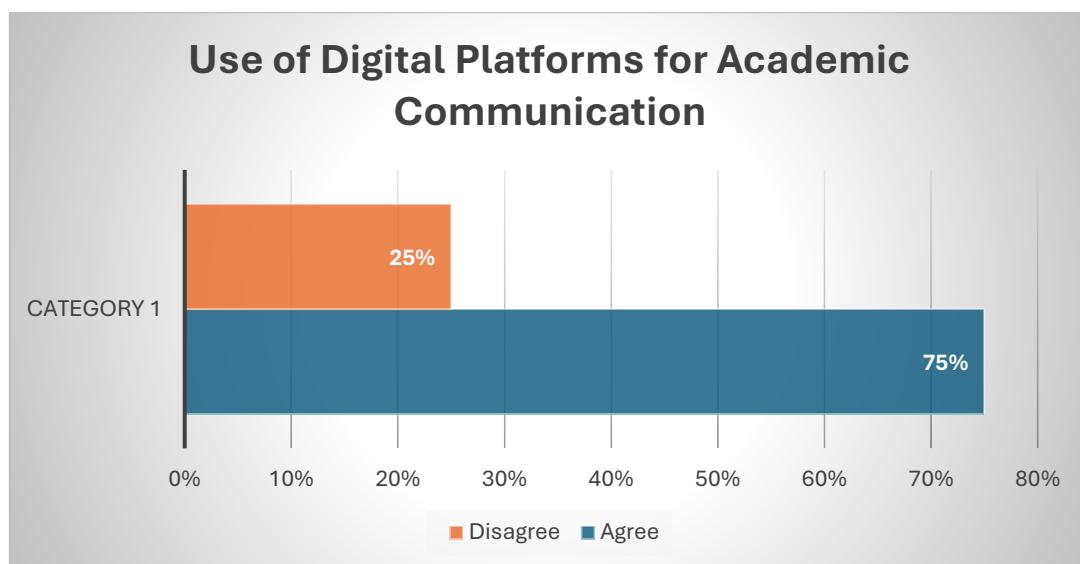
The quote proves how students aren't stuck when they don't "get it" the first time—they have tools to help them catch up and feel more confident. It's **student empowerment** in action.

2.1.2 Improved Communication and Collaboration

The rise of digital platforms has redefined how students collaborate and communicate, both inside and outside the classroom. At **Assemblies of God High School**, tools like **Gmail**, **Viber**, and **Zoom** have enabled students to engage in group projects, exchange ideas, and clarify doubts in real time—even after school hours.

This digital connectivity has strengthened the sense of community among students. (Helsper, 2007) argue, such platforms not only support academic collaboration but also foster social bonds, creating learning environments where students feel supported and included. These digital networks empower learners to contribute more actively and feel a greater sense of shared academic purpose.

Figure 2



Source: Questionnaire

15 out of 20 students (75%) say they use digital platforms to talk to teachers and classmates about schoolwork. That's a strong indicator that communication in education has gone digital—and students are on board. Whether it's group chats, shared documents, or messaging apps, the learning conversation doesn't end when the bell rings. Digital spaces are now academic support spaces.



Source: Google

"Gmail and class Viber groups help me ask questions even after school." — Year 12 male

Source: Interview

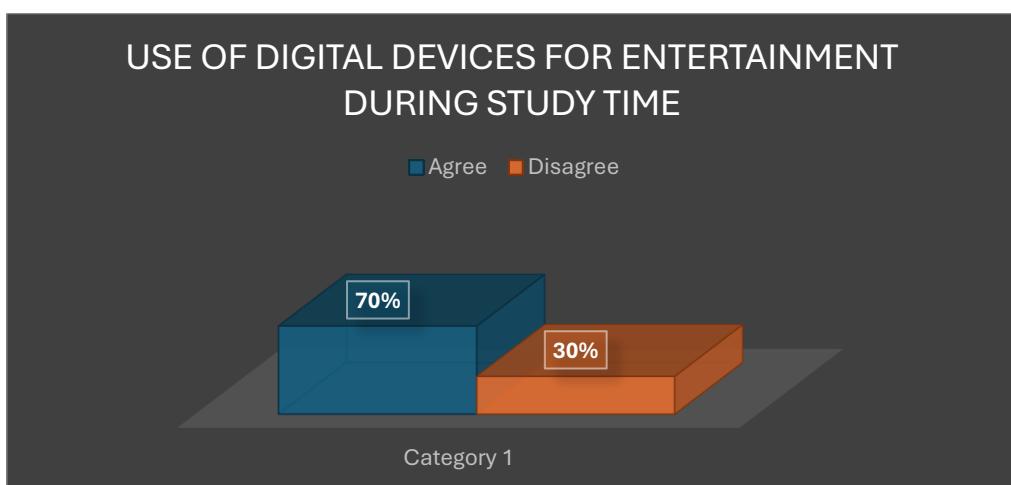
This quote shows how learning support has become **24/7**. It's about more than convenience—it's about feeling connected, supported, and less afraid to ask for help, even outside classroom walls.

2.1.3 Access to Diverse Learning Resources

The internet provides access to a vast array of educational resources beyond what is traditionally found in textbooks or school libraries. Students at **Assemblies of God High School** frequently explore external sources such as instructional websites, educational YouTube channels, online simulations, and practice quizzes to deepen their understanding of academic subjects or pursue areas of personal interest.

This flexibility encourages students to take charge of their own learning. emphasizes that when students are free to explore beyond prescribed materials, their curiosity and intrinsic motivation increase. This access to diverse content allows students to explore subjects in greater depth and cultivates a lifelong love for learning.

Figure 3



Source: Questionnaire

70% of students (14/20) admit to using their devices for entertainment during study time. That's a sign that tech isn't being used *exclusively* for learning. TikTok, YouTube, games, and chats are competing for attention—sometimes acting as stress relief, sometimes causing procrastination. But the key thing here is this: **students are aware of the habit**, and that's the first step toward better self-management.



Source: Google

"It's hard not to open TikTok when you're already online." — Year 13 male

Source: Interview

It's not just about distraction—it's about **temptation in a digital environment**. Even if the intention is to study, the lure of entertainment is always there. This tells educators we need to teach students how to set boundaries, not just ban apps.

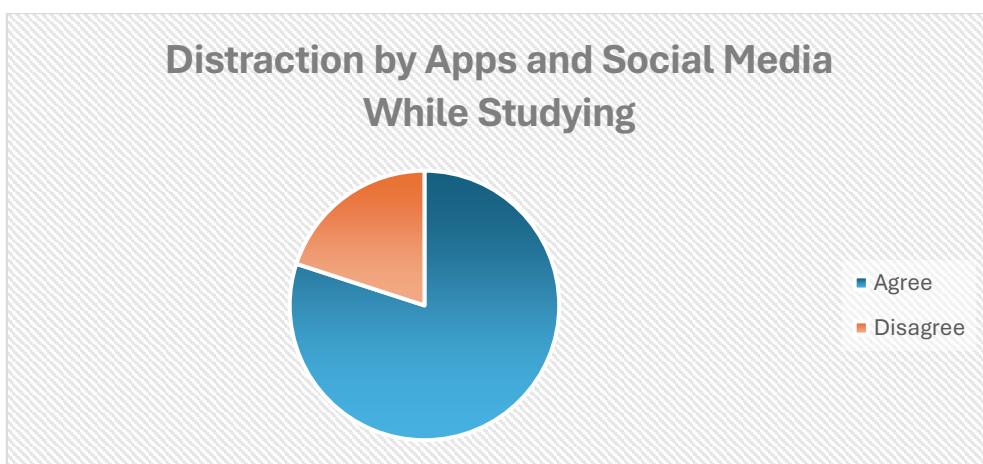
2.2 Negative Impacts of Digital Learning

2.2.1 Distractions from Non-Educational Contents

Despite the many academic benefits of digital tools, staying focused remains a major challenge. With constant access to social media, entertainment apps, and online games, students at **Assemblies of God High School** often struggle to maintain concentration during study sessions. Even with the best intentions, it is easy to become distracted online.

(Helsper, 2007) warn that this ease of distraction can significantly hinder academic progress, particularly when students lack effective time management strategies. Without conscious efforts to limit non-academic digital use, the very technology designed to support learning can become a source of procrastination and reduced productivity.

Figure 4



Source: Questionnaire

80% of students (16/20) openly admit they get distracted by social media, games, or apps while studying. This confirms that **digital temptation is a major obstacle**—even when the device is being used for school. It's not just about multitasking, it's about losing time and attention to non-educational content.



Source: Google

"One minute I'm researching... then I'm on Instagram for 30 minutes." — Year 12 male

Source: Interview

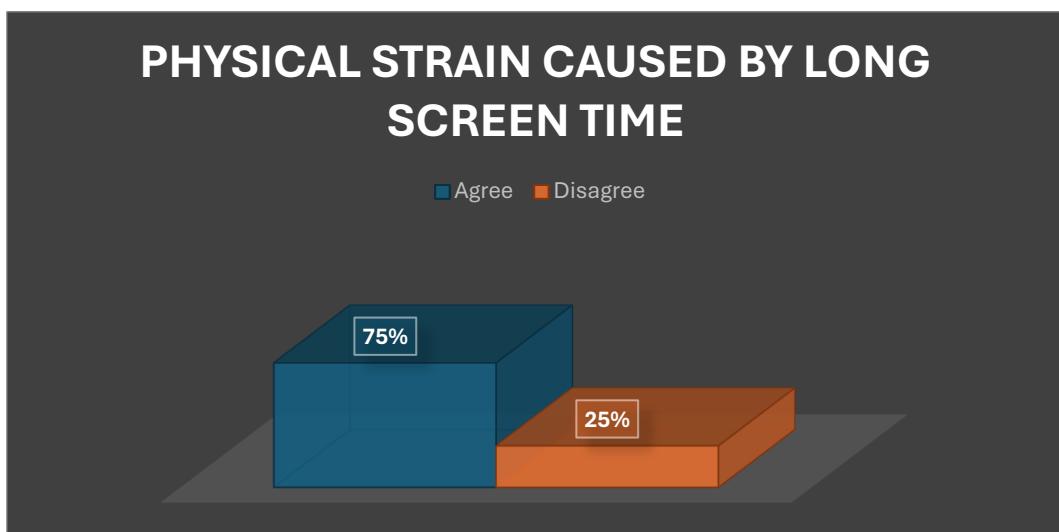
This quote nails it: distraction sneaks up on you. It's not that students aren't trying—it's that the **digital environment is designed to pull attention**. Schools may need to teach focus techniques or time management tools (like the Pomodoro method) to help with this.

2.2.2 Physical Health Concerns

Extended screen time can lead to several physical health concerns. Students at **Assemblies of God High School** have reported symptoms such as eye strain, headaches, poor posture, and general fatigue after spending long periods on digital devices—especially during intensive study or assignment preparation.

The (WHO, 2019) stresses the importance of integrating movement and screen breaks into daily routines to protect physical well-being. Without these habits, students risk developing chronic discomfort or long-term health issues. Educators and students alike must prioritize ergonomic practices and physical wellness in digital learning environments.

Figure 5



Source: Questionnaire

75% of students (15/20) say they feel physical effects like eye strain, neck pain, or general tiredness after using digital devices too long. It's a red flag that **digital learning isn't always physically sustainable**, especially without breaks or proper posture.



Source: Google

"My neck hurts, and I feel tired after long online sessions." — Year 13 female

Source: Interview

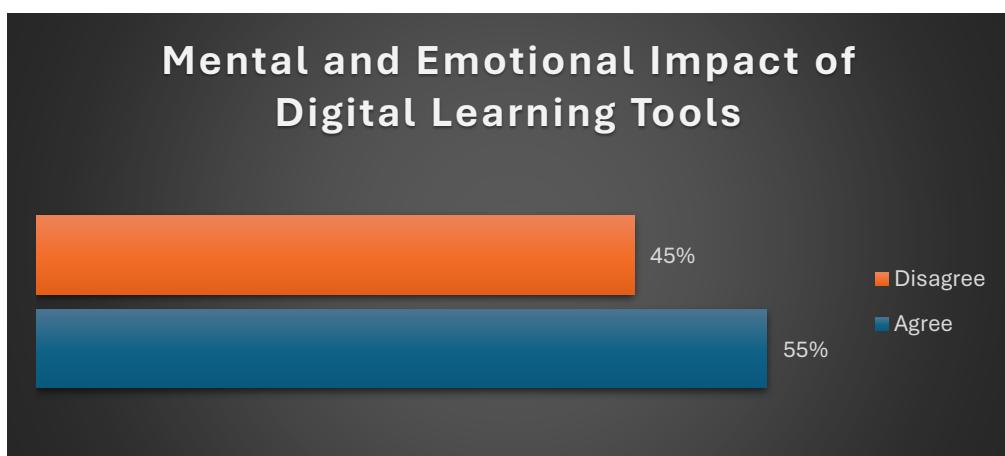
Students need more than just digital skills—they need **healthy habits**. Schools could help by introducing ergonomic tips or “digital wellness” reminders. Little things like stretch breaks or blue light filters can go a long way.

2.2.3 Mental Health and Emotional Pressures

In addition to physical strain, digital consumption—particularly through social media—can affect students’ mental and emotional well-being. Several students at **Assemblies of God High School** have expressed feelings of anxiety, stress, and low self-esteem linked to their online experiences. The pressure to stay constantly active, keep up with peers, and maintain a certain digital image can be emotionally taxing.

Research by (Amy Orben, 2019) suggests that excessive screen time is associated with emotional fatigue and decreased mental health, especially in adolescents. To address this, students should be encouraged to cultivate digital boundaries, seek offline balance, and prioritize self-care. Schools can also play a role by promoting mental health awareness and creating safe, supportive environments for open dialogue.

Figure 6



Source: Questionnaire

More than half the students (**55%**) **agree** that digital tools impact their mental well-being. What's really interesting here is the high **Disagree rate (45%)**, which suggests **low experiences**: some find digital learning freeing, others find it stressful or overwhelming.



Source: Google

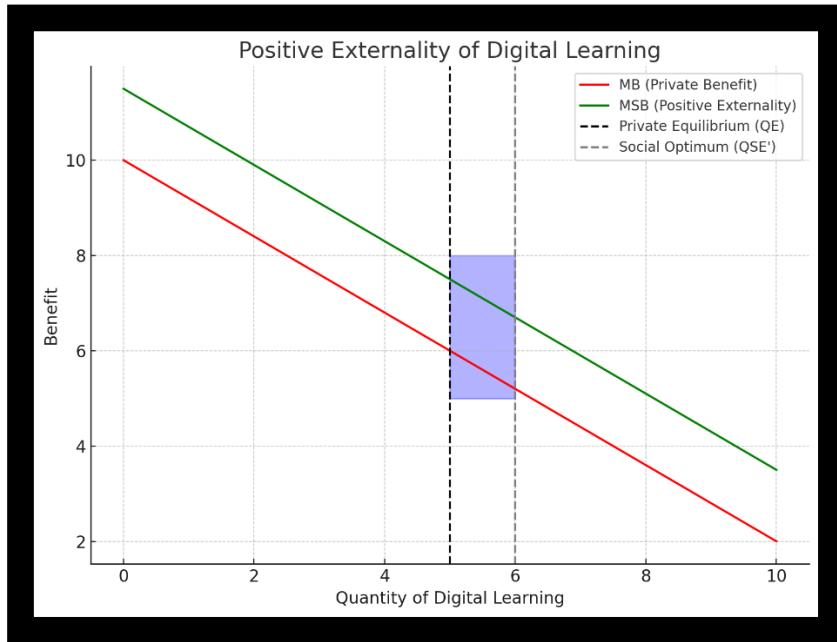
"I feel pressure to keep up because some classmates are always online, always ahead." — Year 12 male

Source: Interview

This isn't just about tools—it's about **comparison culture** and **academic pressure** in a digital age. When students see others posting their achievements or being hyper-productive online, it can mess with their self-esteem. It's a reminder that schools should also talk about **digital self-care** and setting personal, not social, goals.

2.3 Graphical Representation of Impacts Positive and Negative Externalities of Digital Learning

2.3.1 Positive Externality of Digital Learning

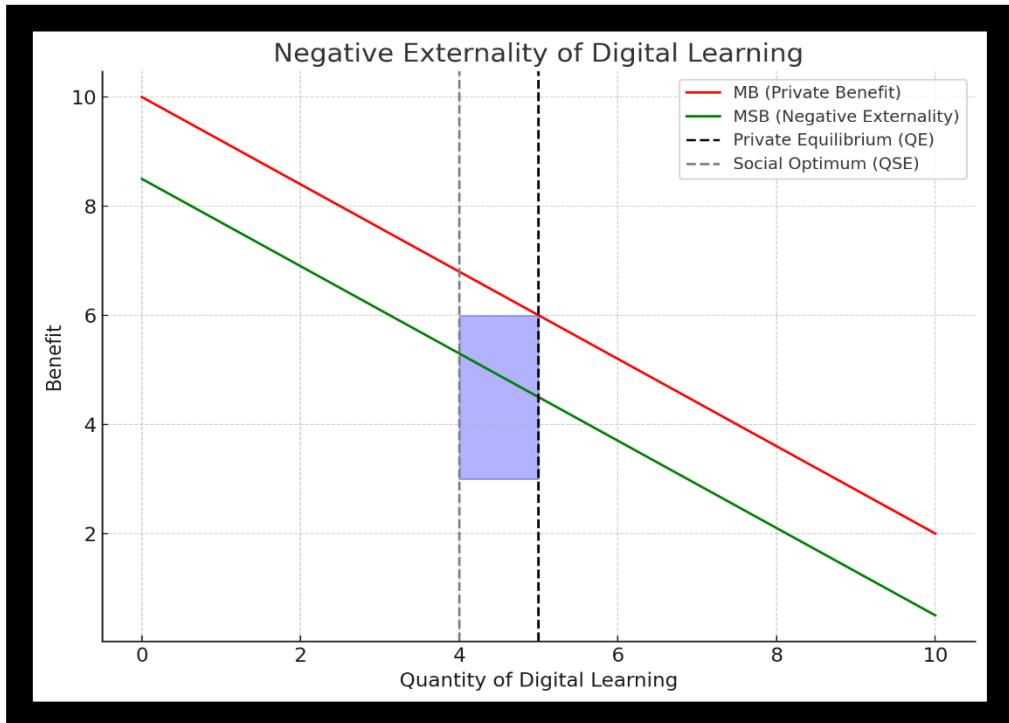


Source: Personal Collection

In this graph, the red line shows the **Marginal Benefit (MB)** or private benefit a student receives from digital learning (like improved grades or faster access to information). The green line, **Marginal Social Benefit (MSB)**, represents the **additional benefits** society experiences — like better educated students at Assemblies of God High School contributing positively to the school environment and future workforce.

The private equilibrium (QE) is where students would normally stop consuming digital learning based on personal benefit, but the socially optimal point (QSE') lies further because the total societal benefit is higher. The shaded area represents the **under-consumption** and the **deadweight loss** caused by not reaching the optimal usage level

2.3.2 Negative Externality of Digital Learning



Source: Personal Collection

This graph also starts with the same **Marginal Benefit (MB)** in red. However, the green line now represents a **reduced MSB** due to **negative side effects** like screen fatigue, reduced social interaction, or eye strain — especially relevant at Assemblies of God High School where prolonged screen use can affect students' health or attention spans.

Here, the **private equilibrium (QE)** overestimates the socially optimal level (QSE), leading to **over-consumption** of digital learning. The shaded area highlights the **welfare loss** due to ignoring these negative effects.

2.4 Internalising the Positive and Negative Externalities of Digital Learning

2.4.1 Internalising Positive Externality of Digital Learning

Positive externalities occur when the benefits of digital consumption extend beyond the individual user and positively impact others—such as improved academic outcomes, increased collaboration, and enhanced digital literacy. However, because these benefits are not fully captured by individual users or schools, they are often underinvested in. The following are three strategies to internalize these external benefits:

1. Government or Institutional Subsidies for Educational Technology

- Financial support for devices, internet access, and software.
- Helps under-resourced students gain equal access to digital tools.
- Encourages consistent and inclusive use of educational technology.
- Reduces the digital divide between schools and regions.

Subsidizing educational technology ensures that the positive spillovers of digital learning are amplified and extended across communities, particularly among under-resourced schools and students.

2. Recognition and Reward Systems for Digital Collaboration and Innovation

- Acknowledges student use of digital tools for collaborative or creative learning.
- Encourages peer-to-peer knowledge sharing and group projects.
- Reinforces positive digital behaviour and engagement outside class hours.
- Motivates students to contribute constructively in digital learning environments.

Incentivizing educational innovation through digital tools encourages the sharing of knowledge and strengthens the learning environment, effectively internalizing communal academic gains.

3. Curriculum Integration of Digital Literacy Skills

- Embeds digital learning into the formal syllabus.
- Ensures every student gains structured exposure to technology.
- Promotes responsible and skilful use of online platforms.
- Builds long-term competencies in research, communication, and collaboration.

Embedding digital literacy into formal education maximizes the social benefits of digital platforms, transforming them from optional resources into institutional assets.

2.4.2 Internalising Negative Externality of Digital Learning

Negative externalities refer to the unintended adverse consequences of digital use—such as reduced attention spans, physical strain, and mental health pressures—which are often not accounted for by those engaging in the behaviour. These must be internalized to minimize broader harm.

1. Digital Usage Policies and Time Management Training

- Introduces clear school policies limiting non-educational screen time.
- Educates students on time management strategies (e.g., digital detox, Pomodoro).
- Encourages mindful use of devices during academic hours.
- Helps reduce procrastination and distractions during study time.

By equipping students with self-regulation skills and policy-based frameworks, schools reduce the spillover effects of device misuse and foster a more focused learning environment.

2. Health and Wellness Programs Focused on Digital Hygiene

- Promotes regular screen breaks and correct posture.
- Offers workshops on physical and mental well-being in digital spaces.
- Encourages students to balance screen time with physical activity.
- Reduces risks of digital fatigue, eye strain, and burnout.

Prioritizing health education related to digital consumption ensures that students internalize the cost of overuse, leading to healthier, more balanced habits.

3. Monitoring and Support Systems for Online Behaviour

- Implements monitoring software and wellness surveys.
- Identifies students experiencing screen-related stress or anxiety.
- Offers peer support groups and access to guidance counsellors.
- Builds a supportive community for healthy digital engagement.

Establishing accountability and support mechanisms helps manage the negative social and psychological effects of digital learning, preventing broader academic and emotional decline.

3.0 Conclusion and Recommendations

Digital learning has undoubtedly reshaped the educational experience at Assemblies of God High School. As this project has shown, the integration of digital tools in classrooms has made a significant positive impact on how students learn, communicate, and engage with content. Students now have access to personalized resources, on-demand learning support, and interactive platforms that allow them to learn at their own pace and collaborate beyond the four walls of the classroom. These are clear examples of **positive externalities**, where the benefits of one student's learning extend to others, improving overall academic culture and peer support systems.

At the same time, the project uncovered several **negative externalities** that come with digital consumption. Many students reported issues like distraction from entertainment apps, physical discomfort from extended screen use, and emotional stress caused by social media pressure and constant connectivity. These side effects don't just affect individuals—they disrupt focus, influence academic performance, and in some cases, reduce classroom engagement.

While gathering and analysing data, our group encountered a few challenges. Firstly, collecting responses for the questionnaire proved difficult due to students' tight schedules and varying levels of interest. We resolved this by conducting personal follow-ups and scheduling short, in-person surveys during free periods. Secondly, staying focused while researching online was harder than expected due to digital distractions. To overcome this, we created a distraction-free workspace and implemented short, timed work sessions. Lastly, balancing group tasks alongside other academic responsibilities was tricky, but with effective communication and clear task delegation, we ensured that all members contributed fairly and consistently.

Digital learning has become a defining feature of education at Assemblies of God High School, offering students greater flexibility, access to information, and new ways to collaborate. As this study has shown, these tools bring valuable benefits—not just to individual learners, but to the wider school community. However, alongside these positive externalities come real challenges. Distractions, physical strain, and emotional stress reveal the hidden costs of digital consumption that must not be overlooked.

To ensure digital learning is both effective and sustainable, schools must strike a careful balance—embracing innovation while promoting healthy habits and digital responsibility. By listening to student experiences and applying economic principles like externalities and internalisation, educators can design smarter systems that support academic success and well-being equally. **Ultimately, digital learning should not just make students smarter—but stronger, healthier, and better prepared for life beyond the classroom.**

Recommendations

To maximize the benefits of digital learning and minimize its drawbacks, the following recommendations are proposed for Assemblies of God High School and other similar educational settings:

1. Introduce Healthy Digital Use Guidelines

- Implement scheduled screen breaks during long periods of digital work.
- Encourage alternating between digital and non-digital tasks in classrooms.
- Promote awareness campaigns around posture, eye care, and screen hygiene.

Rationale: Helps reduce physical discomfort and long-term health issues caused by extended screen time.

2. Conduct Time Management and Focus Training for Students

- Teach strategies like the Pomodoro Technique to manage digital distractions.
- Encourage use of apps or browser extensions that block entertainment content during study hours.
- Provide reflection tools to help students track and improve their digital habits.

Rationale: Strengthens students' ability to stay focused and use technology efficiently and intentionally.

3. Establish Peer Support and Digital Mentorship Programs

- Allow senior students or trained digital mentors to guide younger peers.
- Offer safe spaces to talk about digital pressure, mental health, and academic stress.
- Facilitate student-led discussions on managing digital overload and social media pressure.

Rationale: Builds community, reduces isolation, and empowers students to support one another.

4. Ensure Equal Access to Devices and Digital Literacy Training

- Expand access to learning devices and internet for all students through school funding or partnerships.
- Offer workshops on basic digital skills, cybersecurity, and online research.
- Make digital literacy a key part of the curriculum from early grades.

Rationale: Prevents inequality in digital access and prepares students to thrive in a tech-driven world.

By acting on these recommendations, Assemblies of God High School can strengthen its digital learning environment—making it not only academically effective, but also healthy, inclusive, and student-centred. These strategies support both the academic success and the overall well-being of students navigating an increasingly digital future.

4.0 References

- Amy Orben, T. D. (2019). *Social media's enduring effect on adolescent life satisfaction*. *Proceedings of the National Academy of Sciences (PNAS)*, 10226–10228.
- Helsper, S. L. (2007). *Gradations in digital inclusion: Children, young people and the digital divide*. *New Media and Society*, 671–696.
- WHO. (2019). *Guidelines on physical activity, sedentary behaviour and sleep for children under 5 years of age*. Geneva: World Health Organization.
- Zhao, Y. (2020). *An education crisis is a terrible thing to waste: How radical changes can spark student excitement and success*. New York: Teachers College Press.

5.0 Appendix

Questionnaire

Theme: *Externalities of Consumption*

Topic: *The Impact of Digital Learning on Students' Academic Performance and well-being at Assemblies of God High School*

Personal Information

Name (optional):	Ethnicity:
Age: _____	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female

Section A: General Information

1. What is your current year level?

- Year 12
- Year 13

2. How often do you use digital tools for learning (e.g., online platforms, e-books, videos)?

- Rarely
- Sometimes
- Often
- Every day

Section B: Positive Impacts of Digital Consumption

3. Digital tools have made it easier for me to understand school subjects.

- Agree
- Disagree

4. I use digital platforms to communicate with teachers and classmates about schoolwork.

- Agree
- Disagree

5. I sometimes use digital devices for entertainment during school or study time (e.g., games, social media, videos).

- Agree
- Disagree

6. In what ways has digital learning improved your school experience?

Section C: Negative Impacts of Digital Consumption

- 7. I get easily distracted by apps, games, or social media when using digital devices for learning.**
 Agree
 Disagree
- 8. Using digital devices for long periods affects my physical health (e.g., eye strain, poor posture, fatigue).**
 Agree
 Disagree
- 9. Using social media or online platforms sometimes makes me compare myself to others (e.g., grades, lifestyle, appearance), which affects how I feel.**
 Agree
 Disagree
- 10. Using digital learning tools has affected my mental well-being (e.g., stress, pressure to stay online, feeling left out).**
 Agree
 Disagree
- 11. What is the biggest challenge you face with digital learning or digital life in general?**

Section D: Final Thoughts

- 12. What do you think the school can do to improve digital learning and support student well-being?**

THANK YOU FOR YOUR VALUABLE TIME 😊

Interview Questions

1. Can you describe how digital learning has changed the way you study or complete schoolwork?
2. What types of digital tools or platforms do you use most for learning, and why do you prefer them?
3. Have you ever felt more confident or independent in your learning because of digital tools? If so, how?
4. Do you think digital platforms help you stay better connected with your classmates and teachers? In what ways?
5. While using digital tools, what are the biggest distractions you face, and how do they affect your schoolwork?
6. Have you experienced any physical effects from spending long hours on digital devices, such as tired eyes or headaches?
7. Do you ever feel anxious or pressured to keep up with others online, academically or socially?
8. What are some strategies you personally use to manage your screen time or digital distractions during study?
9. What do you think the school could do to make digital learning more balanced, healthy, and effective for students?
10. If you could change one thing about your digital learning experience, what would it be and why?