



Consequences of the Use of Emerging Artificial Intelligence Technologies on Adolescents' Emotional Well-Being and Adult Mediation: A Quantitative Study

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Annotation. This study analyzes how the use of artificial intelligence (AI) technologies influences the emotional well-being of adolescents, taking gender into account. A non-experimental correlational methodology was employed with a sample of 400 secondary school students, selected using probabilistic sampling. Significant links were found between intensive AI use and higher levels of anxiety and depression, as well as lower self-esteem.

Keywords: *artificial intelligence, mental health, emotional well-being, gender, adolescence, family and teacher support and mediation.*

Introduction

Artificial Intelligence has entered our lives aggressively and forcefully in the educational, work, economic, and even healthcare spheres, but even more so in the lives of adolescents, both boys and girls, regardless of gender. Typically, adolescents access Artificial Intelligence through video games, social media, and virtual platforms. Occasionally, AI algorithms may lead them to age-inappropriate, violent, or humiliating

content that negatively impacts their mental health (Bittle & El Gayar, 2025; Livingstone et al., 2017).

To overcome this problem, it is recommended to investigate whether there is a relationship between the hours adolescents spend consuming AI content through games, social media, or virtual platforms and their mental health, specifically whether this causes them anxiety, emotional imbalance, or decreased self-esteem. In this way, and according to Gillani (2022) and Yan et al. (2023), it is possible to determine whether AI technologies influence academic development and socio-emotional well-being.

Parents and teachers play a fundamental and important role, as they are the ones who must teach adolescents the proper use of AI-based technologies, becoming specialists who teach positive AI management. Therefore, both teachers and professors must be prepared and trained for this purpose, but the reality is quite different. Often, they lack the necessary training and preparation to face this challenge (Aze & Guerrero, 2023).

Another important aspect is knowing how much time adolescents spend using AI through video games, social networks, and digital platforms, as this can affect their health, impacting self-esteem, causing anxiety, or leading to depression. Therefore, research is needed to study the correlation between the time spent using AI technologies and their effects on adolescent mental health (Klarin et al., 2024). Thus, it is recommended that both parents and teachers collaborate and work together to learn how to guide and promote the positive use of these technologies.

We advocate the idea that all research should incorporate, on the one hand, the help and support offered by families and teachers, and on the other hand, determine the effects of these mediations on the habits and consumption of AI technologies in adolescents.

Based on the above, the general objective of this study is to analyze the influence of the use of artificial intelligence-based technologies on the emotional well-being of adolescents based on gender and the decisive role played by adult mediation, both parental and educational, in regulating, guiding, managing, and contextualizing the use of these technologies.

Literature Review

The Detrimental Consequences of Artificial Intelligence on Adolescents.

The integration of AI into social media platforms like Instagram, TikTok, and YouTube is correlated with mental health problems (depression, increased anxiety, and decreased self-esteem) among adolescents. These social networks use AI to determine which content, images, or videos are most suitable for adolescents to view based on

their preferences, promoting unrealistic lifestyles, cultivating an obsession with physical appearance, and fostering social status (Orben & Przybylski, 2019).

Adolescent girls are the ones who experience the most problems in these areas related to image worship and societal expectations. Of course, boys also experience these issues, but to a lesser extent (Buolamwini & Gebru, 2018; Fardouly et al., 2018; Smith, 2020). Regarding this aspect, Twenge et al. (2017) conducted a longitudinal study that demonstrated a correlation between negative mental health in adolescents and the amount of time spent training on AI-based social networks

Verduyn et al. (2017) demonstrated in a study how AI encourages adolescents to persistently make social comparisons of their lifestyles, pursue body image, set unrealistic social goals, and constantly seek approval through the images and videos they post on social media. These obsessive behaviors, of course, affect their emotional health. Other studies specify how these effects can be exacerbated in both girls and boys if the adolescent already has certain personality-related problems and is being raised in a negative family environment. This alarmingly increases the vulnerability of adolescents (Orben & Przybylski, 2019). Regarding this issue, and as Fardouly et al. (2018) specify, the AI algorithm used on social networks such as Instagram and TikTok repeatedly exposes teenagers to perfect body images, causing them to compare their bodies to the unrealistic perfection offered by AI, which leads to dissatisfaction with their own image and, in the worst cases, to unhealthy eating behaviors (anorexia, bulimia, etc.).

Focusing on education and AI, educational platforms that employ AI promote more personalized and motivating learning, but they create a certain dependency that reduces face-to-face social interactions (Luckin et al., 2016). Along the same lines, facial recognition through AI encompasses negative aspects when it must identify people based on their gender and ethnic-cultural characteristics (Buolamwini & Gebru, 2018). These aspects can lead to the development and growth of stereotypes, negative feelings, and perceptions toward people from diverse ethnic-cultural backgrounds, resulting in adolescents experiencing difficulties in developing their own identity based on positive self-esteem (Podadera & González-Jiménez, 2023). This occurs because these technologies are not inclusive and promote the reproduction of stereotypes since, during their development, they were designed and trained by the dominant culture (Huang, 2023).

The interpretation of previous research results leads us to conclude that it is necessary to use AI technologies critically, thoroughly analyzing their ethical, social, and educational aspects, as well as their potential negative consequences. We must understand how the AI technologies we, as teachers or parents, will use meet ethical and social requirements and contribute to the educational development of adolescents. In this way, we can protect adolescents from the misuse of technology. For example, we must convey to adolescents that AI-based technologies collect data about their privacy that can be used fraudulently. For instance, simply posting an image or video

becomes very difficult to delete once someone posts or saves it (Livingstone et al., 2017; Ma & Jiang, 2023; Mauti & Ayieko, 2025; Yan et al., 2023). Furthermore, there are risks of experiencing sexting, cyberbullying, or digital gender violence due to a lack of the necessary information to prevent them and, if they occur, how to react.

The role of parents and teachers in managing AI problems in adolescents

The introduction of AI has transformed education primarily through digital applications and platforms that adapt teaching to the student's specific needs, providing individualized and motivating learning. Despite the positive advantages, teachers must know how to use these new tools to maximize their benefits and reduce negative effects such as technology addiction or the erosion of critical thinking (Luckin et al., 2016).

The use of digital applications and platforms in schools requires parents to also know how to use, manage, and monitor them, but in most cases, they lack these digital skills (Livingston & Helsper, 2008). This situation creates a generational digital divide that hinders effective family communication with their children or how to protect them from the dangers of emerging technologies (Dalouh et al., 2023; 2024). Families and teachers are fundamental to reducing, preventing, and eliminating problems arising from the use of emerging AI-based technologies. A crucial step toward this end is training families in digital literacy and skills, but this commitment should not be limited to parents; it must also involve teachers and teenagers (Berson & Berson, 2006).

Regarding this issue, Wang et al. (2017) propose that it is essential for families to act as mediators in the use of these emerging technologies, establishing guidelines and limits on appropriate use while simultaneously fostering communication and discussion with adolescents about how to use AI in a healthy way. Therefore, families become mediators by specifying, regulating, and monitoring through dialogue with adolescents. Thus, education in digital values and privacy must become an important aspect of the upbringing and education of adolescents, and even from earlier ages, so that they develop emotional and social resilience in the face of the pressures that arise from AI.

According to Wang et al. (2017), it is necessary for the parents of adolescents to become mediators in order to establish rules and limits on the use of AI-based technologies. These rules and limits that regulate and control their use should arise from debate and consensus agreements between parents and adolescents. Thus, education in digital values and privacy must become an important aspect in the upbringing and education of adolescents and even from earlier ages; in this way, they develop emotional and social resilience in the face of the pressure that arises from AI.

Systemic co-responsibility

To achieve this goal, educators must be trained in AI and digital technologies so they can effectively integrate these new technological trends into schools (Luckin et al.,

2016). Critical thinking and socioemotional skills must also be fostered so they can identify and understand the potential negative consequences of AI in their lives and make informed decisions.

As Santiago and Pérez (2022) point out, in addition to the importance and co-responsibility that families and teachers have in this matter, it is necessary to create an open, participatory context of shared responsibility in which families, teachers, students, and, of course, the technological community take measures regarding the proper use of technologies. Furthermore, this open and participatory approach defends the idea that the challenges of AI are not only solved with the collaborative work of families, teachers, students, and the technological community, but also that inclusive policies that postulate the healthy use of AI are necessary.

Method

Following the guidelines of Orben & Prybylski (2019), we have used quantitative correlational research since we were interested in determining the relationship of the use of technologies based on Artificial Intelligence and what the possible consequences are for adolescents, and of course, establishing differences depending on whether they are boys or girls.

Research Architecture

A non-experimental cross-sectional correlational blueprint was deployed. It proves highly instrumental for probing occurrences in their natural environments, bypassing any direct manipulation of variables, therefore upholding genuine observation of participants' actions, plus personal thoughts.

To facilitate data collection, a cross-sectional research design was used to obtain a larger number of data points within a specific time frame. This allowed us to identify whether there is a relationship between the use of emerging AI-based technologies and emotional health (anxiety, depression, self-esteem, and other aspects related to emotional state). We also focused on the role of parents and teachers as mediators in the use of these emerging technologies. The technological behavior of adolescents, their emotional health, and their academic progress have been influenced by the introduction of AI into their lives.

This methodology allowed us to discern correlations among the various factors, independent of establishing causation. It also allowed us to understand how parents teach their children to use these technologies positively, thus determining current educational guidelines and mediations that families provide. Consideration was given to gender, highlighting existing disparities alongside technological particularities and their impact.

Population and sample

The study population consisted of adolescents between the ages of 13 and 17 ($M = 15$, $SD:1.4$) enrolled in urban secondary schools located in the cities of Almería and Granada (Spain)

These cities feature significant cultural diversity due to the presence of immigrant communities from different regions, especially North Africa, Latin America, and Eastern Europe. This provides a relevant intercultural context for analyzing the use of artificial intelligence-based technologies in schools.

To ensure a representative sample, a stratified probability sample was used, using gender, educational level (first, second, and third year of secondary school), and the cultural or ethnic origin of the students as stratification criteria. This last variable was key to considering potential differences in access to, use of, and perception of digital technologies among adolescents from different cultural and socioeconomic backgrounds, given that these factors can influence digital competencies and the way young people relate to AI.

The sample included 400 adolescents, 52% ($n = 208$) girls and 48% ($n = 192$) boys, equally distributed across educational levels. Regarding cultural composition, approximately 25% of the students identified their origin as immigrants or descendants of immigrants, primarily from Morocco, Romania, and Latin American countries.

Data collection instrument

A structured questionnaire was designed for data collection, composed of scales intended to measure variables such as the duration and type of use of technologies with artificial intelligence (social media, video games, educational platforms), as well as levels of anxiety, depression, self-esteem, and perceptions of parental and teacher support in the use of these technologies. This questionnaire was developed by the researcher and subjected to preliminary evaluation by a small group of participants to ensure its clarity and reliability, obtaining Cronbach's alpha coefficients above 0.85.

Procedure

The questionnaire was administered digitally during school hours and family gatherings, ensuring the anonymity and informed consent of all participants. Data collection took place over a period of six months, under the supervision of the researchers, to address any questions and ensure proper application. Permission to conduct the study was requested from the Bioethics Commission of the University of Almería (Code BIO23/027).

Data analysis

Statistics software, version 26, with the purpose of rigorously exploring the relationship between the use of technologies with artificial intelligence and emotional

well-being, academic performance, educational support and sociocultural factors in adolescents.

First, univariate descriptive analyzes were conducted, calculating means, standard deviations, and ranges to characterize the frequency of daily use of AI technologies (such as social media, adaptive video games, and intelligent educational platforms), as well as levels of anxiety, depression, self-esteem, and academic performance. This first stage helped us understand the characteristics of the participants and whether they had any prior risky behaviors that could jeopardize their social well-being. Based on this descriptive data, general profiles of the participants were then developed.

Next, we wanted to determine if there was a relationship between the time adolescents spent using emerging AI-based technologies and their emotional state (anxiety, depression, and low self-esteem). To this end, we conducted a Pearson correlation analysis, and the results indicated a significant relationship between time spent using AI and emotional state. Thus, the more time spent using these emerging technologies, the higher the rates of depression, anxiety, and low self-esteem.

We were also interested in knowing whether the variable of time spent using emerging technologies can significantly predict the emotional state of adolescents, even taking into account their age, gender, and socioeconomic background. Therefore, we applied multiple regressions considering these individual factors.

Of course, we wanted to know if there were significant differences within the sample based on gender and sociocultural context. To access this data, statistical tests were performed using Student's t-tests with independent samples. Indeed, there are significant differences between the time spent using emerging AI-based technologies and educational support.

Next, we wanted to identify if there was any association between the various types of family mediation and the use of emerging technologies. Through a chi-square test, the results indicated a difference in this aspect: families that employ more communicative and reflective mediation with their children experience more positive effects and fewer negative consequences. In contrast, negative consequences increased in immigrant families due to a lack of communicative skills.

These same results were obtained with statistics based on hierarchical regression models for both teachers and parents. This further demonstrates that mediation between families and teachers reduces the negative effects of AI. In addition to these results, a set of variables can be identified that can protect adolescents from the use of AI, such as teacher and family mediation and digital skills training for both groups.

Results

Regarding the relationship between AI-powered technology usage time and emotional well-being (anxiety, depression, self-esteem), one of the central axes of this research has been to explore the relationship between exposure time to AI-based technological platforms and adolescents' emotional well-being. To do so, detailed data were collected on the daily use of algorithmic social networks such as Instagram, TikTok, and Snapchat, video games with adaptive systems, and intelligent educational platforms such as Moodle and Khan Academy (see Table 1). The results show that the average daily use of these technologies was 3.8 hours (SD = 1.4), with a range from 30 minutes to 8 hours per day. This data highlights the high exposure of adolescents to AI-mediated media environments, which raises relevant questions about the cumulative effect of this screen time on their emotional health. The mean anxiety score was 17.1 points (SD = 4.3) 17.1 points (SD = 4.3), within a possible range of 10 to 30, indicating moderate levels. Depression showed a mean of 16.7 (SD = 5.1), also falling within the medium range of concern. Significantly, statistical analyzes revealed a positive correlation between hours of use and anxiety ($r = .32$, $p < .001$), as well as with depression ($r = .29$, $p < .001$). This finding was confirmed by multiple regression, where time of use behaved as a significant predictor of anxiety ($\beta = .31$, $p < .001$) and depression ($\beta = .28$, $p < .001$), even when controlling for sociodemographic variables such as age, gender, and socioeconomic status. Self-esteem averaged 23.7 points (SD = 4.5). It showed a negative correlation with the time of exposure to AI technologies ($r = -.27$, $p < .001$), suggesting that the greater the use, the lower the positive self-perception. These results reinforce the idea that the intensive use of algorithmic technologies can have a negative impact on the emotional stability of adolescents, aligning with recent research that warns about the deterioration of psychological well-being associated with the excessive use of personalized digital environments (Twenge et al., 2020).

Table 1
Use of AI Technologies and Emotional Well-Being

Variable	Mean (M)	Standard Deviation (SD)	Range	Correlation with AI Use	Significance (p)	Beta (Regression)
Daily Use of AI Technologies	3.8 h	1.4	0.5-8 h	—	—	—
Anxiety	17.1	4.3	1-30	$r = .32$	$p < .001$	$\beta = .31$
Depression	16.7	5.1	—	$r = .29$	$p < .001$	$\beta = .28$
Self-esteem	23.7	4.5	—	$r = -.27$	$p < .001$	—

Note. M = mean; SD = standard deviation. Correlations between AI use and well-being. Standardized regression analysis coefficients are beta values.

Regarding the impact of parental and teacher support and mediation, one of the modulating factors explored in this study was the role of support from parents and teachers (see Table 2). Seventy percent of the adolescents surveyed reported some form of parental mediation regarding their use of digital technologies, of which 55% stated they had explicit rules regarding usage time and 40% reported receiving active supervision regarding the content they consumed. Adolescents who reported this type of parental support had significantly lower levels of anxiety ($M = 15.8$ vs. 20.2 ; $t(398) = -7.4, p < .001$) and depression ($M = 14.5$ vs. 19.4 ; $t(398) = -6.8, p < .001$), and higher self-esteem ($M = 25.3$ vs. 21.1 ; $t(398) = 8.2, p < .001$), compared to those who did not have such mediation. These findings point to the protective value of parental involvement, not only as a barrier of control but also as a form of emotional support and guidance. Meanwhile, 65% of students indicated that their teachers encouraged responsible use of AI through digital literacy activities and critical discussions about technology. This group of students achieved higher academic performance (mean of 7.8 out of 10) compared to those who did not have such mediation (6.9), a difference that was statistically significant ($t(398) = 5.2, p < .001$). Furthermore, moderated regression models revealed that parental and teacher support exerted a buffering effect on the negative impact of excessive technology use on mental health. Specifically, the slope of increase in anxiety and depression levels was reduced in the presence of adult support (moderator $\beta = -.22, p = .001$), reinforcing the need for a comprehensive educational approach that includes families and the school as intervention agents.

Table 2
Mediation Between Parents and Teachers

Adult Support Type	% of Adolescents	Anxiety (M)	Depression (M)	Self-esteem (M)	Significance (p)	Academic Performance (M/10)
Some Form of Parental Mediation	70%	—	—	—	—	—
Explicit screen time rules	55%	—	—	—	—	—
Active content supervision	40%	—	—	—	—	—
With Parental Support	—	15.8	14.5	25.3	$p < .001$	—
Without Parental Support	—	20.2	19.4	21.1	$p < .001$	—
Teacher Support (Responsible AI Use)	65%	—	—	—	—	7.8

Adult Support Type	% of Adolescents	Anxiety (M)	Depression (M)	Self-esteem (M)	Significance (p)	Academic Performance (M/10)
Without Teacher Support	—	—	—	—	—	6.9
Moderating Effect of Adult Support	—	Reduced anxiety/depression	—	—	$\beta = -.22$, $p = .001$	—

Note: M = mean. Dashes indicate unavailable data. Significant data refers to comparisons between groups. Academic performance is based on a 0–10 scale.

Another important finding of the study has to do with gender differences (see Table 3). Girls reported significantly more use of AI technologies (M = 4.1 hours) compared to boys (M = 3.5 hours), with a statistically significant difference $t(398) = 3.45$, $p < .001$). This longer exposure time was also associated with worse indicators of emotional health. Specifically, girls presented higher levels of anxiety (M = 18.3 vs. 15.6; $t(398) = 6.1$, $p < .001$) and depression (M = 18.2 vs. 15.0; $t(398) = 5.9$, $p < .001$), as well as lower self-esteem (M = 22.5 vs. 25.1; $t(398) = -5.3$, $p < .001$). Although no significant differences were found in academic performance ($p = .12$), girls rated parental and teacher support more positively (M = 4.1 vs. 3.6; $t(398) = 4.2$, $p < .001$), suggesting greater sensitivity and openness to technologically oriented educational processes.

Table 3
Gender-Based Differences

Variable	Girls	Boys	t-value	Significance (p)
Depression (M)	18.2	15.0	$t = 5.9$	$p < .001$
Self-esteem (M)	22.5	25.1	$t = -5.3$	$p < .001$
Academic Performance (M/10)	—	—	—	$p = .12$
Perceived Adult Support (M)	4.1	3.6	$t = 4.2$	$p < .001$

Note. M = mean. Significant data are from independent-samples t-tests comparing boys and girls.

Discussion and Conclusions

The data has helped us understand, in a comprehensive way, how these emerging, AI-based technologies affect the mental health and academic progress of adolescents. Thus, the more time spent using virtual platforms, social networks, video games, and

apps, the more their mental health will be affected, primarily with increased anxiety and depression, a greater likelihood of suffering from depression, and a decline in self-esteem. This idea has been verified and supported by other research that concludes how excessive use and excessive exposure time negatively impact the mental health of adolescents (Orben & Przybylski, 2019; Twenge et al., 2017). Thus, the more time adolescents spend on social media, the greater the possibility that their mental health will be affected by emotional issues, as they may suffer cyberbullying, adopt unrealistic lifestyles, constantly compare their own lifestyles with those proposed by social media, and search for stereotypes of perfect physical bodies (Fardouly et al., 2018; Kowalski et al., 2014).

Going deeper, the more time adolescents spend using video games, virtual platforms, apps, and social media, the lower their self-esteem will be. Therefore, a detrimental relationship can be established between time spent using social media and its effect on mental health, specifically self-esteem. This conclusion strongly supports the social comparison theory of virtual environments, where adolescents constantly evaluate themselves and compare themselves to others. If the information they obtain is negative, it can affect their mental health (Verduyn et al., 2017). This same author suggests that emerging technologies are not value-free and are a very aggressive mechanism of influence, as they shape the self-esteem, mental health, and identity of adolescents.

As a second conclusion, it is important to specify the mediating role of parents and teachers in guiding and orienting the use of emerging technologies. Thus, mediation is a key element in preventing problems associated with the use of these technologies and, of course, in protecting the mental health and emotional well-being of adolescents (Livingstone & Helsper, 2008; Wang et al., 2017). Research conducted by Luckin et al. (2016) and Santiago and Pérez (2022) suggest that teacher mediation helps adolescents optimize their academic progress through training in digital educational skills, such as understanding the consequences of misusing these technologies and fostering fluid communication between teachers and students about the dangers of AI.

Focusing on the gender variable, there are differences in the use of these technologies. Girls are more affected by digital gender pressure, exhibiting significant concern about their physical appearance and constantly comparing themselves to the feminine social models promoted by emerging technologies. Boys, on the other hand, are more prone to addiction to video games and digital platforms (Smith, 2020; Fardouly et al., 2018). This leads to mental health problems in adolescent girls, reflected in anxiety, depression, and decreased self-esteem. However, girls are more likely to seek protection from their parents or teachers when experiencing these behaviors, which can be seen as a defense mechanism (Boulamwini & Gebru, 2018). Therefore, it is necessary to create intervention programs that take these gender differences into account, as well as programs focused on training parents and teachers in digital literacy and mediation skills. The results indicate that if parents have significant training in these skills, they

will use conversations with their children about the dangers of AI, the development of rules and regulations for the use of AI, for example, the recommended and maximum time to use AI, what to do if they have any doubts or problems, and of course, they will encourage critical thinking.

This research highlights the delicate and dangerous relationship between emerging AI-based technologies and adolescence. It is not enough to simply train parents and families in digital literacy skills so they can act as mediators with teenagers; a further step is essential. This issue must be addressed in the university training of future teachers so they can create working groups with families and communities within schools to prevent these problems.

It also highlights the dangers that AI use poses to adolescents' mental health, but these dangers are amplified in the case of emerging technologies based on computer algorithms. Prolonged use of these emerging technologies exacerbates typical adolescent problems, intensifying them to extremes in some cases. These include identity formation, personality development, social acceptance, social comparison, and peer pressure. While adolescence already presents these challenges, the use of emerging AI-based technologies that utilize computer algorithms disproportionately increases them (Fardouly et al., 2018; Verduyn et al., 2017).

On the other hand, it specifies the importance of parental and teacher mediation in ensuring students use emerging technologies responsibly and appropriately, establishing rules and guidelines for this purpose. For example, discussion and communication on this topic, the development of usage guidelines, and the fostering of critical thinking can reduce negative effects on mental and emotional health. Therefore, adolescents must be taught, through strategies based on critical thinking, about the potential emotional consequences of using these technologies. The role of parents and teachers is fundamental in reducing risks and maximizing benefits, such as optimal emotional development and sound mental health.

In the case of gender, it has been shown that girls can suffer more negative consequences than boys. Given this situation, it is necessary to develop intervention programs and educational policies that take into account this gender-related characteristic. These intervention programs and educational policies should reinforce teacher mediation and support, always in collaboration with parents. In this way, girls acquire defence and protection mechanisms against the adverse effects of AI (Smith, 2020; Buolamwini & Gebru, 2018).

Although the family is a key element in preventing the risks arising from the use of AI-based technologies, there are differences depending on the sociocultural context and origin of the families. For example, immigrant families face more difficulties in these aspects, and it is recommended that intervention programs take these connotations into account to eliminate the digital divide (Santiago & Pérez, 2022).

To delve deeper and conclude, this research helps identify how the use of emerging technologies can affect adolescents, especially with prolonged use, and that these negative effects are further amplified when combined with other factors such as socio-cultural deprivation, the ethnic and cultural background of their families, and the adolescents' gender. Given this situation, it is necessary to develop educational policies and school curricula that integrate this perspective to protect and prevent harm to the mental health and emotional well-being of adolescents. These educational policies and school curricula should be based on the acquisition and development of skills and strategies that protect adolescents from dangers. Fundamentally, they stem from the mediation of families and teachers with adolescents and from the acquisition of digital literacy skills.

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Naujausių dirbtinio intelekto technologijų poveikis paauglių emocinei gerovei ir suaugusiųjų tarpininkavimas: kiekybinis tyrimas

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Santrauka

Šio tyrimo tikslas – išanalizuoti dirbtinio intelekto (DI) technologijų įtaką paauglių emocinei gerovei, atsižvelgiant į lytį ir suaugusiųjų – tiek tėvų, tiek pedagogų – tarpininkavimo svarbą reguliuojant, nukreipiant, valdant ir kontekstualizuojant šių technologijų naudojimą. Atlikus kiekybinį tyrimą, pagrįstą neeksperimentiniu koreliacijos modeliu, kurio imtį sudarė 400 13–17 metų amžiaus vidurinių mokyklų mokinių (52 % merginų ir 48 % vaikų), ir naudojant

klausimyną, kaip duomenų rinkimo metodą, buvo apdoroti duomenys. Rezultatai parodė teigiamą koreliaciją tarp paauglių praleidžiamo laiko naudojantis DI, nesvarbu, ar tai būtų socialiniai tinklai, virtualiosios platformos ar kitos priemonės, ir didesnio nerimo bei depresijos lygio. Kai kuriais atvejais šis nerimas bei depresija kilo stebint ir lyginant kitų gyvenimo būdą su savo, pavyzdžiui, išvaizda ar gyvenimo įpročiais. DI naudojimo pasekmės priklausė ir nuo lyties, merginoms poveikis buvo didesnis, ypač dėl tokio elgesio kaip kibernetinis priekabiavimas ir seksualinio pobūdžio žinutės. Todėl rekomenduojame, kad švietimo politikoje būtų atkreiptas dėmesys į būtinybę mokyti tiek mokytojus, tiek šeimas technologinių įgūdžių, taip siekiant užkirsti kelią problemoms, kurios kyla netinkamai naudojant DI.

Esminiai žodžiai: *dirbtinis intelektas (DI), psichinė sveikata, emocinė gerovė, lytis, paauglystė, šeimos ir mokytojų parama bei tarpininkavimas.*

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