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Understanding Patterns of Technology Engagement among Students: A Latent Profile Analysis

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Poster

Understanding Patterns of Technology Engagement among Students: A Latent Profile Analysis

Abstract

Understanding how students engage with technology in their daily lives requires considering both its role as a tool and its potential to distract from school activities. This study examines technology-related attitudes, perceived utility, and patterns of distraction among 803 middle-school students (mean age = 12.2 years, SD = 0.9; 46.6% male) using Latent Profile Analysis (LPA). Four distinct profiles emerged: (1) minimal technology users, (2) underconfident and unaware but easily distracted users, (3) efficient technology users, and (4) overstimulated technology users. These profiles represent a continuum of technology engagement, balanced against varying levels of distraction. Additionally, the study assessed how students'perceived maternal and paternal support in completing schoolwork influences their profile membership. The findings highlight the dual nature of technology as both a valuable resource and a potential source of distraction from school activities, emphasizing the need for tailored strategies to foster mindful and balanced technology use. Future research should further explore how these profiles interact with broader psychosocial and developmental factors.

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