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A REVIEW ON THE INFLUENCE OF DIGITAL AGE AND EXCESSIVE CURRICULUM ON EMOTION

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ABSTRACT

This review examines the impact of the digital age and excessive curricula on emotional development of students, highlighting both the opportunities and challenges posed by digital technologies and overburdened curricula. While digital devices and resources have the potential to enhance learning experiences by providing interactive, engaging educational content and facilitating access to information, their excessive use can also lead to negative emotional effects, such as increased stress, anxiety, and dependency, hindering students' emotional well-being and development. This is a narrative type of review paper in which previous data is collected from Scopus and google scholars. Additionally, the review underscores the detrimental impact of an intense, overloaded curriculum, which can result in high levels of stress, anxiety, and emotional exhaustion, leaving students feeling overwhelmed and disengaged from the learning process, and negatively affecting their overall mental health and well-being. By drawing on current literature and data, the study offers a comprehensive understanding of the intricate relationship between digital technology, curricular intensity, and emotional well-being, advocating for educational reforms that prioritize a balanced approach, integrating digital tools and designing curricula to support not only academic achievement but also the holistic development and emotional health of students.

INTRODUCTION

Education aims to ignite a passion for learning that lasts a lifetime, going beyond the simple acquisition of knowledge. It gives people the freedom to realize their full potential and change the world in meaningful ways (Dewey, 1930). Education plays a vital role in an individual's life success, influencing opportunities and overall quality of life. It serves as the cornerstone of society, providing economic prosperity, social well-being, and political stability. Our educational journey begins early in life, as we learn basic skills. As we grow older, we continue to develop our education. Education is shaped by our personal characteristics, including how we learn, think, and stay motivated (Idris et al., 2012). Our personal characteristics involved learning style, motivation for learning and emotional intelligence. Emotions are the driving factor behind how we first develop our worldview during our educational journey.

They affect how we interact with learning chances as we move through life, which affects our capacity to take in information and perform well academically (Giardiello, 2013). Emotional intelligence shows up as a key component of journey because it enables us to successfully handle stress, stay focused, and overcome obstacles. Therefore, our education is inextricably linked to our emotional experiences from the outset, emphasizing the critical role that emotions play in determining our course of learning. The emotional development is greatly influence by many factors such as parents' education, culture background, digital age, school curriculum and socio-economic status of family (Saini, 2021a). Human cognitive functions, such as perception, attention, learning, memory, reasoning, and problem solving, are significantly impacted by emotion (Tyng et al., 2017a). In the modern world, the wide range of technology we utilize is altering the way we learn. Our frequent use of computers, phones, and the internet can have an impact on our emotions. Overuse of screens might occasionally cause us to feel anxious, compare ourselves to others, or even feel excluded (Limone & Toto, 2022). However, the knowledge we acquire at school might also have an impact on our

emotions. We may feel content and inspired to learn if the material we're studying is engaging and helps us feel like we belong. However, we may get disinterested or disengaged if the material we're studying doesn't feel significant to us or doesn't connect with our lives (Zumbrunn et al., 2014). These factors influence our emotions, for example a person's tendency to absorb and accept good emotions and sentiments increases the impact and significance of such feelings when they are happy (Kuckartz Pergher et al., n.d.).

Under the general heading of psychology, emotion refers to what is typically thought to be the most biassed component (Thomas & Diener, 1990). According to (Kleinginna Jr & Kleinginna, 1981), (Scherer, 2000), emotions are characterized as complex occurrences involving sets of coordinated psychological processes, encompassing emotional, cognitive, physiological, motivational, and expressive components. Emotions play a central role in our lives and are of interest to everyone. It's illuminating to discuss emotions with everyday people since they are highly interested and knowledgeable about emotional experiences, even though emotions are present at practically every significant event in our lives (Pekrun, 2014). Emotions influence both our personal and professional lives, forming our social interactions and relationships as well as impacting our productivity at work and overall success in life (Tyng et al., 2017b). Emotions might be dismissed as just sentiments, without reasoning or significance. However, some contend that feeling is what makes a person a human. Emotions are said to be the real drivers of our decisions and attitudes (Ben-Ze'ev, 2001).

Based on previous research on emotions, it is evident that they are not only personal experiences, but emotions have a significant influence on our thoughts and interactions with the outside world. Recent research demonstrates the close connection between our thoughts and feelings. (Tyng et al., 2017b) Thoughts have the power to evoke feelings in us. Furthermore, our emotions might influence our thoughts and decision-making (Sanna & Chang, 2006). Emotions assist us in making decisions, remembering details, and comprehending the world around us. The human mind is typically perceived as a conflict between reason, which is cautious and logical, and emotion, which is more impulsive and occasionally illogical (Damasio & Sutherland, 1994). Plato, like other ancient philosophers, proposed that human minds are divided into three categories: thoughts, feelings, and desires (Brosch et al., 2013). Everyone experiences emotions from birth, and as we mature, we learn our own attitudes and values from our community and family (Saini, 2021b). Emotion also facilitates efficient information encoding and retrieval (Meei Tyng et al., 2017). According to Meei Tyng, Emotions are a major factor in our ability to focus on what matters and make judgements. Strong emotions, such as delight or anxiety, might cause us to pay closer attention to what's going on around us.

Furthermore, emotions control our attention, which is essential for efficiently taking in and processing information. An intense level of engagement or emotional investment in a subject increases our attention span and enables us to concentrate more intensely on the material being studied (Phelps, 2006). Better information encoding into memory is made possible by this increased attention, which also improves our entire learning process. Thus, it is essential to comprehend how emotions, attention, and learning interact to maximize instructional techniques and provide a supportive learning environment (Handbook of Research on Student Engagement, n.d.). Emotions are crucial in education because they affect students' motivation, engagement, and general well-being in addition to impacting their learning experiences and academic results (Fredricks et al., 2004a).

Students' learning and performance can be significantly impacted by their emotions. Pupils' emotions govern their focus, impact their drive to acquire knowledge, alter their selection of instructional methods, and influence their ability to self-regulate their learning (Pekrun et al., 2011). In educational environments, emotions are common among students. Students may experience a range of emotions during their academic journey, such as excitement, optimism for success, pride in their achievements, surprise when a new answer presents itself, concern over failing exams, guilt over receiving low scores, or boredom during class (Fredricks et al., 2004b). As part of the complicated multifaceted process of learning, students must use, observe, and control their emotional, cognitive, metacognitive, and motivational processes in response to the task and objective of the learning environment (Azevedo, 2018). Emotions are important in this situation. Attention, perception, memory and metacognition are among the processes that they profoundly influence and drive (Lewis, 2008).

Emotions in children can be impacted by both internal and external factors. Individual Personality and cognitive capacity are internal elements that affect emotions. When it comes to external factors the

environment and children's social connections, school environment, curriculum, family environment and in modern age the use of digitalization can shape how they feel and react to the world around them emotionally(Ortony et al., 1988).The development of stable interactions with others, future employment, motivation, and long-term academic success are all positively correlated with emotional competence in childhood(Denham & Brown, 2010).

Since children's emotions are shaped by both internal and external variables, it is important to consider how these dynamics show up in their day-to-day surroundings. Since they spend a large amount of their time in school, the educational setting becomes an important setting where these emotional impacts are felt (Linnenbrink-Garcia & Pekrun, 2011). It is in school that pupils learn. Students that have a positive school experience feel accomplished and content. Through encouraging pleasant experiences and participation in a variety of activities, schools play a critical role in the growth and happiness of their pupils. But the widespread practice of violence including sexual, psychological, and physical abuse by parents, instructors, and students harms students' health and academic standing. Failing to address these problems in schools has a major adverse impact on kids' academic and emotional health in addition to the school environment (Muhibbin et al., 2023).

Anxiety, boredom, and irritation are among the several emotional states that are linked to tests, exams, homework, and deadlines. Even the topic matter affects feelings, which have an impact on learning and recall (Pekrun et al., 2010). Emotions are influenced by topic matter and might impact an individual's memory and learning capacity. These elements are crucial in the educational field since they undermine the goal of education and may even make it pointless for pupils who experience them (Garner et al., 2019). Today's youth frequently suffer from anxiety and sadness, which is primarily due to pressures from curricula that are not aligned. These mental illnesses are frequently made worse by the strain and stress caused by curriculum mismatch (Hunt & Eisenberg, 2010).

The curriculum also exerts a substantial influence on the educational experiences and achievements of students. The way a curriculum is created and implemented may affect several learning outcomes for students, such as their general wellbeing, skill development, and academic achievement (Maher, 2004). The curriculum plays a pivotal role in the process of education. A curriculum, in the conventional meaning, is the list of subjects that students are required to take. The curriculum may also be seen as a planned and implemented educational program designed to meet the educational objectives of schools. The curriculum, as used in current terminology, refers to all the educational opportunities that students are given when they oversee their studies (Wiyono, 2018).

Students with a curriculum that is appropriate for their mental abilities like studying and perform well academically. But if the curriculum is too difficult, it can negatively impact their general quality of life and mental health (Ransford et al., 2009). Both the academic achievement and emotional health of pupils are adversely affected by a heavy workload, which includes an abundance of curriculum tasks. Their ability to manage their time is strained, which increases stress and lowers interest in their schoolwork. As a result, learning outcomes and academic performance may be negatively impacted by pupils' inability to concentrate and remember knowledge. For kids to study in a friendly and productive atmosphere, workload problems must be addressed (Scully & Kerr, 2014).

Technology is becoming more common in classrooms, but it also presents obstacles. There are concerns that technology might detract from studying, that some pupils would find it difficult to use, and that not everyone has access to it. Devices like iPads, computers, the internet, and social media can really be detrimental to education in four ways: they can deteriorate writing and reading abilities, lessen the personal feel of the classroom, interfere with teacher-student interaction, and even cause kids to feel alone (Rizquna Nabela & Rianto, 2020). Students' emotions can be badly impacted by the heavy use of technology and other variables, which can then have an influence on their memory. Students who experience loneliness and depression may distance themselves from friends and professors, which worsens their mental health and memory (Alhumaid, 2019).

The purpose of this review article is to critically assess the existing issues and prospects in Pakistan's higher education system, as well as to recommend a roadmap for sustainable development. By combining existing studies and identifying gaps in the literature, this report seeks to provide a thorough overview of Pakistan's higher education landscape and to propose methods for improvement.

METHOD

This is a narrative type of review paper in which the major focus was how excessive curriculum and digitalization is damaging the emotions of students. Basically Scopus, science direct and google scholar is used for the searching of related past papers. We divided the search string into two component, firstly how excessive curriculum effect emotions and then the impact of digital age on the emotions of students. We excluded all the articles that were not in English or those that didn't have an open access.

3. RESULTS AND DISCUSSION

3.1 Emotion

3.1.1 Definition of Emotion

Emotion is a multidimensional reaction that includes physiological arousal, subjective experience, and behavioral manifestation. It performs adaptive purposes by influencing thinking processes, decision-making, and social interactions.

According to the American Psychological Association (APA). Emotion is defined as a complex reaction pattern, involving experiential, behavioral, and physiological elements. Emotions are how individuals cope with events or circumstances that are personally relevant (T H E S C I E N C E O F E M O T I O N Exploring the Basics of Emotional Psychology, n.d.). Emotions are the driving factor behind how we first develop our worldview during our educational journey. They affect how we interact with learning chances as we move through life, which affects our capacity to take in information and perform well academically (Giardiello, 2013).

3.1.2 Emotions in Education

As we grow older, we continue to develop our education. Education is shaped by our personal characteristics, including how we learn, think, and stay motivated (Idris et al., 2012). Our personal characteristic involved learning style, motivation for learning and emotional intelligence. Emotional intelligence shows up as a key component of journey because it enables us to successfully handle stress, stay focused, and overcome obstacles. Therefore, our education is inextricably linked to our emotional experiences from the outset, emphasizing the critical role that emotions play in determining our course of learning (Saini, 2021a).

Emotional experiences entail interactions between people and their surroundings. As a result, in most circumstances, there is both a social dimension to an emotional experience and the person's enactment of the specific emotional way of being.

These person-environmental interactions occur when attempting to achieve goals. These goal efforts take happen across a variety of activity contexts. These activity contexts are often structured and repetitious areas where people trade (Tharp, Estrada, Dalton, & Yamauchi, 2000; Tharp & Gallimore, 1988). In education, the action setting is frequently the classroom (Meyer & Turner, 2002). The classroom, like other activity environments, is determined by who is present and available, what they are doing and why, where they are doing it, and when (Tharp & Gallimore, 1988).

Thus, depending on the nature of the transactions within the activity setting, teachers or students may experience a variety of emotions in the classroom. This shows that emotional experiences do not exist solely inside an individual or an environment. This argues that the focus of emotion research should be on the activity setting where person-environment interactions occur (Schutz et al., 2006)

As proposed by Schutz and Davis (2000) and Schutz and DeCuir (2002), objectives, standards, and beliefs are essential organizing structures that serve as the starting point for discussions on the nature of emotions in education. Goals, standards, and beliefs, according to this viewpoint, serve as reference points for individuals and the social groups in which they are embedded in determining where they are in relation to where they want to be (Carver and Scheier, 2000; Powers, 1971; Schutz & DeCuir, 2002; Schutz & Davis, 2000).

Goals, standards, and beliefs serve as reference points for teachers and students as they assess their own success in achieving their goals and maintaining their standards and beliefs during activities (Frijda & Mesquita, 1994; Lazarus, 1991, 1999; Solomon, 1976). As a result, emotions and the capacity for emotional

regulation begin with judgements about objectives, standards, and individuals' opinions of how a goal pursuit is progressing in a certain activity context.

3.1.3 Effect of Emotions on Education

Our education is inextricably linked to our emotional experiences from the outset, emphasizing the critical role that emotions play in determining our course of learning. Positive emotions are necessary for human conduct and adaptability. They promote goal setting, problem-solving, resilience, connection to others, self-regulation, and influence group and national conduct. Positive emotions have often been overlooked in psychology, despite their numerous benefits. Until recently, psychology focused on the negative aspects of human life. Extensive research has focused on psychopathological conduct, negative emotions, and dealing with stress, but less emphasis has been given to adaptive behavior, positive emotions, and proactive coping (Frydenberg 1997; Fredrickson 2001). Traditional views on the role of pleasant emotions in cognition and conduct have emphasized negative impacts rather than their regulating advantages (Aspinwall 1998). This focuses on the positive feelings of optimism and pride, which were previously thought to be merely part of the motivation for achievement. In several research, test anxiety questionnaires have been used to examine the motivation to avoid failure (Atkinson, 1964). Positive emotions among students and instructors are believed to have a crucial role in creating human self-regulation and growth within educational environments. Educational psychology and research have historically overlooked the importance of happy emotions. While test anxiety among students has been extensively examined, pleasant feelings associated to learning and performance have received less attention (Pekrun et al., 2002).

Positive emotions have a substantial impact on education by increasing pupils' motivation, attentiveness, and cognitive performance. When students experience excitement, wonder, or passion, they are more likely to be motivated to actively participate in learning tasks, concentrate better, and demonstrate increased problem-solving and creativity. Furthermore, good emotions promote resilience, allowing kids to effectively deal with academic obstacles and failures. Furthermore, cultivating a pleasant classroom climate based on encouragement and appreciation produces a supportive setting that improves students' general well-being and academic achievement (Seligman et al., 2009). Positive emotions influence students' learning experiences and outcomes. Educators may improve students' motivation, engagement, and cognitive capacities by nurturing happy emotions in the classroom and incorporating them successfully into teaching procedures, boosting academic achievement and well-being (Rowe et al., 2015).

Negative emotions play an important part in teaching. Negative emotions such as irritation, despair, or worry might impair pupils' capacity to study properly. These feelings might stem from a variety of reasons, including academic obstacles, social encounters, or personal issues. Rather than considering negative emotions as barriers to learning, educators should see them as chances for growth and development. Negative emotions can severely impair learning in the classroom. When pupils are frustrated, upset, or anxious, they may struggle to concentrate and grasp new content. These emotions cause distractions, which can lead to diminished motivation and involvement in academic pursuits. Furthermore, prolonged unpleasant emotions might lead to a bad classroom climate, influencing peer interactions and general morale. Furthermore, kids may develop avoidance or aversion to learning tasks, which impedes their academic advancement (Rowe & Fitness, 2018). In certain circumstances, prolonged unpleasant emotions can lead to complete disengagement from school, resulting in low attendance and academic performance. As a result, educators must address and lessen the influence of negative emotions on learning to foster a helpful and conducive learning environment for all students. For example, when students face tough assignments or setbacks, unpleasant emotions such as irritation might indicate that they are struggling with complex concepts or abilities. Educators can help kids develop healthy coping methods and resilience building approaches by recognizing and addressing these emotions. Additionally, experiencing and regulating unpleasant emotions can help to develop emotional intelligence and self-regulation abilities, both of which are necessary for academic performance and general well-being (Beresford et al., 2024).

3.1.4 Factors Influencing Emotion

Emotional development is greatly influenced by many factors such as parents’ education, culture background, digital age, school curriculum and socio-economic status of family. In the modern world, the wide

range of technology we utilize is altering the way we learn. Our frequent use of computers, phones, and the internet can have an impact on our emotions. Overuse of screens might occasionally cause us to feel anxious, compare ourselves to others, or even feel excluded (Limone & Toto, 2022). However, the knowledge we acquire at school might also have an impact on our emotions. We may feel content and inspired to learn if the material we're studying is engaging and helps us feel like we belong and we get the most rewarding feelings when we engage with information that matches our cognitive ability and corresponds with our daily experiences. This link between our studies and our life improves our pleasure of the content by instilling a feeling of relevance and significance in our learning experience. However, we may get disinterested or disengaged if the material we're studying doesn't feel significant to us or doesn't connect with our lives. The load of such incompatible information can cause boredom, worry, and mental and emotional strain. When presented with content that does not correspond with our cognitive preferences, we constantly experience stress, which causes distress and impairs our emotional well-being (Zumbrunn et al., 2014).

3.2 Digital Age

3.2.1 Definition of Digital Age

The digital era (or information age) is defined as "a time when large amounts of information are widely available to many people, largely through computer technology".
The current time in mankind's history is known is digital age or an era of digitalization characterized by widespread usage and dependence on digital technologies such as computers, smart phones, the internet, and other electronic devices (Rifkin, 2014).

There are many areas of human life that have been deeply affected by the digital age. It has changed the way people connect with each other, letting them talk and work together right away, no matter how far away they are. Digital technologies have changed the way people learn by making information easier to find and more fun to use through digital resources and online courses. Business is now done mostly online, which has changed how goods and services are bought and sold. Telemedicine, remote patient monitoring, and digital health records are some of the medical innovations that have made it easier for people to get medical care and better the health of patients (Cortez, 2018). With the rise of streaming services and digital content creation, entertainment has changed, giving people access to a wide range of media and in all places. Digital technologies have also changed transportation, finance, government, and almost every other part of modern life. They have completely changed society in the digital age.

3.2.2 Digitalization In Education

Digital technologies are becoming increasingly prevalent in daily life, contributing to a new knowledge infrastructure. It is described as "a reliable network of people, artifacts, and institutions that generate and maintain the informational resources necessary for humans (Edwards, 2013). For the new generation of digital natives, the Internet is evolving beyond a mere source of information. It has become a multifaceted arena encompassing entertainment, skill acquisition, and career development (D'yakova & Sechkareva, 2019). Digital technologies are increasingly integral to professional and educational practices in the modern world. Like the impact of the 19th-century industrial revolution, the rapid advancement of information and communication technologies is reshaping various aspects of public life (Fenwick & Edwards, 2016). On one hand, there are risks and threats to professional identity and societal dehumanization emerging. On the other hand, new opportunities are arising for enhancing competence levels, fostering individual creativity, and modernizing training methods and approaches.

The digitalization of education is now an essential component of modern specialist training. These trends stem from the escalating importance and quantity of information, as well as the rise in interdisciplinary research and projects. Surveys indicate that contemporary students recognize the necessity of enhancing their competencies in artificial intelligence, big data processing and analysis, and information and communication technologies (Frolova et al., 2020). The shift towards a digital society imposes fresh requirements on both the new competencies of specialists and the process of cultivating these competencies (Chekanov & Neizvestny, 2019). Education grounded in innovative, cutting-edge technologies augments the "market value" of a specialist in the job market (Buryak, 2018). Consequently, there is a pressing need for the implementation and

assessment of novel approaches within the education system, as well as the transformation of existing forms, methods, and technologies of instruction (Demchenko et al., 2021).

The significance of social networks, virtual reality technologies, and Internet applications for today's youth prompts educators to incorporate information and communication technologies into educational practices. However, research findings indicate a considerable variance in educators' assessments of the "usefulness" of digital technologies. While some recognize the advantages of digitalization and acknowledge young people's need to develop digital competencies, others harbor concerns about countering what they perceive as an excessive optimism surrounding digital technologies (Menashy & Zakharia, 2020).

Talking about the positive effect of digital age on education, the advancements in digitalization within the context of the fourth industrial revolution are reshaping the educational landscape, leading to shifts in both learning and working skills. The progression of digital technology presents an opportunity to equip students with tailored learning experiences, positioning them as "Scientists of the Future" who can cultivate knowledge at the intersection of various disciplines (Tan et al., 2020). Thanks to the proliferation of digital devices and the Internet of Things (IoT), the development of learning skills has become more accessible for students and educators alike, with digital resources becoming increasingly integrated into educational practices.

The global socio-economic challenges compel 21st-century higher education institutions to harness digital technologies and big data analytics to facilitate personalized learning experiences within value-added intelligent educational frameworks. This approach fosters a collaborative learning environment where educators select optimal learning models tailored to individual needs, while also fostering community connections to advance skills and collective knowledge. The evolution of the industry 4.0 paradigm, characterized by Control Computing, Big Data, the Internet of Things (IoT), and Cyber-Physical Systems (CPS), integrates intelligent applications and adaptive services to create more seamless environments (Hariharasudan & Kot, 2018).

The proliferation of digital devices simplifies the enhancement of teaching and learning environments. According to (2018), modern 3-D technologies, when computer-controlled, provide superior learning experiences. Integrating 3-D technologies into teaching enhances skills and introduces new methods, thereby increasing employability potential for engineering studies and degrees and stimulating future students' interest in them. The fourth industrial revolution (IR 4.0), often characterized by the integration of Robotics, the Internet of Things, and the Internet of Services, fosters students' abilities and skills through the widespread availability of these devices. However, there remains a gap in the education structure regarding the skills and literacy required to effectively utilize these devices in the learning process (Farrell et al., 2021).

The transformation of education within the framework of IR 4.0 is a pivotal element. While digital technologies enable individual and self-directed learning models that promote empowerment, users still require the skills and abilities to effectively navigate these devices (Molin et al., 2018). Digitalization facilitates independent learning but poses challenges regarding critical learning. Digital technologies significantly impact the learning process, yet literature often inadequately addresses students' critical literacy (Twyman, 2014).

The use of digital devices comes with a heavy price. It shows adverse effects on emotion as well as the learning capability of students. Talking about its effect, the constant presence of digital devices and online platforms can lead to distractions, reducing students' ability to focus and maintain attention during lectures or study sessions while the vast amount of information available online can also overwhelm students, making it challenging to discern credible sources from misinformation and leading to confusion and cognitive overload (Tamim et al., 2011). Relying heavily on digital tools for research and information gathering may reduce students' ability to critically evaluate information and develop independent thinking skills. Excessive use of digital devices and online communication platforms may lead to reduced face-to-face interaction among students, hindering social skills development and fostering feelings of isolation. The anonymity and accessibility of digital platforms can facilitate cyberbullying and online harassment among students, leading to psychological distress and affecting academic performance (Drago, 2015).

Prolonged use of digital devices, such as computers, tablets, and smartphones, can contribute to physical health problems like eye strain, musculoskeletal disorders, and disrupted sleep patterns, impacting students' overall well-being and academic performance. Overreliance on digital tools for learning and problem-solving may result in a dependency on technology, limiting students' ability to adapt to offline learning environments and develop essential life skills (Zheng et al., 2016). Unequal access to digital technology and

internet connectivity among students from different socioeconomic backgrounds can exacerbate educational inequality, widening the digital divide and limiting opportunities for academic success.

3.2.3 Positive Impacts of Digital Age on Emotion

In the rapidly evolving landscape of digitalization, numerous studies have shed light on its positive impact on human emotions. Vogel et al. conducted a comprehensive study on the role of social media platforms in fostering social connections and emotional support networks. They found that frequent engagement with online communities leads to heightened feelings of belongingness and camaraderie among users, positively impacting their emotional state (Vogel et al., 2014). Investigating the effects of digital communication tools on interpersonal relationships, Livazović and Ham highlighted the positive influence of platforms like instant messaging and video calls. Their research revealed that these technologies facilitate seamless communication, enabling individuals to maintain meaningful connections irrespective of geographical barriers, thereby promoting emotional wellbeing (Livazović & Ham, 2019).

Cai et al. focused on the burgeoning field of digital mindfulness applications and their impact on emotional regulation. Their findings suggested that regular practice of mindfulness techniques through digital platforms enhances self-awareness and stress management skills, leading to improved emotional resilience and overall well-being (Cai et al., 2023). De Vecchi et al. explored the use of digital storytelling as a therapeutic tool for individuals experiencing emotional distress. Through interactive narratives and multimedia elements, participants were able to express and process their emotions effectively, resulting in cathartic experiences and psychological healing (De Vecchi et al., 2017).

Examining the role of digital gaming in emotional development, Schettler et al conducted a longitudinal study on adolescents. They observed that immersive gaming experiences provide a platform for emotional expression and regulation, fostering resilience and coping skills among players (Schettler et al., 2023). Bosman et al. investigated the impact of digital art therapy on emotional well-being among diverse populations. By engaging in creative activities facilitated by digital tools, participants reported reduced stress levels, increased self-esteem, and a sense of accomplishment, indicating the therapeutic potential of digital art interventions (Bosman et al., 2021).

Meyerbröker & Emmelkamp explored the use of virtual reality (VR) technology in exposure therapy for individuals with anxiety disorders. Their research demonstrated that immersive VR environments offer a safe and controlled space for exposure to anxiety-inducing stimuli, leading to desensitization and symptom reduction over time (Meyerbröker & Emmelkamp, 2010). Fortuna et al. investigated the efficacy of digital peer support groups in promoting emotional well-being among individuals with chronic illnesses. Through online forums and virtual communities, participants received empathetic support and practical advice, alleviating feelings of isolation and fostering a sense of belonging (Fortuna et al., 2020).

Hides et al. examined the impact of digital music streaming platforms on mood regulation and emotional expression. Their findings suggested that personalized music playlists and algorithm-based recommendations enhance listeners' ability to modulate their emotional states, providing a source of comfort and empowerment (Hides et al., 2019). Sarcinella et al conducted a meta-analysis on the effects of digital nature experiences, such as virtual hikes and nature simulations, on emotional well-being. Their study revealed that exposure to digital nature environments elicits positive emotions and reduces stress levels, offering therapeutic benefits comparable to real-life nature experiences (Sarcinella et al., 2024).

Through the meticulous research conducted by these scholars, it is evident that digitalization holds tremendous potential in enhancing emotional well-being across diverse populations. From fostering social connections to facilitating mindfulness practices and creative expression, digital technologies offer innovative avenues for promoting positive emotions and psychological resilience in the digital age.

3.2.4 Negative Impact on Emotions

Conversely, digitalization has been associated with various negative effects on emotions. Research by Twenge, Campbell, and Martin (2018) indicated a significant rise in anxiety and stress levels among adolescents, correlating with increased screen time and digital device usage. Excessive exposure to digital media, particularly social networking sites, has been linked to heightened anxiety due to factors such as fear of missing out (FOMO), cyberbullying, and social comparison (Twenge et al., 2018). Studies by Primack et

al. (2017) and Shakya and Christakis (2017) revealed a strong association between heavy social media use and depression among young individuals. Prolonged engagement with digital platforms can lead to feelings of social isolation, as face-to-face interactions are replaced by virtual communication. Moreover, the curated nature of social media content often creates unrealistic expectations, contributing to depressive symptoms (Primack et al., 2017)

Research conducted by Hinduja and Patchin (2018) highlighted the detrimental impact of cyberbullying on psychological well-being. The anonymity and accessibility afforded by digital platforms facilitate online harassment, leading to increased levels of psychological distress, including anxiety, depression, and even suicidal ideation, among victims (Patchin & Hinduja, 2010). Investigations by Kuss and Griffiths (2017) shed light on the concept of digital addiction and its adverse effects on emotional regulation. Excessive engagement with digital devices, gaming, or social media can impair impulse control mechanisms, leading to addictive behaviors and heightened emotional reactivity. Individuals may experience withdrawal symptoms and mood disturbances when deprived of digital access (Kuss & Griffiths, 2017). Findings from studies by Rosen (2018) and Junco (2012) emphasized the negative impact of digital multitasking on attention span and cognitive load. Continuous exposure to digital stimuli, such as notifications, emails, and social media updates, can overwhelm the brain's capacity to process information effectively, leading to stress, frustration, and reduced productivity (Gazzaley & Rosen, 2016).

Research by Gradisar et al. (2013) and Cain and Gradisar (2010) highlighted the detrimental effects of screen exposure on sleep quality and quantity. The blue light emitted by digital screens interferes with the production of melatonin, disrupting the sleep-wake cycle and leading to sleep disturbances, insomnia, and daytime fatigue, ultimately impacting emotional well-being (Cain & Gradisar, 2010). Studies by Turkle (2015) and McDaniel and Coyne (2016) explored the impact of digital communication on interpersonal relationships. Overreliance on digital communication methods, such as texting and social media messaging, can lead to shallow interactions and a lack of emotional depth in relationships. This may result in feelings of loneliness, disconnection, and emotional dissatisfaction (Turkle, 2016). Research by Fardouly et al. (2015) and Perloff (2014) highlighted the role of digital media in shaping body image perceptions and self-esteem. Exposure to idealized and unrealistic body standards portrayed on digital platforms, such as Instagram and Snapchat, can contribute to negative body image issues, eating disorders, and diminished self-esteem, particularly among adolescents and young adults (Fardouly et al., 2015; Perloff, 2014).

Investigations by Konrath et al. (2011) and Verduyn et al. (2015) investigated the impact of digital communication on empathy levels and emotional intelligence. Over-reliance on digital communication methods may hinder the development of empathy skills, as non-verbal cues and emotional nuances present in face-to-face interactions are often lost in digital exchanges. This can lead to a decline in emotional intelligence and interpersonal empathy, impacting emotional well-being (Konrath et al., 2011; Verduyn et al., 2015). Studies by Przybylski et al. (2013) and Tandoc et al. (2015) examined the phenomenon of Fear of Missing Out (FOMO) and its association with negative emotions. Constant exposure to curated and idealized representations of peers' lives on social media platforms can evoke feelings of inadequacy, envy, and social comparison, leading to heightened stress and emotional dissatisfaction (Przybylski et al., 2013; Tandoc Jr et al., 2015).

3.3 Excessive Curriculum

3.3.1 Definition

The course offered by an educational institution or one of its branches. The curriculum includes all the course offerings and other experiences which have relevance to the student’s attainment of specified academic goals, a small set of ideas which comprise a means of structuring the association of the students and teacher, toward the aim of nurturing the personal development of the students (Sprandel, 1975).

3.3.2 Curriculum and Emotions

Since children's emotions are shaped by both internal and external variables, it is important to consider how these dynamics show up in their day-to-day surroundings. As they spend a large amount of their time in school, the educational setting becomes an important setting where these emotional impacts are felt (Linnenbrink-Garcia & Pekrun, 2011).

Good curriculum management will create a conducive learning environment. At the same time, emotional intelligence will help individuals manage their emotions and interact well with others. In educational environments, emotions are common among students. Students may experience a range of emotions during their academic journey, such as excitement, optimism for success, pride in their achievements, surprise when a new answer presents itself, concern over failing exams, guilt over receiving low scores, or boredom during class (Fredricks et al., 2004b).

Anxiety, boredom, and irritation are among the several emotional states that are linked to tests, exams, homework, and deadlines. Even the topic matter affects feelings, which have an impact on learning and recall (Pekrun et al., 2010). Emotions are influenced by topic matter and might impact an individual's memory and learning capacity. These elements are crucial in the educational field since they undermine the goal of education and may even make it pointless for pupils who experience them (Garner et al., 2019)

The curriculum plays a pivotal role in the process of education. A curriculum, in the conventional meaning, is the list of subjects that students are required to take. The curriculum may also be seen as a planned and implemented educational program designed to meet the educational objectives of schools. The curriculum, as used in current terminology, refers to all the educational opportunities that students are given when they oversee their studies (Wiyono, 2018). Students with a curriculum that is appropriate for their mental abilities like studying and perform well academically. But if the curriculum is too difficult, it can negatively impact their general quality of life and mental health (Ransford et al., 2009)

Several studies have demonstrated a strong correlation between burden curriculum and negative emotional outcomes among students. Research by Liao and Lerner (2013) found that students enrolled in schools with a heavy emphasis on standardized testing and academic competition reported higher levels of stress and anxiety. Similarly, a study highlighted the detrimental effects of excessive homework and pressure to excel academically on students' mental health (Liao et al., 2024).

Students' emotional well-being is closely tied to their academic experiences. A difficult curriculum can lead to emotions of overload, fatigue, and disengagement, compromising students' general well-being. Zhang et al. performed qualitative research in which students felt irritation and tiredness because of their curriculum's demanding character, leading to decreased motivation and interest in studying (Zhang et al., 2007).

While the load of the curriculum might have a negative impact on students' emotions, some research shows that specific coping methods can help to lessen these impacts. For example, Hsu & Goldsmith discovered that students who practiced mindfulness had lower levels of stress and increased emotional resilience. Similarly, therapies that emphasize self-regulation skills and stress management approaches have shown promise in lowering the emotional load of academic obligations (Hsu & Goldsmith, n.d.).

Workload, student conduct, and employment conditions all influence anxiety and perceived stress. According to the study a significant absence of administrative assistance is the single most important factor raising anxiety. People with low work satisfaction are more likely to experience burnout, anxiety, and depression (Salmela-Aro & Upadyaya, 2014). Student stress increases student anxiety and may elicit rage, exacerbating anxiety. Individuals with high anxiety levels also reported significant degrees of burnout. Furthermore, some studies reveal a very high incidence of stress (100%), anxiety (67.5%), and depression (23.2%) among students, highlighting the need for research and treatments to address this crucial issue (*Pmc_9518388*, n.d.).

3.4 Dynamics of The Relationship Between Digital age, Excessive Curriculum, and Emotion

In today's educational world, the dynamic interaction between the digital age, excessive curriculum, and emotions is complex and deep. The digital age has transformed education, providing unprecedented access to knowledge, interactive materials, and collaborative platforms. However, the profusion of digital materials has aided in the expansion of an already overburdened curriculum. As educators work to incorporate digital tools and technology into their teaching practices, there is a propensity to broaden the curriculum to include these new aspects, resulting in a crowded and overwhelming educational experience for students. In this setting, emotions play a critical role, acting as both a trigger and a result of the interaction between the digital age and an overloaded curriculum. Students are constantly bombarded with information, assignments, and tests, which causes stress, anxiety, and dissatisfaction. The strain of traversing a complicated digital ecosystem

while fulfilling the expectations of an overloaded curriculum can elicit a variety of emotional reactions in students, affecting motivation, engagement, and well-being (MOMTAZ, 2016).

Furthermore, the digital environment can have an impact on kids' emotional states, with screen time, social media usage, and online interactions all playing a role. The seamless integration of technology into all aspects of academic life blurs the distinction between studying and recreation, creating feelings of overload and burnout. In contrast, emotions determine how students interact with digital technologies and educational information. Positive emotions like curiosity, excitement, and confidence can improve learning results by encouraging deeper engagement and information retention. Negative emotions, on the other hand, might operate as a learning stumbling block, slowing cognitive processes and academic success. The interaction between the digital age, excessive curricula, and emotions is fluid and diverse. While technology provides several opportunities for learning and growth, its incorporation must be weighed against curriculum design and emotional well-being. By creating a climate that encourages digital literacy, curricular coherence, and socio-emotional learning, educators may equip students with the resilience and agency they need to negotiate the difficulties of the digital age (LenkaMBA & Professor, 2021).

CONCLUSION

The review highlights the significant impact of the digital age and the structure of educational curricula on the emotional well-being of students in primary and secondary education settings in Pakistan. While digital technologies offer considerable benefits for enhancing learning experiences, their excessive use is linked to negative emotional consequences, such as heightened stress, increased anxiety, and reduced attention spans, which can hinder students' emotional and psychological development. Moreover, the review underscores the detrimental effects of an overly demanding curriculum on students' emotional health, leading to elevated stress levels, emotional fatigue, and a decline in academic performance. Addressing these issues requires a multifaceted approach, including the integration of digital technologies in a controlled and mindful manner, and curriculum reforms to create a more supportive and emotionally healthy educational environment. Future research should focus on developing and implementing strategies to mitigate the adverse effects of digital technology overuse and curriculum overload, such as setting limits on screen time, incorporating regular breaks and physical activities, and designing curricula that allow for a more balanced and less stressful learning experience, prioritizing the holistic development of students.

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