

UTeM Careconnect: Web-Based Emotional Wellbeing Monitoring for Higher Education

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ABSTRACT

In recent years, concerns related to student emotional wellbeing have become increasingly prominent in higher education. Many students face ongoing academic pressure, social expectations, and personal challenges, which can negatively affect both their academic performance and overall development. Despite this, support systems in many institutions still tend to operate in a reactive manner, where assistance is typically provided only after students actively seek help. This limits the potential for early detection and timely intervention. This study explores the development of UTeM CareConnect, an integrated web-based platform designed to support continuous emotional wellbeing monitoring and early intervention. The platform enables students to record their daily mood and complete self-assessments using instruments such as the Depression Anxiety Stress Scales (DASS). At the same time, Academic Advisors and counsellors are able to observe emotional trends through a centralized dashboard supported by learning analytics. In addition, the system incorporates alert notifications, data visualization features, and structured communication tools. These components allow advisors and counsellors to respond more effectively to students who may require support. By bringing these functionalities together within a single platform, the system aims to improve coordination and decision-making in student wellbeing management. The platform was developed using the System Development Life Cycle (SDLC) with a prototyping approach to support continuous refinement throughout the development process. Initial testing demonstrated that the system functions reliably and is capable of supporting the intended monitoring and communication processes. In addition, the usability evaluation showed positive user responses in terms of ease of use, usefulness, and overall user experience. The study also emphasizes the importance of balancing usability, emotional support functionality, and ethical considerations in the development of digital wellbeing platforms. Overall, the findings suggest that integrated digital platforms have strong potential to support a more proactive, coordinated, and structured approach to student wellbeing management in higher education environments.

Keywords— Emotional Wellbeing, Learning Analytics, Higher Education, Web-Based Platform, Student Support System, Early Intervention

INTRODUCTION

Student emotional wellbeing is increasingly recognised as an important issue in higher education, particularly as students navigate academic demands alongside social and personal pressures. Previous studies have shown that emotional challenges such as stress and anxiety can influence students' academic engagement, motivation, and overall quality of life.

Although counselling services are widely available in universities, they are often accessed only when students

are already experiencing noticeable distress. In practice, this means that support is largely reactive rather than preventive. Some students may not be aware of their emotional condition at an early stage, while others may hesitate to seek help due to stigma or uncertainty.

Another issue is the lack of continuous monitoring within existing systems. Without a structured mechanism to track emotional wellbeing over time, it becomes difficult for institutions to identify early warning signs. As a result, intervention may occur only after problems have become more serious.

Recent developments in digital technologies have created new opportunities to address these challenges. Web-based platforms and learning analytics tools allow institutions to collect and analyse data more efficiently. These tools can provide insights into behavioural patterns and emotional trends, supporting more informed decision-making.

However, many current systems remain limited in scope. Some focus primarily on academic performance, while others offer communication tools without structured monitoring. In many cases, emotional tracking, analytics, and counselling services are handled separately rather than as part of an integrated system.

To address these limitations, this study introduces UTeM CareConnect, a web-based platform designed to support continuous emotional monitoring and facilitate earlier, more coordinated intervention in higher education settings.

Therefore, this study aims to develop and evaluate an integrated web-based emotional wellbeing monitoring platform that supports early intervention, coordinated student support, and more proactive wellbeing management within higher education environments.

LITERATURE REVIEW

Student emotional wellbeing and mental health have received growing attention in recent years, particularly within higher education environments. Research suggests that mentoring and support systems can positively influence students' academic engagement and personal development by providing both academic guidance and emotional support.

Despite this, traditional counselling and mentoring approaches tend to be reactive. In most cases, students are expected to initiate help-seeking behaviour, which may not always occur. This limitation highlights the importance of developing more proactive approaches that support continuous monitoring.

Recent studies have explored the use of digital technologies for emotional monitoring. For example, mobile applications and sensor-based systems have been used to track mood and behavioural patterns. While these approaches offer useful insights, they are often implemented as standalone solutions and are not fully integrated into institutional systems.

At the same time, web-based platforms have become widely adopted in education due to their accessibility and flexibility. These platforms allow users to interact with systems at any time and provide a centralized environment for managing information. However, their primary focus is often on academic functions rather than emotional support.

Learning analytics has also emerged as an important tool for understanding student behaviour. By analysing data from multiple sources, institutions can identify trends and detect potential risks. When combined with decision support systems, these insights can assist advisors and counsellors in making more informed decisions.

In addition, digital counselling platforms have improved access to mental health support by enabling online communication between students and professionals. However, these systems often operate independently and are not directly linked to monitoring or analytics components.

More recent studies have further highlighted the importance of integrating digital wellbeing systems with learning analytics and emotional support mechanisms. Gašević et al. (2015) explained that learning analytics technologies can improve student engagement and support personalized educational experiences through better monitoring and feedback processes. Similarly, Tsai and Gašević (2017) discussed the role of learning analytics in helping institutions identify at-risk students and support educational decision-making.

Research on digital mental health interventions has also expanded significantly in recent years. Harrer et al. (2019) demonstrated that internet-based mental health interventions improve accessibility to emotional support among university students. Meanwhile, Winkler et al. (2021) highlighted the growing role of digital support systems in improving coordination and communication within educational and counselling environments. More recently, Freccero et al. (2025) reported that students generally support integrated wellbeing monitoring systems that provide early support and mental health assistance.

To provide a clearer understanding of existing research trends and limitations, a synthesis of studies related to emotional wellbeing monitoring, learning analytics, and digital counselling systems is presented in Table I (see Table I).

Table I. Literature Synthesis On Student Mental Health And Digital Support Systems

Author (Year)	Focus Area	Key Findings	Limitations	Research Opportunity
Jacobi (1991)	Mentoring	Supports academic and personal development	Conceptual only	Digital mentoring platforms
Crisp & Cruz (2009)	Mentoring	Improves student engagement	Limited technological integration	System-supported mentoring
Allen & Eby (2011)	Mentoring	Enhances professional growth	Informal structure	Structured digital systems
Topping (2005)	Peer learning	Improves academic performance	Coordination challenges	Automated matching systems
Hrastinski (2008)	Online interaction	Enhances engagement	No emotional monitoring	Integrated systems
Siemens & Long (2011)	Learning analytics	Supports decision-making	No emotional data	Integration with wellbeing systems
Baker (2014)	Educational analytics	Identifies at-risk students	Focus on academic data	Inclusion of emotional indicators
Wang et al. (2014)	Behavioral monitoring	Identifies student patterns	Limited scope	Comprehensive monitoring systems
Saeb et al. (2015)	Mental health detection	Predicts depressive symptoms	Limited real-time capability	Real-time monitoring
Mohr et al. (2017)	Digital mental health	Improves accessibility	Fragmented systems	Integrated platforms
Andersson & Titov (2014)	Digital counselling	Improves access to mental health support	Limited integration	Integrated counselling systems
Ebert et al. (2015)	Online CBT	Effective for anxiety and depression	Standalone implementation	Integration with monitoring systems
Harrer et al. (2019)	Internet mental health intervention	Improves emotional support accessibility	Limited institutional integration	Integrated student wellbeing systems
Winkler et al. (2021)	Digital mental health services	Enhances communication and support coordination	Limited analytics integration	Connected support ecosystems
Freccero et al. (2025)	Learning analytics for mental health	Students support integrated wellbeing monitoring	Early-stage implementation	AI-assisted wellbeing platforms

Table I provides a synthesis of prior studies across mentoring, emotional wellbeing monitoring, learning analytics, and digital counselling systems. Overall, the literature reflects a gradual shift in the evolution of research, beginning with conceptual and theoretical frameworks on mentoring and student development (Jacobi, 1991; Crisp & Cruz, 2009), followed by the emergence of technology-driven approaches such as emotional monitoring and mobile sensing (Wang et al., 2014; Saeb et al., 2015).

More recent studies have increasingly emphasized data-driven approaches through learning analytics, digital mental health systems, and online intervention platforms. Studies by Siemens and Long (2011), Baker (2014), and Gašević et al. (2015) highlighted the growing role of analytics in supporting educational decision-making and student monitoring. At the same time, research by Harrer et al. (2019), Winkler et al. (2021), and Freccero et al. (2025) demonstrated the increasing adoption of digital wellbeing and mental health support systems in higher education environments.

Despite these advancements, the synthesis reveals a consistent limitation across the literature. Most studies focus on a single dimension—either monitoring, analytics, or counselling—without integrating these components into a unified system. As a result, many existing solutions still operate independently, limiting their effectiveness in supporting comprehensive student wellbeing management.

This fragmentation highlights a significant gap in the development of integrated platforms that combine emotional monitoring, learning analytics, counselling support, and intervention mechanisms within a centralized environment. Addressing this gap, the present study proposes UTeM CareConnect as a holistic solution that integrates these components within a single web-based platform.

Research Gap Analysis

The analysis of existing studies shows limited integration between emotional monitoring, counselling, and decision-making tools. To provide a clearer understanding of the limitations of existing studies and to systematically identify research opportunities, a structured gap mapping analysis is presented in Table II (see Table II).

Table II. Research Gap Mapping From Previous Studies

Study	Contribution	Limitation	Opportunity
Crisp & Cruz (2009)	Mentoring	No system	Digital integration
Wang et al. (2014)	Monitoring	Limited scope	Full system
Siemens & Long (2011)	Analytics	No emotional data	Integration
Harrer et al. (2019)	Digital mental health intervention	Limited institutional coordination	Centralized wellbeing platform
Winkler et al. (2021)	Digital support services	Limited analytics support	Integrated counselling analytics
Freccero et al. (2025)	Wellbeing analytics	Early-stage implementation	AI-assisted intervention systems

Table II presents a structured mapping of research gaps identified from previous studies, highlighting the progression from conceptual approaches to technology-assisted solutions. Early work in mentoring and collaborative learning established the importance of academic and emotional support but lacked system implementation. Subsequent studies introduced digital monitoring and analytics capabilities, demonstrating the potential of data-driven approaches in identifying at-risk students. However, these advancements remain largely fragmented, with systems developed as standalone solutions that address only specific aspects of student wellbeing.

A critical observation from Table II is the absence of integration across key functional components, particularly the combination of emotional monitoring, learning analytics, and counselling support. While

monitoring systems can detect behavioral patterns, they often lack mechanisms for intervention. Similarly, digital counselling platforms improve accessibility but are not supported by real-time data insights. This disconnect limits the ability of institutions to provide timely and coordinated support.

More recent studies have started exploring integrated wellbeing systems and digital mental health platforms. However, many of these systems remain limited in scope, implementation, or institutional integration. In addition, only a small number of studies have explored the use of AI-assisted approaches for proactive emotional wellbeing support in higher education environments.

Therefore, the identified research gap strongly supports the need for an integrated platform such as UTeM CareConnect, which aims to combine emotional monitoring, learning analytics, counselling support, and intervention mechanisms within a centralized web-based environment to support a more proactive and data-driven approach towards student wellbeing management.

METHODOLOGY

The development of the UTeM CareConnect platform followed the System Development Life Cycle (SDLC) approach. This approach was selected as it offers a structured framework for system development, beginning with problem identification and continuing through to implementation and testing. In addition, a prototyping strategy was adopted to allow incremental improvements throughout the development process.

The initial stage focused on identifying key issues related to student emotional wellbeing in higher education. Based on existing literature and current institutional practices, it was observed that most universities continue to rely on reactive counselling approaches. Students typically seek assistance only after experiencing significant levels of stress, and there is often no mechanism for continuous monitoring of emotional conditions. Furthermore, communication between students, academic advisors, and counsellors is frequently unstructured. These limitations informed the need for a web-based platform capable of supporting continuous monitoring and early intervention.

Following this, system requirements were defined based on user needs. The platform was designed to support student emotional wellbeing monitoring through features such as user authentication, mood tracking, DASS-based self-assessment, and communication support between students, academic advisors, and counsellors. At the same time, academic advisors and counsellors are provided with access to a dashboard that allows them to monitor student data, identify potential concerns, and communicate with users when necessary. In addition to these core functions, the system was designed to be accessible through a web browser, user-friendly, and capable of handling data securely. In addition, basic considerations related to user privacy and controlled access were incorporated during system development to ensure that emotional wellbeing information could only be accessed by authorized users within the platform.

The system design phase translated these requirements into a structured model. The overall conceptual framework is presented in Figure 1, where students provide input through mood tracking and self-assessment, and the system processes this information to support monitoring and intervention by advisors and counsellors.

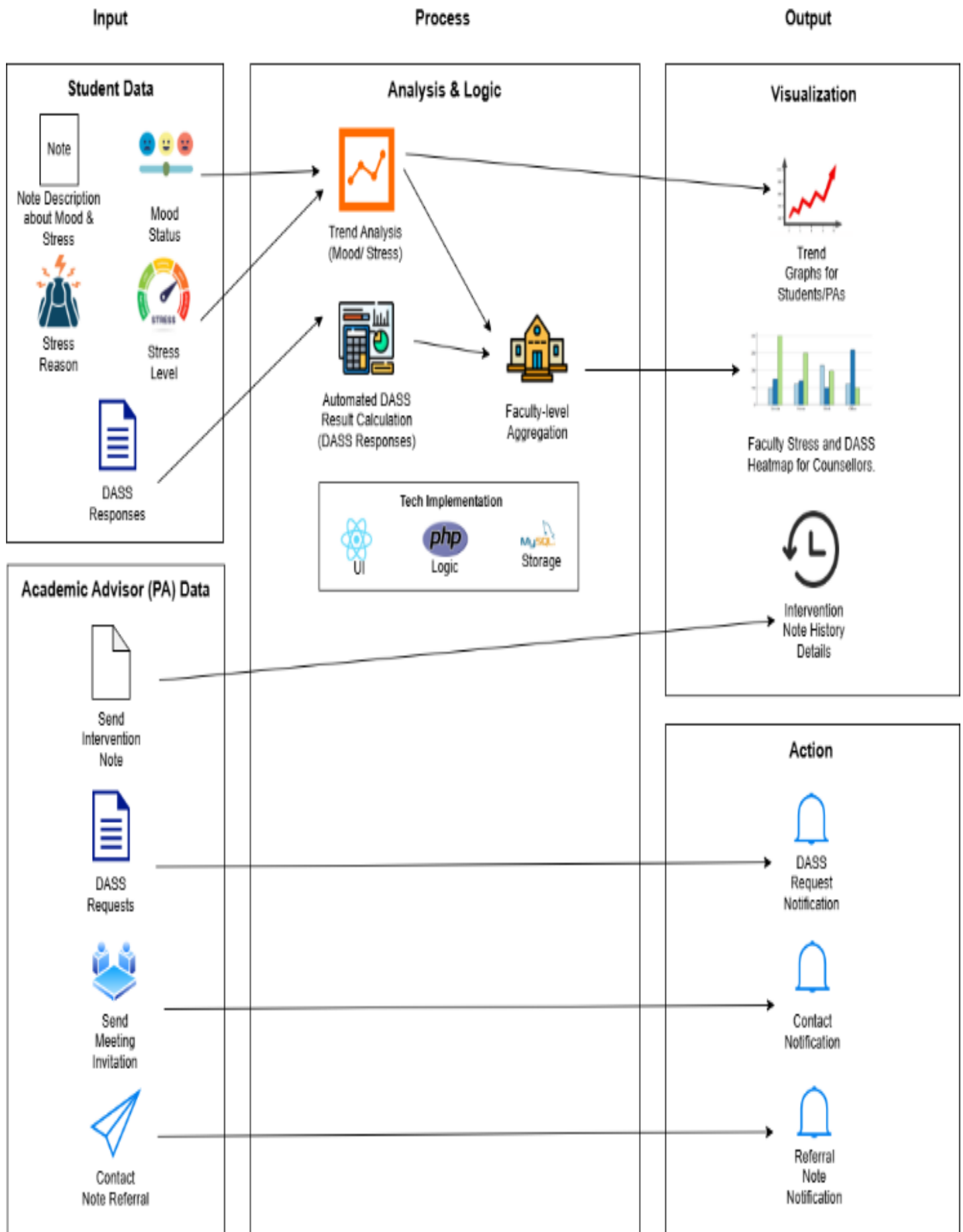


Figure 1. Conceptual Framework of UTeM CareConnect Platform

The system architecture is illustrated in Figure 2, which outlines a layered structure consisting of the user interface, application logic, and database components. This design supports efficient data processing and allows for future system expansion.

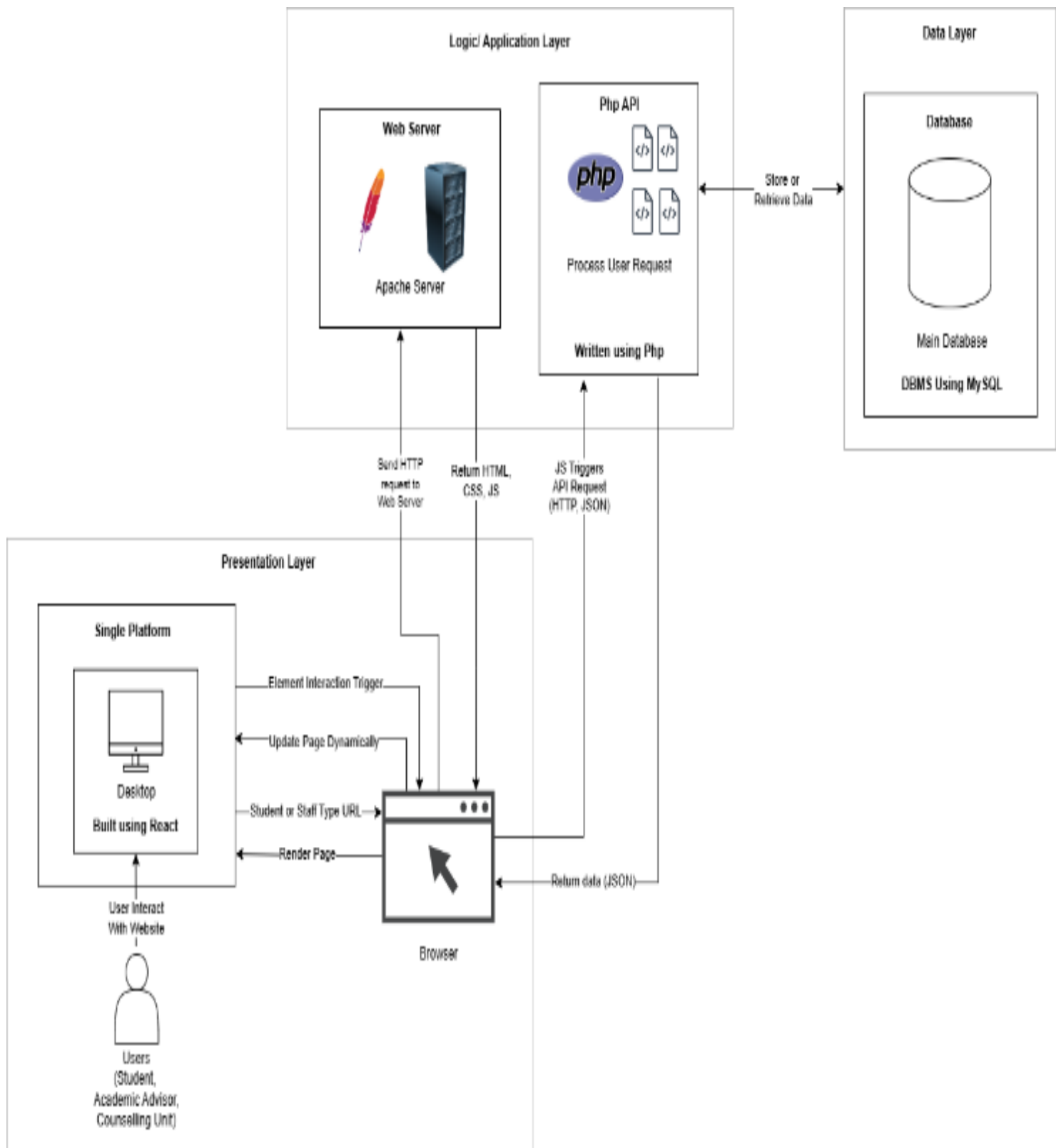


Figure 2. System Architecture of UTeM CareConnect Platform

The operational flow of the system is shown in Figure 3. The process begins with user authentication, followed by data input through mood tracking or assessment. The system then analyses the data and triggers alerts when necessary, enabling advisors and counsellors to respond appropriately.

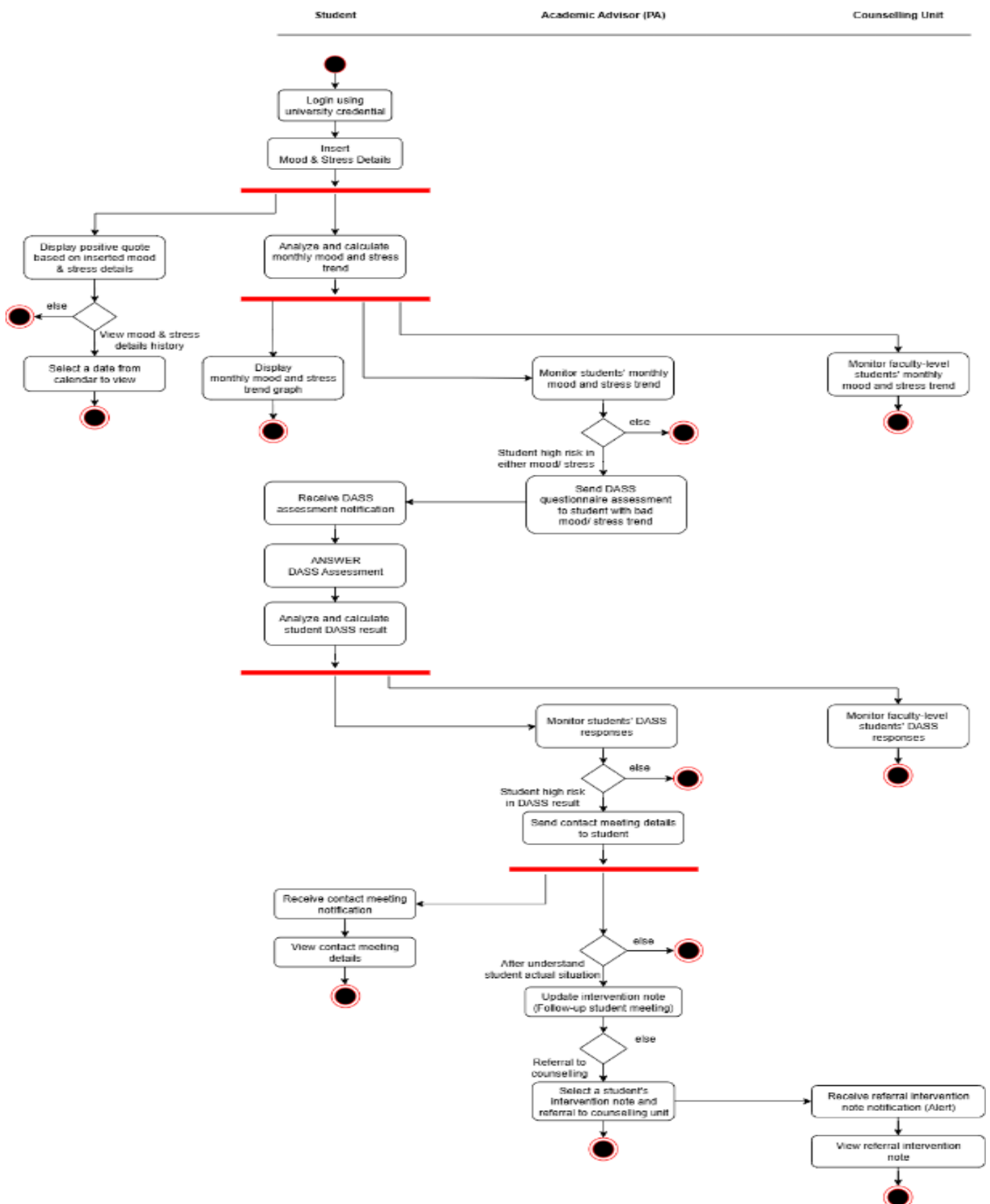


Figure 3. System Workflow of UTeM CareConnect Platform

User interactions within the system are represented in the use case diagram in Figure 4. The platform involves three primary user roles: students, academic advisors, and counsellors. Students input their emotional data and

communicate when required, while advisors and counsellors monitor and provide support based on system insights.

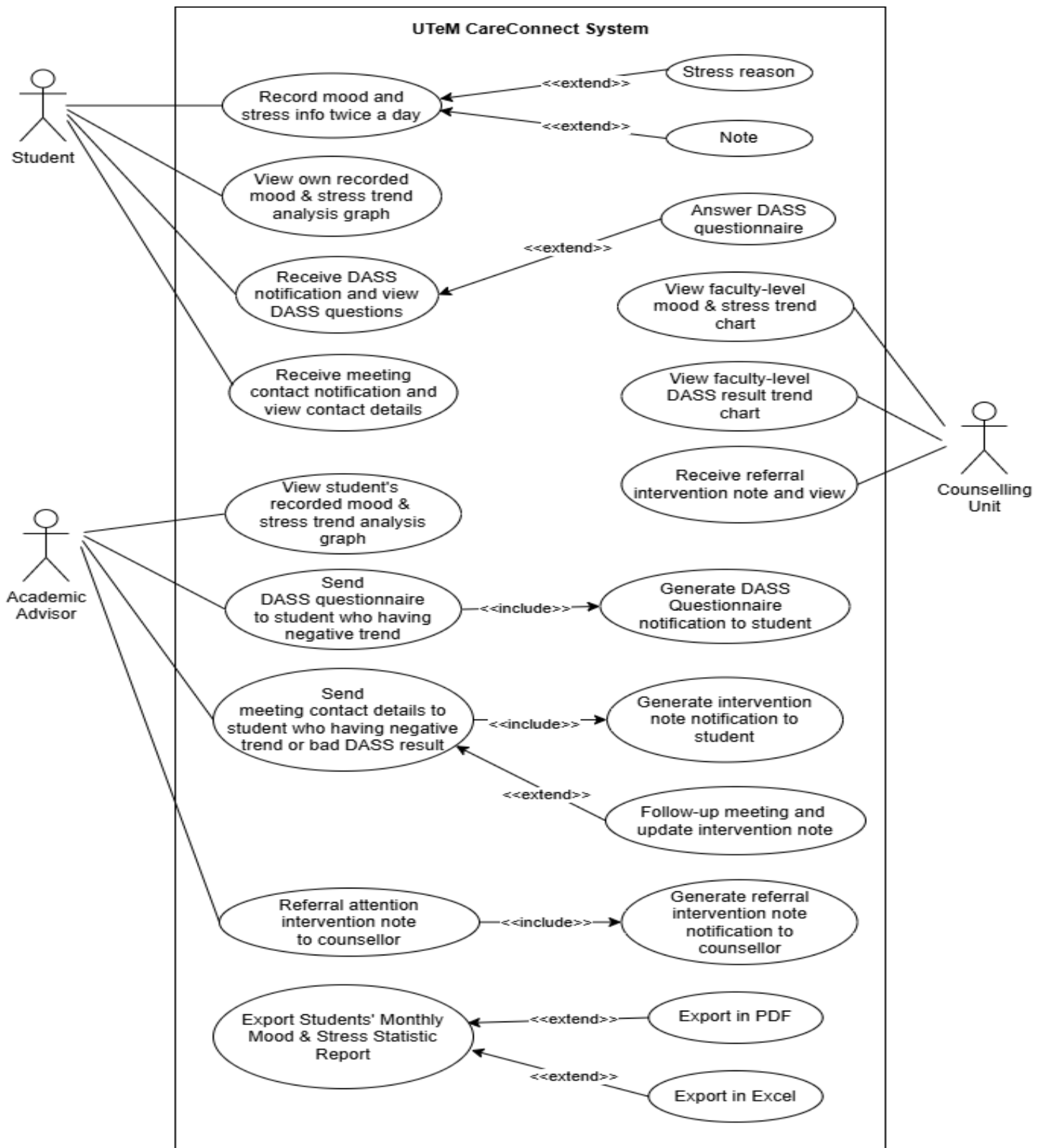


Figure 4. Use Case Diagram of UTeM CareConnect Platform

Following the design phase, the system was implemented as a web-based application to ensure ease of access. Key features include user authentication, mood tracking, DASS assessment, dashboard monitoring, notification alerts, and communication tools. Particular attention was given to usability to encourage consistent student engagement.

The system interfaces are presented in Figures 5 to 8 to illustrate the main functionalities of the UTeM CareConnect platform. Figure 5 shows the student dashboard interface, which enables users to monitor their emotional trends and review their mood-related information. Through the platform, students are also able to record their daily mood and stress conditions. Figure 6 presents the academic advisor dashboard used to monitor students' emotional wellbeing and identify potential concerns based on recorded data. Meanwhile, Figure 7 illustrates the monthly mood trend analysis for individual students, allowing emotional patterns to be observed over time. Figure 8 displays the faculty-level mood and stress statistics used by the counselling unit to support broader emotional wellbeing analysis and intervention planning.

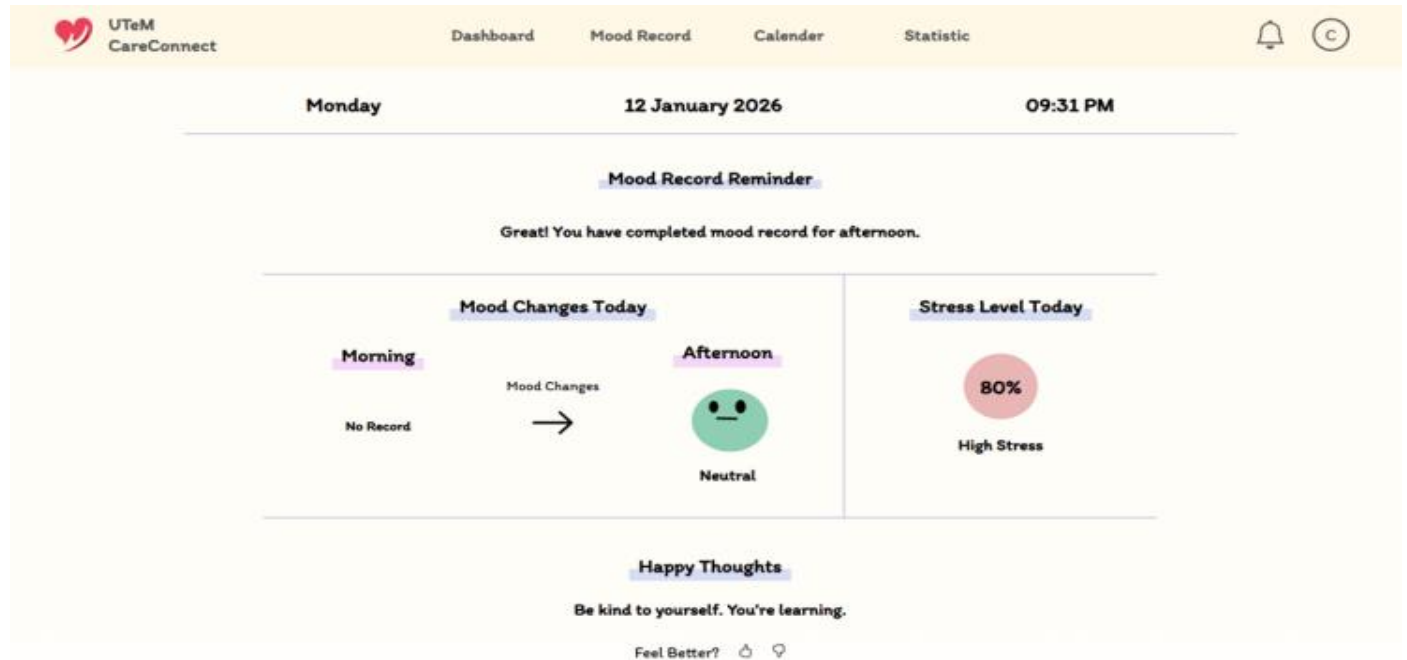


Figure 5. Student Dashboard Page with Mood Changing Analysis



Figure 6. Academic Advisor's Dashboard Page with Students' Mood & Stress Analysis



Figure 7. Student Monthly Mood Statistic Trend Comparison Graph

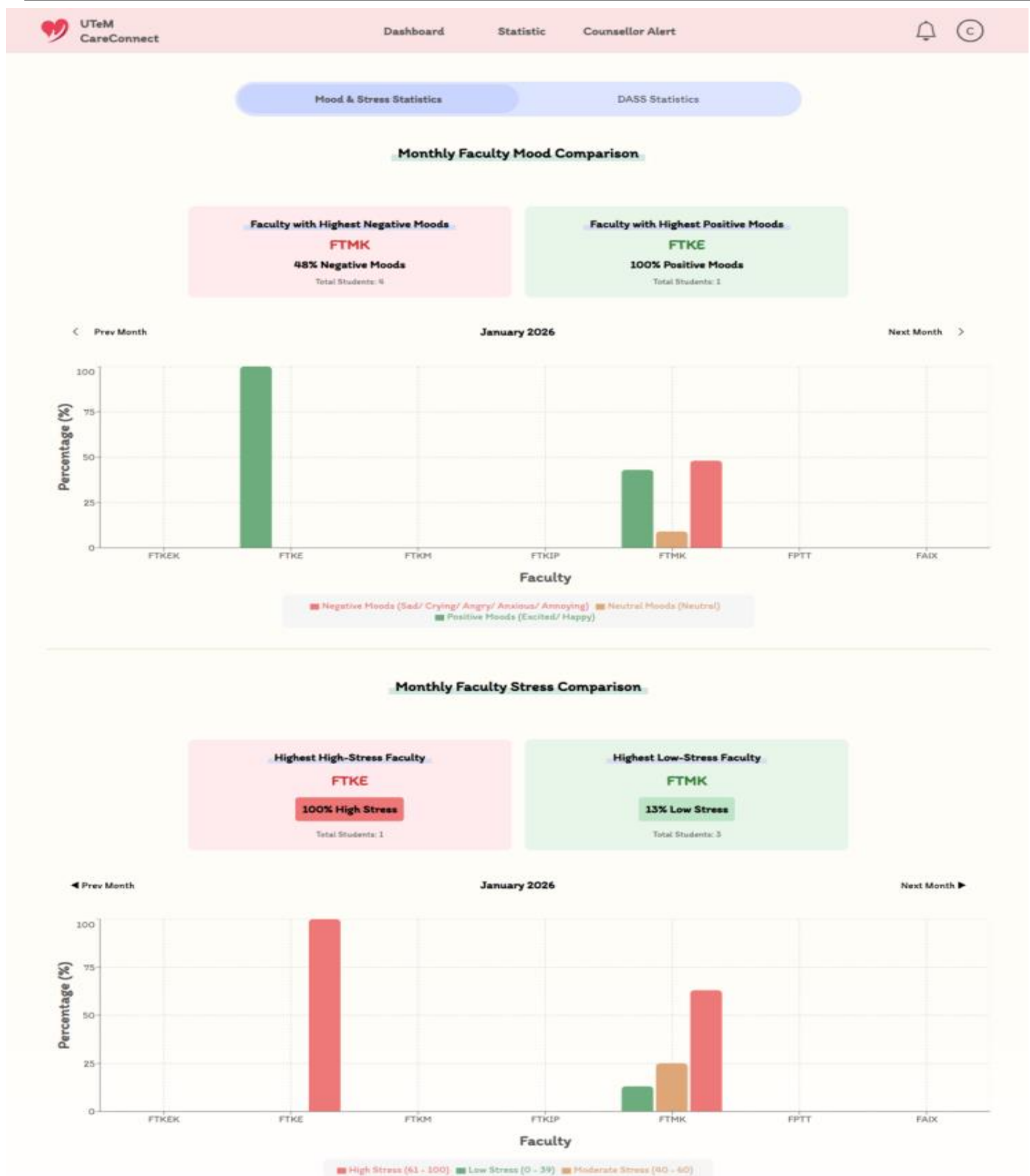


Figure 8. Faculty-level Mood & Stress Statistic Trend Graph View by Counselling Unit

Finally, functional testing was conducted to verify that all system components operate as intended. Each module, including login, registration, mood tracking, and notification features, was tested to ensure reliability and consistency. A usability evaluation was also conducted involving 25 participants consisting of university students and academic advisors. Participants involved in the usability evaluation were informed about the purpose of the study and participated voluntarily. The evaluation employed a five-point Likert scale questionnaire focusing on usability, usefulness, interface design, and overall user satisfaction.

RESULT AND EVALUATION

Functional Testing

After the system was developed, functional testing was conducted to ensure that each feature operates as intended. The testing focused on key modules, including user authentication, mood tracking, DASS-based assessment, alert notifications, and communication features. The results of the testing are presented in Table III.

Table III. System Functional Testing Results

Test Case	Expected Result	Result
Login	Dashboard displayed	Passed
Registration	Account created	Passed
Mood tracking	Data recorded successfully	Passed
DASS assessment	Score generated correctly	Passed
Alert notification	Notification triggered	Passed
Messaging	Message sent successfully	Passed

The results indicate that all core system functions operate as expected. The login and registration modules allow users to access the platform without difficulty, while the mood tracking and DASS assessment features are able to record and process user input consistently.

The alert notification feature functions as intended by triggering responses when predefined conditions are met, which is important for identifying students who may require attention. In addition, the communication feature enables smooth interaction between users within the platform.

Taken together, the system demonstrates stable performance across all tested modules. The integration between components also functions effectively, supporting a seamless user experience and reinforcing the system's suitability for emotional wellbeing monitoring and early intervention.

User Usability Evaluation

A user usability evaluation was conducted to assess the effectiveness, usability, and overall user experience of the UTeM CareConnect platform. The evaluation aimed to obtain user feedback regarding the system's interface design, ease of use, usefulness, and overall satisfaction in supporting emotional wellbeing monitoring among university students.

The evaluation involved 25 participants consisting of university students and academic advisors who were given the opportunity to explore and interact with the system features, including mood tracking, emotional status monitoring, notification functions, and communication modules. After the testing session, participants completed a questionnaire using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The evaluation instrument was adapted based on common usability evaluation principles used in human-computer interaction studies, particularly usability evaluation concepts introduced by Nielsen (1994).

The questionnaire was divided into four evaluation aspects, namely Ease of Use, Usefulness, Interface Design, and Overall Satisfaction. The findings of the usability evaluation are presented in Table IV.

Table IV. User Usability Evaluation Results

Evaluation Aspect	Mean Score	Positive Response
Ease of Use	4.4	88%
Usefulness	4.5	90%
Interface Design	4.3	86%

Overall Satisfaction	4.6	92%
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Based on the evaluation results, participants responded positively toward the usability and functionality of the UTeM CareConnect platform. The highest positive response was recorded for Overall Satisfaction (92%), indicating that users were generally satisfied with the system experience and considered the platform beneficial for emotional wellbeing monitoring within the university environment.

In terms of usefulness, 90% of participants agreed that the platform could support emotional wellbeing monitoring more effectively by providing accessible communication features, emotional status tracking, and early notification mechanisms. Participants also highlighted that the system has potential to support early intervention initiatives between students and academic advisors.

The Ease of Use aspect achieved an 88% positive response, suggesting that the system navigation, dashboard structure, and interaction flow were generally easy to understand and operate. Meanwhile, the Interface Design aspect received an 86% positive response, indicating that users were satisfied with the visual layout, organization of information, and graphical presentation used within the platform.

These findings suggest that users generally perceived the platform as accessible and supportive for emotional wellbeing monitoring activities. The positive responses also indicate that the integration of monitoring, communication, and notification features contributed to a more organized and user-friendly experience for both students and academic advisors.

Overall, the usability evaluation findings demonstrate that the UTeM CareConnect platform has strong potential as a supportive digital wellbeing monitoring system for higher education institutions. The positive responses obtained from users suggest that the platform is capable of providing a more accessible, organized, and user-friendly approach toward emotional wellbeing support and communication between students and academic advisors.

System Feature Comparison

To better position the contribution of the proposed system, a comparison was carried out between UTeM CareConnect and several existing approaches, including traditional practices, learning management systems (LMS), and current digital platforms. The comparison focuses on key aspects such as emotional monitoring, analytical capability, counselling support, and system integration. The results are summarized in Table V.

Table V. Comparison Of Utem Careconnect With Existing Systems

System	Monitoring	Analytics	Counselling	Integration
Traditional Approach	No	No	Yes	No
Learning Management System (LMS)	Limited	Limited	No	Partial
Existing Digital Systems	Partial	Limited	Yes	Partial
UTeM CareConnect	Yes	Yes	Yes	Full

Traditional approaches rely mainly on face-to-face interaction between students and advisors. While this enables direct communication, it does not support continuous monitoring or systematic tracking of students' emotional wellbeing. In addition, managing large numbers of students using this approach can be challenging due to the lack of structured coordination.

Learning management systems, on the other hand, provide basic communication tools such as forums and messaging features. However, their primary focus remains on academic content delivery. As a result, emotional monitoring and intervention are not well supported within these platforms.

Some existing digital systems have begun to incorporate counselling and communication features. Even so, many of these platforms still operate in a fragmented way. For example, certain systems provide

communication tools without sufficient monitoring capabilities, while others offer limited tracking without linking the data to meaningful intervention processes. This separation reduces their overall effectiveness in supporting student wellbeing.

In comparison, UTeM CareConnect brings together emotional monitoring, analytics, counselling support, and communication within a single platform. This allows student data to be continuously recorded, interpreted, and used to inform appropriate actions. Advisors and counsellors are able to observe trends, respond to alerts, and communicate with students more efficiently without switching between multiple systems.

Taken together, the comparison suggests that the main strength of UTeM CareConnect lies in its integrated design. By combining multiple functions within one platform, the system offers a more structured and coordinated approach to managing student emotional wellbeing in higher education.

DISCUSSION

The findings suggest that UTeM CareConnect is able to support emotional wellbeing monitoring in a more structured manner compared to existing practices. Based on the system testing, the core functionalities operate reliably, indicating that the platform is technically stable. Beyond functionality, the system demonstrates how monitoring, analysis, and communication can be brought together within a single environment to support early intervention. The positive usability evaluation findings further indicate that users responded favourably toward the platform's interface design, monitoring functions, and integrated communication features, suggesting that the system is both practical and acceptable for use within higher education environments.

The positive usability findings are also generally consistent with established usability principles introduced by Nielsen (1994), particularly in terms of ease of use, interface clarity, and user satisfaction. In addition, the platform's emphasis on continuous monitoring and early support aligns with recent digital mental health and learning analytics approaches discussed by Harrer et al. (2019) and Freccero et al. (2025), which highlight the importance of proactive and accessible student wellbeing support systems within higher education environments.

One of the main contributions of this study is the way it connects processes that are often handled separately in practice. In many institutions, emotional monitoring, communication, and counselling are not closely integrated. For example, students may complete assessments independently, while communication with advisors takes place through informal or unrelated channels. This separation can make it difficult to maintain continuity in monitoring and follow-up activities. By contrast, the proposed platform enables these processes to be managed within the same system, allowing student conditions to be tracked more consistently over time.

The inclusion of continuous monitoring features, such as mood tracking and DASS-based assessment, also shifts the approach towards a more proactive model. Rather than relying entirely on students to initiate help-seeking, the system provides early indications of potential concerns. This creates opportunities for earlier engagement, which may be more effective in preventing more serious issues from developing.

The dashboard and alert functions further enhance this process by helping advisors focus their attention more efficiently. Instead of manually reviewing individual records, advisors are able to identify patterns and respond to specific cases when necessary. This is particularly relevant in higher education environments where large student populations make manual monitoring less practical.

In addition, the communication feature offers a more structured way for students and advisors to interact. Integrating communication within the platform helps maintain a clear record of interactions and supports continuity in student support. It also reduces reliance on external tools that may not be designed for this purpose.

Another important consideration involves ethical and privacy-related concerns associated with emotional wellbeing monitoring systems. Since the platform manages sensitive emotional and personal information,

appropriate data protection and user confidentiality are essential. Students must be clearly informed about how their data is collected, stored, and accessed within the system. In addition, consent mechanisms and controlled access privileges are important to ensure that emotional data is only available to authorized personnel such as academic advisors and counsellors. While the current study primarily focuses on system development and functionality, future implementation should further examine ethical governance, data privacy policies, and user trust to support responsible use of digital wellbeing monitoring systems within higher education environments.

Despite these contributions, several limitations should be acknowledged. The current evaluation primarily focuses on system functionality and initial usability testing involving a relatively small group of participants. As the usability evaluation involved only 25 participants consisting of university students and academic advisors, the findings may not fully represent broader higher education populations or different institutional environments. In addition, the study did not examine long-term user behaviour, sustained engagement, or the long-term effectiveness of the platform in real academic settings. These factors may influence how effective the system is when implemented on a larger scale.

Future work could involve deploying the system within actual institutional environments to better understand its usage over time. This would allow further evaluation of user behaviour, usability, and the long-term impact of the platform on student wellbeing. In addition, future studies may incorporate qualitative approaches such as interviews or feedback sessions involving students, academic advisors, and counsellors to obtain deeper insights into user experiences, emotional support needs, and system acceptance. Future development may also explore predictive analytics or basic artificial intelligence techniques to support earlier identification of potential emotional concerns. Extending the platform to mobile environments and integrating it with existing university systems may further improve system accessibility and practicality.

Overall, the study indicates that UTeM CareConnect provides a structured and integrated approach to managing student emotional wellbeing. By centralizing multiple student support processes within a single platform, the system supports a more coordinated process for early intervention in higher education.

CONCLUSION

This study explored the development of UTeM CareConnect as a web-based platform for supporting emotional wellbeing monitoring and early intervention in higher education. The system was developed using a structured approach and brings together monitoring, analysis, and communication features within a single environment.

The results indicate that the platform operates reliably and is capable of supporting the intended processes. More importantly, the study highlights the value of integrating different aspects of student support, enabling better coordination and more timely responses to emerging concerns.

From a practical perspective, the platform offers a structured approach that institutions may adopt to improve student support services. Continuous monitoring and integrated communication allow potential issues to be identified earlier and addressed more systematically.

At the same time, further evaluation in real-world settings is needed to better understand how the system performs in practice. Future work may focus on user experience, long-term impact, and potential enhancements to improve system effectiveness.

Overall, UTeM CareConnect contributes to ongoing efforts to strengthen student wellbeing support through digital solutions. It provides a basis for developing more integrated and proactive approaches within higher education environments.

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