

The Impact of Mindfulness-Based Interventions and Parenting Styles on Emotional Maturity, Self-Concept, Academic Performance, And Internet Addiction Risk Among Urban Adolescents

Dr. Jaswant Singh Yadav

Assistant professor, Atmaram College, University of Rajasthan

ABSTRACT

This study investigates how parental practices and mindfulness-based therapies affect urban teenagers' emotional development, self-perception, academic achievement, and risk of internet addiction. Existing academic literature, official documents, and publicly accessible information were examined using a secondary research technique and retrieved from databases such as Google Scholar, PubMed, Scopus, PsycINFO, and ERIC. Using narrative synthesis, pertinent research from the previous ten to fifteen years was examined, and when quantitative data was available, it was assembled. The study provides a thorough overview of emotional, behavioral, and academic results while highlighting the connections between mindfulness, parenting, and teenage development. It also identifies areas that require more investigation.

Keywords: Mindfulness-Based Interventions, Parenting Styles, Emotional Maturity, Self-Concept

1. INTRODUCTION

Internet addiction (IA), according to Young, is a pattern of excessive or compulsive internet usage that results in distress or impairment (Young, 2004). Computer addiction, information overload, net compulsions, cyber-sexual addiction, and cyber-relationship addiction are some of the several types of IA (Young, 2004). Young found that excessive internet use was most closely linked to pathological gambling, a disorder of impulse control in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM IV) (Young, 2004; Fischer, 2012). Young modified the DSM IV criteria to relate to internet use in her Internet Addiction Test. Despite the vast number of Internet users, the benefits are said to outweigh the drawbacks of excessive use. However, the International Classification of Diseases (ICD-10) and the DSM-IV do not yet recognize IA, which is the result of uncontrolled use (Widiger, 2001). IA has been referred to by a number of names, including as "Internet Addiction Disorder (IAD)," "Problematic Internet Use (PIU)," "Compulsive Internet Use," "Excessive Net Use," "Pathological Net Use," and "Computer Addiction." According to Pontes and Griffiths (2014), these names all allude to the same concept: people might get so consumed by their online habits that they disregard other facets of their lives.

According to developmental psychology, adolescence is the time between childhood and maturity when peer connections are formed, education is acquired, and social networks are grown in

anticipation of future development (Krammer et al., 2020). During this period, adolescents experience fast bio-psychosocial changes. Emotional characteristics such as restlessness, anxiety, timidity, and unexpected exhilaration are particularly noticeable throughout adolescence. These traits mean that changes to an adolescent's living situation can be a major source of stress, making them harder to handle, and hinder their social and mental development (Backes & Bonnie, 2019). Teens often utilize the internet for communication, education, and entertainment, among other helpful uses. However, in addition to other detrimental consequences like sleeplessness, pornography, and neglecting daily activities, it is also recognized that extended internet use might result in IA (Aziz et al., 2021). IA is a serious problem in this age range. A meta-analysis found that between 39% and 44% of Indian youths are addicted to smartphones (Davey & Davey, 2014). According to Dong et al. (2021), adolescents with IAD may display the following clinical symptoms: an obsession with the internet, a need for more time to play online games, a loss of self-control, a reduction in or cessation of internet use, agitation, anxiety, tension, moodiness, or depression when trying to limit internet time, and a constant use of the internet to solve problems. This might imply that internet use has become necessary and that it can have addictive consequences for individuals, including psychological and mental health problems. The primary causes of adolescents' excessive use of the internet include their compulsive behavior, dread of social connections, loneliness, and habit of utilizing it to solve issues (Kwak et al., 2020).

The notion of mindfulness originated in the Buddhist tradition, where it has been defined as a key element of cognitive processes that contribute to the reduction of human suffering and a means of bringing it to an end. Neff and Costigan (2014) define mindfulness as the capacity to pay attention to one's experiences in the here and now while avoiding focusing on one's shortcomings. Additionally, it significantly predicts life satisfaction and well-being (Bajaj & Pande, 2016). Maintaining a complete, direct, and active awareness of psycho-spiritual events experienced moment by moment is the focus of mindfulness, a practice that has its roots in Buddhist meditation (Shonin et al., 2014).

The best way to define mindfulness is as the practice of concentrating one's attention on the here and now. One can develop this skill through a variety of training methods, such as yoga, meditation, breathing techniques, mental tranquility and concentration exercises, etc. Over time, the area of health sciences has likewise embraced these techniques. It has shown promise in preventing and/or treating a wide range of mental and physical health disorders since it gives an individual control over their thought process (Lee & Young, 2018). Mindfulness may be employed as a health promotion intervention since it has been shown to have a changeable

influence on the complex human mind. It may be more widely accepted as a democratic, self-directed practice, which benefits the individual, family, and community as a whole. Mindfulness meditation is a methodical plan of action and framework for cultivating this process into the daily routine in life by practice, while mindfulness itself is defined as being aware of the present moment by paying attention purposefully and unfolding the experience, moment by moment, in a non-judgmental way (Bossi et al., 2020).

2. LITERATURE REVIEW

Mindfulness-based interventions

Mindfulness intervention is a therapy approach that focuses on cultivating present-moment awareness and nonjudgmental attention to thoughts, feelings, and bodily sensations. By reducing stress, anxiety, and sadness, it is commonly used to enhance mental health and emotional regulation. Mindfulness practices including deep breathing, meditation, and mindful movement are advised for participants in MBIs like MBCT and MBSR. Benefits of these therapies include improving concentration, developing emotional resilience, and fostering a stronger bond with the environment and oneself (Bossi et al., 2020).

MBSR was first created and standardized for those with chronic pain; it has been shown to have positive effects on mental and physical health, assisting people in managing a variety of ailments (Bossi et al., 2020). MBSR was created by Kabat-Zinn in the early 1980s and is likely the most well-known mindfulness-based intervention to be empirically supported for the treatment of psychological disorders (Kabat-Zinn, 2003).

Application of mindfulness intervention in medical practice

In a review paper, Raski examined the research on the health advantages of mindfulness and came to the conclusion that it has been shown to enhance subjective well-being and avoid diseases associated with stress and high blood pressure (Raski, 2015). Additionally, it was discovered to strengthen immunological defenses against bacterial and viral infections. Individual and interpersonal well-being are impacted by mindfulness as an intervention. It has been shown to have a good effect on lifestyle choices, stress, and anxiety. MBIs work well for treating mental health conditions, chronic pain, and skin conditions including psoriasis. The treatments were shown to be successful in fostering empathy, compassion, and attentiveness in addition to therapy. Additionally, MBIs have been shown to reduce work-related stress and burnout in healthcare professionals and enhance the quality of treatment provided by clinicians (Raski, 2015).

Internet addiction disorder and its ill-effects

The internet is a helpful tool for business, education, leisure, and social connections. It also has several advantages for enhancing the emotional intelligence of youth. The way people work, live, interact, and study has changed as a result of increased internet access, and it is now an essential setting for their development. Teaching and learning have been enhanced in several ways by the use of internet services in the education sector. The Internet's widespread accessibility through smartphones and other devices is associated with a number of benefits, such as the capacity to access current information and a location for learning and career planning materials. It has enabled the removal of geographical restrictions and increased flexibility, especially at universities (Monshat et al., 2012).

Internet addiction disorder and adolescence

The period between childhood and maturity is known as adolescence. People's ability to control their emotions is still growing during this period, and they feel more comfortable sharing their feelings with their friends than with their parents. It is clear from this process of change that the individual has a lot of doubts about himself and his future. People are more vulnerable to the complexity and attraction of social surroundings throughout adolescence, which can result in a number of unhealthy behaviors (Bailen et al., 2019).

Teenagers are the demographic group most likely to use the internet. Teens utilize the internet to further develop the identities they are forming. Actually, it's a location where they band together without parental supervision and conform to their norms while speaking the same language and having similar tastes. In this region, the adolescent may feel like they belong to a group. Additionally, the youngster will have the ability to create avatars—virtual personas—on the internet that they may alter to convey the image they like. This virtual creation, which enables the teenager to experiment with becoming anybody and anything they want to be around their friends, is part of their identity formation process (Bailen et al., 2019).

3. OBJECTIVES

- To examine the impact of mindfulness-based interventions and parenting styles on emotional maturity, self-concept, academic performance, and internet addiction risk among urban adolescents.

4. RESEARCH METHODOLOGY

This study employs a secondary research methodology to examine the impact of mindfulness-based interventions and parenting styles on emotional maturity, self-concept, academic performance, and internet addiction risk among urban adolescents. Existing scholarly literature,

government and NGO reports, and publicly available datasets were reviewed using databases such as Google Scholar, PubMed, Scopus, PsycINFO, and ERIC. Relevant studies from the last 10–15 years focusing on adolescent populations were included, while non-English or irrelevant studies were excluded. Key information on sample size, study design, interventions, parenting measures, and outcomes was extracted and analyzed using narrative synthesis, supplemented by quantitative data where available. This approach allows for a comprehensive and cost-effective understanding of the relationships among mindfulness, parenting, and adolescent development while highlighting gaps for future research.

5. DISCUSSIONS

The findings of this narrative review suggest that MBIs may be quite beneficial for teenagers with IAD. The reviewed research consistently demonstrates that mindfulness methods including breathing exercises, meditation, and mindful awareness approaches help reduce compulsive internet usage by enhancing emotional control, attention, and self-awareness. Controlling the impulsivity, stress, and anxiety that usually accompany teens' excessive internet use requires these techniques. The primary findings of the literature are that mindfulness exercises increase people's awareness of their habits and mental processes. This allows them to pinpoint the circumstances and individuals that trigger binge internet use.

Adolescents are particularly vulnerable to IA because of their developmental stage and extensive usage of digital technologies. Teenagers may benefit from MBIs by learning to react to emotional stimuli more thoughtfully rather than escaping into virtual worlds. The research also highlights the indirect advantages of MBIs for co-occurring mental health disorders, such as depression, anxiety, and stress, which often exacerbate IAD. Teens with these underlying conditions may turn to the internet for temporary respite, but mindfulness offers more effective coping mechanisms over the long run. Numerous research indicate that youth who engage in mindfulness practices report less internet use, enhanced attention, better emotional management, higher psychological well-being, and improved cognitive flexibility. Despite the positive outcomes, the study also points out certain flaws in the body of current knowledge. Most research on mindfulness and IAD in teens is preliminary due to small sample numbers and limited longitudinal data. This makes it difficult to generalize the findings and evaluate the therapies' long-term efficacy. Furthermore, the variety of mindfulness practices and the differences in program delivery (length, intensity, and modality) make it challenging to develop generally applicable standardized procedures.

6. CONCLUSION

The purpose of this review was to determine whether and how mindfulness training sessions may be used as a treatment for internet addiction. There are several uses for mindfulness as an intervention in health sciences research. Individuals, their families, and the society at large have been proven to embrace democracy and self-direction more readily. In addition to treating pathological illnesses including psoriasis, chronic pain, and mental disorders, mindfulness has been shown to improve immunological protection against a variety of bacterial and viral infections, avoid stress and hypertension, and boost subjective well-being. Over the past 20 years, internet addiction has been on the rise due to people's changing lifestyles, easy access to smartphones and other digital devices, and increased use of social media and networking sites. Activities on public health-relevant concerns and associated health disorders due to excessive use of the internet, including gaming have been adopted as a reaction step by the World Health Organization.

An increasing number of people are concerned about internet addiction and its negative consequences, which include low self-esteem, impulsive conduct, poor sleep quality, and emotional problems. Internet addiction is treated using a multimodal approach that includes non-psychological (sports, exercise), pharmacological (serotonin-receptor inhibitors, non-tricyclic antidepressants, etc.), and psychological (mindfulness-based stress reduction, cognitive behavioral therapy). Numerous locations and demographics have experimented with mindfulness intervention (MBI) and its relationship to internet addiction. MBIs have been shown to be helpful in behavioral addiction research, prevention of internet-related addictive behavior, reduction of internet addiction, reduction of smartphone addiction, enhancement of positive emotions, reduction of anxiety and depression, and effective treatment of internet gaming disorder. As a result, MBIs can be a useful tool for developing preventive and treatment plans for internet addiction.

REFERENCES

- [1] Aziz, M., Chemnad, K., Al-Harabsheh, S., Abdelmoneium, A. O., Bagdady, A., Hassan, D. A., & Ali, R. (2021). The influence of adolescents essential and non-essential use of technology and Internet addiction on their physical and mental fatigues. *Scientific Reports*, 14(1), 1745.
- [2] Backes, E. P., & Bonnie, R. J. (Eds.). (2019). The promise of adolescence: Realizing opportunity for all youth.

- [3] Bailen, N. H., Green, L. M., & Thompson, R. J. (2019). Understanding emotion in adolescents: A review of emotional frequency, intensity, instability, and clarity. *Emotion Review*, 11(1), 63-73.
- [4] Bajaj, B., & Pande, N. (2016). Mediating role of resilience in the impact of mindfulness on life satisfaction and affect as indices of subjective well-being. *Personality and individual differences*, 93, 63-67.
- [5] Bossi, F., Zaninotto, F., D'Arcangelo, S., Lattanzi, N., Malizia, A. P., & Ricciardi, E. (2020). Mindfulness-based online intervention increases well-being and decreases stress after Covid-19 lockdown. *Scientific reports*, 12(1), 6483.
- [6] Davey, S., & Davey, A. (2014). Assessment of smartphone addiction in Indian adolescents: A mixed method study by systematic-review and meta-analysis approach. *International journal of preventive medicine*, 5(12), 1500.
- [7] Dong, W., Tang, H., Wu, S., Lu, G., Shang, Y., & Chen, C. (2021). The effect of social anxiety on teenagers' internet addiction: the mediating role of loneliness and coping styles. *BMC psychiatry*, 24(1), 395.
- [8] Fischer, B. A. (2012). A review of American psychiatry through its diagnoses: the history and development of the Diagnostic and Statistical Manual of Mental Disorders. *The Journal of nervous and mental disease*, 200(12), 1022-1030.
- [9] Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: past, present, and future.
- [10] Krammer, I., Schrank, B., Pollak, I., Stiehl, K. A., Nater, U. M., & Woodcock, K. A. (2020). Early adolescents' perspectives on factors that facilitate and hinder friendship development with peers at the time of school transition. *Journal of School Psychology*, 98, 113-132.
- [11] Kwak, Y., Kim, H., & Ahn, J. W. (2020). Impact of internet usage time on mental health in adolescents: using the 14th Korea youth risk behavior web-based survey 2018. *Plos one*, 17(3), e0264948.
- [12] Lee, S. F., & Young, J. L. (2018). Mind the gap: the history and philosophy of health psychology and mindfulness. *Revista Psicologia e Saúde*, 10(2), 25-39.
- [13] Monshat, K., Vella-Brodrick, D., Burns, J., & Herrman, H. (2012). Mental health promotion in the Internet age: a consultation with Australian young people to inform the design of an online mindfulness training programme. *Health promotion international*, 27(2), 177-186.

- [14] Neff, K. D., & Costigan, A. P. (2014). Self-compassion, wellbeing, and happiness. *Psychologie in Österreich*, 2(3), 114-119.
- [15] Pontes, H. M., & Griffiths, M. D. (2014). Assessment of internet gaming disorder in clinical research: Past and present perspectives. *Clinical Research and Regulatory Affairs*, 31(2-4), 35-48.
- [16] Raski, M. P. (2015). Mindfulness: What it is and how it is impacting healthcare. *UBC Medical Journal*, 7(1), 56-59.
- [17] Shonin, E., Van Gordon, W., & Griffiths, M. D. (2014). Mindfulness as a treatment for behavioural addiction. *Journal of Addiction Research & Therapy*, 5(1).
- [18] Widiger, T. A. (2001). Official classification systems. *Handbook of personality disorders: Theory, research, and treatment*, 60-83.
- [19] Young, K. S. (2004). Internet addiction: A new clinical phenomenon and its consequences. *American behavioral scientist*, 48(4), 402-415.