

Research Paper

## Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults

Ms. Tanisha Kapoor<sup>1\*</sup>, Dr. Rita Kumar<sup>2</sup>

### ABSTRACT

In today's world that is becoming more and more digital, young people are under more and more mental stress because they are always online, which can lead to emotional exhaustion and digital burnout. This study investigated the relationship between digital burnout, emotional resilience, emotional regulation, and mindfulness in this age range. Validated self-report questionnaires were used to collect data from university students as part of a cross-sectional survey. According to the findings, there is a significant negative correlation between digital burnout and mindfulness, indicating that people who practice mindfulness more frequently tend to have lower levels of burnout. Although the relationships between emotional regulation and burnout and between mindfulness and emotional resilience were not statistically significant, they did follow the patterns predicted by theory and previous research. These results suggest that mindfulness may serve as a protective factor, lowering burnout and maybe enhancing emotional control and resilience. However, the study's design, dependence on self-reporting, and small sample size restrict the generalizability or causal interpretation of the results. To gain a deeper understanding of these processes, future research should take experimental or longitudinal approaches into account. The study also suggests useful applications, like introducing scalable and reasonably priced mindfulness-based programs in educational and professional contexts to promote mental well-being in populations with high levels of digital connectivity.

**Keywords:** *Mindfulness Practices, Emotional Resilience, Digital Burnout*

**A** growing dependence on technology has resulted from the world's rapid digital transformation, especially among young adults who heavily rely on digital tools for social interaction, work, and education. Digital burnout, a condition characterized by mental exhaustion, emotional strain, and overwhelming cognitive demands brought on by excessive screen time, is exacerbated by these platforms, even though they provide significant advantages in terms of convenience and connection. To combat these detrimental impacts, efforts are being made to increase emotional resilience and introduce mindfulness practices. It becomes clearer how young adults might better manage their mental health in a constantly connected environment by examining these tactics using psychological frameworks and research.

<sup>1</sup>Student, Integrated (B.A. – M.A.) Clinical Psychology, 10th Semester, Amity Institute of Psychology and Allied Sciences, Amity University, Noida, Uttar Pradesh, India

<sup>2</sup>Professor, Amity Institute of Psychology and Allied Sciences, Amity University, Noida, Uttar Pradesh, India

\*Corresponding Author

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### **Digital Burnout and Psychological Frameworks**

The Job Demands-Resources (JD-R) hypothesis can be used to understand digital burnout, which is regarded as a subset of general burnout. According to this idea, excessive demands in digital environments, such as constant notifications, multitasking, and an abundance of information, deplete mental and emotional resources and raise the risk of stress and burnout. Young adults who regularly balance social and academic obligations online are particularly susceptible to feeling overburdened, which can sap their motivation and have a detrimental effect on their general wellbeing.

### **Emotional Resilience and Digital Well-Being**

The ability to recover from stress and difficulties is known as emotional resilience, and it is crucial for preventing the negative consequences of digital burnout. Positive emotions, according to the broaden-and-build theory, promote adaptable thinking and improved coping mechanisms, both of which lessen the negative effects of digital stress. How people evaluate and manage stress from digital sources is also explained by the transactional model of stress and coping.

People who are more emotionally resilient are less prone to experience burnout because they are more likely to employ good coping mechanisms including confronting issues head-on and efficiently controlling their emotions. Additionally, it has been demonstrated that training programs emphasizing emotional regulation and boosting self-assurance in managing digital demands enhance young adults' capacity to cope with stress and promote their mental well-being.

### **Interaction Between Mindfulness and Emotional Resilience**

Emotional resilience and mindfulness are strongly related, according to psychological study. By reducing recurring negative thoughts and promoting a more welcoming attitude toward fleeting emotional experiences, mindfulness practice helps people better control their emotions.

By strengthening one's capacity to manage stress and change viewpoints, particularly in digital environments, this type of emotional regulation promotes increased resilience. Numerous research has demonstrated that mindfulness practices can improve resilience by enhancing mental flexibility and reducing the detrimental effects of digital stress.

### **The Role of Mindfulness in Digital Burnout**

The discipline of mindfulness, which was first introduced into contemporary psychology from Buddhist practices, is well known for enhancing emotional resilience and lowering burnout. It entails keeping an attentive, nonjudgmental awareness of the here and now. This way of thinking enables people to respond to stress including the strains associated with prolonged use of digital technology—by better controlling their thoughts and emotions.

### **Emotional Resilience as a Protective Factor**

Reducing the psychological effects of digital burnout requires emotional resilience, which is the ability to bounce back from setbacks and adjust to stress. This characteristic, which is based on resilience theory, which emphasizes constructive adjustment in stressful circumstances, enables people to manage the stress brought on by excessive digital use by employing both mental and emotional coping mechanisms.

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Resilient people frequently use constructive coping strategies, such as rephrasing thoughts and controlling emotions, to cope with the stress caused by extended screen time, according to positive psychology studies.

### **Cognitive and Emotional Mechanisms Underlying Digital Burnout**

Digital burnout is closely connected to mental strain and difficulty managing emotions, both of which are intensified by overuse of digital technology. According to cognitive load theory, our mental capacity is limited, and constant interaction with digital devices can overwhelm this capacity, leading to exhaustion and reduced ability to process information effectively.

Similarly, emotion regulation theory highlights that how people handle their emotions affects their vulnerability to burnout. Individuals who struggle with regulating emotions often using avoidance or suppression are more likely to feel stressed when exposed to prolonged digital engagement.

### **The Role of Psychological Resilience in Digital Burnout**

For allowing people to manage stress and maintain their mental health even when using technology for extended periods of time, psychological resilience helps shield people from the negative effects of digital burnout. The notion that pleasant emotions might improve coping mechanisms, making people more adaptive and less likely to burn out, lends credence to this protective impact. It has been demonstrated that resilience-building strategies, like rephrasing negative thoughts and increasing self-confidence, help people better handle the pressures of prolonged digital exposure.

Furthermore, the idea that stress can be decreased by feeling capable, in control, and connected to others highlights how crucial resilience is in digital settings.

### **Mindfulness as a Mediator between Burnout and Digital Exposure**

According to recent research, mindfulness may be a significant factor in the relationship between burnout symptoms and excessive internet use. Mindfulness-based practices assist people in maintaining a sense of present-moment awareness, which lessens the automatic, stressful reactions that are frequently brought on by continuous digital input. Mindfulness can assist people in overcoming negative digital habits and developing a more balanced attitude to technology use by increasing focus and self-awareness.

Additionally, studies demonstrate that mindfulness enhances emotional regulation during online interactions, hence mitigating the effects of digital stress. Mindfulness serves as a buffer against digital burnout, especially in young individuals, by promoting emotional equilibrium and mental flexibility.

### **The Neurocognitive Impact of Digital Burnout and the Role of Mindfulness and Emotional Resilience**

People's thoughts and information processing have been profoundly impacted by the pervasive use of digital technology, especially in areas like emotional regulation, memory, and attention. Disruptions in brain function, including diminished working memory, poor attention management, and diminished decision-making capacity, have been connected to digital burnout, which manifests as mental exhaustion, difficulty focusing, and emotional detachment.

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By assisting people in maintaining attention, improving their emotional regulation, and reducing their stress reactions, mindfulness practices in particular, mindfulness-based cognitive therapy, or MBCT have demonstrated potential in treating these consequences.

Additionally, emotional resilience is essential for preventing digital burnout since it promotes good coping strategies and reduces the likelihood of stress-related cognitive issues. The prefrontal cortex and hippocampus, two brain areas that aid in stress management, are more active in those with high resilience, which may protect them from the psychological effects of continuous digital exposure.

### **Digital Burnout and Psychological Well-Being: An Integrative Framework**

It is increasingly recognized that digital burnout is a complicated psychological problem that extends beyond mental exhaustion and difficulty concentrating. It also involves emotional stress, identity issues, and difficulties with self-control, all of which have a negative impact on mental health. This type of burnout frequently leads to higher levels of stress, more profound emotional weariness, and a discernible decline in general life satisfaction among young adults, who are among the most frequent users of digital technology.

### **Mindfulness as an Intervention for Digital Burnout: Mechanisms and Benefits**

Since it enhances self-awareness, emotional regulation, and mental focus, mindfulness has gained popularity as a strategy for lowering digital burnout. Mindfulness, which has its roots in Buddhist practices and has now been incorporated into Western psychological techniques such as Mindfulness-Based Cognitive Therapy (MBCT) and Mindfulness-Based Stress Reduction (MBSR), encourages people to notice their thoughts and feelings objectively and openly.

### **The Role of Emotional Resilience in Managing Digital Stress**

Emotional resilience is essential for mitigating the negative consequences of digital burnout because it enables people to handle stress, control their emotions, and maintain psychological flexibility. These skills enable people to deal with the difficulties posed by digital technology without experiencing excessive emotional stress.

### **Mindfulness, Emotional Resilience, and Adaptive Coping Strategies in Digital Burnout**

In addition to being protective factors against digital burnout, emotional resilience and mindfulness also aid in the development of useful coping mechanisms, enabling young adults to control their emotional responses and digital use. In general, there are two categories of coping strategies: emotion-focused coping and problem-focused coping.

- By changing usage patterns, establishing boundaries, or employing digital detoxification methods, problem-focused coping entails taking proactive measures to manage digital stress. Burnout is less likely to occur in those who employ this coping strategy since they usually exhibit improved self-regulation in their digital habits.
- Techniques such as expressive writing, mindfulness meditation, and thought rephrasing are examples of emotion-focused coping strategies that assist people in managing their emotional reactions to stress associated to digital devices.

## **Integration of Variables: Examining Mindfulness, Emotional Resilience, and Digital Burnout in Young Adults**

With an emphasis on the ways in which these elements interact and influence one another, this dissertation explores the complex relationship among young adults' digital burnout, emotional resilience, and mindfulness. The goal of the study is to investigate how emotional fortitude and mindfulness serve as buffers against the detrimental impacts of excessive technology use and burnout.

### ***Conceptual Integration of the Variables***

- **Using Mindfulness to Prevent Digital Burnout**

The impact of cognitive overload, emotional exhaustion, and stress brought on by excessive internet use can be lessened by practicing mindfulness, which is remaining aware of the current moment without passing judgment.

- **The Mediating Role of Emotional Resilience in Digital Stress**

The capacity to adjust to and bounce back from digital stress is known as emotional resilience, and it aids people in preserving their mental health in spite of online difficulties.

- **Burnout from Digital Because of Unrestrained Digital Interaction**

Long-term exposure to digital pressures causes mental exhaustion, emotional detachment, and a sense of diminished personal efficacy, all of which are hallmarks of digital burnout.

### **Relationships Between the Variables**

There is a complicated, dynamic, and ever-evolving relationship between digital burnout, emotional resilience, and mindfulness.

- By enhancing attention and self-control, mindfulness helps to diminish emotional distress and impulsive digital actions.
- Emotional resilience promotes adaptive reactions to unpleasant online experiences, thereby mitigating the impacts of digital stress.
- Because they are more likely to control their emotions, manage their digital habits deliberately, and employ stress-reduction techniques, people who possess high levels of emotional resilience and mindfulness are less likely to suffer from digital burnout.

### ***Objectives of the Study***

The purpose of this dissertation is to examine the connection between young adults' digital burnout, emotional resilience, and mindfulness. The primary objectives are:

- To investigate the relationship between mindfulness and digital burnout figuring out if increased mindfulness results in less digital burnout by enhancing self-control and awareness of the present.
- To investigate how emotional resilience functions as a coping mechanism and how it influences the connection between digital burnout and mindfulness.
- Examining whether various digital usage practices (such as passive versus active involvement) affect the relationship between mindfulness, emotional resilience, and digital burnout is one way to gauge the impact of patterns of digital interaction.

### ***Significance of Study***

Understanding how young adults can safeguard their mental health from the dangers of digital burnout is essential as digital technology becomes more pervasive in daily life. This research helps to:

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- **Psychological Research:** Applying existing theories of resilience, mindfulness, and digital well-being to a digital setting in order to expand them.
- **Workplace and Educational Health:** Helping employers, educators, and mental health specialists create mindfulness-based strategies to avoid digital burnout
- **Useful Solutions:** Providing research-backed techniques to improve emotional stability, self-control, and thoughtful technology use.

According to the study's findings, young individuals can lower their risk of digital burnout by participating in mindfulness-based and resilience-building activities.

### ***Operational Definitions of the Variables***

Operationally, **mindfulness** is defined as the capacity to use digital technology while remaining mindful of the present time without passing judgment. The Mindful Attention Awareness Scale (MAAS; Brown & Ryan, 2003), a well-known self-report tool that measures how effectively people maintain awareness and attention during daily activities, including digital interactions, will be used in this study to evaluate mindfulness.

Practically, **emotional resilience** is defined as the capacity to adjust to digital stress, bounce back from emotional difficulties encountered online, and preserve mental health in the face of intense digital interaction. Tools like the Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003), which assesses a person's ability to manage adversity, control emotions, and preserve psychological stability, will be used to test this.

Operationally, **digital burnout** is defined as a condition of mental exhaustion, cognitive overload, emotional exhaustion, and decreased personal efficacy brought on by extended or excessive use of digital technology. Physical exhaustion, emotional exhaustion, and a psychological disengagement from digital duties are all part of it.

Young adults are increasingly experiencing digital burnout, which emphasizes how important it is to find psychological variables that can lessen its impacts. This dissertation examines how emotional resilience, and mindfulness might help people deal with digital tiredness, emphasizing how they complement one another to promote mental health in a society that is becoming more interconnected by the day.

People can manage their attention, lower stress levels, and form healthy digital habits by practicing mindfulness, which is being conscious of the current moment and accepting it without passing judgment. It serves as a buffer against digital overload, enabling people to use technology more deliberately and responsibly.

These elements have a dynamic interaction, with mindfulness strengthening emotional resilience and both acting as buffers against digital burnout. Interventions focused on mindfulness and resilience may be essential in reducing psychological tiredness and increasing general digital well-being by encouraging self-awareness, emotional regulation, and more thoughtful interactions with digital environments.

The objective of this study is to provide evidence-based understanding of how emotional fortitude and mindfulness can prevent digital burnout. The findings might help create workplace policies, educational campaigns, and mental health programs that encourage young adults to adopt healthy digital habits. Giving people the mental tools they need to deal with digital difficulties with awareness and resilience is becoming more and more crucial as

digital technologies develop, since it will help them sustain their wellbeing over time.

### **REVIEW OF LITERATURE**

The existing literature highlights the growing application of mindfulness-based treatments (MBIs) as useful strategies for lowering stress, anxiety, and burnout in a range of demographics, including teenagers, college students, professionals, and healthcare workers. According to Lahtinen and Salmivalli (2020), digital MBIs can improve mental health overall and reduce anxiety and depression by small to moderate amounts. This suggests that digital formats can replicate many of the advantages of traditional in-person techniques.

Additional proof of the effectiveness of virtual mindfulness training, especially for people between the ages of 19 and 40, was presented by Xu et al. (2022), underscoring its accessibility and usefulness in a post-pandemic environment. At the same time, research on mindfulness practices among healthcare professionals by Adam et al. (2023) and Purdie et al. (2023) demonstrated that stress and burnout can be reduced by both digital and hybrid techniques, however adoption is still difficult when institutional support is scarce. By looking at digital mindfulness practices designed for college students, Yosep et al. (2024) built on previous research by identifying strategies like counselling, meditation, and educational sessions as successful in fostering mental health. They also suggested that these strategies could be further enhanced with the use of monitoring and evaluation tools. In a different study, Yosep et al. (2024) also showed that mindfulness-based therapies greatly lower young adults' perceived stress, supporting their use in educational settings.

Beyond educational settings, Ioannou et al. (2023) looked at the effects of mindfulness in the workplace, concentrating on how it can lessen technostress, a type of stress linked to prolonged use of digital devices. The outcomes point to mindfulness as a useful tool for businesses looking to improve worker well-being since it not only lowers technostress but also increases job satisfaction and task performance. This viewpoint was further reinforced by Ioannou (2018, 2023), who suggested integrating mindfulness training into corporate settings to improve organizational outcomes and productivity by identifying mindfulness as a protective factor against the detrimental effects of frequent ICT use. When combined, this research demonstrates the wide range of applications and efficacy of mindfulness-based therapies in fostering emotional equilibrium and mental health among diverse populations, highlighting the significance of developing and improving digital mindfulness techniques. Prajs et al. (2023) looked into the growing worry about workplace disruptions caused by technology and how they affect attention residue, or mental carryover that impairs concentration. The study, which involved 109 people in a daily journal, found that frequent digital disruptions lead to more attention residue, which affects cognitive function. The relationship between interruptions and residue levels was not moderated by mindfulness, despite the fact that mindfulness was found to be adversely associated with attention residue. This suggests that workplace interruptions must be explicitly managed, even though mindfulness may help reduce residual distraction.

Significant changes have been brought about by the quick digitization of educational and professional settings, which is frequently accompanied by an increase in psychological strain, burnout, and technostress. Bausch et al. (2024) investigated the ways in which digital transition in work environments leads to technostress, which in turn causes people to resist in both passive and active ways. Their results highlight how crucial it is to advance digital literacy in order to lessen these detrimental effects. Similar findings were made by Singh et al. (2022), who found that excessive use of digital platforms for both personal and

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professional purposes increased technostress, resulting in feelings of digital tiredness and a decline in general well-being, particularly at times when remote work was required. It has been demonstrated that resilience moderates these impacts. Resilience once more emerged as a protective feature in academic settings, as Merino-Godoy et al. (2022) discovered that emotional fatigue was a major predictor in psychological distress among nursing students. To further, Hao et al. (2022) looked into the relationship between resilience and problematic smartphone use, finding that academic burnout is a significant component that connects stress to excessive smartphone-related consumption.

To address the negative impacts of excessive digital interaction, the concept of digital resilience has gained popularity. Sharma (2022) emphasized the need for multi-layered interventions at the individual, community, and societal levels, defining digital resilience as the ability to learn from, recover from, and adapt following unpleasant online experiences. Building on this, Sun et al. (2022) suggested a circular framework to enhance digital resilience in educational settings and identified key elements of digital resilience, such as knowledge of online threats, skill development, and self-confidence. Similarly, Kumpikaitė-Valiūnienė et al. (2021) noted how coping strategies differed by country and emphasized the importance of digital competency in reducing stress and burnout among students participating in remote learning during the COVID-19 lockdown. Continuous excessive computer use continues to pose serious dangers to psychological well-being outside of the academic setting. Children with preexisting psychological vulnerabilities and high digital usage are most at risk for negative outcomes, according to Helsper and Smahel's (2020) integration of psychological and digital literacy perspectives. This highlights the need for interventions that strike a balance between mental health support and technology access. The larger body of research on resilience, digital literacy, and mental health emphasizes the intricate connection between people's use of technology and its psychological effects. According to Meng et al. (2025), digital literacy can have a good impact on preschoolers' mental health and school preparedness, with psychological resilience acting as a significant mediating component. By arguing for a change in emphasis from stress-related diseases to examining the strengths and protective factors that maintain mental health, Kalisch et al. (2017) added to the conversation around resilience. Parallel to this, studies by O'Connor et al. (2023) and Crowder and Sears (2017) investigated mindfulness-based treatments (MBIs) as effective strategies for enhancing resilience, noting significant decreases in stress and enhancements in emotional regulation. These results were supported by Wang et al. (2016), who demonstrated that emotional resilience mediates the relationship between mood stability and mindfulness. Across the 2014 study on resilience among helping professions, Grant and Kinman found that emotional literacy and the ability to reflect on oneself are critical competencies for stress management at work. By emphasizing mindfulness, psychological flexibility, and resilience as important mediators in the relationship between attachment insecurity and general well-being, Calvo et al. (2022) further investigated this topic.

Conversely, Steele et al. (2020) and Reinecke et al. (2017) provided a more nuanced perspective on digital involvement, acknowledging its advantages as well as disadvantages, especially the way in which digital stress exacerbates symptoms of anxiety, burnout, and depression. Schmitt et al. (2021), who suggested digital detox techniques as a means of reducing cognitive strain, reiterated Mheidly et al. (2020)'s worry about the spike in stress levels brought on by increased digital use during the COVID-19 pandemic. The possible drawbacks of excessive digital technology use are cautioned by Montag and Walla (2016), especially with relation to the disturbance of social and emotional well-being. Together,

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these studies offer a thorough understanding of the connection between resilience, digital engagement, and mental health, highlighting both the benefits and drawbacks of digital technology use while highlighting its significance for thoughtful and balanced use. Concerns regarding the negative effects of excessive use, such as technostress and its effect on general wellbeing, have been raised by the growing dependence on digital technologies in daily life. According to Büchi et al. (2019), societal pressures contribute to excessive usage of digital gadgets, which is associated with a decrease in well-being. According to Helsper and Smahel (2020), excessive internet use is disproportionately affecting people based on their social background and level of education, and is emerging as a new type of digital inequality. According to Murtaza and Molnár (2024), social media weariness is a significant barrier to preserving a work-life balance, underscoring the significance of developing coping mechanisms. According to a study by Li et al. (2025) on the digital transformation of the marine sector, knowledge management and digital culture are crucial in mitigating the stress-related issues of technostress and burnout, which have a substantial detrimental impact on worker well-being.

### ***Research Gaps in the Existing Literature on Mindfulness, Emotional Resilience, and Digital Burnout in Young Adults***

While the reviewed studies provide extensive insights into mindfulness-based interventions (MBIs), emotional resilience, and digital burnout, several key gaps remain. Addressing these gaps can enhance our understanding of how mindfulness and resilience interact to mitigate digital burnout, particularly in young adults.

#### **1. Absence of Direct Studies on Young Adults' Digital Burnout, Emotional Resilience, and Mindfulness**

Few studies specifically address the combined effects of mindfulness and emotional resilience on digital burnout in young adults, even though they are studied separately in relation to technostress, burnout, and digital engagement.

Young adults, who utilize digital platforms at the highest rates, are underrepresented in research on workplace technostress (Bausch et al., 2024; Ioannou et al., 2023) or adolescent digital resilience (Qi & Yang, 2024).

#### **2. Limited Longitudinal Studies on the Sustainability of Mindfulness Interventions for Digital Burnout**

Digital MBIs have been shown to be effective in several studies (Lahtinen & Salmivalli, 2020; Xu et al., 2022; Yosep et al., 2024), but their sustainability and long-term effects have not been well investigated. Instead of monitoring MBI's effects over long periods of time in young adult populations, many current studies evaluate its efficacy in short-term trials or within professional groups (such as healthcare workers).

#### **3. Need for Context-Specific Investigations in Educational and Workplace Settings**

Although digital burnout has been studied in academic and workplace settings (Merino-Godoy et al., 2022; Singh et al., 2022), little is known about how mindfulness and resilience specifically help young adults avoid burnout in these settings.

Workplace disruptions and attention residue are covered in studies such as Prajs et al. (2023), but it is unknown how mindfulness affects these impacts in young adults' educational and professional contexts.

#### **4. Interaction Between Emotional Resilience and Mindfulness in Digital Burnout Prevention**

Separate studies have connected mindfulness to stress management (Crowder & Sears, 2017; Wang et al., 2016) and emotional resilience to digital stress reduction (Hao et al., 2022; Sharma, 2022). However, not enough research has been done on how emotional resilience and mindfulness interact to prevent digital burnout.

It's unclear how resilience affects mindfulness's impact on young adults' digital burnout, either positively or negatively.

#### **5. Role of Individual Differences in Mindfulness Effectiveness for Digital Burnout**

Although most studies do not take individual variability into consideration, factors such as personality traits, baseline resilience levels, and technology habits may have an impact on how young adults react to MBIs.

Although several studies (Ioannou, 2018, 2023; O'Connor et al., 2023) indicate that mindfulness helps prevent technostress, other potential modifiers such as self-efficacy, digital literacy, or past burnout experiences have not been thoroughly investigated.

#### **6. Mechanisms Underlying Digital Mindfulness Interventions' Impact on Burnout**

Although research shows that mindfulness practices lower stress (Lahtinen & Salmivalli, 2020), the psychological and neurological processes that underlie these effects in situations of digital burnout are not entirely explained by these studies.

It is necessary to conduct more research on the mediating roles of emotional processing, cognitive load, and attention management.

#### **7. Influence of Digital Mindfulness on Social Media-Induced Burnout**

Few studies have examined the potential of mindfulness to lessen social media weariness and associated burnout (Murtaza & Molnár, 2024).

Does the use of social media by young adults change when they practice mindfulness? Can people better control their online interactions with resilience training?

#### **8. Cross-Cultural and Demographic Variations in Mindfulness-Based Digital Burnout Interventions**

There is little study on how cultural differences affect MBIs' efficacy in preventing digital burnout; most existing studies concentrate on Western cultures.

There is a strong foundation of research on mindfulness, emotional resilience, and digital burnout, but key gaps remain—particularly in **longitudinal effectiveness, interaction effects, individual differences, and interdisciplinary approaches**. Addressing these gaps could provide a **more comprehensive understanding of how mindfulness and resilience mitigate digital burnout in young adults**, ultimately leading to more effective interventions.

## **METHODOLOGY**

**Aim** - To investigate the Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults

### **Objective**

1. To evaluate correlation the mindfulness practices and emotional resilience in the sample population.
2. To evaluate the correlation between emotional resilience and digital burnout in the sample population.
3. To evaluate the correlation between the mindfulness practices and digital burnout in the sample population.

### **Hypotheses**

- H1: There will be a significant correlation between mindfulness practices and emotional resilience among young adults
- H2: There will be a significant correlation between emotional resilience and digital burnout in young adults
- H3: There will be a significant correlation between mindfulness practices and digital burnout in young adults

### **Variables**

- Dependent Variable - Digital burnout
- Independent Variable - Mindfulness practices and resilience

### **Sample**

The study was conducted on a sample of 150 participants. Population size of young adults aged 18–25 years. The Sample Size that was collected was of 150 participants. Convenience sampling and Snowball sampling was used as Sampling Technique.

### **Inclusion Criteria:**

- Age between 18–25 years were included from Delhi NCR were included
- None Diagnosed severe psychological or neurological conditions were included.
- Regular digital technology use (minimum 4 hours/day).
- Willingness to provide informed consent.

### **Exclusion Criteria:**

- Diagnosed severe psychological or neurological conditions were included.
- No Willingness to provide informed consent and the individual who are not using digital technology.

### **Locale of the Study**

The sample was drawn from individuals residing in the Delhi National Capital Region (NCR)

### **Tool Description**

1. **Mindfulness: Mindful Attention Awareness Scale (MAAS)** – A established self-report instrument to gauge everyday awareness. This 15-item self-report test evaluates awareness of the current moment. Its scores are stable, indicating strong internal and test-retest reliability. Its validity is supported by evidence.

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- 2. Emotional Resilience: Connor-Davidson Resilience Scale (CD-RISC)** – Evaluates a person's capacity to handle stress and hardship. It uses 25 items to gauge one's capacity to overcome hardship. Its scores are stable over time and across many groups, demonstrating its high reliability. Its negative associations with anxiety and good associations with well-being lend credence to validity.
- 3. Digital Burnout: Digital Burnout Scale (or adapted from Technostress/Burnout scales)** Measures the amount of mental, emotional, and physical tiredness brought on by using digital devices. It assesses burnout from using digital technologies in particular. In research, its consistency or dependability is typically rated as good to satisfactory. It is frequently compared to general burnout and technostress scores for validity.

### Procedure

- Participants will be provided with an informed consent form explaining the purpose, anonymity, and voluntary nature of the study.
- After consent, participants will fill out the demographic form followed by the three standardized scales.
- Estimated time for completion: 15–20 minutes.

### Statistics Used

- Descriptive statistics will be used to summarize demographic data and scale scores.
- Pearson correlation will test relationships between mindfulness, emotional resilience, and digital burnout

## RESULT

The Study investigated the influence of mindfulness practices and emotional resilience on digital burnout in young adults.

The age group of the undergraduate students range between 19-25 years. For this purpose, a group of 150 were asked to participate.

*Table 1: Descriptive Statistics of the variables*

S.NO	VARIABLES	N	MEAN	MEDIAN	SD
1.	Resilience	150	49.26	49.00	9.30
2.	Digital Burnout	150	60.45	13.60	59.50
3.	Mindfulness Practices	150	47.20	10.25	46.00

*Table 2: M-Estimators*

	Huber's M-Estimator <sup>a</sup>	Tukey's Biweight <sup>b</sup>	Hampel's M-Estimator <sup>c</sup>	Andrews' Wave <sup>d</sup>
ER	49.21	49.20	49.33	49.23
Burnout	61.02	61.79	61.54	61.80
M.P	46.02	45.32	45.93	45.29

a. The weighting constant is 1.339.

b. The weighting constant is 4.685.

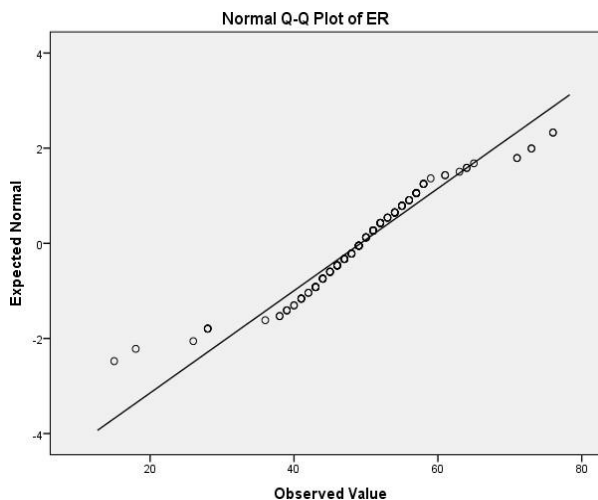
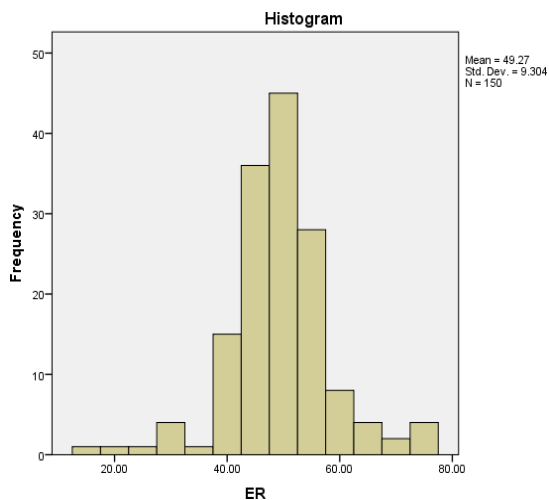
c. The weighting constants are 1.700, 3.400, and 8.500

d. The weighting constant is  $1.340 \cdot \pi$ .

**Table 3: Descriptives**

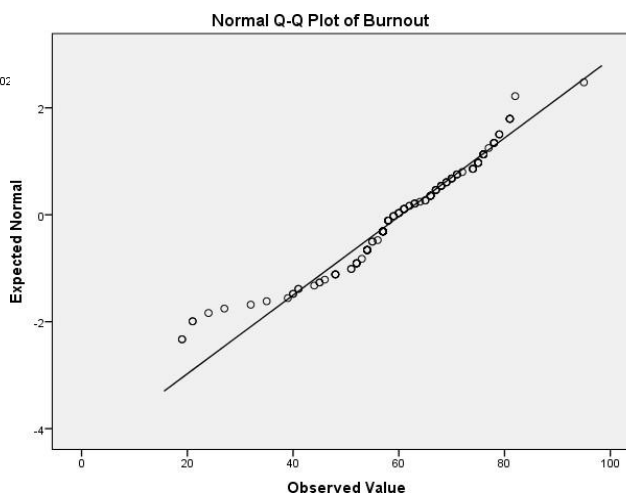
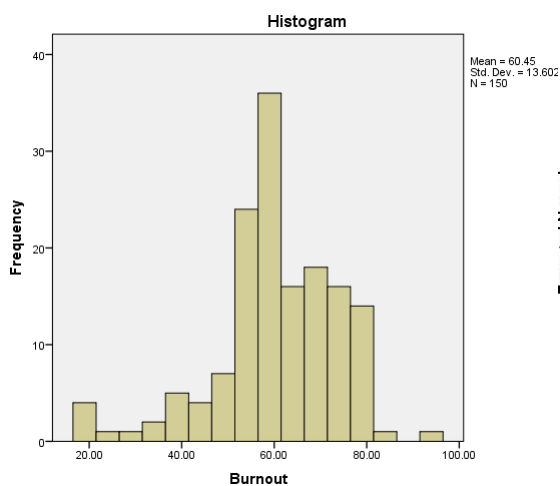
		Statistic	Std. Error
	Mean	49.2667	.75970
95% Confidence Interval for Mean	Lower Bound	47.7655	
	Upper Bound	50.7679	
5% Trimmed Mean		49.3630	
	Median	49.0000	
ER	Variance	86.573	
Std. Deviation		9.30445	
Minimum		15.00	
Maximum		76.00	
	Range	61.00	
Interquartile Range		10.00	
Skewness		-.230	.198
	Kurtosis	2.555	.394
	Mean	60.4533	1.11056
95% Confidence Interval for Mean	Lower Bound	58.2589	
	Upper Bound	62.6478	
5% Trimmed Mean		61.2222	
	Median	59.5000	
Burnout	Variance	185.001	
Std. Deviation		13.60151	
Minimum		19.00	
Maximum		95.00	
	Range	76.00	
Interquartile Range		16.00	
Skewness		-.693	.198
	Kurtosis	1.120	.394
	Mean	47.2067	.83766
95% Confidence Interval for Mean	Lower Bound	45.5514	
	Upper Bound	48.8619	
5% Trimmed Mean		46.6519	
	Median	46.0000	
M.P	Variance	105.252	
Std. Deviation		10.25925	
Minimum		28.00	
Maximum		78.00	
	Range	50.00	
Interquartile Range		13.00	
Skewness		.852	.198
	Kurtosis	.759	.394

# Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults



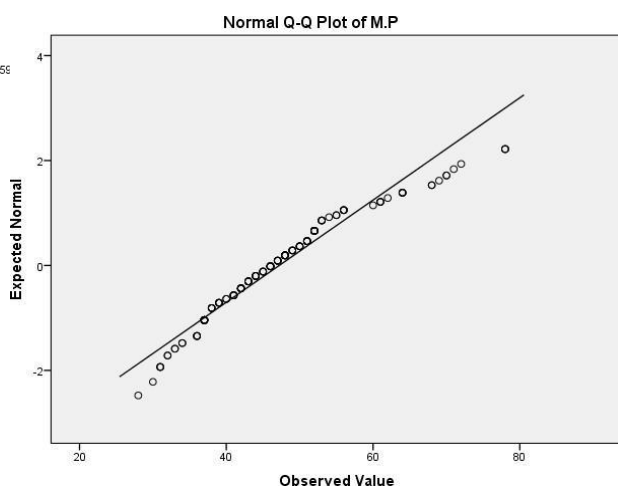
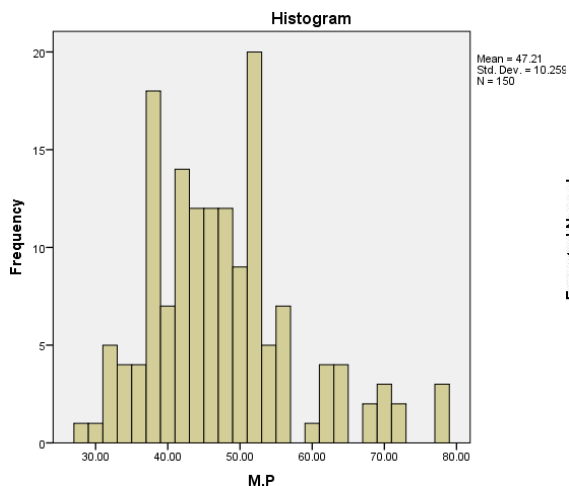
**Graph 1 A: Histogram of Resilience showing Normal Showing the normality of Probability Curve**

**Graph 1 B: Normal Q-Q plot of Resilience the variable**



**Graph 2 A: Histogram of Digital Burnout showing Normal Digital Burnout Showing the Probability Curve**

**Graph 2 B: Normal Q-Q plot of normality of the variable**



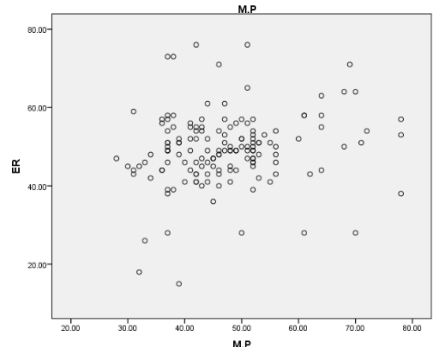
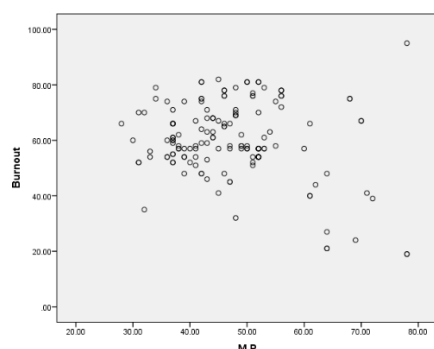
**Graph 3 A: Histogram of Mindfulness Practices showing Mindfulness Practices Showing Normal Probability Curve**

**Graph 3 B: Normal Q-Q plot of the normality of the variable**

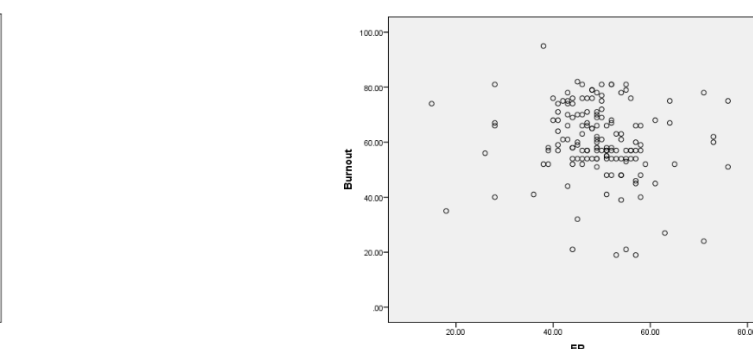
## Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults

**Table 4: Correlation of the variables**

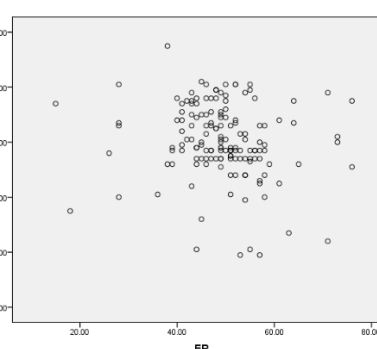
	Resilience	Digital Burnout	Mindfulness Practices
Resilience PEARSON CORRELATION SIG (2 TAILED)	1	-.140 .088 150	.157 .055 150
Digital Burnout PEARSON CORRELATION SIG (2 TAILED)	-.140 .088 150	1	-.211** .009 150
Mindfulness Practices PEARSON CORRELATION SIG (2 TAILED)	.157 .055 150	-.211** .009 150	1 150



**Graph 4: Scatter Plot Graph between Digital Burnout and Mindfulness Practice**



**Graph 5: Scatter Plot Graph between Digital burnout and Resilience**



**Graph 6: Scatter Plot Graph between Resilience and Mindfulness Practises**

### Regression of the variables

**Table 5 A: Variables Entered/Removed**

Model	Variables Entered	Variables Removed	Method
1	M.P, R <sup>b</sup>	.	Enter

- a. Dependent Variable: Burnout
- b. All requested variables entered.

## Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults

**Table 5 B: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.237 <sup>a</sup>	.056	.044	13.30224	.056	4.390	2	147	.014

- a. Predictors: (Constant), M.P, ER  
 b. All requested variables entered.

**Table 5 C: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1553.571	2	776.785	4.390	.014 <sup>b</sup>
1	Residual	26011.602	147	176.950		
	Total	27565.173	149			

- a. Dependent Variable: Burnout  
 b. Predictors: (Constant), M.P, ER

**Table 5 D: Coefficients**

Coefficients <sup>a</sup>														
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	80.492	7.196		11.185	.000	66.270	94.713						
	ER	-.160	.119	-.110	-1.350	.179	-.394	.074	-.140	-.111	-.108	.975	1.025	
	M.P	-.257	.108	-.194	-2.393	.018	-.470	-.045	-.211	-.194	-.192	.975	1.025	

a. Dependent Variable: Burnout

**TABLE 5 E: Collinearity Diagnostics**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	ER	M.P
	1	2.951	1.000	.00	.00	.00
1	2	.034	9.328	.01	.39	.76
	3	.015	14.053	.99	.61	.24

- a. Dependent Variable: Burnout

## DISCUSSION AND CONCLUSION

The aim of this study is to investigate the **Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults**. The variables which were used are Mindfulness Practices, Resilience and Digital Burnout. The study assumed the following hypotheses: H1: There will be a significant correlation between mindfulness practices and emotional resilience among young adults; H2: There will be a significant correlation between emotional resilience and digital burnout in young adults; and H3: There will be a significant correlation between mindfulness practices and digital burnout in young adults

The findings of the current study offer important insights into the interrelationships between mindfulness practices, emotional regulation, emotional resilience, and digital burnout among young adults. These results provide tentative yet meaningful contributions to the growing body of literature that explores how psychological well-being can be enhanced through intentional interventions increasing digital engagement and associated stressors. As per the interpretation from the Manual from each test, all 150 young adults showed moderate

## Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults

resilience (mean 49.26), relatively high digital burnout (mean 60.45), and moderate mindfulness (mean 47.20).

**A positive**, if not statistically significant, association was found in the **first investigation** to investigate the relationship between emotional resilience and mindfulness activities. A modest correlation that almost reaches the recognized threshold of significance is indicated by the correlation coefficient ( $r = 0.157$ ,  $p = .055$ ). Although this suggests a potential relationship, there is insufficient data to support it in this group.

0.157 is regarded as a low to moderate correlation value. A slightly higher value of at least 0.159 would have been needed to prove significance, putting this result just below the cutoff. As a result, it can be considered quite notable even though it is not statistically significant. The observed trend may become more noticeable and significant with a larger sample size, suggesting a more distinct association. The pattern is consistent with other research that suggests mindfulness can improve psychological strength, especially among young people who are dealing with academic and digital stress, even though it did not reach statistical significance. Therefore, the study's results are nevertheless promising and imply that more research, particularly with a larger sample size, may help to elucidate and perhaps validate this new relationship.

The relationship between emotional regulation (ER) and mindfulness practices (M.P.) as predictors of burnout was investigated using **regression analysis**. According to the analysis, burnout was significantly predicted by the model using M.P. and ER as predictors ( $F(2, 147) = 4.39$ ,  $p = .014$ ). The R square value of .056 suggests that emotional regulation and mindfulness techniques account for around 5.6% of the variation in burnout. (Table 5A)

The study's second section examined the connection between digital burnout and emotional resilience and found a **negative** link ( $r = -0.140$ ,  $p = .088$ ), however it was not statistically significant. The finding implies that those who have better emotional regulation may be less likely to experience burnout, even in the absence of compelling evidence. This interpretation is consistent with current theoretical viewpoints, such as the notion that self-efficacy's influence on digital burnout might be mediated by emotional regulation, especially in high-stress settings like schools. The intricate interactions between emotional exhaustion, technology stress, and individual coping mechanisms including self-control and resilience have also been recognized in earlier studies. The negative direction of the correlation supports the more general idea that emotional resilience may help lessen the impacts of digital strain, even though the current investigation does not reveal a statistically significant link.

**The strongest evidence was found in the third analysis**, which showed a statistically significant negative correlation between **digital burnout and mindfulness** ( $r = -0.211$ ,  $p = .009$ ). In line with several studies, this result supports the idea that mindfulness serves as a buffer against digital burnout. Despite implementation obstacles, Adam et al. (2023) and Purdie et al. (2023) highlighted that both digital and hybrid MBIs reduce stress and burnout among healthcare workers. This is consistent with the current findings in a sample of

younger students. Additionally, in line with the findings, Ioannou (2018, 2023) and Crowder & Sears (2017) claim that mindfulness reduces technostress and improves task performance and resilience. Additionally, the negative association supports research by Montag & Walla (2016) and Mheidly et al. (2020), who warned about the psychological effects of excessive

## **Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults**

digital contribution and recommended mindfulness-based techniques, such as digital detoxes, to combat burnout.

Furthermore, the mildly negative connection between emotional regulation and burnout and the nearly significant relationship between mindfulness and emotional regulation suggest a possible indirect interaction that merits further investigation. Previous research supports this notion by indicating that emotional control and resilience may serve as mediators in the efficacy of mindfulness therapies. These complex relationships suggest that mindfulness may have a direct impact on mental health as well as improve a person's capacity to control their emotions and stress. In order to better understand the underlying mechanisms, this theory emphasizes the need for more thorough research, especially through long-term and experimental designs.

The results of this study also support dual-pathway models of psychological stress, which postulate that internal difficulties like poor emotional regulation and external demands like digital overload combine to cause burnout. These findings are in line with earlier studies that emphasize the value of enhancing protective variables as useful strategies for promoting mental health, such as emotional awareness and mindfulness. Overall, the data support the importance of implementing more comprehensive models that incorporate emotional intelligence, mindfulness, and the ability to handle digital demands—all of which are critical in assisting young adults in adjusting to the intricate interactions between psychological and digital environments.

In conclusion, the observed patterns especially the significant inverse relationship between mindfulness and burnout align with prior research and highlight important directions for psychological support strategies, even though two of the three hypotheses were only moderately upheld due to statistical constraints. These results provide further insight and support previous findings, suggesting that the power of mindfulness may reside in its capacity to improve emotional flexibility and resilience rather than serving as a stand-alone stress-reduction strategy.

Even though this study offers insightful information, it's vital to acknowledge several of its shortcomings. First off, since a cross-sectional technique only records data from one time point, it restricts the capacity to make inferences on cause and effect. Stronger designs, including experimental or longitudinal research, would provide more insight into the long-term relationships between digital burnout, emotional control, mindfulness, and resilience. Another drawback is the sample's preponderance of young adults. Applying the results to other age groups such as teenagers or senior citizens who might engage with digital surroundings differently is challenging due to the limited demographic breadth. Furthermore, using self-reported data raises the possibility of bias due to the propensity to give false self-evaluations or answer in ways that are socially acceptable. Future research should be strengthened by using objective measures of stress and emotional functioning, incorporating more varied groups, and combining qualitative and quantitative methodologies. Moreover, the almost significant correlations shown between emotional regulation and burnout and between mindfulness and emotional regulation also suggest that these variables should be examined in future studies utilizing frameworks for moderation or mediation. These methods could improve our comprehension of the interactions between these variables and help to clarify any possible indirect impacts. The study's findings have theoretical and practical significance, providing preliminary proof that mindfulness-based strategies could help young adults become more emotionally resilient and less burned out by

## **Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults**

technology. Particularly in academic and professional settings where digital technology is becoming more and more prevalent, these insights may help direct the development of targeted mental health solutions. Encouraging mindfulness via institutional programs or internet platforms could be a scalable and reasonably priced method to enhance mental wellness.

### **CONCLUSION**

In conclusion, the study investigated the Influence of Mindfulness Practices and Emotional Resilience on Digital Burnout in Young Adults and revealed the following findings:

- A significant positive correlation was found between mindfulness and emotional resilience but due to sample size our correlation mildly significant.
- Higher mindfulness is linked to lower emotional resilience
- A significant negative correlation was found between emotional resilience and digital burnout.
- Higher emotional regulation is linked to lower exhaustion and digital stress.
- A significant negative correlation was found between mindfulness practices and digital burnout.
- Higher mindfulness is linked to lower exhaustion and digital stress.
- The findings support existing literature on mindfulness as a protective mental health factor.
- Mindfulness-based interventions (MBIs) can enhance emotional resilience and reduce burnout.
- Cultivating mindfulness is crucial for supporting young adult's mental well-being in the digital age.
- The R square value of .056 indicates that approximately 5.6% of the variance in burnout is explained by mindfulness practices and emotional regulation (Regression Analysis)

#### ***Limitations of this study:***

- **Sample Size:** With a larger sample this study can explore more and establish a stronger, statistically significant link
- **Sample Specificity:** The sample of "young adults" might not be representative of all young adults. Factors like age range within "young adult," educational background, occupation, and cultural context can influence digital engagement and burnout experiences

#### **Suggestions for Future Research:**

- Conduct research that follows the same group of young adults to examine how changes in mindfulness and emotional resilience lead to changes in digital burnout.
- Conduct research in diverse cultural contexts to examine the findings and explore potential cultural variations in the experience of digital burnout and the ways young adults engage with technology and study the effectiveness of mindfulness and resilience strategies.
- Increasing the sample size to establish a stronger and statistically significant link

#### ***Implications:***

- The results can be utilized to create campaigns and psychoeducational materials that encourage constructive digital behaviors and coping mechanisms.
- This study can also add to ethical debates on how technology affects mental health and the accountability of technology providers and creators.

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- Guiding Educational Practices: The study may help schools better prepare young adults for responsible technology use by teaching them the psychological skills they require.
- The significance of resilience and mindfulness in helping young adults navigate the digital world, educating parents, teachers, and others.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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