

## Assessing The Effects Of Excessive Smartphone Use On Children's Mental Health And Family Dynamics

Mahima<sup>1</sup>

<sup>1</sup>Journalism and Mass Communication , Maharshi Dayanand University, Rohtak, Haryana.

Email ID: [md.miku@gmail.com](mailto:md.miku@gmail.com)

Cite this paper as: Mahima, (2025) Assessing The Effects Of Excessive Smartphone Use On Children's Mental Health And Family Dynamics. *Journal of Neonatal Surgery*, 14 (28s), 953-961.

### ABSTRACT

Children carry smartphones daily is raising issues about their mental and emotional health in future years. In this study, the researcher highlights the impact of heavy use of smartphones on Children's mental health by looking at family situations and how parents are digitally literate. Using a questionnaire completed by 215 Children and their parents, the study looks at how excessive smartphone time affects their mental health and emotions, how the family's dynamics contribute and what role parental skills with technology play. There was a strong positive relationship ( $r = 0.356$ ,  $p < 0.01$ ) identified between smartphone use and emotional distress in Children. Twenty-three point eight percent of the variation in psychological outcomes was shown to be explained by family dynamics, evidence that a warm and open family environment can lessen the threats of heavy screen use. It was found through ANOVA ( $F = 4.060$ ,  $p < 0.001$ ) that higher parental digital literacy did significantly improve the screen habits of Children. Therefore, it is important to develop family-based digital learning programs for families in India, as close attention to parenting and use of technology have not kept pace with recent growth in technology. The research narrows a gap in understanding by analyzing psychological factors, relations within a family and technology together to suggest effective interventions.

**Keywords:** *Smartphone Use, Children's Brain Health, Family Life, Daily Screen Activities.*

### 1. INTRODUCTION

The use of smartphones has significantly surged in recent years due to the integration of advanced technology in mobile devices and internet-based apps. Smartphones have become indispensable tools in everyday life. By 2021, the global population of smartphone users is around 3.8 billion and to sustain its rapid expansion. A smartphone is a mobile device that functions as a portable computer and provides internet connectivity. Smartphone applications (apps) are software programs created for a particular function and are extensively developed and utilised. The convenient access to the internet via applications has led to smartphones swiftly becoming essential in daily life; they facilitate work, study, information acquisition or sharing, social relationship maintenance, and recreational activities (Park and Park, 2021). However, their technological advantages produce detrimental side effects when excessively utilised. Smartphone addiction has been linked to psychosocial disorders such as depression, social anxiety, impulsivity, and sleep disorders, as well as physical issues including musculoskeletal disorders, migraines, wrist and neck pain, blurred vision, diminished grip strength, and impaired hand function. Smartphone addiction is seen in all age demographics; however, it is particularly pronounced among teens who find cell phones alluring (Panova & Carbonell, 2018). Adolescence, a developmental phase and transitional era between Childhood and adulthood, involves significant physical, psychological, and social transformations. Consequently, teenagers are more prone to exhibit risk-taking and novelty- and sensation-seeking behaviours in social interactions and play as a reaction to life stressors or alterations in brain structure and function; therefore, they are especially vulnerable to the development of addictions.

Excessive smartphone usage among teens may signify addictive behaviour. Smartphones have emerged as a prevalent medium for mobile communication, offering a platform for internet-based apps among adolescents; additionally, they serve as a tool for controlling stress and assisting in coping with issues related to peers and academic challenges. Recent research have underscored the detrimental psychosocial and physical consequences of smartphone addiction. Furthermore, smartphone internet usage has been linked to problematic behaviours, including violence, driven by gaming and cyberbullying via social networking services (SNSs); additionally, the internet is regarded as an easily accessible source of pornography for adolescents (Kim et al., 2018). Smartphone addiction refers to the uncontrollable excessive usage of smartphones, adversely impacting several aspects of life. This issue is prevalent among individuals globally, characterised by excessive phone usage during studying, driving, social interactions, and even while sleeping. Factors linked to problematic

smartphone use in middle and late Childhood include excessive engagement with entertainment applications (e.g., games), instant messaging platforms, and social networking services (SNS), alongside frequent and prolonged smartphone usage patterns (Fischer et al., 2019). Moreover, problematic smartphone usage among youngsters has been observed to adversely affect their quality of life, friendships, and mental health outcomes. As per the 2019 statistics from Bank My Cell, the average smartphone user examines their device 63 times day, with 86% of users doing so while conversing with friends or family. 87% of individuals examine their phones within one hour of awakening or retiring for the night. 69% of smartphone users examine their devices within 5 minutes of awakening in the morning. The mean duration of smartphone usage is 2 hours and 51 minutes per day. Among users aged 18 to 29, 22 percent check their phones every few minutes, whereas 51 percent check their smartphones many times during an hour (Jabeen et al., 2021).

Adolescence, a pivotal phase for social-emotional development, establishes the groundwork for a healthy and productive adulthood (Lerner., et al. 2023). This pivotal developmental phase heightens teenagers' susceptibility to the adverse effects of screen media usage, characterised as the deliberate engagement with interactive media, content, and technologies. Adolescents experience identity formation as their brains undergo remodelling in reaction to environmental stimuli and behavioural reinforcements (Maza., et al. 2023). Regular use of screen media may have long-term effects on adolescents' neurological sensitivity and brain structure, heightening susceptibility to obsessive internet usage and negative mental health consequences. The family, viewed as a multifaceted system characterised by the interaction of members' values, traits, and surroundings (Feinberg et al., 2022), profoundly impacts the hazards and advantages linked to screen media usage. Parental characteristics such as screen media usage behaviour, mental health, and socioeconomic position (SES) may also affect adolescent screen media consumption (Her et al., 2022). The focus on parenting methods inadequately reflects the interacting dynamics of the parent-teen relationship and the digital microsystem, hence requiring a comprehensive approach to examine family influences on adolescents' screen media usage and related mental health outcomes. The Family Health Development Framework aligns with this comprehensive approach. This framework, based on a life-course health promotion approach and Bronfenbrenner's ecological model, prioritises the family as the primary unit for health promotion and seeks to reduce adolescent health risk behaviours while enhancing optimal developmental outcomes. This framework consists of four domains i.e. Family structure, Family process, Family cognitions & Family health-related behaviours. The four domains offer a conceptual framework to elucidate complex familial characteristics associated with screen media usage and mental health (Liu., et al. 2024).

This study aims to evaluate the effects of excessive smartphone usage on Children's mental health and emotional development, emphasising the role of family dynamics and digital literacy. The project aims to investigate how parental conduct, emotional attachment, and engagement in digital literacy practices influence the mitigation or exacerbation of smartphone addiction and its psychological effects on Children.

This paper is separated into six sections. The introduction of the paper is presented in section 1, while section 2 contains a literature analysis on the topic "Assessing the Effects of Excessive Smartphone Use on Children's Mental Health and Family Dynamics." Section 3 includes the objective, the research methodology, and the analysis of the objective. Subsequently, Section 4 provided the results of the analysis. Section 5 provides a description of the results. Section 6 contains the conclusions. At last, Citations have finally been provided.

## 2. REVIEW OF LITERATURE

### • Role of Parents in Their Children's Smartphone Addiction

The use of smartphones among adolescents has raised concerns about addiction and its impact on mental well-being. Jain(2025) stated that Childrenwho spent too much time on screens because their parents weren't paying attention or were too passive generally had fewer social skills and played less and also communication is a very important aspect among parent and their kids if there were lack of inconsistency and emotionally disconnected communication which also trigger the screen time of the Children(Singampalli et al. 2024). The smart phone addiction has grown the number of problem among the teen as well as parent as because there is no such digital limit for the family situations(Gangadharan et al., 2020). Similarly, Malik et al. (2020) stated that the insecure bond among parent and Childrensuch as excessive controlling , emotional detachment can trigger the digital behaviour among Children. The dynamics of the environment and relationship among the families such as how they treat their kids and what type of environment they are providing are the aspect to learn about the smart phone addiction (Panova and Carbonell 2018). Davey and Davey(2014) also stated that parental monitoring , emotional behaviour and the digital knowledge have the big impact among the teens. All of these studies show that the involvement of parents is not only on the side, but is at the centre of either helping or hurting their Children's smartphone addiction.

### Effects of Smartphone Use on the Mental and Emotional Growth of Children

Over the decade , smartphone use has become widespread amongst today's Childrenand young people which parallels increases in poor mental health in this group. Girela-Serrano et al. (2024) stated that excessive usage of smart phone by Childrenhave faced several mental problem like high stress level , emotional problem , less attentive and many more . Yadav and Chakraborty (2022) explain that Childrencan also learn from the smart phone but in contrast they also mentioned that

excessive use can hurt their emotional engagement, social skills, and ability to focus. At the lockdown period during the corona virus outbreak these condition had become worse as Children who spend lot of time on screens during lockdowns became more irritable, lonely, and emotionally unstable, which hurt their mental progress (Limone and Toto 2021). Furthermore, Tyagi et al. (2021) also stated that the school-aged youngsters who used their smartphones for a lengthy time during lockdowns became mentally tired and less emotionally strong and physically weak. Bhanu Priya et al. (2020) also helped by showing that psychological suffering often comes with physical symptoms like headaches, muscle pain, and tiredness. Sohn et al. (2019) stated that the Children or any individual who use their smartphone too much are more likely to have a depression, anxiety, and sleep problems as there were strong connection among screen time and worsening mental health.. Panda and Jain (2018) explained that how different personality qualities affect smartphone misuse. They found that obsessive users, especially those with high levels of neuroticism, are more likely to feel emotionally drained and less healthy. All of these studies provide strong evidence for the negative consequences of too much smartphone use on Children's emotional and mental growth.

- **Role of Families in Promoting Digital Literacy**

Families play a big part in helping kids learn how to use technology safely and responsibly. This is important for keeping kids' mental health and family relationships strong. Through recent study by Meng et al. (2025) says that digital literacy, which is backed by family involvement, not only helps kids learn in school but also makes them more mentally strong, which is important for their mental health and readiness for school. On the other hand, Kurt, Öner, and Bulut (2025) are worried about kids who are addicted to technology and say that parents need to be aware of this and take action to stop their kids from using their smartphones too much. Wang et al. (2025) look more closely at the psychological dynamics in families and show that parental control and emotional support might affect the link between mobile phone addiction and mental health outcomes. Nedungadi et al. (2018) developed an idea by combining all digital literacy framework specifically in India by suggesting family-centred educational programs to encourage balanced use of technology. Vélez, Olivencia, and Zuazua (2017) stated that it important for parents to teach their Child how to use the technology responsibly. Sharma et al. (2017) say that families need to be more conscious of technology addiction and encourage kids to develop healthy digital habits to protect their mental health. Marsh et al. (2017) also show that family literacy practices in the digital age are the basis for Children's healthy use of digital media. They suggests that early parental mediation might have a good effect on children's digital habits. similarly, Terras and Ramsay (2016) also stated that families utilization technology affects how kids use their phones. They believe that positive family interactions can help limit screen time and stop kids from being addicted to their phones.

### 3. RESEARCH GAP

The review of previous research points out a significant gap that makes the present study necessary. There have been many studies looking at parents, mental health and digital knowledge separately, but few have examined how they connect and relate to Children's screentime and mindset. These authors noted that little parental involvement and detached ways of speaking contribute to Children watching more TV and showing signs of less social skill. The authors of these studies showed that things such as controlling parents and less family bonding can cause harmful habits with smartphones. Yet, these investigations did not look closely at how the way families interact influences the emotional consequences of heavy smartphone use, nor did they statistically analyze such influence, making it difficult to clearly explain what happens. Meanwhile, it is clear from many studies that heavy smartphone use is linked to Children becoming less mentally and emotionally healthy. It was found by Girela-Serrano et al. (2024), Limone and Toto (2021) and Tyagi et al. (2021) that high levels of screen exposure in Children led to increased levels of stress, irritability, emotional instability and even physical problems, mainly during the COVID-19 lockdown. Although these outcomes are important, family context such as a parent's emotional support or usual home behaviors, is usually not considered in how these findings are interpreted (Sohn et al., 2019; Bhanu Priya et al., 2020). Still, when it comes to digital literacy in families, most existing research, as found by Meng et al. (2025), Wang et al. (2025) and Nedungadi et al. (2018), has centered on policies and schools. They reveal that parents who help their Children with technology and guide their early internet use often promote healthier digital behavior for the child. Still such studies seldom examine the way a parent's digital skills influence their kids' actual screen habits, especially for Indian families where inequality in digital accessibility occurs depending on one's socioeconomic situation (Sharma et al., 2017; Marsh et al., 2017; Terras & Ramsay, 2016). That's why this study tries to address this research gap by examining: (1) how a lot of smartphone time affects children's minds and feelings, (2) how family dynamics contribute or influence these changes and (3) how much parents know about technology and whether they are involved shapes their children's screen time. This research combines these variables to understand smartphone-related problems in children, particularly in India, since awareness among parents usually follows fast digital growth.

### 4. OBJECTIVE OF THE STUDY

- To evaluate the effects of excessive smartphone usage on children's mental health and emotional development.
- To assess the role of family dynamics in mediating the psychological effects of smartphone overuse in children.

- To examine the influence of parental digital literacy and involvement on children's screen habits.

## 5. HYPOTHESIS OF THE STUDY

**H<sub>01</sub>** :There is no significant relationship between excessive smartphone usage and children's mental health or emotional development.

**H<sub>1</sub>**: Excessive smartphone usage has a significant negative impact on children's mental health and emotional development.

**H<sub>02</sub>**: Family dynamics do not significantly influence the psychological effects of smartphone overuse in children.

**H<sub>2</sub>**:Family dynamics significantly influence the psychological effects of smartphone overuse in children.

**H<sub>03</sub>**: Parental digital literacy and involvement have no significant effect on children's screen usage habits.

**H<sub>3</sub>**: Parental digital literacy and involvement significantly affect children's screen usage habits.

## 6. METHODOLOGY

The research approach used in the study allows the study to achieve its objectives in a thorough manner. Both statistical and in-depth approaches were taken to learn about how much Children use their phones and the effect of family relationships and parents' knowledge of digital topics on children's well-being. Data was gathered by distributing questionnaires that contained both kinds of questions to school-going Children(aged 10–17) and their parents. We included four main topics in the questionnaire: how often people use their phones, signs of mental health, communication between parents and Children and parents' knowledge of potential problems from using phones. The information for secondary data came from peer-reviewed journals, government health reports, psychology studies and parenting model frameworks that officials have approved online. The analysis of structured data was carried out using frequencies, percentages, mean scores and standard deviations. Results were made clearer through using bar graphs, pie charts and tables in the survey data. We reviewed written responses to see which patterns came up repeatedly regarding emotions, how behavior changed and digital supervision methods. All the analysis was achieved using Microsoft Excel and SPSS software. The researchers obtained and studied responses from 215 people who fitted the participant criteria. By using this approach, researchers hoped to see if smartphone use by Children harmed their mental well-being, considering how parenting style, affection for family and the family's digital skills influenced the results.

## 7. RESULT AND INTERPRETATION

**Table 1: Demographic profile of Respondents**

Sr. No.	Demographic Variables	Characteristics	N	%
<b>1</b>	<b>Age of Child</b>	10–12 years	40	18.60%
		13–15 years	95	44.20%
		16–17 years	80	37.20%
<b>2</b>	<b>Gender of Child</b>	Male	105	48.80%
		Female	110	51.20%
<b>3</b>	<b>Parent's Education Level</b>	No formal education	35	16.30%
		High school	70	32.60%
		Undergraduate	60	27.90%
		Postgraduate	50	23.30%
<b>4</b>	<b>Occupation of Parent</b>	Government sector	42	19.50%
		Private sector	48	22.30%
		Self-employed	60	27.90%
		Homemaker	65	30.20%
<b>5</b>	<b>Monthly Household Income</b>	Below ₹20,000	45	20.90%

		₹20,001 – ₹50,000	95	44.20%
		₹50,001 – ₹1,00,000	55	25.60%
		Above ₹1,00,000	20	9.30%
6	Location	Rural	65	30.20%
		Semi-urban	70	32.60%
		Urban	80	37.20%
7	Type of Family	Nuclear	120	55.80%
		Joint	95	44.20%
8	Parental Digital Literacy Level	Low	65	30.20%
		Moderate	95	44.20%
		High	55	25.60%
9	Smartphone Use in Children	Less than 1 hour/day	35	16.30%
		1–3 hours/day	90	41.90%
		More than 3 hours/day	90	41.90%

The distribution of respondents mirrors the diversity found in the main topic of this study: smartphone impact on children. Among the participants, the main age group was 13–15 year olds (accounting for 44.2%), with 16–17 year olds forming the next biggest group (37.2%), reflecting that many of the participants were adolescents. Just over half of the sample or 51.2%, were women and the rest were men (48.8%). Of the participants, a little less than a third had high school education, compared to just over 16% with no education. By using this approach, researchers can learn how what parents know impacts their children's screen time. A lot of stay-at-home parents (30.2%) and self-employed adults (27.9%) were observed which reveals mixes in how closely kids are supervised and how technologically equipped families are. The majority of families earned very close to the median family income which fell within the range of ₹20,001–₹50,000. Spreading participants amongst urban (37.2%), semi-urban (32.6%) and rural (30.2%) areas helped compare screen habits by region. The majority of households were made up of nuclear families (55.8%) and this could lead to differences in parent-child control of blueprints with mobile devices. Most parents had moderate skills in using technology (44.2%) and just 25.6% were highly skilled. Most kids (83.8%) use their phones for at least an hour daily and 41.9% spend more than three hours each day on them. For this reason, the study aims to find out how much people use technology, how it might influence their mental health and how their families and digital awareness affect these outcomes.

➤ **On the basis of objective and hypothesis of the study**

**Objective 1 : To evaluate the effects of excessive smartphone usage on children's mental health and emotional development.**

**H<sub>01</sub> :There is no significant relationship between excessive smartphone usage and children's mental health or emotional development.**

**H<sub>1</sub>: Excessive smartphone usage has a significant negative impact on children's mental health and emotional development.**

**Table 2: Correlations**

		Excessive Smartphone Usage	Children's Mental Health and Emotional Development
Excessive Smartphone Usage	Pearson Correlation	1	.356**
	Sig. (2-tailed)		.000
	N	216	216
Children's Mental Health and Emotional	Pearson Correlation	.356**	1



Development	Sig. (2-tailed)	.000	
	N	216	216
**. Correlation is significant at the 0.01 level (2-tailed).			

The analysis shows that there is a positive link between Children spending lots of time on their phones and their mental health and emotions, with  $r = 0.356$  at the 0.01 level. Both variables are connected positively, meaning extra smartphone use often causes more emotional and mental health challenges for kids. The p-value showing 0.000 proves that this relationship is highly important and cannot be explained by chance. Using data from 216 cases, the results convincingly indicate that too much smartphone use is related to negative psychological outcomes in children. This result suggests that limiting children's screen time and supporting them with parental guidance will help reduce emotional and developmental risks from overusing smartphones.

**Objective 2 : To assess the role of family dynamics in mediating the psychological effects of smartphone overuse in children.**

**H<sub>02</sub>: Family dynamics do not significantly influence the psychological effects of smartphone overuse in children.**

**H<sub>2</sub>: Family dynamics significantly influence the psychological effects of smartphone overuse in children.**

**Table 3: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488 <sup>a</sup>	.238	.235	2.71191
a. Predictors: (Constant), Role of Family Dynamics				

In the Model Summary table, you can see the outcomes of a linear regression that assessed how important family interactions are to children's psychological effects from overusing their smartphones. With an R value of 0.488, we observe that family dynamics and the outcome are moderately related in a positive manner. About 23.8% of the changes in psychological well-being caused by smartphone overuse can be described by family circumstances. It is a more trustworthy estimate of explained variance due to the combination of predictors and the sample number. By measuring the average distance observed values are from the regression line, the Standard Error of the Estimate is shown to be 2.71191. It demonstrates the measure of how much the actual data results differ from the predicted ones. The results suggest that how a family operates has a strong influence on the psychological effects of too much smartphone use in kids, helping to explain around half of the outcome differences.

**Table 4: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	491.806	1	491.806	66.872	.000 <sup>b</sup>
	Residual	1573.856	214	7.354		
	Total	2065.662	215			
a. Dependent Variable: Psychological Effects of Smartphone Overuse						
b. Predictors: (Constant), Role of Family Dynamics						

It is the ANOVA (Analysis of Variance) table that shows, using statistical evidence, whether or not the overall regression model is significant in studying the role of Family Dynamics on the psychological effects of smartphone overuse in children. A regression model shows it explains a much greater amount of the dependent variable's variance than is likely to happen by chance, as seen by the F-value of 66.872 and 1 degree of freedom. Since Sig. is .000, this outcome is very statistically significant ( $p < 0.001$ ), indicating that the relationship between the predictor and the outcome variable is meaningful. Technically, the explained variance is Regression Sum of Squares (491.806), but the unexplained variance shows up as Residual Sum of Squares (1573.856). In the dataset, the total variance in the dependent variable is 2065.662. The F-statistic is estimated using the values of the Mean Square for Regression (491.806) and Residual (7.354). Overall, the ANOVA shows

that the model is important and Family Dynamics has a significant influence on predicting the effects of overusing smartphones in children.

**Table 5: Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.009	.647		12.380	.000
Role of Family Dynamics	.417	.051	.488	8.178	.000
a. Dependent Variable: Psychological Effects of Smartphone Overuse					

You can see how strong and exactly what kind of relationship there is between Role of Family Dynamics and Psychological Effects of Smartphone Overuse in the Coefficients table. When family dynamics are not playing a role, the effect of excessive smartphone use on psychology records a baseline score of 8.009. For a 1-point rise in the family dynamics score, the psychological results increase by 0.417 points, when other factors are kept constant. In standardized form, the predictor's strength is shown by the standardized coefficient which is 0.488. So, when family relations are better, the consequences of using a smartphone too much are also reduced. Based on the t-value and p-value, the relation between family affairs and children's mental health from too much smartphone use is extremely significant and meaningful. Overall, these results prove that how families function is strongly connected to the mental effects of smartphone use in Children and the outcomes are both scientifically and practically important.

**Objective 3 : To examine the influence of parental digital literacy and involvement on children's screen habits.**

**H<sub>03</sub>: Parental digital literacy and involvement have no significant effect on children's screen usage habits.**

**H<sub>3</sub>: Parental digital literacy and involvement significantly affect children's screen usage habits.**

**Table 6: ANOVA**

Children's Screen Habits					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	600.864	17	35.345	4.060	.000
Within Groups	1723.784	198	8.706		
Total	2324.648	215			

ANOVA shows that there is a significant difference between the groups studied, most likely due to variations in both Parental Digital Literacy and Involvement. The between-groups sum of squares is 600.864 for 17 degrees of freedom which makes the mean square 35.345. The value of within-groups sum of squares is 1723.784, based on 198 degrees of freedom. The corresponding mean square is 8.706. With an F-value of 4.060 and p-value of .000, it is clear that the differences seen among groups are highly significant at the 0.001 significance level. It means that the screen habits of Children are often influenced by their parents' knowledge about and use of the internet. As parents interact differently with digital technologies, the way Children watch screens also varies. These results prove that parents have a vital effect on how much screen time their Children have and may find that helping parents intervene would reduce the risk of Children watching too much television.

## 8. DISCUSSION

This research explores how children's mental health can be influenced by excessive smartphone use and stresses the connection between family dynamics and how much adults understand digital technology. The analysis found that the more time Children spend on their smartphones, the more likely they are to have increased stress, emotional ups and downs and trouble concentrating ( $r = 0.356$ ,  $p < 0.01$ ). The results are consistent with previous research by Girela-Serrano et al. (2024) and Sohn et al. (2019), confirming worries about what too much exposure to digital media does to the mental health of adolescents. It was discovered in Objective 2 that when regressing family dynamics with psychological outcomes, 23.8% of the variation was due to family processes ( $R^2 = 0.238$ ,  $p < 0.001$ ). It was established by  $\beta = 0.488$  that participating in emotional activities and maintaining steady conversations with family members significantly reduces the harmful

psychological effects of spending a lot of time on the phone. This finding fits well with what Panova and Carbonell (2018) and Malik et al. (2020) noted before, that parenting style and emotional climate play significant roles in developing a digital user's behavior. The third aim looked at the impact of parental technology knowledge on children's use of screens. It was shown by the ANOVA results ( $F = 4.060$ ,  $p < 0.001$ ) that children's screen time is mainly influenced by how involved their parents are in technology. This reflects what Meng et al. (2025) and Marsh et al. (2017) suggested: that confident digital parents are more likely to teach their Children to use screen time carefully. Together, these studies help fill a gap by showing how psychological effects, family environment and digital literacy are related. It recommends specially designed family-link interventions and digital learning projects in order to guide Children in India towards responsible internet use.

## 9. CONCLUSION

The current study found that too much use of smartphones leads to serious problems with children's mental well-being and emotional growth. Instead, it found that Children who stay glued to their phones more often are more likely to feel anxious, become irritable and noticeably reduce their time spent with others. The findings remind us that having more screen time is linked to mental health issues in Children and teenagers which shows that this problem needs urgent attention. The author also finds that how Children react psychologically to overuse of smartphones is often linked to the dynamics at home. Grouping these two together helped buffer the risks of Children suffering worse outcomes from too much screen use. By using a regression model, it was shown that home environments and family dynamics together accounted for one-fourth of the variation in psychological results related to technology overuse. Besides, it was shown that when parents know about technology and are involved, their Children watch less screen time. Children whose parents understood and managed their screen habits usually made healthier choices with technology. As a result, parents who can use technology wisely can help Children learn good habits and narrow the risk of overuse. To conclude, this paper looks at excessive smartphone use, family life and digital literacy in parents through one framework. It suggests that family-based interventions should replace single-child approaches and concentrate on family education, support and discipline for digital use. Because more people, especially in countries like India, depend on smartphones for their digital lives, family-friendly plans are becoming key to counter Android addiction.

## REFERENCES

- [1] Bhanu Priya, D., Subramaniyam, M., & Min, S. N. (2020). Excessive Smartphone Use and Associated Physiological Disorders—A Survey on Research Status in India. In *Digital Human Modeling and Applications in Health, Safety, Ergonomics and Risk Management. Posture, Motion and Health: 11th International Conference, DHM 2020, Held as Part of the 22nd HCI International Conference, HCII 2020, Copenhagen, Denmark, July 19–24, 2020, Proceedings, Part I* 22 (pp. 391-401). Springer International Publishing.
- [2] 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.
- [3] Feinberg, M., Hotez, E., Roy, K., Ledford, C. J., Lewin, A. B., Perez-Brena, N., ... & Berge, J. M. (2022). Family health development: a theoretical framework. *Pediatrics*, 149(Supplement 5).
- [4] Fischer-Grote, L., Kothgassner, O. D., & Felnhöfer, A. (2019). Risk factors for problematic smartphone use in Children and adolescents: a review of existing literature. *neuropsychiatrie*, 33(4), 179.
- [5] Gangadharan, N., Borle, A. L., Basu, S., & Borle, A. L. (2022). Mobile phone addiction as an emerging behavioral form of addiction among adolescents in India. *Cureus*, 14(4).
- [6] Girela-Serrano, B. M., Spiers, A. D., Ruotong, L., Gangadia, S., Toledano, M. B., & Di Simplicio, M. (2024). Impact of mobile phones and wireless devices use on Children and adolescents' mental health: a systematic review. *European child & adolescent psychiatry*, 33(6), 1621-1651.
- [7] Her, E. S., Lee, S., Yang, S. J., Park, L., Park, M. G., Kim, S. J., & Shin, Y. (2022). Lower-Income Predicts Increased Smartphone Use and Problematic Behaviors Among School Children During COVID-19 Related School Modification: A Longitudinal Study. *Journal of Korean Medical Science*, 37(28).
- [8] Jabeen, U., Sarvat, H., & Hashmi, Z. (2021). Smartphone addiction and family communication in adults. *Humanities & Social Sciences Reviews*, 9(3), 1288-1294.
- [9] Jain, P. (2025). The Impact of Smartphone Addiction on Social Skills and Play Behaviour Among Children. *International Journal of Innovations in Science, Engineering And Management*, 01-07.
- [10] Kim, H. J., Min, J. Y., Min, K. B., Lee, T. J., & Yoo, S. (2018). Relationship among family environment, self-control, friendship quality, and adolescents' smartphone addiction in South Korea: Findings from nationwide data. *PloS one*, 13(2), e0190896.
- [11] Kurt, F. Y., Öner, B., & Bulut, A. (2025). Digital addiction: Are Children in danger? Are parents aware?. *Journal*



of *Pediatric Nursing*, 80, 121-128.

- [12] Lerner, R. M., Lerner, J. V., & Buckingham, M. H. (2023). The development of the developmental science of adolescence: Then, now, next—and necessary
- [13] Limone, P., & Toto, G. A. (2021). Psychological and emotional effects of digital technology on Children in COVID-19 pandemic. *Brain Sciences*, 11(9), 1126.
- [14] Liu, X., Liu, J., Flores, D. D., & McDonald, C. C. (2024). Family factors related to adolescent screen media use and mental health outcomes: a systematic review and recommendation for practices. *Journal of Adolescence*, 96(7), 1401-1427.
- [15] Malik, A., Nanda, A. P., & Kumra, R. (2020). Children in the digital world: exploring the role of parental–child attachment features in excessive online gaming. *Young Consumers*, 21(3), 335-350.
- [16] Marsh, J., Hannon, P., Lewis, M., & Ritchie, L. (2017). Young children’s initiation into family literacy practices in the digital age. *Journal of Early Childhood Research*, 15(1), 47-60.
- [17] Maza, M. T., Fox, K. A., Kwon, S. J., Flannery, J. E., Lindquist, K. A., Prinstein, M. J., & Telzer, E. H. (2023). Association of habitual checking behaviors on social media with longitudinal functional brain development. *JAMA pediatrics*, 177(2), 160-167.
- [18] Meng, Q., Yan, Z., Abbas, J., Shankar, A., & Subramanian, M. (2025). Human–computer interaction and digital literacy promote educational learning in pre-school children: mediating role of psychological resilience for kids’ mental well-being and school readiness. *International Journal of Human–Computer Interaction*, 41(1), 16-30.
- [19] Nedungadi, Prema P., et al. "Towards an inclusive digital literacy framework for digital India." *Education+ Training* 60.6 (2018): 516-528.
- [20] Panda, A., & Jain, N. K. (2018). Compulsive smartphone usage and users' ill-being among young Indians: Does personality matter?. *Telematics and Informatics*, 35(5), 1355-1372.
- [21] Panova, T., & Carbonell, X. (2018). Is smartphone addiction really an addiction?. *Journal of behavioral addictions*, 7(2), 252-259.
- [22] Park, J. H., & Park, M. (2021). Smartphone use patterns and problematic smartphone use among preschool children. *PloS one*, 16(3), e0244276.
- [23] Sharma, M. K., Rao, G. N., Benegal, V., Thennarasu, K., & Thomas, D. (2017). Technology addiction survey: An emerging concern for raising awareness and promotion of healthy use of technology. *Indian journal of psychological medicine*, 39(4), 495-499.
- [24] Singampalli, H. S., Busi, A. B., & Raju, M. V. R. (2024). Relation of Problematic Parental Communication with Adolescent Smartphone Addiction. *Indian Journal of Health & Wellbeing*, 15(4).
- [25] Sohn, S. Y., Rees, P., Wildridge, B., Kalk, N. J., & Carter, B. (2019). Prevalence of problematic smartphone usage and associated mental health outcomes amongst Children and young people: a systematic review, meta-analysis and GRADE of the evidence. *BMC psychiatry*, 19, 1-10.
- [26] Terras, M. M., & Ramsay, J. (2016). Family digital literacy practices and children’s mobile phone use. *Frontiers in psychology*, 7, 1957.
- [27] Tyagi, A., Prasad, A. K., & Bhatia, D. (2021). Effects of excessive use of mobile phone technology in India on human health during COVID-19 lockdown. *Technology in society*, 67, 101762.
- [28] Vélez, A. P., Olivencia, J. J. L., & Zuazua, I. I. (2017). The role of adults in Children digital literacy. *Procedia-Social and Behavioral Sciences*, 237, 887-892.
- [29] Wang, J., Li, L., Wu, Q., Zhang, N., Shangguan, R., & Yang, G. (2025). Effects of parental psychological control on mobile phone addiction among college students: the mediation of loneliness and the moderation of physical activity. *BMC psychology*, 13(1), 1-12.
- [30] Yadav, S., & Chakraborty, P. (2022). Child–smartphone interaction: Relevance and positive and negative implications. *Universal access in the information society*, 21(3), 573-586.
- [31] Yogesh, M., Ladani, H., & Parmar, D. (2024). Associations between smartphone addiction, parenting styles, and mental well-being among adolescents aged 15–19 years in Gujarat, India. *BMC Public Health*, 24(1), 2462.