

Exploring The Relationship Between Smartphone Addiction, Emotional Health, and Life Satisfaction Among Adolescents

Sreekumar Kariath Palliath¹, Dr. Abha Shrivastav²

Department Of School Of Psychology

^{1,2} Sabarmati University University In Gujarat

Abstract: In today's rapidly developed digital landscape, the dependence of adolescents on technology has become both unavoidable and consequent. Teenage welfare of adolescents, psychological balance and life happiness are examined in this research as a result of technology use, ie cell phone addiction. Mobile addiction, gender inequalities, and the mechanisms of changes by the school are the primary foci of this quantitative research. Anxiety, despair and emotional instability are some disorders of the mind that are associated with statistically heavy internet usage. Additionally, findings show inequality in educational streams and satisfaction of life in school types. This article underlines the urgency of digital literacy and emotional support strategies for adolescence.

Keywords: Adolescents, Mental Health, Mobile Phone Addiction, Emotional Well-being, Life Satisfaction

INTRODUCTION

The 21st century has experienced a unique increase in mobile technology use, especially among the youth. A pre-communication equipment has now turned into a versatile digital platform for education, entertainment and social interaction. Since teenagers use mobile phones rapidly, there have been apprehensions related to psychological and emotional effects of this growing dependence. This study provides the necessary insight into the intersection of technology use with mental health, emotional welfare and satisfaction of life in adolescence.

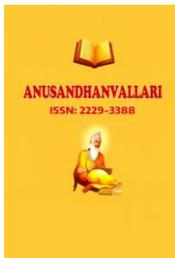
According to the World Health Organization (2014), adolescence is defined as a age limit of 10 to 19 years, characterizing sufficient physical, psychological and social changes. India is home to about 243 million teenagers (UNICEF, 2011), which provides this population important for educational, health and social policy intervention. With the spread of cellphones, social media, online gaming and instant messaging, the lifestyle and psychological welfare of teenagers is significantly influenced. It is necessary to understand this complex link to prepare an effective assistance solution.

Mobile phone has emerged as a symbol of adolescent identification in many cases. Contemporary teenagers are developing in an environment where their self-identity, community spirit and emotional regulation are affected by screen. In addition, the increasing prevalence of the use of mobile phones has received apprehensions about educational engagement, focus and time management abilities. The indirect boundaries between the entertaining and educational use of mobile phones have promoted an environment in which adolescents may seem challenging to prioritize activities and regulate their feelings. The results of this study provide empirical evidence exposing immediate needs to deal with mental health issues arising out of digital behavior of adolescents.

OBJECTIVES OF THE STUDY

- To examine the relationship between mobile phone addiction and mental health among adolescents.
- To investigate the effect of mobile phone addiction on emotional wellness and life satisfaction.
- To compare mental health and life satisfaction scores based on gender and type of school.

REVIEW OF LITERATURE



Yogesh et al. (2024) found that 6.7% of teenagers in Gujarat were addicted, urban settings and parents were playing a role. A study in Delhi found that 25.2% of teenagers were addicted to teenagers, with a great inequality between boys and girls (33% boys versus 20% girls) (Yogesh et al., 2024; Sharma and Patel, 2024). These results suggest that there is a difference in addiction to boys and girls and different types of schools. People who are addicted to their smartphones have mental health problems and have trouble sleeping. Soderqvist (2008) found that using the phone too much can lead to anxiety and anger. Xiao et al. (2025) backed this up by showing that obsessive use is a better predictor of mental health than just screen time.

Vine et al. (2022) found a strong negative relationship between addiction and contentment when it came to school achievement and life satisfaction. This is in line with Frontiers (2025), which found that using amusement to get through school impacts academic focus. SCREENS RCT (2024) indicated that cutting back on screen time during free time is good for the health and well-being. This study stressed self-regulation as a way to deal with stress. Vox (2025) pointed out that girls with tech limits show fewer signs of distress and anxiety.

These results are backed up by research from around the world. Wang et al. (2023) said that using screens for more than two hours a day made behavioral problems worse by 3%. A French expert report from 2024 highlights that early unmanaged screen exposure could affect mental health.

RESEARCH METHODOLOGY

The study adopted a descriptive and inferential quantitative approach. A total of 600 adolescents from government and private schools were selected using stratified random sampling. The tools used include:

- Mobile Phone Addiction Scale
- Mental Health Inventory
- Life Satisfaction Scale

Statistical techniques:

- “Descriptive statistics (mean and standard deviation)”
- “Inferential statistics (t-tests and ANOVA)”
- “Correlation analysis using SPSS software”

Results and Discussion

1. Comparison between male and female adolescents based on Mobile Phone Addiction

Variable	Gender	N	Mean	SD	t-value
Mobile phone addiction	Male (Govt)	50	34.73	4.875	8.232
	Female (Govt)	50	30.58	4.579	
	Male (Private)	50	34.73	4.875	
	Female (Private)	50	30.58	4.579	

According to table 1, the mean value of mobile phone addiction among males (M=34.73) is greater than the mean value among females (M=30.58) when it comes to mobile phone addiction. This revealed that males are more likely to be addicted to their cell phones than females. Finally, the tested value was 8.232 from the p-value was 0.000, indicating that the scores of smartphone consumption were significantly different for men and females.

2. Comparison of mental health between male and female adolescents

Variable	Type	N	Mean	SD	t-value
Mental health	Male	100	49.61	5.851	7.141
	Female	100	53.52	6.762	

According to table 2, the mean value of mental health with regard to males ($M=49.61$) is greater than the mean value of mental health with regard to females ($M=53.52$). This shown that females had greater mental health than males do about the same situation.

3. Comparison of mental health between adolescents of government and private schools

Variable	Type	N	Mean	SD	t-value
Mental health	Government	100	54.67	8.762	9.121
	Private	100	50.12	5.713	

According to table 3, the mean value of mental health with regard to the government ($M=54.67$) is greater than the mean value of mental health with regard to private school ($M=50.12$). The results of this study demonstrated that teenagers attending public schools had better mental health than adolescents attending private schools (private schools).

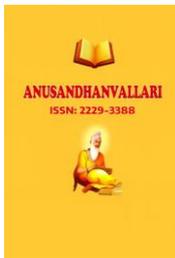
4. Comparison of life satisfaction between male and female adolescents

Variable	Type	N	Mean	SD	t-value
Life satisfaction	Male	100	38.74	5.994	0.967
	Female	100	38.01	5.893	

According to table 4, When looking at men, the average satisfaction in life value ($M=38.74$) is almost indistinguishable from when looking at women ($M=38.01$). Furthermore, when it came to the degree of contentment with life, there were no statistically noteworthy distinction between the sexes ($t=0.967$, $p=0.671$).

CONCLUSION AND SUGGESTIONS

The findings of the research study indicate that the emotional and mental well-being of adolescents is significantly impacted by their use of technology, particularly mobile phones. Mental health was discovered to be adversely affected by mobile phone addiction, with evidence of gender-based disparities in addiction levels and reported well-being. Girls reported slightly higher emotional distress than boys, while boys were more susceptible to mobile dependency. Furthermore, it is possible that the distinct institutional and social dynamics may have contributed to the superior mental health outcomes of government school students in comparison to their private school peers.



An additional noteworthy observation was the disparity in life contentment among academic disciplines. Students in the science stream demonstrated a higher level of life satisfaction, which may be attributed to their structured objectives, future aspirations, and family expectations. The study conclusion underscores the increasing necessity of intervention mechanisms. Despite the inevitability of technology's integration into the lives of adolescents, its influence can be managed through structured awareness programs. Study conclusion is that the adverse effects of excessive technology use can be substantially reduced by promoting emotional intelligence, teaching responsible digital behavior, and incorporating social-emotional learning into school systems.

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