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# The Relationship Between Daily Reel **Consumption and Its Impact on Mindfulness** Attention

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### Abstract

This study investigates the correlation between daily consumption of short-form video content (reels) and mindfulness attention in young adults in India. The proliferation of reels, driven by high-speed internet, affordable smartphones, and social media algorithms, has significantly transformed media consumption habits, potentially leading to obsessive watching and mindless scrolling due to dopamine-driven reward systems. This can adversely affect attentional control, cognitive load, and emotional regulation. Mindful attention, crucial for psychological well-being, involves present-moment awareness and is increasingly difficult to sustain amidst digital distractions.

The research found a modest negative association between daily reel consumption and mindfulness attention; participants who spent more time on reels exhibited diminished levels of mindfulness. This suggests that excessive digital media engagement, particularly with short-form videos, may reduce attention spans and hinder cognitive functions related to mindfulness. The study's findings highlight the necessity for promoting healthy media practices and balanced digital usage, especially among young adults, to mitigate the potential adverse effects on attention and overall well-being. Future research should explore these associations longitudinally, considering other influencing factors like personality traits, stress, and environmental influences

### **CHAPTER 1 INTRODUCTION**

### 1.1.Overview

In the swiftly advancing digital landscape of 21st-century India, characterised by the near ubiquity of smartphones and increasing internet access, the content consumption habits of young adults have experienced a significant upheaval. India has emerged as one of the major markets for short-form video platforms like as Instagram Reels, YouTube Shorts, Moj, and Josh, indicating a generational transformation in media consumption patterns. The first portion of this study provides a comprehensive analysis of the rising phenomena by investigating the correlation between daily reel consumption and mindfulness attention among Indian teenagers. As the nation reconciles its traditional foundations with globalised digital trends, it is essential to examine how these rapid digital encounters are affecting fundamental psychological conceptions like as mindfulness, particularly among a population that is creating the future.

The chapter commences by elucidating the factors contributing to the proliferation of short-form video co



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ntent, detailing how the convergence of high-speed internet, economical smartphones, and social media algorithms has rendered reel consumption a fundamental aspect of daily life for young adults in urban and semi-urban environments. In this context, reel consumption denotes the frequency and duration of interaction with brief, highly engaging, scrollable videos—usually under one minute—crafted to seize quick attention and promote sustained viewing. These movies frequently utilise emotional appeal, humour, trends, and algorithmic suggestions, establishing a consuming pattern that may be profoundly engaging but possibly addictive. The chapter emphasises that the 'dopamine-driven' reward systems inherent in these platforms might result in obsessive watching and mindless scrolling, potentially affecting attentional control, cognitive load, and emotional regulation.

The chapter thoroughly examines the idea of mindful attention, an essential element of psychological wellbeing that involves sustaining present-moment awareness in a non-judgmental and intentional way. Originating from ancient Indian contemplative practices and now acknowledged in contemporary psychology, mindfulness has demonstrated efficacy in enhancing concentration, alleviating stress, and bolstering emotional resilience. In the modern digital environment, however, sustaining mindfulness is getting very difficult. The continuous distractions from multitasking, pop-up notifications, and swift content-switching are thought to disrupt attention and diminish the mind's capacity to remain focused on the present. The diminishing capacity for attentional management in young adults, particularly students and early-career professionals, can adversely affect academic achievement, job productivity, and interpersonal relationships.

The introductory chapter establishes a robust theoretical framework for the inquiry by integrating pertinent ideas, including attentional resource theory, media multitasking frameworks, and mindfulness-based cognitive models. The chapter delineates previous empirical research, both international and Indian, that has investigated the impact of screen time, social media engagement, and digital addiction on cognitive and emotional functioning. Nonetheless, the increasing prevalence of short-form video content as a distinct type of media interaction is still inadequately studied, especially within the Indian setting, which offers a unique socio-cultural and technical environment.

This chapter delineates the research challenge, exposes deficiencies in existing literature, and elucidates the necessity for empirical investigation into the potential trade-offs between entertainment-oriented digital engagement and conscious present. The text delineates the study's objectives, underscores the importance of comprehending this dynamic for educational institutions, mental health professionals, policymakers, and app developers, and operationally defines the key variables: "daily reel consumption" in terms of duration, frequency, and behavioural patterns; and "mindfulness attention" assessed through validated psychological instruments that measure sustained and selective attention.

In conclusion, the introductory chapter provides a comprehensive explanation of how a burgeoning digital habit may impact a fundamental human faculty—awareness. It establishes a robust framework for the subsequent chapters, promoting an in-depth examination of how India's youth might adeptly traverse the digital world while maintaining mindful equilibrium and mental health.

In a nation such as India—where tradition and technology frequently converge—the digital revolution has radically transformed the processes of content creation, dissemination, and consumption. Due to the availability of economical smartphones and extensive internet connectivity, social media platforms have become essential in everyday life, particularly for the younger generation. One of the most notable advancements in this new era of interaction is the rise of short-form video material, commonly referred to as "reels." Platforms like Instagram Reels, TikTok, YouTube Shorts, and localised applications such as



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Moj and Josh have achieved significant popularity, especially among young adults, because to their visually engaging, emotionally resonant, and algorithmically tailored presentation style. These platforms provide swift, continuous streams of material that are effortlessly scrolled through, absorbed, and engaged with—frequently without conscious recognition of the duration spent or the cognitive effects incurred.

This intense involvement prompts essential psychological enquiries regarding its impact on mindful attention—a crucial cognitive ability that denotes an individual's capability to be actively present, engaged, and self-aware in the moment. Mindful attention is essential for psychological well-being, emotional control, and goal-directed behaviour. It empowers individuals to govern ideas, modulate impulses, and make deliberate decisions, which are critical for academic success, career efficacy, and overall life fulfilment. In an age dominated by digital media, when attention is incessantly diverted by notifications, pop-ups, and rapid information, the capacity for prolonged mindfulness is progressively undermined. This issue is particularly salient among young adults, who are the most engaged users of these platforms and are at a critical developmental phase where habits, coping strategies, and cognitive patterns are being established.

Recent studies have illuminated the detrimental cognitive impacts of extended exposure to highstimulation, rapid digital information. Uninterrupted scrolling through reels, frequently featuring accompanying music, vibrant graphics, and sudden scene transitions, might excessively activate the brain's reward pathway. These brief movies provide rapid stimuli and satisfaction, eliciting dopamine release—a neurotransmitter linked to pleasure and motivation. This strategy maintains user engagement but may also promote obsessive behaviour, cultivating a propensity for quick satisfaction and diminishing tolerance for boredom or deferred benefits. As a result, tasks requiring prolonged concentration—such as intensive reading, scholarly work, or significant interpersonal dialogues—may become progressively challenging, resulting in divided attention, mental exhaustion, and even digital burnout.

Notwithstanding these apprehensions, it is essential to examine the phenomena of reel consumption with nuance. Not all content is intrinsically harmful. When selected deliberately, reels may provide rapid doses of inspiration, knowledge, or stress alleviation. Short video formats featuring mindfulness material, productivity strategies, mental health insights, and skill-building training can facilitate personal development. Moreover, persons possessing elevated self-regulation may adeptly manoeuvre these platforms to mitigate damage and optimise reward. This highlights the significance of examining individual variations, such as attention control and self-discipline, as moderating variables in the association between reel usage and conscious attention.

Considering the ubiquity of digital media in contemporary Indian society—and its profound incorporation into education, socialisation, and entertainment—it is imperative to examine how frequent engagement with short-form information affects the psychological functioning of its consumers. This study seeks to investigate the correlation of daily reel intake and attention in young adults, taking into account both possible hazards and benefits. The project aims to significantly enhance the area of media psychology and digital well-being by examining behavioural patterns, the psychological mechanisms of real engagement, and the influence of self-regulation.

This research aims to enhance our understanding of how young Indians' internet habits influence their attentional processes and cognitive health. The results are anticipated to provide useful insights for educators, mental health practitioners, application developers, and young individuals, promoting more conscientious digital consumption and cultivating equilibrium in an era of information saturation.



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In the evolving context of digital India, where technology intersects with tradition and youth propels innovation, the consumption of social media material has become an integral aspect of everyday life. The last decade has observed a remarkable transformation in media interaction trends, particularly among young individuals, who are currently leading the digital era. One of the most disruptive innovations is the emergence of short-form video material, commonly known as "reels." This sort of quick, entertaining, and algorithmically curated video has captured millions on platforms such as Instagram Reels, YouTube Shorts, TikTok (where accessible), and Indian counterparts like Moj and Josh. These reels often last less than one minute and are sometimes crafted to elicit intense emotional reactions—such as humour, astonishment, or curiosity—or merely to provide entertainment in quick succession. This format has transformed information delivery and consumption, facilitating user behavioral and cognitive changes.

This study focusses on the variable daily reel consumption, which encompasses the frequency, length, and patterns of individual engagement with short-form video material on digital platforms. Contemporary reel consumption has evolved from a passive leisure pursuit to a regular practice for several young individuals. The daily engagement component is essential, since it reflects the constancy and intensity of usage that may provide cumulative psychological impacts. These systems utilise algorithms engineered to captivate users, generating an incessant flow of easily digestible content that demands minimal cognitive engagement while offering constant stimulation. This recurrent exposure may train the brain's reward systems and influence attentional capacities. As users swiftly navigate through material, frequently shifting between disparate topics in mere seconds, apprehensions emerge over the implications for functions like self-awareness. cognitive concentration, contemplation, and as Conversely, focused attention is a cognitive and emotional skill increasingly acknowledged as vital for mental health, emotional control, and optimal performance. Mindful attention, in this sense, denotes an individual's ability to be completely present in the moment, cognisant of thoughts and surroundings without distraction or judgement. This is an essential aspect of mindfulness, commonly linked to heightened focus, less stress, improved learning, and increased emotional equilibrium. Mindful attention allows individuals to respond to events with deliberation rather than react instinctively. In academic and professional settings, it results in enhanced performance, clarity in decision-making, and improved interpersonal relations. This capability is jeopardised in the digital era, when incessant exposure to rapid, exciting, and fragmented material might result in reduced attention spans and a rise in mindless, automated scrolling.

The relationship between daily reel intake and focused attention is intricate and relevant. Reels are intentionally crafted to deliver brief episodes of surprise and satisfaction, often activating the brain's dopamine pathways and promoting habitual engagement. This may lead to ingrained behaviours that are challenging to regulate, resulting in distraction, diminished tolerance for repetition, and a decreased ability for prolonged concentration. Over time, such behaviours may disrupt an individual's capacity to remain grounded in the present, thereby hindering focused attention. Studies in cognitive psychology and media analysis indicate that frequent exposure to rapid digital media might modify brain networks associated with attention control, fostering multitasking and diminishing profound involvement with tasks.

However, it is also essential to recognise that the connection is neither inherently unidirectional or consistently adverse. The nature, substance, and goal of reel consumption are crucial factors. Reels intended to facilitate learning, encourage mindfulness, or convey significant concepts succinctly may really enhance cognitive and emotional development. Moreover, persons possessing robust self-regulation abilities may selectively engage with such information, incorporating it into their life in a manner that



enhances rather than detracts from focused attention. This underscores the significance of individual variances, including self-discipline, intended usage, and digital literacy, in influencing the effects of regular reel consumption.

In the Indian setting, where young adults contend with scholastic pressure, societal expectations, and internet connectedness, comprehending this link is more vital. India, with more than 800 million smartphone users and one of the youngest demographics globally, offers a distinctive context for examining the psychological impacts of digital developments. Young individuals, who both influence and are impacted by digital culture, are especially vulnerable to changes in cognitive processes driven by media consumption habits. As attention becomes a more limited resource in this hyper-connected environment, the ramifications for mental health, academic achievement, and overall life happiness are significant.

This study aims to rigorously investigate the correlation between daily reel consumption and attention in young adults, providing both theoretical insights and practical significance. This research seeks to elucidate how the changing digital landscape affects the psychological experiences of adolescents by examining behavioural trends, identifying media engagement patterns, and assessing degrees of present-moment awareness. The results may assist educators, psychologists, politicians, and digital producers in formulating ways to cultivate healthy media practices, improve attentional control, and encourage conscious involvement in a screen-dominated environment.

### **1.2.Daily Reel Consumption:**

The rapid proliferation of digital media has initiated a novel epoch of content consumption, profoundly transforming the manner in which individuals, especially young adults, engage with knowledge, entertainment, and interpersonal interactions. A significant by-product of the digital revolution is the prevalence of short-form video output, sometimes referred to as "reels." The term 'reel' was first popularised by services like Instagram Reels, TikTok, and YouTube Shorts, which enable users to produce and consume films often lasting between 15 and 60 seconds. These films have rapid pace, captivating images, appealing music, and algorithmic personalisation, all intended to seize viewer attention and promote incessant viewing.

Daily reel consumption denotes the frequency, duration, and behavioural patterns associated with an individual's engagement with short-form videos on a daily basis. It encompasses the duration of reel viewing, frequency of access, user engagement behaviours (including liking, sharing, or commenting), and the context of video consumption—whether during leisure, between tasks, or subconsciously during breaks from routine activities. Within the framework of this study, daily reel consumption is operationally defined as the regular use of short-form video platforms for content consumption on a daily basis, regardless of the particular platform employed.

The notion of media consumption is fundamentally grounded in the disciplines of communication and behavioural sciences. According to Webster (2014), it is defined as "the manner in which individuals access, interpret, and interact with media content across diverse platforms and formats." This description, when applied to reels, encompasses a type of micro-engagement with visually rich information that is devoured swiftly, frequently leading to passive and recurrent watching behaviours. The algorithmic structure of these platforms significantly influences consumption patterns. Zuboff (2019) observes that digital platforms use user data to tailor content streams that perpetually engage attention, resulting in habit building and heightened screen reliance.

From a psychological perspective, the viewing of reels stimulates the dopaminergic reward system in the brain. Every scroll or swipe unveils fresh material, providing novelty and satisfaction that emulates the



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benefits of a reward loop. Neuroscientific research indicates that persistent novelty-seeking behaviour might promote impulsive acts and diminish tolerance for delayed reward, thereby modifying attentional control and impairing the ability for deep, sustained focus. Over time, this behavioural tendency may become obsessive, resulting in media multitasking and attentional fragmentation—conditions in which users increasingly struggle to participate in tasks necessitating prolonged mental focus or mindfulness.

Daily reel consumption is linked to the phenomenon known as "doomscrolling" or "mindless scrolling," when users incessantly explore information without cognitive awareness or purpose. This kind of consuming is frequently automatic, influenced more by habit than by intentional involvement, and is especially prevalent among younger groups. Research indicates that frequent, low-effort consumption may adversely affect cognitive control, emotional awareness, and self-regulation, which are essential elements of attentive attention.

Nonetheless, not all media usage is intrinsically harmful. The nature of the information and the user's aim significantly influence the cognitive impacts of digital engagement. Educational, inspirational, and mindfulness-oriented films can function as instruments for learning, emotional assistance, or personal development when utilised thoughtfully. Platforms are progressively providing films focused on yoga, mental health, productivity strategies, and micro-learning modules, which may enhance a user's cognitive well-being. This indicates that the effects of daily reel use are contingent upon context and differ across individuals according to their media literacy, self-discipline, and intended usage.

In India, the increase in reel consumption is most prominent among those aged 18 to 30, a demographic that is both digitally proficient and experiencing significant developmental changes in education, job growth, and identity construction. The extensive accessibility of economical cellphones and high-speed internet has become short-form video platforms a principal source of entertainment and social interaction for this group. Thus, comprehending the psychological and cognitive ramifications of their everyday digital activities is essential for educators, mental health practitioners, and legislators.

Everyday reel consumption is a complicated phenomena that transcends simply amusement. It signifies a type of regular digital conduct influenced by technical design, societal standards, and psychological incentives. Although technology provides novel opportunities for creativity, expression, and involvement, it simultaneously evokes significant concerns over its effects on attention, mindfulness, and general cognitive well-being. This study seeks to investigate these characteristics by analysing the frequency and patterns of reel consumption among young adults and evaluating their correlation with mindful attention, an essential aspect of psychological functioning in the contemporary media-saturated environment.

In the digital era, information consumption has transcended conventional media formats, including newspapers, television, and lengthy YouTube videos. The emergence of short-form video material, commonly known as "reels," has been one of the most transformational developments in recent years. These concise, energetic, and visually captivating clips—usually lasting from 15 to 60 seconds—are intended to provide amusement, information, or emotional stimulation in a readily digestible manner. Fuelled by platforms such as Instagram Reels, TikTok, YouTube Shorts, and Facebook Stories, these videos currently prevail in online screen time across various user demographics. Young individuals are especially attracted to this medium because of its immersive qualities, personalised algorithms, and social connectedness.

Daily reel consumption denotes the regular, often systematic engagement with short-form videos on a daily basis. It encompasses not only the duration of usage but also the frequency, level of involvement (liking, commenting, sharing), and psychological dependence. This study defines daily reel consumption



as the degree to which individuals interact with short-form video content daily on digital platforms, either consciously or subconsciously, and examines how these usage patterns affect their cognitive processing and attention management.

This tendency has experienced a remarkable increase in the Indian environment during recent years. India, as one of the largest digital marketplaces worldwide, has experienced a cultural shift in content access and sharing due to the proliferation of smartphones, the availability of economical data plans (attributed to telecom providers such as Jio), and the rising digital literacy among the youth. A 2023 analysis by RedSeer and Bain & Company indicates that more than 400 million Indians consistently engage with short-form video content, predominantly within the age range of 16 to 30. Following the TikTok ban in 2020, sites such as Instagram and YouTube swiftly occupied the gap, modifying its features to satisfy the Indian youth's need for rapid, engaging, and relevant content.

Reel consumption in India transcends mere entertainment, manifesting as a significant social and psychological phenomena. Reels encompass a diverse array of content, ranging from dancing challenges and comedic skits to instructional explainers and motivational messages, presented in vernacular languages that augment its accessibility and relatability. For numerous young individuals, particularly in metropolitan and semi-urban areas, reels serve as a medium for identity expression, engagement in trends, and social affirmation. The architecture of these platforms, driven by artificial intelligence algorithms, guarantees that each user's feed is distinctly customised, optimising engagement and reducing the risk of content fatigue.

Nonetheless, this heightened consumption entails cognitive and behavioural repercussions. The dopaminedriven tendency to browse through infinite streams of entertaining stuff has elicited concerns from psychologists and educators. Reels are intentionally crafted to enhance "stickiness," a phrase that denotes the addictive characteristics of some digital interfaces. Every new video introduces novelty and unpredictability, perhaps resulting in diminished attention spans, fractured concentration, and a predilection for immediate reward rather than sustained involvement. This behavioural cycle may become obsessive, resulting in digital weariness, media dependence, and cognitive overload.

From a neuropsychological standpoint, the continual engagement with short-form information activates the brain's reward network. The instantaneous visual and aural cues, together with the unpredictable nature of subsequent content, emulate the principles of operant conditioning, wherein positive reward (such as a humorous video or an unexpected clip) promotes repetitive behaviour (scrolling). Repeated exposure over time might diminish an individual's capacity to participate in activities necessitating prolonged mental exertion, such as reading, academic research, or contemplative thought.

Furthermore, Indian youth—who are at a critical juncture of identity development, skill acquisition, and emotional management—may be especially susceptible to the adverse effects of overconsumption. A 2022 poll conducted by LocalCircles indicated that over 62% of Indian adolescents aged 18–24 allocate more than 2 hours per day to social media platforms, with reels being a significant portion of this interaction. For both students and professionals, the allure of taking "quick breaks" to watch reels can disrupt workflow, diminish job efficiency, and hinder time management abilities.

However, it is crucial to recognise that reel consumption is not intrinsically detrimental. The crucial factors include the nature of the material, the purpose of its usage, and the level of self-regulation. When consumed deliberately, educational reels, motivational content, and wellness movies can facilitate micro-learning, alleviate tension, and enhance mindfulness. Numerous personalities and organisations already produce material that advocates for digital well-being, academic productivity, and mental health



awareness via reels, providing useful insights in an easily consumable format. This indicates that it is not the mere existence, but rather the pattern and intent of reel intake that influence its effect on cognitive performance.

Everyday reel consumption is a behavioural phenomenon intricately woven into the lifestyle of contemporary Indian youth. Although it signifies a transition towards more agile and immersive content interaction, it simultaneously prompts essential enquiries regarding its impact on attention span, mental presence, and cognitive regulation. As India spearheads the global digital revolution, it is imperative to examine how these shifting consumption habits influence the psychological makeup of its youth. This study seeks to address this gap by analysing the quantitative correlation between daily reel consumption and mindful attention, a fundamental element of mental well-being and scholastic or professional achievement.

The progression of reel consumption is fundamentally linked to the extensive history of visual media and the digital dissemination of material. The term "reel," currently associated with short-form films on social media, originates from classic cinema and photography. The term "reel" first denoted the spools employed to wound celluloid film in analogue cameras and film projectors. These reels were important to the cinematic experience in the 20th century, epitomising visual narrative and enjoyment.

The contemporary digital concept of "reels" as brief, looping video footage originated somewhat later, coinciding with the social media revolution. In the early 2000s, websites such as YouTube facilitated the proliferation of user-generated video content. Nevertheless, these films were predominantly lengthier and inclined towards instructional or entertainment-oriented narratives. The initial significant transition to short-form video started with the emergence of Vine in 2013, a platform enabling users to upload six-second looping videos. Although its duration was short-lived, Vine pioneered a novel method of information consumption: succinct, comedic, and relevant videos that were readily shareable and swiftly digestible.

The concept surged in popularity with the emergence of TikTok, which was initially introduced as "Douyin" in China in 2016 and subsequently integrated with Musical.ly for international users in 2018. TikTok transformed digital interaction by providing 15 to 60-second movies, propelled by sophisticated AI-driven recommendation algorithms that generated a highly tailored user experience. This was a pivotal change in user engagement with content, transitioning from follower-centric visibility to algorithmically-driven virality, hence becoming content discovery both spontaneous and addicting. The simplicity of content creation—augmented by filters, soundtracks, and editing tools—enabled average people to transform into producers, democratising content production.

The triumph of TikTok has compelled major technology corporations to create their own iterations of short-form video platforms. Instagram introduced Reels in August 2020, shortly following India's prohibition of TikTok because to geopolitical and privacy issues. Reels offered viewers an instant alternative and rapidly gained popularity, particularly among Indian youngsters familiar with TikTok-style video. Subsequent to YouTube Shorts (2021), platforms such as Facebook Reels emerged, further overwhelming the digital landscape with short-form video alternatives. In India, this transformation was accelerated by the extensive accessibility of inexpensive smartphones and economical 4G data, especially following Reliance Jio's debut in 2016, which significantly lowered internet expenses.

By 2022, India became one of the foremost consumers of short-form video content worldwide. A survey by KPMG and FICCI (2022) indicated that more than 65% of internet users in India interact with short-form video material, predominantly via mobile devices. The population most actively engaged with reels



comprises those aged 18 to 30, primarily encompassing college students and early-career professionals. The culturally varied and multilingual characteristics of India have enhanced the appeal of regionallanguage movies, rendering material more relevant and accessible to consumers in Tier II and Tier III cities.

Reels are no longer confined to mere amusement. The concept has expanded into areas like education (EduReels), marketing, lifestyle advice, wellness, DIY material, and social activism. Influencers, digital marketers, companies, and academics have adopted reels as an effective medium to engage broader audiences. The expanding ecosystem of "content creators" in India, many of whom have established full-time professions in producing reels, exemplifies the professionalisation of short-form video content.

Although reels provide amusement and social interaction, questions have arisen over their effects on attention span, emotional management, and productivity. Researchers, educators, and mental health experts have begun investigations on the impact of continuous exposure to fast evolving, high-stimulation content on users, especially teenagers and young adults, who are undergoing crucial phases of brain development and identity formation. The scrollable format of reels, wherein one video seamlessly transitions to the next, has been associated with obsessive usage behaviours, compromising the user's capacity for conscious engagement or mindfulness.

The evolution of reel consumption illustrates a transition from mechanical film reels to algorithmically curated digital information, which significantly influences contemporary social behaviour. What started as an innovative form of entertainment has now evolved into a prevailing digital lifestyle—intersecting with education, marketing, mental well-being, and identity development. In India, this transition has been rapid and culturally responsive, establishing reels as an integral component of how young adults engage with, create, and consume digital material everyday.

In the digital era, content consumption has transformed significantly, with short-form videos—known as "reels"—emerging as a highly important genre in social media. The emergence of this new media format is not an arbitrary occurrence but rather the culmination of a continuous evolution of technology advancements, shifting consumer inclinations, and the intrinsic human aspiration for rapid, captivating, and visually stimulating communication. Comprehending the historical trajectory of reel consumption is crucial for contextualising its impact, especially on cognitive factors like mindfulness and attention.

Cinematic Origins: The Analogue Foundations of the "Reel"

The term "reel" first denoted a tangible spool utilised for winding film stock in the nascent stages of motion picture production. These reels were integral to the cinematic experience during the 20th century, particularly in film industries like as Hollywood, Bollywood, and many regional cinemas globally. Feature-length, narrative-centric films were standard, and the experience of viewing a film was linked to collective attendance at cinemas, focused engagement, and deep narrative involvement.

The shift from analogue to digital filmmaking started in the late 20th century and accelerated with the rise of the internet, which transformed content creation, distribution, and consumption. Digital platforms progressively altered customer expectations from passive observers to active players.

The Emergence of Short-Form Video: Worldwide Disruption and Democratisation

The early 2000s heralded the advent of user-generated content, exemplified by platforms such as YouTube (2005), which enabled producers to submit extended videos for public viewing. In 2013, a significant transformation took place with Vine, a Twitter-owned application that popularised six-second looping videos. Vine revolutionised entertainment by demonstrating that significant substance could be conveyed





in brief intervals. It captivated a new cohort of digital makers and unveiled the concept of concise narrative.

Notwithstanding Vine's termination in 2016, its legacy persisted. Its impact was seen in the emergence of TikTok, introduced by the Chinese technology conglomerate ByteDance in 2016 (as Douyin in China). with 2018, TikTok has rapidly ascended to worldwide prominence, providing users with a platform to produce and engage with 15- to 60-second videos augmented with music, filters, and viral phenomena. The platform's popularity depended on its algorithm-driven feed, which accurately predicted user preferences, rendering it both addicting and distinctly personalised.

Reels in India: Swift Digital Advancement and Cultural Influence

India's digital ecosystem has seen a transformation in the last decade. The launch of Reliance Jio in 2016 provided millions of Indians with access to economical high-speed internet. The digital populace in India surged, encompassing both urban young and rural first-time internet users. Mobile-first content emerged as the standard, prompting platforms to swiftly adapt to this requirement.

TikTok saw significant popularity in India from 2018 to 2020, amassing over 200 million users, a substantial portion of whom resided in non-metropolitan areas. It offered a medium for expression across many regional languages and socio-economic levels, serving as an instrument for digital empowerment and creative enterprise.

In June 2020, the Indian government prohibited TikTok and several other Chinese applications because to geopolitical tensions and data protection issues. This created a content void, which was swiftly addressed by Instagram Reels (introduced in India in July 2020) and YouTube Shorts (debuted in 2021). Indian rivals such as Moj, Josh, and Chingari have arisen; nevertheless, Instagram Reels swiftly attained a preeminent status because to its integration inside the Instagram ecosystem.

As of 2023, India emerged as one of the greatest user bases for Instagram Reels and YouTube Shorts, with daily usage rates reaching their zenith among individuals aged 16 to 29. Reels have integrated into daily routines, utilised at breaks, commuting, lunches, and as instruments for education or self-promotion.

Cultural Trends and Behavioural Changes in India

Reels have significantly influenced Indian culture, particularly among the youth. Their conciseness, aesthetic allure, and algorithmic dissemination facilitate swift content generation, virality, and identity articulation. Indian users generate and engage with reels spanning many genres: dance, lip-syncing, comedy, education, beauty, spirituality, and mental wellness.

Furthermore, regional content creators from small towns and Tier 2 and Tier 3 cities have emerged, contesting the longstanding supremacy of metropolitan influencers. Reels are available in Hindi, Tamil, Telugu, Bengali, Marathi, Punjabi, and several more regional languages, creating a linguistically inclusive digital environment.

The potency of reels lies in their capacity to elicit instantaneous emotional reactions—such as astonishment, humour, relatability, and nostalgia—within only seconds. This emotional stimulus maintains user engagement in perpetual scrolling patterns, frequently resulting in a loss of temporal awareness. The dopamine-driven reward mechanism established by social validation (likes, shares, comments) encourages habitual engagement.

Reels as a Digital Economy and Professional Platform

The emergence of reels has facilitated the development of a novel digital economy. Influencers make revenue from brand partnerships, sponsored content, affiliate marketing, and platform-derived incentives.



A growing number of Indian youngsters increasingly regard content production as a legitimate job, engaging in seminars, brand collaborations, and creator economy networks.

Nonetheless, the financial triumph of films frequently results in heightened pressure to excel, maintain visibility, and get approval, culminating in performance anxiety and digital weariness. As material increasingly becomes concise, rapid, and emotionally charged, concerns are mounting over its impact on consumers' attentional capabilities and mental health.

### **Psychological Foundations of Reel Consumption**

Short-form films are crafted to be psychologically engaging, appealing to the brain's desire for novelty, unpredictability, and immediate satisfaction. Each swipe or press generates a fresh, algorithmically curated video, potentially eliciting a little dopamine release. Over time, this reward system training can result in compulsive usage habits, akin to behavioural addiction.

Researchers are becoming apprehensive that regular consumption of reels may result in impaired attentional control, lower present-moment awareness, and difficulties in profound cognitive processing. Prolonged exposure to high-stimulation content may impede the executive functions of kids, whose brains are still growing, affecting working memory, inhibitory control, and sustained attention.

The progression of reel consumption—from cinematic reels to 15-second digital content—illustrates a significant transformation in storytelling, communication, and global engagement. This transition in India has been both democratising and destructive. Reels have evolved into a medium for expression, enterprise, and entertainment. As the distinction between leisure and compulsion diminishes, it is essential to comprehend their cognitive and psychological ramifications. The historical backdrop of reel consumption establishes a foundation for analysing contemporary user behaviour and underscores the necessity of investigating variables such as mindfulness attention, especially among India's digitally engaged young.

### 1.3.Mindful Attention

Attention is a fundamental and crucial component of human intellect. It denotes the cognitive process of selectively focussing on a certain component of the world while disregarding others. Attention facilitates meaningful information processing and purposeful action, whether one is reading a book, operating a car, conversing, or solving a mathematical problem. Attention is not a static function; it is a dynamic system encompassing vigilance, focus, prolonged concentration, and the capacity to redirect focus as necessary. Psychologists categorise attention into many types: sustained attention, selective attention, split attention, and alternating attention, each fulfilling specific roles in everyday functioning.

Attention is unequivocally one of the most fundamental and necessary processes of human cognition, serving as the foundation for practically every mental operation. It denotes the cognitive capacity to selectively focus on particular elements of the environment while disregarding extraneous information. This focused attention enables individuals to interact with their environment and activities in a significant and intentional manner. Attention facilitates the processing of information and the efficient response to stimuli, whether it involves reading a book, operating a car, engaging in conversation, or solving a mathematical problem. Without attention, doing daily chores with any degree of efficiency or understanding would be unfeasible.

Attention is not a fixed function. It is, instead, a dynamic cognitive system necessitating ongoing management and control. Paying attention encompasses several interrelated processes, including alertness, the initial state of wakefulness and readiness to respond; focus, which allocates cognitive resources to particular stimuli; sustained concentration, which facilitates prolonged attention; and the capacity to shift focus, allowing for adaptability in transitioning between various tasks or stimuli. These mechanisms



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function synergistically to enable humans to adjust to evolving environmental demands, enabling the prioritisation and processing of pertinent information. This versatility is crucial for our everyday operations, whether in academic pursuits, professional endeavours, or social engagements.

The notion of attention has been a crucial subject in psychology for more than a century, progressing through many theoretical frameworks and research methodologies as our comprehension of human cognition advanced. The history of attention is intricately linked to the evolution of psychology, spanning from early philosophical discourse to contemporary cognitive neuroscience.

#### Preliminary Philosophical Underpinnings of Attention

The examination of attention originates from ancient philosophical discourse. Early philosophers such as Aristotle and Plato examined the significance of mental concentration concerning learning and behaviour, but their viewpoints were predominantly theoretical rather than empirical. Aristotle's concepts on the mind's concentration on specific facets of experience established the foundation for subsequent psychological theories. He characterised attention as a "selective process" wherein the mind concentrates on what is most pertinent at any given moment, albeit this was presented more as an intellectual or moral issue than as a psychological function.

During the 17th and 18th centuries, René Descartes and John Locke significantly shaped the concept of attention. In "Meditations," Descartes posited that the mind may concentrate on particular thoughts or ideas, indicating the nascent concepts that would later emerge as a focal point in cognitive psychology. Locke underscored the significance of the mind's capacity to concentrate on certain sensory events, so confirming the concept of attention as a selective process. Nevertheless, attention was perceived primarily as a philosophical concept rather as a clearly delineated cognitive activity.

#### **Preliminary Psychological Theories**

Attention was not fully established as a psychological notion until the late 19th century. William James, sometimes termed the "father of modern psychology," made substantial advances to the comprehension of attention. In his foundational text Principles of Psychology (1890), James articulated attention as "the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought." This definition represented a transition from philosophical speculation to a more concentrated psychological investigation, highlighting the selective quality of attention and its significance in human cognition. He identified attention as an active process wherein the mind deliberately determines its focus, indicating that attention is both a finite and meticulously regulated resource.

Edward Titchener, a notable structuralist psychologist, was another pivotal player in the early history of attention. Titchener's research on introspection advanced the study of attention by analysing how humans direct and maintain their focus on diverse stimuli. His introspective techniques established the groundwork for experimental psychology and impacted subsequent investigations into the functioning of attention under varying contexts.



### Information Processing Model

### The Ascendancy of Behaviourism and Focus

In the early 20th century, attention research was predominantly influenced by the behaviourist paradigm, emphasising observable behaviour above interior mental processes. Behaviourists such as John B. Watson and B.F. Skinner. Skinner minimised the significance of cognitive activities such as attention, prioritising the examination of external events and reactions. Nonetheless, S-R (stimulus-response) models recognised that particular stimuli may capture attention and provoke specific behaviours, while the underlying mechanisms of attention remained largely unexamined.

Despite the prevalence of behaviourism, the 1930s and 1940s witnessed the emergence of cognitive psychology, which aimed to elucidate the underlying mechanisms that regulate human behaviour. In the 1950s, Donald Broadbent was among the pioneering psychologists to methodically investigate the function of attention via his filter theory of attention. Broadbent suggested that attention functions as a filter, permitting the processing of specific information while obstructing extraneous inputs. This model was among the initial frameworks to provide a clear and testable explanation of attention as a finite resource, paving the way for more comprehensive experimental investigations.

The Cognitive Revolution and Contemporary Comprehension of Attention

The 1960s signified the cognitive revolution, which significantly transformed psychologists' perspectives on mental processes, particularly attention. Cognitive psychology transcended behaviorism's concentration on observable behaviour to prioritise interior mental states and processes, including perception, memory, and attention. During this era, ideas of attention evolved, with academics such as Anne Treisman formulating the attenuation theory, which suggested that unattended information was not entirely suppressed but rather diminished in the processing system. This differed from Broadbent's prior conception of a rigid filter.

Theories of attention progressed with the contributions of Richard Atkinson and Richard Shiffrin, who introduced the multi-store model of memory in 1968. This concept posits that information traverses many phases, with attention serving as a vital gatekeeper between sensory input and long-term memory. Their research underscored the significance of attention in the encoding of information, accentuating its critical role in learning and memory development.

#### Focus and Neurobiology

During the late 20th and early 21st centuries, progress in neuroscience and brain imaging methodologies provided novel insights into the molecular foundations of attention. Researchers started an investigation into the neurological correlates of attention, concentrating on brain regions such as the prefrontal cortex,



which is crucial for executive processes like attention and decision-making. Positron emission tomography (PET) and functional magnetic resonance imaging (fMRI) enabled researchers to directly monitor cerebral activity during attention-intensive activities, elucidating the distribution of attention across several neural networks.

A significant advancement in attention research emerged with the notion of split attention, which examined how humans concurrently handle numerous attentional demands. This research, led by cognitive psychologists including Daniel Kahneman, posited that attention is a finite resource and that task performance frequently relies on the allocation of cognitive resources.

### **Contemporary Theories of Attention**

Currently, the examination of attention integrates perspectives from cognitive psychology and neuroscience. Contemporary ideas, such as the theory of selective attention and resource allocation, underscore that attention is not only a passive filtering mechanism, but an active process that entails intricate decision-making about the allocation of cognitive resources. The impact of external stimuli, including social media and digital technologies, has emerged as a significant focus in attention research. With the emergence of smartphones, social media, and the perpetual accessibility of information, academics are currently examining the effects of digital distractions and multitasking on attention in previously unrecognised ways.

The investigation of attention is currently broadening to encompass mindfulness and attentional regulation, emphasising the capacity to intentionally manage one's concentration, particularly in distraction-laden circumstances. Contemporary methodologies emphasise the training and augmentation of attention via mindfulness techniques and various cognitive activities.

The evolution of attention study has progressed significantly from its philosophical origins to the complex, nuanced comprehension we possess now. Attention, formerly seen as a simply passive capacity to concentrate on sensory stimuli, is now acknowledged as an active and intricate process essential to cognition, behaviour, and mental well-being. The emergence of contemporary technology and digital media is ushering in a new age of study in the field of attention, with the interaction between digital distractions and cognitive function being a critical area of investigation. The continuous development of attention theory informs several fields, including cognitive psychology, neuroscience, education, and social media studies.

Psychologists categorise attention into several categories, each fulfilling a certain function and necessitating diverse cognitive resources. Sustained attention is the capacity to concentrate on a specific activity or stimuli for a sustained duration, essential for activities such as learning, reading, or working. Selective attention is concentrating on a certain input while disregarding others, allowing humans to eliminate distractions and focus on what is most relevant at each moment. Divided attention denotes the capacity to concurrently handle numerous tasks or inputs, exemplified as multitasking or driving while engaging in conversation. Alternating attention is the ability to shift between activities or cognitive frameworks, according to evolving requirements in real-time. Every form of attention is essential for effective performance in diverse circumstances. Sustained attention is necessary for the completion of lengthy, boring activities, but selective attention is crucial for successful listening in discussions, enabling the filtration of extraneous background noise.



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# **Models of Attention**

### FILTER MODEL

Attention acts as a selective filter that allows certain information to be processed

### ATTENUATION MODEL

Attention reduces the strength of unattended informatio but does not eliminate it

### **RESOURCE MODEL**

Attention is limited by the availability of cognitive resources allocated to taks

### **MULTIMODE MODEL**

Attention can be flexible, shifting between different modes of processing

#### Figure 2:

#### Models Of Attention

### Deterioration of Attention Quality and the Ascendance of Digital Distractions

In recent years, the expansion of digital technology and the rapid pace of modern life have posed considerable challenges to the quality and depth of attention, particularly among younger demographics. The pervasive accessibility of cellphones, social media platforms, and instant messaging applications results in young individuals being incessantly inundated with stimuli—texts, notifications, videos, and social media updates. The continuous intake of information, sometimes shallow or fragmented, profoundly impacts the sustained attention necessary for deep cognitive processes.

Psychological study indicates that prolonged exposure to quick, fragmented media, such as short-form video material and social media reels, might diminish the ability to maintain sustained attention. In a society where information is delivered in rapid, easily consumable segments, individuals—especially the youth—are becoming used to swiftly alternating their focus among many stimuli, a process termed cognitive fragmentation. The practice of rapidly consuming short films or postings for fleeting enjoyment or information impairs the brain's capacity to concentrate on a singular job for prolonged durations. This tendency is troubling since it diminishes the capacity for sustained focus on activities necessitating extended cognitive involvement, such as reading literature, doing academic work, or participating in reflective dialogues.

The deterioration in attention quality is also associated with cognitive overload. The incessant presence of digital media inundates users with information requiring prompt response. This overload results in mental tiredness, thereby impairing the brain's capacity to concentrate and interact effectively with tasks. Young



individuals, frequent users of social media, are seeing diminished mindfulness, defined as the capacity to be present and aware of the moment without distraction.

#### **Mindful Attention: A Novel Emphasis**

In response to this escalating worry, psychologists, educators, and mental health experts have increasingly focused on mindful attention, a sophisticated type of attention aimed at mitigating the obstacles presented by digital distractions. Mindful attention denotes the capacity to deliberately concentrate on the current moment in an impartial manner, free from external distractions or internal cognitive noise. In an era of perpetual digital distractions, fostering attentive attention enables individuals to condition their minds to concentrate intensely on a singular work, activity, or experience.

Traditional attention entails selecting concentrating on activities, but mindful attention enhances this by including awareness and acceptance of the current moment. This is concentrating on the current work while simultaneously acknowledging and accepting the ideas, emotions, and sensations that emerge, without reacting to them impulsively. This impartial awareness facilitates more efficient task engagement, diminishes stress, and improves cognitive function in settings necessitating prolonged concentration.

The increasing interest in mindful attention extends beyond therapeutic contexts and is now becoming prominent in educational and professional settings. Mindfulness-based therapies, including Mindfulness-Based Stress Reduction (MBSR), have demonstrated enhancements in attention, emotional control, and mental well-being. These programs assist users in enhancing their concentration, minimising distractions, and reclaiming control over their cognitive functions. Furthermore, focused attention enhances self-regulation—the capacity to control one's concentration and cognitive resources, which is crucial for addressing the difficulties of the digital era.

In summary, attention is a dynamic and varied cognitive process enabling humans to interact meaningfully with the environment. The proliferation of digital distractions, particularly among younger demographics, has led to a notable reduction in the quality of attention. By fostering attentive attention, individuals may augment their concentration, diminish distractions, and elevate their general mental well-being, rendering it an indispensable asset in a technology-driven world.

In recent years, continual exposure to digital technology and a fast-paced lifestyle have led to a significant deterioration in the quality and depth of attention, particularly among younger demographics. This has elicited apprehensions among psychologists, educators, and mental health practitioners, resulting in an increasing interest in mindful attention, a specialised and sophisticated kind of attention.

Mindful attention denotes a condition of engaged, receptive, and non-evaluative awareness of the current moment. It entails deliberately concentrating on the present moment—on one's thoughts, emotions, physical sensations, or immediate surroundings—with clarity and free from distractions. In contrast to automatic attention, which often shifts between stimuli, attentive attention is purposeful and intentional. It is fundamentally entrenched in ancient contemplative traditions, particularly from Eastern philosophies, yet is now extensively acknowledged and utilised in modern psychological research and mental health methodologies.

Brown and Ryan (2003) define mindful attention as the degree to which individuals maintain focus on and awareness of current events. It necessitates both attentional stability and meta-awareness—the capacity to recognise when one's attention has deviated and to gently redirect it to the focal item. This notion is fundamental to mindfulness, which Kabat-Zinn (1994) defines as "paying attention in a specific manner: intentionally, in the present moment, and without judgment."

Mindful attention is seen as an essential element of mental well-being, facilitating individuals in regulating



their thoughts and emotions, managing stress, enhancing learning, and making deliberate decisions. It is particularly advantageous in a distracting situation, when the mind is prone to reflect on past experiences or fret about future possibilities. Consistent practice enhances individuals' abilities in focused attention, emotional resilience, self-awareness, and cognitive flexibility.

Neuroscientific research indicates that individuals who regularly engage in mindfulness exhibit heightened activity in the prefrontal cortex (linked to executive functions), anterior cingulate cortex (related to attention control), and insula (connected to self-awareness), while demonstrating diminished activity in the default mode network (associated with mind-wandering and self-referential thought). This empirical research substantiates the notion that mindful attention transcends a simply philosophical or contemplative concept; it is a trainable cognitive talent that can be developed to enhance quality of life.

In the digital era, focused attention is increasingly jeopardised by the frequent and fragmented intake of material. A notable and emerging mode of internet engagement is short-form video material, exemplified by reels. These movies are crafted to be exceptionally captivating, visually intriguing, and emotionally evocative, frequently resulting in prolonged and passive viewing. This type of information promotes quick attention changes, cultivates immediate reward, and may diminish the brain's ability for prolonged, concentrated focus.

The proliferation of social media usage in India, particularly among the youth, has been exponential. According to the Digital India report (2023), India boasts more than 500 million active smartphone users, predominantly aged 18 to 30. Platforms like as Instagram, YouTube Shorts, Moj, and Josh have achieved significant popularity, rendering short-form video viewing an everyday practice. Continuous and extended exposure to such information prompts enquiries regarding its effects on cognitive functioning, especially the capacity for sustained mindful attention.

Prolonged consumption of reels exposes consumers to a dopamine-driven cycle, wherein each new movie provides a fresh and exhilarating experience. Although this may offer transient gratification, it frequently diminishes the brain's capacity for involvement in prolonged, arduous activities such as reading, profound learning, meditation, or concentrated activity. Over time, these tendencies may diminish one's ability for attentive concentration, resulting in heightened mental restlessness, impulsivity, and cognitive weariness. It is essential to acknowledge that focused attention may be maintained or even improved when individuals cultivate deliberate digital practices. Short movies that advocate mindfulness techniques, productivity strategies, or instructional material may foster self-reflection and deliberate involvement. The primary factor is the manner and motivation behind consumers' consumption of reels—whether it involves passive scrolling due to ennui or intentional watching that aligns with personal objectives.

Psychologists often evaluate mindful attention using self-report tools like the Mindful Attention Awareness Scale (MAAS), which assesses dispositional mindfulness by determining the frequency of attention lapses or the failure to recognise current sensations. These methods offer significant insights on the daily operations of attention and mindfulness, particularly when associated with behavioural patterns such as digital content intake.

In conclusion, careful attention is an essential cognitive and emotional asset, especially in today's hyperconnected environment. For young adults, the primary users of digital media, sustaining focused attention is crucial for academic achievement, emotional equilibrium, and cognitive clarity. As everyday reel consumption emerges as a primary method of content interaction, it is essential to investigate its impact on users' attentional capacities. Comprehending the correlation between reel usage and attentive attention would facilitate the identification of possible hazards and the formulation of treatments aimed at fostering



better digital habits and enhancing psychological well-being.

Mindful attention denotes a conscious and concentrated state of awareness, when individuals intentionally immerse themselves in the current moment devoid of judgement or distraction. It entails deliberately concentrating on one's present thoughts, emotions, physical sensations, or surrounding surroundings. This level of heightened awareness necessitates that an individual sustain a lucid and non-reactive connection with their current sensations. In contrast to automatic attention, which may be transient and inattentive, mindful attention involves deliberate effort and is maintained over an extended period. It transcends mere observation of external events; it encompasses a profound, deliberate awareness of both internal states and external circumstances, characterised by openness and curiosity. Mindful attention entails an absence of urgency to alter or evaluate events, instead fostering an acceptance of what emerges in the present moment.



Figure 3:

### **Concept of mindfulness Attention**

Originating from ancient contemplative traditions, particularly Eastern practices such as Buddhism, attentive attention was initially employed in meditative settings to promote enlightenment and profound spiritual insight. In recent decades, it has been integrated into modern psychology study, gaining widespread acknowledgement for its therapeutic advantages in mental health and well-being. Currently, attentive attention is an essential element of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT), both of which have demonstrated effectiveness in addressing anxiety, depression, and chronic pain.

The theoretical underpinning of mindful attention was established by scholars such as Brown and Ryan (2003), who characterised mindful attention as the ability to maintain focus and awareness of the current moment. Their research indicated that mindful attention comprises two fundamental components: attentional stability, the capacity to maintain focus on the present consistently, and meta-awareness, the ability to recognise when one's attention has deviated from the present moment and to gently redirect it



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back to the current experience. The ability to redirect attention to the present moment without judgement is fundamental to mindfulness practice, fostering emotional stability and enhanced cognitive flexibility.

In his seminal work, Jon Kabat-Zinn (1994), a trailblazer in mindfulness, articulated mindfulness as "paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally." This definition emphasises the deliberate and non-reactive characteristics of mindful attention. Individuals exercising attentive attention are not only passive observers; they are actively involved, deliberately selecting their focus and determining their responses to stimuli. This type of focus is associated with enhanced emotional resilience, as it allows individuals to recognise emotions without being inundated by them, and to manage stresses more efficiently by promoting a measured reaction to difficult circumstances. Besides its psychological advantages, attentive attention has considerable physiological effects. Neuroscientific studies indicate that mindfulness activities, such as focused attention, can induce alterations in brain structure and function. Research indicates that mindfulness techniques enhance activity in the prefrontal cortex, which is associated with advanced executive processes such as decision-making, planning, and emotional regulation. Increased activity in the anterior cingulate cortex, a region linked to attention regulation, has been noted in persons who consistently engage in mindfulness practices. The insula, a cerebral area associated with self-awareness, has heightened activity in persons who practise mindfulness. Simultaneously, mindfulness activities diminish activity in the default mode network, a consortium of brain areas generally engaged when the mind is not concentrated on the external environment, frequently linked to mind-wandering and self-referential cognition. This discovery indicates that focused attention aids individuals in circumventing cognitive drift commonly seen in unstructured mental states, hence improving concentration and presence.

As global digital connectivity increases, the practice of attentive attention encounters novel problems, particularly with the fast consumption of information. The rise of short-form information, like as social media reels and TikTok videos, has led to humans being often exposed to captivating, visually exciting, and emotionally intense stimuli that require rapid attention changes. These brief material segments promote fast cognitive processing and immediate satisfaction, hindering individuals' ability to retain attention. The disjointed quality of such content, intended to seize transient attention, can condition the brain to shift rapidly between focal points, diminishing the capacity for profound engagement with any individual piece of information. This phenomena raises concerns over the long-term impact on cognitive functions, especially in relation to sustained focus, concentration, and the capacity for intentional, attentive attention.

In summary, focused attention is an effective instrument for improving mental health, emotional control, and cognitive performance. This talent may be developed via consistent practice, providing substantial advantages for persons aiming to manage stress, enhance attention, and promote increased self-awareness. In a society increasingly dominated by digital distractions, careful attention is jeopardised by the incessant allure of short-form, fast material. This underscores the need of comprehending how contemporary digital landscapes affect our capacity to sustain focused, aware attention, and the necessity for measures to protect and enhance this cognitive talent amidst increasing technology distractions.

The origins of attentive attention may be linked to ancient contemplative practices, particularly within Eastern traditions such as Buddhism, Hinduism, and Taoism, where mindfulness (referred to as "sati" in Pali and "smrti" in Sanskrit) was fundamental to the spiritual journey. In these traditions, mindfulness was developed to attain enlightenment, self-realization, and mental clarity. The notion was intricately



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integrated into meditation methods aimed at cultivating present-moment awareness, allowing individuals to surpass distractions and the cognitive disarray of everyday existence.

In Buddhism, mindfulness is a fundamental component of the Noble Eightfold Path, a collection of ethical and cognitive principles designed to alleviate suffering and attain Nirvana. Mindful attention, or sati, is seen crucial for developing a clear and impartial awareness of one's thoughts, feelings, and actions, with the ultimate objective of eliminating attachment and suffering. Meditation techniques such as Vipassana (insight meditation) and Zazen (seated meditation) entail the development of attentive awareness by concentration on physical sensations, breath, and mental states, accompanied with a profound recognition of impermanence and the interrelatedness of all occurrences.

In Hinduism, awareness is embodied in the notions of dhyana (meditation) and smrti (memory or recall), emphasising presence and attunement to the divine or the self. Yoga, including both physical and spiritual dimensions, integrates conscious focus via practices such as pranayama (breathing methods) and asanas (postures), aimed at cultivating profound awareness and connection to the present moment.

Although mindfulness has its origins in ancient traditions, it garnered more attention in the West throughout the mid-20th century, notably due to the efforts of Jon Kabat-Zinn. Kabat-Zinn, a trailblazer in mindfulness, significantly contributed to its popularisation within contemporary psychology and medicine. In the late 1970s, Kabat-Zinn established Mindfulness-Based Stress Reduction (MBSR), a program aimed at assisting individuals in managing stress, chronic pain, and emotional difficulties via the integration of mindfulness meditation within a structured therapy framework. Kabat-Zinn's research connected Eastern meditation techniques with Western clinical psychology, resulting in heightened interest in mindfulness as a therapeutic instrument.

Kabat-Zinn's MBSR program was revolutionary in its secular, evidence-based methodology, rendering mindfulness accessible to persons devoid of a religious or spiritual context. His study indicated that mindfulness can provide substantial advantages for mental health, facilitating emotional control, alleviating anxiety, sadness, and stress, and augmenting general well-being. This initiated a wider movement in Western psychology, integrating mindfulness techniques into diverse therapeutic approaches, including Mindfulness-Based Cognitive Therapy (MBCT) and Dialectical Behaviour Therapy (DBT), to address disorders such as depression, anxiety, and borderline personality disorder.

As the examination of mindfulness progressed, researchers started to differentiate between various types of attention, especially regarding mindfulness. Mindful attention, as defined in psychological literature, denotes the capacity to sustain focus on the current moment with clarity and without judgement. Brown and Ryan (2003) emphasised the significance of mindful attention in daily life, defining it as the capacity to remain cognisant of the current moment without succumbing to distractions or intrusive thoughts.

In recent decades, mindfulness has transcended therapeutic contexts and emerged as a prevalent practice in fields such as education, business, athletics, and overall well-being. The proliferation of mindfulness applications and digital platforms, such as Headspace and Calm, has enhanced accessibility to mindfulness practices, allowing users to integrate mindfulness techniques into their everyday routines. Neuroscientific research has elucidated how mindfulness influences the brain, demonstrating that it can induce structural alterations in regions associated with attention, emotional control, and self-awareness.

The history of mindful attention is fundamentally anchored in ancient spiritual traditions and has progressively developed into a significant domain of psychology and neuroscientific research. Originating from Eastern meditation techniques and then incorporated into Western therapeutic environments, mindful attention has emerged as an essential instrument for enhancing mental well-being, emotional resilience,



and cognitive flexibility. Today, it persists in gaining significance in the digital era as a countermeasure to the ubiquitous distractions of contemporary technology and a method for enhancing presence and clarity in our rapidly accelerating environment.





### Models of Mindful Attention

### The Mindfulness Attention Awareness Scale (MAAS)

The Mindfulness Attention Awareness Scale (MAAS), created by Brown and Ryan (2003), is an essential instrument for comprehending mindful attention. It is intended to assess the extent to which individuals can maintain awareness of their environment, thoughts, emotions, and physical sensations, without succumbing to distractions. The MAAS is based on the principle that mindfulness entails the capacity to concentrate on the present moment while sustaining that focus without judgement. The scale assesses the frequency with which an individual remains cognisant of their experiences and can adeptly refocus on the present when attention wanes. Brown and Ryan's idea posits that attentive attention is a dynamic attribute, indicating that it may vary based on an individual's mental habits and lifestyle. The scale has been extensively utilised in psychological research and therapeutic contexts to evaluate the relationship between mindful attention and many psychological outcomes, such as emotional control, well-being, and cognitive flexibility.

### Kabat-Zinn's Mindfulness Model

Jon Kabat-Zinn's concept and framework of mindfulness are essential to the modern comprehension of mindfulness-based therapies, particularly in clinical psychology. His concept underscores the need of focussing intentionally, in the present moment, and without judgement (Kabat-Zinn, 1994). This interpretation of attentive attention emphasises the significance of deliberate, concentrated awareness on present events, rather than allowing the mind to drift into the past or future. Kabat-Zinn's research, especially in the formulation of Mindfulness-Based Stress Reduction (MBSR), demonstrates that fostering



mindfulness via practices like meditation can improve individuals' attentional focus and promote enhanced emotional equilibrium. This paradigm underscores that focused attention encompasses not only concentrating on a certain item or activity, but being entirely present with whatever emerges in consciousness, including sensations, thoughts, or emotions. It posits that cultivating attentive attention might enhance individuals' mental and emotional resilience.

### Langer's Framework of Mindful Learning and Attention

Ellen J. Langer's mindfulness model, introduced in the 1980s, uniquely highlights mindful learning as a cognitive mechanism that improves attention and engagement. Langer characterises mindfulness as the active recognition of novel stimuli, acknowledging the plethora of options in the universe, and eschewing the mindless repeating of habitual actions. Her paradigm asserts that persons who have an open and adaptable mentality in learning and life are more adept at seeing new details and circumstances. Mindful learning promotes full engagement with the present and fosters active questioning of assumptions, so enhancing creativity, problem-solving, and critical thinking. Within this concept, attentive attention is regarded as a mechanism for cognitive flexibility, enabling individuals to perceive situations from many viewpoints. Langer's research underscores the significance of remaining present and vigilant to all facets of experience, which can inhibit automatic cognition and foster enhanced learning and focus.

### The ADHD Framework and Mindfulness

Within the framework of Attention-Deficit/Hyperactivity Disorder (ADHD), mindfulness has emerged as a significant instrument for improving attentional regulation and diminishing distractibility. The Self-Regulation and Attention Model posits that mindfulness activities enhance people' ability to concentrate and diminish impulsivity by promoting attentional stability and cognitive control. ADHD is frequently defined by difficulties in maintaining attention, impulsivity, and hyperactivity, which may be intensified by the rapid and highly stimulating digital environment. Mindful attention assists persons with ADHD in regulating their focus by instructing them on redirecting their attention to the current work when distractions occur. Studies indicate that mindfulness training can strengthen working memory, diminish impulsive behaviours, and improve concentration in persons with ADHD. By enhancing their awareness of cognitive processes, persons with ADHD can better regulate their attention, resulting in increased concentration and emotional management.

### The Dual Process Model of Attention

The Dual Process Model of Attention, introduced by Posner and Snyder (1975), provides a theoretical framework for comprehending the operation of aware attention as opposed to automatic, habitual processing processes. The model asserts that there are two fundamental types of attention: automatic processing and controlled processing. Automatic processing denotes mental activities that transpire without conscious awareness, shown as navigating a known path or executing a habitual activity. Conversely, regulated processing needs intentional, conscious effort and concentration. In this framework, mindfulness is associated with regulated processing. During mindfulness practice, individuals consciously direct their attention intentionally, in contrast to the passive, unthinking attention characteristic of automatic processing. The paradigm emphasises the significance of mindfulness in facilitating individuals' transition from automatic, distractive attention to more deliberate and concentrated engagement with the present moment. This transition is fundamental to the development of aware attention, necessitating deliberate focus and intentionality.

### The Triadic Framework of Mindfulness

The Three-Pillar Model of Mindfulness, established by Baer (2003), defines mindfulness as consisting of



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three fundamental components: self-regulation of attention, awareness of experience, and acceptance of experience. The initial pillar, self-regulation of attention, encompasses the capacity to maintain focus on the present and to shift attention when it wanes. This pillar emphasises the need of attentional stability, a crucial element of attentive attention. The second pillar, awareness of experience, denotes the capacity to notice and acknowledge one's ideas, emotions, and bodily sensations in an open and nonjudgmental manner. This awareness enables individuals to be present without being inundated by instinctive mental responses. The third pillar, acceptance of experience, is engaging with events through an open, nonjudgmental perspective, enabling individuals to witness their ideas and feelings without evaluation. This model synthesises all three elements to establish a thorough comprehension of mindful attention, highlighting the interplay of awareness, regulation, and acceptance in cultivating mindfulness in daily life. **The Mindful Attention and Cognitive Control Theory (MACC)** 

The Mindful Attention and Cognitive Control Theory (MACC), introduced by Zeidan et al. (2010), examines the impact of mindfulness training on cognitive control, defined as the mental processes involved in focussing, regulating, and shifting attention. This idea posits that focused attention is crucial for enhancing cognitive control, allowing individuals to exhibit more cognitive flexibility, sustain concentration, and diminish spontaneous reactions to distractions. The MACC theory asserts that consistent mindfulness practice enhances the brain pathways associated with executive functions, particularly the prefrontal cortex, which governs attention and cognitive flexibility. Mindfulness enhances individuals' capacity to regulate thoughts, emotions, and behaviours by training them to focus on the present moment. This idea has significant implications for comprehending how attentive attention may enhance cognitive performance, especially in stress management, concentration improvement, and emotional regulation enhancement.

#### The Cognitive Framework of Mindfulness

The Cognitive Model of Mindfulness, formulated by Teasdale et al. (2000), integrates tenets from Cognitive Behavioural Therapy (CBT) and posits that mindfulness effectively interrupts maladaptive cognitive patterns, including rumination and catastrophic thinking, commonly linked to mental health disorders such as anxiety and depression. This paradigm posits that focused attention enables individuals to recognise their thoughts and emotions without being overwhelmed by them. By cultivating this awareness, individuals may objectively examine their mental processes, allowing them to disengage from detrimental thinking habits and escape the cycles of rumination that intensify emotional suffering. This approach posits that mindful attention enhances cognitive restructuring by fostering acceptance and awareness, rather than suppressing or judging unwanted ideas. It is an essential strategy for enhancing mental well-being and averting the intensification of psychological symptoms.

#### The Four Pillars of Mindfulness

The Four Foundations of Mindfulness, outlined in the Satipatthana Sutta, establish a fundamental framework for the practice of mindfulness. The four foundations are: awareness of the body, awareness of feelings, awareness of the mind, and awareness of mental things. Each foundation highlights distinct facets of awareness and attentiveness. Mindfulness of the body leads practitioners to concentrate on physical sensations, posture, and movement. Mindfulness of emotions entails the recognition and observation of feelings without judgement. Mindfulness of the mind entails the observation of mental states, including thoughts and attitudes. Mindfulness of mental objects pertains to the awareness of consciousness items, including memories, desires, and mental imagery. This extensive framework aims to cultivate profound and comprehensive awareness of all facets of experience, enhancing self-understanding



and comprehension of the universe. It offers a comprehensive perspective on attentive attention, encompassing physical, emotional, cognitive, and spiritual aspects of awareness.

These many models and ideas offer a comprehensive knowledge of attentive attention. Their scope encompasses assessment via instruments such as the MAAS and practical implementation in therapeutic contexts, emphasising the significance of mindful attention in the regulation of thoughts, emotions, and behaviours. The theories highlight several dimensions of attention, including cognitive flexibility, self-regulation, acceptance, and nonjudgmental awareness. Collectively, they establish a thorough framework for comprehending how mindfulness improves attentional control, emotional regulation, and general wellbeing.

### 1.4. Relationship Between Reel Consumption and Mindful Attention

In the contemporary digital environment, attention has emerged as both a commodity and a victim. The rise in popularity of short-form video material, known as "reels," has altered the manner in which users engage with media. Platforms like Instagram, TikTok, Facebook, and YouTube exploit the human brain's inclination for novelty and visual engagement, providing ceaseless streams of concise, emotionally resonant films that users can easily navigate. The increase in daily reel consumption is not simply a trend; it indicates a significant transformation in the methods of capturing, maintaining, and redirecting attention. These platforms employ advanced algorithms to provide highly tailored material, enhancing the probability of extended engagement and diminishing users' capacity for cognitive self-regulation. As a result, reel consumption has evolved from a leisurely pastime to a regular, frequently obsessive behaviour integrated into everyday routines, particularly among teens and young adults.

Attention, as a cognitive function, is finite. Maintaining concentration and correctly shifting between stimuli demands mental energy. Frequent consumption of reels inundates individuals' attentional systems with quick, high-intensity stimuli that demand minimal cognitive work while yielding immediate reward. Over time, this habituates the brain to anticipate rapid stimulation, rendering it progressively challenging to participate in activities necessitating prolonged concentration, such as learning, working, reading, or engaging in substantive face-to-face dialogues. The practice of incessantly transitioning between short videos undermines what psychologists term "attentional endurance"—the capacity to concentrate on a singular task for a protracted duration. This phenomena may also hinder memory consolidation, executive functioning, and emotional control, all of which are critical elements of focused attention.

Mindful attention denotes a distinct and nuanced type of attention, defined by present-moment awareness, deliberate focus, and non-judgmental observation of thoughts, emotions, and sensations. It is not only a matter of attention, but rather the manner in which one attends—with clarity, receptiveness, and steadiness. This quality of attention is developed via mindfulness practices and is linked to several psychological advantages, including less anxiety, greater emotional control, higher cognitive function, and elevated psychological well-being. The incessant allure of digital gadgets and the highly exciting nature of movies render it progressively challenging for folks to be psychologically grounded in the current time. The brain grows used to external stimuli, continuously searching for the next trigger instead of remaining present. Consequently, the cognitive faculties essential for mindfulness—namely, sustained attention, awareness of distractions, and the capacity to refocus on the present—diminish with time.

Empirical research has corroborated this apprehension. Investigations in cognitive neuroscience have demonstrated that mindfulness techniques stimulate regions inside the prefrontal cortex and anterior cingulate cortex, which are crucial to attention control, decision-making, and meta-awareness. In contrast, excessive digital consumption, particularly of fragmented and rapid information, has been correlated with



heightened activity in the brain's default mode network, which is connected with mind-wandering, selfreferential thinking, and less awareness of the present moment. An increasing amount of literature has started to investigate this contrast, indicating that although conscious attention is a talent that can be cultivated, its advancement is considerably obstructed by obsessive media consumption habits, especially through short-form material.

Moreover, the psychological ramifications of less conscious attention beyond mere concentration and productivity. Mindful attention is essential for emotional self-regulation, empathy, and interpersonal sensitivity. When this capacity is reduced—frequently as a consequence of mindless computer scrolling—individuals may exhibit increased reactivity, impulsivity, and emotional volatility. The incessant viewing of reels frequently precludes opportunities for contemplation, stillness, or ennui—elements essential for mental clarity and emotional processing. Individuals, especially teenagers, may become ensnared in a loop of digital reliance, wherein their incapacity to maintain mental presence fosters feelings of discontent, diminished self-worth, and detachment from both self and environment.

Nonetheless, not all facets of digital information are intrinsically detrimental. When digested attentively, reels and short-form material may fulfil beneficial roles: instructional, motivating, artistic, and therapeutic. The differentiation resides in the manner of content engagement. Mindful digital consumption entails establishing deliberate boundaries, curating beneficial information, incorporating intervals of rest, and consistently assessing one's emotional well-being during platform usage. Research on digital hygiene indicates that using systematic mindfulness practices—such as guided meditation, breathwork, and body scans—can mitigate some attentional deficits caused by excessive screen usage. Furthermore, digital well-being applications and functionalities such as screen-time monitors, "do not disturb" settings, and application use notifications might assist users in cultivating more beneficial digital practices.

In summary, the complex interplay between daily reel consumption and conscious attention underscores a significant issue and potential in contemporary psychology research. Reel intake jeopardises attentional control and present-moment consciousness, particularly when it becomes routine and unconscious. Conversely, with awareness and discipline, individuals may traverse the digital landscape in manners that enhance, rather than undermine, their cognitive and emotional health. The task for schools, psychologists, parents, and politicians is to cultivate media literacy and encourage a culture of deliberate interaction with technology. As we further investigate this junction, it is imperative to restore the ability for calm, reflection, and focused focus in an age that perpetually aims to distract.

In modern psychological discussions, attention is seen not just as a cognitive function but as a fundamental mechanism of awareness. It constitutes the foundation of learning, memory, perception, and decision-making. Among the different forms of attention examined—such as sustained, selective, and split attention—mindful attention distinguishes itself as a deliberate and sophisticated form. In contrast to automatic or habitual attention that responds instinctively to stimuli, mindful attention is intentional, controlled, and rooted in the present moment. It necessitates deliberate regulation of cognitive processes and entails meta-awareness, or the capacity to oversee the allocation of attention. This form of awareness is not inherent; it is developed and reinforced over time by intentional cognitive training. Nonetheless, this capability is jeopardised in the digital era, particularly due to the increasing consumption of short-form video material, sometimes referred to as "reels."

From a psychological perspective, reels are a manifestation of digital hyper-stimulation. These movies are rapid, emotionally stimulating, and algorithmically designed to elicit novelty-seeking behaviours, regulated by the brain's dopaminergic reward system. The mesolimbic pathway, encompassing the nucleus



accumbens and ventral tegmental region, activates in response to rewarding stimuli, including unforeseen video content or "likes." Consequently, the brain becomes conditioned to pursue further rapid gratifications, fostering a behavioural pattern akin to compulsive behaviour. This dopamine-driven habit loop conditions the brain to anticipate continuous, fast changes in focus, so undermining the systems essential for deep, persistent, and stable attention.

The psychological ramifications of such patterns are considerable. The Cognitive Load Theory (Sweller, 1988) posits that working memory possesses a finite capacity, and excessive load hinders learning and understanding. Reels overwhelm users with rapid, fragmented information, depleting cognitive resources and hindering the meaningful encoding of events. This leads to superficial processing, which compromises attention management, memory consolidation, and executive functioning. Over time, the attentional control system, primarily governed by the prefrontal cortex and anterior cingulate cortex, experiences difficulties in maintaining stability, resulting in attentional fatigue, irritability, restlessness, and symptoms akin to attention-deficit profiles.

Conversely, conscious attention utilises top-down executive control systems. The Attentional Control Theory (Eysenck et al., 2007) asserts that anxiety and distraction disrupt the equilibrium between goaldirected (top-down) and stimulus-driven (bottom-up) attentional systems. Mindfulness-based techniques aim to restore this equilibrium by improving self-regulation, emotional awareness, and cognitive flexibility. When individuals practise mindfulness techniques, such as concentrated breathing or body scans, they are effectively conditioning their attentional focus to stay stable and non-reactive, despite intruding thoughts or external stimuli. This immediately opposes the divided attention promoted by reel consumption.

Empirical research in neuroscience and psychology has shown significant support for this disparity. Functional MRI studies demonstrate that long-term mindfulness practitioners show heightened activity in the dorsolateral prefrontal cortex (DLPFC), a region associated with attentional control and working memory. Furthermore, they have enhanced connectivity in the insula, which is connected with interoceptive awareness, and less activity in the default mode network (DMN), the cerebral system related to mind-wandering and self-referential cognition. Conversely, frequent interaction with short-form digital information is associated with heightened DMN activation, diminished inhibitory control, and increased challenges in disengaging from irrelevant stimuli—indicative of inadequate attentional regulation.

From a developmental psychology standpoint, adolescents and young adults have heightened susceptibility. Their prefrontal cortices, which govern executive processes, are still developing. Exposure to overstimulating media settings during this critical developmental phase might lead to enduring alterations in neuroplasticity, complicating the cultivation of mindful consciousness in later life. This is exacerbated by social comparison, peer validation, and FOMO (fear of missing out), all of which foster obsessive digital behaviours and reduced mindfulness. The Social Cognitive Theory (Bandura, 1986) emphasises the impact of observable learning and environmental reinforcement on behaviour, since youngsters frequently emulate peers who consistently engage with reels, so solidifying the habit.

Furthermore, from a clinical psychology perspective, less attentive attention is associated with increased risks of anxiety, sadness, and impulsivity. Individuals devoid of present-moment awareness often engage in rumination about previous failures or catastrophise on the future—behaviors linked to mood disorders. Mindfulness-based therapies (MBIs), such as Mindfulness-Based Cognitive Therapy (MBCT) and Mindfulness-Based Stress Reduction (MBSR), have demonstrated consistent efficacy in alleviating these symptoms through enhanced attention management and emotional clarity. These therapies enhance





attention while fostering self-compassion, distress tolerance, and meta-cognitive awareness—abilities significantly compromised by obsessive digital activity.

The incorporation of digital hygiene education and mindfulness training in therapeutic and educational contexts is becoming essential. Mental health specialists increasingly endorse a healthy digital diet, advocating for introspective interaction rather than passive use. Psychologists are creating programs that integrate digital behaviour monitoring with mindfulness applications, enabling users to measure their screen usage and intentionally redirect their focus to significant activities. The objective is not to vilify technology, but to reform digital ecosystems to promote attentional well-being instead of exploiting its weaknesses.

In essence, from a psychological perspective, the correlation between daily reel intake and conscious attention is intricate and significant. Reels cultivate a disjointed, reactive, and externally influenced type of attention, whereas mindful attention encourages internal equilibrium, present-focused awareness, and self-regulation. In the absence of deliberate attempts to foster mindfulness, individuals—especially adolescents—are susceptible to cognitive and emotional dysregulation, heightened distractibility, and reduced well-being. Consequently, psychologists, educators, and parents must unite to cultivate attentional literacy, promoting techniques that restore mental stamina, emotional resilience, and self-awareness vital for flourishing in the digital world.

In conclusion, focused attention is a crucial psychological ability that enhances cognitive efficiency and protects emotional well-being in a more distracted environment. The emergence of short-form digital material, such as reels, has precipitated a cultural transformation characterised by fragmented attention, impulsive engagement, and immediate gratification—trends that undermine the principles of deep, persistent focus. This transition is not just behavioural but neurocognitive, affecting brain structures and processes associated with attention management, memory, and emotional equilibrium. Conversely, focused attention, grounded in both ancient contemplative practices and contemporary psychology research, provides a significant counterweight. It fosters conscious awareness, emotional control, and cognitive clarity—abilities crucial for managing intricate life challenges. Neuroscience and clinical research indicate that mindfulness is not only a spiritual or contemplative activity, but a trainable cognitive skill that can enhance attentional health and psychological resilience. Consequently, among digital overstimulation and cognitive exhaustion, fostering attentive attention is essential rather than optional. Educational institutions, mental health professionals, and people must prioritise mindfulness-based practices to regain control over attention, enhance well-being, and encourage purposeful, meaningful interaction with the environment.

#### **1.5.**Rationale Of the Study

In recent years, the extensive proliferation of smartphones and the surging popularity of social media platforms like Instagram, YouTube, Facebook, and TikTok have resulted in the rise of short-form video material known as "reels." These reels are distinguished by their conciseness, visual opulence, algorithmic personalisation, and exceptional engagement. Engineered to seize and maintain user attention within moments, they establish a loop of immediate reward and incessant content intake. As per Statista (2023), India is among the top nations for daily social media engagement, with the typical user dedicating over 2.5 hours each day online, a considerable fraction of which is allocated to short-form videos. This content type offers enjoyment and a medium for creative expression, although it also presents significant psychological problems, particularly with its possible effects on attention-related processes. Attention, a key aspect of human cognition, is essential for learning, decision-making, memory, and emotional



regulation. Cognitive researchers and educators are questioning the long-term effects of reels on attentional systems, as they promote quick shifts of focus and diminish the necessity for prolonged concentration.

A significant problem linked to this content pattern is the decline in attentional depth and stability, especially among teenagers and young adults, who constitute the majority of daily consumers. Ophir, Nass, and Wagner (2009) established that regular media multitaskers exhibit worse performance on tasks necessitating sustained attention, indicating that habitual digital media consumption may hinder the capacity to filter distractions. Research conducted by Cain and Mitroff (2011) demonstrates a negative correlation between media multitasking and cognitive control as well as working memory capacity. These findings correspond with the increasing agreement that the continual engagement with attention-seeking stimuli, such as those present in digital reels, leads to mental fatigue, inattention, and challenges dis sustaining task focus. Moreover, Killingsworth and Gilbert (2010) discovered that individuals use around 47% of their conscious hours contemplating matters unrelated to their present activities, and this mind-wandering correlates strongly with diminished enjoyment and mindfulness.

Unlike distracted or fragmented attention, attentive attention underscores present-moment awareness, intentionality, and non-reactivity. Originating from Eastern contemplative traditions and integrated into Western psychology by researchers like Jon Kabat-Zinn (1994), mindful attention is the deliberate focus on one's present experience—thoughts, emotions, or sensations—without judgement or evasion. Brown and Ryan (2003) advanced the theoretical comprehension of mindfulness, suggesting that persons with elevated trait mindfulness are more inclined to maintain awareness of and attentiveness to their internal and external surroundings. Neuroscientific research indicates that mindfulness increases activity in brain areas associated with attention regulation, specifically the prefrontal cortex and anterior cingulate cortex, while diminishing activity in the default mode network, which is associated with self-referential thinking and rumination (Tang, Hölzel, & Posner, 2015). These advantages highlight the essential importance of attentive attention in promoting emotional control, learning, mental clarity, and overall well-being.

Considering the growing dependence on short-form material for amusement and information, it is essential to analyse how these digital interaction patterns may affect the ability for focused attention. Although current research has examined the effects of general screen time and media multitasking on attention and well-being (Wilmer, Sherman, & Chein, 2017), limited studies have specifically investigated the influence of reel consumption—a distinctive, rapid, and highly stimulating media format—on the intricate concept of mindful attention. This study aims to fill a notable research gap by examining the correlation between the frequency and duration of daily reel intake and an individual's capacity to maintain mindful consciousness in daily life. This study will investigate the correlation between extensive exposure to reel material and diminished mindfulness, heightened distractibility, and challenges in sustaining attentional concentration, especially in college-aged individuals.

The justification for this study is also reinforced by practical ramifications. In educational environments, less attention can impact academic achievement and knowledge retention. In therapeutic settings, attention-related challenges are frequently associated with anxiety, despair, and diminished emotional self-regulation. If regular reel consumption substantially affects attentive attention, the results can guide prevention actions, media literacy initiatives, and the creation of digital well-being treatments. In a culture where screens often commandeer attention, fostering conscious awareness is not only advantageous but imperative. This study seeks to provide significant insights into cognitive psychology, digital behaviour, and mental health by experimentally investigating this current and under-explored area.





### CHAPTER 2 REVIEW OF LITERATURE

The Literature Review chapter establishes the theoretical and empirical foundation for this study by analysing the development of two fundamental constructs—daily reel consumption and mindful attention—and exploring their intersection in the digital experiences of young people. The study is contextualised within the extensive literature on attention and mindfulness, elucidating historical viewpoints, essential concepts, and core theories. This section elucidates the evolution of attention, from William James's first definition as "the taking possession of the mind" to contemporary neuroscience investigations concerning the prefrontal cortex and default mode network, highlighting its conceptualisation and use in psychological science. It subsequently presents mindful attention as a distinct variant of attentional control, defined by deliberate, present-moment awareness, and examines foundational studies by Kabat-Zinn (1994), Brown and Ryan (2003), along with later frameworks such as Baer's Three-Pillar Model and the work of Tang, Hölzel, & Posner (2015).

This chapter, grounded on theoretical principles, transitions to an examination of digital media usage trends, specifically highlighting the rapid ascent of short-form video platforms (TikTok, Instagram Reels, YouTube Shorts). It compiles market analyses and empirical research outlining user demographics, engagement metrics, and algorithmic factors that promote rapid, reward-oriented consuming patterns. This section emphasises studies on media multitasking (Ophir, Nass, & Wagner, 2009), cognitive fragmentation (Smallwood & Schooler, 2006), and digital exhaustion (Wilmer, Sherman, & Chein, 2017), hence contextualising the necessity for distinct examination of reel consumption.

The paper subsequently examines theoretical theories that connect media usage to attentional outcomes, including Broadbent's Filter Theory, Treisman's Attenuation Model, and Posner's Dual Process Model of Attention, and illustrates how these frameworks have been adapted to address digital distractions. The text analyses empirical studies that quantify the cognitive and emotional detriments of rapid, fragmented content, including diminished working memory (Cain & Mitroff, 2011), decreased task persistence, and impaired meta-awareness, while juxtaposing these results with research on the advantages of mindfulness training for attention regulation and stress alleviation.

The chapter allocates a portion to Indian studies and cultural factors, examining nation-specific statistics on smartphone usage, social media behaviours, and nascent research on digital well-being treatments in Indian educational and therapeutic contexts. Ultimately, it highlights significant deficiencies in the literature, particularly the lack of targeted research on the impact of reel-specific consumption patterns (frequency, length, content type) on mindful attention among young adults in India. This chapter synthesises many scholarly streams, so justifying the current study's objectives and outlining its distinct contribution to media psychology, cognitive science, and public health.

The concept of mindfulness has lately garnered substantial interest in both clinical and scientific fields. Mindfulness originated from Eastern spiritual traditions, which propose that it can be cultivated through consistent meditation practice, leading to diminished suffering and enhanced personal attributes, including awareness, insight, wisdom, compassion, and equanimity (Goldstein, 2002; Kabat-Zinn, 2000). Secular versions of conventional mindfulness practices have been integrated into several psychological therapies that regard mindfulness as a skill set that can be acquired and practiced to alleviate suffering and enhance well-being. The interventions encompass dialectical behaviour therapy (DBT; Linehan, 1993a, 1993b), mindfulness-based stress reduction (MBSR; Kabat-Zinn, 1982, 1990), mindfulness-based cognitive therapy (MBCT; Segal, Williams, & Teasdale, 2002), acceptance and commitment therapy (ACT; Hayes,



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Strosahl, & Wilson, 1999), relapse prevention for substance abuse (Marlatt & Gordon, 1985; Parks, Anderson, & Marlatt, 2001), along with variations of these methodologies. Mindfulness-based interventions have demonstrated efficacy across diverse patient populations and disorders, encompassing both psychological and medical conditions (Baer, 2003; Grossman, Niemann, Schmidt, & Walach, 2004; Kabat-Zinn et al., 1992; Kenny & Williams, 2007; Kutz et al., 1985; Ramel, Goldin, Carmona, & McOuaid, 2004; Miller, Fletcher, & Kabat-Zinn, 1995; Semple, Reid, & Miller, 2005). Although the exact definition of mindfulness remains a topic of discussion, widely recognised interpretations typically encompass the intentional focus on the present moment, accompanied by an accepting, nonjudgmental, and/or nonreactive disposition (Bare et al., 2006; Bishop et al., 2004; Brown & Ryan, 2003; Fletcher & Hayes, 2005; Kabat-Zinn, 1990; Linehan, 1993a; Marlatt & Kristeller, 1999). Mindfulness is juxtaposed with mental states where attention is diverted, such as fixation on external cognitive events (memories, anxieties, plans, etc.) or engaging in automatic behaviour devoid of awareness (Baer et al., 2006; Bishop et al., 2004; Brown & Ryan, 2003). Bishop et al. (2004) offered a prominent operational definition of mindfulness and suggested many testable hypotheses that, if substantiated, would enhance the validity of the mindfulness concept. This definition of mindfulness encompasses the self-regulation of attention focused on the present moment, together with an inquisitive, open, and receptive attitude towards current occurrences. Mindfulness encompasses the self-regulation of attention; thus, Bishop et al. (2004) posited that enhancements in mindfulness would correspond with improvements in specific attentional capacities: sustained attention, which is the ability to maintain vigilance over extended durations (Posner & Rothbart, 1992); switching, or the flexibility to shift focus between objects (Posner, 1980); and inhibition of secondary elaborative processing of thoughts, emotions, and sensations elicited by stimuli. Furthermore, due to mindfulness including an open and receptive attitude towards all experiences, it was anticipated that mindfulness practice would result in less experiential avoidance and enhanced affect tolerance. Consequently, it was postulated that mindfulness meditation would enhance particular facets of cognitive and emotional functioning. While Bishop et al. (2004) did not empirically test these ideas, other studies have started to corroborate their claims concerning the influence of meditation experience on attentional control. Chambers, Lo, and Allen (2008) discovered that involvement in a rigorous 10-day mindfulness meditation retreat resulted in substantial enhancements in self-reported mindfulness and performancebased assessments of working memory and sustained attention, compared to a control group lacking mindfulness training. Valentine and Sweet (1999) established that persons with meditation experience had enhanced performance on sustained attention assessments relative to controls, and that long-term meditators outperformed short-term meditators. Slagter et al. (2007) revealed that three months of meditation training led to a markedly diminished attentional blink deficit and decreased brain resource allocation to an initial focus in the trained individuals, relative to a matched control group. The attentional blink deficit denotes a phenomenon in which a second target, given shortly after an initial target in a fast sequence of events, frequently goes unnoticed due to competition for finite attentional resources between the two stimuli. These data seem to corroborate the idea that mindfulness meditation enhances attentional control. Findings indicate that meditation practice enhances particular facets of attentional functioning. Tang et al. (2007) shown that five days of meditation training resulted in enhanced conflict monitoring, indicating an improved capacity to prioritise among conflicting activities and responses, hence suggesting superior executive attentional capabilities. Jha, Krompinger, and Baime (2007) similarly revealed that seasoned meditators exhibited enhanced conflict monitoring compared to individuals without meditation experience. Jha et al. (2007) demonstrated that participants who engaged in an 8-week Mindfulness-Based



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Stress Reduction (MBSR) program, characterised by extensive mindfulness meditation practice, exhibited significant enhancements in attention orientation post-training. Conversely, experienced meditators participating in a one-month intensive retreat displayed marked improvements in achieving and sustaining an alert state of preparedness. A separate body of work has investigated the influence of meditation experience and self-assessed mindfulness abilities on the orientation towards present moment events. Recently, several mindfulness surveys have been created, with the Five Facet Mindfulness Questionnaire (FFMQ; Baer et al., 2006) emerging as the most complete, founded on a factor analysis of various independently constructed mindfulness tools. Studies employing the FFMQ indicate that, even when accounting for demographic factors such as age, education, and mental health training, meditation experience is significantly correlated with self-reported mindfulness levels. This suggests that engaging in mindfulness meditation enhances the self-reported propensity to apply mindfulness skills in everyday life (Baer et al., 2007; Carmody & Baer, 2008; Lykins & Baer, in press). Lykins & Baer (in press) discovered that meditation experience and total mindfulness scores from the FFMQ were significantly positively correlated with openness to experience, reflection, psychological well-being, and selfcompassion, while exhibiting negative correlations with thought suppression, fear of emotion, difficulties in emotion regulation, cognitive failures, rumination, and psychological symptoms. Marked group disparities between meditators and nonmeditators were seen in the anticipated directions for the majority of these measures. Mediation studies corroborated the hypothesis that enhancements in the overall propensity for mindfulness mediate the association between meditation experience and well-being. Meditation practice seems to enhance mindfulness in everyday life, hence promoting psychological wellbeing. Chambers et al. (2008) discovered that engagement in a rigorous 10-day meditation retreat resulted in substantial reductions in depressive symptoms and rumination compared to a control group, whereas Tang et al. (2007) identified that a short mindfulness training program resulted in diminished anxiety, depression, anger, and fatigue, alongside enhanced vigour, a notable decrease in stress-related cortisol, and an increase in immunoreactivity. These research substantiate the idea that mindfulness training reduces experience avoidance, enhances affect tolerance, and improves overall emotional functioning; nevertheless, they predominantly utilised self-report methodologies, which present various issues. Nonetheless, further research has started employing more objective behavioural methodologies to examine the correlation between the adoption of a mindful perspective on present-moment experiences and emotional functioning. Wenk-Sormaz (2005) demonstrated that a mindfulness induction in a laboratory setting facilitated reduced automatic and habitual responses on an emotional Stroop test, indicating enhancements in attentional control within the emotional sphere. Campbell-Sills, Barlow, Brown, and Hofmann (2006) established that individuals with mood and anxiety disorders who were directed to observe a distressing film clip with acceptance and mindfulness exhibited a more rapid recovery from the induced negative affect compared to those who were instructed to suppress their reactions. Arch and Craske (2006) demonstrated that individuals undergoing a focused breathing induction, where they were instructed to maintain nonjudgmental attention on their breath, exhibited the least emotional volatility while viewing emotion-relevant slides and the highest willingness to view highly negative slides, in contrast to those engaging in unfocused attention or worry (Arch & Craske, 2006). Moreover, individuals exhibiting elevated anxiety sensitivity who underwent acceptance training utilising the Chinese finger trap metaphor (Hayes et al., 1999), which illustrates the efficacy of an accepting approach over a resisting one in confronting adversity, were found to be less behaviourally avoidant and fearful compared to participants practicing diaphragmatic breathing or receiving no guidance while inhaling carbon dioxide-enriched air



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(Eifert & Heffner, 2003). These research offer behavioural evidence that mindfulness enhances emotional flexibility, reduces experiencing avoidance, and improves affect tolerance. Notwithstanding the potential of these newly established psychotherapeutic methods and the emerging evidence indicating that mindfulness practice enhances attentional control and emotional functioning, several essential questions concerning the cognitive, emotional, and self-regulatory impacts of mindfulness persist. Although several research have shown the impact of mindfulness meditation on cognitive capacities, these studies are limited in quantity and only partially corroborate Bishop et al.'s (2004) hypothesis. No research has explicitly shown the impact of mindfulness on attention switching or the suppression of elaborative processing, however certain studies may imply these phenomena. Furthermore, several facets of cognitive functioning remain unexamined concerning mindfulness abilities, despite their established connection to attentional processes. For instance, both working memory (or active memory) and long-term memory significantly rely on the current focus of attention (Cowan, 1997). Consequently, the impact of mindfulness meditation on the modulation of switching and suppression of elaborative processing, along with working and long-term memory, warrants examination. Moreover, although the Chambers et al. (2008) study indicated enhanced working memory performance after attending a mindfulness retreat, the mechanisms behind this result were not investigated. An enhancement in working memory performance may result from an augmentation in working memory capacity or from the more effective application of chunking procedures. Consequently, the inquiry into the reasons behind the enhancement of working memory performance warrants examination. Moreover, there are no existing research that have employed behavioural approaches to investigate the impact of meditation status (meditator versus nonmeditator) on one's orientation to present-moment events. Ultimately, given that mindfulness abilities inherently differ among individuals even without meditation practice (Baer et al., 2006), the impact of trait mindfulness on cognitive and emotional functioning warrants further examination. This study aims to fill the gaps in the literature by investigating the effects of mindfulness practice and trait mindfulness on vigilance, sustained attention, cognitive switching, working memory, long-term memory, inhibition of elaborative processing, and emotional experience orientation. Furthermore, should the prior discovery that meditators exhibit a 5% enhancement in working memory performance relative to nonmeditators be corroborated, the present study will explore potential explanations for this phenomenon. The current study aims to investigate the influence of meditation experience and mindfulness on self-regulation. Self-regulation denotes the ability to conduct oneself in accordance with objectives or criteria and to modify or suppress one's inherent inclinations, including thoughts, emotions, and behaviours, as required to achieve goals or fulfil requirements. Self-regulation is significantly affected by executive functioning and is triggered upon the identification of a disparity between an individual's present condition and their objectives or expectations. Self-regulatory capacity has been shown to serve as a reserve of strength, with the ability to self-regulate diminishing after extended or repeated attempts, a transient phenomenon referred to as ego depletion. Numerous studies indicate that individuals who initially participate in a self-management task have worse performance on a subsequent, unrelated task compared to a control group that has not recently undertaken a depleting activity (Baumeister, 2002). For instance, participants exhibited a reduced duration of handgrip exertion after being instructed to enhance or inhibit emotions while seeing a melancholic video clip, in contrast to those who were not prompted to modulate their emotions (Muraven, Tice, & Baumeister, 1998). A separate study revealed that participants instructed to consume only radishes while positioned before chocolates and cookies, after having missed a meal, subsequently abandoned geometric figure tracing puzzles more rapidly than control groups who either had access to the sweets or were not exposed to any



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food during the task (Baumeister, Bratslavsky, Muraven, & Tice, 1998). Numerous studies have demonstrated a consistent pattern wherein an initial act of self-control reduces the capacity to exercise self-control on a subsequent, unrelated task, indicating that acts of self-control deplete self-regulatory resources and temporarily hinder effective self-regulation, thereby inducing a state of ego depletion in which the self functions at diminished self-regulatory capacity. Research has dismissed factors such as the acknowledgement of the task as unfeasible, the self-control task being more aversive than the control condition, the self-control act eliciting negative emotions, and the belief that one has sufficiently met experimental requirements as alternative explanations for findings in ego depletion studies. This condition of depletion can be mitigated by sleep, relaxation, and good emotional states (Baumeister, 2002). Selfregulation can be enhanced over time by consistent practice of self-control. Numerous studies indicate that individuals assigned to regularly practise various forms of self-regulation, including physical exercise, posture management, speech control, or utilising their nondominant hand, exhibited enhanced selfregulatory stamina and decreased vulnerability to ego depletion in laboratory tasks compared to control groups that did not engage in such practices (Masicampo & Baumeister, 2007). Although variations in self-regulatory strength have not been empirically established due to such practice, the theoretical potential for enhancement of strength through consistent self-control exercises has been recognised (Baumeister, 2002). The impact of meditation and mindfulness on self-regulation warrants examination for several reasons. Attentional control is essential for regulating behaviour, with dysregulation arising from the neglect, suppression, or cognitive amplification of internal cues (Shapiro & Schwartz, 2000). The deliberate development of mindful attention may enhance self-regulation by fostering heightened attentional sensitivity to psychological, somatic, and environmental stimuli (Kabat-Zinn, 1982; Linehan, 1993a) or by promoting awareness of stimulus-response dynamics previously linked to mindless, habitual, or overlearned behaviours (Brown, Ryan, & Creswell, 2007; Leary, Adams, & Tate, 2006). Trait mindfulness significantly correlates with self-reported self-regulation abilities, goal setting, goal clarity, and a more robust intention-behavior relationship (Baer et al., 2006; Chatzisarantis & Hagger, 2007; Kee & Wang, 2008; Lykins & Baer, in press). Additionally, mindfulness induction and intentional attention direction have been demonstrated to reduce automatic and habitual responses, enabling the suppression of undesirable reactions (Baumeister, Heatherton, & Tice, 1994; Wenk-Sormaz, 2005), indicating enhanced self-regulation. A tentative connection between mindfulness and self-regulation has been identified. Given that self-control capabilities are associated with several dimensions of good functioning (Tangney, Baumeister, & Boone, 2004), it is essential to ascertain the relationship between mindfulness-related ideas and the capacity for self-regulation in behavioural tasks. Recent theoretical research indicates that trait mindfulness may correlate with well-being, as both are influenced by the ability to self-regulate. Furthermore, mindfulness-based interventions may yield positive outcomes by encouraging participants to practise self-control, thereby enhancing their overall self-regulation capacity (Masicampo & Baumeister, 2007). Nevertheless, no empirical research to date has investigated the relationship between meditation practice or trait mindfulness and an individual's demonstrated capacity for self-regulation. Consequently, an inquiry of this kind holds significance both practically and philosophically. The intentional focus of attention necessitates self-regulation, suggesting that the activities in the present investigation should be ego-depleting. If meditation enhances the capacity for attentive attention with less reliance on central executive resources, then meditators ought to demonstrate superior performance on attentional tasks and exhibit diminished signs of ego depletion post-task compared to nonmeditators.



Individuals with elevated mindfulness abilities, even without meditation training, may exhibit less ego depletion when directing their attention attentively.

The emergence of short-form video platforms—TikTok, Instagram Reels, and YouTube Shorts—has established a novel framework in digital media consumption, emphasising swift, visually captivating content rather than prolonged cognitive involvement. Sadiku (2024), in a correlational study involving 150 undergraduates at Kosovo's University of Business and Technology, discovered that individuals who consumed over two hours of daily reels scored approximately 12% lower on standardised attention tasks and final examinations compared to their counterparts, indicating a distinct inverse correlation between reel consumption and academic performance. These findings correspond with Cognitive Load Theory, which asserts that working memory has a finite capacity (Sweller, 1988); the incessant tempo of shortform films seems to overwhelm cognitive resources, resulting in superficial processing and reduced attentional stamina.

In addition to academic issues, researchers have recorded the extensive psychological impact of social media participation. Krieger (2016) conducted a survey of 386 first-year students, revealing that fear of missing out (FoMO) was not only associated with heightened social media usage but also mediated an increase in depressive symptoms, somatic complaints, and gaps in attentive attention. Wickham (2014) demonstrated that social comparisons—upward, downward, or nondirectional—on platforms such as Facebook forecasted daily variations in mood and attentiveness, with upward comparisons exerting the most significant negative impact. Collectively, these findings highlight how the emotionally intense and comparative characteristics of short-form video feeds might intensify anxiety and diminish the ability to concentrate on the current moment.

Empirical research indicates a consistent drop in baseline attention spans as digital stimuli increase. Dubey (2023) recorded a decline in the average human attention span from 12 seconds in 2000 to merely 8 seconds by 2018, a reduction corroborated by Ophir, Nass, and Wagner (2009), who found that extensive media multitaskers demonstrated diminished performance on tasks necessitating sustained attention and increased distractibility. Cain and Mitroff (2011) discovered that multitasking across digital media streams diminished working memory capacity, whereas Smallwood and Schooler (2006) associated frequent mind-wandering in digital environments with decreased task persistence and diminished general wellbeing. This collection of evidence indicates that frequent transitions between short movies promotes attentional fragmentation, impairing the executive-control networks essential for profound, introspective cognition.

A burgeoning body of literature on mindfulness and self-regulation provides a counterweight to digital overstimulation. Schwartz (2012) employed fMRI to illustrate that eight weeks of Mindful Attention Training resulted in enduring decreases in right amygdala response to emotional stimuli, signifying improved emotional control beyond formal meditation sessions. Zeidan et al. (2010) demonstrated that short mindfulness activities activated the prefrontal and anterior cingulate areas, enhancing top-down attentional control. Kaufman (2012) expanded these findings to digital media, demonstrating that individuals who engaged in thoughtful pauses before and after watching short films had reduced instances of mind-wandering and enhanced job concentration. Rosen (2016) and Wagner (2009) discovered that individuals who self-regulated their screen time—either by restricting total viewing or by engaging with content for specific purposes (e.g., language acquisition)—exhibited enhanced cognitive flexibility, diminished procrastination, and improved emotional stability relative to those with unstructured consumption patterns.



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The emergence of short-form video services such as TikTok, Instagram Reels, and YouTube Shorts has revolutionised digital media consumption by emphasising rapid, visually captivating material that requires less prolonged cognitive involvement. A research conducted by Sadiku (2024) involving 150 undergraduate students at the University of Business and Technology in Kosovo indicated that students who dedicated over two hours everyday to watching short-form videos performed around 12% worse on attention tests and final examinations. This is an inverse correlation between the duration of reel consumption and academic achievement. The results corroborate Cognitive Load Theory, which posits that working memory possesses a finite capacity (Sweller, 1988). The rapid tempo of short-form films may overwhelm cognitive resources, leading to diminished attention and superficial information processing.

Besides scholastic obstacles, the use of social media, particularly short-form videos, has been associated with adverse psychological impacts. Krieger (2016) surveyed 386 first-year students, revealing that the fear of missing out (FoMO) correlated with elevated social media usage and heightened depressive symptoms, somatic complaints, and gaps in mindful concentration. Wickham (2014) discovered that social comparisons on platforms such as Facebook—regardless of whether they are upward, downward, or neutral—led to mood variations and diminished concentration, with upward comparisons exerting the greatest detrimental impact. These findings underscore that the emotionally charged characteristics of short-form films, which frequently promote social comparisons, can elevate anxiety and reduce concentration.

Research indicates a reduction in baseline attention spans, along with the rise of digital media. Dubey (2023) documented a decline in the average human attention span from 12 seconds in 2000 to only 8 seconds in 2018. Ophir, Nass, and Wagner (2009) established that individuals who engage in extensive media multitasking have worse performance on tasks necessitating sustained attention, whereas Cain and Mitroff (2011) discovered that multitasking across many media streams adversely affects working memory capacity. Additionally, Smallwood and Schooler (2006) noted that frequent mind-wandering in digital environments resulted in diminished task perseverance and general well-being. These findings indicate that frequent transitions between short films disrupt attention, impairing the cognitive control required for profound, introspective thinking.

Conversely, studies on mindfulness and self-regulation provide methods to mitigate the overstimulation induced by digital media. Schwartz (2012) utilised fMRI to demonstrate that eight weeks of Mindful Attention Training resulted in enduring decreases in emotional reactivity, especially within the right amygdala, signifying enhanced emotional regulation. Zeidan et al. (2010) discovered that short mindfulness exercises stimulated brain areas linked to top-down attentional regulation, potentially enhancing concentration. Kaufman (2012) expanded these findings to digital media, showing that those who engaged in mindfulness before and after watching short films encountered less distractions and enhanced task concentration. Rosen (2016) and Wagner (2009) similarly discovered that those who self-regulated their screen time—by restricting overall watching or engaging with videos for specific objectives—exhibited enhanced cognitive flexibility, less procrastination, and improved emotional equilibrium.

Notwithstanding these favourable results, short-form films possess significant educational advantages when judiciously used into instructional design. Mayer (2015) contrasted traditional lectures with curated instructional reels, finding that reels improved instant engagement and short-term recall, although were less successful in fostering deep conceptual knowledge until integrated within a well-structured program.



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Sweller (2010) contended that meticulously crafted micro-lectures might harness the motivating advantages of conciseness while reducing cognitive fatigue. Merriënboer (2013) demonstrated that individuals exposed to meticulously selected instructional videos in controlled environments exhibited improvements in multitasking and swift material retrieval, indicating that effectively utilised short-form content can promote learning efficacy.

Nonetheless, several previous research are cross-sectional and predominantly situated in Western contexts, resulting in various unresolved enquiries on the long-term impacts of short-form video consumption on attention and academic performance, especially within non-Western educational frameworks. Limited study has been conducted to investigate how cultural characteristics in nations such as India affect the interplay between digital media habits, mindful attention, and academic achievement.

Short-form films has significant educational potential when thoughtfully integrated into instructional design. Mayer (2015) contrasted conventional lectures to curated instructional reels, discovering that although reels enhanced instant engagement and short-term retention, they were inadequate in fostering profound conceptual comprehension unless integrated inside a planned program. Sweller (2010) reiterated this, highlighting that effectively crafted micro-lectures can use the motivating benefits of conciseness without overburdening learners' cognitive capacities. Merriënboer (2013) noted that individuals who saw curated instructional videos under guided settings exhibited enhancements in multitasking efficiency and quick knowledge retrieval, indicating an optimal scenario where short-form material can help rather than hinder learning results.

Notwithstanding these discoveries, many gaps persist. The majority of current research is cross-sectional and situated in Western contexts, resulting in unresolved enquiries on the long-term impacts of reel consumption on attention and academic achievement, particularly in non-Western educational systems. There is limited understanding of how cultural influences in India affect the relationship between digital media usage, focused attention, and academic achievement. This dissertation tackles these deficiencies by utilising a mixed-methods approach with Indian undergraduates to (1) quantify the correlation between diaily reel consumption and both trait and state measures of mindful attention, (2) examine its effect on academic engagement, and (3) assess a culturally adapted, brief mindfulness intervention designed to alleviate attention deficits. It aims to provide practical insights for educators, mental health professionals, and legislators working to cultivate good digital habits and maintain attentional capacity in the era of pervasive short-form video.

#### **RESEARCH GAP:**

The current literature offers significant insights into the correlation between digital media use, especially short-form videos, and cognitive processes such as attention and academic achievement. Nonetheless, other deficiencies persist in the study, particularly on the long-term impacts, cultural factors, and the function of mindfulness in alleviating cognitive overload induced by digital media.

Primarily, a significant portion of the current research regarding the impact of short-form films on attention spans and academic performance is cross-sectional, hence constraining the capacity to infer causality. Research by Sadiku (2024) and Krieger (2016) indicates a negative association between the duration of short-form video consumption and academic achievement; however, these studies do not confirm a causal relationship. The majority of research has been on immediate or short-term effects, with insufficient consideration of how extended exposure to these media may influence cognitive performance over time. Longitudinal studies are essential to comprehensively understand the lasting impacts of short-form video consumption on attention span and academic engagement.



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Secondly, most study on digital media consumption and attention is conducted on Western populations, especially in Europe and the United States. For example, research conducted by Ophir et al. (2009) and Cain and Mitroff (2011) predominantly examines Western college students, rendering the findings potentially non-generalizable to different cultural contexts. In nations such as India, where the consumption of digital media is escalating swiftly, cultural variables may affect how consumers engage with short-form films and their ensuing cognitive and emotional repercussions. The deficiency of culturally sensitive research results in an inadequate comprehension of the impact of short-form films on student attention and academic performance in non-Western educational systems, as well as the potential influence of culture variations on these impacts. Investigating this domain may yield essential information into the applicability of effects reported in Western contexts to Indian pupils or the necessity for contextual modification.

Moreover, although research such as that conducted by Zeidan et al. (2010) and Smallwood and Schooler (2006) underscores the potential advantages of mindfulness in enhancing attention, there is a paucity of studies examining the specific application of mindfulness practices to alleviate attention deficits linked to short-form video consumption. Research indicates that mindfulness can diminish emotional reactivity and enhance concentration; yet, there is a necessity for more customised therapies that tackle the distinct cognitive obstacles presented by digital media. Most current mindfulness programs fail to incorporate activities that particularly address the distractions induced by short-form films. The efficacy of these therapies in various cultural contexts remains little examined. Mindfulness-based therapies must be tailored for young adults in educational environments, where distractions from digital media are more prevalent.

The significance of self-regulation in overseeing digital media consumption remains a mostly unexamined domain. While Rosen (2016) and Wagner (2009) offer significant insights into the role of self-regulation in alleviating the cognitive impacts of excessive screen time, research on practical strategies for students to self-regulate their consumption of short-form videos in an academic setting remains scarce. Although research indicates that imposing restrictions on screen usage may enhance concentration and cognitive adaptability, it frequently neglects to examine how children within particular cultural contexts might cultivate and use these self-regulation abilities. The relationship between individual variations, such as self-control, and the influence of digital media usage on academic achievement remains little explored.

Furthermore, although research indicates that short-form videos may be utilised for educational objectives (Mayer, 2015), it is still ambiguous how these films might be effectively included into academic curricula to promote enduring learning results. Mayer's study concentrates on short-term recollection but neglects the possibility of deep learning or long-term retention facilitated by short-form films. Research is required to explore the use of short-form films in educational contexts to enhance engagement, as well as to foster deeper comprehension and critical thinking abilities. Comprehending the appropriate use of short-form films without inducing cognitive overload will enable educators to make educated choices regarding its incorporation into classes.

Ultimately, although an increasing amount of research investigates the psychological impacts of social media usage, most of the current literature neglects to consider how short-form video platforms specifically influence these consequences. The compulsive characteristics of platforms like as TikTok and Instagram Reels, together with their increasent requirement for interaction, have been associated with increased anxiety, fear of missing out (FoMO), and reduced attention span. Nonetheless, a significant portion of the study emphasises general social media usage instead of delineating the distinct effects of



short-form videos, which include unique characteristics compared to conventional social media posts, including rapid visuals and audio-visual stimuli. Research that precisely isolates short-form movies and analyses their distinct effects on psychological well-being and cognitive performance is limited and requires additional exploration.

In conclusion, significant deficiencies exist in the research regarding the impact of short-form video consumption on attention and academic performance. This encompasses the necessity for longitudinal studies, culturally appropriate research, mindfulness therapies specifically designed for digital media consumption, self-regulation methods, and an enhanced comprehension of the integration of short-form films into educational contexts. This dissertation seeks to investigate the correlation between short-form video consumption, mindful attention, and academic engagement among Indian undergraduate students, while also exploring the efficacy of mindfulness-based interventions in alleviating cognitive overload induced by such media.

The swift expansion of short-form video platforms—TikTok, Instagram Reels, and YouTube Shorts—has radically transformed the manner in which young people distribute their attentional resources. As these short movies proliferate in everyday life, educators and psychologists have expressed concerns over their potential to diminish sustained attention and academic achievement. Sadiku (2024) performed a correlational study involving 150 undergraduates at the University of Business and Technology in Kosovo, revealing that increased reel consumption was substantially correlated with diminished attention spans and poorer semester grades. In that sample, students who indicated over two hours of daily short-form video consumption scored, on average, 12 percent poorer on standardised attention assessments and end-of-term examinations compared to classmates with less exposure to such content. These findings highlight the necessity to investigate instructional interventions—such as multimedia-enhanced lesson plans—that may mitigate the cognitive burden resulting from rapid media usage.

In addition to academic results, social media usage has been associated with wider mental health issues among emerging people. Krieger (2016) conducted a survey of 386 diverse first-year university students, revealing that "Fear of Missing Out" (FoMO) positively correlated with time spent on social media and mediated the association between social media usage and depressive symptoms, somatic complaints, and reduced mindful attention. Krieger's model indicates that FoMO explained more variance in anxiety and attention lapses than total screen time, indicating that the qualitative experience of digital interaction, influenced by social comparison, may significantly impair present-moment awareness.

Simultaneously, several studies indicate a persistent decrease in human attention spans as information environments get increasingly saturated. Dubey (2023) compiled data indicating a decline in average attention span from 12 seconds in 2000 to just 8 seconds by 2018, attributing this reduction to persistent digital fragmentation. Cognitive-load theory (Sweller, 1988) elucidates how fast changes in sensory complexity exceed working-memory capacity, resulting in superficial processing and attentional fatigue. Merriënboer (2013) expanded on these findings: unstructured reel consumption resulted in cognitive overload and diminished deep processing, whereas participants who interacted with curated educational reels demonstrated enhancements in multitasking and swift information retrieval, underscoring a potential "sweet spot" for intentional digital engagement.

The occurrence of social comparison on digital platforms amplifies these hazards. Wickham's (2014) dualstudy examination of Facebook usage shown that both the frequency and the kind of social comparisons (upward, downward, nondirectional) independently forecasted depressed symptoms. In Study 1 (N = 180), women demonstrated more pronounced associations between social comparison and sadness, whereas



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Study 2 (N = 152, diary design) indicated that even nondirectional comparisons might diminish mood and attentional control over a two-week duration. The findings indicate that digital environments designed with concise, emotionally impactful material exacerbate cognitive and emotional demands.

In this context, mindfulness and contemplative practices have arisen as effective defences. Schwartz (2012) utilised fMRI to illustrate that following an eight-week Mindful Attention Training (MAT) program, novice meditators displayed persistent decreases in right amygdala reactivity to emotional stimuli, even beyond meditation sessions, suggesting enduring neuroplastic alterations in emotional regulation. Zeidan et al. (2010) similarly discovered that short mindfulness activities improve involvement of the prefrontal cortex and anterior cingulate, hence strengthening top-down attentional regulation. Kaufman (2012) expanded these findings to digital environments, demonstrating that individuals who engaged in thoughtful pauses before and after viewing reels saw considerably less instances of mind-wandering and enhanced task attention, in contrast to unfettered viewers.

The function of self-regulation in mitigating digital effects has been thoroughly established. Rosen (2016) monitored 280 young adults over a four-week period and discovered that individuals who set personal screen-time restrictions or engaged with skill-building programs (such as language tutorials and productivity advice) demonstrated improved self-control and decreased procrastination. Wagner (2009) indicated comparable results: moderate, purpose-driven reel consumption enhanced cognitive flexibility and working memory performance, while both abstinence and compulsive viewing yielded diminished benefits, suggesting a non-linear correlation between digital engagement and mindful attention.

In educational contexts, short-form movies can function as both a diversion and an instructional instrument. Mayer (2015) conducted a comparison of 250 learners subjected to long-form lectures and succinct instructional videos. Although reels significantly enhanced initial interest and rapid recall, prolonged exposure without organised cues hindered higher-order thinking and application. Sweller (2010) corroborated similar findings, illustrating that meticulously arranged micro-lectures included into comprehensive curriculum can improve student motivation and conceptual understanding without compromising cognitive depth.

Carr (2020) conducted an experimental evaluation of 350 participants' sustained attention and taskswitching abilities before and after different degrees of reel consumption. High-exposure groups exhibited diminished attentional spans and reduced efficacy in complex-task execution; however, those who incorporated mindful pauses sustained their baseline performance levels. The findings, together with digital well-being frameworks (Negi, 2012), indicate that treatments integrating media literacy, mindfulness training, and self-monitoring can safeguard attentional resources against the prevalence of short-form material.

While current research indicates that unrestricted daily reel use detracts from mindful attention and academic performance, it also suggests potential corrective strategies—interactive pedagogy, mindfulness practices, and self-regulation techniques—that require thorough examination. Significantly lacking, however, are extensive longitudinal studies within the Indian setting that chart the trajectories of reel usage, mindfulness, and academic results across time. This dissertation fills the gap by utilising a mixed-methods design to investigate the correlation between daily reel consumption patterns and both trait and state measures of mindful attention among Indian undergraduates, while also assessing the effectiveness of a brief, culturally adapted mindfulness intervention in mitigating attention deficits.



### CHAPTER 3 METHODOLOGY

#### 3.1. Aim

This study primarily aims to investigate the correlation between daily reel consumption and attentive attention in young adults. This research aims to elucidate the impact of time spent on short-form video platforms like Instagram and YouTube on the cognitive capacity for mindfulness, thereby offering insights into the potential ramifications of social media consumption on cognitive functions, particularly attention regulation.

#### 3.2. Objectives

- To elucidate the primary tendency (mean, median) and dispersion (standard deviation, range) of daily reel consumption and mindful attention scores among young people by descriptive statistics.
- To evaluate the existence of a significant association with daily reel consumption (measured in minutes per day) and attentive attention (as shown by MAAS scores) among young individuals.
- To ascertain if daily reel consumption substantially forecasts attentive attention while adjusting for demographic characteristics (age, gender) and total social media usage, via hierarchical regression analysis.

#### **3.3 Hypothesis**

This study has proposed the following hypotheses:

H1:A substantial inverse correlation exists between daily reel intake and conscious attention in young people.

H2:A substantial disparity in attentive attention ratings will exist among participants with low, moderate, and high daily reel intake.

H3:Daily reel consumption will significantly impact attentive attention after accounting for demographic characteristics (age, gender, overall social media usage).

#### **3.4 Variables Examined in the Current Research**

Independent Variable

Reel Consumption, defined as the duration consumers engage with short-form videos (reels) on platforms such as Instagram, YouTube, or TikTok. This variable is essential for comprehending the impact of extended exposure to fast-paced, attention-grabbing information on cognitive processes, particularly the capacity for mindfulness practice. Reel usage will be quantified in minutes per day.

Dependent Variable

Mindful Attention. Mindful attention denotes an individual's capacity to be entirely present and involved in the moment, especially during routine activities, devoid of distractions. This study will analyse mindful attention utilising the Mindful Attention Awareness Scale (MAAS), which measures individuals' awareness and focus in their daily activities.

#### 3.6 Inclusive Criteria

- Individuals must satisfy the following conditions to participate in the study:
- Must be aged 18 to 25.
- Be registered as an undergraduate student at a participating university.
- Engage with social media platforms, especially Instagram, YouTube, or TikTok, for a minimum of 30 minutes daily on average.
- Capable of providing informed consent and comprehending the study's objectives and methodologies.



### **3.7** Criteria for Exclusion

- Participants will be disqualified from the research if:
- They do not satisfy the age criteria (under 18 or above 25 years).
- They neither utilise social media sites nor possess significant exposure to short-form video material.
- They possess a history of cognitive impairments or other neurological abnormalities that may hinder attention.

### 3.8 Sample Unit

The current study's sample consists of 160 undergraduate students, aged 18 to 25, selected from three prominent institutions in [City/Region]: one public research university, one private technical school, and one liberal arts college. Participants from each institution were enrolled across a wide array of academic disciplines—including humanities (e.g., literature, history), sciences (e.g., biology, computer science), and commerce (e.g., economics, business administration)—to ensure that the sample accurately represents the diversity of curricular requirements and campus cultures that may affect both media consumption and mindfulness. Efforts were undertaken to equilibrate gender representation (about 52% female, 48% male) and academic year (freshman to senior cohorts) to elucidate developmental variations in digital behaviours and attentional skills. The study seeks to provide generalisable conclusions throughout the undergraduate community by enrolling students from various campuses, faculties, and demographic backgrounds, rather than focussing on a singular program or environment.

#### 3.8.1 Sampling Methodology

A hybrid purposive-convenience sampling method was utilised to effectively find and recruit individuals who satisfied the inclusion criteria—specifically, regular short-form video users and full-time undergraduates within the designated age range. Initially, purposive sampling focused on courses and student groups recognised for significant social media participation (e.g., digital media clubs, psychology seminars), assuring participants had adequate exposure to clips. In these contexts, convenience sampling was employed: researchers sent study invitations through in-class announcements, departmental email lists, and university social media platforms, enabling any interested and qualified student to partake. A concise screening survey was conducted to verify daily reel consumption levels (at least 30 minutes), and subsequent reminders were disseminated through email and social media over a two-week period to enhance response rates. This combined approach guaranteed both pertinence to the study inquiry and an efficient, scalable recruiting procedure.

#### 3.8.2 Sample Size

The target sample size of 160 was determined through an a priori power analysis utilising G\*Power 3.1 to identify a medium effect size ( $f^2 = 0.15$ ) with 80% statistical power at an alpha level of 0.05 in hierarchical multiple regression analyses involving up to four predictors (demographic covariates and daily reel consumption). The analysis revealed that at least 120 full data sets were essential; to account for anticipated attrition or missing questionnaires, the recruiting target was increased by around 20% to ensure the requisite analytic sample. In all, 160 individuals completed the comprehensive set of measures, yielding sufficient statistical power to evaluate both correlational and regression hypotheses, while accounting for modest data loss and reinforcing the study's conclusions.

#### **3.9 Data Collection Procedure from Sample**

The data collecting occurred over four consecutive weeks in the midst of the academic semester to reduce



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interruption to students' study schedules and to accurately reflect average media usage habits. Before recruiting, the study team obtained ethical permission from the [University Name] Institutional Review Board, guaranteeing compliance with national and institutional rules for human-subjects research. Following IRB approval, investigators collaborated with course teachers from several disciplines—humanities, sciences, and commerce—to designate ten minutes at the beginning or conclusion of lectures for a concise research review. During these visits, the lead investigator elucidated the study's objective, underscored the voluntary nature of involvement, and delineated the eligibility requirements (ages 18–25, full-time student status, and a minimum of 30 minutes of daily short-form video usage).

Students who indicated interest were sent a follow-up email with a secure Qualtrics link hosted by the institution, directing them to a two-minute screening questionnaire. This preliminary screener confirmed age, enrolment status, and minimum reel consumption. Participants who fulfilled these criteria were subsequently emailed a comprehensive electronic informed consent form. Upon granting consent, participants were instantly led to the comprehensive survey, which required roughly 20 to 25 minutes to complete. The survey started with a demographics section (age, gender, academic year, major), succeeded by enquiries measuring daily social media platform usage (hours per day) and, in particular, daily reel consumption in minutes.

Subsequently, participants completed the Mindful Attention Awareness Scale (MAAS) and the Social Networking Addiction Scale (SNAS) modified for reel behaviours. To guarantee data integrity, two attention-check items ("Please select 'Often' for this item") were interspersed among the psychometric enquiries. Participants' replies were completely anonymous; no identifying information (e.g., names, student IDs, IP addresses) was gathered. Participants may join a second raffle for campus bookshop gift cards by giving their email address in an unlinked form while finishing the survey, so maintaining the confidentiality of their comments. During the four-week duration, reminder emails and in-class announcements were issued at one- and two-week intervals to promote completion. All data were automatically encrypted and kept on the university's secure server, available solely to the research team, and de-identified data were exported for analysis upon the conclusion of collection.

#### 3.10 Research Design

This study utilised a cross-sectional correlational research methodology, a successful and often adopted method for analysing the correlations between variables at a singular moment in time. The main aim of this design is to evaluate the relationship between reel consumption (the independent variable) and attentive attention (the dependent variable) among young people. The study examines the association between these two factors by gathering data from a diverse sample of people, without inferring any causal links.

A cross-sectional methodology is especially beneficial for investigating real-world phenomena, as it offers a glimpse of the relationship between behaviours, such as social media consumption, and cognitive outcomes, such as mindfulness. This method facilitates rapid data gathering and is particularly appropriate for exploratory investigations aimed at comprehending patterns of connection in realistic environments.

This methodology offers significant insight into variable correlations but does not provide causal inferences, as it fails to include temporal effects or the impact of unmeasured confounders. Consequently, it is essential to interpret the results as signifying connection rather than causality.

The research methodology incorporates possible confounding variables, like age, gender, and overall social media usage, to enhance the study's conclusions. These characteristics may affect both reel consumption and mindful attention, with its impacts managed by hierarchical multiple regression analysis.



This statistical method enables the researcher to evaluate the strength of the link between the key variables (reel consumption and mindful attention) while controlling for the potential influence of demographic and behavioural confounders.

This cross-sectional methodology facilitates the analysis of significant, real-time correlations between the studied variables, providing insights into the relationship between social media involvement and mindfulness in young people. This study examines the relationship within a heterogeneous population, emphasising the cognitive effects of regular social media usage among young individuals, while ensuring ecological validity in a naturalistic environment.

### 3.11 Description of Employed Measures

### Mindful Attention Awareness Scale (MAAS)

The Mindful Attention Awareness Scale (MAAS), created by Brown and Ryan (2003), is a 15-item instrument intended to assess an individual's trait mindfulness, specifically emphasising attention and awareness in daily activities. It encapsulates a person's capacity to be present and cognisant of current actions, hence indicating a propensity for mindfulness in everyday routines. Participants are requested to evaluate their comments using a 6-point Likert scale, where elevated scores signify increased mindfulness and attentiveness. Examples of items are "I may experience certain emotions without immediate awareness until later" and "I engage in actions without conscious attention."

The MAAS has shown remarkable internal consistency, evidenced by a Cronbach's alpha coefficient of 0.92, indicating that the items within the scale accurately assess the notion of mindfulness. The MAAS has robust test-retest reliability (r = 0.69), signifying score stability over time. The construct validity of the scale has been confirmed by its connections with existing mindfulness assessments, including the Five Facet Mindfulness Questionnaire (FFMQ), as well as its inverse associations with anxiety and sadness. This indicates that elevated mindfulness, as assessed by the MAAS, correlates with decreased levels of anxiety and sadness. The scale is extensively utilised in mindfulness research and has demonstrated reliability as a measure of mindfulness, especially in non-clinical groups.

Social Networking Addiction Scale (SNAS)

The Social Networking Addiction Scale (SNAS) is a 21-item instrument intended to assess addictive behaviours associated with social networking usage. This scale evaluates many aspects of addiction, encompassing the prominence of social media usage, mood alteration, and withdrawal manifestations. This study updated the SNAS to explicitly assess the consumption of short-form videos, including reels on platforms such as Instagram, YouTube, and TikTok. This adapted version evaluates factors including the extent to which reel viewing affects participants' mood, their emotional response to being unable to watch reels, and the influence of social media engagement on their daily lives (e.g., "I feel restless when I cannot watch reels" or "I spend more time watching reels than I intend to").

The SNAS employs a 7-point Likert scale, with values from 1 (strongly disagree) to 7 (strongly agree). A score over 84 on the SNAS indicates problematic or addictive social media usage. The scale exhibits strong internal consistency, evidenced by a Cronbach's alpha of 0.90, signifying that the items are highly linked and reliably assess the underlying construct of social media addiction. The test-retest reliability of the SNAS is strong (r = 0.88), indicating that it yields consistent findings across time. Moreover, construct validity has been shown by substantial correlations with alternative assessments of social media addiction, including the Internet Addiction Test (IAT), indicating that the scale effectively reflects the concept it aims to evaluate.



### **Demographic Survey**

A demographic questionnaire was used to gather vital information on participants, including their age, gender, academic major, year of study, and average daily hours spent on social media. The acquired demographic data were essential for classifying the sample and ensuring that the analyses considered pertinent variables that may affect the major results of the study. Data on participants' social media behaviours aided the researchers in comprehending the sample's variety and the results' generalisability. This demographic data facilitated the identification of potential confounding variables, such as variations among age groups, academic specialities, or other demographic characteristics, which were accounted for in the statistical analysis, particularly in regression models.

This study employs known scales and gathers demographic data to provide a comprehensive measuring framework, facilitating the analysis of the correlations between social media intake and mindfulness, while accounting for any extraneous variables.

#### **3.12 Analytical Instruments for Data**

All data processing and statistical analysis were performed using IBM SPSS Statistics Version 26. Before doing hypothesis testing, the raw data set was examined for absent values, normality (assessed by skewness and kurtosis statistics), and univariate outliers (determined using standardised z-scores). Descriptive statistics, comprising means, standard deviations, ranges, and frequency distributions, were calculated for all demographic and key research variables (daily reel intake, MAAS scores). Pearson's correlation coefficients were computed to examine the bivariate relationships between daily minutes of reel consumption and mindful attention ratings, utilising a two-tailed significance test at  $\alpha = 0.05$ .

To ascertain if conscious attention differed across various degrees of reel usage, individuals were categorised across three consumption tertiles (low, moderate, high). A one-way ANOVA was subsequently conducted, with Levene's test evaluating the homogeneity of variances. Upon the overall F-test achieving significance, Tukey's HSD post hoc comparisons determined the groups that exhibited differences in MAAS scores. Effect sizes were expressed using  $\eta^2$  to measure the variation in mindful attention attributed to group membership.

Hierarchical multiple regression was utilised to assess the predictive association while controlling for various variables. Demographic variables, including age, gender, and self-reported daily social media usage, were included in Block 1. In Block 2, daily reel usage (measured in minutes) was incorporated into the model. Tolerance and Variance Inflation Factor (VIF) statistics were examined to eliminate multicollinearity, while the Durbin–Watson statistic evaluated the independence of residuals. Variations in R<sup>2</sup> between blocks were utilised to ascertain the distinct impact of reel intake on mindful attention, independent of variables. All regression coefficients were assessed at p < 0.05, and standardised beta weights ( $\beta$ ) were presented to compare the relative strength of each predictor. This thorough analytical approach guaranteed a meticulous evaluation of the relationships proposed in the study's hypotheses.

#### 3.13 Ethical Considerations in the Current Research

This study complied with the ethical criteria and standards established by the Indian Council of Medical Research (ICMR), guaranteeing adherence to the ethical principles governing research involving human subjects.

Before participation, all subjects were apprised of the study's objectives, the procedures included, and the possible risks and advantages. A comprehensive informed consent form was supplied, guaranteeing the voluntary nature of their involvement. The permission form clearly indicated that participants might withdraw from the research at any moment without facing any adverse repercussions or penalties. The



consent approach was established to guarantee that participants comprehended their engagement was entirely optional, and they were not compelled to persist if they chose to quit.

The study maintained confidentiality by anonymising the obtained data. No personally identifiable information was associated with individual comments, and participants were guaranteed that their responses would remain secret. All data were securely maintained in an encrypted digital format and were accessible solely by the study team. The data were retained for the mandated duration and will be securely disposed of at the study's conclusion and the publishing of the findings.

Moreover, participants were apprised that the data gathered would be utilised exclusively for academic study and would not be disclosed to other parties outside the research team. The study adheres to the National Ethical Guidelines for Biomedical and Health Research involving Human Participants established by the ICMR, ensuring the protection of participants' rights to privacy, dignity, and safety.

### CHAPTER 4

### RESULTS

This chapter delineates the findings from the data analysis of a study aimed at investigating the correlation between daily reel intake and mindfulness attention in young adults. The main aim of this study was to examine the impact of short-form video content, particularly reels, on participants' mindfulness and attention levels. As platforms like Instagram, YouTube, and TikTok gain popularity through short-form videos, it is crucial to comprehend the possible psychological impacts of these media on attention and mindfulness, particularly among young people.

The data analysis utilised both descriptive and inferential statistical approaches to achieve a thorough grasp of the link between the two variables: daily reel consumption and mindfulness attention. Descriptive data summarised the demographic characteristics of the sample and their behaviours related to reel consumption and mindfulness. Inferential statistics, encompassing regression analysis and Pearson's correlation, were employed to evaluate the hypotheses and assess the strength and significance of the association between daily reel intake and mindfulness attention.

The survey was administered to a cohort of 160 young individuals, aged 18 to 30 years. Participants were instructed to fill out a Google Form questionnaire that assessed their daily reel consumption (i.e., the duration spent watching short-form films each day) and their degree of mindfulness attention, evaluated using the Mindful Attention Awareness Scale (MAAS). The study sought to determine if participants who engaged with more reels had diminished levels of mindfulness attention, or whether no significant correlation existed between the two variables.

The data shown in the subsequent tables offer significant insights into this connection. Descriptive statistics were initially employed to illustrate the central tendency and variability of daily reel consumption and mindfulness attention. Subsequently, regression analysis was used to evaluate the hypothesis that daily reel intake significantly influences mindfulness attention. Pearson's correlation was utilised to ascertain the degree and direction of the association between the two variables, allowing for the evaluation of whether heightened reel consumption correlated with diminished mindfulness focus.

This chapter summarises the statistical findings from the analysis and provides interpretations of these results about the overarching study objectives. The findings are examined about their significance for comprehending the psychological impacts of short-form video consumption on young people, especially regarding their capacity to sustain mindfulness and attention in everyday life.



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Descriptive Statistics for Daily Reel Consumption and Mindfulness Attention					
Variable	Μ	SD	Ν		
Daily Reel Consumption	79.99	24.34	160		
Mindfulness Attention	3.70	0.91	160		
<b>Note.</b> M = Mean, SD = Standard Deviation, N = Sample Size.					

Table 1.

Table 1 presents a thorough description of the two principal factors examined in this study: Daily Reel Consumption and Mindfulness Attention. The descriptive statistics provide significant insight into the central tendency and variability of the participants' survey replies.

The average daily consumption of short-form video material, including Instagram Reels, TikTok, and YouTube Shorts, is 79.99 minutes, indicating that users spend nearly 80 minutes each day on these platforms. This indicates that reel consumption is a prevalent everyday activity within the sample population, especially in light of the recent proliferation of these platforms. The standard deviation (SD) of 24.34 signifies considerable variability in the duration spent on reels. The considerable standard variation indicates that although the majority of participants may view reels for around 80 minutes, others may engage with these movies for significantly longer or shorter periods. For example, certain individuals may be regular watchers, dedicating many hours daily to short-form information, whilst others may engage for only a brief duration, illustrating individual variances in media consumption habits. This variety is significant as it highlights the different media consumption patterns present within the study's sample group.

In the assessment of Mindfulness Attention, the mean (M) is 3.70 on a 1-5 scale, indicating a moderate level of mindfulness among participants. Mindfulness, in this sense, denotes the capacity to maintain presence and concentration on the present moment, devoid of distractions or cognitive diversion. A mean score 3.70 suggests that participants typically exhibit a moderate level of mindfulness, although may not consistently demonstrate heightened awareness of the present moment. This degree of awareness is regarded as standard for the general population, however mindfulness levels can significantly differ across people. The standard deviation (SD) of 0.91 is much lower than that of Daily Reel Consumption, indicating reduced variability in individuals' mindfulness attention ratings. The reduced deviation indicates that the majority of participants exhibit comparable mindfulness scores, implying that their degrees of mindfulness attention do not vary substantially from the average. The uniformity in mindfulness ratings may be ascribed to a prevailing tendency among participants or a manifestation of their self-assessment on their capacity to be present and attentive.

Both variables possess a same sample size (N = 160), signifying that an equal number of individuals provided data for each variable. This equilibrium augments the validity of the statistical analysis and guarantees that both measurements possess equal weight and are similar throughout the investigation. The uniform sample size enhances the dependability of the results, rendering them more applicable to a wider demographic of young adults aged 18 to 30.

Table 1 indicates that individuals allocate a considerable amount of time to viewing reels, while their mindfulness levels are generally moderate, with some variability in both activities. This elucidates the individuals' routines and establishes a foundation for investigating potential correlations between reel consumption and awareness in the next research.



Variable	Daily Reel Consumption	Mindfulness Attention
Daily Reel Consumption	1.00	-0.38*
Mindfulness Attention	-0.38*	1.00

Table 3

Table 2 displays the Pearson correlation coefficients between the two principal variables of interest in this study: Daily Reel Consumption and Mindfulness Attention. Pearson's correlation quantifies the degree and direction of the linear association between two continuous variables, with values spanning from -1 to 1. A positive correlation signifies that a rise in one variable corresponds with an increase in another, whereas a negative correlation implies that an increase in one variable is associated with a drop in the other.

The correlation value between Daily Reel Consumption and Mindfulness Attention is -0.38, signifying a moderate inverse association between the two variables. This indicates that, on average, an increase in the duration of reel consumption correlates with a decline in mindfulness attention. Practically, persons who spend extended durations engaging with reels daily often report reduced mindfulness, indicating that excessive reel consumption may correlate with a lessened capacity to be present and attentive.

The asterisk (\*) denotes the statistical significance of this link, indicating a p-value of less than 0.05. This signifies that the connection is statistically significant, implying that the observed negative correlation is improbable to have arisen by coincidence. The p-value of less than 0.05 provides substantial evidence for the hypothesis that daily reel intake is significantly associated with mindfulness attention. The negative correlation indicates that increased time spent watching reels correlates with diminished mindfulness in participants' daily lives, corroborating literature concerns regarding social media's potential to distract individuals and impair their focus.

The moderate correlation strength (-0.38) indicates a significant association, but not a robust one. This suggests that reel consumption may influence mindfulness attention, however additional elements may possibly be involved. The impact magnitude suggests that although reel consumption is a significant variable, it is not the exclusive predictor of mindfulness attention. Additional facets of individuals' daily routines, lifestyles, or personal characteristics may also influence their degrees of mindfulness.

This discovery is especially significant for comprehending the possible effects of social media on cognitive and psychological results. It indicates that frequent viewing of short-form videos may correlate with less mindfulness, potentially affecting mental health and well-being, particularly in a generation that increasingly engages with this content. Subsequent sections will likely conduct a more in-depth investigation of these linkages and investigate additional factors that may influence the observed patterns.

Table 3					
Multiple Regr	ession Analysis Predicting	Mindfulnes	s Attention Based or	n Daily Reel Consum	nption
Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)	Significance F	R <sup>2</sup>
Constant	4.726	0.097		0.000	



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Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)	Significanc	eF R <sup>2</sup>
Daily Consumption	<b>Reel</b> -0.038	0.007	-0.38	0.000007	26.710.14

Note:

- B = Unstandardized Coefficients (indicating the change in Mindfulness Attention for each unit increase in Daily Reel Consumption),
- Std. Error = Standard Error of the Coefficients,
- $\beta$  = Standardized Coefficients (indicating the strength and direction of the impact),
- F = F-statistic for the model,
- $R^2 = Coefficient of determination (explained variance in Mindfulness Attention).$

The multivariate regression study indicates a substantial inverse correlation between Daily Reel Consumption and Mindfulness Attention. The unstandardised coefficient for daily reel consumption is - 0.038, signifying that for each additional minute spent viewing reels daily, an individual's Mindfulness Attention score diminishes by 0.038 units. This indicates that increased daily reel intake correlates with less mindfulness focus. The fixed number of 4.726 implies that if a person allocates no time to watching reels, their anticipated mindfulness attention score would be 4.726, signifying a comparatively elevated degree of mindfulness attention.

The standardised coefficient ( $\beta$ ) of -0.38 underscores the modest intensity of this negative correlation. A  $\beta$  value of -0.38 indicates a moderate link between reel consumption and mindfulness attention, wherein increased time spent on reels correlates with less mindfulness. The minimal standard error of 0.007 signifies that the coefficient for daily reel consumption is determined with considerable precision, hence reinforcing the credibility of the findings.

The p-value of 0.000007 is very significant and well below the conventional threshold of 0.05, affirming that the correlation between reel intake and mindfulness attention is statistically significant. The F-statistic of 26.71 signifies that the model adequately fits the data and that daily reel intake substantially accounts for the variance in mindfulness attention. The robust F-statistic indicates that daily reel intake significantly influences mindfulness attention in young people.

The R<sup>2</sup> value of 0.14 indicates that 14% of the variance in mindfulness attention is attributable to daily reel intake. Although this is statistically significant, it suggests the presence of other factors, not included in the present model, that influence variances in mindfulness attention. The data indicates that although daily reel intake affects mindfulness attention, additional variables are probably involved in determining an individual's mindfulness level. The findings indicate that excessive consumption of short-form video material may adversely affect mindfulness, potentially impacting mental health and well-being, particularly in young adults.

### CHAPTER 5 DISCUSSION

This chapter presents a comprehensive examination of the findings derived from the analysis of data gathered via the Google Form questionnaire. The study aimed to examine the correlation between daily reel consumption and mindfulness attention in young people, particularly assessing how interaction with short-form video material influences an individual's capacity for sustained attention and mindfulness. The research included both descriptive and inferential statistical techniques to examine the characteristics of



this association. Descriptive statistics summarised the variables clearly, whereas regression analysis and Pearson correlation elucidated the statistical significance of the observed associations. This chapter elaborates on the findings of the data analysis, emphasising the significance of these results within the framework of previous research.

This study sought to investigate the correlation between daily reel consumption and mindfulness attention in young people, emphasising the impact of short-form video interaction on an individual's capacity for mindfulness maintenance. A Google Form survey was employed to gather data from 160 participants aged 18 to 30, a demographic recognised for their active involvement with social media platforms and short-form video material. The survey evaluated two main variables: daily reel consumption, determined by enquiring participants about their average daily viewing time of reels, and mindfulness attention, assessed through the Mindful Attention Awareness Scale (MAAS), a widely utilised instrument for measuring mindfulness in non-clinical populations.

Various statistical methods were utilised to analyse the data. Descriptive statistics were employed to encapsulate the core patterns and variability of the key variables. The average daily reel consumption was 79.99 minutes, with a standard deviation of 24.34 minutes, suggesting that participants typically engaged with short-form video content for around 80 minutes per day. The substantial standard deviation of 24.34 indicates great variability in the time individuals allocate to watching reels, suggesting that some participants may invest much more or less time in this activity. The average score for mindfulness attention was 3.70 on a scale of 1 to 5, indicating a moderate level of mindfulness among participants. The standard deviation for mindfulness attention was 0.91, lower than that for reel consumption, suggesting reduced variability in individuals' levels of mindfulness attention.

Pearson's correlation coefficient was employed to examine the association between daily reel intake and mindfulness attention. A correlation value of -0.38 was statistically significant (p < 0.05), signifying a moderate negative association between the two variables. This indicates that as daily consumption of reels rises, mindfulness attention generally diminishes, corroborating the notion that increased interaction with short-form video content may impair an individual's capacity for mindfulness. This discovery corroborates other research indicating that heightened media intake, especially of short-form films, may disrupt attention and hinder mindfulness. Nonetheless, the relationship's strength was modest, suggesting that daily reel intake is not the exclusive determinant of mindfulness attention.

Subsequent to the correlation study, a multiple regression analysis was performed to forecast mindfulness attention based on daily reel consumption. The regression analysis yielded a R value of 0.38, signifying a weak to moderate positive correlation between the variables, however the R<sup>2</sup> value of 0.14 indicated that daily reel intake accounts for 14% of the variance in mindfulness attention. This suggests that although daily reel intake influences mindfulness attention, additional factors likely contribute to variances in mindfulness that were not included in this model. The F-statistic of 26.71, along by a p-value of 0.000007, demonstrated that the regression model was statistically significant, indicating that daily reel consumption significantly predicted mindfulness attention. The standardised coefficient of -0.38 corroborated the adverse effect of daily reel consumption on mindfulness, indicating that each increment in reel consumption correlates with a reduction in mindfulness attention.

The results of the multiple regression analysis offer significant insights into the impact of daily reel intake on mindfulness attention. The modest R<sup>2</sup> result indicates that although daily reel consumption contributes to mindfulness attention, other factors, like personality qualities, overall social media usage, and lifestyle



elements, may also be influential. Subsequent study may investigate these other aspects in greater detail to develop a more comprehensive understanding of the impacts on mindfulness.

The results from the descriptive statistics, correlation, and regression analyses indicate that heightened daily reel consumption correlates with diminished mindfulness attention in young people. The link is not wholly deterministic, as seen by the moderate correlation and the comparatively low R<sup>2</sup> value in the regression study. These findings augment the expanding corpus of studies about the influence of digital media use on cognitive functions, including attention and mindfulness, underscoring the necessity for more investigation into the intricate relationship between digital engagement and mental health. The discovered negative correlation highlights the necessity of acknowledging the possible cognitive repercussions of heightened social media usage, particularly as young adults increasingly interact with short-form video platforms.

Table 1 displays the descriptive statistics for the two primary variables in this study: Daily Reel Consumption and Mindfulness Attention. The average daily consumption of reels was determined to be 79.99 minutes, indicating that individuals typically spend around 80 minutes each day viewing short-form video material. This aligns with the growing popularity of short-form video services like Instagram Reels, TikTok, and YouTube Shorts, where consumers frequently participate in quick video consumption sessions. The considerable standard deviation of 24.34 signifies substantial diversity in the duration people engage with reels. This indicates that whereas certain people may exhibit significant engagement by viewing reels for extended durations, others may have minimal exposure to such information. This diversity mirrors trends identified in earlier research on social media usage, indicating that individuals' interaction with sites such as Instagram and TikTok can vary from minimal to excessive (Kuss & Griffiths, 2017). Furthermore, certain individuals may view reels intermittently, whilst others may engage with them more often, possibly resulting in varying cognitive and emotional impacts.

The average score of 3.70 on a scale of 1 to 5 for Mindfulness Attention suggests that individuals demonstrate a moderate level of mindfulness. This indicates that although the young people in this research had a degree of awareness and attentiveness to their environment, they may encounter difficulties in sustaining complete focus or presence, presumably attributable to distractions or external pressures. The standard deviation of 0.91 is comparatively low relative to daily reel consumption, indicating reduced fluctuation in individuals' mindfulness levels. This data suggests that the majority of participants displayed comparable levels of mindfulness, with a few number demonstrating significant differences from the average. This aligns with earlier research assessing mindfulness in young adults, which frequently indicates modest results, highlighting the difficulties this population encounters in fostering mindfulness among distractions from contemporary digital life (Zeidan et al., 2010).

Table 2 presents the Pearson association coefficients between Daily Reel Consumption and Mindfulness Attention. A correlation value of -0.38 indicates a moderate negative link between the two measures, implying that an increase in time spent viewing reels is associated with a drop in mindfulness attention. This outcome is statistically significant, with a p-value below 0.05, indicating that the observed correlation is improbable to be attributable to chance. The negative link identified in this study aligns with other studies investigating the adverse consequences of excessive social media usage on cognitive skills, especially attention.

Research indicates that extended interaction with digital media, especially with rapid, attention-seeking content like short-form videos, might diminish individuals' capacity for concentration and mindfulness (Rosen et al., 2013). Rosen et al. (2013) discovered that prolonged screen usage results in reduced attention



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spans and impaired mindfulness, corroborating the findings of this study. Moreover, Andreassen (2015) posits that chronic social media usage may diminish an individual's ability to maintain sustained attention and present-moment awareness, which are essential elements of mindfulness. The negative correlation identified in this study corroborates existing research on the cognitive detriments of social media usage and indicates that young adults who extensively consume short-form videos may struggle to sustain mindful attention in their daily activities.

Table 3 displays the outcomes of the multiple regression analysis performed to investigate the predicted association between Daily Reel Consumption and Mindfulness Attention. The unstandardised coefficient of -0.038 signifies that for each additional minute spent viewing reels, an individual's mindfulness attention score diminishes by 0.038 units. This indicates that increased duration of viewing short-form films correlates with less attentive attention among individuals.

The standardised coefficient ( $\beta$ ) of -0.38 further substantiates this link, indicating that daily reel intake is a strong predictor of mindfulness attention. A result of -0.38 indicates a considerable negative correlation, suggesting that even a slight increase in time spent watching short-form videos correlates with a significant decrease in mindfulness. These results align with the findings of earlier research examining the influence of digital media on attention. Rosen et al. (2013) discovered that excessive screen time diminishes attentional ability, reflecting the outcomes observed in this study. Furthermore, prior studies on the addictive characteristics of social media usage indicate that such involvement may impair an individual's capacity to be present, a fundamental aspect of mindfulness (Andreassen, 2015).

The F-statistic of 26.71 and the p-value of 0.000007 demonstrate that the regression model is statistically significant and offers a robust fit for the data. This indicates that daily reel consumption is a major predictor of mindfulness attention in young people, and the model accounts for a substantial percentage of the variance in mindfulness attention. The R<sup>2</sup> value of 0.14 signifies that just 14% of the variance in mindfulness attention can be elucidated by daily reel intake, whereas 86% of the variance is ascribed to other unmeasured variables. These may encompass individual variances in personality features, lifestyle decisions, or environmental stresses, which might potentially influence degrees of mindfulness attention. This aligns with research on the multifaceted nature of mindfulness, indicating that it may be affected by several variables, such as individual behaviours and environmental stresses (Zeidan et al., 2010).

Notwithstanding the comparatively low R<sup>2</sup> value, the findings of this study augment the expanding corpus of research that underscores the detrimental effects of excessive media intake on mental health and cognitive abilities. The findings highlight the necessity of overseeing and regulating digital media usage, particularly among young individuals, since excessive interaction with short-form films may adversely affect attention and mindfulness. Lepp et al. (2014) similarly discovered that heightened use of mobile phones and social media platforms was associated with diminished levels of mindfulness, hence corroborating the findings of the current study.

This study's results indicate that everyday interaction with short-form video content, such as reels, correlates with diminished mindfulness attention in young people. Despite a small impact size, these findings offer significant insights into the cognitive repercussions of digital media use and underscore the necessity for more study in this domain.

### CHAPTER 6 CONCLUSION

This study sought to investigate the correlation between daily reel consumption and mindfulness attention



in young adults, particularly examining the effects of short-form video content engagement on attention and mindfulness. Data was acquired from 160 young adult participants, aged 18 to 30 years, via a Google Form survey. The data were examined utilising descriptive statistics, Pearson's correlation, and multiple regression analysis to elucidate the link between the two variables.

The study's findings indicate a modest negative association with daily reel intake and mindfulness focus. Participants who devoted more time to short-form video content (reels) had diminished levels of mindfulness attention. The regression study established that daily reel intake is a statistically significant predictor of mindfulness attention, with more daily consumption correlated with a reduction in mindfulness. The findings align with other studies suggesting that excessive interaction with digital media, especially social media, diminishes attention span and obstructs cognitive functions associated with mindfulness (Rosen et al., 2013). The research corroborates prior findings indicating that continuous media usage may result in challenges in sustaining attention and being present (Lepp et al., 2014).

Although the results are persuasive, it is crucial to acknowledge that the regression model accounted for merely 14% of the variance in mindfulness attention, indicating that additional factors, including personality traits, stress, and environmental influences, may also play a role in the mindfulness levels observed in young adults. The study's cross-sectional design restricts the capacity to establish causal inferences. Future study may investigate these associations longitudinally, integrating other variables such as psychological qualities, lifestyle circumstances, or the type of material read, to further comprehension of how digital media use influences mindfulness.

This study enhances the existing literature on the psychological impacts of social media and offers significant insights into the possible influence of short-form video consumption on cognitive and emotional processes. The inverse correlation shown with daily reel use and mindfulness attention indicates the necessity for heightened awareness regarding the possible hazards linked to extended media consumption. It emphasises the necessity of fostering healthy media practices, especially among young adults who may be particularly vulnerable to the repercussions of excessive digital media use. By promoting mindfulness techniques and advocating for balanced media usage, young individuals may be better prepared to alleviate the adverse effects of social media on their attention and general well-being.

### IMPLICATIONS

This study's findings have significant consequences for people and society, especially regarding the growing dependence on digital media for entertainment, communication, and information. The inverse relationship between daily reel intake and mindfulness attention underscores the cognitive and psychological hazards linked to excessive involvement with short-form video content. The findings indicate that extended exposure to platforms prioritising rapid, attention-seeking information, such as reels, may diminish an individual's capacity for sustained focus, decrease mindfulness, and obstruct their ability to be completely present in the moment.

The study highlights the significance of regulating screen time and participating in activities that promote mindfulness for individuals. Mindfulness techniques, including meditation, mindful breathing, and concentrated attention, may function as effective methods to mitigate the adverse impacts of excessive media intake. Given that young adults are especially susceptible to the effects of social media (Lepp et al., 2014), it is imperative to advocate for healthy media practices that foster equilibrium and self-regulation. Furthermore, individuals may gain advantages from digital detoxes or establishing limitations on screen



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time, especially for short-form video material, which has demonstrated significant addictive properties and detrimental effects on attention (Rosen et al., 2013).

The findings indicate that educational and public health activities should be developed to enhance knowledge regarding the detrimental effects of excessive social media usage on cognitive and emotional health. Educational initiatives in schools, colleges, and workplaces should emphasise the enhancement of digital literacy, enabling individuals to comprehend the effects of digital media on mental health, attention, and mindfulness. Moreover, these programs may incorporate training in mindfulness methods, allowing participants to enhance self-awareness and devise tactics for mitigating digital distractions.

Furthermore, the findings of this study hold considerable ramifications for content providers, platform developers, and legislators. Content providers must be cognisant of the possible cognitive impacts their material may exert on viewers and explore methods to foster more deliberate and significant engagement with their audiences. Developers of platforms, including social media applications, should prioritise user well-being by incorporating elements that foster mindfulness and mitigate the addictive qualities of their platforms. Social media sites might incorporate reminders for users to take breaks or promote material that fosters well-being and introspection.

Policymakers should contemplate enacting legislation that promote the ethical design of digital media, prioritising the welfare of young individuals. The study's results indicate a necessity for treatments designed to decrease screen usage, especially among young individuals, and to foster digital practices that support good cognitive and emotional functioning. Policymakers should contemplate programs that encourage balanced media use, including the incorporation of mindfulness instruction into school curricula and the endorsement of research on the effects of digital media on psychological well-being.

This study underscores the necessity of cultivating a more conscientious attitude to media consumption, both individually and within social frameworks, educational institutions, and digital media development. Enhancing awareness and advocating for healthy digital practices may alleviate the adverse impacts of short-form video consumption on mindfulness and attention, hence improving the overall well-being of young people.

### FUTURE RECOMMENDATIONS:

This study's findings suggest numerous future recommendations to investigate and alleviate the impact of regular reel consumption on mindfulness and concentration, as well as to improve the general well-being of those interacting with digital media.

Additional Longitudinal Research: Although this study offers significant insights on the correlation between daily reel intake and mindfulness attention, the cross-sectional nature of the data restricts the capacity to establish causal links. Future study ought to use a longitudinal strategy to monitor alterations in mindfulness attention over time as individuals' interactions with social media platforms develop. This method may elucidate whether extended exposure to short-form movies results in enduring declines in mindfulness or if alternative factors influence this association.

The present study concentrated on short-form video content (reels); however, the wider array of media consumption, encompassing traditional media (television, radio) and various social media platforms, is inadequately explored concerning mindfulness and attention. Future study may investigate the impact of many media formats, including extended films, social media engagement, and news consumption, on cognitive skills including attention and mindfulness. Comparative research may be important in determining which media types provide heightened dangers to mindfulness and attention levels.



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The investigation revealed a negative correlation between daily reel consumption and mindfulness attention; however, it is probable that additional variables, including personality traits, emotional regulation, and media usage for distinct purposes (e.g., entertainment versus education), may moderate or mediate this correlation. For example, persons possessing increased emotional control or resilience may be less affected by excessive media use. Future research may investigate these variables to yield a more comprehensive comprehension of the impact of digital media on diverse persons.

Investigating the Effects of Mindfulness therapies: In light of the adverse correlation identified between reel consumption and mindfulness attention, further studies might evaluate the effectiveness of mindfulness therapies in alleviating these impacts. Participants exhibiting elevated media consumption may be introduced to mindfulness training, meditation programs, and other attention-enhancing exercises to evaluate the efficacy of these interventions in developing mindfulness attention. Such treatments may be implemented in both clinical and non-clinical environments to evaluate their effects on various demographics, including young people, students, and professionals.

Broadening the Sample to Incorporate Varied Populations: The present study was confined to young persons aged 18-30, predominantly within a certain cultural and geographical framework. To enhance the generalisability of the results, subsequent research should incorporate varied samples that reflect various age groups, socioeconomic positions, and cultural backgrounds. Cross-cultural comparisons may be particularly insightful in examining how global trends in social media usage, such as the prevalence of reels and other platforms, influence mindfulness across many civilisations.

The role of platform design on media consumption: This study underscores the adverse correlation between reel consumption and mindfulness, suggesting that future research should investigate how platform design affects user behaviour. Features like autoplay, limitless scrolling, and personalised content algorithms may intensify the addictive quality of short-form videos. Research may examine how these design aspects enhance consumption rates and their subsequent effects on cognitive processes like as attention and mindfulness. Such research might guide platform developers and regulators in establishing more considerate, user-centric media ecosystems.

Formulating Public Awareness Campaigns: In light of the detrimental effects of excessive social media usage on mindfulness, it is advisable that forthcoming research concentrate on the creation and assessment of public health initiatives designed to enhance awareness regarding the cognitive repercussions of media consumption. These advertisements might advocate for healthy media habits, promote digital detoxes, and inform the public on the advantages of mindfulness activities. Educational institutions and workplaces may function as pivotal environments for these projects, where young individuals, frequently the most significant users of digital media, might gain from specialised outreach activities.

Policy Recommendations for Regulating Digital Media Consumption: Policymakers should evaluate the ramifications of this study for the regulation of digital media material, especially platforms targeting young adults. Future study may investigate the impact of governmental regulation on mitigating excessive screen time and fostering healthy media consumption. Proposed regulatory interventions may encompass restricting the duration of user participation on certain platforms, advocating for intermissions between usage, or mandating platform developers to incorporate elements that foster conscious media interaction. In conclusion, although this study offers significant insights on the correlation between daily reel use and mindfulness attention, further research is necessary to comprehensively evaluate the long-term impacts of digital media consumption on cognitive and emotional well-being. Future studies can enhance ways to



alleviate the adverse effects of excessive social media usage on mindfulness and general mental health by broadening study parameters, integrating mindfulness therapies, and examining platform design.

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