

The Effect of a Mindfulness-Based Psychoeducational Program on Digital Well-being and Digital Addiction of University Students

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Abstract: This study aimed to examine the impact of a mindfulness-based psychoeducation program on university students' levels of mindfulness, digital well-being, and digital addiction. The current study examined the effects of an 8-week mindfulness-based psychoeducation program on university students' mindfulness, digital well-being, and digital addiction levels. The study group consists of 310 voluntary first- and second-year university students studying at Van Vocational School. A 2x3 split-plot experimental design with pre-test, post-test, follow-up test, and a control group was used in this study. For data collection, the Mindfulness Scale, Digital Well-Being Scale, and Digital Addiction Scale (DAS) were used, and reliability analyses of these scales were conducted. Based on the collected data, 46 students were randomly assigned to the experimental (n=23) and control (n=23) groups. As part of the research, the experimental group participated in an 8-session "Mindfulness-Based Psychoeducation Program." At the end of the intervention program, a post-test was administered to the experimental and control groups, followed after 5 weeks by a follow-up test. In data analysis, a t-test was used to compare the initial scores of the experimental and control groups, while repeated measures ANOVA was used for repeated measurements. The results indicated that the "Mindfulness-Based Psychoeducation Program" was effective in increasing mindfulness and digital well-being, and in reducing digital addiction, with these effects persisting in the follow-up phase. These findings were discussed in light of the literature, and recommendations were provided.

Keywords: Mindfulness program, digital well-being, digital addiction.

Üniversite Öğrencilerinde Bilinçli Farkındalık Temelli Psikoeğitim Programının Dijital İyi Oluş ve Dijital Bağımlılık Üzerindeki Etkisi

Öz: Bu çalışma, bilinçli farkındalık temelli bir psikoeğitim programının üniversite öğrencilerinin bilinçli farkındalık, dijital iyi oluş ve dijital bağımlılık düzeyleri üzerindeki etkisini incelemeyi amaçlamıştır. Mevcut araştırmada, 8 haftalık bilinçli farkındalık temelli psikoeğitim programının üniversite öğrencilerinin bilinçli farkındalık, dijital iyi oluş ve dijital bağımlılık düzeyleri üzerindeki etkileri değerlendirilmiştir. Çalışma grubu, Van Meslek Yüksekokulu'nda öğrenim görmekte olan gönüllü 1. ve 2. sınıf düzeyindeki toplam 310 öğrenciden oluşmuştur. Araştırmada ön test, son test ve izleme testi ölçümlerinin yapıldığı, kontrol gruplu 2x3 bölünmüş desenli deneysel araştırma modeli kullanılmıştır. Veri toplama aracı olarak Bilinçli Farkındalık Ölçeği, Dijital İyi Oluş Ölçeği ve Dijital Bağımlılık Ölçeği (DBÖ) kullanılmış ve bu ölçeklerin güvenilirlik analizleri gerçekleştirilmiştir.

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Toplanan veriler doğrultusunda, 46 öğrenci rastgele şekilde deney (n=23) ve kontrol (n=23) gruplarına atanmıştır. Araştırma kapsamında, deney grubuna 8 oturumdan oluşan “Bilinçli Farkındalık Temelli Psikoeğitim Programı” uygulanmıştır. Müdahale programının tamamlanmasının ardından deney ve kontrol gruplarına son test uygulanmış ve 5 hafta sonra izleme testi gerçekleştirilmiştir. Verilerin analizinde, deney ve kontrol grubunun başlangıç puanlarını karşılaştırmak için t-testi, tekrarlı ölçümler için ise tekrarlı ölçümler ANOVA kullanılmıştır. Araştırma sonuçları, uygulanan “Bilinçli Farkındalık Temelli Psikoeğitim Programı”nın bilinçli farkındalığı ve dijital iyi oluşu artırma, dijital bağımlılığı azaltmada etkili olduğunu ve bu etkinin izleme sürecinde de korunduğunu göstermiştir. Elde edilen bulgular alan yazın ışığında tartışılmış ve öneriler sunulmuştur.

Anahtar Kelimeler: Bilinçli farkındalık programı, dijital iyi oluş, dijital bağımlılık

Introduction

Technology and digitalization have integrated into many areas of life, making it easier and more enriching. This intense digitalization has also brought with it negative consequences such as behavioral addictions (Derevensky, 2019). Thanks to the ubiquitous accessibility of the internet, online games, digital platforms, and social media have become increasingly attractive. Intensive and excessive use of these environments can lead to addiction (Alrobai, 2018). Behavioral addictions, characterized by excessive use of these environments, can disrupt individuals' ability to fulfill their real-world responsibilities. Furthermore, such addictions can lead to numerous behavioral habits, such as disruptions in social relationships and emotional instability (Petry, 2016). One of the behavioral addictions that has emerged with the introduction of digital devices into our lives is digital addiction.

Behavioral habits in which individuals interact excessively and intensely with digital devices and platforms are called digital addiction (Gregersen et al., 2023). Symptoms of this addiction include constant exposure to notifications, constant interaction on social media, and excessive focus on the digital world (Mujica et al., 2022). This type of addiction can negatively impact individuals in various ways. Among the most common negative effects are impaired functionality in individuals' relationships with their real lives, decreased physical activity, poor sleep quality, and negative mental health (Rosen et al., 2013). Based on these negative effects, it can be argued that digital addiction can be seen in every aspect of our lives and can be a significant problem. Therefore, it is believed that individuals' conscious use of these devices and platforms is crucial in combating this type of addiction. One way to ensure conscious use of these devices and platforms is to employ mindfulness-based coping strategies. Mindfulness-based therapy is used in the fight against addiction and is known as one of the methods proven effective in this field (Sancho et al., 2018). Mindfulness is a concept that involves accepting emotions, thoughts, and behaviors without judgment, enabling individuals to move away from automatic behaviors and being aware of these processes (Grossberg, 2021). It is thought to be important in behavioral addictions such as digital addiction, which can be associated with constantly checking digital devices and notifications automatically. Using apps that are effective in developing mindfulness skills has been proven to be an important coping method for behavioral addiction in this situation, where emotion regulation skills and awareness improve (Grossberg, 2021). Thus, mindfulness, one of the mindfulness-oriented apps, is thought to be effective in combating digital addiction (Hosseini et al. 2023).

Mindfulness and conscious use of technology have emerged as important issues in terms of modern psychology and mental health. When and for what purpose people use digital devices, observing impulsive behaviors, and not dividing their attention are thought to be important in combating digital addiction. For this purpose, that mindfulness therapy and applications will be beneficial in managing and reducing digital addiction. Mindfulness is a concept inspired by Eastern meditation and mental exercises. This approach encourages the

individual to focus on momentary experiences and consciously observe their senses and thoughts. The aim of this practice is to improve mental and emotional balance and help individuals evaluate every moment of life more (Kabat-Zinn, 2023).

Mindfulness is a practice that allows a person to experience the present moment without judgment and with full awareness (Levit-Binnun et al., 2021). In this context, mindfulness practices play a significant role in gaining awareness in digital environments (Leung, et al., 2024). Recognizing these automatic behaviors, along with mindfulness, can lead to more conscious choices (Quadrat-Ullah, 2025). In this regard, mindfulness can be considered a self-regulation mechanism that can be effective in reducing impulsive and uncontrolled digital use (Bhatia & Sethi, 2024). Mindfulness, which contributes to the development of emotion regulation skills, can also reduce individuals' tendency to turn to digital environments with negative emotions (Skorupa, et al., 2025). Thus, mindfulness helps reduce negative digital habit (Aldbyani et al., 2025). Furthermore, it can be said that mindfulness is effective in establishing a more balanced and conscious relationship with digital technologies.

Digital addiction is associated with the uncontrolled use of digital platforms (Meng et al., 2022), while digital well-being refers to the more conscious, functional, and purposeful use of these platforms (Büchi, 2024). Therefore, a decrease in digital addiction does not, by itself, mean an increase in digital well-being. In this process, psychological mechanisms such as awareness, self-regulation, and emotion regulation play a fundamental role in both reducing problematic use and improving the quality of the digital experience (Wang et al., 2026). In other words, digital well-being is not limited to avoiding digital addiction; it also includes using digital tools consciously, beneficially, and in a way that increases quality of life (Roffarello & De Russis, 2023). In short, digital well-being focuses on how to effectively use digital tools for personal development and well-being, beyond avoiding digital addiction. The lack of digital addiction symptoms can be defined as a part of digital well-being, but this does not cover all dimensions of digital well-being. Individuals with high levels of digital addiction generally have lower levels of digital well-being, which refers to maintaining psychological well-being in digital environments. Conversely, individuals with high levels of digital well-being are at lower risk of digital addiction (Chen et al., 2025). In order to achieve digital well-being, individuals need to consciously manage their technology use, use technology in a healthy and balanced way, and maintain their digital activities in balance with real-world activities. This is very important for living a healthy life in the digital age (Andreassen, 2015; Griffiths, 2019).

The hypotheses of the study are as follows:

H1: The program based on mindfulness will have a positive effect on the mindfulness of university students and this effect will be long-term.

H2: The program based on mindfulness will have a positive effect on the digital well-being of university students and this effect will be long-term.

H3: The program based on mindfulness will have a positive effect on the digital addiction of university students and this effect will be long-term.

According to self-regulation theory, individuals exhibit healthier and more adaptive behavioral patterns to the extent that they can regulate their behavior in line with their internal goals (Hall et al., 2007). In this context, digital well-being can be considered not only the absence of digital addiction but also a protective mechanism that enables individuals to consciously regulate their digital behavior. Therefore, digital well-being is an active process that reduces the risk of digital addiction by decreasing an individual's uncontrolled and compulsive digital use tendencies (Ding et al., 2026).

The impact of mindfulness on digital addiction and digital well-being can be theoretically explained within the framework of self-regulation, attention control, and emotion regulation mechanisms. According to behavioral addiction models, digital addiction mostly consists of automated, impulsive, and habit-based behavioral patterns (Van Timmeren, & Clark, 2026). In this context, individuals often turn to digital devices unconsciously, and although these behaviors provide short-term pleasure, they lead to a loss of functionality in the long term. Mindfulness, on the other hand, makes these behaviors that occur on autopilot visible by enabling the individual to focus their attention on the present moment. In this process, the individual becomes aware of the impulses that arise and can make more conscious choices by placing a pause between the impulse and the behavior. Furthermore, mindfulness improves emotion regulation skills, reducing the tendency for individuals to turn to digital environments to cope with negative emotions such as stress, boredom, and loneliness (Voinea et al., 2025). This contributes to weakening the underlying triggers of digital addiction.

In summary, while the proliferation of digital technologies and especially smartphones provides significant convenience in individuals' daily lives, it also leads to some negative consequences. As a group that uses digital devices intensively, university students are at risk of encountering problems such as addiction and problematic use of these technologies. Digital addictions can negatively affect individuals' academic success, social relationships and general psychological well-being. This situation, with the lack of control over the time they spend in the digital environment, can cause a significant decrease in their quality of life. There has been a significant increase in the literature on mindfulness-based interventions in recent years. However, most of these studies focus on variables such as stress, anxiety, attention, and general psychological well-being; outcomes related to digital life are addressed relatively more limitedly. In particular, the number of experimental studies that directly examine digital well-being as an outcome variable is quite limited. In addition, studies that address digital well-being and digital addiction together and examine these variables within the framework of the same intervention are not sufficiently widespread. This highlights the need for studies, especially in a sample of university students that examine the effects of a mindfulness-based psychoeducational program on both digital addiction and digital well-being in the short and medium term.

Method

Study Group

This study was conducted with associate degree students studying at Van Vocational School of Yüzüncü Yıl University. The study group of the research consists of 310 volunteer students studying in this department. The study did not include participants under 18 or who wished to withdraw at any time during the study. The current study has also received approval from the Institutional Review Board of Van Yüzüncü Yıl University (reference number: E.21796). It was ensured that all phases of this study were conducted following the Helsinki Declaration and its later revisions.

Descriptive statistics for the entire sample ($N = 310$) are presented. Accordingly, the mean scores of all participants were calculated as follows: $\bar{X} = 54.22$ ($SD = 13.63$) for mindfulness, $\bar{X} = 40.12$ ($SD = 8.50$) for digital well-being, and $\bar{X} = 61.39$ ($SD = 15.26$) for digital addiction. Participant selection for the experimental and control groups was based on these average values. Accordingly, individuals with digital addiction scores above the sample average and mindfulness and digital well-being scores below the average were included in the study groups. Accordingly, the mean scores for the experimental group were: mindfulness ($\bar{X} = 52.45$), digital well-being ($\bar{X} = 32.81$), digital addiction ($\bar{X} = 64.36$). Preliminary interviews

were conducted with volunteers who met these criteria, and a total of 46 students who agreed to participate in the study formed the research group. A simple random assignment method was used to assign these 46 participants to the experimental and control groups. In this process, participants were assigned to both groups in equal numbers using a random number generator. This ensured that each participant had an equal probability of being assigned to either the experimental or control group, thus minimizing the risk of intergroup bias. This study was implemented by a practitioner who is an expert in the field and has additionally completed an eight-week mindfulness consisting 24 hours training program.

It was determined that in order for students to be included in these groups, their digital addiction levels should be high and their mindfulness and digital well-being levels should be low. In order to understand whether the students met these three criteria, average scores were taken into account and students who met these conditions were selected as candidates to participate in the experimental or control group. Preliminary interviews were conducted with university students who had these characteristics and 46 students who volunteered to participate in these interviews were determined. Among the students who wanted to participate in the program, 46 students were randomly assigned to the experimental (23) and control groups (23).

Research Design

Table 1.

The experimental design of the study

Assignment	Group	Pretest	Process	Posttest	Follow -up
R	(E)Experimental	M _{E1}	Mindfulness-Based Psychoeducation Program	M _{E2}	M _{E3}
R	(C)Control	M _{C1}	-	M _{C2}	M _{E3}

R: Random: Random assignment of participants to groups M: Measurement

As shown in Table 1, this study was conducted to examine the effects of a mindfulness-based psychoeducation program on mindfulness, digital well-being, stress, problematic phone use, and digital addiction levels of university students. A 2x3 split-plot experimental design with pretest, posttest, follow-up test, and control group was used in the study. Split-plot is a mixed design consisting of two factors, where between-group and within-group measurements are used together. The first factor represents the experimental process conditions (experimental and control groups), and the second factor represents repeated measurements (pretest, posttest, follow-up test) (Büyükoztürk, 2017).

Experimental Process/Data Collection Process

In this study, in order to test the validity of the psychoeducation program prepared based on mindfulness, a psychoeducation program based on mindfulness principles was applied to the experimental group, while no application was made to the control group. The psychoeducation program prepared based on mindfulness was organized once a week, consisted of a total of 8 sessions, and each session lasted 60-90 minutes. The sessions were planned in a group format and took place in a university classroom. In the study, a pretest was applied before the experimental intervention, a posttest was applied after the intervention, and a follow-up test was applied 5 weeks after the posttest. All measurements were made by the researcher. Mindfulness-based psychoeducation program is presented Table 2.

Table 2

Mindfulness-Based Psychoeducation Program

Sessions	Session Theme	Objectives
Session 1	Mindfulness	Recognizes fundamental concepts and terminology of Mindfulness-Based Therapy. Understands the concept of automatic pilot and its effects on mental processes. Identifies and distinguishes automatic thoughts and perceptions that arise in daily life. The aim is for participants to recognize their automatic thoughts associated with digital addiction, such as "I can't do without my phone," "I'll miss something if I don't check notifications," and "I have to be online all the time."
Session 2	Understanding Our Perceptions	Understands the distinction between sensory experience and thought, and the nature of perceptions. Recognizes how mindfulness fosters present-moment awareness and transforms perceptions of events. Becomes aware of the subjectivity of perceptions and memories through mindfulness practice. The aim is to help individuals develop a more flexible and realistic perspective on digital interactions by making them aware of the meanings they assign to situations they experience in digital environments (for example, interpreting delayed responses to messages as "I am not being valued").
Session 3	Emotional Awareness	Identifies and understands emotional states and their changes in response to events. Develops mindful strategies for managing and regulating emotions. Applies mindfulness to respond to emotions in a balanced and adaptive way. The aim is for participants to recognize their tendency to turn to digital environments to cope with feelings such as boredom, loneliness, and stress, and to learn how to deal with these feelings in healthier ways.
Session 4	Awareness of Thoughts	Develops the ability to recognize and observe thoughts without judgment. Builds the skill of distancing from thoughts to gain mental clarity. Enhances the capacity to regulate and manage negative emotions through mindfulness. By encouraging individuals to distance themselves from their thoughts about digital use (e.g., not automatically responding to the thought "I need to check my phone now"), impulsive behaviors are reduced and more informed choices are supported.
Session 5	Body Awareness	Develops awareness of the body and its sensations. Understands the importance of attending to bodily sensations and recognizing the messages the body conveys.

		<p>Practices body-oriented mindfulness techniques such as body scan meditation.</p> <p>The aim is to help individuals recognize the bodily signals (fatigue, tension, distraction) that arise during prolonged digital use, thereby enabling them to regulate their digital behavior and develop more balanced usage habits.</p>
Session 6	Awareness of Acceptance	<p>Understands the role and importance of acceptance in mindfulness practice.</p> <p>Cultivates a non-judgmental attitude toward oneself and others.</p> <p>Learns to accept thoughts, emotions, and situations as they are, embracing both positive and negative aspects.</p> <p>The aim is to reduce avoidance-based digital usage behaviors by encouraging individuals to accept, rather than suppress, feelings such as restlessness and boredom that arise when they are away from digital environments.</p>
Session 7	Compassion and Gratitude	<p>Learns and practices ways to cultivate compassion and gratitude through mindfulness.</p> <p>Understands how compassion and gratitude support positive emotional regulation and healthier digital habits.</p> <p>Recognizes that expressing compassion toward oneself and others fosters a supportive and positive social environment.</p> <p>The goal is to help individuals develop a more compassionate approach to themselves by reducing social media comparisons and feelings of inadequacy.</p>
Session 8	Evaluation and Sustainability	<p>Sets personal goals and develops a concrete action plan to achieve them.</p> <p>Evaluates the impact of the program and reflects on personal progress.</p> <p>Integrates mindfulness-based strategies into daily life to sustain long-term positive change</p> <p>The aim is for participants to integrate mindfulness skills into their daily digital lives and develop sustainable, balanced, and purpose-driven technology use.</p>

Measurement Tools

Mindfulness Scale

The Mindfulness Scale, which was developed by Brown and Ryan (2003) and adapted to Turkish by Özyeşil et al. (2011), was used to measure the mindfulness levels of the participants. The highest value that can be obtained from this scale is 90 points. The responses in the scale, which was designed as a 6-point Likert type in order to measure the attention and awareness skills of the participants regarding the experiences that occur in the moment, vary between 1- Almost always and 6- Almost never. The Cronbach's alpha coefficient was calculated as 0.80 in the adaptation study of the scale consisting of 15 items and it was stated that it had a single factor. In the pre-test of this study, the Cronbach's alpha coefficient of the scale was calculated as 0.82. The average time to complete the scale was 10 minutes. In the current study, the Cronbach's alpha coefficient obtained from the mindfulness scale was calculated as 0.87.

Digital Well-Being Scale

Based on studies in domestic and foreign literature, 140 precursor items were prepared, grouped and transformed. Scale expressions and 21 items were determined. The scale was applied to 367 digital technology users. In the exploratory factor analysis, 12 items were selected that were divided into 3 factors and had sufficient factor loadings ($>.40$). The construct validity test (digital well-being) regarding whether the scale consisting of 12 items measured a general structure and three sub-dimensions named by experts (digital satisfaction, safe and responsible behavior) and digital healthy life) was performed using confirmatory factor analysis. Spearman Brown, Guttman Split Half and Cronbach Alpha values were calculated for the reliability of the entire scale and its sub-dimensions. In the analyzes, the Well-being Scale (DWBS) consisting of three sub-factors and 12 items was created, which was determined to be valid and reliable (Arslankara et al., 2022). In this study, the Cronbach Alpha coefficient of this scale was calculated as 0.83.

Digital Addiction Scale

It is a 19-item scale with a 5-point Likert-type rating developed by Kesici and Tunç (2018). This scale consists of 5 sub-dimensions: Overuse (5 items, sample item: I use digital tools excessively for purposes other than their intended purpose), Relapse (3 items, sample item: I cannot reduce the time I spend with digital tools), Interruption of the Flow of Life (4 items, sample item: I am not aware of what is happening around me when I am busy with digital tools), Mood (4 items, sample item: Environments where I will not use digital tools bore me) and Inability to Quit (3 items, sample item: I keep digital tools such as smartphones and tablets next to me when I go to bed). The Cronbach alpha reliability coefficient of the DIS was measured as $\alpha=0.87$. It is seen that the values for the Overuse subdimension are $\alpha=0.75$; for the Relapse subdimension, $\alpha=0.85$; for the Interfering with the Flow of Life subdimension, $\alpha=0.74$; for the Mood subdimension, $\alpha=0.70$ and for the Inability to Quit subdimension, $\alpha=0.70$. The scale is graded as 1= Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree. The scores that can be obtained from the scale vary between 19-95. A high score obtained from the scale shows that the level of digital addiction is high. In this study, the Cronbach's alpha reliability coefficient of DBS was measured as $\alpha=0.90$. For the Overuse subdimension, $\alpha=0.78$; for the Relapse subdimension, $\alpha=0.80$; for the Interfering with the Flow of Life subdimension, $\alpha=0.82$; For the Mood State sub-dimension, $\alpha=0.75$ and for the Inability to Quit sub-dimension, $\alpha=0.63$ were calculated. In the current study, the Cronbach's alpha coefficient of this scale was calculated as 0.92.

Findings

This section includes statistical data obtained to test the research hypotheses and comments on these data. The following hypotheses were tested within the scope of the research.

Tablo 3

Descriptive Statistics Results Regarding Variable Scores Pretest, Posttest and Follow-up Tests of Experimental and Control Groups

		Pretest			Posttest			Follow-up		
Group		n	\bar{x}	sd	n	\bar{x}	sd	n	\bar{x}	sd
Mindfulness	Experimental	23	55.09	13.87	23	73.30	6.41	23	72.26	7.44
	Control	23	53.96	11.99	23	52.91	12.27	23	52.91	12.20
		Pretest			Posttest			Follow-up		
Group		n	\bar{x}	sd	n	\bar{x}	sd	n	\bar{x}	sd
Experimental		23	33.91	4.18	23	50.17	2.10	23	50.47	2.61

Digital Well-being	Control	23	Pretest			Posttest			Follow-up		
			n	\bar{x}	sd	n	\bar{x}	sd	n	\bar{x}	sd
			33.73	2.86	23	32.78	2.68	23	33.07	2.65	
Digital Addiction	Experimental	23	Pretest			Posttest			Follow-up		
			n	\bar{x}	sd	n	\bar{x}	sd	n	\bar{x}	sd
			63.09	15.67	23	32.56	10.33	23	32.96	10.97	
	Control	23	65.74	15.03	23	63.92	12.81	23	64.00	12.67	

$p < 0.05$

It is examined for the measurements of the groups before and after the experimental process; when the mindfulness level averages of the participants in the experimental group are examined respectively, it is seen that they are pretest ($\bar{x} = 55.09$), posttest ($\bar{x} = 73.30$) and follow-up ($\bar{x} = 72.26$). Accordingly, it is seen that the mindfulness levels of the students who participated in the intervention program increased. When the mindfulness level averages of the participants in the control group are examined respectively, it is seen that they are pretest ($\bar{x} = 53.96$), posttest ($\bar{x} = 52.91$) and follow-up ($\bar{x} = 52.91$).

It is assessed for the measurements of the groups before and after the experimental process; when the digital well-being level averages of the participants in the experimental group are examined respectively, it is seen that they are pretest ($\bar{x} = 33.91$), posttest ($\bar{x} = 50.17$) and follow-up ($\bar{x} = 50.47$). Accordingly, it is seen that the digital well-being levels of the students who participated in the intervention program increased. When the digital well-being level averages of the participants in the control group are examined respectively, it is seen that they are pretest ($\bar{x} = 33.73$), posttest ($\bar{x} = 32.78$) and follow-up ($\bar{x} = 33.07$).

It is evaluated before and after the experimental process measurements of the groups; when the digital addiction level averages of the participants in the experimental group are examined respectively, it is seen that they are pretest ($\bar{x} = 63.09$), posttest ($\bar{x} = 32.56$) and follow-up ($\bar{x} = 32.96$). Accordingly, it is seen that the digital addiction levels of the students who participated in the intervention program decreased. When the digital addiction level averages of the participants in the control group are examined respectively, it is seen that they are pretest ($\bar{x} = 65.74$), posttest ($\bar{x} = 63.92$) and follow-up ($\bar{x} = 64.00$).

Table 4

ANOVA Results Regarding the Mindfulness Scores of the Experimental and Control Groups in the Pretest, Posttest and Follow-up Tests

	Source of Variance	SS	df	MS	F	p	η^2
	Between Groups						
Mindfulness	Group (Experimental/Control)	6402.90	1	6402.90	34.94	.00	.44
	Error	8062.38	44	183.24			
	Within Groups						
	Measurement(Pr-Po-F)	2132.19	2	1066.09	11.66	.00	
	Measurement*Group	2698.45	2	1349.22	14.76	.00	
	Error	8045.36	88	91.42			
	Between Groups						
	Group (Experimental/Control)	4695.83	1	4695.83	417.88	.00	.61

Dijital Well-being	Error	494.43	44	11.24			
	Within Groups						
	Measurement (Pr-Po-F)	1864.49	2	932.24	122.86	.00	
	Measurement*Group	2278.45	2	1139.22	150.14	.00	
	Error	667.74	88	7.59			
Between Groups							
Digital Addiction	Group (Experimental/Control)	6053.59	1	6053.59	69.14	.00	.72
	Error	10320.90	44	234.57			
	Within Groups						
	Measurement (Pr-Po-F)	7905.41	2	3952.70	28.53	.00	
	Measurement*Group	6246.78	2	3123.40	22.54	.00	
Error	12193.80	88	138.57				

$p < 0.05$ Pr: Pretest Po: Posttest F: Follow-up

It is seen Table 4, regardless of the group difference, the difference between the averages of the mindfulness scores obtained by the participants from the pretest, posttest and follow-up tests is also significant ($F(1-44) = 34.94$; $p = .00$), digital well-being scores obtained by the participants from the pretest, posttest and follow-up tests is also significant ($F(1-44) = 417.88$; $p = .00$), digital addiction scores obtained by the participants from the pretest, posttest and follow-up tests is also significant ($F(1-44) = 69.14$; $p = .00$). According to these results, it can be said that the variables levels of the experimental and control group participants changed as a result of the applied program, regardless of the group distinction. When the eta-squared values are examined, it is seen that the implemented program has a large effect size on mindfulness ($\eta^2 = .44$), digital well-being ($\eta^2 = .61$), and digital addiction ($\eta^2 = .72$). These findings indicate that the intervention has a strong impact on the psychological functioning of the participants.

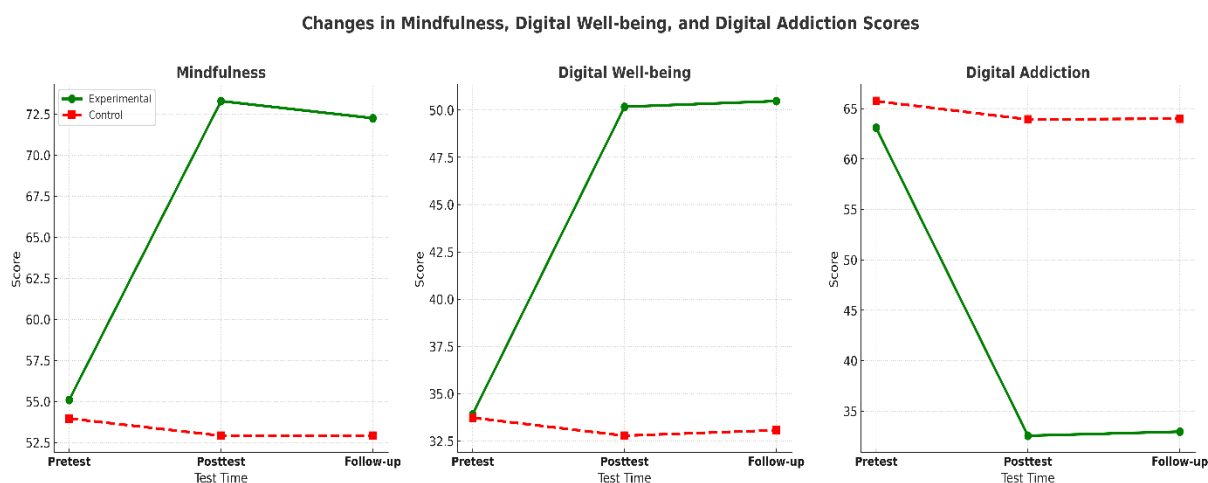


Figure 1.

Graph of Change in Variable Scores According to Groups and Measurements

As seen in Figure 1, while the mindfulness and the digital well-being scores averages of the participants in the experimental and control groups were close to each other in the first measurement, it was observed that the situation changed in favor of the experimental group in the second and third measurements. Accordingly, it can be said that the the mindfulness scores of the participants in the experimental group increased.

As the digital addiction scores of the participants in the experimental and control groups were close to each other in the first measurement, it was observed that the situation changed in favor of the experimental group in the second and third measurements. Accordingly, it can be said that variables scores of the participants in the experimental group decreased.

Discussion

Mindfulness is based on individuals' focus on the moment. Individuals who focus on the moment and can stay in the moment tend to live more conscious lives, aware of their thoughts, feelings, and behaviors (Hasson, 2024). Today, with the uncontrolled and intensive use of digital technologies, individuals who cannot stay in the moment live less mindful lives, which can lead to digital addiction and reduce digital well-being. Therefore, the aim of this study is to increase individuals' digital well-being and reduce their tendency to digital addiction through a mindfulness-based intervention program. The program aims to increase individuals' awareness of their feelings, thoughts, and behaviors by encouraging them to spend more time in the moment. The goal is for individuals who are more aware of their emotions, thoughts, and behaviors to use digital devices more consciously and establish healthier relationships with these devices and platforms. To this end, by increasing individuals' digital well-being, mindfulness practices are expected to contribute to the prevention of digital addiction by strengthening their capacity for self-regulation, emotional balance, and conscious choice in digital life.

The study findings indicated that the mindfulness-based program significantly improved individuals' mindfulness, and this increase was sustained. The program's eight-session structured content may have allowed mindfulness skills to be supported not through a one-time transfer of information, but through a gradual and experiential process. In particular, sessions focusing on recognizing autopilot, observing thoughts, focusing on bodily sensations, and acceptance may have strengthened participants' ability to stay present and observe their inner experiences without judgment. This could explain why the increase in mindfulness scores was maintained not only after the intervention but also during follow-up measurements. This result demonstrates that the program is an effective tool for strengthening individuals' awareness, acceptance, and present-moment skills. Similar studies also support the findings of the research. Türkseven (2022) conducted a similar study to measure the effectiveness of a standardized mindfulness-based stress reduction program on mindfulness. This program spanned an eight-week period. Twenty-nine participants were included in this study. The study was designed as an experimental design, and based on the pretest and posttest results, the program was found to significantly increase mindfulness. In a similar study, a school-based mindfulness program consisting of 26 sessions over eight weeks was administered to students. One of the most important findings of the study was that this program allowed individuals to live more conscious lives by allowing them to stay in the moment (Sciutto et al., 2021). In the study investigating the effectiveness of mindfulness programs on awareness outcomes and including 46 studies (Mettler et al., 2023), it was found that mindfulness programs improved individuals' awareness skills, such as staying in the moment and living a more conscious life, and this increase was significant.

Gui and colleagues (2017) defined "digital well-being" as the maintenance of a person's subjective or psychological well-being in an environment where digital communication is intense. Indeed, digital well-being is not merely the absence of digital addiction, but is associated with the balanced, purposeful, safe, and self-regulated use of technology. In this context, it can be assessed that the themes of acceptance, self-awareness, emotion regulation, and sustainability addressed within the program may have contributed to participants' more conscious evaluation and restructuring of their behavior in digital environments. Individuals

with high levels of digital well-being feel safe and comfortable when using digital media and tools, and are satisfied with this process. Positive psychology has introduced the concepts of well-being, psychological well-being, and subjective well-being to the literature (Demir & Türk, 2020). Digital well-being can be expressed as the extension of these concepts to digital environments. It can also be evaluated as the state of individuals' well-being continuing in digital environments. For this purpose, due to the very few digital well-being studies in the literature, this concept was discussed through studies on well-being, psychological well-being, and subjective well-being, from which the concept of digital well-being is derived. A review of the existing literature reveals that there are programs implemented to increase psychological well-being and subjective well-being, which are the components of digital well-being. Terzioğlu (2022) investigated the effectiveness of a mindfulness-based exercise program on the psychological well-being of university students in his study. A total of 60 students were included in the study, 30 in the experimental group and 30 in the control group. While a pre-test, post-test, and follow-up test were applied to the experimental group, a pre-test and post-test were applied to the control group. As a result of the 8-week program, a significant increase was found in the psychological well-being of university students. Zollars et al. (2019) concluded in a study they conducted on university students that mindfulness-based meditation practices increased psychological well-being. Heredia et al. (2017) concluded in their study that the mindfulness-based stress reduction program they applied increased subjective well-being.

The significant decrease in digital addiction levels in favor of the experimental group in the study suggests that the mindfulness-based psychoeducational program may have transformed the participants' uncontrolled and habitual usage patterns in digital environments. According to the analysis results, a significant decrease was observed in the experimental group's digital addiction scores from pre-test to post-test. Thomas et al. (2024) investigated the experiences of seven young adults who participated in a mindfulness-based digital well-being camp. In their study, Yang et al. (2019) examined the mediating role of mindfulness in affecting the relationship between smartphone addiction, a type of digital addiction, and anxiety and depression in young people. It was found that young people with high mindfulness levels had lower smartphone addiction, and in this direction, it was determined that mindfulness played a moderating role and created an effect that weakened this relationship. This study showed mindfulness as a protective factor against problematic mobile phone addiction and is parallel to the results of the current study. Tharumiya et al. (2024) investigated the effects of mindfulness and emotional control on game addiction, a type of digital addiction, in their study. 187 university students participated in the study. It was revealed that mindfulness has a significant effect on preventing game addiction.

Conclusion and Recommendations

This study investigated the effects of a mindfulness-based psychoeducational program on the levels of mindfulness, digital well-being, and digital addiction among university students. The findings indicate that the program increased participants' mindfulness and digital well-being while decreasing their digital addiction. Furthermore, the persistence of these effects during follow-up suggests that the intervention had not only short-term but also, to a certain extent, lasting effects. The experiences gained by the researcher during the preparation and implementation of the Mindfulness-Based Program and recommendations based on the research results are presented. This study is a psychoeducation study for university students. This study can be an example and source for digital addiction and stress management programs to be developed for middle school and high school levels. It is stated in scientific studies that mindfulness therapies are effective in combating digital addictions. However, the lack of a program developing in this regard has been seen in both international and domestic literature.

This study can be evaluated as an encouragement for new studies to eliminate the deficiencies in this regard. There are a limited number of measurement tools related to digital well-being. It is thought that future studies aimed at eliminating the deficiencies in this regard will be beneficial for a better understanding of this concept and as a skill in combating digital addictions. It is thought that using mindfulness-based intervention programs more in behavioral interventions will both provide a better understanding of the effectiveness of mindfulness on behavioral addictions and shed light on how mindfulness relates to digital addiction, which is a component of psychological well-being. It can be stated that testing the effectiveness of the program on university students in other departments using different variables will be an effective dynamic in combating behavioral addictions as a country. Mindfulness activities can be integrated into course content to contribute to both academic and personal development of students. University instructors should be a model for students by adopting mindfulness in their own digital device usage habits. This can contribute to the spread of mindfulness practices.

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Geniş Özet

Giriş

Dijital teknolojiler ve platformların yoğun bir şekilde hayatımız entegre olmasıyla beraber hayatımız bir çok açıdan değişikliğe uğramıştır. Bu değişiklikler bireylerin sosyalleşme, eğitim, akademik ve kişisel alanlarında farklılıklara yol açmıştır. Özellikle üniversite öğrencileri dijitalleşmeyi eğitim başta olmak üzere bir çok alanda yoğun bir şekilde kullandığı ortaya çıkmıştır (Onursoy, 2018). İnternetin etkisiyle sürekli her yerde ve her zaman bu aletlerle erişim imkanı bir çok kolaylık sağlarken, dijital alet ve platformların yoğun bir şekilde kullanımı dijital bağımlılık eğilimlerinin artması gibi bir çok olumsuz durumu da beraberinde getirmektedir. Dijital bağımlılık diğer davranışsal bağımlılıklarda olduğu gibi bu platform ve aletler üzerinde kontrolün güç bir hale gelmesi, günlük alanlarda işlevselliğin aşırı kullanımla beraber düşmesi ve bu alet ve platformlara ulaşamadığında ise yoksunluk belirtilerinin ortaya çıkması gibi bir çok durumla karakterize edilebilir (Arslan, 2020). Bu durumun ortaya çıkması ile de hayatın her alanı olumsuz etkilenebilmektedir. Dijital bağımlık eğilimlerin azaltılmasında önemli bir kavram dijital iyi oluşturmaktır. Dijital iyi oluş bireylerin dijital alet ve platformları, bireyin amaçlarına göre dengeli ve uyumlu kullanmayı ifade eder. Ayrıca dijital kullanım sırasında bireylerin sağlıkları ve iyi oluşlarını korumayı ve yükseltmeyi bu kavram amaçlar (Tayiz, 2025). Dijital iyi oluşun artması ve dijital bağımlılıkların etkisini azaltmak için koruyucu ve düzenleyici bir faktör olan bilinçli farkındalık kavramı ön plana çıkmaktadır. Bilinçli farkındalık bireylerin şu andaki zamana odaklanarak, duygu, düşünce ve davranışlarının farkında olarak hayata yönelik farkındalık kazanmayı ifade etmektedir. Mindfulness odaklı müdahale yöntemleri bireyin otomatik pilottan çıkma döngülerini anlama, dürtüsel bir şekilde dijital aletler kullanımının farkına varma gibi farkındalık kazandıran tutum ve becerileri kazandırmayı hedeflemektedir (Çay, 2023). Bilinçli farkındalığın aşırı sosyal medya kullanımı, dijital uyarılara bağımlı dikkat döngüleri, anlık haz arama eğilimi, duygusal kaçınma temelli dijital kullanım gibi davranışların azalması ile ilişkili olduğunu göstermektedir. (Malgaz Güçlü, & Çulha, 2024). Bu bağlamda, bilinçli farkındalık temelli psikoeğitim programları, dijital bağımlılığın altında yer alan duygusal düzenleme güçlükleri, dürtü kontrol sorunları, sosyal onay ihtiyacı, kaçınma davranışları gibi süreçleri hedef alarak, dijital kullanım davranışını hem bilişsel hem duygusal düzeyde yeniden yapılandırmayı mümkün kılmaktadır (Demirhan ve ark., 2023). Bu doğrultuda, bu çalışmada üniversite öğrencilerine yönelik sekiz oturumdan oluşan bilinçli farkındalık temelli psikoeğitim programının etkileri incelenmiş; programın öğrencilerin bilinçli farkındalık düzeylerini artıracığı, dijital iyi oluşlarını geliştireceği ve dijital bağımlılık eğilimlerini azaltacağı hipotez edilmiştir.

Yöntem

Bu araştırma yarı deneysel bir çalışmadır. Yarı deneysel tasarımlar, nedensellik koşullarından bir veya birkaçının karşılanmadığı durumları ifade etmektedir (Erkuş, 2021). Araştırma deney-1, deney-2 ve kontrol gruplarından oluşan ön test ölçümü, son test ölçümü ve izleme testi ölçümünün yapıldığı bir çalışmadır. Araştırmanın katılımcı ekibini 2023-2024 eğitim-öğretim sürecinde Türkiye'de bulunan bir devlet üniversitesinde eğitim alan 45 öğrenci oluşturmaktadır. Araştırmadaki katılımcı kişilerin yaşları 19 ile 23 arasında değişmektedir. Verilerin toplanmasında "Kişisel Bilgi Formu" ve "Bilinçli Farkındalık Ölçeği", "Dijital Bağımlılık Ölçeği" ve "Dijital İyi Oluş Ölçeği" kullanılmıştır. Araştırmada deney katılımcılara grubundaki katılımcılar 8 oturumlu psikoeğitimi almışlardır, kontrol grubu katılımcıları ise bir müdahale programı almamışlardır. Çalışmanın analizlerinde zaman*müdahale ortak etkisini test etmek amacıyla ilişkisiz ölçümler ve zamana bağlı değişimler için tekrarlı ölçümlere olanak sağlayan "Tek Faktör Üzerinde Tekrarlanan Ölçümler İçin İki Faktörlü Varyans Analizi" tekniği kullanılmıştır.

Bulgular

Hazırlanan bilinçli farkındalık temelli psikoeğitim programının bilinçli farkındalık, dijital iyi oluş ve dijital bağımlılık değişkenlerine etkinliğine bakılmıştır. Programın etkinliğini ölçmek için programa başlamadan önce deney ve kontrol gruplarına ön test program bittikten sonra ise her iki gruba son test ve değişkenlerin zamana göre etkinliğini ölçmek içinde 5 hafta sonra da izleme testi uygulanmıştır. Ölçeklerden alınan puanlara göre analiz edilmiş ve çalışma bulgularına ulaşılmıştır. Analizler sonucunda ise uygulanan psikoeğitim programının bilinçli farkındalığı etki ettiği bu artışın ise anlamlı olduğu görülmüş ve yapılan izleme testi sonucunda da bu artışın zamana karşı da devam ettiği görülmüştür. Yine çalışmanın başka bir değişkeni olan bilinçli farkındalıkta analizler sonucunda arttığı ve bu artışın anlamlı olduğu zaman karşıda bu anlamlı artışın devam ettiği ortaya çıkmıştır. Hazırlanan psiko eğitim programının ise dijital bağımlılık puanlarını azalttığı bu azalmanın anlamlı olduğuda ve zamanla da bu azalmanın devam ettiği çalışmanın bir başka bulgusudur.

Tartışma ve Sonuç

Çalışmanın hipotezleri olan hazırlanan bilinçli farkındalık psikoeğitim programının bilinçli farkındalık ve dijital iyi oluşu arttırdığı bu artışın uzun süreli olduğu ve dijital bağımlılığın uygulanan program sonun anlamlı bir şekilde azalttığı ve bu azalmanın etkili olduğu doğrulanmıştır. Bu bulgulara göre bireylerin anda kalabilme becerilerinin gelişmesi ve duygusal bilişsel ve davranışsal farkındalıkla hayara yargısız gözle bakabilme yeteneği öğrencilere birçok açıdan faydalı olduğu söylenebilir. Özellikle anda kalabilen ve davranışsal farkındalık sağlayan öğrencilerin dijital alet ve platformları daha bilinçli bir şekilde kullandıkları söylenebilir. Bilinçli bir şekilde bu dijital alet ve platformları kullanan öğrenciler kendi amaçları için teknolojiyi kullanabilmekte bu durumda daha sağlıklı dijital alışkanlıklara sebep olarak öğrencilerin dijital iyi oluşları arttırmıştır. Dijital aletleri otomatik olarak çıkararak bilinçli kullanan bireylerin ise dijital bağımlılığa karşı bağımsızlık geliştirdikleri ve böylece dijital bağımlılık eğilimlerinin ise azalttığı bu çalışma kapsamında bir tartışma sonucudur.