

LIVED EXPERIENCES AND PSYCHOLOGICAL IMPACTS OF DIGITAL BABYSITTING ON PARENTS AND CHILDREN IN PAKISTAN

Zainab Ahmed ^{a*}, Haseeb Ur Rehman ^b, Sadia Aleem ^c, Maria Ahmed ^d, & Seerat Fatima ^e

^a Ph.D. Scholar Psychology, Department of Behavioural Sciences, FJWU, Rawalpindi, Pakistan. Email: 23-20241-006@bhs.fjwu.edu.pk / Zainubakhan06@gmail.com. ORCID: 0009-0000-4062-0552

^b BDS, FCPS Resident, Department of Orthodontics, KRL General Hospital, Islamabad, Pakistan

^c Assistant Professor, Department of Behavioural Sciences, FJWU, Rawalpindi, Pakistan. ORCID: <https://orcid.org/0009-0001-2513-1213>

^d MS Clinical Psychology, Riphah International University, Islamabad, Pakistan

^e Ph.D. Scholar Psychology, Department of Behavioural Sciences, FJWU, Rawalpindi, Pakistan. ORCID: <https://orcid.org/0009-0006-1732-8143>

*Correspondence to: Zainab Ahmed, Ph.D. Scholar Psychology, Department of Behavioural Sciences, FJWU, Rawalpindi, Pakistan. Email: 23-20241-006@bhs.fjwu.edu.pk / Zainubakhan06@gmail.com. ORCID: 0009-0000-4062-0552

KEYWORDS

Digital Babysitting, Screen Time, Parenting, Pakistan, Qualitative Study

CITE THIS ARTICLE:

Ahmed, Z., Rehman, H. U., Aleem, S., Ahmed, M., & Fatima, S. (2026). Lived experiences and psychological impacts of digital babysitting on parents and children in Pakistan. *Pakistan Journal of Positive Psychology*, 3(3), 269-277.

ABSTRACT

The increasing reliance on digital devices for childcare has emerged as a global concern, with limited evidence from South Asian contexts. This was aimed to explore the lived experiences and psychological impacts of Pakistani parents who rely on digital babysitting to manage childcare. A phenomenological qualitative design was employed, utilizing semi-structured, in-depth interviews. Purposive sampling was used to recruit parents who had experience using digital devices for childcare. A total of 15 parents participated in the study, comprising 11 mothers (73.3%) and 4 fathers (26.7%). The participants were predominantly from urban areas (86.7%), while 13.3% resided in rural areas. Regarding age, 53.3% of participants were aged 20–29 years, 40.0% were aged 30–39 years, and 6.7% were aged 40 years or above. In terms of educational attainment, the majority (86.7%) had completed graduation, while 6.7% had post-graduate education and 6.7% had matriculation-level education. Interviews were conducted in English, audio-recorded, and thematically analyzed using Braun and Clarke's six-step framework. Eight key themes were identified during the analysis; (1) Early Digital Immersion, (2) Screens as a Parenting Tool, (3) Guilt, Stress, and Ambivalence, (4) Erosion of Family Bonding, (5) Developmental and Behavioral Strains, (6) Cultural and Familial Influences, (7) Pathways Beyond Screens, and (8) Barriers to Screen Reduction. In Conclusion parents in Pakistan use digital babysitting as a coping mechanism. According to Pakistani parents' gadgets have driven their children away from them but it also provides them relief as the child gets busy and don't disturb them. The more usage of these gadgets is developing behavioral issues in children from very young age. This study will help to provide culturally related intervention plans.

I. INTRODUCTION

Digital babysitters, in the form of smartphones and tablets, offer a new mode of engagement for children, aids their parents to perform other duties at work and home (Becker & Donelli, 2024). There's a trend of giving young children mobile phones and tablets due to which children has to face physical, psychological and behavioral issues (Dumuid, 2020). Previous researchers concluded that higher screen time develops irritability, mood problems, less creativity, poor IQ problems, psychological issues and sleep quality among children (Xie et al.2020). To understand

the subjective meanings parents, ascribe to digital babysitting as well as the possible socioemotional repercussions, a psychological viewpoint is necessary. Parents who are facing ambivalence, guilt, or worries about connection and child development may use screens as practical coping mechanisms to handle stress and conflicting obligations (Nathanson, 1999). According to the child's point of view, care provided by digital screens may change family and social connections, play time. Another research studied the association between child development and usage of screen time (Certain & Kahn, 2002).

Several research studies have reported on the cause of delayed developmental milestones among young children, who spend hours in front of screens. For example, a study conducted in Pakistan found a significant association between high amounts of screen time for preschool-aged children and the behavioral issues such as sleep disturbances and autism-related characteristics (Suleman et al., 2023). Another research has also linked increased amounts of screen exposure for young children with irritability, mood swings, attention difficulties, and emotional problems (Rana, 2025). These studies suggest that prolonged screen exposure may affect how children regulate their emotions and behaviors. One more research concludes that school going children are more prone to social media addiction as compared to pre-school children (Xie et al.2020). There is very less data among Pakistani context that's why research on this specific data and topic was very important, so that culturally sensitive intervention plans can help children and parents, also the study findings will help to grown family bond by decreasing children's screen time. This research is significant in finding the effects of screen time on the behavior of infants and toddlers. This research will also further motivate and provide guidelines for the parents to help decrease their children's screen time, with a focus on how they perceive its benefits, drawbacks, and impact on family dynamics.

Research Objective

- To explore the lived experiences and psychological impacts of Pakistani parents who rely on digital babysitting to manage childcare.

Research Questions

1. How do Pakistani parents describe their lived experiences of using digital devices as a form of digital babysitting for their children?
2. How do parents perceive the psychological, behavioral, emotional, social, and developmental impact of digital babysitting on themselves and their children?
3. What challenges, coping strategies, and alternatives do Pakistani parents identify in managing or reducing their children's dependency on digital babysitting?

II. METHOD

Research Design

This study adopted a phenomenological qualitative design to investigate the lived experiences and psychological impacts of digital babysitting among Pakistani parents. Phenomenology seeks to describe how individuals perceive and make meaning of a shared phenomenon and is appropriate when exploring subjective lived experience (Moustakas, 1994). Semi-structured, in-depth interviews were used to elicit detailed personal accounts while allowing participants to highlight what was most salient in their experience (Moustakas, 1994).

Setting and Duration

Data were collected through a combination of online (telephone/Zoom) and in-person interviews conducted in urban and semi-urban areas from July 2025 to Sept 2025. This mixed approach allowed flexibility for participants and accommodated public-health or logistical constraints during recruitment.

Participants

Fifteen parents participated in the study (n = 15; eleven mothers, four fathers). Participants were purposively sampled to ensure diversity in socio-economic background, caregiving roles (primary vs. shared caregivers), and household composition (nuclear vs. joint family) (Creswell, 2013). Inclusion criteria were: (a) being a parent or

primary caregiver of at least one child aged 0–7 years; (b) experience using digital devices to occupy or calm the child (i.e., digital babysitting); and (c) residing in an urban or semi-urban area of Pakistan. Caregivers reporting severe child developmental disorders or whose primary language was neither Urdu nor English were excluded to maintain comparability of accounts and ensure comprehension of the interview process (Creswell, 2013).

Sampling and Recruitment

Purposive sampling and snowball referral strategies were used to recruit participants who could provide rich, information-dense accounts. Recruitment materials (information sheet and consent forms) described study aims, procedures, confidentiality safeguards, and voluntary participation. Written or recorded verbal informed consent was obtained prior to interviewing, in line with the approved ethics protocol.

Data Collection Procedures

The data was collected using qualitative approach in depth interviews, designed to capture: (a) daily practices and contexts of device use; (b) parental emotions and meaning-making about digital babysitting; (c) observed child behaviors and perceived psychological effects; (d) family dynamics and intergenerational influences; and coping strategies and support needs. The interview guide, which consisted of open-ended questions designed to elicit detailed responses from participants. In depth interviews in English language were taken from participants. Each participants' interview was completed in 25-30 minutes. After the consent of participants interviews were recorded and field notes were completed. Confidentiality was maintained and audio files were kept password protected.

Data Analysis

Thematic analysis method was used for analysis, identification and reporting according to qualitative research methods. Data was used to generate themes according to participant's interview experience (Braun & Clarke, 2006). Analysis had following steps: (1) familiarization with the data through repeated reading; (2) coding of meaningful segments; (3) collating codes into candidate themes; (4) reviewing and refining themes against the dataset; and (5) defining and naming final themes (Braun & Clarke, 2006). To improve rigor, a second analyst cross-checked the coding done by the lead researcher; a coding trail and analytic memos were kept.

Reflexivity, Trustworthiness and Ethical Considerations

The purpose was to increase trustworthiness that's why Lincoln and Guba's criteria method was applied to ensure of credibility, conformability, dependability, and transferability. There was long term involvement of peer –reviews and debriefing. Ethical approval was also obtained and participants had the will to exit from the study without any sort of penalties (Lincoln & Guba, 1985).

III. RESULTS

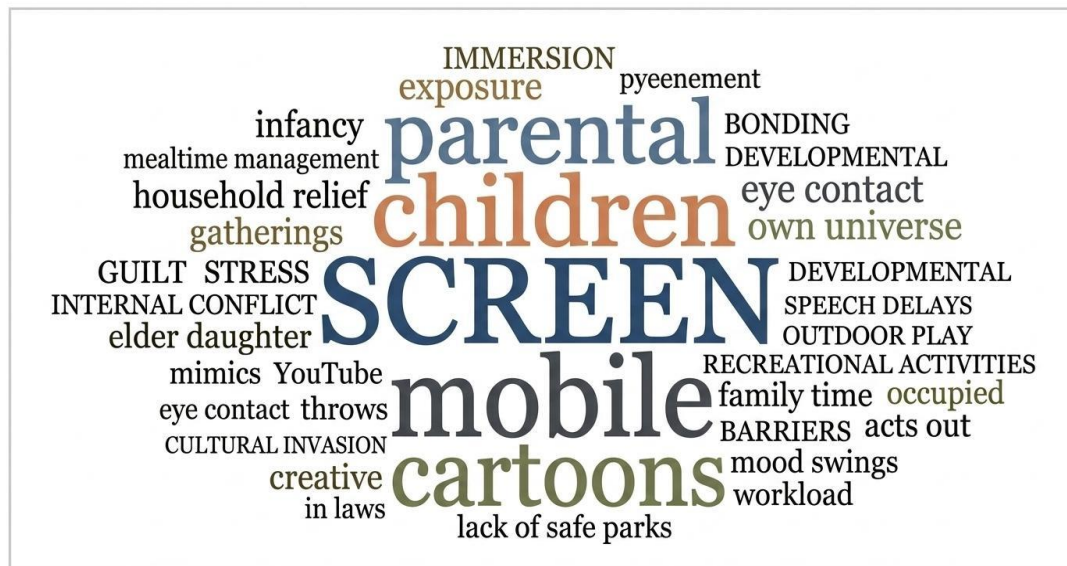
Parents used online services and gadgets for care of their children because they were busy at work and house, in the beginning it was good but exposing screens before the child turns one became a burden on them. Specially working mothers used more screens as they wanted to be a part of social gathering and work, so the children spent more time using gadgets and did not disturbed their mothers.

Table I: Demographic Characteristics of Participants (N = 15)

Characteristics	Frequency	Percentage
Gender		
Male	4	26.7
Female	11	73.3
Age (Years)		
20–29	8	53.3
30–39	6	40.0
40 and above	1	6.7
Area of Residence		

Urban	13	86.7
Rural	2	13.3
Education Status		
Post-graduation	1	6.7
Graduation	13	86.7
Matriculation	1	6.7
Total	15	100.0

Figure I: Word Cloud and Thematic Analysis of Parent Perspectives on Screen Time



Thematic Findings

Thematic analysis produced eight overarching themes:

1. Early Digital Immersion

Most parents reported that their children were introduced to digital devices during infancy, often before the age of one. Digital gadgets were used as useful tools for helping during difficult parenting situations for instance having meals, gatherings and workload.

- One mother explained: *"My son was hardly one-year-old when he first started watching cartoons on my phone."*
- Another father admitted: *"She didn't speak properly when we gave her tablet."*
-

2. Screens as a Parenting Tool

Devices were often framed as practical tools to manage challenging parenting moments such as mealtimes, social gatherings, and periods of parental workload.

- As one parent shared: *"If our daughter was not eating her meal we would use mobile phone for distractions and then she finishes her food properly."*
- Another experience shared by a parent *"If we are in a gathering we would give our mobile phone to our son so that he would not disturb the party."*
-

3. Guilt, Stress, and Ambivalence

Parents revealed intense emotional struggle regarding their dependency on digital babysitting, despite the seeming ease. Many spoke of tension and remorse, divided between immediate relief and long-term damage.

- A mother admitted, *"I feel very stressed and guilty about giving the phone I don't know how else to manage him."*
- *"I feel like I am a bad parent. sometimes it gives me peace for a short time, but deep down I know it isn't right,"* said another parent.

4. Erosion of Family Bonding

There was deterioration between parent children relationships, due to weaker emotional bond. They confessed that they were not spending quality time with their children. Some parents even said that they think they have lost their children due to mobile phones because children have made their own fantasy world. A study by Tahir et al. (2025) explored the influence of digital media on the familial interaction and reported that social platforms often function as barriers to communication within families.

- Another participant shared her experience: *"She does not react whenever I call her name when she's watching cartoons, she seems to be in her own universe."*
- Another parent told: *"He does not maintain eye contact; he used to sit with us for dinner. Now, he just wants the phone."*

5. Developmental and Behavioral Strains

Parents reported noticeable developmental and behavioral consequences. Speech delays, tantrums, poor focus, and imitation of inappropriate content were frequently cited.

- A mother told: *"He copies YouTube rhymes, whenever I try to speak to him he does not reacts he speaks poorly."*
- A father explained: *"She throws tantrums when we take her phone away."*
- One parent worried: *"My children copy whatever they see online, even things that go against our customs and values."*

It is linked to a research cross-sectional study by Suleman et al. (2023) which was conducted in four private preschools in Islamabad. It revealed that screen exposure exceeding 60 minutes on daily basis, was significantly associated with withdrawal symptoms, sleep issues, and autism spectrum tendencies.

6. Cultural and Familial Influences

Extended family members often discouraged device use, while parents expressed concern about foreign media content. Several highlighted exposures to non-Islamic or culturally incongruent material.

- A father noted: *"Indian content is not suitable for children."*
- Another mother described: *"Me in laws do not support mobile phone usage for minors." They say children should be raised without screens."*

7. Pathways Beyond Screens

Parents actively looked for alternatives, recommending family activities, outdoor play, and the arts. After cutting back screen time of children, parents reported remarkable change in children's behavior.

- One mother said: *"I try my best to take my daughter for outdoor activities. She plays with toys, dances, and is happier when she is not using her phone."*
- A father shared: *"I must admit that bicycle riding, swimming, quizzes are health activity."*

8. Barriers to Screen Reduction

Reducing screen time among children was quite a challenge even parents were well aware of behavioral problems associated with screen time. More usage of screen time leads towards less recreational activities, poor bonding. It brings more problems rather than helping in parenting.

- One participant admitted: *"If she does not use her phone she cries a lot and shows mood swings."*
- Another reflected: *"We want to lessen it, but there aren't many options because of our jobs and the lack of safe parks nearby."*

Table II: Emerging Themes of the Study

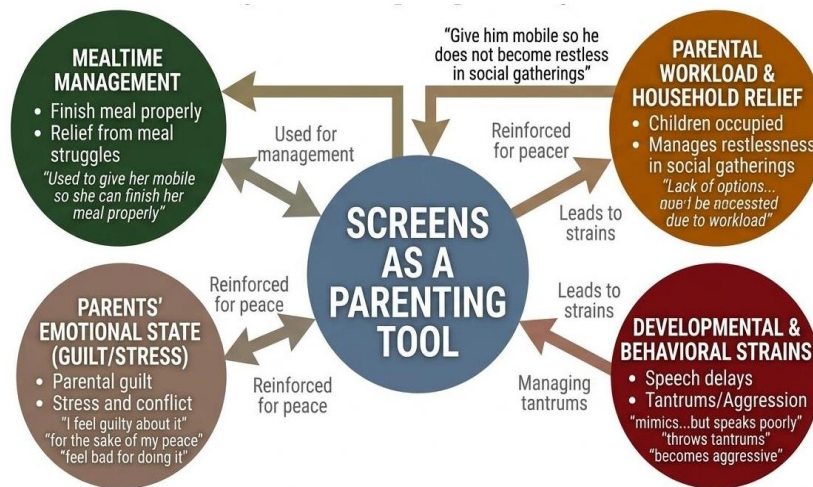
Theme	Sub-themes	Illustrative Quotes
1. Early Digital Immersion	Early exposure (<1 year) Normalization of screens in infancy	<i>"My son was just one-year-old and he began to watch cartoons on my cellphone." (Mother, 29)</i> <i>"She didn't speak properly when we gave her tablet." (Father, 34)</i>
2. Screens as a	Mealtime management	<i>"We used to give her mobile phone so that she can finish her</i>

Parenting Tool	Household/Work relief Social gatherings	<i>meal properly.” (Mother,31).</i> <i>“I used to give him my mobile phone so that he does not become restless in social gatherings.” (Mother, 33).</i>
3. Guilt, Stress, and Ambivalence	Parental guilt Stress and internal conflict	<i>“I don’t know how to manage him, that’s why I gave him my phone.” (Mother, 27).</i> <i>“When my second baby came, I made elder daughter watch cartoons for hours. I feel guilty about it. It was her time.” (Mother, 31)</i> <i>“Sometimes I even feel bad for doing it, even if it’s wrong I still give my phone for the sake of my peace.” (Father, 35).</i>
4. Erosion of Family Bonding	Reduced eye contact Weakening relational closeness	<i>“She does not react whenever I call her name when she’s watching cartoons, she seems to be in her own universe.” (Mother, 30).</i> <i>“There is no eye contact at dinner time.” (Mother,35).</i>
5. Developmental and Behavioral Strains	Speech delays Tantrums and stubbornness Poor focus and imitation of content	<i>“He mimics YouTube rhymes, but he doesn’t react properly when I speak to him. He speaks poorly.” (Mother, 28).</i> <i>“Whenever we take her phone away she throws tantrums.”(Father,34).</i> <i>“Now they copy everything they see online, even those things are not related to our culture and norms.” (Mother,33).</i>
6. Cultural and Familial Influences	Extended family pressure Cultural/media concerns	<i>“There’s cultural invasion content from India on YouTube and Television.” (Father,38).</i> <i>“My in laws are against exposing young children to digital screens.” (Mother,31).</i>
7. Pathways Beyond Screens	Outdoor play Creative/arts activities Family time	<i>“Sometimes I try to take her out for recreational and fun activities, she plays with her toys and seems to be happier.” (Mother,29).</i> <i>“I think so bicycle riding, swimming and taking part in quiz competition can keep our children occupied but in a healthier manner.” (Father,35).</i>
8. Barriers to Screen Reduction	Child resistance/tantrums Parental workload Lack of recreational spaces	<i>“Whenever we don’t give her phone she acts out and shows mood swings.” (Mother,26).</i> <i>“She becomes aggressive when I turn off the TV to make her sleep.” (Mother, 32)</i> <i>“We are out of options that’s why we give phones to our children due to workload and lack of safe parks in our society.” (Father,33).</i>

The study highlights the widespread usage of digital babysitting among Pakistani children. There are demands of parents, developmental results and sociocultural context. The study findings are consistent with International studies that prove that early screen exposure is used as coping mechanisms for overworked parents (Domoff et al., 2020; Radesky et al., 2016). The present study highlights the problems associated with screen exposure to their one-year-old children, which reflects both convenience and a lack of knowledge about recommended guidelines. The emotional struggle of parents which revolves around guilt for exposing their children to digital screens. In Pakistani culture extended families serve as gatekeepers for preventing children from using mobile phones. They promote traditional practices for emotional wellbeing of children. They have worries regarding culturally inappropriate and non-Islamic content reflect larger socio-religious issues that aren't often represented in Western research. Excessive screen usage has been linked to language and behavioral problems, which is consistent with developmental issues such speech delay, tantrums, and poor concentration (Madigan et al., 2019). Parents observed lack of family time; weaker bond says that digital babysitting has robbed us all from emotional support and wellbeing. Even parents were worried mostly because of bad behaviors, tantrums they say that there is lack of child support care and kid-friendly activities for Pakistani children in urban areas of Pakistan. So there is a high

need of intervention programs for parenting counseling which includes policy level strategies for enhancing leisure time for children and helping working parents.

Figure II: The Cycle of Screen Dependency in Early Digital Emersion



IV.DISCUSSION

This study highlights the pervasive role of digital babysitting in Pakistani households, demonstrating how the socio-cultural context, parenting pressures, and developmental outcomes intersect. These findings align with previous research showing that overburdened parents often introduce digital media early, as a coping mechanism and rely on it to manage daily routines and developmental settings (Tariq, 2024). The study highlights the common practice of parents introducing screens to even one-year-old children, reflecting both convenience and a lack of awareness regarding recommended guidelines. According to parents they used to feel guilty about giving less attention and more screen time to their children. The fact that there's a difference between western and eastern culture, as in Pakistan, there's a culture of extended families who are always promoting traditional parenting practices. There was also a socio-religious anxiety for Indian and non-Islamic content on TV and internet. The more usage of screen time developed poor focus, tantrums and speech delay among children with existing evidence linked to excessive screen time to language and behavioral difficulties (Madigan et al., 2019). Most importantly parents acknowledge the fact that there were having weaker bonds with their children. Also screen time played a major role in reducing quality time, lack of communication and emotional connection in families. The parents admitted that it was quite a challenge to reduce screen time as there are limited resources, lack of alternative childcare support, and limited child-friendly infrastructure to engage children in healthy activities in urban Pakistan. The study suggests that there's a need of interventions and policy level strategies so that it can supports parents for balancing healthy parenting with work and household pressures.

Limitations

The sample of the study was 15 parents belonged to urban and semi urban areas of Pakistani society. Future researchers should study rural areas of Pakistan because there's a difference of network and digital devices access. Future research can focus on longitudinal research on participants also they can explore child's point of view.

V. CONCLUSION

The study highlights the effects of digital babysitting platforms on child rearing practices which were leading to developmental consequences and psychological problem among Pakistani children. The results of the study prove that there were only short term benefits for the parents as exposing their children in early years of life were too much dangerous. It also highlights the feelings of guilt and it also impacted family bonding. Watching too much online content were causing delays in reaching developmental milestones, child could not do his/her age appropriate tasks, speech was delayed, children showing tantrums. We also noted that the child was imitating

online content making own imaginary world demanding more stuff from their parents. Due to this the overburdened parents were compelled to give more screen time to their children as children were showing more behavioral issues. In this hard time extended family such as grandparents, siblings of parents, cousins were blessing because due to religious and cultural influences they show resistance for device usage among young children. Because the child can have access to non-Islamic content this is not allowed at families. The parents reported that outdoor and recreational activities were resisted by their children as they found more comfort by tapping on screens. Less physical activities also lead to weakness and cause more illness among young children. It can be said that digital babysitting platforms is labeled as “double-edged sword” which was only giving relief to the overburdened parents only in the beginning but had a hidden motive to destroy the well-being of the child and parents. The study concludes that there is a need of parental training, teaching them about limited usage of screens and find alternate healthy techniques for child rearing. The study can help future researchers, policy makers and stake holders for devising family oriented intervention plans to strengthen the lost bond between families. Future researchers can explore cultural grounded strategies against modern parenting techniques according to the developmental age of children.

Disclosure Statement

No potential conflict of interest was reported by the author.

Funding

The author received no funding from any organizations.

VI. REFERENCES

- Abu-Rayya, H. M., Somer, E., & Meari-Amir, S. (2019). The psychometric properties of the Arabic 16-item Maladaptive Daydreaming Scale (MDS-16-AR) in a multicountry Arab sample. *Psychology of Consciousness: Theory, Research, and Practice*, 6(2), 171.
- Agupusi, C. M., Onwuama, O. P., Omaliko, J. C., Amadi, G. E., & Nkemnele, C. IMPACT OF MALADAPTIVE DAYDREAMING ON STUDENTS' MENTAL HEALTH IN THE UNIVERSITY OF NIGERIA, NSUKKA.
- Bhakat, B., Panda, A. R., & Padhi, S. K. (2025). Academic procrastination and its correlates: A theoretical framework.
- Bigelsen, J., Lehrfeld, J. M., Jopp, D. S., & Somer, E. (2016). Maladaptive daydreaming: Evidence for an under-researched mental health disorder. *Consciousness and cognition*, 42, 254-266.
- Chervonsky, E., & Hunt, C. (2019). Emotion regulation, mental health, and social wellbeing in a young adolescent sample: A concurrent and longitudinal investigation. *Emotion*, 19(2), 270.
- Cisler, J. M., & Olatunji, B. O. (2012). Emotion regulation and anxiety disorders. *Current psychiatry reports*, 14(3), 182-187.
- Cutuli, D. (2014). Cognitive reappraisal and expressive suppression strategies role in the emotion regulation: an overview on their modulatory effects and neural correlates. *Frontiers in systems neuroscience*, 8, 175.
- Furnham, A. (2004). Education and culture shock. *Psychologist*, 17(1), 16.
- Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological inquiry*, 26(1), 1-26.
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of personality and social psychology*, 85(2), 348.
- Gullone, E., & Taffe, J. (2012). The emotion regulation questionnaire for children and adolescents (ERQ-CA): a psychometric evaluation. *Psychological assessment*, 24(2), 409.
- Horwitz, A. V. (2002). Selecting outcomes for the sociology of mental health: Issues of measurement and dimensionality. *Journal of health and social behavior*, 43(2).
- Karaağaç, M., & Korkmaz, Ş. A. (2025). The relationship between maladaptive daydreaming and academic procrastination, depression, anxiety and stress levels in medical students. *Anatolian Current Medical Journal*, 7(3), 320-325.
- Kessler, R. C., Andrews, G., Colpe, L. J., Hiripi, E., Mroczek, D. K., Normand, S. L., ... & Zaslavsky, A. M. (2002). Short screening scales to monitor population prevalences and trends in non-specific psychological distress. *Psychological medicine*, 32(6), 959-976.

- Kim, M. Y., & James, L. R. (2015). Neurological evidence for the relationship between suppression and aggressive behavior: Implications for workplace aggression. *Applied Psychology*, 64(2), 286-307.
- Li, T., Zhang, X., Chen, M., Wang, R., He, L., Xue, B., & Zhao, D. (2020). Psychological distress and its associated risk factors among university students. *Revista da Associacao Medica Brasileira*, 66(4), 414-418.
- Mcrae, K., & Gross, J. J. (2020). Emotion regulation. *Emotion*, 20(1), 1–9. <https://doi.org/10.1037/emo0000703>
- Miller, J. M. (2017). Young or emerging adulthood: A psychoanalytic view. *The psychoanalytic study of the child*, 70(1), 8-21.
- Ochsner, K. N., Knierim, K., Ludlow, D. H., Hanelin, J., Ramachandran, T., Glover, G., & Mackey, S. C. (2004). Reflecting upon feelings: an fMRI study of neural systems supporting the attribution of emotion to self and other. *Journal of cognitive neuroscience*, 16(10), 1746-1772.
- Onwuegbuzie, A. J., & Collins, K. M. (2001). Writing apprehension and academic procrastination among graduate students. *Perceptual and motor skills*, 92(2), 560-562.
- Özer, B. U. (2011). A cross sectional study on procrastination: Who procrastinate more? International Conference on Education Research and Innovation, 18, 34–37. [https:// bilge uzun. com/ wp- content/ uploa ds/ 2017/ 10/ Procrastination_ Cross- sectional. Pdf](https://bilgeuzun.com/wp-content/uploads/2017/10/Procrastination_Cross-sectional.Pdf)
- Rebello, P., Johnson, K., D’Souza, P., Rao, P. R., & Malarmathi, K. (2019). A case report on maladaptive daydreaming. *Galore International Journal of Health Science and Research*, 4(1), 33-36.
- Rezaei-Gazki, P., Ilaghi, M., & Masoumian, N. (2024). The triangle of anxiety, perfectionism, and academic procrastination: exploring the correlates in medical and dental students. *BMC Medical Education*, 24(1), 181.
- Ross, C. A., Ridgway, J., & George, N. (2020). Maladaptive daydreaming, dissociation, and the dissociative disorders. *Psychiatric Research and Clinical Practice*, 2(2), 53–61. <https://doi.org/10.1176/appi.prcp.20190050>
- Schechter M., Herbstman B., Ronningstam E., Goldblatt M. J. (2018). Emerging adults, identity development, and suicidality: implications for psychoanalytic psychotherapy. *Psychoanalytic Study Child* 71, 20–39. [10.1080/00797308.2017.1415596](https://doi.org/10.1080/00797308.2017.1415596)
- Schimmenti, A., Sideli, L., La Marca, L., Gori, A., & Terrone, G. (2020). Reliability, validity, and factor structure of the maladaptive daydreaming scale (MDS–16) in an Italian sample. *Journal of Personality Assessment*, 102(5), 689-701.
- Schimmenti, A., Somer, E., & Regis, M. (2019, November). Maladaptive daydreaming: Towards a nosological definition. In *Annales Médico-psychologiques, revue psychiatrique* (Vol. 177, No. 9, pp. 865-874). Elsevier Masson.
- Soffer-Dudek, N., & Somer, E. (2018). Trapped in a daydream: Daily elevations in maladaptive daydreaming are associated with daily psychopathological symptoms. *Frontiers in psychiatry*, 9, 377254.
- Somer, E. (2018). Maladaptive daydreaming: Ontological analysis, treatment rationale; a pilot case report. *Frontiers in the Psychotherapy of Trauma and Dissociation*, 1(2), 1-22.
- Somer, E., Somer, L., & Jopp, D. S. (2016). Childhood antecedents and maintaining factors in maladaptive daydreaming. *The Journal of nervous and mental disease*, 204(6), 471-478.
- Tuckman, B. W. (1991). The development and concurrent validity of the procrastination scale. *Educational and psychological measurement*, 51(2), 473-480.
- West, M. J., & Somer, E. (2020). Empathy, emotion regulation, and creativity in immersive and maladaptive daydreaming. *Imagination, Cognition and Personality*, 39(4), 358-373.