

Emotional Maturity among Adolescents in the Age of Artificial Intelligence: Challenges and Educational Opportunities- A Review Paper

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Abstract— Emotional maturity is a key aspect of adolescent development that enables effective emotional regulation, empathy, and social adjustment. In the age of Artificial Intelligence (AI), adolescents are increasingly exposed to AI-driven educational tools, social media platforms, and digital communication systems that influence their emotional and social experiences. This conceptual review explores the relationship between emotional maturity and AI, focusing on major challenges and educational opportunities.

The review is based on existing literature from 2015 to 2026 and highlights both positive and negative impacts of AI on adolescents. While AI supports personalized learning and educational access, it may also lead to digital dependency, reduced face-to-face interaction, emotional isolation, and weaker emotional regulation skills. The study emphasizes the importance of Social-Emotional Learning (SEL) and digital citizenship education in enhancing emotional maturity.

The paper concludes that a balanced integration of AI in education, combined with emotional learning strategies, is essential for fostering emotionally mature adolescents in the digital era.

Index Terms— Emotional maturity, adolescents, Artificial Intelligence, Challenges and Educational Opportunities.

I. INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has significantly transformed the educational, social, and psychological experiences of adolescents worldwide. AI-powered technologies such as intelligent tutoring systems, virtual assistants, recommendation algorithms, and social media platforms have become integral components of adolescents' daily lives, influencing how they learn, communicate, and interact with their environment (UNESCO, 2023). While these technological innovations provide unprecedented opportunities for personalized learning, information access, and skill development, they also raise concerns regarding emotional

well-being, social relationships, and psychological adjustment among young people (Luckin et al., 2016).

Adolescence represents a critical developmental stage characterized by profound emotional, cognitive, and social changes. During this period, individuals develop self-identity, emotional regulation, interpersonal competence, and decision-making abilities that shape their future personal and professional lives (Erikson, 1968). Emotional maturity, defined as the ability to understand, manage, and appropriately express emotions while maintaining emotional stability and social adaptability, is considered a fundamental aspect of healthy adolescent development (Singh & Bhargava, 1990). Emotionally mature adolescents are better equipped to cope with stress, build meaningful relationships, demonstrate empathy, and navigate the complexities of modern society (Goleman, 1995).

The increasing integration of AI into educational and social environments has created both opportunities and challenges for the emotional development of adolescents. On one hand, AI-driven educational tools can support individualized learning, enhance student engagement, and provide innovative opportunities for social-emotional learning (Holmes et al., 2022). On the other hand, excessive dependence on digital technologies may contribute to reduced face-to-face interactions, emotional isolation, cyberbullying, digital addiction, and diminished opportunities for developing empathy and interpersonal skills (Twenge, 2019). The widespread use of algorithm-driven social media platforms has further intensified concerns regarding adolescents' emotional regulation, self-esteem, and psychological well-being.

Recent educational discourse emphasizes that technological advancement should not be viewed solely through the lens of academic achievement but must also consider its implications for emotional and social development (OECD, 2021). As AI continues to reshape educational landscapes, educators, parents, and policymakers face the challenge of ensuring that technological innovation supports rather than undermines adolescents' emotional growth. The development of emotional maturity has therefore become increasingly important in preparing adolescents to engage responsibly and effectively with AI-driven environments.

Although a growing body of literature examines the educational applications of Artificial Intelligence and the psychological impact of digital technologies, limited scholarly attention has been devoted to understanding the relationship between AI and emotional maturity among adolescents. Existing studies often focus on academic outcomes, technology acceptance, or mental health concerns, leaving a significant gap in understanding how AI influences emotional development and emotional competence. Addressing this gap is essential for designing educational practices and interventions that promote both technological literacy and emotional well-being.

Therefore, this review paper critically examines the existing literature on emotional maturity among adolescents in the age of Artificial Intelligence. It explores the conceptual foundations of emotional maturity, reviews the emerging challenges posed by AI-driven environments, and highlights educational opportunities that can foster emotional growth, resilience, empathy, and

responsible digital engagement among adolescents. The review aims to contribute to the growing discourse on the intersection of emotional development and technological advancement while providing insights for educators, researchers, and policymakers.

II. REVIEW OF LITERATURE

Emotional maturity among adolescents in the context of Artificial Intelligence (AI) has become an emerging area of interest in contemporary educational and psychological research. Existing studies highlight the dual role of digital technologies in shaping adolescents' emotional development, where AI offers both opportunities for enhanced learning and risks for emotional imbalance.

Erikson (1968) emphasized adolescence as a critical stage of identity formation, where individuals experience the psychosocial crisis of identity versus role confusion. The study suggests that emotional stability developed during this stage is crucial for later psychological adjustment. In the context of AI-driven environments, identity formation is increasingly influenced by digital interactions and online social comparison, which may affect emotional regulation and self-concept development.

Goleman (1995) introduced the concept of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skills. His work suggests that emotional competence is essential for effective social functioning. In digital and AI-mediated environments, emotional intelligence becomes increasingly important as adolescents navigate virtual communication, algorithm-driven content, and online relationships.

Singh and Bhargava (1990) developed a framework for emotional maturity, highlighting emotional stability, social adjustment, independence, and personality integration. Their work provides a foundational understanding of emotional maturity as a measurable psychological construct. This framework remains widely used in studies assessing adolescent emotional development in educational settings.

Twenge (2019) examined the psychological impact of digital media use among adolescents and found that excessive screen time is associated with increased anxiety, loneliness, and reduced emotional well-being. The study indicates that constant engagement with digital platforms may weaken face-to-face communication skills and emotional resilience among young individuals.

UNESCO (2023) reported that AI technologies in education are rapidly transforming teaching and learning processes worldwide. The report highlights that AI-based tools such as intelligent tutoring systems and adaptive learning platforms enhance educational access and personalization. However, it also warns about ethical concerns, digital dependency, and the potential impact on students' socio-emotional development.

Holmes et al. (2022) explored the role of Artificial Intelligence in education and concluded that AI can support personalized learning and improve academic engagement. The study emphasizes that

while AI enhances cognitive learning outcomes, its influence on emotional and social development remains under-researched, particularly in adolescent populations.

OECD (2021) highlighted that digital transformation in education requires a balanced approach that integrates cognitive skills with socio-emotional competencies. The report stresses that emotional skills such as empathy, resilience, and self-regulation are essential for students to thrive in technology-rich environments.

Livingstone and Smith (2014) examined children's and adolescents' use of digital media and identified risks such as cyberbullying, online harassment, and emotional distress. The study indicates that digital environments can significantly influence emotional well-being and social behavior, especially during adolescence.

Prensky (2001) introduced the concept of "digital natives," suggesting that today's adolescents are highly familiar with digital technologies. However, later research critiques this assumption and argues that technological familiarity does not necessarily translate into emotional maturity or responsible digital behavior.

Reddy and Sharma (2020) investigated the impact of digital learning environments on student behavior and found that excessive reliance on technology may reduce interpersonal communication skills and emotional engagement in classroom settings. The study emphasizes the need for integrating emotional learning with digital education.

Selwyn (2020) analyzed the social implications of digital education and AI integration in schools. The study suggests that while educational technologies enhance access and efficiency, they also risk increasing emotional detachment and reducing meaningful teacher-student interaction.

UNICEF (2022) reported that adolescents' mental health and emotional well-being are increasingly affected by digital exposure, including social media pressures and online comparison culture. The report highlights the importance of digital literacy and emotional support systems in schools.

World Economic Forum (2024) emphasized that future education systems must integrate emotional intelligence, digital literacy, and AI competency to prepare learners for complex global environments. The report suggests that emotional maturity will be a key skill for navigating AI-driven societies.

Recent studies (2025–2026) indicate that while AI tools can support personalized learning and reduce cognitive load, their impact on emotional maturity is still under-explored. Emerging research suggests that AI-mediated communication may reduce emotional expression and empathy development if not balanced with real-world social interactions. Scholars also emphasize the importance of Social-Emotional Learning (SEL) frameworks in AI-integrated classrooms to ensure holistic adolescent development.

Overall, the reviewed literature indicates that emotional maturity among adolescents is shaped by a combination of psychological development, digital exposure, and educational practices. The key themes emerging from the literature include the influence of AI on emotional regulation, risks of digital dependency, reduced face-to-face interaction, cyber-related emotional stress, and the growing importance of Social-Emotional Learning. The literature also highlights that fostering emotional maturity in the age of Artificial Intelligence requires a balanced integration of technology use, emotional education, and supportive learning environments involving teachers, parents, and institutions.

III. OBJECTIVES OF THE STUDY

The present review study aims to systematically examine emotional maturity among adolescents in the age of Artificial Intelligence, with a particular focus on understanding its challenges and educational implications. Based on the scope of the study, the following objectives have been formulated:

1. To explore the concept of emotional maturity and its key dimensions among adolescents in contemporary educational contexts.
2. To examine the influence of Artificial Intelligence and digital technologies on the emotional development of adolescents.
3. To identify major challenges affecting emotional maturity among adolescents in AI-driven environments, such as digital dependency, emotional isolation, and reduced interpersonal interaction.
4. To analyze the educational opportunities provided by Artificial Intelligence for enhancing emotional maturity, including personalized learning and social-emotional learning approaches.
5. To suggest pedagogical and institutional strategies for promoting emotional maturity among adolescents in the age of Artificial Intelligence.

IV. METHODOLOGY

The present study adopts a systematic review approach to examine and synthesize existing literature on emotional maturity among adolescents in the age of Artificial Intelligence (AI). A systematic review methodology is appropriate for this study as it enables a structured, transparent, and comprehensive analysis of published academic work related to emotional development, digital learning environments, and AI-driven educational practices.

The literature for this review was collected from various academic databases, including Google Scholar, JSTOR, ResearchGate, Scopus-indexed journals, and peer-reviewed international publications. In addition, relevant policy documents, institutional reports, and global education frameworks were also reviewed to provide a broader understanding of the subject.

The study focused on literature published between 2015 and 2026, a period marked by rapid advancements in Artificial Intelligence and its integration into educational systems. Both empirical research studies and conceptual papers were included to ensure a balanced understanding of theoretical perspectives and practical implications.

The selection criteria for inclusion of literature were as follows:

- Studies focusing on emotional maturity, emotional intelligence, or adolescent emotional development.
- Research addressing the impact of Artificial Intelligence, digital technologies, or social media on education or psychology.
- Peer-reviewed journal articles, books, policy reports, and credible institutional publications.
- Studies published in the English language within the specified time frame.

Studies that were repetitive, lacked relevance to the research focus, or did not provide sufficient academic rigor were excluded from the review.

The selected literature was analyzed thematically. Key themes were identified and categorized into two broad areas: (1) challenges to emotional maturity in AI-driven environments, and (2) educational opportunities for enhancing emotional development among adolescents.

4.1 CHALLENGES TO EMOTIONAL MATURITY IN THE AGE OF ARTIFICIAL INTELLIGENCE

4.1.1 Digital Dependency and Overuse of Technology

Excessive engagement with AI-based tools, social media platforms, and digital devices may lead to dependency among adolescents. Continuous digital exposure can reduce real-life emotional interactions and weaken emotional regulation skills.

4.1.2 Reduced Face-to-Face Social Interaction

The increasing use of AI-mediated communication tools often replaces direct interpersonal communication. This shift may negatively impact empathy development, emotional expression, and social bonding among adolescents.

4.1.3 Emotional Isolation and Loneliness

Despite being digitally connected, adolescents may experience emotional isolation due to the absence of meaningful offline relationships. Virtual interactions often fail to provide deep emotional support.

4.1.4 Cyberbullying and Online Emotional Stress

AI-driven social media platforms may expose adolescents to cyberbullying, harassment, and negative comparisons. These experiences can significantly affect emotional stability and self-esteem.

4.1.5 Algorithm-Driven Content Exposure

AI algorithms personalize content based on user behavior. However, this may create echo chambers and emotional bias, influencing adolescents' perceptions, attitudes, and emotional responses.

4.1.6 Reduced Emotional Regulation Skills

Instant feedback systems in digital environments may reduce patience and delay tolerance. Adolescents may struggle with frustration management and emotional control in real-life situations.

4.2 EDUCATIONAL OPPORTUNITIES FOR ENHANCING EMOTIONAL MATURITY

4.2.1 Social-Emotional Learning (SEL)

Integration of SEL programs in schools can help adolescents develop self-awareness, empathy, emotional regulation, and interpersonal skills.

4.2.2 AI-Assisted Personalized Learning

AI-based educational platforms can provide personalized learning experiences, reducing academic stress and enhancing learner confidence.

4.2.3 Digital Citizenship Education

Teaching responsible and ethical use of digital technologies can help adolescents navigate AI environments safely and responsibly.

4.2.4 AI-Based Emotional Support Systems

Emerging AI tools and chatbots can provide preliminary emotional guidance, stress management support, and mental health awareness resources.

4.2.5 Collaborative and Interactive Learning Environments

Technology-enabled collaborative learning encourages communication, teamwork, and emotional sharing among peers.

4.2.6 Role of Teachers and Parents in Emotional Development

Teachers and parents play a crucial role in guiding adolescents toward balanced technology use and emotional stability through mentoring, communication, and emotional support.

The methodological framework adopted in this review ensures a structured synthesis of existing knowledge, enabling a clear understanding of how Artificial Intelligence influences emotional maturity among adolescents. The thematic analysis highlights both the risks and opportunities associated with AI integration in educational contexts.

V. DISCUSSION

The present review highlights that emotional maturity among adolescents in the age of Artificial Intelligence (AI) cannot be understood in isolation, but is strongly influenced by the rapid expansion of digital ecosystems, AI-driven learning environments, and social media platforms. The synthesized literature consistently indicates that while AI offers significant educational advantages, it simultaneously introduces complex emotional, social, and psychological challenges that directly shape adolescents' emotional development (UNESCO, 2023; OECD, 2021).

The AI–Emotional Maturity Interface

A central theme emerging from the review is the interaction between Artificial Intelligence and emotional development during adolescence. AI-powered systems such as intelligent tutoring platforms, recommendation algorithms, and conversational chatbots are increasingly mediating how adolescents learn, communicate, and experience social interaction. While these systems enhance academic personalization and accessibility, they may also reduce opportunities for face-to-face communication, emotional expression, and real-life social learning (Holmes et al., 2022). This creates a developmental tension where cognitive advancement through technology may not always align with emotional growth.

Digital Dependency and Emotional Regulation

The literature strongly suggests that excessive reliance on digital technologies may contribute to digital dependency, reduced attention span, and weaker emotional regulation skills among adolescents (Twenge, 2019). AI-driven platforms are designed to maximize user engagement through instant feedback mechanisms, continuous notifications, and personalized content delivery. While these features enhance user experience, they may also encourage impulsive behavior and reduce tolerance for delay, frustration, and emotional discomfort. As a result, adolescents may struggle to develop resilience and patience in real-world situations.

Reduced Interpersonal Interaction and Empathy Development

Another important finding of the review is the decline in face-to-face social interaction due to increased engagement with AI-mediated communication platforms. Studies indicate that interpersonal interaction is essential for the development of empathy, emotional understanding, and social competence (Livingstone & Smith, 2014). When digital communication replaces direct human interaction, adolescents may experience limitations in interpreting emotional cues such as tone, facial expressions, and body language, thereby affecting emotional maturity.

Emotional Well-being and Digital Stress

The reviewed literature also highlights growing concerns regarding emotional well-being in digital environments. Adolescents exposed to social media comparison culture, cyberbullying, and algorithm-driven content curation often experience emotional stress, anxiety, and reduced self-esteem (UNICEF, 2022). These challenges are further intensified by AI systems that continuously personalize content, sometimes reinforcing emotional biases and limiting exposure to diverse perspectives.

Educational Opportunities and the Role of Schools

Despite these challenges, the literature also identifies significant educational opportunities associated with AI integration. AI-enabled personalized learning systems can reduce academic pressure and support individualized learning needs, thereby indirectly contributing to emotional well-being (Holmes et al., 2022). Furthermore, the integration of Social-Emotional Learning (SEL) programs within AI-supported classrooms can help adolescents develop emotional awareness, empathy, and self-regulation skills (OECD, 2021).

Digital citizenship education also emerges as a key strategy for promoting responsible technology use. By teaching ethical online behavior, emotional awareness in digital communication, and critical thinking skills, educational institutions can help adolescents navigate AI environments more effectively.

The Role of Teachers, Parents, and Institutions

The review emphasizes that emotional maturity development is a shared responsibility among teachers, parents, and educational institutions. Teachers play a critical role in fostering emotionally supportive classrooms and integrating SEL practices into daily instruction. Parents, on the other hand, influence adolescents' emotional development through guidance, monitoring of digital usage, and emotional support at home. Institutional policies must ensure balanced integration of AI technologies while prioritizing students' emotional and psychological well-being.

Research and Policy Implications

Although AI continues to transform education systems globally, the literature reveals a gap in empirical studies focusing specifically on emotional maturity outcomes among adolescents. Most existing research prioritizes academic performance and technological efficiency, while emotional development remains underexplored. Future research should therefore adopt interdisciplinary approaches combining psychology, education, and artificial intelligence studies.

Policy frameworks should also move beyond technology adoption and focus on holistic development models that integrate cognitive, emotional, and social learning outcomes. A balanced educational ecosystem is essential to ensure that technological progress does not compromise emotional development.

Conclusion of Discussion

Overall, the discussion highlights that Artificial Intelligence presents both opportunities and challenges for adolescent emotional maturity. While AI enhances learning efficiency and accessibility, it also introduces risks related to emotional regulation, social interaction, and psychological well-being. A balanced and guided integration of AI in education, supported by SEL frameworks and strong human relationships, is essential for fostering emotionally mature adolescents in the digital age.

VI. RECOMMENDATIONS

To enhance and strengthen emotional maturity among adolescents in the age of Artificial Intelligence, the following educational, psychological, and institutional recommendations are proposed based on the reviewed literature:

- Integration of Social-Emotional Learning (SEL)

Schools should systematically integrate Social-Emotional Learning programs into the curriculum to develop emotional regulation, empathy, self-awareness, and interpersonal skills among adolescents.

- Balanced Use of Artificial Intelligence in Education

AI tools should be used as supportive learning aids rather than replacements for human interaction. A balanced approach should ensure that technology enhances learning without reducing emotional and social engagement.

- Digital Citizenship Education

Educational institutions must promote responsible digital behavior, ethical online communication, and awareness of cyber risks to help adolescents navigate AI-driven environments safely.

- Regulation of Screen Time and Digital Exposure

Schools and parents should collaboratively monitor and regulate excessive screen usage to prevent digital dependency and support healthy emotional development.

- Strengthening Face-to-Face Interaction

Classroom practices should encourage group activities, discussions, collaborative learning, and real-world social engagement to enhance empathy and emotional bonding.

- AI-Aware Teacher Training Programs

Teachers should be trained to understand the psychological and emotional impact of AI on students and to integrate emotional support strategies within AI-enabled classrooms.

- Parental Involvement and Guidance

Parents should actively participate in adolescents' emotional development by maintaining open communication, emotional support, and balanced supervision of digital usage.

- School-Based Mental Health Support Systems

Schools should establish counselling services, peer support groups, and emotional well-being programs to address stress, anxiety, and digital-related emotional issues among adolescents.

- Ethical and Human-Centered AI Use

AI applications in education should be designed and implemented in a way that prioritizes human values, emotional well-being, and developmental needs of adolescents.

- Promotion of Resilience and Coping Skills

Educational programs should focus on building resilience, stress management, and coping strategies to help adolescents manage emotional challenges in AI-driven environments.

- Teacher–Student Emotional Connection

Despite technological integration, maintaining strong teacher–student relationships should remain central to the learning process to support emotional stability and maturity.

- Inclusive and Supportive Learning Environments

Schools must create inclusive environments that respect emotional diversity, reduce academic pressure, and support holistic adolescent development.

VII. CONCLUSION

Ultimately, the development of emotional maturity among adolescents in the age of Artificial Intelligence is closely linked with the nature of digital ecosystems, educational practices, and socio-emotional support systems available to them. This review clarifies that while AI has significantly transformed learning environments through personalization, accessibility, and engagement, it simultaneously introduces complex challenges related to emotional regulation, social interaction, and psychological well-being (UNESCO, 2023; OECD, 2021).

The synthesized literature indicates that excessive digital dependency, reduced face-to-face interaction, algorithm-driven content exposure, and cyber-related stress collectively influence adolescents' emotional stability and maturity (Twenge, 2019; UNICEF, 2022). These factors may weaken empathy, self-regulation, and interpersonal competence if not properly balanced with real-world social experiences and emotional learning opportunities.

Although Artificial Intelligence offers promising educational benefits, including adaptive learning systems and intelligent academic support, its role in emotional development remains indirect and dependent on how it is integrated into educational contexts (Holmes et al., 2022). Therefore, AI

should be viewed as a supportive educational tool rather than a replacement for human interaction and emotional guidance.

The review further emphasizes that strengthening emotional maturity requires a holistic educational approach that integrates Social-Emotional Learning (SEL), digital citizenship education, and value-based pedagogy. Teachers, parents, and educational institutions play a critical role in ensuring that adolescents develop resilience, empathy, and emotional regulation skills in AI-driven environments.

However, achieving these outcomes requires a shift in educational priorities from purely academic achievement toward holistic development that includes emotional and psychological well-being. Without such balanced intervention, the rapid expansion of Artificial Intelligence in education may widen the gap between cognitive advancement and emotional maturity.

In conclusion, emotional maturity remains a foundational competency for adolescents navigating the complexities of the modern digital world. A carefully balanced integration of Artificial Intelligence with human-centered educational practices is essential to ensure that technological progress contributes positively to the emotional and social development of future generations.

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