



Psychological Well-Being, Resilience and Social Media Addiction among the Higher Secondary Students from Selected Schools in Madurai, Tamil Nadu

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Abstract

Education serves as a foundation in shaping one's societal and personal development. No doubt, education is a powerful tool to transform and mold an individual, society, or country, influencing the birth of a civilized world.

India has shown remarkable development in science and technology, on par with other developed nations of the world. However, it is disheartening that a large section of the population lacks awareness about the importance of health and the measures that people can take to lead a healthy life. Positive physical health, Psychological well-being and resilience of individuals are interrelated. This is particularly true among the younger generation, that is, students who are pursuing higher secondary education.

In addition, in the contemporary scenario, people's lives are influenced by social media in so many ways; it acts as a hub of information, social interactions, and identity presentation, and it becomes addictive when used excessively and inappropriately.

This study is focused on measuring the psychological well-being and resilience and its influences towards Social media addiction among the Higher Secondary students from selected schools in Madurai.

Keywords: Psychological Well-Being, Resilience, Social Media Addiction, Higher Secondary Students

Decades ago, the Medical Model of Mental Health shifted the approach from treatment to a prevention and maintenance approach, emphasizing more on the positive aspects of human beings. Maddux (2002) observes that "the mental health sector was so strongly dominated by negative aspects of diseases, completely neglecting the promotion of positive aspects of functioning in the process of treatment". In 2000, Seligman & Csikszentmihalyi warned about the risks of the existing medical model, which compelled people to focus only on health issues and disabilities as a consequence of the illness-focused approach. In this regard, they highlighted the need for a paradigm shift in psychology. This shift resulted in a more holistic framework of mental health, in which the promotion of mental health and positive functioning are considered to be the key aspects of the model.

The conceptualization of mental health as the absence of mental illness has been regarded as overly narrow, leading to a broader understanding that emphasizes positive psychological functioning and well-being (Seligman & Csikszentmihalyi, 2000). In this context, the World Health Organization (WHO) defined mental health as

“a state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully and can contribute to his or her community” (World Health Organization: WHO, 2025)

As a response to this paradigm shift in focusing on the strengths and positive functioning of people, the field of positive psychology (the science of well-being and positive emotions) emerged (Seligman and Csikszentmihalyi, 2000). The concept of well-being is a core element of positive psychology. Hence, it is important to investigate the role of well-being in promoting mental health.

Types of Psychological Well-Being:

Well-being is categorized under two broad philosophies, namely Hedonic and Eudaimonic. The term “Hedonic” well-being normally refers to the subjective feelings of happiness. It comprises two components: an affective component (high positive affect and low negative affect) and a cognitive component (satisfaction with life). It is proposed that an individual experiences happiness when his or her positive affect and satisfaction with life are both high (Carruthers & Hood, 2004). The less well-known term, “Eudaimonic” well-being, is used to refer to the purposeful aspect of Psychological Well Being. Psychologist Carol D. Ryff developed a multidimensional model of psychological well-being that conceptualizes eudaimonic well-being in terms of six core dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Ryff & Keyes, 1995).

Resilience refers to the capacity of the individual to move forward despite the challenges he or she faces. Several studies have shown that this trait is natural, as people generally demonstrate resilience through their life experiences. In an academic context, it means students' ability to bounce back when they face obstacles and keep working toward achieving good academic results. Students who develop their resilience can deal effectively with adversity or any sort of stress related to their academic life. Academic resilience mainly consists of self-confidence, self-control, and commitment to work. The concept of academic resilience emerged during the period of 1990s.

Alva (1991) used the term academic resilience to describe students who achieved a high level of success and motivation to perform well despite the presence of a negative environment that might cause the student to perform poorly in school. Different factors like self-belief and parents' support contribute to the academic resilience of the students. In recent times, with a surge in the development of information technologies, particularly with the rapid growth of Internet-based social media, the nature of interpersonal communication has dramatically changed. The availability and easy accessibility of social media platforms have led to social media addiction, i.e the unreasonable and excessive use of social media to the extent that it interferes with other aspects of daily life (Hou et al., 2019: 1-2)

Addiction is recognized as a major psychological problem among individuals across different age groups, and it has emerged as an important area of research. Although addictive use of the Internet has been extensively studied over the years, researchers have

recently begun to research the impact of social media and its subclasses such as Facebook and Twitter (Hawi & Samaha, 2016: 2). In the contemporary world, many social networks have emerged, and it greatly influences people's communication, interaction, cooperation, and even learning process.

Innumerable people of all ages join social networks for different purposes, and there is a tremendous increase in the number of users participating in online social networks day by day (Çam & İşbulan, 2012: 15). However, the more time people spend on social media networks, the more negative consequences they face in their daily lives. Psychologists call these negative consequences caused by the extreme usage of social media networks social media addiction (Balcı & Baloglu, 2018: 214).

Review of Literature:

The growing prevalence of social media use among youth has generated considerable interest in its potential implications for psychological well-being. Despite the fact that social media platforms can facilitate communication, social connection, and access to information, research has also identified associations between problematic or intensive use and various indicators of poorer psychological well-being. Dhir et al. (2018) reported that compulsive social media use was associated with social media fatigue, which was subsequently related to anxiety and depression. Similarly, Reer et al. (2019) found associations between social media engagement and psychosocial difficulties, including loneliness, anxiety, and depression, further indicating a mediating role played by their social comparison orientation and fear of missing out.

Problematic social media use has also been linked to difficulties in adolescents' social and psychological functioning. Van den Eijnden et al. (2016) developed the Social Media Disorder Scale to assess symptoms of problematic social media use, highlighting the importance of examining excessive and potentially dysfunctional patterns of engagement. Whaite et al. (2018) further examined social media use in relation to social isolation among young adults, suggesting that patterns of online engagement may have implications for offline social experiences. In addition, Sahin (2017) reported a negative relationship between social media addiction and life satisfaction, indicating that greater levels of social media addiction may be associated with lower subjective well-being.

Among adolescents, Oberst et al. (2016) found that heavy social networking was associated with negative consequences, with fear of missing out and the intensity of social networking contributing to these outcomes. However, the relationship between social media and mental health should not be understood solely in terms of negative effects. Clarke et al. (2015) highlighted the potential of online technologies for mental-health promotion and the prevention of mental health difficulties among young people. Thus, the existing literature review suggests that the relationship between social media use and psychological well being of young people is multifaceted and should not be viewed exclusively as either harmful or beneficial. Rather, its implications may vary based on the intensity, purpose, and nature of their engagement with these platforms, as well as individual and contextual characteristics.

Aim:

This study aims to examine the relationship between psychological well-being, resilience, and Social Media addiction among the Higher Secondary Students in Madurai.

Objectives:

Based on the aim of the study, the following specific objectives have been formulated:

1. To understand the socio-demographic profile of the Higher Secondary students in Madurai.
2. To assess the level of psychological well-being, Resilience & Social media addiction of Higher Secondary students in Madurai.
3. To find out the relationship among certain socio-demographic variables and the study variables: Psychological well-being, resilience & Social Media Addiction.

Methodology and Procedure:

The study aimed to examine how social media addiction is related to adolescents' psychological well-being and resilience, and to determine the nature and strength of the relationship among these variables. Data were collected from higher secondary school students using standardized psychological measures relevant to the three study variables.

Research Design:

For the research study, the authors have adopted a descriptive research design, as the aim of the study is to find out the socio-demographic profile, psychological well-being, resilience, and social media addiction among the Higher Secondary students. The data have been collected, analysed, and described in the form of tables and diagrams.

Hypotheses:

After having gone through the proper review of literature, the following hypotheses are formulated.

1. The higher the psychological well-being, the lesser will be the social media addiction.
2. The higher the resilience, the lesser will be the Social Media Addiction.
3. The higher the Psychological well-being, the higher will be the resilience.
4. The selected socio-demographic variables influence the psychological well-being, resilience, and social media addiction.
5. The students who are in the age group of sixteen years of age will have significantly more score in Psychological Well-being as well as in Resilience, and the students who are in Eighteen years of age will have a higher level of Social Media Addiction
6. Female students will have more Psychological Well-being, more Resilience, and less Social Media Addiction, when compared to Male students.
7. Higher Secondary First - Year (+1) students will have more Psychological Well-Being, more Resilience, and less Social Media Addiction, when compared to Higher Secondary Second - Year (+2) students.
8. The Private School students will have less Psychological Well-Being, less Resilience, and more Social Media Addiction, when compared to students from other types of schools.
9. Students who have participated in Co-Curricular activities will have more Psychological Well-Being, more Resilience, and lesser Social Media Addiction, when compared to students who have not participated in Co-Curricular activities.

Universe:

For the present study, all Higher Secondary Students from all schools in Madurai city are considered as the universe for the study.

Sampling:

The authors have visited all the schools in and around Madurai city that are offering higher secondary courses. The data have been obtained from those schools that have given permission. The authors have met the Headmistress / Head master and Teachers and explained the purpose; with their help, the tools were sent to all students in a Google Form. Those who have filled in all the questions were considered as samples. Thus, the sampling methodology adopted for the study is Random sampling.

Tools For Data Collection:

- A semi-structured interview schedule prepared by the authors was used to collect the sociodemographic details.
The following Standardized scales were used to assess the study variables.
- To assess the level of Psychological Well-being (PWB), the scale developed by Carol D. Ryff (1995) was used. This scale consists of 18 items, having six areas, such as autonomy, environmental mastery, personal Growth, positive relations, purpose in life, and self-acceptance. The scale has high Reliability (0.895) and Validity (0.946).
- To measure the level of Resilience, the 15-item scale by Neill J.T. and Dias K.L. (2001) was used. This is a 7-point scale ranging from Strongly Disagree to Strongly Agree. The scale has high reliability (0.874) and Validity (0.935).
- To measure the level of Social Media Addiction, the Student Form (SMA-SF), a 29-item scale by Cengiz Şahin (2018), was used. It is a Five-point rating scale ranging from Strongly Disagree to Strongly Agree. It has four sub-dimensions, namely, Virtual Tolerance, Virtual Communication, Virtual Problem, and Virtual Information, along with a total score. The scale has high reliability (0.93) and Validity (0.96).

Statistical Technique Used:

- To study the distribution of scores of higher secondary students, descriptive statistics like mean, median, mode, standard deviation, along with the tests of normality, were calculated.
- An independent-samples t-test was used to compare the difference between boys and girls, i.e Gender, level of study, for the key variables.
- Karl Pearson's correlation test was used to find out the relationship among the key variables.
- One-way ANOVA was used to find out the difference among the type of school and age of the respondents concerning the Key variables.

Analysis And Interpretation Of Data:

After the data had been obtained in Google form, i.e., Excel format, the data were edited and cleaned for normality. Appropriate statistical techniques have been adopted while analyzing the data.

For example, to find out the association between the variables, i.e., psychological well-being, resilience, and Social media addiction, Karl Pearson's correlation technique was adopted. To find out the mean difference between male and female students concerning the study variables, i.e., psychological well-being, resilience, and Social media addiction, an

independent t-test has been adopted. When there were more than two groups, for example, religion, and to find out the significant mean difference among the study variables, i.e., psychological well-being, resilience, and Social media addiction, One-way ANOVA test was adopted. These are the statistical techniques adopted in the study.

14. Major Findings And Discussion:

Table: 1:

Distribution of samples based on Socio-Demographic Variables:

S.No	Variables	Responses	N (150)	Percentage
1	Age	Sixteen	56	37.0
		Seventeen	62	40.9
		Eighteen	32	21.1
2	Standard	Plus 1	75	50.0
		Plus 2	75	50.0
3	Gender	Male	75	50.0
		Female	75	50.0
4	Type Of School	Govt. School	50	33.0
		Govt. Aided	25	17.0
		Pvt. School	75	50.0
5	Medium Of Study	Tamil	92	60.7
		English	58	39.3
6	First Generation Student	Yes	110	72.6
		No	40	26.4
7	Birth Order	First	52	34.3
		Second	60	39.6
		Others	38	25.1
8	Education Of Father	Below Secondary	37	24.4
		Secondary	32	21.1
		Higher Secondary	48	31.7
		College	33	21.8
		Illiterate	54	35.6
9	Education Of Mother	Primary	44	29.0
		Secondary	52	34.3
10	Place Of Living	Rural	82	54.1
		Urban	68	44.9
11	Co-Curricular	Not Involved	104	68.6
		Involved	46	30.4

(Source: Primary Data)

Just above two-fifths of the samples (40.9%) are in the age group of seventeen years. An equal number of samples are studying in Plus 1 (50%) and Plus 2 (50%); likewise, there were

Males (50%) and Females (50%). Just above one-third of them (33%) are studying in Govt. School, and half of them (50%) are from Private School. Nearly two-thirds of them are from Tamil medium, and the majority of them (72.6%) are first-generation students. While nearly one-fifth of the Fathers have studied up to the secondary level, 29 percent of the Mothers have studied only the primary level. More than half of the samples are from rural areas (54.1%), and 68.6% of them are not involved in Co- Curricular activities.

Table: 2:**Correlation values and Significance Levels of Subject Variables under study.**

S.NO	Subject Variables	N	Mean	S.D	1.PWB	2. RES	3. SMA
1	PWB: Psychological Well-Being	150	60.86	10.55	1.00		
2	RES: Resilience	150	58.50	9.96	0.822**	1.00	
3	SMA: Total Social Media Addiction	150	61.63	10.59	-0.789**	-0.721**	1.00

** Correlation is significant at the 0.01 level (1-tailed). (Source: Primary data)

An attempt has been made to find out the association between the study variables, namely Psychological Well-Being, Resilience and Social Media Addiction. Karl Pearson's coefficient of correlation test was used along with tests of significance for the correlation values to ensure the type, degree, and significance of association between the study variables.

It has been found that there exists a significant negative association between Social Media Addiction and Psychological Well-Being ($r = -0.789^{**}$, $p < .01$ Sig) and Resilience ($r = -0.721^{**}$, $p < .01$ Sig), and a significant positive association between Psychological Well-Being and Resilience ($r = 0.822^{**}$, $p < .01$ Sig).

It could be concluded that lesser the level of Psychological Well-Being, and lesser the level of Resilience, the higher will be the level of Social Media Addiction, and the higher the level of Psychological Well-Being higher will be the level of Resilience. Thus, the formulated hypotheses have been verified.

Similar findings are also observed by many researchers. (Abdulla & Singh, 2019; Adyani et al., 2019; Bhochhibhoya et al., 2017; Holahan et al., 1995; Lopez-Zafra et al., 2019; Poudel et al., 2020; Rehman et al., 2020; Vedder et al., 2003; Wang & Gordon, 1994; Waxman et al., 2003; Zamani-Alavijeh et al., 2017).

Table: 3:**Correlation values and Significance Levels of Subject Variables:****Psychological Well-Being & Social Media Addiction.**

SLNO	PWB- DOMAINS	TOTAL SMA SCORE
1	Autonomy	-0.702**
2	Environmental Mastery	-0.669**
3	Personal Growth	-0.638**
4	Positive Relations	-0.694**
5	Purpose In Life	-0.609**
6	Self-Acceptance	-0.682**
7	Total Psychological Well-Being	-0.789**

** Correlation is significant at the 0.01 level (1-tailed). (Source: Primary data)

It is very much evident that the Karl Pearson's coefficient of correlation test results explain that all the sub-dimensions of Psychological Well-Being along with the Total score are significantly and negatively correlated with the Total Social Media Addiction scores. All the p-values are significant at the 0.01 level.

Table: 4:

Correlation values for the Sub Dimensions of Social Media Addiction with other Subject Variables: Psychological Well-Being & Resilience.

S.NO	SMA: Social Media Addiction	Total PWB	Total Resilience
1	SMA: Virtual Tolerance	-0.704**	-0.654**
2	SMA: Virtual Communication	-0.669**	-0.639**
3	SMA: Virtual Problem	-0.684**	-0.749**
4	SMA: Virtual Information	-0.697**	-0.659**
5	SMA: Total Score	-0.789**	-0.721**

** Correlation is significant at the 0.01 level (1-tailed). (Source: Primary data)

It is very much apparent that Karl Pearson's coefficient of correlation test results explain that all the sub-dimensions of Social Media Addiction along with the Total score are significantly and negatively correlated with the Total Psychological Well-Being and Total Resilience scores. All the p-values are significant at the 0.01 level.

Table: 5:

Age of the Students and Subject Variables

Variables	Sixteen (56)		Seventeen (62)		Eighteen (32)		F-Ratio (2,147)	Eta Square η^2
	M	SD	M	SD	M	SD		
PWB:								
Psychological Well-Being	71.01	10.87	65.14	10.29	59.48	10.37	7.513**	0.852
RES:								
Resilience	70.63	10.31	63.34	10.38	57.67	10.88	9.938**	0.753
SMA: Total								
Social Media Addiction	56.97	10.96	64.65	10.22	71.02	10.34	8.579**	0.657

** F-value is significant at the 0.01 level (1-tailed). (Source: Primary data)

The students from different age groups are compared with the three study variables. It is found that the students who are in Sixteen year of age (M=71.01%) have more Psychological Well-Being than the other groups. These observed differences are statistically significant at 99% confidence, as the F-Ratio is significant. (F- Ratio=7.513**, $p<.001$, Sig, and the Eta Square = 0.852).

A similar trend is also seen for the variable Resilience. These observed differences are statistically significant at 99% confidence, as the F-Ratio is significant. (F- Ratio=9.938**, $p<.001$, Sig, and the Eta Square = 0.753).

However, it is found that the students who are eighteen years of age (M=71.02%) have more Social Media Addiction than the other groups. These observed differences are

statistically significant at 99% confidence, as the F-Ratio is significant. (F- Ratio=8.579**, $p < .001$, Sig, and the Eta Square = 0.657).

It could be concluded that the students who are in the age group of sixteen years of age have significantly more score in Psychological Well-Being as well as in Resilience. On the other hand, the students who are eighteen years of age have a higher level of Social Media Addiction. Thus, the formulated hypothesis, namely, *the students who are in the age group of sixteen years of age will have significantly more score in Psychological Well-Being as well as in Resilience, and the students who are eighteen years of age will have a higher level of Social Media Addiction*, is verified.

Table: 6:
Gender of the Students and Subject Variables

Study Variables	Male (75)		Female (75)		$t_{(148)}$	Cohen's D
	M	SD	M	SD		
SPA: Smart Phone Addiction	60.68	10.20	69.03	9.87	5.09**	0.98
RES: Resilience	59.25	10.25	68.76	8.65	6.14**	0.80
DASS: Psychological Distress	71.05	10.27	59.22	9.92	7.18**	0.70

** 't' Value is significant at the 0.01 level (1-tailed). (Source: Primary data)

It is very clear from the above table that Female students have more Psychological Well-Being {(69.03%), $t_{(148)} = 5.09$, $p < .01$, Sig, Cohen's D = 0.98} more Resilience {(68.76%), $t_{(148)} = 6.14$, $p < .01$, Sig, Cohen's D = 0.80}, and lesser Social Media Addiction {(59.22%), $t_{(148)} = 7.18$, $p < .01$, Sig, Cohen's D = 0.70}, when compared to Male students. These observed differences are statistically significant, as the independent-samples t-test values are significant at a 99% level of significance.

Thus, the hypothesis, namely "*Female students will have more Psychological Well-Being, more Resilience, and lesser Social Media Addiction, when compared to Male students*" - is verified.

Table: 7:
Level of Study of the Students and Subject Variables

Study Variables	Plus 1 (75)		Plus 2 (75)		$t_{(148)}$	Cohen's D
	M	SD	M	SD		
SPA: Smart Phone Addiction	72.05	9.11	60.11	10.76	7.33**	0.91
RES: Resilience	69.87	9.37	57.12	11.42	7.47**	0.78
DASS: Psychological Distress	57.52	8.69	72.45	9.77	9.89**	0.75

** t-value is significant at the 0.01 level (1-tailed). (Source: Primary data)

It is very obvious from the above table that Plus 1 students have more Psychological Well-Being {(72.05%), $t_{(148)} = 7.33$, $p < .01$, Sig, Cohen's D = 0.91}, more Resilience {(69.87%), $t_{(148)} = 7.47$, $p < .01$, Sig, Cohen's D = 0.78}, and lesser Social Media Addiction {(57.52%), $t_{(148)} = 9.89$, $p < .01$, Sig, Cohen's D = 0.75}, when compared to Plus 2 students. These observed differences are statistically significant as the independent-samples t-test values are significant at a 99% level of significance. Thus, the formulated hypothesis, namely "*the Plus 1 students will have*

more Psychological Well-Being, more Resilience, and lesser Social Media Addiction, when compared to Plus 2 students" - is verified.

Table: 8:
Type of School of the Students and Subject Variables

Study Variables	Govt. School (50)		Govt. Aided (25)		Pvt. School (75)		F Ratio (2,147)	Eta Square η^2
	M	SD	M	SD	M	SD		
PWB:								
Psychological Well-Being	64.10	9.18	60.12	10.45	55.61	9.96	8.953**	0.801
RES: Resilience	69.23	10.22	61.54	10.80	56.22	10.01	9.997**	0.789
SMA:								
Total Social Media Addiction	56.97	10.96	64.65	10.22	71.51	10.27	7.999**	0.695

** F-value is significant at the 0.01 level (1-tailed). (Source: Primary data)

It is very apparent from the above table that Private School students have less Psychological Well-Being {(55.61%), $t_{(148)} = 8.953$, $p < .01$, Sig, Cohen's D = 0.801}, less Resilience {(56.22%), $t_{(148)} = 9.997$, $p < .01$, Sig, Cohen's D = 0.789}, and more Social Media Addiction {(71.51%), $t_{(148)} = 7.999$, $p < .01$, Sig, Cohen's D = 0.695}, when compared to students from other types of schools. These observed differences are statistically significant, as the F- Ratio values are significant at a 99% level of significance.

Thus, the formulated hypothesis, namely "the Private School students will have less Psychological Well Being, less Resilience, and more Social Media Addiction, when compared to students from other types of schools" is verified.

Table: 9:
Participation in Co-curricular activities of the Students and Study Variables.

Study Variables	Not Participated (104)		Participated (46)		$t_{(148)}$	Cohen's D
	M	SD	M	SD		
SPA: Smart Phone Addiction	61.11	11.12	74.15	8.55	7.08**	0.89
RES: Resilience	58.41	10.74	71.18	10.23	6.81**	0.77
DASS: Psychological Distress	73.14	11.47	56.75	9.77	8.43**	0.79

** t-value is significant at the 0.01 level (1-tailed). (Source: Primary data)

It is very evident from the above table that students who have participated in Co-curricular activities have more Psychological Well-Being {(74.15%), $t_{(148)} = 7.08$, $p < .01$, Sig, Cohen's D = 0.89}, more Resilience {(71.18%), $t_{(148)} = 6.81$, $p < .01$, Sig, Cohen's D = 0.77}, and lesser Social Media Addiction {(56.75%), $t_{(148)} = 8.43$, $p < .01$, Sig., Cohen's D = 0.79}, when compared to

students who have not participated in Co-Curricular activities. These observed differences are statistically significant, as the independent-samples 't' test values are significant at a 99% level of significance.

Thus, the formulated hypothesis, namely *"Students who have participated in Co-Curricular activities will have more Psychological Well-Being, more Resilience, and lesser Social Media Addiction, when compared to students who have not participated in Co-Curricular activities"* - is verified.

Suggestions:

The tremendous development of information technology and social media platforms such as Facebook, Instagram, X, and WhatsApp has transformed communication and social interaction among varied age groups, especially among school and college students. Although social media helps students communicate, build relationships, share information, and develop social networks, excessive or uncontrolled social media use may interfere with students' sleep, academic activities, relationships, and overall well-being (Hou et al., 2019). The present study examines the relationship between social media addiction, psychological well-being, and resilience among higher secondary students. While social media can provide social support and a sense of connection, excessive use may negatively affect students' psychological well-being and ability to cope with challenges. Therefore, developing responsible social media habits is important for maintaining healthy psychological functioning and resilience.

The following simple measures can help reduce the negative effects of excessive social media use:

- **Set reasonable limits:** Ensure that social media does not interfere with regular routines such as food, sleep, exercise, academics, or other daily activities.
- **Monitor online use:** Parents, teachers and other elders should provide appropriate guidance and ensure students' online safety.
- **Promote ethical and responsible behaviour:** Students should gain digital literacy and avoid cyberbullying, gossip, rumours, harmful content, and misuse of others' personal information.
- **Encourage face-to-face interaction:** Participation in sports, hobbies, family activities, and social events should be encouraged and prioritized.
- **Discuss social media openly:** Students should be encouraged to talk about their online experiences, emotions, and difficulties without inhibitions.
- **Develop media awareness:** Students should understand the reality that social media often presents unrealistic images and lifestyles and should avoid unhealthy comparisons.
- **Maintain a balanced lifestyle:** Healthy offline activities can support psychological well-being and resilience and reduce dependence on social media.

Thus, balanced and responsible social media use can help students benefit from online communication while reducing its possible negative effects on psychological well-being and resilience.

Ways to improve psychological well-being and resilience:

There are various resources available for the promotion of Psychological Well-Being and Resilience among children. The World Health Organization (WHO) provides guidelines and recommendations to promote the health, safety, development, and well-being of school-

aged children. These guidelines address various aspects of physical, mental, social, and emotional health needs of children. They encourage schools, families, and communities to work together in creating healthy and supportive environments for children.

Psychological well-being and resilience among higher secondary students can be promoted through a health-oriented and supportive school environment. Schools should provide mental health and wellness education, train teachers to identify students who need support, and facilitate access to professional mental health services (World Health Organization [WHO], 2021, 2023).

Students should also be encouraged to maintain healthy eating habits and engage in regular physical activity, as these contribute to physical health, emotional well-being, stress management, and cognitive functioning (WHO, 2018, 2020). Schools should provide opportunities for students to participate and give feedback to maintain a safe, inclusive, and supportive physical environment. Adequate classrooms, furniture, sanitation, drinking-water facilities, and other essential resources can contribute to students' comfort, safety, learning, and overall well-being (WHO, 2021, 2023).

A whole-school approach combining mental health education, healthy lifestyles, supportive relationships, student participation, and a safe learning environment can help higher secondary students develop better psychological well-being and resilience.

Conclusion:

The psychological well-being and resilience level of the students, especially those studying in Higher Secondary classes, are affected by addiction to social media and its impact; hence, from the study, it shall be concluded that social media and its importance need to be taught to the students to utilize and benefit more from the positive aspect of the media. This will increase the level of resilience & also improve the psychological well-being among the Higher Secondary students. This will increase their academic performance and also address youth unrest.

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