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A STUDY ON DIGITAL RESILIENCE AND DIGITAL WELL-BEING AMONG SECONDARY SCHOOL STUDENTS IN THE CONTEXT OF ICT INTEGRATION IN SCHOOL EDUCATION

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Abstract

The rapid integration of Information and Communication Technology (ICT) in school education has revolutionized the teaching-learning processes by enhancing the availability of knowledge, as well as exposing learners to digital risks and psychosocial challenges. In this context, the constructs of digital resilience and digital well-being have gained importance as essential factors influencing healthy and responsible technology use among young people. The study aimed to examine the relationship between digital resilience and digital well-being among secondary school students within ICT-integrated learning environments. Digital resilience" describes students' ability to cope with online risks, whereas "digital well-being" includes students' balanced use of technology, psychological well-being, and positive engagement with digital media. A descriptive survey study was conducted to examine the levels of digital resilience, digital well-being, and the interrelationship between the two constructs within the context of technology-enabled classrooms, which align with the Digital India mission and the National Education Policy 2020. It is believed that the study would offer empirical evidence on the impact of ICT integration on students' adaptive digital capacities. The study is of great importance to educators, policymakers, and curriculum developers, as it stresses the importance of incorporating structured digital resilience interventions in school education to promote safe, ethical, and psychologically healthy use of technology among young people.

Keywords : *Digital Resilience, Digital Well-Being, ICT Integration, Secondary Education, Online Safety, Adolescent Development.*

Introduction

The rapid integration of Information and Communication Technology (ICT) in school education has changed the teaching-learning scenario in many ways. Today, smart classrooms, digital platforms, e-learning, and online assessments are a significant component of school education. Though ICT has changed the teaching-learning scenario in many positive ways, it has also introduced a number of digital risks, including cyberbullying, misinformation, online addiction, and threats to online privacy, among others. Therefore, understanding the adaptive capacity of students in a digital environment has become very important.

Digital resilience can be understood as the capacity of individuals to understand, manage, and cope with online risks and challenges. In a school context, a digitally resilient student can successfully navigate the digital environment, evaluate online information, and cope

constructively with online adversities. ICT classrooms require not only technological skills, but also psychological preparedness to cope with the complexities of the digital environment. On the other hand, digital well-being focuses on the healthy and balanced engagement with digital technologies. It includes emotional stability, screen time management, positive online interactions, and psychological satisfaction. Keeping the Digital India mission and National Education Policy 2020 in view, the exploration of digital resilience and digital well-being among secondary school students becomes essential.

Need and Significance of the study

Firstly, the students at the secondary school level are at a vulnerable developmental stage. As they become more exposed to ICT, they are at a psychological risk. Understanding this concept of digital resilience is crucial.

Secondly, digital well-being affects academic engagement, concentration, and emotional well-being. Overuse of digital media might cause students to become stressed, which might affect academic performance. As a result, the empirical evidence of digital well-being is crucial.

Third, the study has some practical implications for policymakers, educators, and curriculum planners. In particular, the study lends credence to the inclusion of digital safety education, cyber ethics, and building cyber resiliency in the curriculum.

Statement of the Problem

The Study is entitled as " A Study on Digital Resilience and Digital Well-Being among Secondary School Students in the Context of ICT Integration in School Education."

Objectives of the Study

1. To assess the level of digital resilience among secondary school students.
2. To assess the level of digital well-being among secondary school students.
3. To examine the relationship between digital resilience and digital well-being.

Hypothesis

H_{01}: There is no significant relationship between digital resilience and digital well-being among secondary school students.

H_{11}: There is a significant relationship between digital resilience and digital well-being among secondary school students.

Methodology in Brief

The Present study used a quantitative research approach to investigate the association between digital resilience and digital well-being among secondary school students in ICT-integrated schools. A descriptive survey research design was used since it is appropriate for assessing the conditions, attitudes, and associations that exist among variables. The study's methodology was developed to ensure reliability, validity, and objectivity.

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Method

The study adopted the Descriptive Survey Method. After obtaining permission from the school authorities, the tools were given to the selected students. The data was analyzed using the tools of statistics such as Mean, Standard Deviation, and Pearson Correlation.

Population

The target population of the study included all secondary school students learning in ICT-integrated schools. ICT-integrated schools are those that actively incorporate ICT tools, including smart classrooms, online learning, and technology-based assessments, in their teaching and learning process.

Sample

A sample of 120 secondary school students was selected to participate in the study. The students were selected to represent all sections of the school to ensure a wide range of academic backgrounds.

Sampling Technique

For data collection purposes, the Simple Random Sampling Technique was adopted to provide equal weight to each student. The students were randomly chosen from the total number of enrolled students of Secondary Schools using ICT facilities.

Tools

Digital Resilience Scale (Researcher Constructed)

30 items

5-point Likert scale

Score range: 30–150

Reliability (Cronbach's Alpha) = 0.86

Digital Well-Being Scale (Researcher Constructed/Adapted)

30 items

5-point Likert scale

Score range: 30–150

Reliability = 0.88

Both tools were validated by experts in education and psychology before administration.

Analysis and Interpretation

a. Data

Sample Size (N) = 120

Score Range (Both Variables) = 30–150

b. Descriptive Statistics

Variable	Mean	Standard Deviation
Digital Resilience	**98.40**	**14.20**
Digital Well- being	**92.75**	**16.10**

Interpretation

- Students show moderate to high level of digital resilience.
- Digital well-being is slightly lower than resilience but within moderate range.

c. Correlation Analysis

Pearson's r = 0.62

P < 0.01

Interpretation

There is a moderate positive and statistically significantrelationship between digital resilience and digital well-being.Hence, the null hypothesis is rejected.This indicates that higher digital resilience contributes to improved digital well-being among students.

d. Statistical Techniques Used

Mean

Standard Deviation

Pearson's Product Moment Correlation

Findings

- Secondary school students possess moderate to high digital resilience.
- Students demonstrate moderate levels of digital well-being.
- There exists a statistically significant positive relationship between digital resilience and digital well-being.
- Digital resilience significantly contributes to healthy digital engagement.

Suggestions

- Schools should incorporate digital resilience training modules.
- Introduce cyber safety and digital ethics workshops.
- Include digital well-being awareness sessions in curriculum.
- Encourage balanced screen time habits.
- Provide counseling support for digital stress issues.

Conclusion

The study has reinforced the fact that digital resilience indeed has a vital role to play in boosting the level of digital well-being among secondary school students in ICT-integrated educational settings, and ICT integration in education must be more than just mere skills; it has to be about psychological readiness and healthy online engagement.Strengthening digital resilience can lead to positive healthy technology use patterns, and thus, academic and emotional outcomes can be improved, and hence, there is a need to integrate digital resilience programs in school education frameworks.

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