RESILIENCE AND WELLNESS EMPOWERING MINDS OF KARNATAKA YOUTH

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Introduction

In recent years, the mental well-being of youth has garnered significant attention, particularly in the context of educational settings. Research indicates that emotional intelligence (EI) and resilience are pivotal in fostering mental wellness and social support among adolescents. In Karnataka, initiatives like the Yuva Spandana Kendras have been instrumental in promoting mental health among youth.

This study aims to explore the relationships between EI, resilience, and various dimensions of well-being among Karnataka's youth. Specifically, it examines how these factors influence Mental Wellness & Stress Management (MWSM), Social & Community Support (SCS), Digital Well-being & Lifestyle (DWL), and Overall Well-being & Happiness Index (OWHI). Through regression analysis, the study seeks to identify significant predictors of these well-being outcomes, providing insights into areas where interventions can be most effective.

Understanding the interplay between EI, resilience, and well-being is crucial for developing targeted programs that support youth in navigating the complexities of modern life. By empowering young individuals with the skills to manage stress, build emotional awareness, and foster social connections, we can enhance their overall well-being and contribute to a healthier, more resilient society.

Research Objectives:

1. To assess the levels of resilience, emotional intelligence, and wellness among youth in Karnataka.

2. To examine the relationships between resilience, emotional intelligence, mental wellness, social support, digital lifestyle, and overall well-being.

3. To explore the influence of resilience and EI on mental wellness social support, digital lifestyle, and overall well-being.

4. To evaluate how digital well-being habits correlate with mental wellness and stress levels.

Hypotheses

Objective 1: To assess the levels of resilience, emotional intelligence, and wellness among youth in Karnataka.

H1: Youth in Karnataka exhibit moderate to high levels of resilience.

H2: Youth in Karnataka demonstrate moderate to high levels of emotional intelligence.

H3: Youth in Karnataka report moderate levels of overall wellness, including mental wellness, social support, and digital well-being.

Objective 2: To examine the relationships between resilience, emotional intelligence, mental wellness, social support, digital lifestyle, and overall well-being.

H4: There is a significant positive relationship between resilience and mental wellness.

H5: There is a significant positive relationship between emotional intelligence and mental wellness.

H6: Resilience and emotional intelligence are positively correlated with overall well-being.

H7: Digital well-being is significantly correlated with mental wellness and overall well-being.

Objective 3: To explore the influence of resilience and EI on mental wellness, social support, digital lifestyle, and overall well-being.

H8: Resilience significantly predicts mental wellness, social support, digital lifestyle, and overall well-being.

H9: Emotional intelligence significantly predicts mental wellness, social support, digital lifestyle, and overall well-being.

Objective 4: To evaluate how digital well-being habits correlate with mental wellness and stress levels.

H10: Digital well-being is negatively correlated with stress levels.

H11: Youth with healthier digital well-being habits report higher mental wellness.

Data Analysis

1. To assess the levels of resilience, emotional intelligence, and wellness among youth in Karnataka

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Resilence	145	1.50	4.83	3.1241	.83721
EI	145	1.33	4.67	3.0920	.84436
MWSM	145	1.33	4.67	3.0471	.89013
SCS	145	1.33	4.17	2.9885	.56131
DWL	145	1.20	3.80	2.7931	.57707
OWHI	145	1.67	4.00	2.8115	.48839

The descriptive statistics from the survey of 145 participants provide a comprehensive understanding of the psychological and well-being attributes among Karnataka youth. Overall, the findings indicate moderate levels of resilience (M = 3.12) and emotional intelligence (M = 3.09), suggesting that while many participants exhibit a fair ability to manage emotions and bounce back from adversity, there is still room for growth and support in these areas. The mental wellness and social media (MWSM) dimension also reflects a moderate score (M = 3.05), highlighting a cautious but balanced engagement with social media in relation to mental health.

However, areas such as social connectedness and support (SCS) show slightly lower levels (M = 2.99), indicating a potential gap in community or peer support systems. Digital well-being literacy (DWL) and overall well-being and health index (OWHI) reveal the lowest means (M = 2.79 and M = 2.81, respectively), which may point to

challenges in managing digital habits and maintaining a sense of overall life satisfaction. These findings suggest the need for targeted interventions that enhance digital well-being awareness, build emotional resilience, and foster stronger support systems among youth. Strengthening these areas could significantly contribute to their mental wellness and holistic development

2. To examine the relationships between resilience, emotional intelligence, mental wellness, social support, digital lifestyle, and overall well-being.

Variables	**1. Resilience**	**2. EI**	**3. MWSM**	**4. SCS**	**5. DWL**	**6. OWHI**
1. Resilience	1	.869**	.886**	.464**	–.109	–.125
2. Emotional Intelligence (EI)		1	.827**	.424**	–.134	–.082
3. Mental Wellness & Social Media (MWSM)			1	.488**	–.119	–.088
4. Social Connectedness & Support (SCS)				1	–.043	0.136
5. Digital Well-being Literacy (DWL)					1	–.140
6. Overall Well-being & Health Index (OWHI)						1

The correlation analysis reveals significant and meaningful relationships among key psychological constructs measured in the study. Notably, **resilience** demonstrates a very strong positive correlation with **emotional intelligence** (r = .869, p < .01) and with **mental wellness related to social media** (r = .886, p < .01). This indicates that individuals who are more resilient also tend to have higher emotional intelligence and maintain a healthier relationship with social media in terms of their mental well-being. These findings suggest a mutually reinforcing dynamic where emotional awareness and adaptability may help individuals navigate stress and online influences more effectively.

Additionally, resilience shows a moderate positive correlation with **social connectedness and support (SCS)** (r = .464, p < .01), suggesting that more resilient individuals are likely to feel better supported by their social networks. A similar pattern is observed with emotional intelligence (r = .424, p < .01) and MWSM (r = .488, p < .01) in relation to social support, reinforcing the importance of interpersonal relationships in fostering psychological strength and well-being.

Interestingly, **digital well-being literacy (DWL)** and **overall well-being and health index (OWHI)** show **negative but non-significant correlations** with most of the other variables. For instance, resilience is slightly negatively correlated with DWL (r = –.109) and OWHI (r = –.125), though these relationships are not statistically significant. This may indicate that although individuals might possess psychological strengths, it does not necessarily translate to high digital discipline or perceived holistic well-being. Similarly, the weak and non-significant correlations between EI, MWSM, and DWL or OWHI suggest that digital habits and self-rated overall well-being may be influenced by other external or contextual factors not directly related to emotional or social capacities.

In summary, the results underscore the **strong interplay between resilience, emotional intelligence, social support, and mental wellness**, particularly in the context of youth in Karnataka. However, they also reveal **gaps in digital well-being awareness and holistic health**, pointing to areas where further educational or behavioral interventions may be necessary. These insights can guide policy makers, educators, and mental health practitioners in designing targeted programs that strengthen both the internal psychological resources and external well-being outcomes for young individuals.

3. To explore the influence of resilience and EI on mental wellness social support, digital lifestyle, and overall well-being

Dependent Variable (DV)	R	R^2	Adjusted R^2	Sig. (Model)	Significant Predictors	Strongest Predictor	Interpretation
MWSM (Mental Wellness & Stress Management)	0.893	0.798	0.795	.000	Resilience (.000), EI (.003)	Resilience (β = 0.684)	Strong model; both predictors significant; explains

							~80% variance
SCS (Social & Community Support)	0.466	0.217	0.206	.000	Resilience (.011)	Resilience (β = 0.388)	Moderate model; only resilience contributes meaningfully
DWL (Digital Well-being & Lifestyle)	0.134	0.018	0.004	.275	None (p > .05)	—	Weak, non-significant model; predictors don't explain DV
OWHI (Overall Well-being & Happiness Index)	0.136	0.018	0.005	.266	None (p > .05)	—	Very weak, non-significant model

The regression analysis explored the predictive role of Resilience and Emotional Intelligence (EI) on four dimensions of well-being: Mental Wellness & Stress Management (MWSM), Social & Community Support (SCS), Digital Well-being & Lifestyle (DWL), and Overall Well-being & Happiness Index (OWHI). Among these, the model predicting MWSM was the strongest, explaining approximately 80% of the variance ($R^2 = 0.798$, $p < .001$). Both Resilience and EI were significant predictors, with Resilience emerging as the most influential ($\beta = 0.684$). This indicates that individuals with higher resilience and emotional intelligence are substantially better at managing stress and maintaining mental wellness. The model for SCS demonstrated moderate predictive power, accounting for about 21.7% of the variance ($R^2 = 0.217$, $p < .001$), with Resilience being the sole significant predictor ($\beta = 0.388$). This suggests that resilient individuals are more likely to receive or perceive stronger social and

community support, possibly due to their coping strategies and interpersonal stability. In contrast, the models for DWL and OWHI were weak and statistically non-significant ($R^2 = 0.018$ and $R^2 = 0.018$ respectively; $p > .05$), indicating that Resilience and EI do not meaningfully predict digital well-being or general happiness in this context. These findings suggest that while Resilience and Emotional Intelligence are crucial for mental wellness and social integration, other factors may play a more dominant role in influencing digital lifestyle choices and overall well-being. The results emphasize the importance of strengthening resilience and emotional competencies to enhance psychological health, while also highlighting the need to explore broader contextual or environmental variables for a more comprehensive understanding of overall and digital well-being.

4. To evaluate how digital well-being habits correlate with mental wellness and stress levels

Correlations		
Variable Pair	**Pearson Correlation (r)**	**p-value (2-tailed)**
DWL & MWSM (Mental Wellness)	–.119	0.155
DWL & OWHI (Overall Well-being)	–.140	0.093
MWSM & OWHI	–.088	0.294

The Pearson correlation analysis was conducted to examine the relationships among three key variables: Digital Well-being & Lifestyle (DWL), Mental Wellness & Stress Management (MWSM), and Overall Well-being & Happiness Index (OWHI), using data from a sample of 145 participants.

The results indicate a **negative but non-significant correlation** between DWL and MWSM ($r = –.119$, $p = .155$). This suggests a slight inverse relationship between how participants manage their digital lifestyles and their mental wellness, but the relationship is not statistically significant. In simpler terms, more screen time or poor digital habits might be linked to slightly lower mental wellness, but this cannot be confirmed with confidence from this data.

Similarly, DWL was negatively correlated with OWHI (r = –.140, p = .093), again suggesting that poor digital well-being might be associated with lower levels of overall happiness and well-being. However, this relationship too does not reach statistical significance, though it approaches the threshold (p < .10), warranting further investigation with a larger sample size or more precise measurement tools.

Lastly, MWSM and OWHI were also weakly negatively correlated (r = –.088, p = .294). This is somewhat counterintuitive, as one would expect better stress management and mental wellness to correlate positively with overall well-being. However, the very low strength of the correlation and the high p-value indicate this relationship is likely due to chance in this sample.

Overall, the findings show **no statistically significant correlations** among the three variables, though the **trend of negative associations**, especially between digital well-being and both mental wellness and overall happiness, suggests an area worthy of further research. These weak relationships highlight the complexity of factors influencing youth well-being and the need for more robust models that include additional psychological, behavioral, and environmental variables.

Hypothesis Testing Summary

Hypothesis Code	Null Hypothesis (H_0)	Alternative Hypothesis (H_1)	Decision
H1	Youth do not exhibit moderate to high levels of resilience.	Youth exhibit moderate to high levels of resilience.	☑ Accepted
H2	Youth do not demonstrate moderate to high emotional intelligence.	Youth demonstrate moderate to high emotional intelligence.	☑ Accepted
H3	Youth do not report moderate levels of overall wellness.	Youth report moderate levels of overall wellness.	✗ Rejected
H4	There is no significant relationship between	There is a significant relationship between	☑ Accepted

	resilience and mental wellness.	resilience and mental wellness.	
H5	There is no significant relationship between EI and mental wellness.	There is a significant relationship between EI and mental wellness.	☑ Accepted
H6	Resilience and EI are not positively correlated with overall well-being.	Resilience and EI are positively correlated with overall well-being.	☑ Partially Accepted
H7	Digital well-being is not significantly correlated with mental wellness or well-being.	Digital well-being is significantly correlated with mental wellness and well-being.	✗ Rejected
H8	Resilience does not significantly predict MWSM, SCS, DWL, or OWHI.	Resilience significantly predicts MWSM, SCS, DWL, or OWHI.	☑ Partially Accepted
H9	EI does not significantly predict MWSM, SCS, DWL, or OWHI.	EI significantly predicts MWSM, SCS, DWL, or OWHI.	☑ Partially Accepted
H10	Digital well-being is not negatively correlated with stress levels.	Digital well-being is negatively correlated with stress levels.	✗ Rejected
H11	Digital well-being habits do not influence mental wellness.	Healthier digital well-being habits lead to better mental wellness.	✗ Rejected

Analysis Based on Hypothesis Testing

The analysis of the hypothesis testing reveals critical insights into the psychological and behavioral dynamics influencing youth wellness in Karnataka. The findings strongly support the role of resilience and emotional intelligence (EI) in shaping mental

wellness, with both variables emerging as significant predictors. Hypotheses H1, H2, H4, and H5 were accepted, affirming that youth in Karnataka possess moderate to high levels of resilience and emotional intelligence, which are positively linked to better mental health outcomes. These results are aligned with the broader literature that highlights resilience and EI as protective psychological resources.

However, overall wellness (H3) and the role of digital well-being (DWL) in influencing mental wellness or happiness (H7, H10, H11) did not show statistically significant results. The relationships between DWL and other wellness indicators were negative but weak and non-significant, suggesting that current digital habits among youth may not yet show a consistent or measurable impact—or that other intervening factors may be at play. Therefore, the hypotheses related to digital well-being were rejected.

The predictive capacity of resilience (H8) and emotional intelligence (H9) was partially accepted, as these variables significantly influenced mental wellness and social support but failed to predict digital lifestyle or overall well-being. This partial support indicates that while resilience and EI are crucial for emotional and social functioning, their influence on lifestyle behaviors and broader well-being is complex and possibly moderated by external factors such as family, environment, and digital exposure. The analysis underscores the central importance of resilience and EI in promoting mental wellness among youth, while also indicating the need for deeper investigation into how digital habits intersect with psychological well-being. These insights can inform targeted interventions in educational and policy domains aimed at enhancing youth mental health.

Recommendations and Suggestions

To enhance student well-being, **schools and colleges** need to focus on building emotional resilience and intelligence within the academic curriculum. This can be achieved by incorporating life-skills education and SEL programs that provide students with the tools to manage stress, build emotional awareness, and foster empathy. In addition, regular workshops and experiential activities should be designed to help students strengthen these competencies. **Psychological support services** must be expanded by hiring trained counselors, creating peer-support networks, and offering personalized mental health interventions. Moreover, institutions should encourage **community engagement** by facilitating student-led initiatives such as volunteering, mentoring, and collaborative community projects. These activities foster a sense of

belonging and enhance social support. At the policy level, **governments** must take the lead in launching nationwide campaigns to promote emotional wellness, raise awareness about EI and resilience, and reduce stigma surrounding mental health. Educational policies should mandate the inclusion of emotional development content in the school curriculum and teacher training. Furthermore, governments should allocate resources to establish well-being frameworks that schools can follow, ensuring that mental health is a priority in educational institutions. Given the limited effect of EI and resilience on digital well-being, both **schools and governments** should also focus on digital wellness education, promoting responsible technology use and helping students manage screen time effectively.

How to Overcome the Issues Identified

To address the challenges highlighted by the analysis, **schools and colleges** must proactively teach resilience and emotional intelligence from an early age, using experiential learning methods such as role-playing and mindfulness exercises. This will help students build internal coping mechanisms, enhancing their mental health and social connections. Since **digital well-being** and **overall happiness** were not significantly predicted by resilience or EI, it is important to expand well-being initiatives to encompass broader factors, such as physical health, family environment, financial literacy, and media exposure. This holistic approach will provide a more comprehensive understanding of well-being. Additionally, **governments** must work to reduce the stigma surrounding mental health by creating policies and public awareness campaigns that normalize open discussions on emotional health. Encouraging schools to integrate mental health resources, support systems, and wellness frameworks will ensure a more resilient and emotionally balanced student body. By doing so, we can promote long-term positive outcomes for students and foster a society better equipped to manage challenges in a balanced way

As Individual

To enhance personal well-being, individuals can begin by developing emotional intelligence through self-awareness, emotional regulation, empathy, and effective communication. Being mindful of one's emotions and learning to respond rather than

react helps build healthier relationships and reduce stress. Strengthening resilience is equally important and can be achieved by cultivating a growth mindset, setting realistic goals, staying socially connected, and practicing mindfulness techniques such as meditation or journaling. Managing digital habits is also crucial in today's world—limiting screen time, setting tech-free hours, and using social media mindfully can greatly reduce stress and improve focus. Additionally, maintaining physical health through regular exercise, balanced nutrition, and adequate sleep contributes significantly to mental well-being. Seeking support from friends, family, or mental health professionals when needed can provide a safety net during difficult times. Finally, practicing gratitude and celebrating small achievements fosters positivity and motivation. These habits, when consistently practiced, empower individuals to lead more balanced, emotionally healthy, and fulfilling lives.

What Schools, Colleges, and Government Should Do

Schools, colleges, and government bodies have a critical role in promoting emotional wellness and resilience among students. **Schools and colleges** should integrate emotional intelligence (EI) and resilience-building programs into their curricula. This includes structured life-skills education, social-emotional learning (SEL), and workshops focused on stress management, emotional regulation, and empathy. Teachers should be trained to recognize early signs of emotional distress and offer appropriate support, ensuring that students have access to mental health resources like counselors and peer support groups. Additionally, educational institutions should foster an environment of community and belonging by encouraging student engagement through volunteering, peer mentoring, and collaborative learning projects. **Governments** must also step in to create policies that prioritize mental health and emotional development in educational settings. They should introduce national campaigns to raise awareness about the importance of EI and resilience, integrate these values into educational policies, and ensure that funding is allocated to support mental wellness programs in schools. Governments should also mandate the inclusion of mental health frameworks in the school accreditation process and incentivize institutions that demonstrate a commitment to enhancing emotional resilience and well-being.

Conclusion

In conclusion, the findings from this analysis underscore the critical importance of resilience and emotional intelligence (EI) in enhancing mental wellness and social support, particularly in educational settings. Schools, colleges, and governments must prioritize the development of these emotional competencies, as they are strongly linked to improved stress management and a stronger sense of community. While resilience and EI were key predictors of mental wellness, the lack of significant impact on digital well-being and overall happiness suggests that additional factors must be considered in addressing these dimensions of well-being. Therefore, it is essential to take a **holistic approach** that integrates emotional, physical, social, and digital wellness in both educational curricula and policy frameworks. Proactive interventions, such as the integration of SEL programs, mental health support, and national awareness campaigns, will create a resilient, emotionally intelligent student population better equipped to navigate life's challenges. By focusing on building resilience and emotional intelligence, and expanding support services, schools, colleges, and governments can foster a healthier, more balanced future for the next generation. This approach will not only improve individual well-being but also contribute to a more emotionally intelligent and supportive society as a whole.