

**RESEARCH PAPER**

## **Exploring Adolescents' Experiences of Digital Communication and Its Influence on Psychosocial wellbeing and Academic Life**

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**ABSTRACT**

This research examines the experiences of adolescents with the usage of digital communication and its impact on their psychosocial wellbeing and academic life to define the trends of positive and negative outcomes. Digital interaction among adolescents has been a part of their social lives and schooling activities due to the popularity of social media, messaging applications, and online learning systems. Although digital tools represent a chance of connection and learning, their overuse and passive use can be related to stress, anxiety, social comparison, and distraction with academic activities. The qualitative method was utilized, 11 adolescent students were interviewed in-depth from various colleges in Lahore city. Thematic analysis was used to examine the personal experiences, patterns of use, and perceived effects of digital communication on emotional, social, and academic aspects. Results indicated a two-fold effect of online communication. Emotional support, peer connection, and increased collaborative learning were found to have a positive impact, and emotional distress, social comparison, reduced focus, and sleep patterns were identified as negative outcomes. The intensity of usage, the type of platform, and self-regulation strategies were found to modify individual experiences. It is recommended to enhance the psychosocial wellbeing and academic results of adolescents with the help of interventions that would facilitate their digital literacy, mindful use of time, and self-regulation.

**Keywords:** Digital Communication, Psychological Wellbeing, Academic Life, Adolescents, Thematic Analysis

**Introduction**

The high rate of growth of digital communication technologies has altered the landscape of development in adolescence, which is already characterized by an increased sensitivity towards social, emotional, and academic needs. Modern adolescents interact through social media and online chat applications, and other computerized communication tools, so the computer-mediated interaction is an essential component of the social ecology of adolescents (George et al., 2020). The studies are becoming more focused on the idea that these technologies do not affect all adolescents in the same way; rather, their impact is different based on the habits of use and specific features of the audience and the situation (Beyens et al., 2024; Orben & Przybylski, 2019). With the rise of digital communication being deeply embedded in the daily life of people, the relevance to psychosocial wellbeing and academic experience has become a pressing academic concern.

There are indications that online communication can be both positive and negative in the lives of adolescents. The positive experiences were reported in diverse settings, including the reinforcement of peer relationships, emotional support, and new possibilities

to express themselves (Haddock et al., 2022; Feng & Tong, 2023). Subjective wellbeing could be uplifted through computer-mediated communication, which leads to a feeling of belonging and social continuity in the face of physical disconnection as seen during pandemic disruption (Cockerham et al., 2021). Meanwhile, negative or excessive online contact has been linked to emotional distress and social comparison processes, cyberbullying, and increased susceptibility to anxiety or depression symptoms (Keles et al., 2020; Holas et al., 2024; Parmar & Dutt, 2024). Experimental and longitudinal research indicates that the effect of social media on people psychologically often manifests itself as a habitual surfing process, upward comparison, and exposure to idealized online content (McComb et al., 2023; Glaser et al., 2024).

As well, academic performance is also co-linked with the digital practices of adolescents. Although the collaboration process could be enhanced by the digital communication environment and the boost of motivation, the overuse of the screens could lead to poor attention, sleep quality, and academic performance (Scott & Woods, 2019; Anjum et al., 2024). Such paradoxical results emphasize the importance of more sophisticated research on how teenagers can compromise between school and overwhelming digital communication. The heterogeneous nature of online behavior (both active creation of content and passive browsing) with different psychosocial implications also makes this relationship more complicated (Valkenburg et al., 2022; Krause et al., 2023).

With such overlapping dynamism, researchers are now advocating more in-depth studies that extend beyond mere indicators of screen time and instead focus on the lived experiences of adolescents who exist within digital communication societies (K. Kaye et al., 2020; Favotto et al., 2017). Qualitative and phenomenological orientation points out that digital communication is seen by adolescents as a source of empowerment and a field with social and emotional risks and volatile academic effects (O'Reilly et al., 2018; Popat & Tarrant, 2023). These views are important in emphasizing the need to contextualize digital interaction in the wider cultural, developmental, and educational systems.

Adolescents have been transformed in their social interaction, emotive growth, and study through the speed of digital communication technologies, which has, in essence, transformed the nature of their interaction. Although digital platforms can be beneficial in terms of connection, learning, and emotional support (Haddock et al., 2022; Feng & Tong, 2023), there is an increasing number of studies that suggest that their frequent and unregulated use can cause emotional distress, social comparison, sleep disorders, and academic disability (Beyens et al., 2024; Scott & Woods, 2019; Anjum et al., 2024). Empirical studies indicate both positive and negative and complicated outcomes, where some teenagers get social and psychological advantages, and others develop anxiety, depressive symptoms, cyberbullying, and lack of academic concentration (Keles et al., 2020; Parmar & Dutt, 2024). Though the digital world is quickly changing, very little qualitative information is available regarding how teens themselves perceive and logically process these experiences online and how these experiences influence their psychosocial wellbeing and academic life (Popat & Tarrant, 2023). The existence of this gap highlights the necessity of studying the subjective experiences of adolescents in regard to digital communication to gain a better insight into how it affects their wellbeing and academic performance in such complex and contextual ways.

## **Literature Review**

Online communication has been a characteristic texture of the modern teenager's life and is integrated into everyday routines, social surroundings, and school rhythms. Its multidimensional impact on the psychosocial wellbeing of young people and academic life is mentioned in scholarship in the areas of psychology, communication studies, and education. The new body of evidence indicates that there is no entirely negative or positive impact, but instead, and an unstable environment of opportunities, pressure, and

contradiction, where adolescents balance in ways they use, perceive, and are influenced by digital media.

### **Usage of Social Media and Psychosocial wellbeing**

There is a considerable amount of literature that links the use of social media by adolescents with various psychosocial consequences. Individual differences have grown to be the focus of these associations. As demonstrated by Beyens et al. (2024), the impact of social media on wellbeing cannot be classified in a homogeneous way, but it is heterogeneous, which implies that the experiences of adolescents depend on both personal dispositions and contextual influences. Previous population-level data by Kim (2017) also indicate that the effect of online social networking on psychological wellbeing differs significantly between subgroups, making it clear that the notion of generalized assumptions should be disregarded.

Issues relating to social comparison and emotional defensiveness remain the foundation of much of the literature. Compared with downward comparison, upward comparison on image-curated social media is always associated with a negative effect, as suggested in both experimental and meta-analytic research (Fardouly et al., 2015; McComb et al., 2023). Recent results elaborate these findings: Holas et al. (2024) reveal that a social comparison is the mediator between habitual Instagram usage and emotional distress, whereas Glaser et al. (2024) demonstrate that the perception of body image can be temporarily altered by being exposed to some Instagram content. These results are echoed by previous concerns regarding the use of the internet and the psychological health of adolescents (Brighi et al., 2016).

Greater systematic reviews support the psychological threats of extreme digital interaction. According to Keles et al. (2020), major associations were identified between social media usage and depression, anxiety, and psychological distress. The same tendencies are observed in the research of addictive or compulsive media practices, which have already been demonstrated to anticipate psychosocial challenges (Brand et al., 2024; Van den Eijnden et al., 2008). Even more recent research is still adding a twist to this story: Wang (2024) reveals that the consumption of short-form videos can enhance emotional and psychosocial distress.

Nevertheless, studies shed light on productive aspects of digital communication. According to Haddock et al. (2022), Feng and Tong (2023), and Marciano and Viswanath (2023), social connectedness, networks, and feelings of flourishing can be developed through an active and purposeful use of digital tools by adolescents, which enhances online interaction. These results are consistent with research that indicates that perceived harms due to technology use but not use are associated with wellbeing outcomes (George et al., 2020), and that moderate use actually can have a positive effect on mental health, which is the so-called Goldilocks hypothesis (Przybylski & Weinstein, 2017).

Young people themselves are ambivalent when they consider the overall impact of digital communication on them. Qualitative studies refer to social media as a boon and a burden. Adolescents will have emotional support, identity exploration, and social participation, but they also will experience stress, pressure, and exposure to harmful content (O'Reilly et al., 2018; Popat & Tarrant, 2023; Favotto et al., 2017). This complexity is also extended internationally, where various cultural interpretations of the psychological effects of online communication have been found (Zefack et al., 2024).

These weaknesses are compounded by cyberbullying. Parmar and Dutt (2024) show that online victimization has a profoundly detrimental impact on adolescent wellbeing, which is supported by other available links between adverse digital relationships and mental health challenges (Sadagheyani & Tatari, 2021). Psychosocial strain is also

exacerbated by sleep disturbance and late-night technology use. According to Scott and Woods (2019) and Scott et al (2019), bedtime social media use is a trade-off, where adolescents voluntarily lose sleep, a necessity pillar of wellbeing, to remain online.

### Online Communication, Education, and Student Achievement

The educational effects of the usage of digital media by adolescents are of a similar nature. The recent studies conducted during and after the pandemic point to the restructuring of the learning environment by digital communication. According to Cockerham et al. (2021), the wellbeing and social experiences of students changed significantly with the transition into online learning. The experience-sampling evidence, which is recent and more precise, suggests that the academic impact of digital media will largely rely on how, when, and why adolescents use it, thus highlighting the complex role of multitasking, communication patterns, and platform switching.

The literature on academic performance provides inconclusive findings. There has been a report that the overuse or even uncontrolled use of social media may lead to challenges in concentration, quality of learning, and performance (Anjum et al., 2024). Nevertheless, there are still such issues as mode effects when reading on a screen and reading on paper; screens are likely to decrease the understanding, which affects academic performance in a more digital learning environment. The changing trends of social interaction in adolescents can also have an indirect effect on academic engagement. According to Twenge et al. (2019), the decrease in face-to-face interaction with peers (at least in part due to digital communication) may also lead to loneliness and, consequently, to motivation and academic functioning.

### The Psychosocial and Academic Dimensions

Since psychosocial wellbeing and academic life are closely connected, the influence of digital communication can be most commonly observed in both spheres. The most common effects of the intensive use of digital media (emotional distress, social comparison, and sleep disruption) can be detrimental to academic focus and productivity (Hunt et al., 2018; Lin et al., 2016). On the other hand, academic resilience and academic engagement can be strengthened with the help of positive online experiences that help individuals experience belonging, autonomy, or peer support (Feng & Tong, 2023; Haddock et al., 2022). The evidence from different countries confirms that these relationships are not linear or even homogenous. Teenagers often find themselves in the world of digital spaces with a sense of agency and vulnerability as both empowering and overwhelming (Newland et al., 2018). Attempts to arrive at conclusive conclusions are further complicated by the methodological controversies of measures of so-called screen time (K. Kaye et al., 2020).

Modern studies demand less generalized, more time-specific, and youth-focused methods. The change in the direction of individual-level patterns of effects (Beyens et al., 2024), ecology-based designs (George et al., 2020), and longitudinal or experience-sampling designs (Van den Eijnden et al., 2008) is indicative of a new understanding that the patterns of digital experiences among adolescents are dynamic, place-based, and distinctly relational.

**Table 01**  
**Summary of Reviewed Studies**

Theme	Authors / Year	Focus of Study	Key Findings
<b>Psychosocial Wellbeing &amp; Mental Health</b>	Popat & Tarrant (2023)	Reality-digital identity disjunctions.	Emotional strain is caused by identity mismatch.
	Keles et al. (2020).	Social media & depression/anxiety	The greater the exposure, the greater the internalizing symptoms.

	Parmar & Dutt (2024).	Self-esteem/ mental health and social media activity.	Online interaction determines self-esteem; bad experiences lower wellbeing.
	Holas et al. (2024).	Use of social media, metallization, and wellbeing.	Less metallization in heavy users predicts poor wellbeing.
<b>Social Connectivity, Support &amp; Communication</b>	Haddock et al. (2022).	Communication & belonging	The use of online communication enhances social bonding in a positive form.
	Feng & Tong (2023).	Relational and emotional support.	Social support can be increased in online interactions.
<b>Academic Life, Learning &amp; Performance</b>	Scott & Woods (2019)	Screen use & cognitive functioning	Excessive device use relates to a lack of concentration and sleep.
	Anjum et al. (2024).	Social media & academic performance	Too much involvement interferes with study habits.

### Theoretical Framework

These frameworks provide a multidimensional perspective on the interpretation of the role that adolescents fulfill in using digital platforms, why they do it, and how the process influences emotional, social, and academic performance. Two theoretical approaches, (1) Uses and Gratifications Theory and (2) Social Comparison Theory, can be a meaningful base for understanding the adolescents' experience of digital communication and its effects on psychosocial wellbeing and academic life.

### Uses and Gratifications Theory (UGT)

According to Uses and Gratifications Theory, people are very active selectors of media, and they choose the media to fulfill a particular psychological, social, or practical need. Applied to digital communication of adolescents, UGT contributes to understanding the reasons why teenagers resort to social media, messaging apps, and online communities to connect with others, to get entertained and express themselves, as well as to get academic help and support. As it has been found, teens resort to online platforms to sustain social connections, emotional reassurance, and overcome developmental difficulties, which are typical of the desire to obtain social and psychological fulfillment (Feng & Tong, 2023; Haddock et al., 2022).

The heterogeneity of digital behaviour in adolescents is also successfully described by this theory. Studies have highlighted that digital communication is not going to have a universal effect on all adolescents, but instead, it is going to have different effects depending on the motivations and usage patterns of each adolescent (Beyens et al., 2024; Valkenburg et al., 2022). As an illustration, adolescents who actively connect or study together through digital communication could have better wellbeing and engagement, and adolescents who use platforms compulsively or on a regular basis may be more susceptible to emotional distress (Brand et al., 2024; Keles et al., 2020). UGT thus offers a theoretical framework through which we can view the psychosocial and academic implications of the digital communication experiences of adolescents based on their goals and motivations.

### Social Comparison Theory

Digital communication has emotional and psychological impacts that are explained by Social Comparison Theory in a complementary way. From this point of view, people measure themselves through their skills, beauty, or social status in relation to those of others. Working online increases these comparison dynamics since curated and idealized content are regularly rolled out on social media sites. It has been repeatedly demonstrated that exposure to upward comparison targets, which tend to be widespread with regard to online adolescent spaces, may also increase feelings of inadequacy, anxiety, or the sense of low self-worth (McComb et al., 2023; Glaser et al., 2024; Holas et al., 2024).

Empirical studies associate these comparison-motivated processes with deteriorations in the psychosocial wellbeing of adolescents, such as the augmentation of depressive symptoms, an augmentation in body image worries, and linguistic distress (Fardouly et al., 2015; Lin et al., 2016). Academic activities are also affected by such dynamics since an emotional stressor or fixation on the appearance of online peers may disrupt concentration, motivation, and learning patterns (Anjum et al., 2024; Scott & Woods, 2019). By enlightening on how digital interactions influence the internal appraisal of adolescents, Social Comparison Theory justifies why similar digital interactions can produce varying results among individuals.

The Uses and Gratifications Theory and the Social Comparison Theory provide a powerful approach to the study of the digital experience of communication of adolescents. UGT represents the motives and agency of the digital engagement, and the Social Comparison Theory introduces the psychological processes that turn the digital contents into the emotional and academic outcome. The combination of these two sides allows understanding the dual nature of digital communication in its ability to offer social support and a learning platform, and in its potential to elicit an emotional vulnerability or academic distraction. This holistic framework, therefore, informs the exploration of how adolescents perceive, cope, and are impacted by their online communication space.

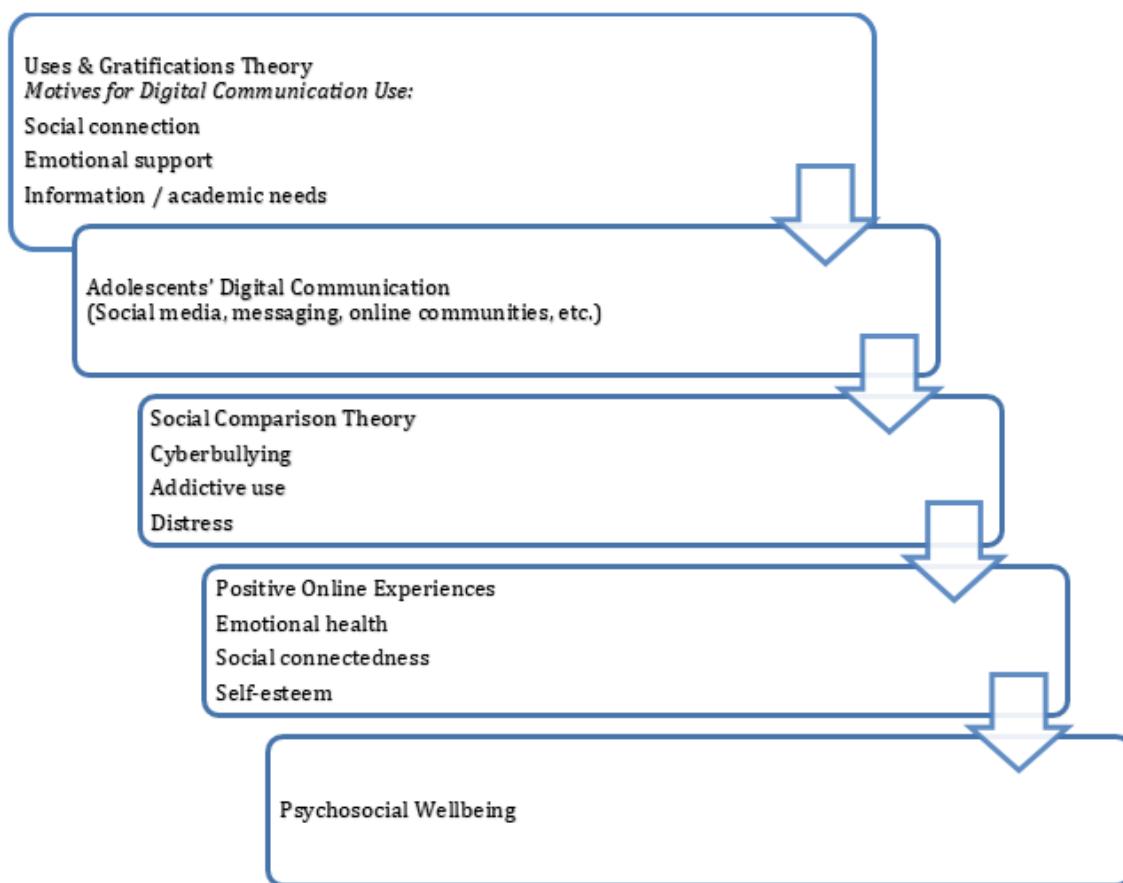


Figure 01: Digital Communication Impact Model

## Material and Methods

To identify the subtle experience of adolescents in relation to their use of digital communication in daily living, the study applied a qualitative research methodology. To address the depth, and personal meaning that the adolescents attributed to the online

interactions, a phenomenological approach was employed. The approach entailed semi-structured with  $n= 11$  adolescent participants who were recruited in various colleges in Lahore, taking into consideration diversity in terms of academic background, social context, and digital patterns of use. The respondents have been chosen following purposive sampling to sample people who are active users of digital communication platforms. Interviews were held in a conversational, but guided format where the respondents were given freedom to narrate their lived experiences, but within the context of the study to cover the major aspects of the study, including psychosocial wellbeing and academic life. The audio-recorded, verbatim transcribed, and thematically analyzed interviews allowed the revealing of a set of common patterns, meanings, and contextual effects in the digital communication experiences of adolescents.

## Results and Discussion

A complex and multifaceted set of experiences with digital communication was found as the result of a thematic analysis of interviews with 11 adolescents. Results were categorized as relating to three central themes, namely the psychosocial wellbeing, academic life, and situational factors influencing digital experiences. The stories of the respondents displayed both the positive and negative sides of the digital interaction, which is the two-sided impact of the Uses and Gratifications Theory and the Social Comparison Theory.

### Psychosocial Wellbeing

Teenagers repeatedly said that digital communication was both a stressor and an emotional support. The possibility of staying socially connected and having their emotional feedback quickly was mentioned by many participants as one of the beneficial aspects.

*"I always chat with my friends online whenever I am down, and it always makes me feel better. Although I may not be able to see them face to face, I feel connected."*

Equally, participants also indicated the beneficial impact of social media on self-expression and exploration of identity:

*"The post will make me feel visible by posting my painting or ideas on Instagram. It is akin to making a portion of me known to the world."*

However, the statistics were also an indication of the strains of social rivalry and internet presence. A number of teenagers testified that they felt inadequate when subjected to filtered online messages:

*"Sometimes I go over the posts of other people and think that I am not doing enough with my life. It makes me anxious."*

*"When I see all the perfect photos of people, I question myself. I have no ability to compare, even when I know it is fake."*

These stories show that they are consistent with the Social Comparison Theory, which asserts that exposure to perfectionized online images can increase emotional susceptibility. The experiences of cyberbullying and unhealthy interactions were also reported by the participants, which additionally affected their psychosocial wellbeing:

*"One of the things that hurt me was this comment. I was unable to forget about it for days."*

## **Academic Life and Learning**

Online communication affected academic experiences both positively and negatively. Some teenagers reported referring to the use of online media to collaborate and provide information on education:

*"I usually communicate with classmates about assignments on WhatsApp. It is simpler than setting face-to-face meetings."*

*"There are YouTube channels that help me learn my subjects in a better way. I can learn at my own pace."*

On the other hand, unmonitored or overuse was said to deter focus, time-handling, and sleeping, which adversely influenced grades:

*"I even spend late nights scrolling Instagram as opposed to studying. Then I am fatigued at school and can never concentrate."*

*"I find it easy to be distracted by the phone ringing with messages. I find it difficult to focus on my studies."*

The digital engagement can be both supportive and disruptive to academically beneficial collaboration and self-directed learning, but, as has been previously demonstrated, multitasking and digital interruptions in learning (Anjum et al., 2024; Scott & Woods, 2019).

## **Environmental and Skill Factors**

The participants stressed that digital interaction outcomes are determined by the type of platform, usage patterns, and the quality of social interactions. Both active communication and meaningful use were related to positive psychosocial and academic impact:

*"I seldom use Instagram to connect with close friends or visit art pages. I do not worry much about it, as I am choosy."*

On the contrary, there were certain negative feelings of passive browsing or compulsive engagement that caused low academic effectiveness:

*"I spend hours scrolling on TikTok without knowing. And then I get nervous and ashamed of spending time."*

The adolescents also said that the norms and expectations of their peers influenced their online behavior:

*"All members of my group post every day. Otherwise, I feel excluded and thus occasionally post when I do not feel like doing it."*

## **Discussion**

The results of this research help to understand the multitier and multifaceted impact of digital communication on the psychosocial wellbeing and the academic experiences of adolescents. In line with the literature, teenagers find digital communication empowering and potentially stressful. The participants were talking about how social connectivity, emotional support, and self-expression are possible with the help of online platforms that underscore Uses and Gratifications Theory, which focuses on purposive involvement of

people with the media so that it could satisfy their psychological and social needs (Feng & Tong, 2023; Haddock et al., 2022; Popat & Tarrant, 2023). As an example, participants emphasized that messaging apps and social media helped them to stay connected with their friends and reduce the experience of loneliness, especially when their physical communication was limited, which is consistent with the previous findings that digital communication has the potential to promote belongingness and subjective wellbeing (George et al., 2020; Cockerham et al., 2021; Marciano & Viswanath, 2023).

Nevertheless, negative emotional impact related to intensive or habitual engagement with digital devices was also reported among adolescents. The participants reported anxiety, self-doubt, and distress caused by continuous social comparison and exposure to idealized online material. These results can be interpreted in the framework of the Social Comparison Theory, according to which people compare themselves to others, and upward comparison can lead to the underestimation of self-esteem and the deterioration of psychological wellbeing (McComb et al., 2023; Holas et al., 2024; Fardouly et al., 2015). One participant mentioned, I believe that the life of the rest of the world is ideal on the internet, and I begin to self-distrust, which is an example of internalizing curated images on the internet and the emotional discomfort related to social comparison. This is in tandem with previous research associating adolescents with depressive symptoms, body dissatisfaction, and increased emotional vulnerability with often using social media (Keles et al., 2020; Burnell et al., 2024; Lin et al., 2016).

The results also highlight the compulsive and addictive nature of online interaction. Many respondents confessed that they spent much time being online, which in many cases came at the cost of sleep or other offline things to do. These habits are related to the previous studies that habitual or excessive social media use may impair a psychosocial health condition and disrupt regular daily operation (Brand et al., 2024; Van den Eijnden et al., 2008; Scott & Woods, 2019). One participant commented, "Although I am aware that I am supposed to fall asleep, I scroll through my feed- I cannot help, which reveals the conflict between the satisfaction of digital nature and wellbeing expenses. These trends are reminiscent of the so-called Goldilocks hypothesis, which argues that a moderate level of engagement can be well-informed by under- or over-involvement (Przybylski & Weinstein, 2017).

Regarding academic implications, both facilitative and disruptive aspects of digital communication were highlighted by the respondents. A number of adolescents reported that online sites were used to learn or study together and to exchange learning materials, which is consistent with research that intentional use of digital technologies can contribute to better academic performance and motivation. Indicatively, when asked about it, one student told me that he usually talks with his friends in response to homework, which makes the material easier to learn. On the other hand, respondents admitted that social media tends to distract them at the expense of studies, reduced attention, and procrastination, which was supported by earlier studies that excessive digital consumption can lead to inability to concentrate, learn better, and sleep, therefore, worsening academic performance (Anjum et al., 2024; Scott & Woods, 2019).

The research positions the role of individual differences and contextual factors as an important mediating force in the effects of digital communication. The experience of the participants was diverse depending on the type of platform, patterns of use, and personal coping patterns, which are associated with heterogeneity of digital effects noted in previous literature (Beyens et al., 2024; Valkenburg et al., 2022; Bottaro & Faraci, 2022). Adolescents with reported purposeful, limited, or socially supportive engagement were more likely to have benefits, and those with compulsive or passive engagement had many negative outcomes. These observations imply that digital literacy, self-regulation, and critical processing of online information interventions can reduce the risks and lead to psychosocial and academic outcomes (Schreurs et al., 2023; K. Kaye et al., 2020).

Moreover, the qualitative descriptions underline the interconnectedness between, on the one hand, psychosocial wellbeing and, on the other hand, academic functioning. Social comparison, emotional strain, cyberbullying, or compulsive online behavior tended to be transferred into academic difficulties, such as diminished concentration, anxiety, and procrastination. On the other hand, positive online interpersonal relationships, including peer support communication or learning, were found to mediate stress and encourage resilience, which confirmed the dual influence of online communication found in the literature (Haddock et al., 2022; Feng & Tong, 2023; Parmar & Dutt, 2024; Wani & Ahmed, 2024).

The results support the idea that digital communication is not necessarily good or bad; its outcome depends on the motive of usage, use patterns, and contextual variables. Teenagers are very active in an online environment, which provides them with both social interaction and social support, at the same time posing emotional difficulties. Strategic methods for maximizing the wellbeing and learning ought to focus thus on moderate, mindful, and conscious understanding of the social comparison processes (O'Reilly et al., 2018; Zefack et al., 2024; Wang, 2024).

## **Conclusion**

This paper provides a two-fold and multifaceted effect of digital communication on the psychosocial wellbeing and academic life of adolescents. Although online forums allow finding contact, social support, and learning together, overuse or passive use may be a source of anxiety, social comparison, sleep disruption, and loss of academic concentration (Anjum et al., 2024; Holas et al., 2024). The youth experiences are more personalized and dependent on the use patterns, the type of platforms, and the personal strategies of coping with it (Beyens et al., 2024; Valkenburg et al., 2022).

The results highlight the importance of interventions that support digital literacy, self-control, and mindfulness to ensure that adolescents take advantage of the positive aspects of digital communication and reduce the risks of this type of communication (Schreurs et al., 2023; Haddock et al., 2022). Teachers, parents, and policymakers need to promote balanced and meaningful online activities that incorporate instructions about healthy screen time, critical thinking about the content, and supportive online communication.

Through responsible, thoughtful use of digital technologies, teens will not only obtain psychosocial and academic success in the digital era but also gain a chance to become resilient in a digital environment.

## **Recommendations**

To conclude on the findings of this study, firstly, educational institutions and policymakers ought to come up with structured digital literacy programs among adolescents. Such programs must be centered on learning how to critically judge online content, how to understand the consequences of social comparison and how to be responsible and intentional in using online platforms. Secondly, parents and Schools should train self-regulation skills, including time management, establishing limitations on screen-time usage, and coping skills to address the pressure of online stress and cyber-bullying and social-comparison pressures. Third, authorities ought to support policies that support safe, healthy, and inclusive online settings among teenagers. This could be in the form of social media regulations, social media awareness about cyberbullying and mental health provisions that are not beamed to the ground. Finally, Future research is suggested to follow the changing trends in digital communication among teenagers especially the longitudinal research which studies the psychosocial and academic long-term effects of the online activities.

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