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Virtual to verdant: Innovative interventions to cultivate positive mental health in social media- addicted school students

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Abstract

Background: Positive mental health is significant for the wellbeing of adolescents. Students in the digital age use smart phones and the internet for long periods of time. The excessive usage of screen time has led to negative mental health and decreased academic performance. Thus, it is crucial to discover innovative strategies to nurture positive mental health and enhance green time among social media-addicted school students. Despite, existing researches have concentrated on the impact of screen time on mental health, there is scope for further enhancement. The prevailing studies have disregarded the impact of screen time on social media-addicted school students and the association between green time and positive mental health.

Aim: Therefore, the proposed study investigates innovative interventions to cultivate positive mental health among social media-addicted school students.

Methods: The study utilizes a qualitative approach as it offers in-depth and detailed information. The data was collected from a total of 150 school students who are addicted to social media. Through the data analysis, the complex dynamics of screen time and the importance of positive mental health are unveiled.

Results: The findings of the study will contribute to detecting the relationship among green time and positive mental health. The outcomes offer innovative interventions that aid in fostering positive mental health and enhancing green time among social media-addicted school students.

Implications: The implications of the study will be beneficial for educators, parents, and academic institutions. The execution of detected strategies will support in reducing the usage of screen time and promoting green time among social media-addicted school students. Finally, this will lead to enhanced positive mental wellbeing among social media-addicted adolescents in the digital age.

Keywords: Innovative interventions, green time, positive mental health, screen time and social media addiction

1. Introduction

1.1 Background of the Study

In this digital age, adolescents are in contact with advanced technologies like smart phones, video games, internet and computer both in school and home and every stage of their lives. School students are utilizing varied social media platforms like Facebook, YouTube and Instagram etc. (Tunc-Aksan & Akbay, 2019) ^[28]. This internet addiction has emerged as a significant sedentary behaviour, especially among children and teenagers in schools around the globe. The prolonged usage of screen has resulted in various negative effect (Pandya & Lodha, 2021). The pervasive usage of digital technologies among adolescents have augmented concerns regarding its effect on adolescents' social and mental well-being (Aşut, Abuduxike, Acar-Vaizoğlu, & Cali, 2019) ^[3], (Dienlin & Johannes, 2020) ^[19].

The higher usage of screen such as mobile phones, computer and television can affect the developing brain and have crucial impact on emotional control, learning and memory, cognitive and motor skills and common well-being (Nagata, Magid, & Gabriel, 2020) ^[22]. Further, it affects the academic performance of students and faces complexities in learning. The prevalent usage of screen revealed the unfavourable cognitive behavioural and physical results (Madigan, Browne, Racine, Mori, & Tough, 2019) ^[19]. The increased screen time usage results in wide range of illnesses such as sleep disruption and increasing obesity rates among teenagers (Mineshita *et al.*, 2021) ^[20]. The extensive use of screen is associated to higher level of depression and anxiety among adolescents (Twenge, 2020).

Additionally, the sedentary behaviour raised due to screen time pose threats like cardiovascular disease risk factors and mental health issues (Ghekiere *et al.*, 2019) ^[11], (Guerrero, Barnes, Chaput, & Tremblay, 2019) ^[12].

In accordance with World Health Organizations (WHO), mental health is regarded as state of wellbeing where individuals can recognize their own capabilities and cope up with common challenges in life. Person with good mental health can contribute to their community is an optimistic way. Positive mental health among school students is crucial for learning, dealing with life challenges and personal growth (Altunkurek & Bebis, 2019) ^[2]. There are various ways that fosters positive mental health among school students. One is Green time that is spending time in nature like playgrounds, parks, garden and woods that enables space for physical activity also (Allison *et al.*, 2019) ^[1]. Residing in more green spaces increases the chances of participating in physical activities. Regular physical activity enhances cognitive growth and reduces negative mental state like anxiety and depression (Mutz, Müller, & Göring, 2019) ^[21].

Additionally, enjoying the advantages of spending time outdoors in the sunlight and engaging in social activities in communal outdoor areas have positive effects on both physical and mental well-being (Camerini, Albanese, Marciano, & Group, 2022) ^[5]. Research has shown that reducing screen time and increasing green time can lead to a decrease in symptoms of depression, anxiety, and feelings of hopelessness. Contribution in outdoor adventures can improve mental health, particularly in teens who spend a lot of time on screens. Having access to green spaces in the community has also been linked to lower levels of screen time (Heikinheimo *et al.*, 2020) ^[13]. Increased screen time and reduce green time is destructive for school students mental wellbeing, on the other hand, increased green time serve as a significant ameliorator of screen time to uplift mental wellbeing in an inevitable high-tech era (Bølling, Niclasen, Bentsen, & Nielsen, 2019) ^[4].

1.2 Problem Statement

In the digital era, there usage of screen time is higher among young individuals. It has been emerged as a new challenge and poses detrimental impact on mental health and overall well-being. Even though, these concerns are widespread, efficient interventions to uplift positive mental health among students are limited. Consequently, there exist a significant pitfalls in research about innovative tactics to foster positive mental health among social-media addicted school students. The research has found that lack of time spent in nature is also pose threat to mental health. It is crucial to overcome these drawbacks and nurture positive mental health and green time among social media addicted school adolescents. The prevailing research (Wilkinson, Low, & Gluckman, 2021) ^[30] has (Cerv, Büssing, & Möller) investigated the screen time and green time among middle school students. The prevailing research has analysed the adverse effect of screen time on the development of children alone. Few researches have ignored the aspect of importance of positive mental health and social media addicted school students. The more comprehensive examination of positive mental health interventions for social media addicted adolescents is regarded in the current study.

1.3 Significance of the Study

Students are young & energetic individuals and can contribute to the development of nation. Though, due to the prevalence of internet and technology few students face struggles in the aspect of mental health, technology addiction and reduced academic performance. Thus, it is significant to research about the negative effects of screen time and tactics to nurture positive mental health among students. The present study addresses the growing problem of excessive screen time usage among school students to make awareness about its adverse effects. Positive mental health is significant as it can enhance the state of calmness, increased focus and well-being This study focuses on developing innovative interventions to help social media-addicted students cultivate positive mental health.

By targeting school students, the study aims to reach a vulnerable population at a critical developmental stage. Adolescence is a time where social media use is ubiquitous, and its impact on mental health can be significant. As the target group is school students, the findings and interventions from this research could have important implications for educational institutions. Schools and educators can implement these interventions to create a healthier digital environment for their students, promoting both academic and emotional well-being. Finally, the study seeks to benefit society via enhancing the emotional well-being of social media addicted adolescents. Through alleviating the detrimental impacts of social media dependency, it can improve the overall well-being of numerous students and their communities.

1.4 Research Questions

The research questions of the current study are stated as follows,

- What are the negative effects of excessive screen time usage among social media-addicted school students?
- Why optimistic mental health is important for social media addicted students?
- How does time spent in nature and positive mental health is associated in students who are habituated to social media?
- What are all the key interventions that nurtures positive mental wellbeing among social media addicted adolescence?
- What are all the most effective methods that reduces extreme screen time and increases outdoor activities across school students addicted to social media?

1.5 Objectives of the Study

The main objective of the research is to explore innovate interventions to promote positive mental health among social media-addicted school students. The key purpose of the proposed research are presented as follows,

- To determine the adverse effects of screen time on social media-addicted school students.
- To explore the significance of positive mental health for social media-addicted school students
- To examine the relationship between green time and positive mental health in students addicted to social media.
- To recognize innovative interventions for fostering positive mental health in adolescence addicted to social media.

- To recommend effective strategies for reducing virtual time and enhancing green time among social media-addicted adolescent school students.

1.6 Paper Organizations

The proposed study is structured in the successive manner. The section 1 outlines the negative impact of screen time and positive mental wellbeing among social media addicted school students. Further, the introduction part covers the background, problem identification, significance, research questions and objectives of the current study. In section 2, the existing researches related the objective of current study will be reviewed. Additionally, the pitfalls in the prevailing researches will be addressed for further enhancement of the current study. The section will deliberate the research methodology of the present study with the aid of wielded data collection, sampling and data analysis techniques. In section 4, the results of the current research will be unveiled and interpreted. The section 5 will discuss and relate the outcomes of prevailing studies and present study. The limitation of the proposed research will be presented in the section 6. Finally, the section 7 will highlight the conclusion, implication and future direction of the current study.

2. Literature Review

2.1 Effects of Screen Time Usage

The prevalence of internet and smartphones has resulted in increased screen time usage among individuals. The engagement in internet and social media can lead to numerous negative consequences on both physical and mental well-being. The adults and school children are majorly affected by the excessive usage of screen time. Thus, the conventional study (Kwok, Leung, Poon, & Fung, 2021) ^[18] has examined the effect of internet gaming and social media on academic performance, quality of life, sleep quality and physical activity among Hong Kong's University students. Further, the research has scrutinized the relationship among sleep and physical activity with academic performance and quality of life. It has been embraced longitudinal research design with 3 month period. The data has been gathered from 15 university students via questionnaires. The outcomes have been detected that smartphone addiction and internet gaming have negative effect on academic performance, Quality of Life, Sleep and Physical activity.

The prevailing study (Aşut *et al.*, 2019) ^[3] has analysed the relationship of internet addiction, screen time and other life style behaviour with obesity among high school students in East college of Northern Cyprus. The research has been based on cross-sectional study. The research has been considered the period of September to October in 2017. The data has been obtained from 469 secondary school students via questionnaire. The results have been identified as 17.2% of respondents were obese and 18.1% of individuals have internet addiction. It has been found that, screen time was significantly related with internet addiction. Eating snacks while watching TV, Self-perceived body weight and having play station in the room have been significantly related with obesity. Further, parental complaints regarding over usage of technology have been recognized as a protective factor against internet addiction.

The preceding research (Guerrero *et al.*, 2019) ^[12] has scrutinized the types of screen time usage and its

relationship with problem behaviours and has examined the mediating role of sleep duration. The study has been wielded cross sectional data in between the period of 2016 and 2018 from the Adolescent Brain Cognitive Development (ABCD) research. The ABCD research has sample size of 11,875 US samples. The analytical outcomes of the study have been revealed that, there exist a positive relationship among time spent in several Screen time types and problematic behaviours. Watching movies and televisions have been related with raise in rule-breaking behaviour, raise in social problems, increase in aggressive behaviour and raise in thought problems. The excessive usage of games have been related with higher somatic concerns, aggressive behaviour and sleep cycle. Moreover, the results have been recognized that, the sleep duration was positively mediated the association among Screen time and problem behaviours. The higher sleep duration have been resulted in decrease in problematic behaviour.

2.2 Significance of Positive Mental Health

Positive mental health is crucial for the well-being and success of school students. It equips them with the tools to navigate life's challenges, manage stress effectively, and maintain an optimistic perspective. Students who prioritize their mental health are better positioned to cultivate meaningful relationships, make well-informed choices, and fully engage in their academic pursuits.

The conventional research (Teixeira *et al.*, 2022) ^[26] has assessed the positive mental health (PMH) and its association with the psychological vulnerability scale (PVS), mental health literacy and socio demographic characteristics. The study has been performed among Portuguese university students with age between 17 and 62. The research has been based on descriptive correlational study. The data has been congregated from 3405 students in between the period of 1 November 2019 and 1 September 2020 via structured questionnaire. The outcomes have been detected that 67.8% of students have higher PMH, 31.6% have moderate PMH and 0.6% of students have low PMH. Further, it has been shows that, male students have higher autonomy and personal satisfaction in PMH related to female students. Students without scholarship have been attained higher PMH. Individuals who were not evacuated from their home have been revealed higher self-control in PMH. Additionally, the outcomes have been recognized as students with higher PMH have lower PVS and higher literacy.

The prevailing research (Kotera & Ting, 2021) ^[17] has discovered the association among positive psychological constructs (well-being, self-compassion, motivation and academic engagement) and mental health. Further, it has measured the relative contribution of every optimistic psychological construct to mental health among Malaysian students. The data has been obtained from 153 Malaysian students. The results have been identified as well-being, self-compassion, motivation and academic engagement were positively related with mental health. These positive psychological constructs have been detected a large proportion of the variance in mental health. Further, the outcomes have been recognized as among all the optimistic physiological constructs self-compassion was the strongest independent predictor of mental health.

The preceding study (Chow & Choi, 2019) ^[7] has scrutinized the mental health, resilience and physical activity status of

junior college students in Hong Kong. The data has been gathered from 116 students via demographic characteristics, the Godin-Shephard Leisure-Time Physical Activity Questionnaire, the Brief Resilience Scale and the Positive Mental Health Scale. The outcomes have been identified that, there exist a moderate optimistic association among mental health and resilience. Further, there exist a low positive association among physical activity and resilience. The outcomes have been detected that resilience, physical activity, male gender and student's registration in a health science discipline were the significant predictors of positive mental health. Additionally, the outcomes have been shown that arts students engage in more physical activity than other discipline students.

2.3 Influence of Green Time on Wellbeing of Students

The prevailing research (Hong, Lee, Jo, & Yoo, 2019) ^[15] has examined the impact of frequent visit and time spent in urban green areas on well-being of urban people. The research has also scrutinized the amount of participants visiting urban green space, their main motivation, and restrictions to visit. The data has been collected from 400 residents of Daejeon City, South Korea. The results have been found that there exist no significant association among frequency of visit and time spent in green space. The outcomes have been identified that, respondents who visited green space within the past two weeks shows higher positive and lower negative mental state than non-visitors irrespective of visit frequency.

Further, it has been revealed that, regular green space visitors shows greater level of life satisfaction. The outcomes have been unveiled that time spent in green space has no significant influence on emotions or life satisfaction levels. It has been showed visiting green time rather than duration of stay has improved well-being. The motivation for visiting green space were walking and lack of urban green spaces are the main constraint for not visiting.

The prior study (Srujo *et al.*, 2019) ^[24] has investigated the association among school oriented greenness measures and mental health of adolescent students in Ontario, Canada. The study has been associated responses of students between the period of 2016 and 2017. The data has been congregated from 6,313 students with age range between 11 and 20 years. The research has been incorporated measures of mental health such as suicide attempt, suicide ideation, self-rated mental health and psychological distress scale. The results have been detected that there exist no significant relationship among mental health and school based greenness.

The traditional research (Holt, Lombard, Best, Smiley-Smith, & Quinn, 2019) ^[14] has analysed the usage of green space among undergraduate university students. It has examined the type and frequency of green space visit that are strongly related with indicators of well-being and health. Further, the study has scrutinized the relationship among characteristics of students and regular green space usage. The data has been collected from 207 undergraduate students in university with plentiful green space access. The results have been unveiled that students who frequently visit green space shows a higher quality of life, lower stress and better overall mood. Further, it has been detected that, passive interactions with green space were not strongly related with well-being and health indicators. The main

barriers for not visiting green space has been included not enough time and not aware of opportunities.

2.4 Research Gap

Even though, the preceding researches have endeavoured to examine the impact of screen time on positive mental health, there exist a possibilities for further advancements.

- For instance, the study (Kwok *et al.*, 2021) ^[18] has been considered limited amount of sample which may lower the reliability in outcomes of the study.
- The study (Holt *et al.*, 2019) ^[14] has been collected data from a certain institution and the study (Kotera & Ting, 2021) ^[17] has focused only on specific geographical location. Thus, it may diminish the generalizability in data collection and results.
- The study (Hong *et al.*, 2019) ^[15] has been embraced quantitative research design that may not reveal the comprehensive opinion and thoughts of respondents.

From this, it is observed that, the research needs development in the aspect of data collection, focus area and research design.

Despite the various attempts of traditional study, it have ignored several significant aspects.

- The study (Aşut *et al.*, 2019) ^[3] has disregarded the negative effect of screen time on social media addicted students.
- In the study (Kotera & Ting, 2021) ^[17], the relationship of green time and positive mental health have been ignored.
- Few studies (Chow & Choi, 2019) ^[7], (Guerrero *et al.*, 2019) ^[12] have not concentrated on interventions to reduce screen time and foster green time and positive mental health among social media addicted school students.

Overall, there are only restricted amount of studies on positive mental health among social media addicted school students. Therefore, there exist a necessity to prioritize focus on these area. The consideration of these limitations can promote the effectiveness of the proposed study. Thus, the present research has examines the innovative interventions to foster positive mental health among social media addicted school students.

3. Research Methodology

3.1 Research Design

The proposed study wields qualitative research approach for congregating and evaluating the data. It is considered as multi-approach as it includes realistic and interpretative method. This technique elucidates the themes and patterns related to research objectives. Qualitative research focuses on data quality rather than quantity. It allows for a thorough investigation of participants' experiences and perspectives. Qualitative research can assist in elucidating the connections and fundamental processes that lead to specific results, which is complex for quantitative methods (Edwards, 2020). Owing to its significant features, the proposed study adopts qualitative research technique. It provides rich insights into the strategies for nurturing positive mental health among social media addicted school students.

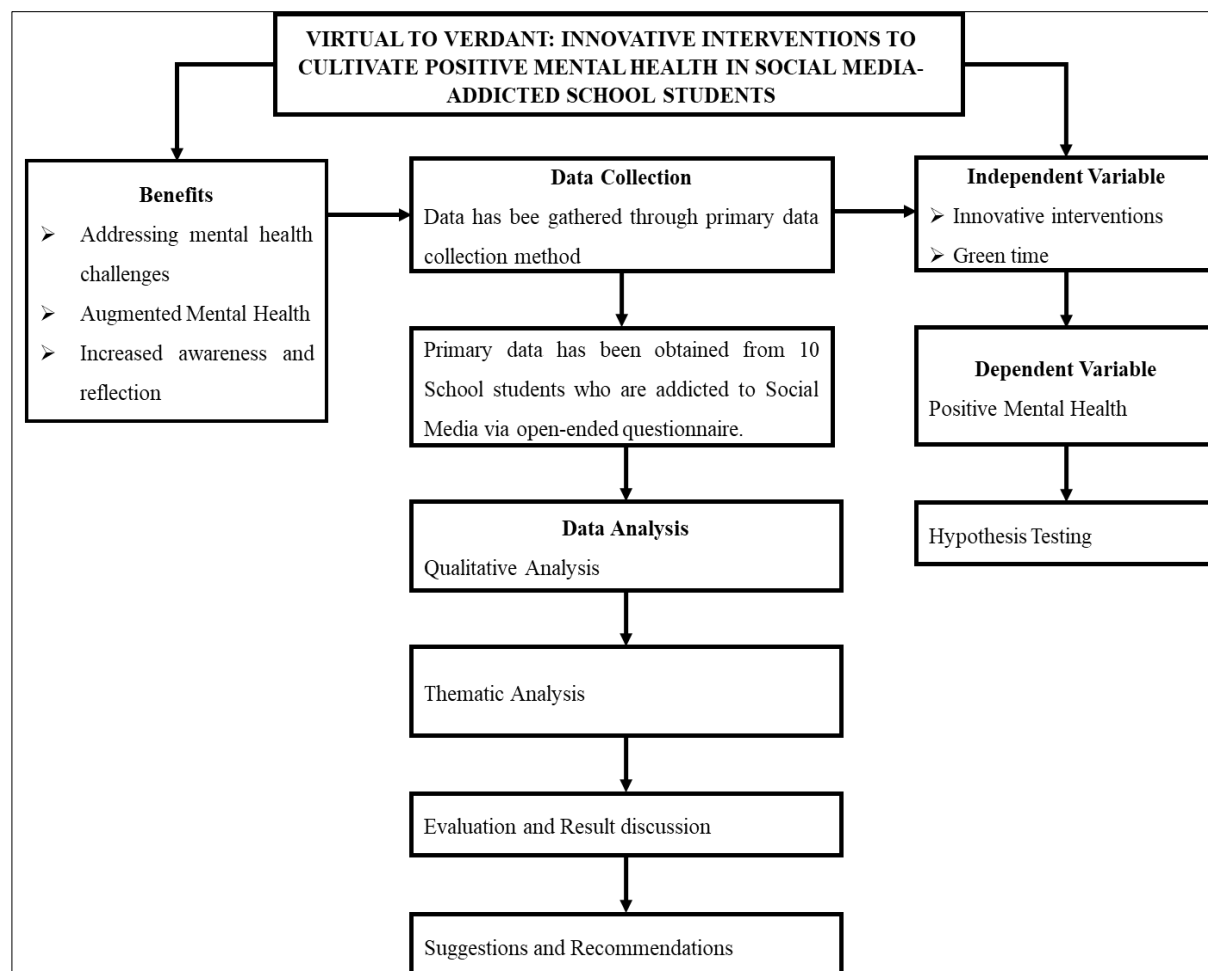


Fig 1: Research Design

3.2 Study Area

The proposed study concentrates on the innovative interventions to cultivate positive mental health among social media addicted school students. The research is conducted among school students who are addicted to social media in Kerala. The survey is performed with the assistance of the researcher. The respondents regarded for the study are within the area of Kerala. It will enhance the significance of research purpose. Further, it also makes the process of data collection easier.

3.3 Sampling Techniques

The sampling approach is significant for collecting certain data from the population instead of focusing on entire populace. For ensuring the reliability of outcomes, it is important to choose right sample size. The current research utilizes judgment sampling technique for choosing samples from the entire population. It is one of the approaches in non-probability sampling techniques. This method permits to select respondents based on the assessment and knowledge of researcher. The process involved in the selection of respondents beneath this technique is expected to offer reliable and precise data for the research (Thomas, 2022) [27].

Moreover, the chief reason for embracing purposive sampling than other approaches is, it follows certain principles in the process of sample selection. The norms in this procedure offers in-depth results. The data underneath this technique is congregated from 10 social media addicted school students in Kerala. The proposed study gathers data

from the volunteer respondents who are willing to participate in this survey. Therefore, it ensures the reliability and validity of the research and its outcomes.

3.4 Research Instruments

The present study yields open-ended questionnaire to congregated responses from the respondents. Questionnaires are regarded as the simplest research tool among several instruments like in-depth interview, direct interview and questionnaire. The main reason for using open-ended questionnaire is, it permits to collect more detailed and nuanced responses from the participants. It enables defendants to freely express their opinion and thoughts, further, it open-ended questionnaire unveils unexpected insights. The data is obtained based on the practice, observation and experience of social media addicted school students about the adverse effects of screen time and importance of positive mental health.

3.5 Data Collection

The proposed research congregates data from the respondents through primary data collection technique. The data gathered through this approach is considered as significant data as it is directly collected from the chosen defendants. Thus, the data derived from primary manner is regarded as reliable, further, it augments the validity and credibility in study outcomes (Taherdoost, 2021). This approach offers control over the selection of sample, questionnaire and data type. It comprehensively reveals the perception of respondents. In accordance with its crucial

features, the present study employs primary data collection method to amass first-hand data from the 10 school students who are habituated to social media via unstructured questionnaire.

3.6 Data Analysis

The proposed study utilizes qualitative analysis. Qualitative method gathers non-numerical data like words, images and sounds. It amasses data through observation and interview about the opinions, attitudes and experiences of defendants. It encompasses the process of collecting, analysing and interpreting the non-numerical information. The information is scrutinized through categorizing the data into valuable insights or sets. Qualitative analysis focuses on the characteristics and frequency of data, further, it provides in-depth examination. The data analysis process undergoes a systematic and rigorous technique to detect key insights, patterns and themes from the congregated data. The proposed study performs thematic analysis upon the gathered data to investigate the innovative interventions for fostering positive mental health among social media school students (Kiger & Varpio, 2020) [16].

For analysing the data, subsequent steps such as data familiarization, initial code generation, theme creation from codes, reviewing themes, defining themes and report writing are executed. In the data coding step, the data are coded manually via assigning initial codes to each responses in accordance with research questions and objectives. The theme creation step, the data are consolidated via detecting significant insights, patterns and themes. Further, the data are amalgamated via recognizing association among patterns and themes. Moreover, the key themes and patterns are detected and analysed the underlying meaning and implications. The final step is data presentation, in this step, the findings are depicted in clear and concise manner. By

following these data analysis steps, the proposed study aims to provide a comprehensive understanding of innovative interventions for cultivating positive mental health in social media-addicted school students.

3.7 Ethical Consideration

The current research adhered several principles before the process of data collection. The primary data are collected via obtaining informed consents from the respondents taken part in the survey. The demographic details such as age, gender, qualification and other personal data are collected from the defendants. The congregated data are strictly for the academic purpose only and will be kept confidential. Moreover, the ethical consideration process verifies the validity and reliability in data collection and outcomes of the study.

4. Results

The current research has regarded the total of 10 students who are addicted to social media as respondents of the study. The demographic data of the contributors are represented in the consequent table.

Table 1: Demographic Details

Factor	Parameter	No. of. Respondents	Percentage (%)
Age	15-16 Years	4	40%
	17-18 Years	5	50%
	Above 18 Years	1	10%
	Total	10	100 %
Gender	Male	5	50%
	Female	5	50%
	Total	10	100 %
Education	11 th Grade	3	30%
	12 th Grade	7	70%
	Total	10	100 %

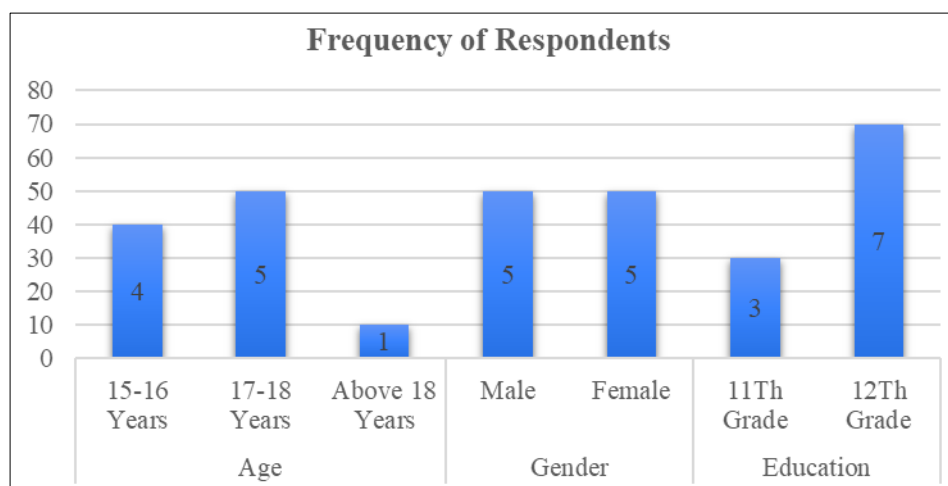


Fig 1: Respondents' Demographic Profile

The table and figure 1 illustrates the demographic data of participants. The count of students with age range 15-16 years is 40. The frequency of respondents with age 17-18 years and above 18 years are 50 and 10 respectively. Majority of respondents are aged between 17 and 18 years. The contribution of these age group students is higher in this survey. The participation of male and female students are equal with count 50 and 50 correspondingly. The count of participants with education 11th grade is 30 further, the total of 70 respondents are with qualification 12th grade. Thus,

Majority of respondents are having educational qualification 12th grade in this survey.

The Adverse Effects of Screen Time on Social Media-Addicted School Students

In today's digital age, screen usage is inevitable, though, excessive usage can lead to various detrimental effects on the physical, mental and social well-being of school students. The present research is performed on 10 social media addicted school students and revealed alarming

insights into the negative consequences of higher screen time usage. For the question regarding the changes students observed due to the excess amount of screen time usage, Majority of the students said yes and agreed that they felt various negative effects.

Loss of Concentration on School Work

The majority of the students surveyed reported that they experienced a significant loss of concentration on their schoolwork due to excessive screen time. This finding is particularly concerning, as it suggests higher screen time can have a direct impact on academic performance. When students are constantly distracted by their phones or social media platforms, they struggle to focus on their studies, leading to a decline in their grades and overall academic achievement.

Decreased Relationship with Family

Another concerning finding from the study is that 8 out of 10 students felt that their relationship with their family had decreased due to higher time spent on screen. This is a critical issue, as family relationships play a crucial role in the emotional and social development of adolescents. When students prioritize using screen over face-to-face interactions with their family members, they miss out on valuable opportunities for bonding, support, and guidance. This can lead to feelings of isolation, loneliness, and a lack of emotional support, which can further exacerbate the negative effects of social media addiction.

Anxiety, Depression, and Negative Emotions

Half of the students surveyed (5 out of 10) expressed that they experienced anxiety, depression, and negative emotions due to excessive screen time. This finding aligns with numerous studies that have linked virtual time use and mental health issues in adolescents. The constant pressure to present a perfect image online, the fear of missing out (FOMO), and the comparison of one's life to the curated lives of others on virtual setting can lead to feelings of inadequacy, low self-esteem, and even depression. Additionally, the blue light emitted by electronic devices can disrupt sleep patterns, further contributing to mental health problems.

Lack of Sleep and Decreased Academic Performance

The students also reported experiencing a lack of sleep and a decrease in academic performance due to excessive screen time. This is a common issue among adolescents who are addicted to social media, as they often stay up late scrolling through their feeds or engaging in online activities. Lack of sleep can lead to fatigue, irritability, and difficulty concentrating during the day, which can further impact academic performance. Additionally, the constant stimulation from social media can make it challenging for students to wind down and fall asleep, leading to a vicious cycle of sleep deprivation and poor academic outcomes.

Themes: The Negative Effects of Screen Time among social media-Addicted Students are Lack of Focus, Decrease in Bond with Families, Anxiety, Depression, Sleep Deprivation, Lowered Academic Performance and Destructive Emotions.

The Significance of Positive Mental Health for Social Media-Addicted School Students

For the question regarding the contribution of positive mental health on daily life, Majority of the students have expressed an optimistic outcomes.

Contribution to Daily Life

The majority of the students surveyed expressed optimistic outcomes regarding the contribution of positive mental health to their daily life. Several respondents reported that maintaining positive mental health increased their relationship with families and friends, allowing them to bond and spend quality time together. This finding is crucial, as strong social connections are essential for emotional support and overall well-being.

Academic Performance and Sleep Routine

The study also revealed that positive mental health can aid in increased academic performance and improved sleep routine. Students who maintained positive mental health reported better focus and concentration during school hours, leading to improved grades and academic outcomes. Additionally, they experienced better sleep quality and duration, which is critical for physical and mental health.

Confidence and Resilience

Few individuals have addressed that positive mental health increases their level of confidence and built resilience among them to face obstacles. This is a vital aspect of mental health, as confidence and resilience enable individuals to cope with challenges and setbacks, leading to a more fulfilling life.

Maintaining positive mental health has a significant effect on the lives of social media-addicted school students. It offers a sense of happiness, fulfilment, and satisfaction, which are essential for overall well-being. Positive mental health can also help students develop coping mechanisms, build resilience, and improve their relationships with others.

Themes: The Positive Mental Health Contributes in Gaining Confidence, Resilience, Augmented Academic Performance, Sleep Routine, Bonding with Families and Friends. Overall Maintaining Positive Mental Have Significant Effect by Offering Sense of Happiness, Fulfilment and Satisfaction among School Students.

The Relationship between Green Time and Positive Mental Health in Students Addicted to social media

The impact of green time on mental health among students who are addicted to social media is crucial in today's digital age. For the question regarding the impact of green time on mental health among students who are addicted to social media, all the individuals have conveyed positive results. The study has found that all the individuals surveyed conveyed positive results regarding the impact of green time on their mental health.

Enhancing Happiness and Calmness

The students have told that incorporating green time into daily routine enhances their happiness and calmness among them. This finding is significant, as happiness and calmness are essential components of positive mental health. The study suggests that spending time in nature can have a profound impact on an individual's emotional well-being, leading to increased happiness and calmness.

Improving Mental Health

The students have stated that green time improves the mental health. This is a critical aspect of the study, as mental health is a vital component of overall well-being. The study suggests that spending time in nature can have a positive impact on mental health, leading to improved mood, reduced anxiety, and enhanced overall well-being.

Reducing Screen Time Usage

The respondents also mentioned that green time has the capacity to reduce screen time usage. This is a significant finding, as excessive screen time is a common issue among students addicted to social media. It reveals that spending time in nature can help individuals reduce their reliance on screens, leading to improved mental health and overall well-being.

Augmenting Real-Time Interaction and Relationships

Additionally, the respondents have addressed the time spent in nature augments real-time interaction and relationships. This is a crucial aspect of the study, as social connections are essential for emotional support and overall well-being. It unveils that spending time in nature can help individuals develop stronger social connections, leading to improved mental health and overall well-being.

All the respondents have mentioned that spending time in nature enhances their mood, productivity and mental clarity. Few respondents have stated that spending time in green space and outdoors can aid in reducing anxiety and fosters positive mind-set.

Themes: Spending Time in Nature Enhances Mood, Calmness, Happiness, Mental Health, Relationship Bonds and Reduces Anxiety. Thus, Green Time is Positively Related with Mental Health among School Students Who Are Habituated to Social Media.

Innovative Interventions for Fostering Positive Mental Health in Adolescence Addicted to Social Media

In this tech age, higher screen time usage has become a growing concern among adolescents, with significant implications for their mental health and well-being. However, there are innovative interventions that can help foster positive mental health in this population. The key is to find a balance between the digital and natural worlds, incorporating activities and experiences that promote resilience, self-awareness, and overall well-being.

Green Time and Nature-Based Retreats

One of the most effective interventions for fostering positive mental health in social media-addicted adolescents is spending time in nature. Studies have shown that exposure to green spaces can reduce stress, improve mood, and enhance cognitive function. Nature-based retreats, such as camping trips or outdoor adventure programs, can provide a much-needed respite from the constant stimulation of social media and digital devices. During these retreats, adolescents can engage in activities like hiking, rock climbing, or kayaking, which not only promote physical fitness but also build confidence, teamwork, and problem-solving skills. Additionally, the peaceful and serene environment of nature can help reduce anxiety and promote mindfulness, allowing adolescents to be present in the moment and appreciate the beauty around them.

Physical Activity and Yoga

Another effective intervention for fostering positive mental health is regular physical activity. Exercise has been shown to reduce symptoms of depression and anxiety, improve mood, and boost self-esteem. Incorporating physical activity into daily routines, such as walking, running, or playing sports, can help adolescents manage stress and maintain a healthy lifestyle.

Yoga, in particular, has gained popularity as a mind-body practice that combines physical postures, breathing exercises, and meditation. Regular yoga practice has been linked to reduced stress and anxiety, improved mood, and enhanced self-awareness. By learning to focus on their breath and body, adolescents can develop coping strategies for managing difficult emotions and promoting overall well-being.

Reading and Counselling

Reading has long been recognized as a powerful tool for personal growth and self-reflection. Encouraging adolescents to read books, particularly those that explore themes of resilience, self-discovery, and mental health, can help them develop a deeper understanding of their own experiences and emotions. Book clubs or reading groups can also provide a supportive community for adolescents to discuss and process what they have read.

In addition to reading, seeking professional counselling or therapy can be a valuable intervention for adolescents struggling with mental health issues related to social media addiction. A trained mental health professional can help adolescents develop coping strategies, process difficult emotions, and work towards achieving their goals. Counselling can also provide a safe and non-judgmental space for adolescents to explore their thoughts and feelings without fear of stigma or judgment.

Peer Support and Community Engagement

Peer support and community engagement are also crucial for fostering positive mental health in social media-addicted adolescents. Encouraging adolescents to participate in extracurricular activities, volunteer work, or community service can help them develop a sense of purpose and belonging. These activities can also provide opportunities for adolescents to build meaningful relationships with peers who share similar values and interests. Peer support groups, such as those offered through school counselling services or community organizations, can also be beneficial for adolescents struggling with social media addiction. These groups provide a safe and supportive environment for adolescents to share their experiences, learn from one another, and develop coping strategies together. Further, the reduced screen time is the major thing that contributes to increasing optimistic mental health among school students.

Themes: Green Time, Physical Activity, Reading Books, Nature Based Retreats are Few Innovative Interventions That Foster Positive Mental State among Social Media Addicted School Students.

5. Discussions

The interpretation of the current research was provided via analysis of the congregated data from participants. The results of the present study has verified that screen time has several negative impact on social media addicted school

students such as reduced academic performance, depression, anxiety, lack of sleep and focus decreased bonding with families and friends. The outcomes have been identified that positive mental health is significant for social media addicted school adolescents. Positive mental health fosters confidence, resilience, increased academic performance, sleep and focus. Further, it has been detected that green time and positive mental health is associated together. Time spent in green space and outdoor activities increase the optimistic mental health among social media-addicted school students. The proposed research has been identified that nature based trips, reading books, spending time in green areas and physical activity are few innovative interventions that nurtures positive mental health among school students who are addicted to social media.

The prior study (Deyo, Wallace, & Kidwell, 2023) ^[8] has examined the impact of excessive screen time on mental health among college students. Additionally, it has analysed the role of green time in reducing negative mental state. The data has been obtained from 372 college students via questionnaire. The results have been detected that higher usage of screen time have significant effect on stress, depression and anxiety. Further, it has been recognized that time spent in outdoor have significantly reduced stress and depression, except anxiety.

Likewise, the current study also examined the adverse effects of screen time on school students addicted to social media. Further, it has analysed the association among positive mental health. The results have been detected that the increased screen time usage have various negative impacts like anxiety, depression and decreased academic performance. Additionally, the outcome has been found that green time contributes in reducing negative effects of mental health among school students.

The conventional study has examined how undergraduate university students use green space. It has investigated the type and frequency of visits to green spaces that are closely linked with indicators of well-being and health. It has been revealed that students who regularly spend time in green spaces experience improved quality of life, reduced stress, and enhanced mood. Similarly, the current research also scrutinized the correlation among green time and positive mental health. The outcomes have been recognized that, green time and positive mental health is associated together and have significant relationship. Further, it has been identified that, time spent in green areas increases the positive mental health, and reduces the negative mental state.

6. Limitations of the Study

The current study has few restrictions in the aspect of sample size which may limit the generalizability in research outcomes. The present study has concentrated solely on social media addicted school students. Further, it has performed only in Kerala. Nevertheless, the interpretation offered in the study will be valuable to promote the positive mental health among social media addicted adolescence.

7. Conclusion

The current study has endeavoured to explore innovative interventions for nurturing positive mental health among social media addicted school students. Through a qualitative research technique using open-ended questionnaires, the study collected in-depth insights from school students who

are addicted to social media. The outcomes of the research emphasized the crucial negative effects of excessive screen time usage on mental health and well-being of school students. Decreased academic performance, social isolation, sleep disruption and increased stress are the negative effect of excessive screen time. The study has unveiled the positive association among green time and positive mental health in social media addicted adolescence. The green time, nature based trips and physical activity were few innovative interventions that can effectively promote positive mental health among school students who are addicted to social media. The parental involvement like monitoring and limiting their children's screen time, digital detox program and mindfulness practice, alternative hobbies like sports and outdoor classes, nature clubs can reduce virtual time and enhance green time among school adults who are addicted to social media.

Additionally, the present study elucidated the research objectives, results and relationship of hypothesis. The forthcoming research can concentrate on role of parental involvement, academic policies and community support in promoting positive mental health. Moreover, the future studies can consider the students with other digital addiction like game and internet, further, it can focus on kids and older people. The current study will be valuable for educators and parents to reduce the screen time among social media addicted school students. Through, the study outcomes, the academic institutions can create novel policies and improve academic settings to foster positive mental health.

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