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"Digital Literacy and Cyber Addiction: Exploring the Path to Responsible Digital Citizenship among Youth in Palakkad District"

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***Abstract*-- Technology is extremely broad and futuristic, and it has largely benefited society, yet it also faced severe challenges and, in particular, among the youth. The research conceptualises digital literacy, which can enable the youth in the Palakkad region to practice responsible digital citizenship and curb cyber addictions. The research examines several areas such as digital literacy, online ethics, knowledge about cyber security and screen time balancing that can enable the youth to utilize digital environments confidently and efficiently. The research targets the individuals within16-30 age groups. The descriptive analytical approach is used and the main data are collected via structured questionnaire used with 110 respondents. The Chi-square test, MANOVA, two-way ANOVA and Friedman tests are statistical tools that were used to analyse variables, including the prevalence and effect of cyber addiction and the effect of digital literacy components. The results highlight the close association between the improvement of digital literacy and alleviation of digital dependency and a beneficial impact on the ethical use of digital behaviour. The research arrives at the conclusion that equipping young people with digital skills is crucial in making informed, responsible, and strong digital citizens that can contribute positively to the digital ecosystem.**

***Keywords*-- Cyber Addiction ,Cyber security Awareness , Digital Literacy, Digital Citizenship, Digital Well-being , Responsible Online Behavior, Screen Time Management.**

I. INTRODUCTION

The rapid integration of digital technologies into daily life has transformed how individuals communicate, learn, and engage with the world. Particularly among youth, the increased accessibility to smart phones, social media platforms, and internet services has resulted in a digital lifestyle that offers both opportunities and risks (Leung & Lee, 2012). While digital platforms enhance learning and connectivity, they also contribute to growing concerns such as cyber addiction—a compulsive use of the internet that disrupts daily functioning and mental well-being (Kuss & Lopez-Fernandez, 2016).

In parallel, the concept of digital citizenship has gained prominence, emphasizing the need for ethical, informed, and responsible engagement in digital spaces (Ribble, 2012). Digital citizenship involves understanding online rights and responsibilities, practicing safe internet use, and respecting others in virtual interactions. These principles are increasingly critical for young people, who are among the most active users of digital media (Mossberger, Tolbert, & McNeal, 2008).

Digital literacy, defined as the ability to access, evaluate, create, and communicate information using digital technologies (Gilster, 1997), serves as a key mediator in addressing both cyber addiction and the cultivation of responsible digital citizenship. It encompasses competencies such as critical thinking, cyber hygiene, screen time regulation, and privacy awareness—all of which are essential in fostering a balanced and secure digital lifestyle (Ng, 2012).

The current research is focused on exploring how digital literacy can help to avoid cyber addiction and foster a good digital citizenship among young people in the Palakkad district. By focusing on the audience of 1630-year-olds, the study aims at gaining insights into the role of digital competencies in affecting the behavioral outcomes in digital contexts and which measures may facilitate a healthier digital culture.

II. LITERATURE REVIEW

Within the modern digital context, scholars have widely discussed the impact of digital literacy on online behavior and addictions in the cyber world, as well as positive responsibilities of digital citizens, primarily in regard to young people. This part summarizes the result of different studies that have provided insight regarding the correlation between these constructs.

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Gilster (1997) was one of the earliest scholars to define *digital literacy*, emphasizing its importance beyond mere technical proficiency. He described it as the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. His foundational work laid the groundwork for future research that recognized digital literacy as essential to modern citizenship.

Building upon this foundation, Ribble (2012) proposed a comprehensive framework of *digital citizenship*, identifying nine elements necessary for ethical digital behavior, including digital communication, literacy, etiquette, and rights and responsibilities. He asserted that cultivating these skills is fundamental for engaging responsibly in the digital world.

Paramjit Singh (2024) explored the *relationship between digital literacy and internet addiction* among senior secondary school students in India. His findings revealed a significant negative correlation—students with higher levels of digital literacy were less likely to display symptoms of internet addiction, supporting the idea that education in digital skills can act as a protective factor.

Similarly, Musallam et al. (2024) investigated *digital citizenship competencies* among graduate students in Jordan. The study found moderate levels of digital citizenship and highlighted gender differences, with male students demonstrating slightly higher competency. The authors emphasized the need for curriculum interventions to enhance responsible digital participation.

In Malaysia, Baboo (2024) developed an assessment instrument based on the Digital Intelligence (DQ) framework to measure media literacy among digital natives. The study confirmed the tool's validity and reliability and stressed the need for targeted media literacy education in school systems to counteract the risks of cyber misuse.

Hamzah et al. (2023) analyzed how *digital communication, digital literacy, and digital safety* influence online behavior. Their research, involving Malaysian university students, found that all three factors were significantly related to responsible online behavior, reinforcing the importance of a comprehensive digital literacy curriculum.

Altawalbeh (2023) assessed the *awareness of digital citizenship* among Jordanian university students. His study found that students in private universities and female students had higher awareness levels than their counterparts. These insights underline the importance of institutional and cultural factors in shaping digital behavior.

In a large-scale study, Connolly and Miller (2022) evaluated the *Digital Citizenship Scale (DCS)* among 1,820 individuals from different countries. Their findings revealed significant effects of nationality and generation on digital citizenship scores, suggesting that cultural and generational contexts heavily influence digital engagement.

Gorog and Udvari (2022) conducted a pilot study among Hungarian economics students to assess *responsible digital citizenship*. Using cluster analysis, they found most students exhibited responsible behavior online, but varying digital habits called for tailored educational strategies.

Yue, Nekmat, and Beta (2019) provided a more sociopolitical lens by exploring how *digital literacy and citizenship* shape online civic participation among youth minorities in Southeast Asia. Their qualitative research demonstrated that digital skills enabled marginalized groups to assert their voices in civic discourse, making a case for digital inclusion and empowerment.

Additionally, Leung and Lee (2012) examined the impact of *internet literacy and internet activities* on academic performance among adolescents. Interestingly, while higher internet literacy was associated with improved academic outcomes, it also correlated with more frequent internet use and increased risk of addiction, especially when the internet was used for leisure rather than learning.

Together, these studies underscore a crucial insight: digital literacy is not only essential for educational and professional success, but also for fostering ethical, healthy, and civic-minded digital behavior. The recurring theme across these studies is that enhanced digital literacy can reduce the risk of cyber addictions and promote responsible digital citizenship—two outcomes that are particularly critical for the youth population in rapidly digitizing societies like India.

III. Research Problem

The high usage of technology in the digital era has altered the way young people communicate, educate and experience the world. As a result of the growing reliance on digital technology and the booming spread of the internet connection, cyber addictions in young people have risen to an alarming extent, affecting adversely their mental well-being, academic functioning and social life. Ignorance of the concept of Responsible Digital Citizenship leads to the adverse consequences of unethical Internet behaviour such as cyber bullying and misinformation. This is a wide-spread issue among the young population of Palakkad. Opportunities and threats of digital management have increased with the growing access to digital devices and the internet.

This problem was exacerbated during and after the COVID-19 pandemic that dramatically expanded the amount of time spent online, in the pursuit of education, communication and leisure activities. The scope of the issue is quite big, with numerous young people needing help with reduring their screen time, digital addiction, and reckless online conduct. That is why it is strongly necessitated to improve the role of digital literacy in enforcing Responsible Digital Citizenship in young people of Palakkad district.

IV. Objectives

1. To evaluate the role of Digital Literacy in enhancing Responsible Digital Citizenship among the young people in Palakkad District.
2. To identify the prevalence of cyber addiction among youth.

The research questions thus formulated are;

How does digital literacy influence responsible digital citizenship among the youth in Palakkad District?

What is the extent and pattern of cyber addiction among the youth in Palakkad District?

V. Methodology

Young people of the age groups 16-30 are targeted by the research. Descriptive analytical approach applies and the primary data are obtained through structured questionnaire administered on 110 respondents. The statistical tools that were used to analyse variables are Chi-square test, MANOVA, two-way ANOVA and Friedman tests. For this purpose, the Statistical Package for Social Science (SPSS-27) is used to process data.

VI. Results And Discussions

The data is analysed by tracking the information through Questionnaire prepared. The Statistical Package for Social Science (SPSS-27) is used to process data. Relevant statistical tools and techniques such as Frequency Table and Multivariate ANOVA were used for analysis and interpretation of the collected data.

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Demographic Profile

Profile	Category	No of Respondents	Percent	Cumulative Per cent
Age	16-20	69	62.7	62.7
	21-25	27	24.5	87.3
	26-30	14	12.7	100.0
	Total	**110**	**100**	
Gender	Male	28	25.5	25.5
	Female	82	74.5	100
	Total	**110**	**100**	
Educational Qualification	HighSchool	3	2.7	2.7
	HigherSecondary	17	15.5	18.2
	Graduation	76	69.1	87.3
	Post-Graduation	9	8.2	95.5
	Others	5	4.5	100
	Total	**110**	**100**	
Occupation	Student	93	84.5	84.5
	Govt.Employee	7	6.4	90.9
	PrivateEmployee	8	7.3	98.2
	Dailywageworker	2	1.8	100
	Total	**110**	**100**	
Area of Residence	Urban	40	36.4	36.4
	Rural	70	63.6	100
	Total	**110**	**100**	

The above table exhibits the profile of 110 sample respondents selected for study. It is observed that the Age wise classification shows that 62.7 per cent fall in the age group of 16-20, 24.5 per cent fall in the age group of 21-25 and 12.7 per cent fall in the age group of 26-30. Gender wise classification shows male constitutes 25.5 per cent and female constitutes 74.5 per cent. And the Educational background shows that most of the respondents are graduated showing 69.1 per cent, 2.7 per cent constitutes those who have completed their High School education, 15.5 per cent constitutes those who have completed their Higher Secondary education, 8.2 per cent constitutes those who have completed their Post-Graduation and 4.5 percent belongs to Others category (B.Ed. and Professional courses). Analysing occupation of respondents, it shows that 84.5 per cent are students, 6.4 per cent are Govt. Employees, 7.3 per cent are Private Employees and 1.8 per cent Daily wage workers. As of going through the Area of Residence 36.4 per cent youth respondents reside in Urban area and 63.6 per cent in Rural area.

Role Of Digital Literacy To Foster Digital Relationship

There are different components of Digital Literacy such as Digital Citizen Identity, Screen Time Management, Cyberbullying Management, Cyber security management, Digital Empathy, Safe Digital Footprints, Critical thinking and Privacy management that play a vital role in fostering Responsible Digital Citizenship. The respondents were asked to rate score of five (5) if they strongly agree with the statements related to each factor and score of one (1) if they strongly disagree with the statements related to each factor.

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To explain the possible variations in the mean score of these factors the variables Age, Educational background, and Awareness of basic cyber security practices are considered. Here three variables are taken together by expecting that the variables are more significant if taken together rather than considering them separately.

MANOVA is used to test the following hypothesis:

H0: There is no significant variation in the mean scores obtained for the set of variables describing the role of the components of Digital Literacy in fostering Responsible Digital Citizenship.

H1: There is significant variation in the mean scores obtained for the set of variables describing the role of the components of Digital Literacy in fostering Responsible Digital Citizenship.

Manova – General Linear Model

Multivariate Tests

Effect		**Value**	**F**	**Hypothesis df**	**Error df**	**Sig.**
Age	Pillai'sTrace	1.082	6.772	24.000	288.000	**<0.001*** **
	Wilks'Trace	0.014	38.097	24.000	273.230	**<0.001*** **
	Hotelling's Trace	63.139	243.786	24.000	278.000	**<0.001*** **
	Roy'sLargest Root	63.032	756.387[b]	8.000	96.000	**<0.001*** **
Educational Background	Pillai'sTrace	0.310	1.020	32.000	388.000	0.440
	Wilks'Trace	0.719	1.020	32.000	348.250	0.441
	Hotelling's Trace	0.352	1.019	32.000	370.000	0.443
	Roy'sLargest Root	0.173	2.098[b]	8.000	97.000	**0.043***
Awarenessof Basic Cyber security Practices	Pillai'sTrace	0.216	1.439	16.000	190.000	0.127
	Wilks'Trace	0.795	1.430[c]	16.000	188.000	0.131
	Hotelling's Trace	0.245	1.421	16.000	186.000	0.135
	Roy'sLargest Root	0.158	1.873[b]	8.000	95.000	0.073

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Tests of Between-Subjects Effects						
Source	**Dependentvariable**	**Type I Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Model	DigitalCitizenIdentity	1986.786[a]	9	220.754	565.374	**<0.001*** **
	Screen Time Management	1566.588[b]	9	174.065	328.907	**<0.001*** **
	Cyberbullying Management	1813.098[c]	9	201.455	334.971	**<0.001*** **
	Cyber security Management	1807.012[d]	9	200.779	328.411	**<0.001*** **
	DigitalEmpathy	1744.322[e]	9	193.814	288.220	**<0.001*** **
	SafeDigitalFootprints	1903.244[f]	9	211.472	340.778	**<0.001*** **
	CriticalThinking	1817.431[g]	9	201.937	304.917	**<0.001*** **
	PrivacyManagement	1807.947[h]	9	200.883	323.625	**<0.001*** **
Age	DigitalCitizenIdentity	1982.114	3	660.705	1692.135	**<0.001*** **
	Screen Time Management	1558.024	3	519.341	981.325	**<0.001*** **
	Cyberbullying Management	1803.393	3	601.131	999.535	**<0.001*** **
	Cyber security Management	1797.317	3	599.106	979.948	**<0.001*** **
	DigitalEmpathy	1734.793	3	578.264	859.936	**<0.001*** **
	SafeDigitalFootprints	1894.663	3	631.554	1017.725	**<0.001*** **
	CriticalThinking	1812.644	3	604.215	912.342	**<0.001*** **
	PrivacyManagement	1802.113	3	600.704	967.743	**<0.001*** **
Educational Background	DigitalCitizenIdentity	0.972	4	0.243	0.623	0.648
	Screen Time Management	5.774	4	1.443	2.727	**0.033***
	Cyberbullying Management	4.496	4	1.124	1.869	0.122

Estimated Marginal Mean Of Grand Mean

DependentVariable	Mean	Std. Error	95%Confidence Interval	
			LowerBound	UpperBound
Digital Citizen Identity	**4.267**	0.143	3.983	4.551
Screen Time Management	3.845	0.167	3.515	4.176
Cyber bullying Management	4.165	0.178	3.812	4.517
Cyber security Management	4.096	0.179	3.74	4.451
Digital Empathy	3.835	0.188	3.462	4.207
Safe Digital Footprints	4.143	0.18	3.785	4.501
Critical Thinking	**4.227**	0.186	3.858	4.597
Privacy Management	4.109	0.18	3.751	4.467

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Estimated Marginal Mean Of Age

DependentVariable	Age	Mean	Std. Error	95%Confidence Interval	
				LowerBound	UpperBound
Digital Citizen Identity	16-20	4.194	0.152	3.893	4.496
	21-25	4.1	0.169	3.765	4.435
	26-30	**4.507**	0.223	4.065	4.948
Screen Time Management	16-20	3.792	0.177	3.441	4.143
	21-25	3.674	0.197	3.284	4.064
	26-30	**4.071**	0.259	3.557	4.585
Cyber bullying Management	16-20	4.112	0.189	3.738	4.486
	21-25	4.057	0.21	3.641	4.473
	26-30	**4.325**	0.276	3.777	4.873
Cyber security Management	16-20	4.042	0.19	3.665	4.42
	21-25	**4.137**	0.211	3.718	4.557
	26-30	4.107	0.278	3.555	4.659
Digital Empathy	16-20	3.789	0.199	3.393	4.185
	21-25	**3.891**	0.222	3.451	4.331
	26-30	3.824	0.292	3.245	4.403
Safe Digital Footprints	16-20	4.056	0.192	3.676	4.436
	21-25	4.135	0.213	3.712	4.557
	26-30	**4.239**	0.281	3.682	4.796
Critical Thinking	16-20	4.243	0.198	3.851	4.636
	21-25	4.047	0.22	3.61	4.483
	26-30	**4.392**	0.29	3.817	4.967
Privacy Management	16-20	**4.176**	0.192	3.796	4.557
	21-25	4.073	0.213	3.651	4.496
	26-30	4.077	0.281	3.52	4.634

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Estimated Marginal Mean Of Educational Background

Dependent Variable	Educational Background	Mean	Std. Error	95%Confidence Interval	
				Lower Bound	Upper Bound
Digital Citizen Identity	High school	4.305	0.383	3.544	5.065
	Higher secondary	4.116	0.169	3.78	4.451
	Graduation	4.263	0.126	4.014	4.512
	Post-Graduation	4.165	0.244	3.68	4.649
	Others	4.487	0.307	3.879	5.096
ScreenTime Management	Highschool	4.176	0.446	3.291	5.061
	Higher secondary	3.39	0.197	2.999	3.78
	Graduation	3.827	0.146	3.537	4.118
	Post-Graduation	3.494	0.284	2.93	4.058
	Others	**4.340**	0.357	3.632	5.049
Cyber bullying Management	Highschool	4.662	0.476	3.718	5.605
	Higher secondary	3.853	0.21	3.436	4.269
	Graduation	4.134	0.156	3.824	4.443
	Post-Graduation	3.676	0.303	3.074	4.277
	Others	4.5	0.381	3.744	5.255
Cyber security Management	Highschool	4.682	0.479	3.731	5.634
	Higher secondary	3.872	0.212	3.452	4.292
	Graduation	4.112	0.157	3.8	4.424
	Post-Graduation	3.6	0.306	2.994	4.206
	Others	4.211	0.384	3.45	4.973
Digital Empathy	Highschool	4.181	0.503	3.183	5.178
	Higher secondary	3.711	0.222	3.271	4.151
	Graduation	3.977	0.165	3.649	4.304
	Post-Graduation	3.258	0.321	2.622	3.893
	Others	4.047	0.403	3.249	4.846

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Estimated Marginalmean Of Awareness Of Basic Cyber Security Practices

Dependent Variable	AwarenessofBasic Cyber Security Practices	Mean	Std. Error	95%Confidence Interval	
				LowerBound	UpperBound
Digital Citizen Identity	Fullyaware	**4.553**	.140	4.275	4.831
	Partiallyaware	4.178	.125	3.931	4.425
	Unaware	4.070	.288	3.499	4.642
ScreenTime Management	Fullyaware	4.090	.163	3.766	4.414
	Partiallyaware	3.762	.145	3.474	4.050
	Unaware	3.684	.335	3.019	4.350
Cyberbullying Management	Fullyaware	**4.443**	.174	4.098	4.789
	Partiallyaware	3.974	.155	3.667	4.281
	Unaware	4.077	.358	3.368	4.787
Cyber security Management	Fullyaware	**4.402**	.176	4.054	4.750
	Partiallyaware	3.901	.156	3.592	4.211
	Unaware	3.983	.361	3.268	4.699
Digital Empathy	Fullyaware	**4.179**	.184	3.814	4.545
	Partiallyaware	3.799	.164	3.475	4.123
	Unaware	3.526	.378	2.776	4.276
SafeDigital Footprints	Fullyaware	4.377	.177	4.027	4.728
	Partiallyaware	3.984	.157	3.672	4.296
	Unaware	4.068	.363	3.347	4.788
Critical Thinking	Fullyaware	4.358	.183	3.996	4.720
	Partiallyaware	4.065	.162	3.743	4.387
	Unaware	4.259	.375	3.514	5.003
Privacy Management	Fullyaware	4.309	.177	3.958	4.660
	Partiallyaware	4.072	.157	3.760	4.383
	Unaware	3.946	.363	3.226	4.667

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The estimated marginal mean and MANOVA table indicate the mean scores of the variable related to the role of the components of Digital Literacy in fostering Responsible Digital Citizenship with respect to Age, Educational background, Awareness of basic cyber security Practices vary over eight factors namely Digital Citizen Identity, Screen Time Management, Cyberbullying management, Cyber security management, Digital Empathy, Safe Digital Footprints, Critical Thinking and Privacy management. By analysing the role of the components of Digital Literacy in fostering Responsible Digital Citizenship of the respondents on all factors, it is observed from the Output of MANOVA model after taking all the variables as a bundle, Digital Citizen Identity factor and Critical Thinking factor are the components of Digital Literacy which contribute most in fostering Responsible Digital Citizenship. (Grand mean 4.267 and 4.227)

Based on Age wise classification it reveals that age group 26-30 agrees strongly with the component factor Digital Citizen Identity in fostering responsible Digital Citizenship as they are having the highest mean score (mean value 4.507). In case of Screen Time Management component factor, age group 26-30 strongly agrees that this can contribute in fostering responsible Digital Citizenship as they are having the highest mean value (4.071). In case of Cyberbullying management factor also, age group 26-30 agrees strongly that this component factor can help in fostering Responsible Digital Citizenship as they are having the highest mean score (mean value 4.325). In case of Cyber security management factor, age group 21-25 agrees strongly that this component factor help in fostering Responsible Digital Citizenship as they are having the highest mean value (4.137).In case of Digital Empathy factor, age group 21-25 agrees strongly that this factor component can contribute in fostering Responsible Digital Citizenship as they are having the highest mean score (mean value 3.891)..In case of Safe Digital Footprints factor, age group 26-30 agrees strongly that this factor component help in fostering Responsible Digital Citizenship as they are having the highest mean score (mean value 4.239). In case of Critical Thinking factor, age group 26-30 agrees strongly that this factor component can contribute in fostering Responsible Digital Citizenship as they are having the highest mean score (mean value 4.392). In case of Privacy Management factor, age group 16-20 agrees strongly that this factor component can help in fostering Responsible Digital Citizenship as they are having the highest mean score (mean value 4.176).

In case of Screen Time management with respect to the Educational background the group others (Those who are pursuing B.Ed. and professional courses like CA, ACCA, CMA) strongly agrees that this factor component can contribute in fostering responsible digital citizenship as they are having the highest mean score (mean value 4.340). In case of Digital Citizen Identity, Cyberbullying Management, Cyber security management and Digital Empathy component factors with respect to the Awareness of Basic Cyber security Practices, the Fully Aware category respondents strongly agrees that these factor components can contribute in fostering responsible digital citizenship as they are having the highest mean score (mean value 4.553) in the Digital Citizen Identity, (mean value 4.443) in the Cyberbullying management, (mean value 4.402) in the cyber security management and (mean value 4.179) in the Digital Empathy for them. The statistical significance of the variation confirms this. Moreover, MANOVA characterized by powerful Pillai's Trace Test is significant at 5 per cent level of significance ($p=0.000<0.05$). Moreover the MANOVA characterized by powerful Roy's Largest Root Test is significant at 5 per cent level of significance ($p=0.043<0.05$). Similarly, Test of Between-Subjects statistics based on Age wise classification reveals that all the variables related to their role in fostering Responsible Digital Citizenship are significant at 5 per cent level ($p=.000<0.05$).

Similarly, Test of Between-Subjects statistics based on Educational Background classification reveals that the variable Screen Time Management is significant at 5 percent level ($p=0.033<0.05$). Based on Awareness of Cyber security practices classification, it reveals that the variables Digital Citizen Identity ($p=0.011<0.05$), Cyberbullying Management ($p=0.016<0.05$), Cyber security Management ($p=0.010<0.05$) and Digital Empathy ($p=0.041<0.05$) are significant at 5 per cent level. In addition to this, Test of Between – subjects statistics based on Educational Background classification reveals that all other variables except Screen Time Management are not significant at 5 per cent level ($p>0.05$) with corresponding F values (0.623, 1.869, 1.528, 1.893, 1.981, 1.043, 1.703).In addition to this, Test of Between- subjects statistics based on Awareness of Basic Cyber security Practices classification reveals that all other variables except the four variables mentioned in the above paragraph are not significant at 5 per cent level ($p>0.05$) with corresponding F values (2.637, 2.951, 1.529, 1.293). Moreover the MANOVA characterized by powerful Roy's Largest Root Test is significant at 5 per cent level of significance ($p=0.008<0.05$).

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VII. Prevalence Of Cyber Addiction

In order to know about the prevalence of Cyber Addiction among Youth in Palakkad District, the respondents are asked whether have they experienced or observed any signs of cyber addiction among Youth in their surroundings.

Prevalence Of Cyber Addiction Among Youth

Profile	Category	Noof Respondents	Percent	Cumulative per cent
Have you experienced or observed any signs of cyber addiction among Youth in your surroundings?	Yes	88	80.0	80.0
	No	22	20.0	100
	Total	**110**	**100**	

The above table shows that out of 110 sample respondents, 80 percent youth respondents agree that they have experienced or observed signs of Cyber addiction among youth where as 20percent respondents not. Majority of the respondents agree that Youth in their surroundings or they themselves have experienced Cyber Addiction.

Friedman test on Cyber Addiction symptoms chosen by the Youth

Friedman test is used to know if there is any significant difference in different Cyber Addiction symptoms chosen by the Youth respondents.

H0: There is no significant difference between the responses on different Cyber Addiction symptoms relevant to respondents.

H1: There is significant difference between the responses on different Cyber Addiction symptoms relevant to respondents.

CYBERADDICTIONSYMPTOMS	MEAN RANK	RANK
Spending Excessive hours online, venwhen unnecessary.	3.56	5
Using Digital Devices as a primary way to relieve stress or escape problems.	3.35	4
Feeling anxious or irritable when not using digital services.	2.89	3
Neglecting responsibilities due to time spent on the Internet.	2.67	2
Difficulty in controlling the urge to use the internet or play online games.	**2.53**	**1**

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Test Statistics On Cyber Addiction Symptoms Relevant To Respondents

N	110
Chi-Square	48.139
Df	4
Asymp.Sig.	**< .001*** **

Chi-square statistics shows the value of 48.139 which has a significant difference of < .001(p< .05). Hence the null hypothesis is rejected. This indicates that there is a significant difference in the cyber addiction symptoms with its relevant to Youth respondents. The lowest mean is considered as most relevant Cyber Addiction symptom, here it is Difficulty in controlling the urge to use the internet or play online games having mean rank of 2.53.

VIII. Impact Of Cyber Addiction On Physical Health

The impact of Cyber Addiction on Physical Health is analysed by using Two Way ANOVA based on Gender and Occupation .

Hypothesis is stated as:

H0: There is no significant variation in the mean score obtained in the Impact of Cyber Addiction on Physical Health based on Gender and Occupation.

H1: There is significant variation in the mean score obtained in the Impact of Cyber Addiction on Physical Health based on Gender and Occupation**.**

Source	**TypeISum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Model	1021.279[a]	5	204.256	226.886	**<.001*** **
Gender	1019.237	2	509.618	566.082	**<.001*** **
Occupation	2.042	3	.681	.756	.521
Error	94.527	105	.900		
Total	1115.806	110			

Two Way ANOVA is used to test the mean variation of the scores obtained for the Impact of Cyber Addiction on Physical Health with respect to Gender and Occupation of Youth respondents. It is found that Gender wise variation of mean score is statistically significant at 5 per cent (value of F-566.082, Df-2 with p<0.05). Hence the null hypothesis (H0) is rejected. In case of Occupation wise classification, variations of the mean score is found to be insignificant (value of F-.756, Df-3 with p>0.05). Hence the null hypothesis (H0) is not rejected. As per tables there is a significant difference between Genders as to the Impact of Cyber Addiction on Physical Health, but among Occupation there is no significant difference as to the Impact of Cyber Addiction on Physical Health.

Therefore, it may be concluded that the Youth respondents belonging to Female Category having a better level of awareness with respect to the impact of Cyber Addiction on Physical health

IX. Conclusion

The study has discussed how digital literacy is vital in reducing the dangers of cyber addiction and in boosting responsible digital citizenship in young people. The results show the complicated nature of the relationship between digital skills, online behaviour and the well-being. The main reasons that lead to cyber addiction, including the inability to recognize the amount of time spent on the screen and the desire to seek social approval, were described.

Moreover, the research found the significance of such digital literacy aspects as critical thinking and digital citizen identity in supporting reliable online behavior. The awareness of gender differences and effects of cyber addiction identifies the necessity of specific interventions. The chapter points out the need to have a multi-facet formula, which includes educational programs, mass media campaigns, parenting and the smart usage of technology. It is possible to make young people safer and more responsible in the digital world by promoting digital literacy, giving people the ability to self-regulate their online behaviors, and incorporating the root causes of the desire to spend too much time online. Further studies and policies must focus on cooperation among teachers, psychological specialists, and technologists in order to create multidimensional approaches to issues that could adequately respond to the challenges of the digital era.

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