



PURPOSES OF SOCIAL MEDIA USAGE AMONG CBSE AFFILIATED SECONDARY SCHOOL STUDENTS THROUGH DIFFERENT PLATFORMS

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ABSTRACT: *We are in an era of rapid technological advancements, with social media significantly influencing teenagers. Young people are increasingly connected to online platforms, providing a wealth of ideas and opportunities. Educational institutions like CBSE and ICSE have integrated technology into their systems, enhancing student access to resources. Successful technology integration must be routine and accessible to help students achieve their goals. Social media facilitates interaction and information exchange, and the COVID-19 pandemic further accelerated the shift to online learning, making it essential for reaching learners.*

Social media significantly impacts education for secondary school students, affecting general knowledge, study habits, and mental health. It offers easy access via smartphones, tablets, and laptops. The term "social media" refers to platforms where students interact and share information, including Facebook, YouTube, Telegram, Instagram, and WhatsApp.

Social media significantly impacts today's adolescent culture. Surveys reveal that 90% of adolescents aged 13 to 17 use social media, with 51% visiting daily and 75% having an active presence (Pew Research Centre, 2022). Two-thirds of adolescents own internet-accessible mobile devices, spending nearly nine hours online each day, excluding homework (American Academy of Child and Adolescent Psychiatry, 2018). A UN study shows that India and China house 39% of the 830 million young internet users worldwide (The Economic Times, 2017). From 2000 to 2015, mobile subscriptions grew tenfold from 738 million to over 7 billion, with internet usage rising from 6% to 43% of the global population (UNICEF, 2015).

This paper examines social media usage among 9th-grade students at Jnanasagara Central CBSE School in Shivamogga, Karnataka. The study involved 47 students, with 27 males and 20 females. Findings indicate that female students used social media more than males for various purposes, although males & females showed equal usage in areas like Shopping & Music/Dance. And found that YouTube is the most utilised platform compared to the other platforms, which were taken for the study.

KEYWORDS: *Social media, Usage for different purposes, Secondary School Students.*

I. INTRODUCTION:

In today's globalized world, education plays a crucial role in societal and national progress, particularly with technology integration (Hsieh, 2020; Lytras et al., 2020). Key technologies include learning management systems, video-assisted learning, gamification (Fitriyanti et al., 2023; Tan et al., 2023; Zainudin et al., 2023), immersive technologies, blockchain (Samala et al., 2024), artificial intelligence (Samala et al., 2024), microlearning (Samala et al., 2023), and social media (Fortuna et al., 2023; Prasetya et al., 2023).

Social media has transformed education by enhancing collaboration (Abad-Segura et al., 2020; Tomczyk, 2021), but further research is necessary to assess its impact (Aichner et al., 2021; Sanwal et al., 2023). During the COVID-19 pandemic, it became essential for online learning, aiding digital transformation (Ghosh et al., 2023). With 60.6% of the global population using social media, it is a vital communication and information-sharing platform (Kemp, 2023; Sanwal et al., 2023).

Social media is a valuable tool for educational institutions, enhancing online teaching and learning. It facilitates the exchange of information in text, audio, and video formats, utilising Web 2.0 technology. Platforms like Facebook, Twitter, WhatsApp, YouTube, and LinkedIn play a crucial role in this transition, impacting lifestyles and reaching millions quickly. The advancement of technology has shifted mass communication to many-to-many networks, influencing behaviours, especially among youth aged 13 to 19, and affecting aspects of daily life such as food choices, fashion, and relationships. While important in both urban and rural areas, social media usage is generally higher in urban settings due to better resource access.

SixDegrees.com was the first social media platform, followed by Friendster, LinkedIn, and later Facebook and YouTube. Today, the most popular platforms among students are Facebook, Twitter, Instagram, and WhatsApp. In Nigeria, many students spend 2 to 3 hours daily on these platforms, often neglecting their educational and career goals.

Adolescent culture today is significantly shaped by social media. Surveys show that 90% of adolescents aged 13 to 17 have used social media, with 51% visiting these sites daily and 75% maintaining an active profile (Pew Research Centre, 2022). Two-thirds of adolescents own mobile devices with internet access and spend nearly nine hours online each day, not including homework time (American Academy of Child and Adolescent Psychiatry, 2018). A UN study reveals that India and China together account for 39% of the 830 million young internet users globally (The Economic Times, 2017). In the past 15 years, mobile-cellular subscriptions surged from 738 million in 2000 to over 7 billion in 2015, while internet penetration rose from 6% to 43% of the world's population (UNICEF, 2015).

II. NEED AND SIGNIFICANCE OF THE STUDY:

The focus of this study is on the use and importance of social media in academic development among students, particularly in blended learning. Teachers must continuously update their knowledge through information and communication technology (ICT) and incorporate these into their daily teaching practices.

They hold a crucial responsibility in preparing individuals who will shape the future of our society in the digital era. In the past, accessing knowledge primarily involved written materials such as books, magazines, and newspapers. However, with the rise of digital content, information can now be accessed from anywhere in the world at a low cost. In the twenty-first century, educational practices have become increasingly integrated with ICT, starting as early as primary education.

Integrating social media into education marks a significant shift in knowledge access and sharing. Platforms like YouTube, X (formerly Twitter), Instagram, LinkedIn, and TikTok have evolved from personal communication and entertainment to tools that facilitate discussions, resource sharing, and achievement showcase among educators and students (Lipschultz, 2020; Carpenter et al., 2021). This integration transcends higher education, extending to primary and secondary levels, where educators use these platforms for interactive assignments and virtual communities. Social media offers various educational benefits, such as fostering connections, collaborative knowledge sharing, and enabling content creation. Potential applications include live Q&A sessions, virtual field trips, and collaborative projects that relate coursework to real-world scenarios (Černá & Borkovcová, 2023; Hamadi et al., 2021). However, challenges like online safety, digital literacy, and potential distractions require a careful approach. Despite the common use of these platforms, there is a lack of research on their educational integration, underscoring the need for more studies in this area. This research seeks to fill that gap by exploring the trends, challenges, and opportunities of social media in education, with preliminary findings suggesting benefits like increased motivation and enhanced student engagement (Manca, 2020).

The internet has become a dynamic and powerful medium for distributing educational resources. As the role of teachers evolves, there have been significant changes in the methods used for accessing and communicating information and knowledge. The National Policy on Education 2020 emphasizes the importance of technology-oriented education. Social media is an important tool for producing and disseminating knowledge and aligns with the needs of various learning groups. To effectively utilize these resources, teachers must be actively involved in creating and sharing valuable materials. They need to have a deep understanding of how to access open content, which includes freely accessible and openly licensed texts, media, and other digital assets that are useful for teaching and learning purposes. Additionally, it is essential for parents to be engaged in this process and to support teachers by ensuring that these resources are used positively and effectively during school hours as well as at home.

The present study intends to identify the different purposes of social media platforms by the students of the CBSE-affiliated schools. Though the use of social media is banned in the school routine as well as in off-school hours, except for academic purposes, the study tries to throw light on the usage for different purposes.

III. REVIEW OF RELATED LITERATURE:

A study shows that while young people feel more connected through social media, they are increasingly critical of its impact. Rising mental health issues have sparked calls for better online safety. According to the Pew Research Centre of America (Simply known as Pew), 74% of U.S. teens aged 13 to 17 feel connected to friends via social media, and 63% use it for creativity. However, only 52% feel accepted during tough times, down from 67% in 2022. Parents view social media as a significant threat,

with 44% citing it as the top negative influence, compared to only 22% of teens. Concerns about its negative effects have risen, with 48% of teens reporting negativity, up from 32% in 2022. As a result, 44% have reduced their social media usage (**Eve Upton-Clark,2025**). This study explored the impact of social media usage and study habits on the academic performance of students at MSU-Balo-i Community High School during the 2023-2024 academic year. A survey of 300 participants from Grades 7, 10, 11, and 12 focused on Facebook users and examined social media usage, health impacts, and study habits like time management. While students rated their study habits positively, many were concerned about social media's negative effects on their studies. The findings suggest that study habits did not mediate the relationship between social media use and academic performance, highlighting the need for addressing students' perceptions of social media. Future efforts should encourage balanced usage and effective study practices for better academic success (**Hafisha L. Manga Cop et.al, 2024**). The increasing use of social media has significantly impacted society, with both positive and negative effects. During the COVID-19 pandemic, the influence of social media on adolescents became a key topic, given its role in their critical development stage. This study examines the mental health effects of social media on 53 high school students, including 33 females and 20 males, aged 13 to 19. The findings contribute to discussions on the complex relationship between social media and mental health. (**Srishti Mishra,2024**). This study revealed that the extensive use of social media in higher education marketing has attracted significant research interest, but this research remains fragmented. This study aims to (1) systematically analyze existing empirical studies on social media in higher education marketing and (2) propose a comprehensive research agenda for the field. Utilizing the SPAR-4-SLR protocol and the TCCM framework, we review 51 articles from journals ranked B or above in the ABDC Journal Quality List. The literature review identifies five key areas of social media use in higher education marketing: student engagement, university branding, enrolment decision-making, relationship management, and strategic marketing. This study provides a comprehensive overview by examining theoretical foundations, research contexts, relevant variables, and methodologies from the reviewed literature (**Sanjay Krishnaprathap Pawar, 2024**). A survey study to understand and analyse the use of social media as an online modern tool to enhance secondary school students' academic performance. Particularly, their study involved 7.776 secondary teachers out of whom 385 were randomly chosen. Based on their results, the use of social media platforms such as Facebook, Twitter, WhatsApp, and YouTube positively affected students' academic performances. Finally, both students and teachers regarded social media platforms as a significant interactive forum for learning and teaching activities (**Olowo et al. 2020**). The study examined the effect of audio-visual social media instruction on learning outcomes in reading comprehension. Their study followed a quasi-experimental research design. The involved students were randomly selected from four senior secondary schools in Gambia. They were divided into two instructional groups, an experimental group and a control group. The findings showed that the use of social media positively affected students as they showed improved interest, performed better, and showcased higher retention rates in reading comprehension. Finally, according to the overall results, it can be concluded that social media tools with audio-visual properties can enhance the teaching process and improve learning outcomes (**Olagbaju and Popoola,2020**)

IV. OBJECTIVES OF THE PRESENT STUDY:

- 1) To study the purposes of Social Media utilised by 9th standard Students of the Secondary CBSE School.

Based on the main objective, the following sub-objectives are framed:

- i. To evaluate the purpose of Emails through Social Media used by the male & female students
- ii. To evaluate the purpose of Academic use (Assignments) through Social Media used by the male & female students
- iii. To evaluate the purpose of using Games through Social Media used by the male & female students
- iv. To evaluate the purpose of Shopping through Social Media used by the male & female students
- v. To evaluate the purpose of New/Personal knowledge enhancement through Social Media used by the male & female students
- vi. To evaluate the purpose of Music/Dance through Social Media used by the male & female students
- vii. To evaluate the purpose of Blogs /Influencer through Social Media used by the male & female students
- viii. To evaluate the purpose of Chatting through Social Media used by the male & female students
- ix. To evaluate the purpose of Online Courses through Social Media used by the male & female students
- x. To evaluate the purpose of Communication through Social Media used by the male & female students
- xi. To evaluate the purpose of Other purposes through Social Media used by the male & female students

V. HYPOTHESES OF THE STUDY:

- 1) There is no significant difference between the levels of purpose of Social Media utilised by 9th standard students of the Secondary CBSE School.

Based on the main hypothesis, the following hypotheses are framed:

- i. There is no significant difference between the male and female students' purpose of Emails through Social Media used by the male & female students
- ii. There is no significant difference between the male and female students' purpose of Academic Use (Assignments) through Social Media used by the male & female students
- iii. There is no significant difference between the male and female students' purpose of using Games through Social Media used by the male & female students
- iv. There is no significant difference between the male and female students' purpose of Shopping through Social Media used by the male & female students
- v. There is no significant difference between the male and female students' purpose of New/Personal knowledge enhancement through Social Media used by the male & female students
- vi. There is no significant difference between the male and female students' purpose of Music/Dance through Social Media used by the male & female students
- vii. There is no significant difference between the male and female students' purpose of Blogs /Influencer through Social Media used by the male & female students
- viii. There is no significant difference between the male and female students' purpose of Chatting through Social Media used by the male & female students
- ix. There is no significant difference between the male and female students' purpose of Online Courses through Social Media used by the male & female students

- x. There is no significant difference between the male and female students' purpose of Communication through Social Media used by the male & female students
- xi. There is no significant difference between the male and female students' purpose of Other purposes through Social Media used by the male & female students

VI. METHODOLOGY: The researcher employed the descriptive survey method.

VII. POPULATION: The population of the study was the 9th standard students belonging to CBSE schools of Shivamogga city

VIII. SAMPLE: The study's representative sample included 47 students from Jnanasagara Central CBSE School, Shivamogga, Karnataka State, India.

The researcher used the simple random sampling technique.

Boys	Girls	Total
27	20	47

IX. TOOL USED: In the study, the researcher constructed and validated the following tool.

“ Utilisation of Social Media among Secondary School Students *inventory for the collection of data*”.

X. STATISTICAL TECHNIQUE: The data is analysed by using the statistical technique of percentage analysis.

XI. ANALYSIS OF DATA:

The data has been analysed descriptively by using percentage analysis, objective-wise & hypothesis-wise.

Objective - 01: To evaluate the purpose of Emails through Social Media used by the male & female students.

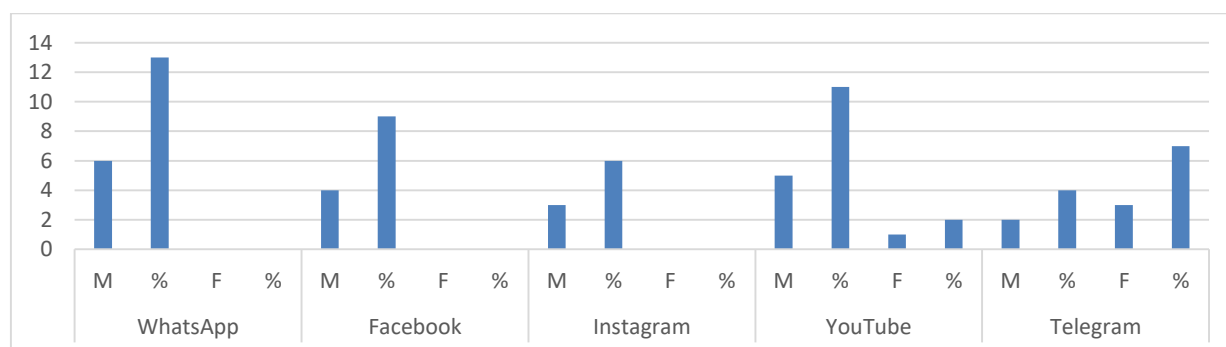
Hypothesis- 01: There is no significant difference between the male and female students' purpose of Emails through Social Media used by the male & female students.

TABLE -01: Students' utilised purpose for Social Media through Emails

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
6	13	-	-	4	9	-	-	3	6	-	-	5	11	1	2	2	4	3	7

The data has been analysed by using percentage analysis. It has been found from Table -01 that there is a high utilisation of Social Media through WhatsApp & YouTube for Emails by the students compared to the other type of Social Media platforms. The table depicts overall high usage of WhatsApp & YouTube (13%) compared to Facebook (09%), Instagram (06%), & Telegram (11%).

Figure – 01: Students' utilised purpose for Social Media through Emails



When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through WhatsApp & YouTube platforms for Emails.

Objective - 02: To evaluate the purpose of Academic use (Assignments) through Social Media used by the male & female students

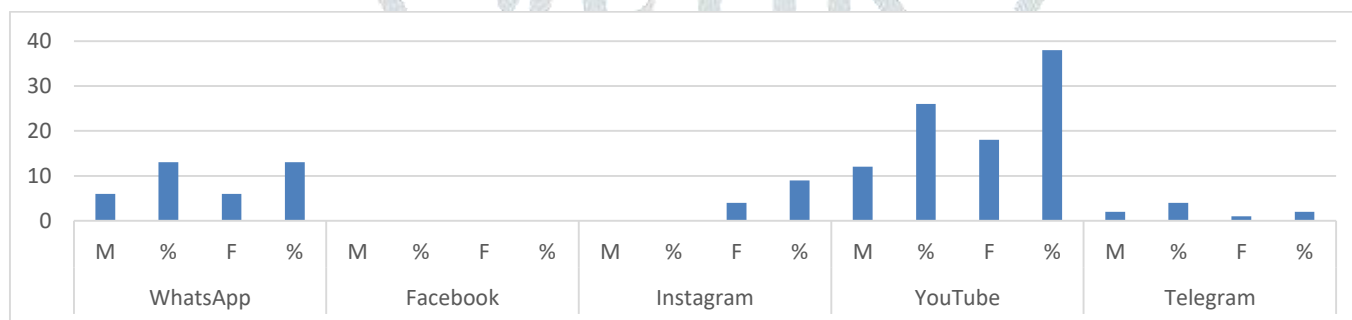
Hypothesis- 02: There is no significant difference between the male and female students' purpose of Academic Use (Assignments) through Social Media used by the male & female students

TABLE -02:Students' utilised purpose for Social Media through Academic Use (Assignments)

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
6	13	6	13	-	-	-	-	-	-	4	9	12	26	18	38	2	4	1	2

The data has been analysed by using percentage analysis. It has been found from Table -02 that there is a high utilisation of Social Media through YouTube for Academic Use by the students compared to the other types of Social Media platforms. The table depicts overall high usage of YouTube (64%) compared to WhatsApp (26%), Facebook (0%), Instagram (09%), & Telegram (06%).

Figure – 02:Students' utilised purpose for Social Media through Academic Use (Assignments)



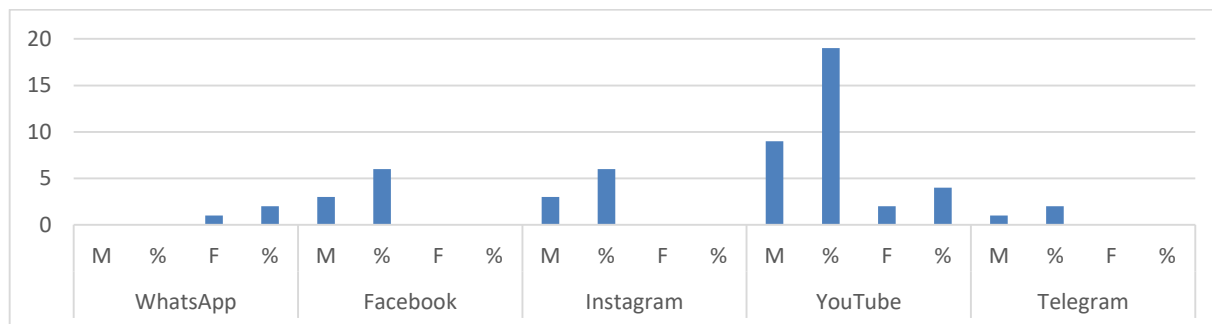
When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the YouTube platform for Academic Use (Assignments). **Objective - 03:** To evaluate the purpose of using Games through Social Media used by the male & female students

Hypothesis- 03: There is no significant difference between the male and female students' purpose of using Games through Social Media used by the male & female students

TABLE -03:Students' utilised purpose for Social Media through Games

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
0	0	1	2	3	6	0	0	3	6	0	0	9	19	2	4	1	2	0	0

The data has been analysed by using percentage analysis. It has been found from Table -03 that there is a high utilisation of Social Media through YouTube for Games by the students compared to the other types of Social Media platforms. The table depicts overall high usage of YouTube (23%) compared to WhatsApp (02%), Facebook (06%), Instagram (06%), & Telegram (02%).

Figure – 03: Students' utilised purpose for Social Media through Games

When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the YouTube platform for Games.

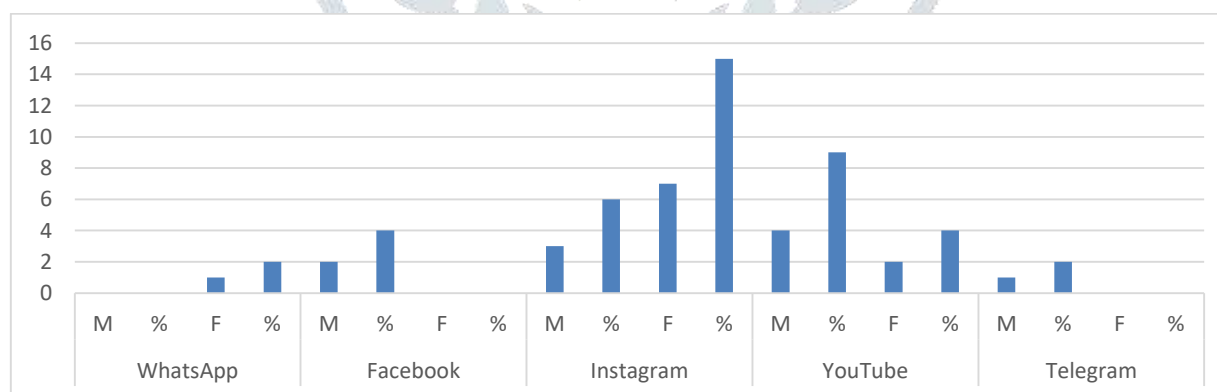
Objective - 04: To evaluate the purpose of Shopping through Social Media used by the male & female students

Hypothesis- 04: There is no significant difference between the male and female students' purpose of Shopping through Social Media used by the male & female students

TABLE -04: Students' utilised purpose for Social Media through Shopping

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
0	0	1	2	2	4	0	0	3	6	7	15	4	9	2	4	1	2	0	0

The data has been analysed by using percentage analysis. It has been found from Table -04 that there is a high utilisation of Social Media through Instagram for Shopping by the students compared to the other types of Social Media platforms. The table depicts overall high usage of Instagram (21%) compared to WhatsApp (02%), Facebook (04%), YouTube (13%), & Telegram (02%).

Figure 04: Students' utilised purpose for Social Media through Shopping

When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the Instagram platform for Shopping.

Objective - 05: To evaluate the purpose of New/Personal knowledge enhancement through Social Media used by the male & female students

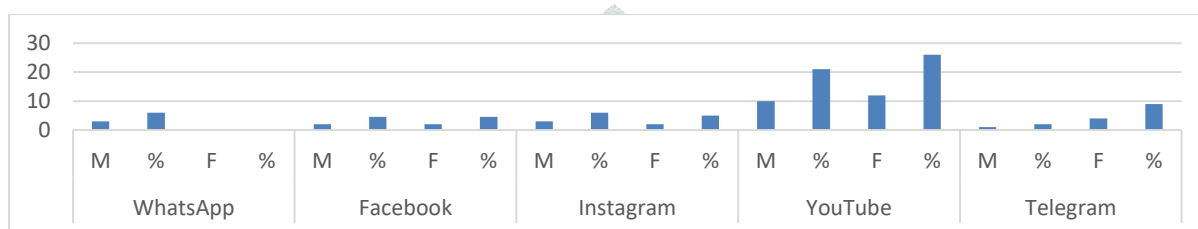
Hypothesis- 05: There is no significant difference between the male and female students' purpose of New/Personal knowledge enhancement through Social Media used by the male & female students

TABLE -05: Students' utilised purpose for Social Media through New/Personal knowledge enhancement

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
3	6	0	0	2	4.5	2	4.5	3	6	2	5	10	21	12	26	1	2	4	9

The data has been analysed by using percentage analysis. It has been found from Table -05 that there is a high utilisation of Social Media through YouTube for New/Personal knowledge by the students compared to the other types of Social Media platforms. The table depicts overall high usage of YouTube (47%) compared to WhatsApp (06%), Facebook (09%), Instagram (11%) & Telegram (11%).

Figure 05: Students' utilised purpose for Social Media through New/Personal knowledge enhancement



When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the YouTube platform for New/Personal knowledge.

Objective - 06: To evaluate the purpose of Music/Dance through Social Media used by the male & female students

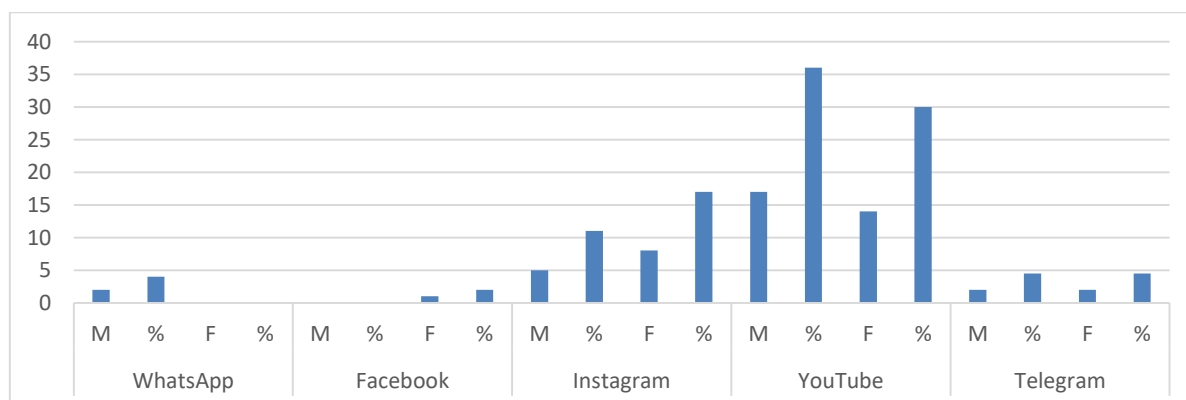
Hypothesis- 06: There is no significant difference between the male and female students' purpose of Music/Dance through Social Media used by the male & female students

TABLE -06: Students' utilised purpose for Social Media through Music/Dance

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
2	4	0	0	0	0	1	2	5	11	8	17	17	36	14	30	2	4.5	2	4.5

The data has been analysed by using percentage analysis. It has been found from Table -06 that there is a high utilisation of Social Media through YouTube for Music/Dance by the students compared to the other types of Social Media platforms. The table depicts overall high usage of YouTube (66%) compared to WhatsApp (04%), Facebook (02%), Instagram (28%), & Telegram (09%).

Figure 06: Students' utilised purpose for Social Media through Music/Dance



When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the YouTube platform for Music/Dance.

Objective - 07: To evaluate the purpose of Blogs /Influencer through Social Media used by the male & female students

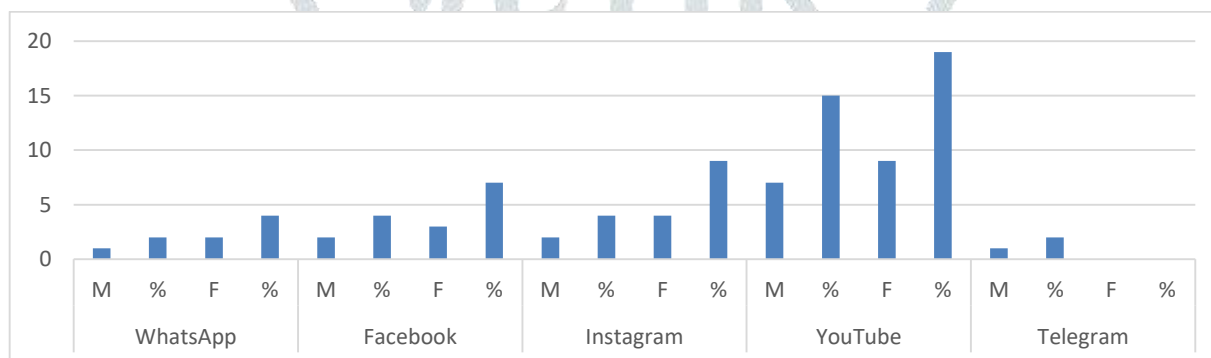
Hypothesis- 07: There is no significant difference between the male and female students' purpose of Blogs /Influencer through Social Media used by the male & female students

TABLE -07: Students' utilised purpose for Social Media through Blogs /Influencer

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
1	2	2	4	2	4	3	7	2	4	4	9	7	15	9	19	1	2	0	0

The data has been analysed by using percentage analysis. It has been found from Table -07 that there is a high utilisation of Social Media through YouTube for Blogs /Influencer by the students compared to the other types of Social Media platforms. The table depicts overall high usage of YouTube (34%) compared to WhatsApp (06%), Facebook (11%), Instagram (13%) & Telegram (02%).

Figure 07: Students' utilised purpose for Social Media through Blogs /Influence



When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the YouTube platform for Blogs /Influencer.

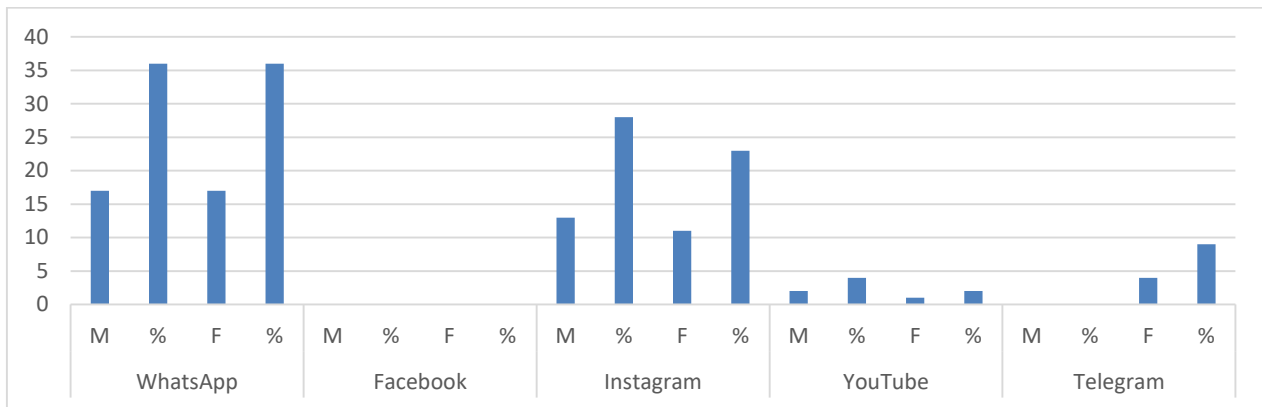
Objective - 08: To evaluate the purpose of Chatting through Social Media used by the male & female students

Hypothesis- 08: There is no significant difference between the male and female students' purpose of Chatting through Social Media used by the male & female students

TABLE -08:Students' utilised purpose for Social Media through Chatting

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
17	36	17	36	0	0	0	0	13	28	11	23	2	4	1	2	0	0	4	9

The data has been analysed by using percentage analysis. It has been found from Table -08 that there is a high utilisation of Social Media through WhatsApp for Chatting by the students compared to the other types of Social Media platforms. The table depicts overall high usage of WhatsApp (72%) compared to Facebook (0%), Instagram (51%), YouTube (06%) & Telegram (09%).

Figure 08: Students' utilised purpose for Social Media through Chatting

When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the WhatsApp platform for Chatting.

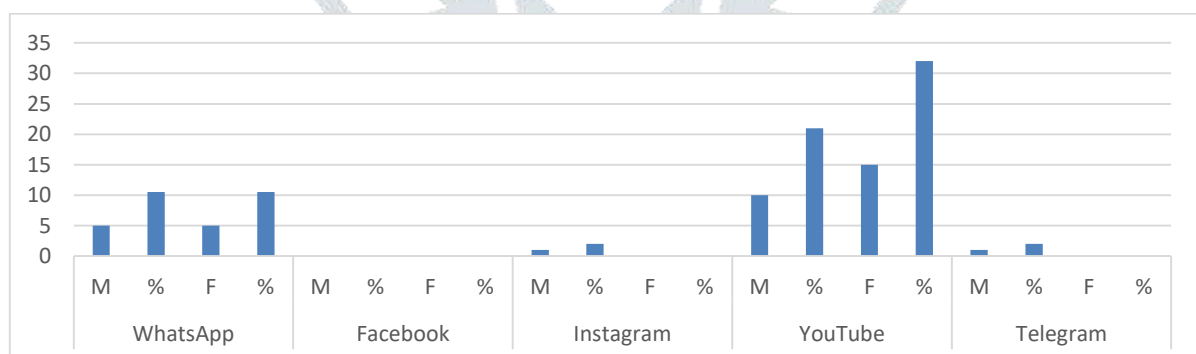
Objective - 09: There is no significant difference between the male and female students' purpose of Online Courses through Social Media used by the male & female students

Hypothesis- 09: There is no significant difference between the male and female students' purpose of Online Courses through Social Media used by the male & female students

TABLE -09: Students' utilised purpose for Social Media through Online Courses

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
5	10.5	5	10.5	0	0	0	0	1	2	0	0	10	21	15	32	1	2	0	0

The data has been analysed by using percentage analysis. It has been found from Table -09 that there is a high utilisation of Social Media through YouTube for Online Courses by the students compared to the other types of Social Media platforms. The table depicts overall high usage of YouTube (53%) compared to WhatsApp (11 %), Facebook (0%), Instagram (02%) & Telegram (02%)

Figure 09: Students' utilised purpose for Social Media through Online Course

When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the YouTube platform for Online Courses.

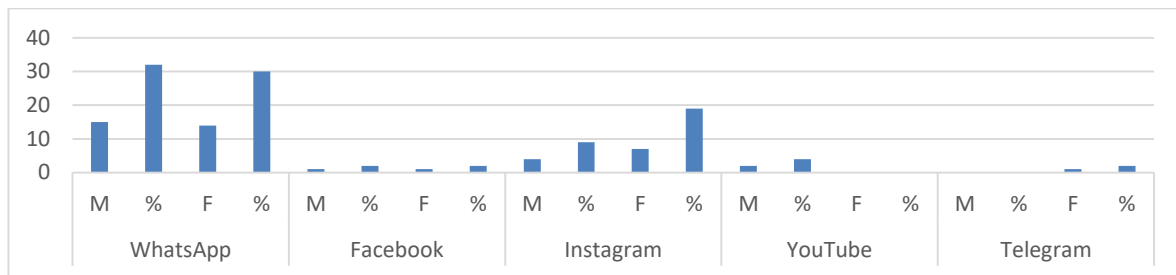
Objective - 10: To evaluate the purpose of Communication through Social Media used by the male & female students

Hypothesis- 10: There is no significant difference between the male and female students' purpose of Communication through Social Media used by the male & female students

TABLE -10:Students' utilised purpose for Social Media through Communication

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
15	32	14	30	1	2	1	2	4	9	7	19	2	4	0	0	0	0	1	2

The data has been analysed by using percentage analysis. It has been found from Table -10 that there is a high utilisation of Social Media through WhatsApp for Communication by the students compared to the other types of Social Media platforms. The table depicts overall high usage of WhatsApp (62%) compared to Facebook (04%), Instagram (28%), YouTube (04) & Telegram (02%).

Figure 10: Students' utilised purpose for Social Media through Communication

When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the WhatsApp platform for Communication.

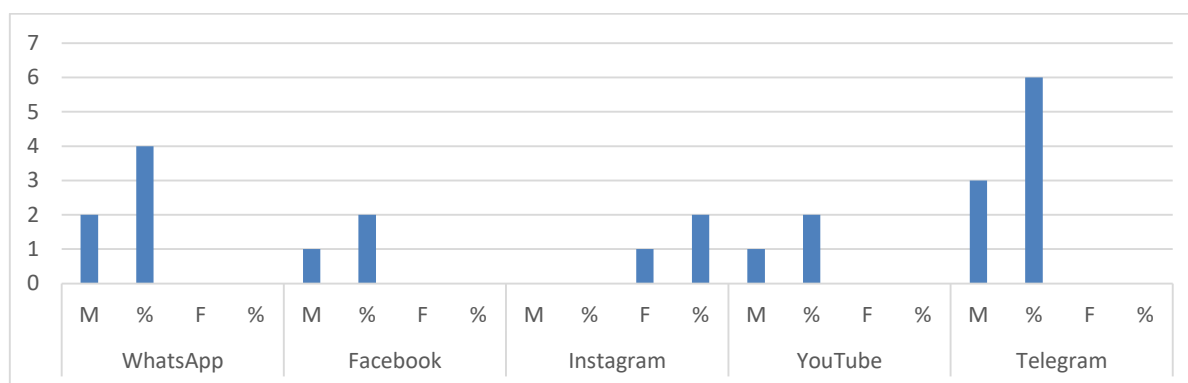
Objective - 11: To evaluate the purpose of Other purposes through Social Media used by the male & female students

Hypothesis- 11: There is no significant difference between the male and female students' purpose of Other purposes through Social Media used by the male & female students

TABLE -11:Students' utilised purpose for Social Media through Other purposes

WhatsApp				Facebook				Instagram				YouTube				Telegram			
M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
2	4	0	0	1	2	0	0	0	0	1	2	1	2	0	0	3	6	0	0

The data has been analysed by using percentage analysis. It has been found from Table -11 that there is a high utilisation of Social Media through Telegram for Other purposes by the students compared to the other types of Social Media platforms. The table depicts overall high usage of Telegram (06%) compared to WhatsApp (04%) , Facebook (02%), Instagram (02%) & YouTube (02).

Figure – 11: Students' utilised purpose for Social Media through Other purposes

When descriptively analysed, the above graph depicts that there is a comparatively high utilisation of Social Media through the Telegram platform for Other purposes.

XII. FINDINGS OF THE STUDY:

The study found that there is a high utilisation of Social Media through YouTube platforms, compared to the other types of platforms, as per the study conducted of CBSE school students. Except for these, the following are the respective findings of the present study.

1. There are a lot of utilisations of the Social Media platforms by male students for Emails, Games and Other purposes compared to the female students.
2. There are a lot of utilisations of the Social Media platforms by female students for Academic Use, New/Personal Knowledge, Blogs/influencer, Chatting, Online Courses & communication compared to the male students.
3. There are equal utilisations of the Social Media platforms by male & female students for the purposes of Shopping & Music/Dance.
4. There are a lot of utilisations of the YouTube platform for Emails, Academic Use, Games, New/Personal Knowledge, Music/Dance, Blogs/Influencer, & Online courses.
5. There are a lot of utilisations of the WhatsApp platform for Emails, Chatting, and Communication.
6. There is much utilisation of the YouTube platform among the studied, compared to the other platforms like WhatsApp, Instagram, Telegram & Facebook.
7. There is a utilisation of the Instagram platform only for Shopping.
8. There is a utilisation of the Telegram platform only for Other purposes.
9. There is a utilisation of YouTube & WhatsApp platforms only for Emails.

XIII. CONCLUSION:

Upon reviewing the overall findings, it was observed that students are significantly using YouTube for several needs compared to a less amount than WhatsApp & for a few purposes through Instagram & Telegram. This indicates that secondary students are effectively utilising social media across various platforms among them, female students are more utilising than the males for different purposes. Though there is a restriction on social media use on this age group, it is a wonder that students are dependent on social media for their academic & other purposes. A study thrown light on awareness & utilisation of social media for various purposes due to its availability. A study conducted by Hafisha L. Manga Cop et.al (2024)

found that social media usage, health impacts, and study habits & time management will affect their academic achievements instantly. However, the present study clearly shows that social media is used for purposes other than the study purpose. Therefore, both educational departments and institutions need to develop guidelines for the appropriate use of social media in schools as well as at home. Additionally, parents should pay attention to their children's social media usage.

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