



Awareness Of Social Media At Secondary Level Cbse Schools

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ABSTRACT: Education is essential for individual success and plays a vital role in shaping lives. Nelson Mandela once said, "Education is the most powerful weapon to change the world." Over the past century, the education system has evolved significantly, especially with the advent of technology and the internet, which have transformed both personal and professional lives. Social media has become an important platform for educational institutions, facilitating interaction and information exchange. It enhances the education system by introducing innovative teaching and learning methods. The COVID-19 pandemic accelerated the shift from in-person to online learning, making social media indispensable for reaching learners in various ways.

Social media, including text, audio, and video sharing, has a profound impact on education, particularly in areas such as general knowledge, study habits, and mental health for secondary school students. It provides easy access through various devices, including smartphones, tablets, and laptops.

This paper focuses on the study of social media awareness among 9th-grade students at a Jnanasagara Central CBSE Secondary School in Shivamogga city. The sample consisted of 47 students, including 27 males and 20 females. The survey method was used to collect data. The findings revealed that male students had a significantly higher level of awareness regarding social media compared to female students across all streams.

KEYWORDS: Social Media, Awareness, Secondary School Students.

I. INTRODUCTION:

Social media is a valuable platform for educational institutions, enhancing teaching and learning through online channels. With the transition from offline to online education, it facilitates information exchange in various formats like text, audio, and video, utilizing Web 2.0 technology. Popular platforms include Facebook, Twitter, WhatsApp, YouTube, and LinkedIn. This shift represents the fourth wave of communication, significantly impacting lifestyles and reaching millions of users in just a few years. The convergence of technology has transformed mass communication into many-to-many networks, altering social behaviors, especially among youth aged 13 to 19.

Social Media influences various aspects of life, including food choices, fashion, and personal relationships. While essential in both urban and rural areas, social media usage is higher in urban settings due to better access to resources. SixDegrees.com was the first social media platform, followed by Friendster, LinkedIn, and others like Facebook and YouTube. Currently, Facebook, Twitter, Instagram, and WhatsApp are the most widely used social media platforms among students. In Nigeria, many students spend considerable time on these platforms, often at the expense of their educational and career goals, typically dedicating 2 to 3 hours each day to checking activities and updating their profiles on smartphones.

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.

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 awareness about social media in academic activities, along with that, the students' awareness about various social media platforms that are utilised by the students of the CBSE-affiliated schools. Though the use of social media is banned in the school routine, the study tries to throw light on the awareness of the students about social media off the school hours.

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 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).

IV. OBJECTIVES OF THE PRESENT STUDY:

- 1) To study the awareness 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 different devices used by the male & female students of Social Media communication at home.
- ii.To evaluate the different types of devices used by the male & female students of Social Media connectivity.
- iii.To evaluate the different modes used by the male & female students of Social Media connectivity.
- iv.To evaluate the duration in years started by the male & female students of Social Media communication.
- v.To evaluate the utilisation duration per day by the male & female students of Social Media communication.
- vi.To evaluate the type of problems faced by the male & female students of Social Media communication.
- vii.To evaluate the different purposes by the male & female students for Social Media communication.
- viii.To evaluate the different modes of interaction by the male & female students of Social Media communication.

V. HYPOTHESES OF THE STUDY:

- 1) There is no significant difference between the level of awareness of social media utilised by 9th standard male & female 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' level of utilisation of Social Media communication through different devices at home.
- ii. There is no significant difference between the male and female students' level of utilisation of Social Media connectivity by different types of devices.
- iii. There is no significant difference between the male and female students' level of utilisation of Social Media connectivity by different modes.
- iv. There is no significant difference between the male and female students' level of utilisation of Social Media communication by its start year.
- v. There is no significant difference between the male and female students' level of utilisation of Social Media communication by utilisation duration per day.
- vi. There is no significant difference between the male and female students' level of utilisation of Social Media communication by facing their problems.
- vii. There is no significant difference between the male and female students' level of utilisation of Social Media communication for different purposes.
- viii. There is no significant difference between the male and female students' level of utilisation of Social Media communication through different interaction modes.

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 different devices used by the male & female students of Social Media communication at home.

Hypothesis- 01: There is no significant difference between the male and female students' level of utilisation for Social Media communication through different devices at home.

TABLE -01

Students' level of utilisation of Social Media communication through different devices at home

	M	%	F	%	Total	%
a. Computer	05	10.5	05	10.5	10	21
b. Laptop	08	17	06	13	14	30
c. Tablet	04	09	-	-	04	09
d. Smart Phone	22	47	18	38	40	85
e. Any other	-	-	02	04	02	04

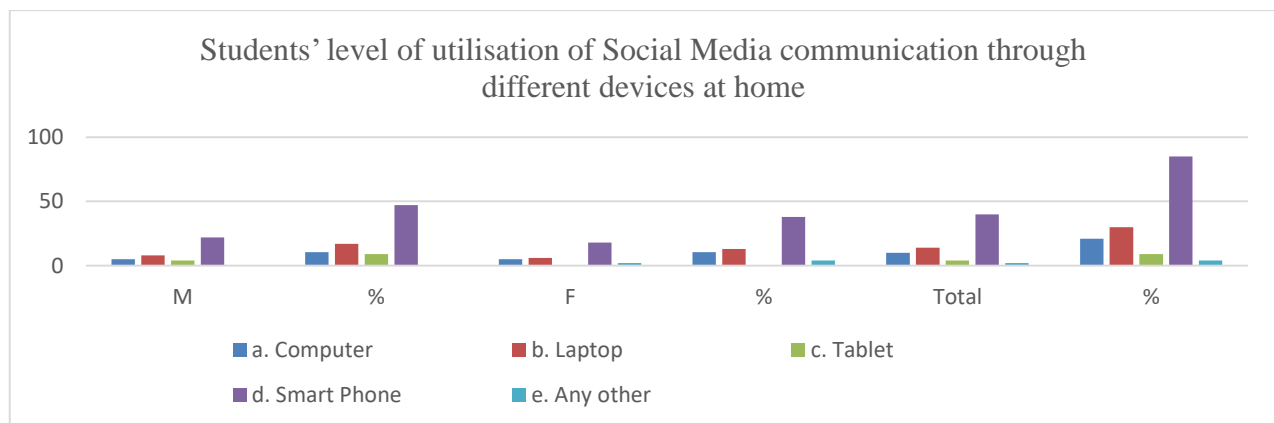


Figure – 01

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 different devices by the male students compared to the female students in usage of all types. The table depicts overall high usage of Smartphones (85%) compared to Laptops (30%), Computers (21%), & Tablets (09%) with other devices (04%).

Objective - 02: To evaluate the different types of devices used by the male & female students of Social Media connectivity

Hypothesis- 02: There is no significant difference between the male and female students' level of utilisation of Social Media connectivity by different types of devices.

TABLE -02

Students' level of utilisation of Social Media connectivity by different types of devices

	M	%	F	%	Total	%
a. Personal Computer	03	06	01	03	04	09
b. Laptop	01	03	03	06	04	09
c. Tablet	02	04	01	02	03	06
d. Smart phone	25	53	18	39	43	92
e. All of the above	-	-	02	04	02	04

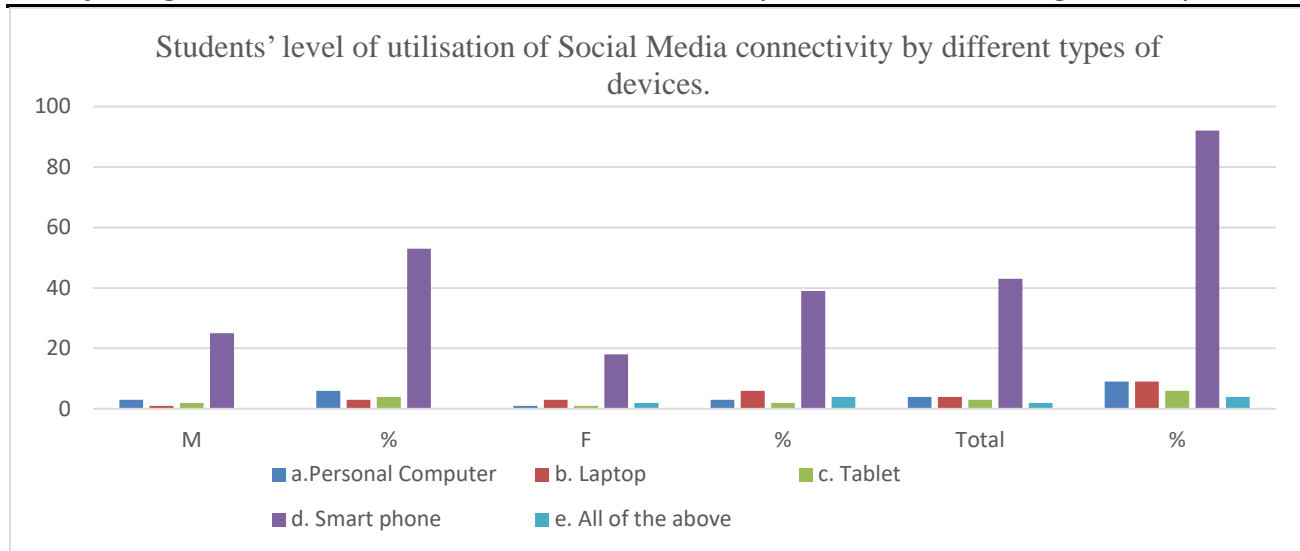


Figure – 02

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 by different types of devices by the male students compared to the female students in the usage of all types. The table depicts overall high usage of Smartphones (92%) compared to Laptops (09%), Personal Computers (09%), & Tablets (06%) with other devices (04%).

Objective - 03: To evaluate the different modes used by the male & female students of social Media connectivity.

Hypothesis- 03: There is no significant difference between the male and female students' level of utilisation of Social Media connectivity by different modes.

TABLE -03

Students' level of utilisation of Social Media connectivity by different modes.

	M	%	F	%	Total	%
a. Wi-Fi	06	13	05	10	11	23
b. Mobile Data	25	53	19	41	44	94
c. Broadband	-	-	-	-	-	-
d. Any other	-	-	-	-	-	-

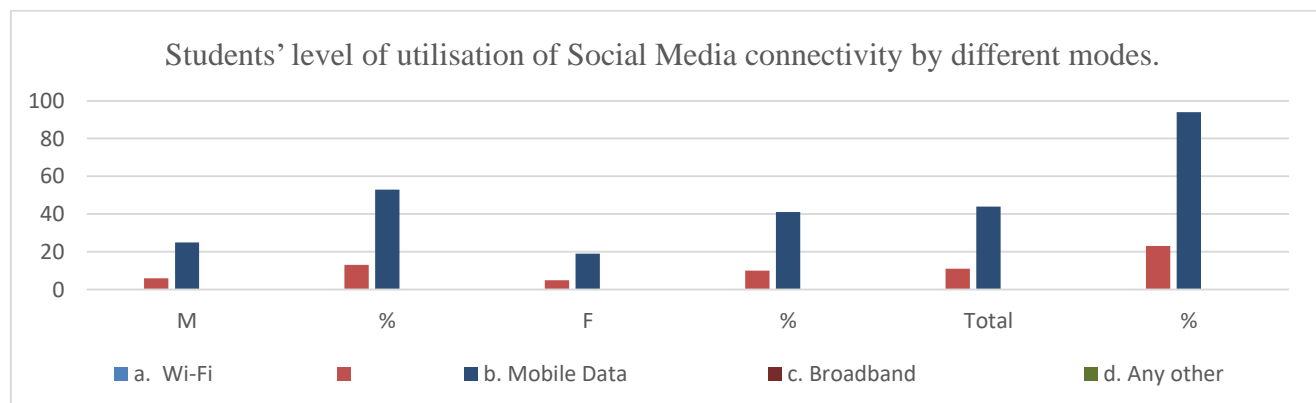


Figure – 03

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 by different types of connectivity by the male students compared to the female students in its all types. The table depicts overall high usage of Mobile Data (94%) compared to Wi-Fi (23%).

Objective - 04: To evaluate the duration in years, start by the male & female students of Social Media communication.

Hypothesis- 04: There is no significant difference between the male and female students' level of utilisation of Social Media communication from its start year.

TABLE -04

Students' level of utilisation of Social Media communication from its start year.

	M	%	F	%	Total	%
a. One year or less	02	04	04	09	06	13
b. Two years	10	21	06	13	16	34
c. Three years	09	19	06	13	15	32
d. Occasionally	06	13	04	08	10	21

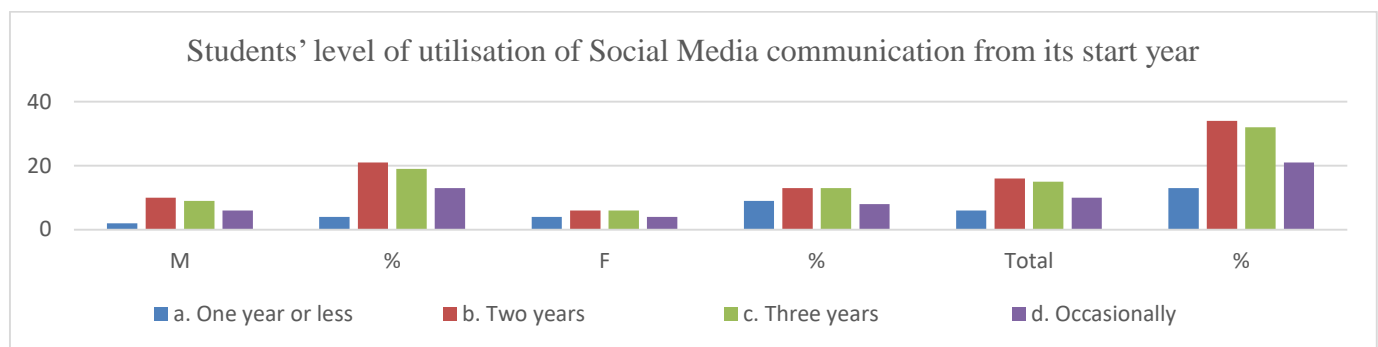


Figure – 04

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 communication from its start year, by the male students compared to the female students in its all years. The table depicts overall high usage in the duration of Two Years (34%) compared to Three Years (32%), occasionally (21%) with One Year or Less (13%).

Objective - 05: To evaluate the utilisation duration per day by the male & female students of Social Media communication.

Hypothesis- 05: There is no significant difference between the male and female students' level of utilisation of Social Media communication by utilisation duration per day.

TABLE -05

Students' level of utilisation of Social Media communication by utilisation duration per day

	M	%	F	%	Total	%
a. Less than an hour	21	45	18	38	39	83
b. One to Two	02	04	01	02	03	06
c. Two to Three hours	02	04	-	-	02	04
d. Three to Four hours	--	-	-	-	-	-
e. More than Four hours	02	04	01	02	03	06

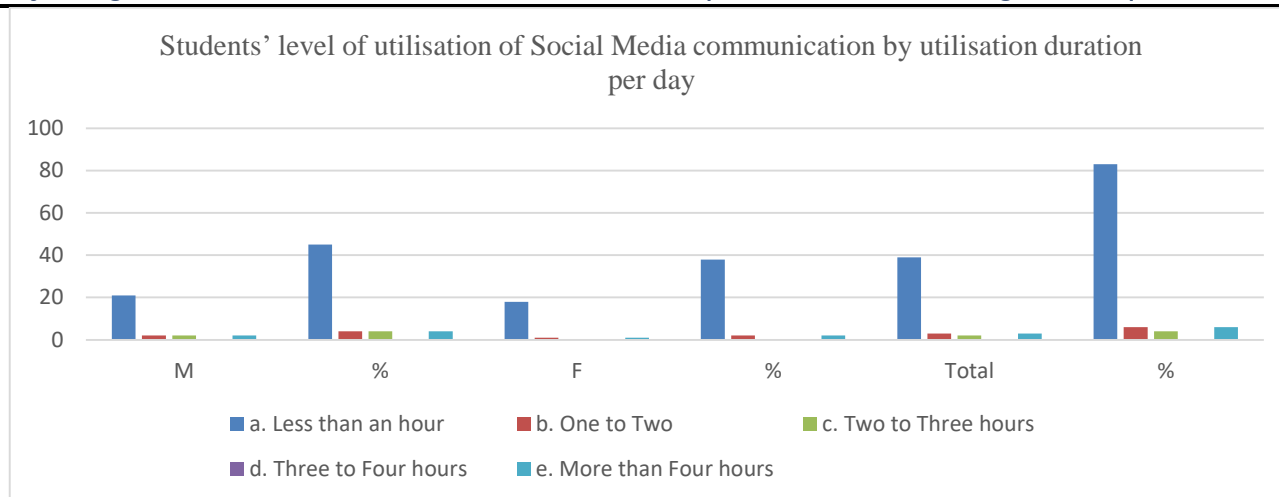


Figure – 05

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 communication by utilisation duration per day, by the male students compared to the female students, spent per day. The table depicts overall high duration spent on per day Less than an hour (83%), compared to both are One to two hours & more than four hours (06%), with two to three hours (04%).

Objective - 06: To evaluate the type of problems faced by the male & female students of Social Media communication.

Hypothesis- 06: There is no significant difference between the male and female students' level of utilisation of Social Media communication by facing their problems.

TABLE -06

Students' level of utilisation of Social Media communication by facing their problems

	M	%	F	%	Total	%
a. Connectivity	02	04	06	13	08	17
b. Less awareness of social media usage	03	06	04	09	07	15
c. Restriction by the parents	16	34	16	34	32	68
d. Restriction by the school	02	04	04	09	06	13
e. Expensiveness	04	09	-	-	04	09
f. Incompatible device	-	-	-	-	-	-
g. Non-availability	01	02	-	-	01	02

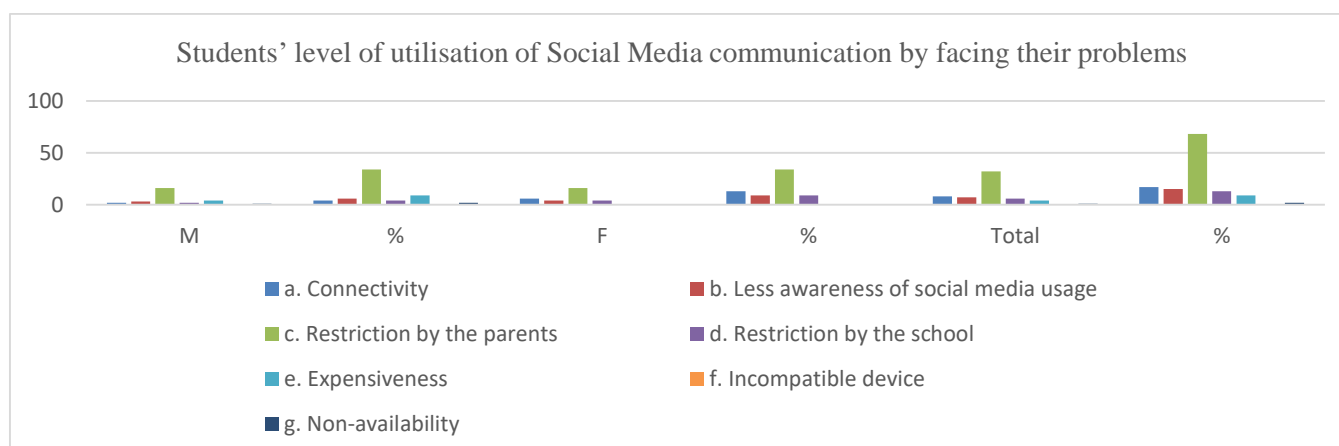


Figure – 06

The data has been analysed by using percentage analysis. It has been found from Table -06 that there is a high level of facing problems in its utilisation of Social Media communication by the male students compared to the female students, while using. The table depicts an overall high rate of problem facing, restricted by the parents (68%) compared to Connectivity (17%), Less Awareness of Social Media usage (15%), with Non-availability (02%).

Objective - 07: To evaluate the different purposes by the male & female students of Social Media communication.

Hypothesis- 07: There is no significant difference between the male and female students' level of utilisation of Social Media communication for different purposes.

TABLE -07

Students' level of utilisation of Social Media communication for different purposes

	M	%	F	%	Total	%
a. Academic	09	19	12	26	21	45
b. Sports	13	28	-	-	13	28
c. Cultural	02	04	04	09	06	13
d. Entertainment	14	30	15	32	29	62
e. Any other	02	04	01	02	03	06

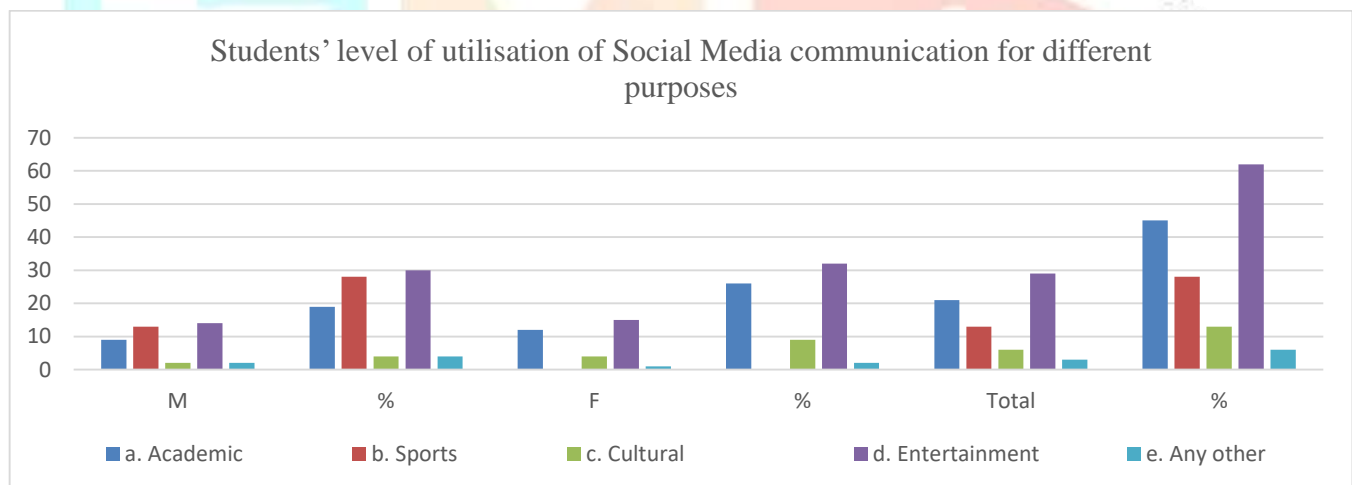


Figure – 07

The data has been analysed by using percentage analysis. It has been found from Table -07 that there is a high-level utilisation of Social Media communication for different purposes by the female students compared to the male students. The table depicts an overall high rate of usage for Entertainment (62%), next priority is given to academic (45%), then sports (28%) & cultural (13%), with other purposes (06%).

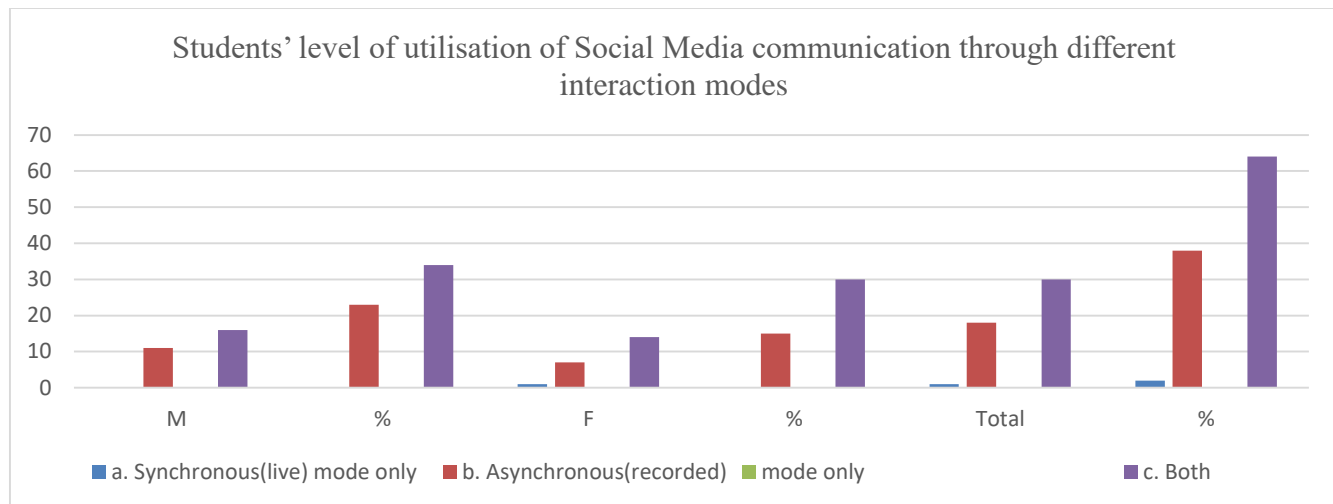
Objective - 08: To evaluate the different modes of interaction by the male & female students of Social Media communication.

Hypothesis- 08: There is no significant difference between the male and female students' level of utilisation of Social Media communication through different interaction modes.

TABLE -08

Students' level of utilisation of Social Media communication through different interaction modes

	M	%	F	%	Total	%
a. Synchronous(live) mode only	-	-	01	-	01	02
b. Asynchronous(recorded) mode only	11	23	07	15	18	38
c. Both	16	34	14	30	30	64

**Figure – 08**

The data has been analysed by using percentage analysis. It has been found from Table -08 that there is a high-level interaction of Social Media communication by the male students compared to the female students. The table depicts an overall high rate of interaction from both modes (64%), followed by the Asynchronous mode (38%) and Synchronous mode (02%).

XII. FINDINGS OF THE STUDY:

The study found a high level of utilisation of Social Media Connectivity at all streams of respective CBSE school students in overall. Except these, the following are the other findings of the present study.

1. Male students have a higher utilisation of Social Media through different devices than female students.
2. Male students have a higher utilisation of Social Media connectivity by different types of devices than female students.
3. Male students have a higher utilisation of Social Media connectivity by different modes than female students.
4. Male students have a higher utilisation of Social Media communication from its start year than female students.
5. Male students have a higher utilisation of Social Media communication by utilisation duration per day than female students.
6. Male students have a higher utilisation of Social Media communication by facing their problems than female students.
7. Female students have a higher utilisation of Social Media communication for different purposes than male students.

8. Male students have a higher utilisation of Social Media communication through different interaction modes than female students.
9. Smartphones are the main device for Social Media usage with mobile data.
10. Many students started using Social Media two years ago with less than an hour per day.
11. Many students are facing their parent's restrictions while using Social Media.
12. It is shocking that students are much using social media for entertainment than the other purposes in both interaction modes.

XIII. CONCLUSION:

Upon reviewing the overall findings, it was observed that male students have a significantly higher level of awareness about social media in all aspects compared to female students. This indicates that secondary students are effectively utilizing social media across various platforms. Though there is a restriction of social media use in the secondary schools, it is a wonder that students make use of the social media off the school hours. A study conducted by Anboucarassy and Mumtaz Begum (2016) found that the use of mobile phones affects the mental health of students. Questions are raised as to whether they are to be allowed or not in the schools? However, the present study clearly shows that the use of social media is prevalent among the secondary school students, especially those who are economically strong. 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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