



Social Media Usage and Its Academic Impact among Higher Secondary Students in Murshidabad District, West Bengal

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Abstract

The present study investigates the use of social media among higher secondary school students in Murshidabad district, West Bengal. The study examined students' awareness, usage patterns, communication preferences, and the academic impact of social media. Age-wise distribution survey method was adopted for the study, and data were collected through structured questionnaires distributed among students from eleven higher secondary schools. A total was questionnaires were distributed, and all were returned successfully.

The findings reveal that most students are familiar with and actively use social media platforms such as Facebook, WhatsApp, Twitter, YouTube, and other networking applications. Most students use social media primarily for communication, sharing information, entertainment, and educational purposes. The study also found that many students have average proficiency with social media tools, while a significant number learned to use these platforms through friends and peers. Although social media positively contributes to communication, academic collaboration, and access to educational resources, excessive use also creates distractions and social problems among students.

The study further indicates that parental awareness regarding students' social media activities remains limited. Many respondents admitted that they spend considerable time on social networking sites and often face challenges related to privacy, security, and academic distraction. Despite these concerns, more than half of the respondents believed that social media has a positive impact on their studies and social connectivity.

The research concludes that social media has become an essential part of students' daily lives and educational experiences. However, proper guidance, digital literacy, parental monitoring, and awareness programs are necessary to ensure the healthy and productive use of social media among higher secondary school students.

KEYWORDS: Social Media, Higher Secondary School Students, Facebook, WhatsApp, Social Networking Sites, Academic Impact, Murshidabad.

1. INTRODUCTION

The rapid growth of information and communication technology has significantly transformed the way people communicate, interact, and share information. One of the most remarkable developments in this technological revolution is the emergence of social media platforms. Social media has become an integral part of modern society, particularly among young people and students. Platforms such as Facebook, WhatsApp, Twitter, Instagram, YouTube, and Telegram have changed communication patterns and created new opportunities for learning, entertainment, and social interaction.

The concept of social networking emerged during the late 1990s with the development of websites that allowed users to create personal profiles and communicate online. SixDegrees.com, launched in 1997, is often considered the first social networking site. Later, platforms such as MySpace, Facebook, Twitter, and WhatsApp gained worldwide popularity. The expansion of broadband internet services,



affordable smartphones, and increased digital literacy contributed to the widespread use of social media across all age groups.

Today, social media is not only used for entertainment and communication but also for academic activities, collaborative learning, information sharing, and educational engagement. Students frequently use social networking sites to communicate with friends, access educational materials, participate in online discussions, and share academic information. The COVID-19 pandemic further accelerated the use of digital communication platforms in education.

However, excessive and uncontrolled use of social media may also lead to negative consequences such as addiction, reduced concentration, cyberbullying, academic distraction, and psychological stress. Therefore, understanding the pattern of social media usage among school students is essential for educators, parents, policymakers, and researchers.

This study focuses on the use of social media among higher secondary school students in Murshidabad district, West Bengal. It examines students' awareness, usage patterns, communication behavior, academic impact, and problems associated with social networking platforms.

1.1 Background of the Study

The term "social" refers to interaction, communication, and relationships among individuals and communities. Social media may be described as digital platforms that allow users to interact, exchange ideas, and create online communities through internet technologies. Social media platforms operate through Web 2.0 technologies, allowing users to generate and distribute content interactively.

Unlike traditional media, which mainly follows one-way communication, social media encourages two-way communication and active participation. These platforms offer features such as instant messaging, multimedia sharing, live communication, collaborative networking, and community building.

In recent years, social media has become increasingly important in educational settings. Students use these platforms for academic discussions, accessing study materials, sharing assignments, and maintaining social connections. Teachers and institutions also use social media to communicate announcements, educational resources, and institutional updates.

At the same time, concerns regarding excessive use of social media have increased. Researchers have identified issues such as nomophobia (fear of being without a mobile phone), smartphone addiction, reduced academic concentration, and mental health challenges among students. These concerns highlight the need for systematic studies on social media usage patterns among adolescents.

Murshidabad district represents a mix of rural and semi-urban educational environments where social media adoption among school students has increased rapidly in recent years. Therefore, the present study seeks to understand the nature and impact of social media usage among higher secondary students in this region.

1.2 Significance of the Study

Social media has become one of the most influential communication tools in modern society. It affects students' academic, social, emotional, and personal lives. Understanding how students use social media is important because it helps educators and parents identify both the benefits and risks associated with digital communication technologies.

The significance of this study lies in the following aspects:

- It helps understand the level of awareness and use of social media among higher secondary school students.
- It identifies the positive and negative impacts of social media on students' academic performance and communication behavior.
- It provides insights into students' social networking habits and digital communication practices.



- It highlights issues related to online safety, privacy, and excessive use of social networking platforms.
- It contributes to the existing literature on social media usage among adolescent students, particularly in rural and semi-urban areas.
- It may help educational institutions, teachers, and parents develop awareness programs and digital literacy initiatives.

2. OBJECTIVE OF THE STUDY

2.1 Aim of the Study

The study aims to investigate the use of social networking sites among higher secondary school students in Murshidabad and examine their impact on students' personal, social, and academic lives.

2.2 Objectives of the Study

The specific objectives of the study are:

- To identify the level of awareness about social media among higher secondary school students in Murshidabad.
- To examine the extent of social media usage among higher secondary school students.
- To analyze students' preferences for social media communication compared to traditional communication methods.
- To investigate the impact of social media on students' academic and personal lives.
- To identify the advantages and disadvantages associated with social media usage.
- To determine the problems faced by students while using social media platforms.
- To examine the role of parents in monitoring students' social media usage.

3. LITERATURE REVIEW

Social media has become an important component of students' daily lives and educational experiences. Several studies have examined the influence of social media and smartphone usage on academic performance, communication behavior, and psychological well-being.

Shankar, Singh, and Jangir (2018) reported that a considerable percentage of students exhibited symptoms of smartphone addiction, with female students showing higher levels of addiction than males. Gnanadhas et al. (2019) studied nomophobia among college students in Pondicherry and found significant levels of mobile phone dependency and misconceptions regarding smartphone usage.

Daei, Ashrafi-Rizi, and Soleymani (2019) examined smartphone addiction among university students and concluded that excessive smartphone use created health-related and academic problems. Similar findings were reported by Thapa et al. (2020), who identified high levels of mobile phone dependence among medical students in Nepal.

Ahmed et al. (2019) explored the impact of nomophobia among physiotherapy students and found a relationship between smartphone addiction and academic performance. Muralidhar et al. (2017) reported a high prevalence of nomophobia among medical college students in Kerala.

Yildirim and Correia (2015) developed and validated the Nomophobia Questionnaire (NMP-Q), which has been widely used to assess smartphone dependence among students. Olivencia-Carrión et al. (2018) also found a strong relationship between personality characteristics and nomophobia.

Recent studies indicate that social media can positively contribute to students' learning and engagement. Stewart (2015) highlighted the educational affordances of social media in classroom learning environments. Perez et al. (2023) conducted a systematic review and concluded that social media supports collaborative and student-centered learning.



Shareef (2025) observed that social media platforms provide students with opportunities for interactive learning and information sharing. Tyagi (2025) emphasized that social media has transformed students' learning behavior by making educational resources more accessible.

However, excessive use of social media may negatively affect academic concentration and productivity. Muhamad (2025) reported that uncontrolled social media use leads to distraction and reduced academic performance. Lukose and Agbeyangi (2025) also noted that excessive engagement with social networking sites can hinder academic achievement.

Kim, Gentile, and Linder (2025) suggested that the relationship between social media and academic outcomes depends on factors such as self-efficacy, motivation, and personal discipline. Shaikh, Ali, and Al-Maamari (2022) conducted a bibliometric analysis and highlighted the increasing global interest in social media research within education.

Although many studies have focused on college and university students, there is comparatively limited research on higher secondary school students, particularly in rural and semi-urban regions such as Murshidabad district. Therefore, the present study attempts to fill this research gap.

4. RESEARCH METHODOLOGY

4.1 Research Method

The present study adopted the survey method to collect data regarding social media usage among higher secondary school students. The survey method is widely used in social science research because it helps collect reliable information from many respondents.

4.2 Data Collection Tool

A structured questionnaire was used as the primary tool for data collection. The questionnaire included both closed-ended and multiple-choice questions related to awareness, usage patterns, communication behavior, academic impact, and problems associated with social media.

4.3 Population and Sample

The target population of the study included higher secondary school students in Murshidabad district, West Bengal. A total of 100 questionnaires were distributed among students from 11 higher secondary schools, and all questionnaires were successfully collected.

4.4 Sampling Technique

The study used purposive and random sampling techniques to select respondents from different schools and academic streams.

4.5 Data Analysis

The data collected were analyzed using MS Excel. Descriptive statistical methods such as percentages, tables, and graphical representations were used to interpret and present the findings.

5. DATA ANALYSIS AND INTERPRETATION:

5.1.1 Age-wise distribution of the respondents

Figure 5.1 shows the age wise distribution of the study sample collected from Higher Secondary Schools in Murshidabad, West Bengal. The total number of samples was 100. Of the total sample, more than half (57%) belonged to 15–16-year age group followed by respondents (43%) belonged 17- 18-year age group.

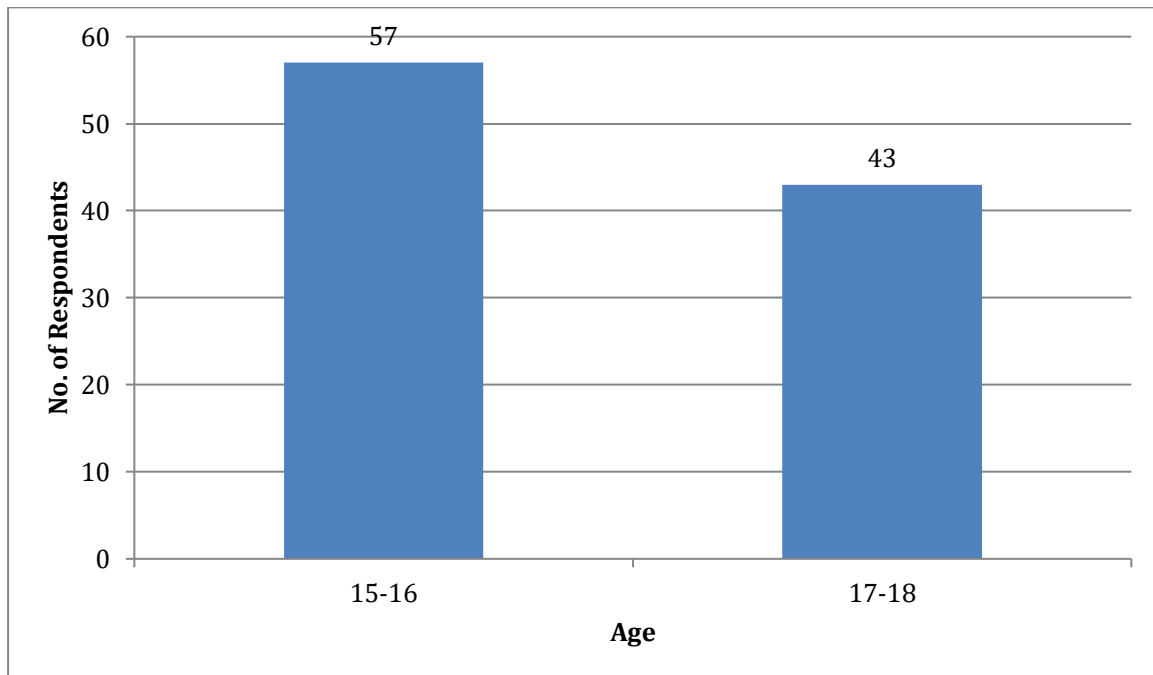


Figure 5.1 - Age wise distribution of the respondents

5.1.2 Gender wise distribution of the respondents

Figure 5.2 reveals the gender wise distribution of respondents who participated from higher secondary schools in Murshidabad, West Bengal. Of the total sample, the majority (69%) of the respondents are male and the remaining (31%) are female.

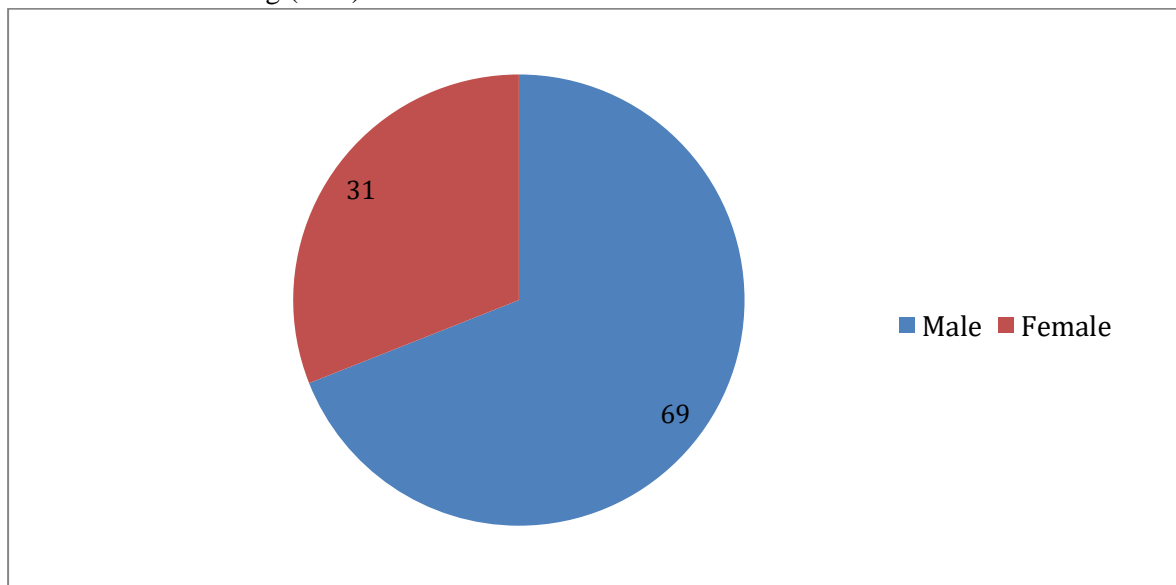


Figure 5.2 - Gender wise distribution of the respondents

Table 5.3. School wise distribution of the Respondents

S. No.	Name of the School	No. of Respondents
1	NEW FARAKKA HIGH SCHOOL	10
2	NIMTITA G.D INSTITUTION (H.S)	12
3	RAGHUNATHGANJ GIRLS HIGH SCHOOL	10
4	PULINDA GIRLS HIGH SCHOOL	8



5	C.B.J. HIGH SCHOOL (H.S)	8
6	SADIKPUR B. K HIGH SCHOOL	8
7	CHOA B.B PAL VIDYANIKETAN	10
8	GITARAM ACADEMY	10
9	KAMAL KUMARI DEVI MODEL SCHOOL	5
10	DHULIYAN CITY SCHOOL	9
11	BASUDEVPUR PUBLIC SCHOOL	10
Total		100

5.1.4 Course wise distribution of the Respondents

The respondents of the study were pursuing various courses in different subjects in different School as given below. Table 5.2 shows that 43 respondents belong to Arts Subjects background, followed by 33 respondents who come from Pure Science background, 14 respondents who come from Bio-Sciences subject background, 10 respondents come from Commerce background.

Table 5.2. Courses wise distribution of the Respondents

S. No.	Subject background	No. of Respondents	% of Respondents
1	Arts Subjects	43	43%
2	Pure Sciences	33	33%
3	Bio-Sciences	14	14%
4	Commerce's	10	10%
Total		100	100%

5.1.5 Users of social media among the respondents

Table 5.3. Awareness about Social Media

S. No	Users of social media	No. of Respondents	% of Respondents
1	Yes	90	90%
2	No	10	10%
Total		100	100%

The above Table 5.3 shows the awareness of social media among the respondents. Of the total, 90% of the respondents used social media and the remaining 10% of them did not use social media.

5.1.6 SOCIAL MEDIA TOOLS USED

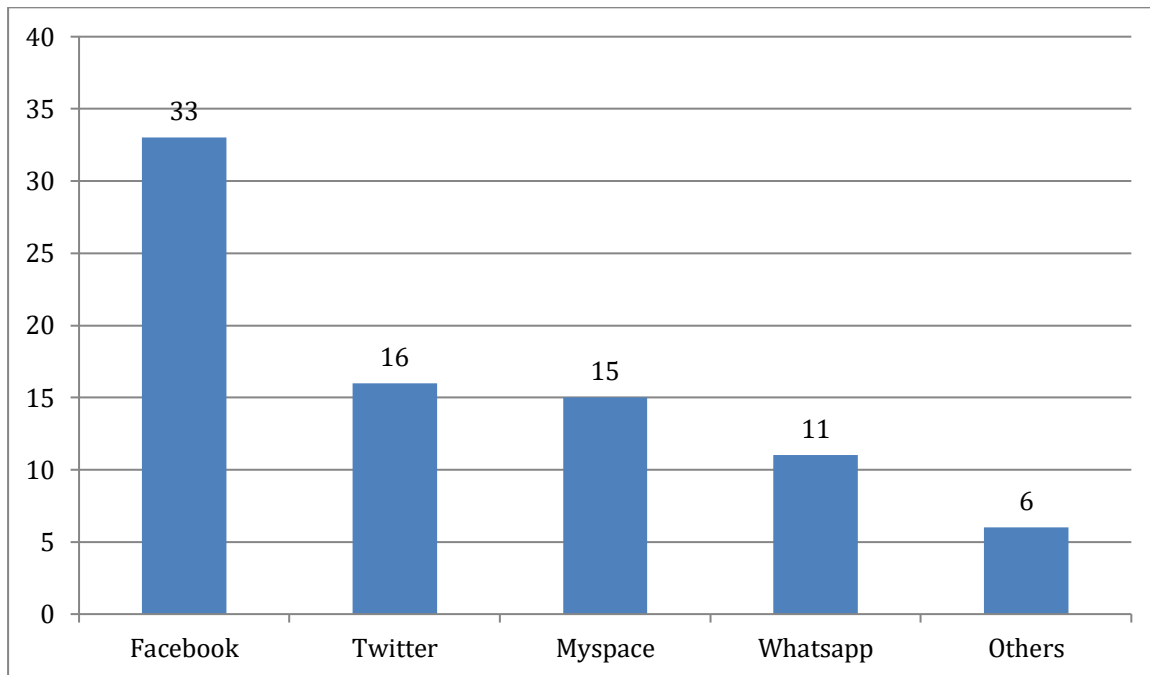


Figure 5.3. Use of various social media Tools

Figure 5.3 shows the use of various social media tools by the students. Of the total 79 respondents who are using social media, 33% of the respondents are using Facebook, 16% of the respondents are using WhatsApp, 15% of the respondents were using Twitter, 11% of the respondents were using other types of social media like Imo, Hike etc and the remaining 6% of the respondents were using MySpace among higher secondary school students in Murshidabad. Among all social media tools, Facebook is used by one third of the respondents in the sample 33%.

5.1.7 AWARENESS ON ADVANTAGES AND DISADVANTAGES IN USING SOCIAL MEDIA

Table 5.4. Advantages and disadvantages of using social media

S. No.	Advantages and disadvantages of using social media	No. of Respondents	% of Respondents
1	Yes	79	79%
2	No	21	21%
Total		100	100%

Table 5.4 shows that the majority 79% of respondents are fully aware of the advantages and disadvantages of social media, and only 21% of the respondents do not know about the advantages and disadvantages of social media.

5.1.8 PRECAUTIONS TO PROTECT FROM THE EXTERNAL PROBLEMS

Table 5.5 shows that about half (52%) of respondents who are fully aware of the advantages and disadvantages of social media, however, (22%) of the respondents are not. This response came to know when they were asked whether they are taking required precautions to protect from the external problems of social media, and the remaining (30%) of the respondents were taking all the required precautions.

Table 5.5. Precautions required protecting from external problems

S. No.	Precautions to protect from the external problems	No. of Respondents	% of Respondents
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1	Yes	30	30%
2	No	22	22%
Total		52	52%

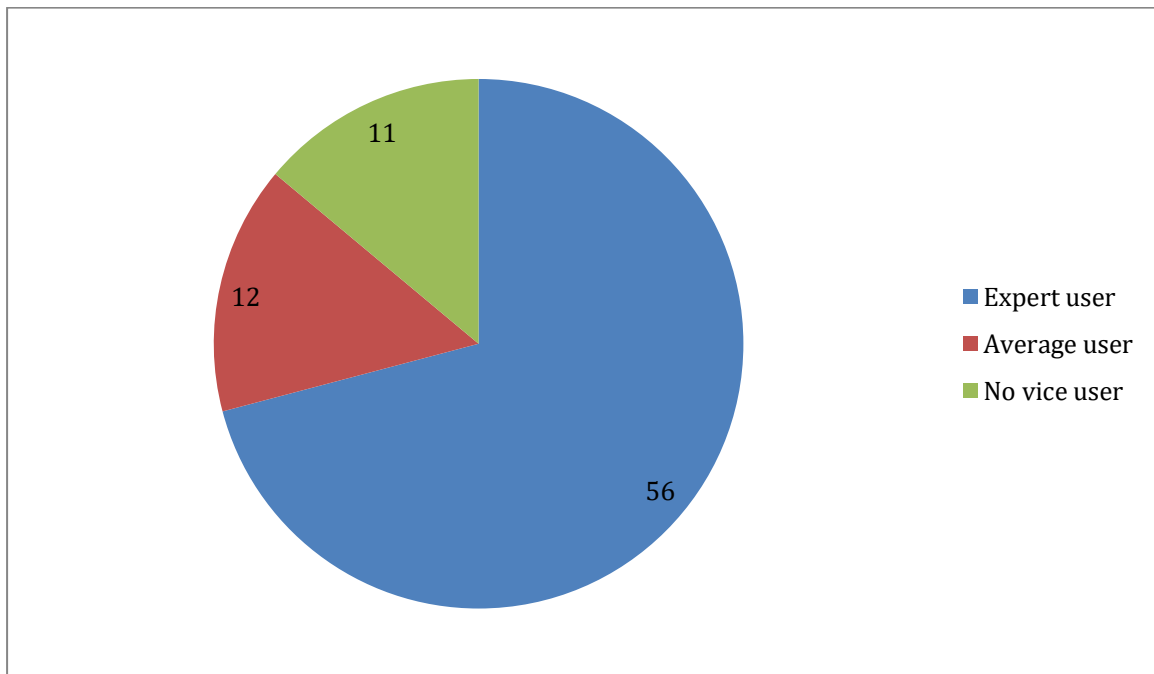
5.1.9 USE OF SOCIAL MEDIA TOOLS

Table 5.6 shows that over half (54%) of respondents were using social media like Facebook, Twitter, etc. almost every day, but one fourth (25%) of the respondents were not using social media.

Table 5.6. Use of Social Media Tools

S. No.	Use of Social media tools	No. of Respondents	% of Respondents
1	Yes	54	54%
2	No	25	25%
TOTAL		79	79%

5.1.10 LEVEL OF PROFICIENCY IN THE USING SOCIAL MEDIA TOOLS



Most of the respondents 70% had an average proficiency in using social media, 16% of the respondents were experts in using social media for their entertainment and 14% of respondents were Novice users in using social media.

Figure 5.4. Level of proficiency in using social media

5.1.11 LEARNS TO USE SOCIAL MEDIA TOOLS:

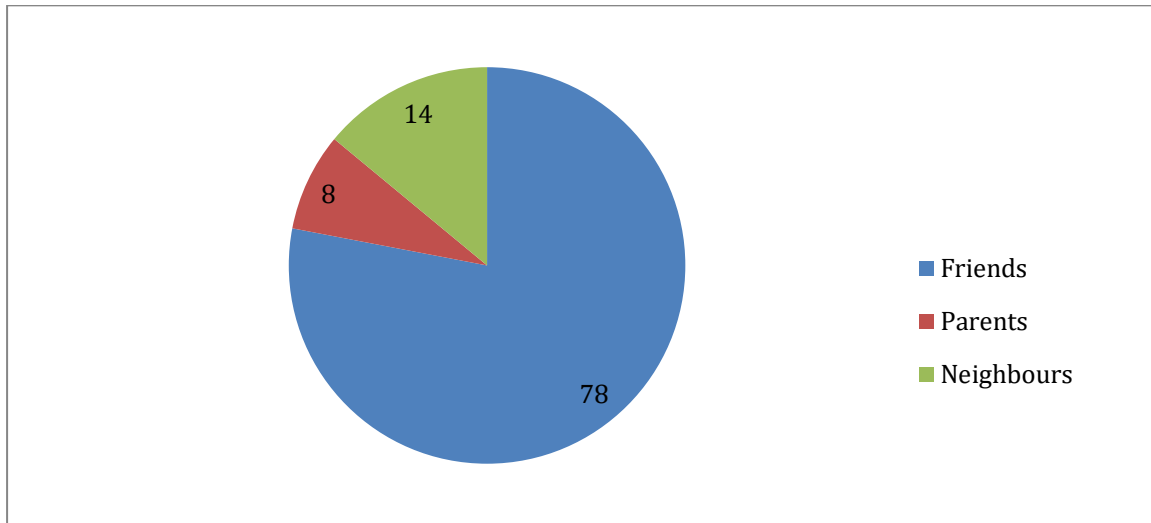


Figure 5.11. Learn to social media tools

More than three fourths 78% of the respondents have learned from their friends, less than a seventh 15% of the respondents have learned from their neighbors, 8% of the respondents have learned from their parents and 4% of the respondents have learned from other means like advertisement etc.

5.1.12 PLACE OF SOCIAL MEDIA USE:

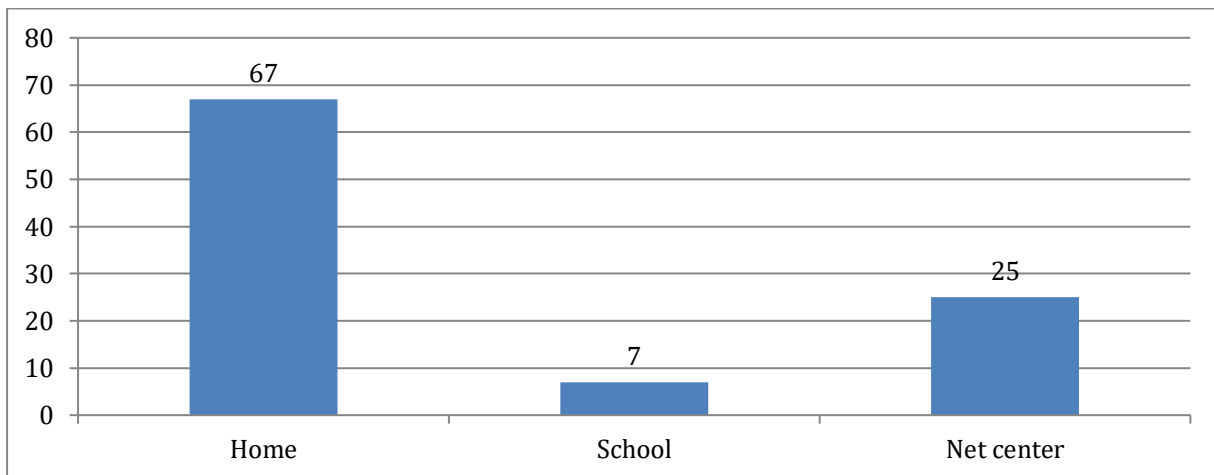


Figure 5.12. Place of Social Media Use

The figures 5.13 show that over two thirds 67% of the respondents were using their social media from their homes to do research, entertainment etc., a quarter of the respondents use social media in Net Centre, 7% of the respondents use social media in their schools.

5.1.13 AWARENESS ABOUT THE USE OF SOCIAL MEDIA TOOLS BY PARENTS

Table 5.7. Awareness about the use of social media Tools by parents

S. No.	awareness about the use of social media tools by parents	No. of Respondent	% of Respondents
1	Yes	29	29
2	No	50	50
Total		79	79

Table 5.7 shows that 47% of their parents are aware of the use of social media, and over half 53% of the parents of the respondents are not aware of it. This may be one reason why parents are unable to



oversee or guide them when they are in problems or going on the wrong track. Because of their age these students are using these tools extensively and end up with some social problems.

5.1.14 PATENTS PRECAUTION OF WHILE USING SOCIAL MEDIA:

Figure 5.8. Precautions while using social media

S. No	Precautions while using social media	No. of Respondents	% of Respondents
1	Yes	47	47
2	No	32	32
Total		79	79

Table 5.8 shows that 47% of the respondents have indicated that they are taking all precautions while using since they are fully aware about social media’s strengths and weaknesses, and the remaining 32% of the respondents are not aware about social media’s strengths and weaknesses and do not know what precautions they need to take.

5.1.15 COMMUNICATING THROUGH SOCIAL MEDIA

Figure 5.9 Communicating through Social Media

S. No	Communication through social media	No. of Respondents	% of Respondents
1	Yes	63	63%
2	No	16	16%
Total		79	79

The figures 5.9 show most of the respondents 63% are communicating through social media to their friends. In this case some of the large networks catering to personal needs of the users including Facebook, MySpace, and Bebo, are at the entry level of the networking tools, Lab Meeting is tailored to the Social Media market of today’s modern researchers for their communication. Whereas 16% of the respondents do not use social media tools for their for-communication purposes due to various reasons.

5.1.16 AFFECTION OF FACE-TO-FACE COMMUNICATION

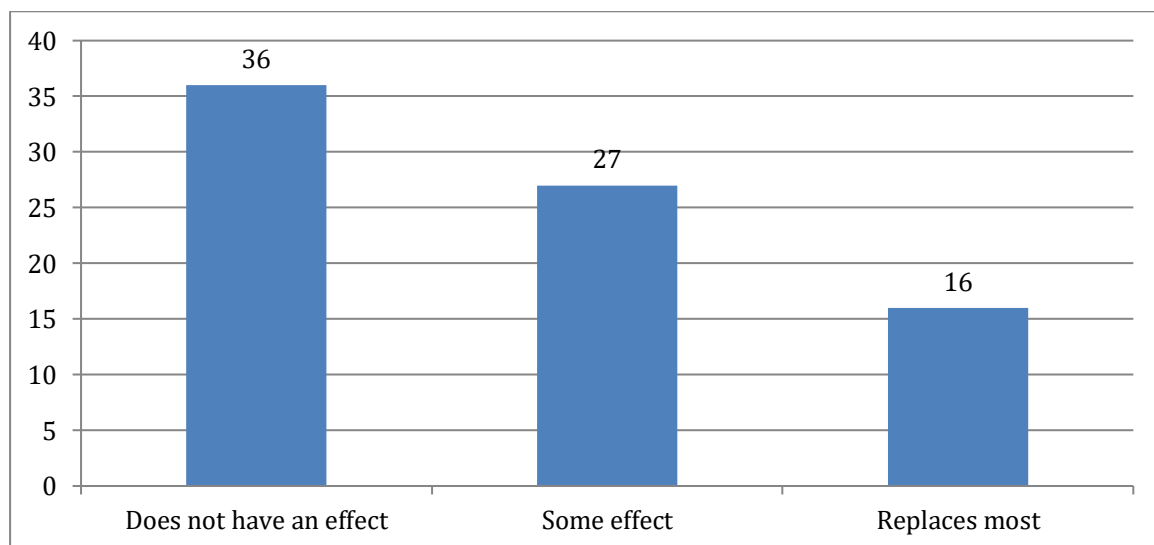
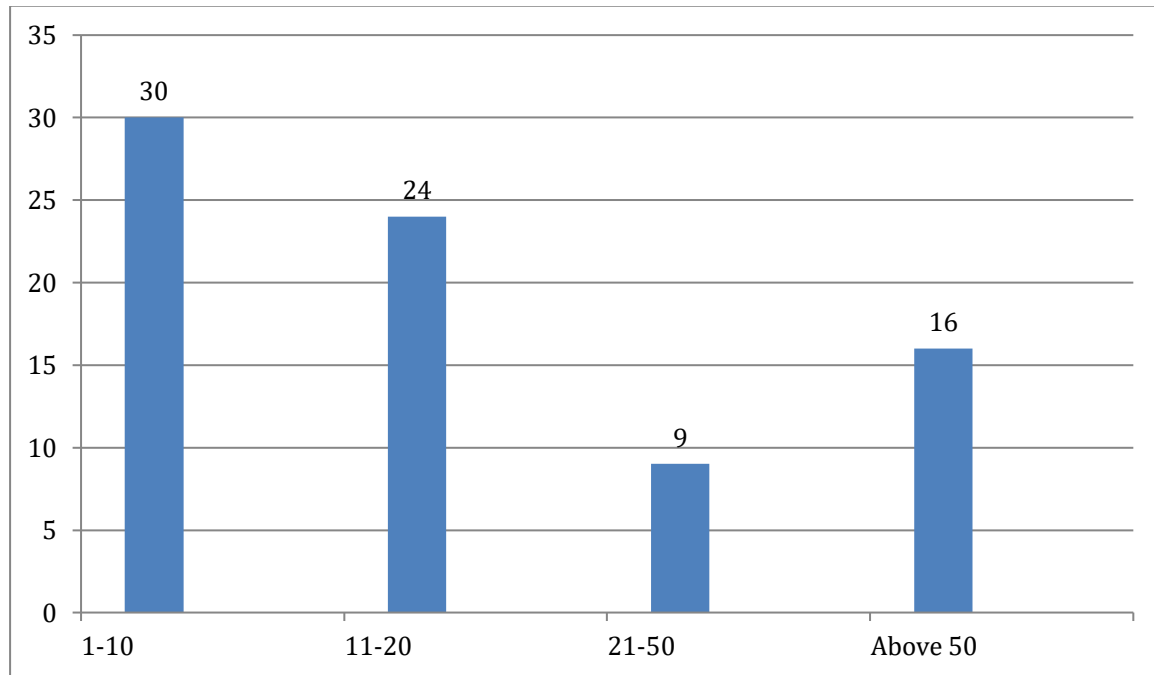


Figure 5.14 Affection of face-to-face communication



The figure 5.14 shows 36% of the respondents have felt that they do not have an effect on face to face communication using Social Media services that are responsible in building online communities of people that share common interests so they are being used by many people on a daily basis however, 27% of the respondents have felt that they have some effect on face to face communication due to the introduction of Social Media services, 16% of the respondents have felt that Social Media services replacing most of the face to face communication which is dangerous.

5.1.17 SOCIAL MEDIA COMMUNITIES/GROUPS:

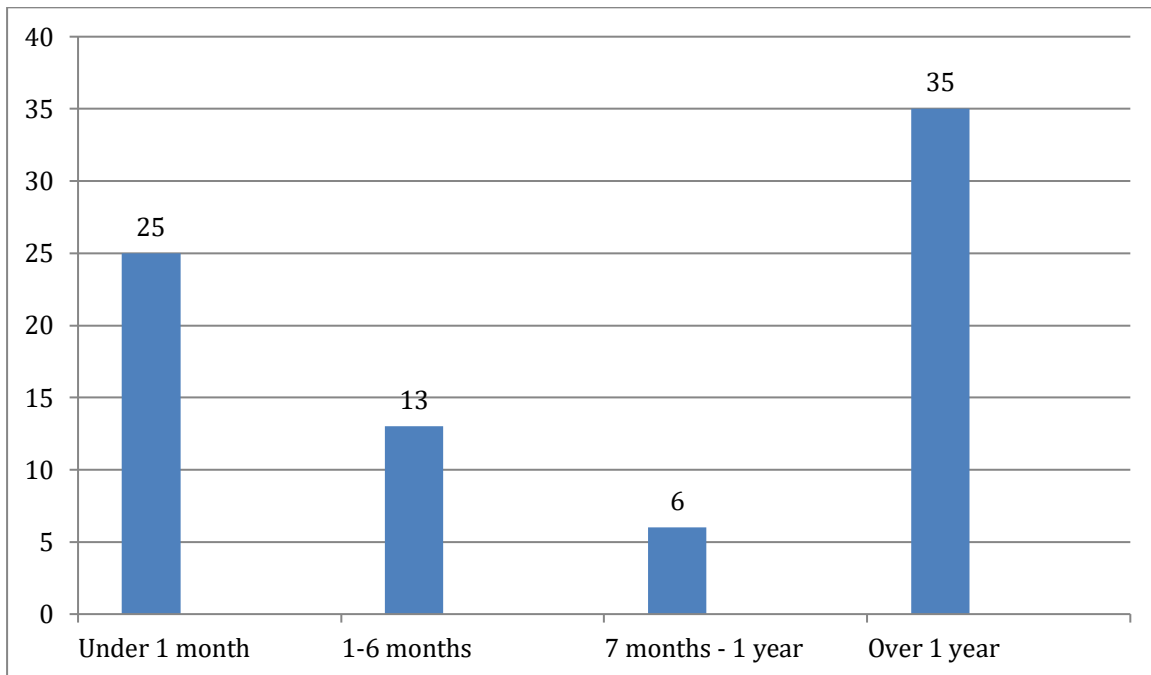


Figures 5.15. Social Media Communities

The Figure 4.15 shows that less than a third 30% of respondents had used 1 to 10 members of social media communities, about a quarter 24% of the respondents have used 11 to 20members of social media communities, 16% of the respondents have using above 50 members of social media communities and 9% of respondents have using 21 to 50 members of social media communities.

5.1.18 DURATION OF USING SOCIAL NETWORKING SITES:

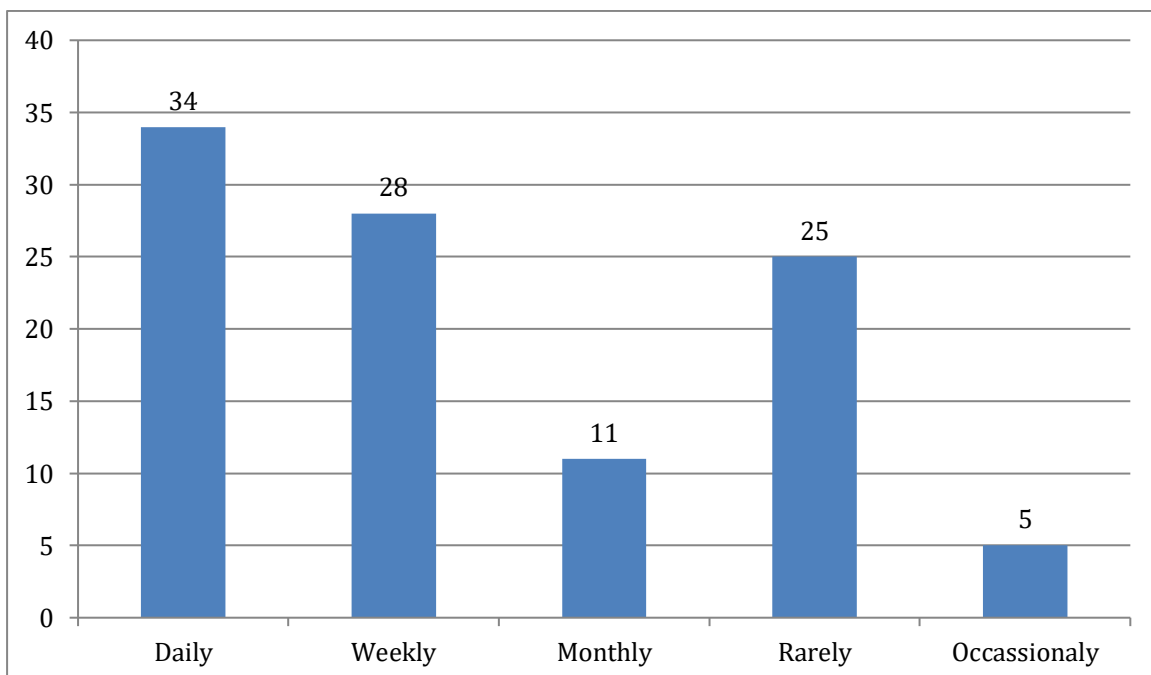
The Figures 5.16 shows over a third 35% of the respondents have used social networking sites for the past more than one year, half 25% of the respondents have used social networking sites less than a month, 20% of the respondents have used 1 to 6 months and 16% of respondents are using for the past 7 months to 1 year.



Figures 5.16. Duration of using social networking sites

5.1.19 FREQUENCY OF USING SOCIAL MEDIA TOOLS

The figure 5.17 shows that the over a third 34% of the respondents using Social Media sites almost daily, over a quarter 28% of the respondents using Social Media sites weekly, a quarter 25% of the respondents using Social Media sites rarely, a tenth 11% of the respondents using Social Media sites at least once in month and 5% of the respondents using Social Media sites occasionally.

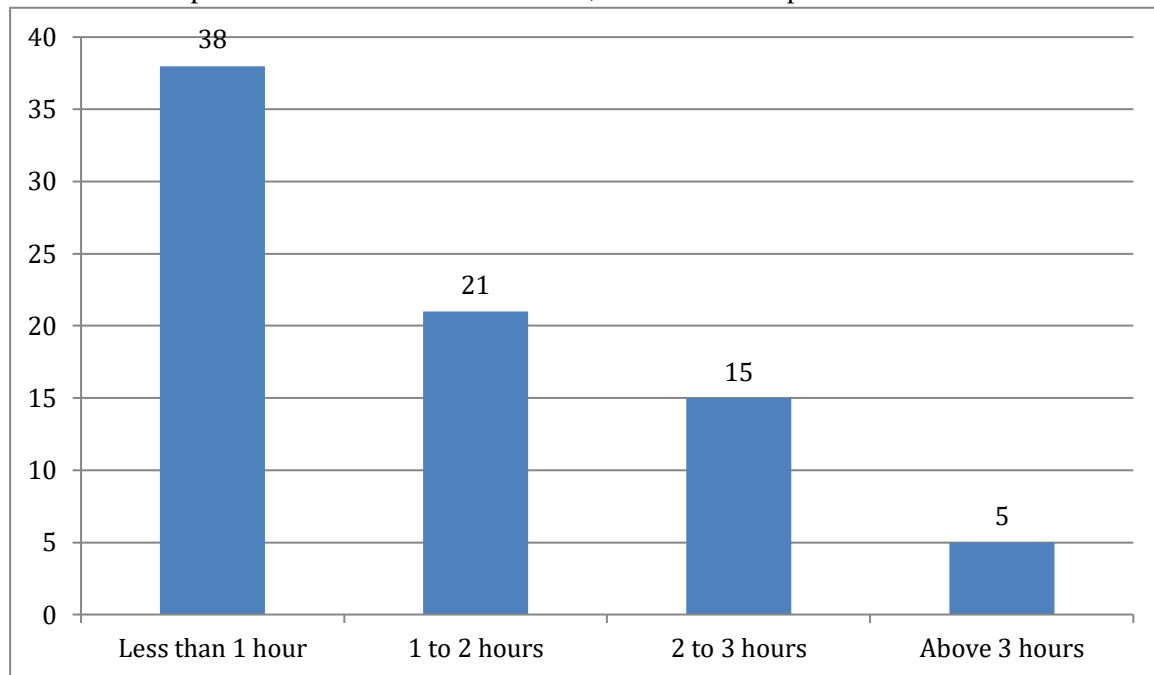


Figures 5.17. Frequency of using social media Tools

5.1.20 USAGE OF SOCIAL MEDIA



The figure 5.18 shows that 48% of the respondents have used social media using Facebook, twitter, etc. most of respondents Less than 1 hours, 23% of the respondents have used 1 to 2 hours, less than thirds 11% of the respondents have used 2 to 3 hours, 11% of the respondents have used above 3 hours.



Figures 5.18. Usage of social media

5.1.21 CONTACTS /FRIENDS ON THE SOCIAL NETWORKING SITES:

The figures 4.19 shows that over one third (35%) of the respondents used many friends by using Social Networking Sites members where there are more than100, over a quarter (26%) of the respondents used Social Networking Sites to make less than 10friends, less than a fifth (19%) of the respondents used Social Networking Sites to make 10 to 50friends, 18% of the respondents used Social Networking Sites 51 to 100 friends, over a third (35%) of the respondents used Social Networking Sites from this sample.

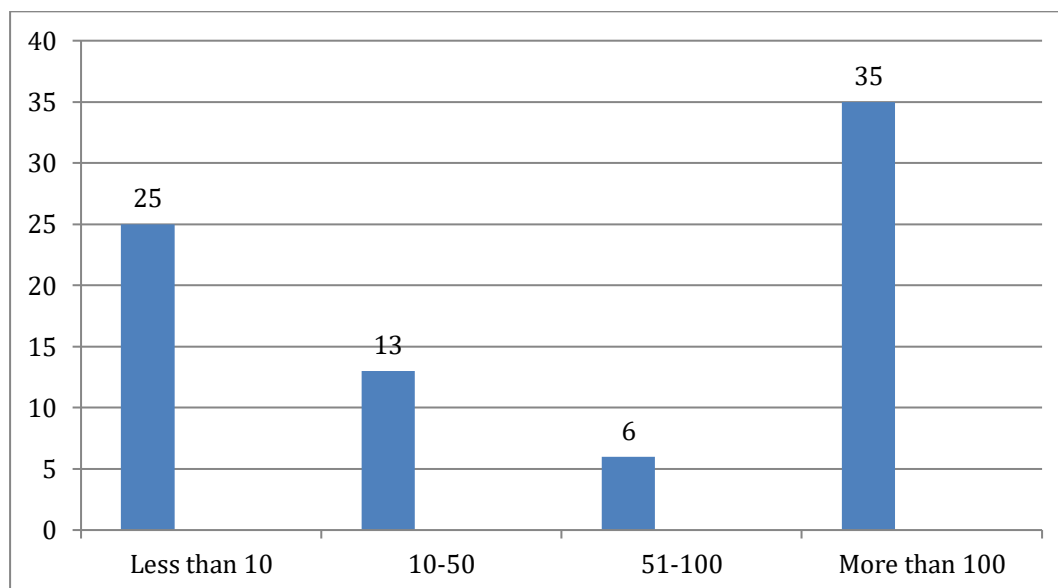


Figure 5.19 - Contacts / Friends on the SNS



5.1.22 SOCIAL MEDIA IS SHARING INFORMATION:

The figure 5.20 shows that less than a third (31%) of the respondents have shared information with most students using social networking tools. Of the total, a quarter (25%) of the respondents who had used said they strongly agree to the same, (15%) of the respondents have Disagree to the same and the remaining (8%) of the respondents have strongly disagreed to the same.

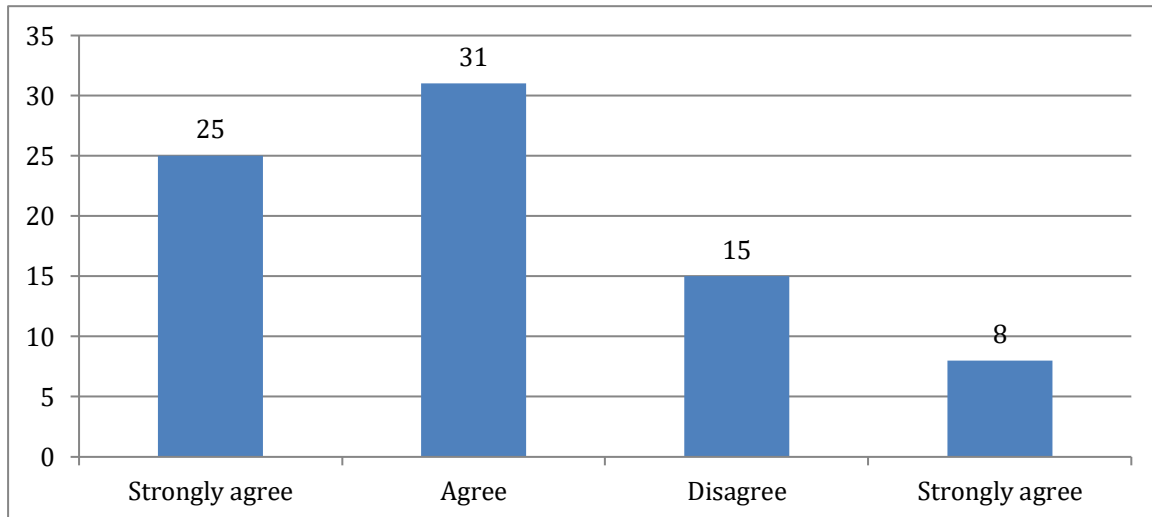


Figure5.20 - social media is important to share information

5.1.23 SOCIAL MEDIA AS A HABIT

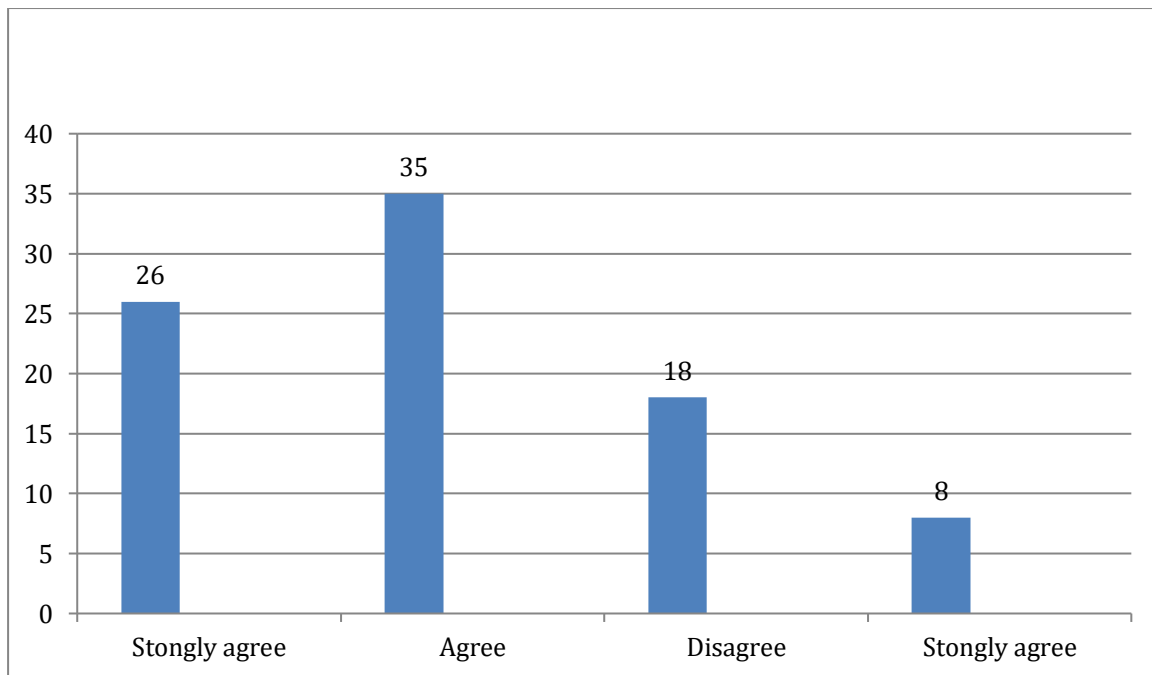


Figure 5.21 Social Media use habits

Then these students were asked to indicate that social media is a regular habit to them. The figures 5.21 show that how social media using habits will affect their studies and other activities. Of the total, over a third 35% of the respondents have agreed that it is a regular habit, 26% of the respondents have Strongly agree, 18% of the respondents for the Disagree and 8% of the respondents strongly disagree.



5.1.24 POSITIVE IMPACT OF SOCIAL MEDIA

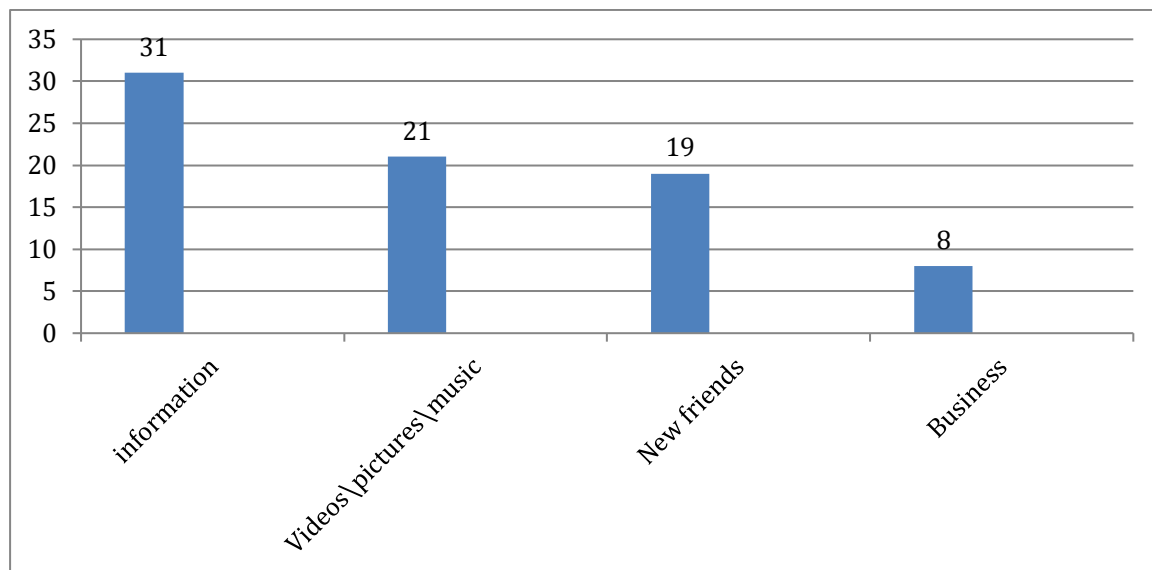
Table 5.10 shows that more than half (51%) of the respondents have positive impact of social media on their studies, over a quarter (28%) of the respondents had no impact on their studies. It shows that majority had concern about the studies however; their weakness to the Excessive dependence on technology occasionally leads to social and academic problems.

Table 5.10. Positive impact of social media

S. No	Positive impact of social media	No. of Respondents	% of Respondents
1.	Yes	51	51
2.	No	28	28
	Total	79	79

5.1.25 ONLINESOCIAL NETWORKING REASONS

Then these students were asked to indicate the reasons for going online and particularly to social networking sites. The figure 5.22 shows that the majority (59%) of the respondents go to social networking activates to share their ideas and information, over a third (38%) of the respondents go to social networking to share videos/pictures/music, another third (36%) of the respondents go to social networking sites to make new friends, over a tenth (11%) of the respondents have been going to social networking sites to make professional and business contacts with different peoples.



Figures 5.22 Online social network reasons

5.1.26 GADGETS USED FOR BROWSING SOCIAL MEDIA TOOLS

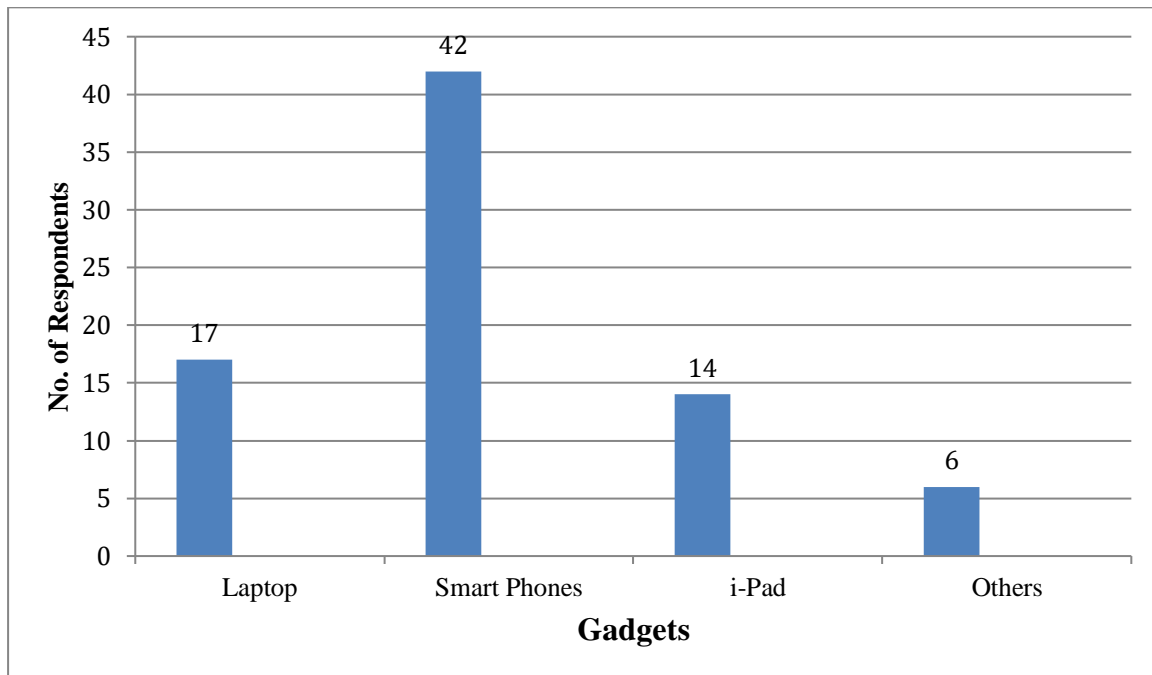
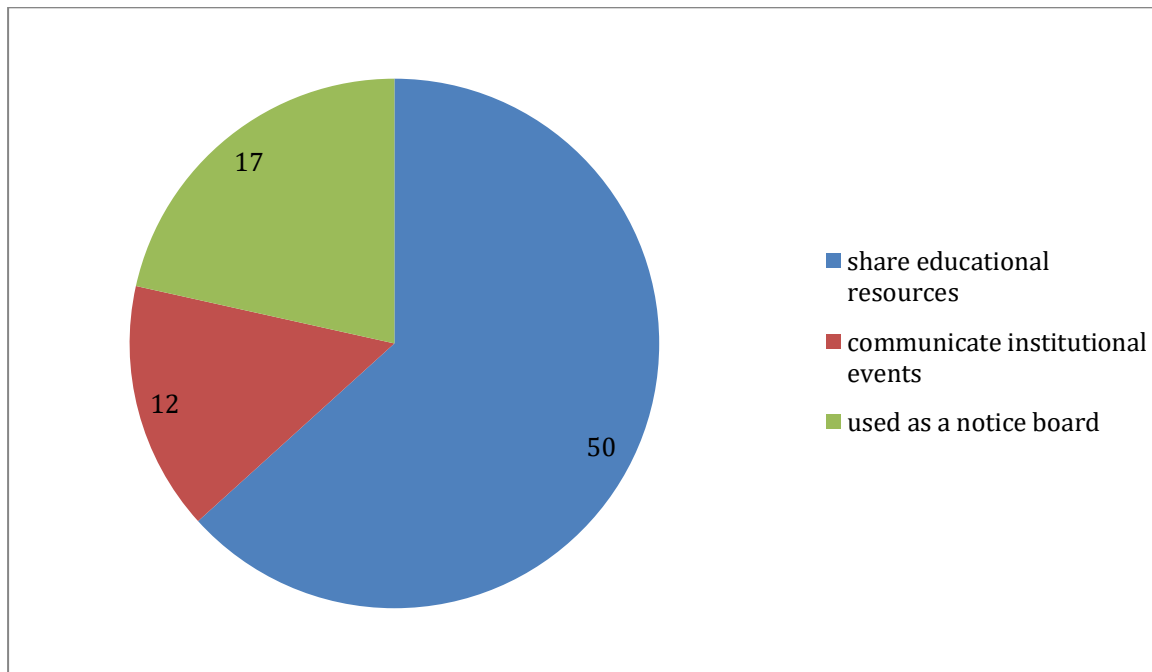


Figure 5.23 GADGETS USED FOR BROWSING SOCIAL MEDIA TOOLS

Then they were asked to indicate the various gadgets used for browsing social media tools. The figure 5.23 shows that less than half 42% of respondents are using social media tools on their smart phones, 17% of respondents are using social media tools on their laptops, 14% of the respondents are using the social media tools on their-pad, 9% of the respondents are using other tools.

5.1.27 SOCIAL MEDIA AS EFFECTIVE TOOLS FOR STUDIES?



Figures 5.24 social media as an effective tool for studies

The figures 5.24 shows that is social media may be used as an effective tool for their studies thus half 50% of the respondents used these tools being simple so used to share educational resources, 17% of



the respondents are used to communicate institutional events, one eight 12% of the respondents can be used as a notice board and small percentage people 3% did not show any interest to the same.

5.1.28 PROMOTION OF SOCIAL MEDIA

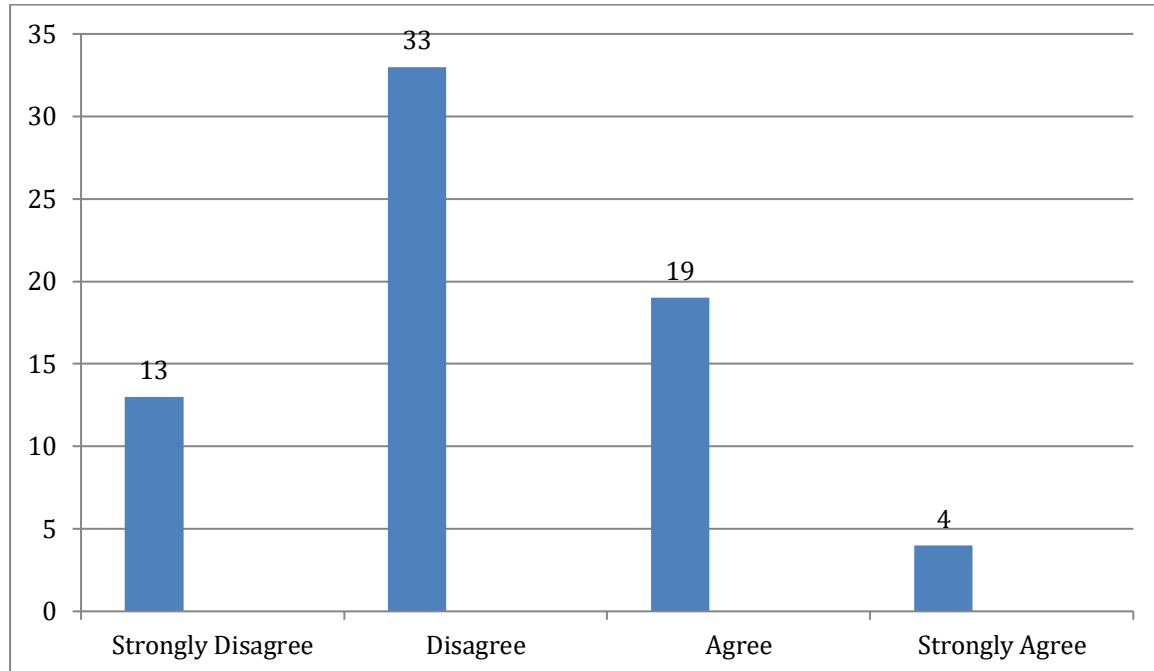


Figure 5.25 Promotion of social media

The figure 5.25 shows that one third 33% of the respondents ‘Disagree’, for the promotion of social media, 13% of the respondents ‘Strongly Disagree’ with regard to the promotion of social media, 19% of the respondents ‘agree’ for the promotion of social media, 4% of the respondents ‘Strong disagree’ about the impact of social media on them.

5.1.29 CONNECTION OF SOCIAL MEDIA

Table 5.11 Connection of social media

S. No	Connection of social media	No. of Respondents	% of Respondents
1	Yes	60	60
2	No	19	19
TOTAL		79	79

From table 4.11 it is evident that most of the respondents (60%) indicated that social media is a connection tool to connect people including same genders and families especially youth, remaining (19%) respondents felt that social media is not useful as a tool for connecting people.

4.1.30 PROBLEMS OF USING SOCIAL MEDIA

Table 5.12 shows that the majority (47%) of respondents face problems while using social media tools. Followed by 32 respondents (32%) did not face any problems. However, they have not mentioned the various problems faced by these respondents.

Table 5.12. Problems of using social media

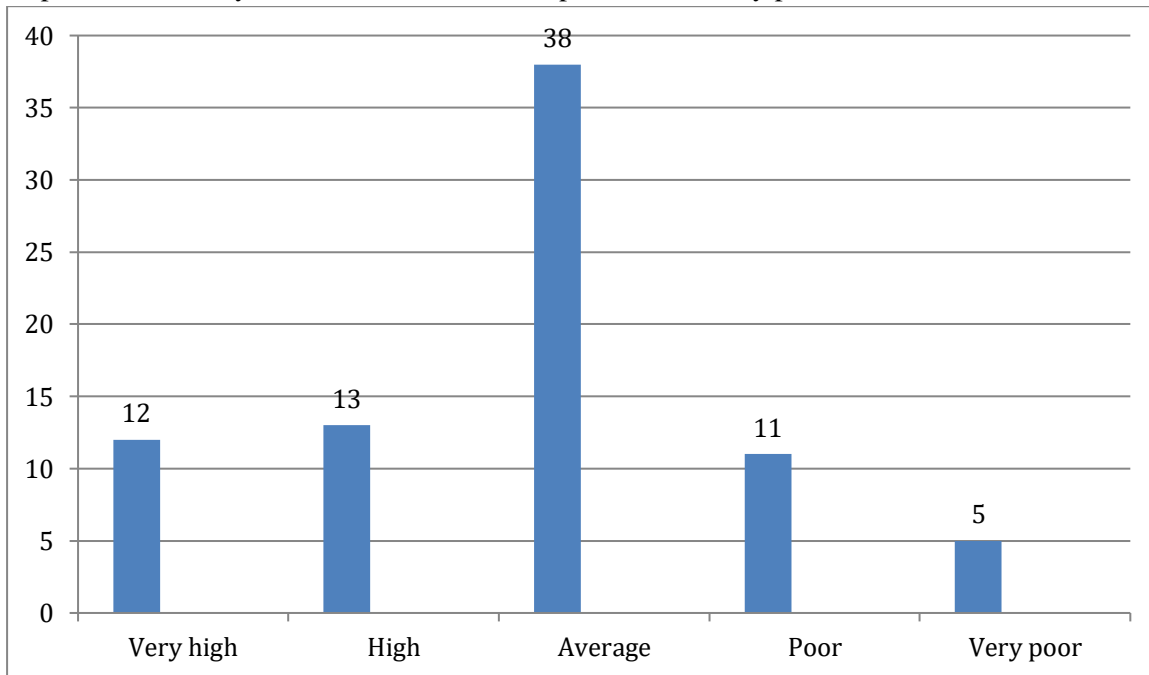
S. No	Problems of using social media	No. of Respondents	% of Respondents
1	Yes	47	47



2	No	32	32
Total		79	79

5.1.31 SATISFACTION LEVEL IN USING SOCIAL MEDIA

Figure 4.26 shows that 38% of the respondents are generally satisfied with using social media, 13% of the respondents are highly satisfied, 12% of the respondents are very highly satisfied, 11% of the respondents are very dissatisfied, 5% of the respondents are very poor satisfaction.



Figures 5.26. Satisfaction level in using social media

6. MAJOR FINDING OF THE STUDY

The major findings of the study are summarized below:

- I. Most respondents belonged to the 15–16-year age group.
- II. Male students constituted most respondents.
- III. A significant percentage of students actively used social media platforms.
- IV. Facebook and WhatsApp were the most used platforms.
- V. Most students used social media for communication, sharing information, and entertainment.
- VI. Many students learned social media usage through friends and peers.
- VII. Most respondents possessed average proficiency in using social media tools.
- VIII. Students primarily access social media from their homes.
- IX. Many parents lacked awareness regarding students' online activities.
- X. Social media positively supported communication and educational information sharing.
- XI. Excessive use of social media creates a distraction and affects students' concentration.
- XII. Some respondents experienced problems related to privacy, misuse, and academic distraction.

7. SUGGESTIONS FOR FUTURE RESEARCH

The present study was limited to 100 respondents from 11 higher secondary schools in Murshidabad district, West Bengal. Therefore, the findings may not fully represent all schools or regions.

Future studies may consider the following suggestions:



- i. Conduct research with larger sample sizes covering different districts and states.
- ii. Include government, private, and autonomous schools for comparative analysis.
- iii. Examine gender-based differences in social media usage patterns.
- iv. Investigate the psychological and behavioral effects of social media addiction.
- v. Study the role of teachers and parents in promoting responsible social media usage.
- vi. Explore the effectiveness of digital literacy and cyber safety programs among adolescents.

8. CONCLUSION

Technology is a powerful tool when used productively and responsibly. The present study reveals that social media has become an inseparable part of the lives of higher secondary school students in Murshidabad, West Bengal. Students use social networking platforms for communication, information sharing, entertainment, and educational purposes.

The findings indicate that social media provides opportunities for collaborative learning, communication, and access to educational resources. At the same time, excessive and uncontrolled use may lead to distraction, reduced concentration, privacy risks, and social problems.

The study highlights the importance of proper guidance, digital literacy, parental monitoring, and awareness programs to ensure healthy and balanced use of social media among adolescents. Educational institutions, teachers, parents, and policymakers must work together to promote responsible social media practices and encourage students to use digital technologies constructively for academic and personal development.

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Declarations:

- This manuscript is original, has not been published before, and is not under consideration for publication elsewhere.
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