The role of social media among Secondary Level students of West Bengal

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Abstract: Social media has become an integral part of students' lives, influencing their habits, lifestyle, and academic performance. With the growing digitalization of education and communication, this study aims to analyze how students from different socio-demographic backgrounds engage with social media and its effects on their daily lives.The study also aims to explore relationship between different types of social media usage like Entertainment, Education, Travel, and Lifestyle on the basis of gender, habitat, caste, family type, and monthly income

Using a survey method, data was collected from a randomly selected sample of 400 secondary-level students. The findings reveal significant variations in social media usage based on habitat, gender, caste, and family income. Urban and rural students were found to use social media more frequently than those from semi-urban areas. Male students exhibited higher usage compared to female students. Additionally, students from UR and OBC categories engaged more with social media than SC and ST students. The study also found that urban students primarily used social media for entertainment, while semi-urban students were more inclined toward lifestyle-related content. Furthermore, students from higher-income families (above ₹20,000) used social media more for entertainment compared to those from lower-income backgrounds. These insights emphasize educators, parents, and policymakers to develop techniques for accountable social media use, ensuring a balance between digital engagement and academic and social well-being.

Key words: Social Media Usage, Secondary Level Students, Urban, Rural, Digital Engagement, Digital Technology, Entertainment and Lifestyle, Student Well-being, Social Media Addiction, Mental Health Impact

I. INTRODUCTION

Social media has indeed increased tremendously in popularity all over the world, especially among adolescents. Social media is an umbrella term that facilitates technologies through online tools to share information with a large amount audience. Social media refers to a wide range of applications and platforms that let users share material, communicate online, and create communities. There are many forms of social media, including blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Nowadays, smartphones or internet connectivity are not optional things; they are part of our day-to-day lives. There are so many social media platforms that attract adolescents. But these days social media reaches an overall level of society like adolescents, adults, and old age people. Not only that the use of smartphones and the internet rapidly speeding up in all kinds of people rich and poor, young and adult, male and female, etc.

Now access to online platforms is increasing but usage of social media is also taking an active role in society. The member of virtual community is no longer the passive receivers of information but the active creator of their meanings. Now social has many forms like teacher, evaluator, and motivator. But in this era, overuse of social media leads to anxiety, depression, cyber bullying, online harassment, and addiction. These types of issues have also had negative effects on adolescents' psychological well-being. Social media can result in negative comparisons among adolescents. Other life situations, photos, and videos can lead to feelings of low self-esteem and a sense of worthlessness. Studies have found that social media use late at night in bed or before bedtime can interfere with one's sleep cycle and quality of sleep, leading to fatigue during the day. When adolescents spend an extended amount of time scrolling through social media sites, they are less likely to engage in face-to-face communication. After COVID-19 the school system is also regulated by the virtual world and the researchers wants to indicate the present status of social media activity among secondary-level students.

II. SIGNIFICANCE OF THE STUDY

We are not aware of social media usage properly, now it is pervasive in our day-to-day life. Now you can understand one person by analyzing their online social networking engagement. This will provide a valuable understanding of their motive, intentions, habit formations and overall lifestyle. In that present scenario it has become a digital social interacting technology of young minds that is connected to video calls, messaging to peer groups, emailing, downloading, and

content creation. So overuse digital platforms increases the risk of mental issues. The overuse of social media distracts students from their goal, break their daily routine, destroy their sleeping habit, create unrealistic thoughts, and develop negative body images. After pandemic West Bengal has its own unique socio-cultural context of social media usage that also influence the young people lives. So the researchers studied this specific group of young people with region trend and challenges. The findings of this research may help educators, parents and policy makers about the benefits and hindrance of social media usage among students. This also gives them a proper guidance of ethical digital citizenship. This will also help create a link between uses of social platforms in our daily life routine.

III. LITERATURE REVIEW

The reviewed studies collectively examine the diverse role of social media on adolescents, highlighting both positive and negative outcomes. Reilly (2018) and Ezenneka et al. (2020) emphasize the negative effects of social platfoorms, such as increased stress, depression, and suicidal ideation, particularly among adolescents who experience bullying or self-esteem issues. These studies also explore how socio-demographic factors like parental education and socioeconomic status contribute to social media addiction, with higher levels of addiction found in students with professional parents or higher parental qualifications.

In contrast, Cauberghe et al. (2021) highlight the positive side, suggesting that social media can serve as a coping mechanism for loneliness and anxiety, especially during the COVID-19 lockdown. Humor and social connections formed online were identified as beneficial for adolescent well-being. Brown and Kuss (2020) further support the idea of social media's potential positive impact, showing that a brief abstinence from social media led to improved mental well-being and reduced feelings of missing out.

Other studies, like those by You et al. (2023) and Ratu et al. (2020), investigate the factors influencing heavy social media use. You et al. found that girls, those from one-parent families, and adolescents who spend more time on computers are more likely to engage in heavy uses of social media, with parental supervision reducing this tendency. Ratu et al. (2020) focused on socio-demographic factors influencing family income, revealing that while technology awareness plays a role, education and business experience were more significant in improving family financial outcomes.

Overall, the literature shows that social media's impact on adolescent mental health is complex, with both risks and benefits shaped by individual, familial, and societal factors. The findings stress the need of using social platforms in a balanced way, with greater attention to parental guidance, education, and the socio-economic context in which adolescents live.

IV. STATEMENT OF THE PROBLEM

After reviewing the related contemporary literature conducted on different types of uses of social platforms among young adults. After the pandemic,students from secondary level to higher education level engage in using social media. So researchers failed to locate any significant study mode on different usage of social platforms among secondary-level students of west Bengal. Hence, it is unclear how social media usage is associated with different demographic variables among secondary level students of West Bengal. Hence the present researchers identified a significant knowledge gap on this matter.

Based on the contextual reading and available literature analysis by the researchers, the following research questions were identified on the present problem –
1. Is there any relationship between different use of social networking and habitat, gender, caste, family type, and monthly income among secondary-level students?
2. Is there any relationship between different types of social media usage like Entertainment, Education, Travel, and Lifestyle on the basis of gender, habitat, caste, family type, and monthly income.

The objective of the Study:
The specific objectives of the study are as follows:
➢ To find out the present status of different use of social media platforms among higher-secondary level students based on different demographic variables.
➢ To find out different uses of social media among secondary-level students.

Hypothesis of the study:
H_01: Social media usage is not significantly influenced by habitat, gender, caste, family type, or monthly income.

H₀2: There is no significant difference between gender, caste, family type, or monthly income and various categories of social media usage, such as entertainment, education, travel, and lifestyle.

Study Design and Methodology:
For this study, the researchers employed the survey method.

Sample:
Researchers randomly selected 400 samples representing the population, from Kolkata, 24 Parganas (N), Alipurduar, and Jalpaiguri. According to the objectives and the researcher's accessibility, time frame, and cost efficiency.

Tool:
For this study, researchers developed a series of questions related to social media usage among secondary-level students. To ensure respondent convenience, the researchers used a Bengali version of the tool. Content validity was confirmed through consultation with subject experts in the relevant field.

Analysis and Interpretation:

Table 1.1: Descriptive and Inferential Statistics (Pearson chi-squre test) showing social media usage among higher-secondary level students based on their Habitat, Gender, Caste, Family type, and Monthly income.

Variable	level	N	SocialMedia Uses	%	χ^2	df	P-Value	Remarks $\alpha = 0.05$
Habitat	Urban	53	Yes (51)	96.2	6.587	2	.037	P<0.05 S*
			NO (2)	3.8				
	Semi-Urban	94	Yes (79)	84				
			No (15)	16				
	Rural	253	Yes (231)	91.3				
			No (22)	8.7				
Gender	Male	134	Yes(128)	95.5	6.366	1	.012	P<0.05 S*
			No(6)	4.5				
	Female	266	Yes(233)	87.6				
			No(33)	12.4				
Caste	UR	110	Yes(104)	94.4	13.725	3	0.003	P<0.05 S*
			No(6)	5.5				
	SC	160	Yes(141)	88.1				
			No(19)	11.9				
	ST	25	Yes(18)	72				
			No(7)	28				
	OBC	105	Yes(98)	93.3				
			No(7)	6.7				
Family Type	Nuclear family	301	Yes(273)	90.7	.277	1	.599	P>0.05 NS*
			No(28)	9.3				
	Joint family	99	Yes(88)	88.9				
			No(11)	11.1				
Monthly Income	Below 5k	151	Yes(132)	87.4	3.565	3	.312	P>0.05 NS*
			No(19)	12.6				
	Between 5k to 10k	124	Yes(116)	93.5				
			No(8)	6.5				
	Between 10k to 20k	59	Yes(52)	88.1				
			NO(7)	11.9				
	Above 20k	66	Yes(61)	92.4				
			No(5)	7.6				

S*= Significant, NS*= Not Significant

Table 1.2: Descriptive Statistics showing different types of social media usage like Entertainment, Education, Travel, and Lifestyle based on their Habitat, Gender, Caste, Family type, and Monthly income.

Variable	Level	N	Entertainment	%	Educational	%	Travel	%	Life Style	%
Habitat	Urban	53	Y(32)	60.4	Y(28)	52.8	Y(13)	24.5	Y(17)	32.1
			N(21)	39.6	N(25)	47.4	N(40)	75.5	N(36)	67.9
	Semi-Urban	94	Y(40)	42.6	Y(40)	42.6	Y(21)	22.3	Y(20)	21.3
			N(54)	57.4	N(54)	57.4	N(73)	77.7	N(74)	78.7
	Rural	253	Y(80)	31.6	Y(130)	51.4	Y(68)	26.9	Y(33)	13
			N(173)	68.4	N(123)	48.6	N(185)	73.1	N(220)	87
Gender	Male	134	Y(49)	36.6	Y(75)	56	Y(29)	21.6	Y(23)	17.2
			N(85)	63.4	N(59)	44	N(105)	78.4	N(111)	82.8
	Female	266	Y(103)	38.7	Y(123)	46.2	Y(73)	27.4	Y(47)	17.7
			N(163)	61.3	N(143)	53.8	N(193)	72.6	N(219)	82.3
Caste	UR	110	Y(52)	47.3	Y(56)	50.9	Y(21)	19.1	Y(22)	20
			N(58)	52.7	N(54)	49.1	N(89)	80.9	N(88)	80
	SC	160	Y(49)	30.6	Y(84)	52.5	Y(50)	31.2	Y(28)	17.5
			N(111)	69.4	N(76)	47.5	N(110)	68.8	N(132)	82.5
	ST	25	Y(11)	44	Y(12)	48	Y(04)	16	Y(05)	20
			N(14)	56	N(13)	52	N(21)	84	N(20)	80
	OBC	105	Y(40)	38.1	Y(46)	43.8	Y(27)	25.7	Y(15)	14.3
			N(65)	61.9	N(59)	56.2	N(78)	74.3	N(90)	85.7
Family Type	Nuclear family	301	Y(117)	38.9	Y(143)	47.5	Y(74)	24.6	Y(46)	15.3
			N(184)	61.1	N(158)	52.5	N(227)	75.4	N(255)	84.7
	Joint Family	99	Y(35)	35.4	Y(55)	55.6	Y(28)	28.3	Y(24)	24.2
			N(64)	64.6	N(44)	44.4	N(71)	71.7	N(75)	75.8
Monthly Income	Below 5k	151	Y(38)	25.2	Y(77)	51	Y(39)	25.8	Y(18)	11.9
			N(113)	74.8	N(74)	49	N(112)	74.2	N(133)	88.1
	Between 5k to 10k	124	Y(25)	45.2	Y(57)	46	Y(28)	22.6	Y(22)	17.7
			N(68)	54.8	N(67)	54	N(96)	77.4	N(102)	82.3
		59	Y(17)	28.8	Y(34)	57.6	Y(19)	32.2	Y(15)	25.4

Between 10k to 20k		N(42)	71.2	N(25)	42.4	N(40)	67.8	N(44)	74.6
Above 20k	66	Y(41)	62.1	Y(30)	45.5	Y(16)	24.2	Y(15)	22.7
		N(25)	37.9	N(36)	54.5	N(50)	75.8	N(51)	77.3

Table 1.3: Inferential Statistics (Pearson chi-squre Test) showing different types social media usage like Entertainment, Education, Travel, and Lifestyle based on their Habitat, Gender, Caste, Family type, and Monthly income.

Variable	Level	χ^2	df	P-Value	Remarks $\alpha = 0.05$
Habitat	Entertainment	16.462	2	0.000	P<0.05 **S***
	Educational	2.409	2	.300	P>0.05 **NS***
	Travel	.773	2	.679	P>0.05 **NS***
	Lifestyle	12.208	2	.002	P<0.05 **S***
Gender	Entertainment	.176	1	.675	P>0.05 **NS***
	Educational	3.375	1	.066	P>0.05 **NS***
	Travel	1.579	1	.209	P>0.05 **NS***
	Lifestyle	.016	1	.900	P>0.05 **NS***
Caste	Entertainment	8.091	3	.044	P>0.05 **NS***
	Educational	2.046	3	.563	P>0.05 **NS***
	Travel	6.353	3	.096	P>0.05 **NS***
	Lifestyle	1.336	3	.721	P>0.05 **NS***
Family Type	Entertainment	.391	1	.532	P>0.05 **NS***
	Educational	1.930	1	.165	P>0.05 **NS***
	Travel	.536	1	.464	P>0.05 **NS***
	Lifestyle	4.143	1	.042	P>0.05 **NS***
Monthly Income	Entertainment	31.669	3	.000	P<0.05 **S***
	Educational	2.745	3	.433	P>0.05 **NS***
	Travel	2.015	3	.569	P>0.05 **NS***
	Lifestyle	7.076	3	.070	P>0.05 **NS***

S*= Significant, NS*= Not Significant

Hypothesis Testing and Interpretation:
It was found from the table (1.1) that out of 400 students 53 students were from urban areas and 94 students were from semi urban areas and 253 students were from rural areas. The data also indicates that, out of 53 students from urban areas,

51 students (96.2%) used social media, while the remaining 2 students (3.8%) did not. It also shows that out of 94 semi-urban areas students 79 students (84%) were use social media and rest 15 students (16%) did not use social media. It also shows that out of 253 rural areas students 231 students (91.3%) were use social media and rest 22 students (8.7%) did not use social media.

A Pearson chi-square test (Table 1.1) was conducted based on habitat and the percentage of social media usage. The results showed a statistically significant relationship {χ^2 (2) = 6.587, p < 0.05}, indicating that students from urban and rural areas use social media more frequently compared to those from semi-urban areas.

Table 1.1 reveals that out of 400 students, 134 were male and 266 were female. Among the 134 male students, 128 (95.5%) used social media, while the remaining 6 (4.5%) did not. Similarly, out of 266 female students, 233 (87.6%) used social media, whereas 33 (12.4%) did not.

A Pearson chi-square test (Table 1.1) was conducted based on gender and the percentage of social media usage. The results showed a statistically significant relationship {χ^2 (1) = 6.366, p < 0.05}, indicating that male students use social media more frequently than female students.

It was found from the table (1.1) that out of 400 students 110 students belong from unreserved category, 160 students belong from schedule cast category, 25 students from schedule tribe category and rest 105 students from other backward class category. It is seen that out of 110 UR students 104 students (94.4%) were use social media and rest of 6 students (5.5%) did not use social media. It is seen that out of 160 SC students 141 students (88.1%) were use social media and rest of 19 students (11.9%) did not use social media. It is seen that out of 25 ST students 18 students (72%) were use social media and rest of 7 students (28%) did not use social media. It is seen that out of 105 OBC students 98 students (93.3%) were use social media and rest of 7 students (6.7%) did not use social media.

A Pearson chi-square test (Table 1.1) was conducted based on caste and the percentage of social media usage. The results revealed a statistically significant relationship {χ^2(3) = 13.725, p < 0.05}, indicating that UR and OBC students use social media more frequently compared to SC and ST category students.

According to Table 1.1, out of 400 students, 301 were from nuclear families and 99 from joint families. Among the 301 students from nuclear families, 273 (90.7%) used social media, while the remaining 28 (9.3%) did not. Similarly, out of 99 students from joint families, 88 (88.9%) used social media, whereas 11 (11.1%) did not.

A Pearson chi-square test (Table 1.1) was also performed based on family type and the percentage of social media usage. The analysis showed no statistically significant relationship {χ^2(1) = 0.277, p > 0.05}, suggesting that social media usage is independent of family type.

The table (1.1) revealed that out of 400 students, 151 had monthly family incomes below 5k, 124 had incomes between 5k and 10k, 59 had incomes between 10k and 20k, and 66 had incomes above 20k. It also shows that out of 151 students who belonged to families with a monthly income below 5k, 132 (87.4%) students used social media, and the rest 19 (12.6%) did not use social media. It also shows that out of 124 students who belonged to families with a monthly income Between 5k to 10k, 116 (93.5%) students used social media, and the rest 8 (6.5%) did not use social media. It also shows that out of 59 students who belonged to families with a monthly income Between 10k to 20k, 52 (88.1%) students used social media, and the rest 7 (11.9%) did not use social media. It also shows that out of 66 students who belonged to families with a monthly income above 20k, 61 (92.4%) students used social media, and the rest 5 (7.6%) did not use social media.

A Pearson chi-square test (Table 1.1) was conducted based on monthly family income and the percentage of social media usage. The results showed no statistically significant relationship {χ^2(3) = 3.565, p > 0.5}, suggesting that social media usage is independent of monthly family income.

Table 1.2 indicates that out of 400 students, 53 were from urban areas. Among them, 32 students (60.4%) used social media for entertainment, 28 students (52.8%) for educational purposes, 13 students (24.5%) for travel, and 17 students (32.1%) for lifestyle content. Out of 94 students from semi-urban areas, 40 (42.6%) used social media for entertainment, 40 (42.6%) for education, 21 (22.3%) for travel, and 20 (21.3%) for lifestyle. Among the 253 students from rural areas, 80 (31.6%) used social media for entertainment, 130 (51.4%) for education, 68 (26.9%) for travel, and 33 (13%) for lifestyle purposes.

A Pearson chi-square test (Table 1.3) was also performed based on habitat and the percentage of different dimensions of social media usage. The analysis revealed a statistically significant relationship {χ^2(2) = 16.462, p < 0.05} concerning

the entertainment dimension, indicating that urban students use social media for entertainment more frequently compared to their semi-urban and rural counterparts. However, no statistically significant relationship was observed $\{\chi^2(2) = 2.409, p > 0.05\}$ for the educational dimension, implying that social media usage for educational purposes is independent of habitat. Similarly, no significant relationship $\{\chi^2(2) = 0.773, p > 0.05\}$ was found regarding the travel dimension, indicating that social media usage for travel purposes is also independent of habitat. In contrast, a statistically significant relationship $\{\chi^2(2) = 12.208, p < 0.05\}$ was found in the lifestyle dimension, suggesting that urban and semi-urban students use social media for lifestyle-related content more often than rural students.

According to Table 1.2, out of 400 students, 134 were male. Among them, 49 students (36.6%) used social media for entertainment, 75 students (56%) for educational purposes, 29 students (21.6%) for travel, and 23 students (17.2%) for lifestyle content. Out of the 266 female students, 103 (38.7%) used social media for entertainment, 123 (46.2%) for education, 73 (27.4%) for travel, and 47 (17.7%) for lifestyle.

A Pearson chi-square test (Table 1.3) was conducted based on gender and the percentage of social media usage across different categories. The results indicated no statistically significant relationship $\{\chi^2(1) = 0.176, p > 0.05\}$ for the entertainment dimension, $\{\chi^2(1) = 3.375, p > 0.05\}$ for the educational dimension, $\{\chi^2(1) = 1.579, p > 0.05\}$ for the travel dimension, and $\{\chi^2(1) = 0.016, p > 0.05\}$ for the lifestyle dimension. This suggests that social media usage for entertainment, educational, travel, and lifestyle purposes is independent of gender.

Table 1.2 also shows that out of 400 students, 110 belonged to the unreserved category. Among them, 52 students (47.3%) used social media for entertainment, 56 students (53.8%) for education, 21 students (19.1%) for travel, and 22 students (20%) for lifestyle. Among the 160 students from the Scheduled Caste category, 49 (30.6%) used social media for entertainment, 84 (52.5%) for education, 50 (31.2%) for travel, and 28 (17.2%) for lifestyle. Out of the 25 students from the Scheduled Tribe category, 11 (44%) used social media for entertainment, 12 (48%) for education, 4 (16%) for travel, and 5 (20%) for lifestyle. Among the 105 students from the Other Backward Classes (OBC) category, 40 (38.1%) used social media for entertainment, 46 (43.8%) for education, 27 (25.7%) for travel, and 15 (14.3%) for lifestyle content.

A Pearson chi-square test (Table 1.3) was conducted based on caste and the percentage of social media usage across different categories. The results indicated no statistically significant relationship $\{\chi^2(3) = 8.091, p > 0.05\}$ for the entertainment dimension, $\{\chi^2(3) = 2.046, p > 0.05\}$ for the educational dimension, $\{\chi^2(3) = 6.353, p > 0.05\}$ for the travel dimension, and $\{\chi^2(3) = 1.336, p > 0.05\}$ for the lifestyle dimension. This suggests that social media usage for entertainment, educational, travel, and lifestyle is independent of caste.

According to Table 1.2, out of 400 students, 301 were from nuclear families. Among them, 117 students (38.9%) used social media for entertainment, 143 students (47.5%) for education, 74 students (24.6%) for travel, and 46 students (15.3%) for lifestyle. Additionally, 99 students were from joint families, with 35 students (35.4%) using social media for entertainment, 55 students (55.6%) for education, 28 students (28.3%) for travel, and 24 students (24.2%) for lifestyle purposes.

A Pearson chi-square test (Table 1.3) was also conducted based on family type and the percentage of social media usage in various categories. The analysis revealed no statistically significant relationship $\{\chi^2(1) = 0.391, p > 0.05\}$ for the entertainment dimension, $\{\chi^2(1) = 1.930, p > 0.05\}$ for the educational dimension, $\{\chi^2(1) = 0.536, p > 0.05\}$ for the travel dimension, and $\{\chi^2(1) = 4.143, p > 0.05\}$ for the lifestyle dimension. This implies that social media usage for entertainment, educational, travel, and lifestyle is independent of family type.

The data from Table 1.2 indicates that out of 400 students, 151 had monthly family incomes below 5k. Among them, 38 students (25.2%) used social media for entertainment, 77 students (51%) for education, 39 students (25.8%) for travel, and 18 students (11.9%) for lifestyle. Out of 400 students, 124 had monthly family incomes ranging between 5k and 10k; of these, 25 students (45.2%) used social media for entertainment, 57 students (46%) for education, 28 students (22.6%) for travel, and 22 students (17.7%) for lifestyle. Among the 59 students with monthly family incomes between 10k and 20k, 17 students (28.8%) used social media for entertainment, 34 students (57.6%) for education, 19 students (32.2%) for travel, and 15 students (25.4%) for lifestyle. Additionally, out of 400 students, 66 had monthly family incomes above 20k, with 41 students (62.1%) using social media for entertainment, 30 students (45.5%) for education, 16 students (24.2%) for travel, and 15 students (22.7%) for lifestyle.

A Pearson chi-square test (Table 1.3) was conducted to examine the relationship between monthly family income and the percentage of social media usage across different categories. The results showed a statistically significant relationship $\{\chi^2(3) = 31.669, p < 0.05\}$ in the entertainment category, indicating that students from families with a monthly income

above 20k engage more with social media for entertainment compared to those with family incomes below 5k, between 5k and 10k, and between 10k and 20k. However, no statistically significant relationship was found for the educational dimension {$\chi^2(3) = 2.745$, $p > 0.05$}, the travel dimension {$\chi^2(3) = 2.015$, $p > 0.05$}, or the lifestyle dimension {$\chi^2(3) = 7.076$, $p > 0.05$}. This suggests that social media usage for educational, travel, and lifestyle purposes is independent of monthly family income.

V.   DISCUSSION

Social media has become an integral aspect of young people's lives, playing a significant role in shaping modern society. Teenagers, in particular, engage extensively with various social media platforms, dedicating a substantial portion of their time to them. The researcher aims to identify the diverse types of social media usage and the specific purposes behind their engagement, such as entertainment, education, travel, and lifestyle. Understanding how young people utilize social media provides valuable insights into their social interactions, learning behaviors, and overall well-being. This study seeks to explore both the positive and negative impacts of social media on students' mental states, social relationships, and habit development. Insights from this research can guide educators and parents in fostering responsible social media usage and encouraging a balanced lifestyle. Implementing educational programs, parental supervision, and school policies can support a healthier integration of social media with traditional and technological spheres.

The current study revealed a statistically significant relationship among secondary-level students when analyzed through socio-demographic variables such as habitat, caste, and gender. These findings align with previous research in this field. For instance, a study conducted by Ezennaka et al. (2021) indicated a marked difference in social media addiction between male and female secondary school students. Similarly, Donkoh's (2018) research identified a significant disparity in social media usage between rural and urban students in Ghanaian high schools. However, no statistical association was identified concerning family structure and monthly household income.

Contrasting findings emerged from the research by You et al. (2023), which indicated that girls from single-parent households spent more time on social media during both weekdays and weekends. Furthermore, the present study found a statistically significant correlation between habitat and the entertainment and lifestyle dimensions of social media usage. Additionally, a significant relationship was identified between monthly family income and the entertainment aspect of social media engagement. However, no meaningful relationship was found between habitat and the educational or travel dimensions of social media usage. Similarly, there was no statistically significant connection between monthly family income and the educational, travel, or lifestyle dimensions of social media engagement. Gender, caste, and family structure also did not exhibit any significant correlation with the entertainment, educational, travel, or lifestyle aspects of social media usage.

VI.   CONCLUSION

The study provides crucial insights into how social media usage varies across demographic factors such as habitat, gender, caste, family type, and monthly income. In the post-pandemic era, social media has become deeply embedded in students' lives, offering both educational benefits and potential risks (You et al., 2023). While it facilitates peer communication, online learning, and content creation, excessive usage may lead to negative psychological effects, including stress, anxiety, and disrupted daily routines (Ezenwaka et al., 2021).

The study highlights a significant knowledge gap in understanding the specific types of social media usage (Entertainment, Education, Travel, and Lifestyle) among secondary-level students in West Bengal. Given the increasing digital engagement among students, this research underscores the importance of monitoring social media usage patterns and implementing awareness programs that encourage responsible digital consumption. Future research should focus on developing educational interventions and policies that balance the benefits and drawbacks of social media in secondary education (Donkoh, 2018).

The study emphasizes how digital platforms are increasingly influencing students' social, academic and personal lives. Social media now plays a crucial role in students' everyday lives, impacting their social connections, entertainment preferences, and study habits. Although it improves connectedness and has educational benefits, excessive use can cause behavioural changes, diversions, and mental health problems. In order to assist students maximize social media's positive effects while reducing its negative ones, the research highlights the necessity of balanced and responsible usage through parental guidance, school policy, and awareness campaigns. Future research might examine successful intervention techniques to encourage secondary school students to adopt healthy digital behaviours.

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