

An Analysis Of Young People'S Perceptions Of Social Media Platforms

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Abstract

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INTRODUCTION:

Social media is a relatively recent phenomenon that originated during this century's millennial years. However, it has become an important part of any company's communication in a fairly short time. Around one-third of the world's population will be connected through various forms of social media.

Consumer spending will increase by 29 trillion dollars as a result of social media penetration. As a result, it's no surprise that social media has been dubbed a key disruptor of marketing management during the last decade by researchers. There are a variety of reasons why social media has become so popular in recent years. One is that we live in a communicative world in which trust is lacking. As a result, individuals have lost faith in advertising and other sources of information.

Chhabra, G. S., et al. (2025) to investigate the connection between teenage emotional outcomes and social media use. The researchers looked at how service features, content exposure, and usage intensity affect young users' academic engagement, well-being, and pleasure by drawing on previous empirical research. The results indicated that while social media can foster peer support and collaboration, problematic use is associated with academic distraction, melancholy, and low self-esteem. The study underlined the necessity of better platform regulation and initiatives to raise awareness of mental health issues among young users.

Malak, Malakeh Z., et al. (2024) assessed how social media addiction (SMA) affected Jordanian university students' academic performance as well as the psychological damage that resulted from it. The aim of the study was to examine how SMA directly affects stress and anxiety and how this in turn affects academic performance. 510 students from two educational institutions participated in the survey, and

SEM-PLS was used to evaluate the results. The results showed that SMA increased stress and anxiety, which in turn exacerbated depression, and hence had an indirect impact on academic performance. The report emphasizes the need for more investigation into the psychological and intellectual effects of SMA.

Taddi, Vishnu V, Kohli, Ravshish K, & Puri, (2024) Pooja researched how Indian teenagers understood social media use and its effects on mental health. The study employed a qualitative research approach and interviewed teenagers in-depth to learn about their feelings and experiences with social media. The results showed that a great deal of social media was linked to worry, tension, sleep problems, and decreased focus, even while it fosters communication, learning possibilities, and social connections. The study came to the conclusion that in order to reduce detrimental psychological consequences, parental supervision and balanced usage are crucial.

Alluhidan, Abdulmalik, Akter, Mamtaj, Alsubai, Ashwaq, Park, Jinkyung, & Wisniewski, (2024) analyzed how teenagers talked about their observations on various social media platforms. The researchers classified perceptions into good, bad, and neutral experiences by using thematic content analysis of online posts posted by teenagers between the ages of 15 and 17. Teenagers enjoy social media for self-expression, amusement, and friendship maintenance, according to the study, but they also expressed worries about privacy threats, cyberbullying, and social comparison.

Al-Rahmi, Ali Mugahed, et al. (2023) investigated students' behavioral intention to use social media and its effect on academic performance and satisfaction. The study looked at five distinct characteristics impacting social media adoption, based on the information system success model (ISSM) and technology acceptance model (TAM). 1,200 students

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from four public institutions participated in the poll, and SPSS and SEM-Amos were used to evaluate the results. The results showed that social media had a favorable impact on academic achievement and satisfaction.

M Katz and N Nandi (2024) demonstrated that the COVID-19 epidemic has pushed virtual web-based learning to the forefront of medical education, as training systems adapt to physical distance issues while preserving medical training requirements. To enhance formal medical education, social media has a unique and mostly untapped potential.

P Rossini (2024) According to this study, which looked into dysfunctional information sharing on WhatsApp and Facebook, it focused on two explanatory variables: the frequency of political talk and cross-cutting exposure, as well as potential solutions including observing, experiencing, and performing social corrections? The findings indicate that dysfunctional sharing is widespread, with over a quarter reporting spreading false information on Facebook and WhatsApp, but social corrections are also common. Corrections are more likely to be experienced or expressed on WhatsApp rather than Facebook. Our findings imply that the personal aspect of WhatsApp communication has significant implications for the dynamics of misinformation dissemination, particularly in terms of aiding social corrections.

Cataldo (2023) According to the report, social media platforms such as Facebook, Twitter, and Instagram have become an integral component of practically everyone's social lives, particularly among younger generations. Children and teenagers have grown up with Internet-based services that have become a part of their personal and social lives. However, as several studies have shown, psychological and mental issues are sometimes linked to inappropriate social media use. The major goal of this review is to provide an overview of the cognitive, psychological, and social effects associated with problematic usage of social networking sites from the ages of 10 to 19. The review, which focuses on depression, anxiety, eating disorders, and neurodevelopment disorders, also covers findings connected to genetic and neurological concerns, as well as therapeutic implications and future possibilities from a multidisciplinary standpoint. The scientific community has made great progress in better understanding how social media affects the lives of teenagers.

J Swart (2023) explains how automated crating is becoming more prevalent in the news that young people consume. Despite the fact that many studies

have looked into how algorithms wield power in individuals' daily lives, little is known about how young people themselves perceive, learn about, and deal with news personalization. This article examines how young people make sense of, feel about, and engage with algorithmic news duration on social media from a user-centric perspective, and how such everyday experiences contribute to their algorithmic literacy. With a broad sample of 22 young people aged 16–26 years, researchers used in-depth interviews in conjunction with the walk-through approach and think-aloud protocols. It addresses three current methodological challenges in studying algorithmic literacy: first, the lack of a common understanding of how algorithms work; second, the opacity of algorithms in everyday media; and third, technological vocabularies that limit young people's ability to articulate their algorithmic encounters. Expectancy violations and explicit personalization cues trigger users' algorithm sense making techniques, which are context-specific. However, young people's intuition and experience-based insights into news personalization do not inevitably enable young people to verbalize them, nor does having information of algorithms necessarily motivate users to intervene in algorithmic judgments.

BFolowo (2023) The author states that this article is based on a survey that looked into the impact of students' use of Facebook, WhatsApp, and Twitter on their academic achievement in secondary schools. The descriptive research design was used in this study. The study's population included all 7,767 secondary school instructors. A random sample of 385 teachers was chosen. There were two instruments utilized. The data was analysed with Pearson Product Movement Correlation Statistics at a significance threshold of 0.05. The results revealed that students' use of Facebook, WhatsApp, Twitter, and YouTube was linked to their academic performance in secondary schools. The study found that teachers and students' use of Facebook, WhatsApp, Twitter, and YouTube had a favourable impact on secondary school students' academic achievement.

Ernest Jakaz (2022) This article examines how Facebook and WhatsApp users establish or obfuscate their identities, as well as the identities of their followers and/or audience. Users of social media make their status updates and whatever is on their minds public. The sender's identity is thought to be aligned with readers or potential readers in these posts. The discursive processes involved are critical for evaluating how identities are or obfuscated. Language is at the heart of or obfuscation in identity co-construction. The

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research investigates identity construction of obfuscation from three levels of analysis: lexical, textual pragmatic and interactional levels, using the Appraisal and Social Construction are theoretical frameworks. Purposefully sampled data is used for analysis. The discursive socio-semantic meanings of status and posts on social media are assessed through observation and group conversations. The study contends that in social media, identities are largely disguised. Identities are never unified, and the fragmentation of identities in various settings and contexts adds to the overall confusion of identities.

Mohammed T. Nuseir (2022) tells us that during the previous decade, the use of social media for communication has sky rocketed. Businesses offer their goods and services using virtual venues created by social media. Platforms such as Facebook, Twitter, WhatsApp, and Instagram have become known for connecting people through text, photo, and video messaging, allowing businesses to communicate with clients quickly and attractively. Businesses choose their social media platform based on their chances of reaching clients, according to a research of customer involvement with the Big Four. This study looked at the reciprocal relationships that businesses have with their customers on the four major social media platforms. Customers on social media believe they have their own space, and businesses who promote on social media use personalized messaging to their advantage, resulting in this link. This ownership and personalisation reflect the degree to which relationships are created between business entities and individuals in modern society

OBJECTIVES OF THE STUDY

- To investigate the influence of social media as a communication tool.
- To determine the utility of social media as a communication tool.
- To analyse social media's potential as a tool for facilitating technology-enabled interactions.

METHODOLOGY OF THE STUDY

1. Data Collection:

● Primary Data:

Primary sources include survey work done among the residents of Chennai city.

● Secondary Data:

Document analysis of the secondary sources includes internet, magazines, books and journals has been carried out to study the impact and the sue of social media in the social context and its potential for future growth.

2. Sample Collection:

A total of 52 people living in the area were chosen at random.

Methodology:

The research is primarily a qualitative and quantitative examination of the role and significance of social media as a communication medium. The survey method was utilised Correlation and Chi square.

Limitations and Future Research

A college-student sample was used in our study, with a majority of female and male participants.

Although young adults are the most frequent users and adopters of social media and social networking platforms, our findings cannot be applied to the full population of social media users.

Future research could repeat our study with people from other demographic groups.

DATA ANALYSIS

TABLE-1

TABULAR COLUMN OF AGE

S. No	Age	Responses	Percentage
1	Below 20	10	19.23
2	21-30	34	65.38
3	31-40	5	9.61
4	41 and above	3	5.76
	Total	52	100

INTERPRETATION

This bar graph shows that during the survey 65.38% (34)respondents age group is21-30, 19.23% (10) respondents age group is below 20, 9.61% (5) respondents age group is 31-40, 5.76%(3) respondents age group is 41 and above.

TABLE-2

TABULAR COLUMN OF GENDER

S. No	Gender	Responses	Percentage
1	Male	21	40

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2	Female	31	60
	Total	52	100

INTERPRETATION

This graph shows that 60% (31) respondents are female and 40% (21) respondents are male.

TABLE-3

TABULAR COLUMN OF QUALIFICATION

S. No	Qualification	Responses	Percentage
1	UG	26	50
2	PG	26	50
	Total	52	100

This graph shows that 50% (26) respondents are UG and 50% (26) respondents are PG

TABLE-4

TABULAR COLUMN OF OCCUPATION

S. No	Occupation	Responses	Percentage
1	Government employee	4	7.69
2	Private employee	12	23.07
3	Self-employee	3	5.76
4	Professional	1	1.92
5	Student	32	61.53
	Total	52	100

INTERPRETATION

This pie diagram represents that 61.5% (32) respondents are student, 21.2% (12) respondents are private employee, 9.6%(4) respondents are government employee, 5.76 (3) respondents are self- employee and 1.92% (1) respondents is professional employee.

TABLE-5

TABULAR COLUMN OF REPORTED OR GIVEN COMPLAINT THROUGH SOCIAL MEDIA

S.No	Have you ever reported or given complaint through social media	Responses	Percentage
1	Yes	13	25
2	No	39	75
	Total	52	100

INTERPRETATION

This pie diagram represents that 75% (39) respondents said no that they have not reported or given complaint against social media while 25% (13) respondents had given complaint or reported against social media.

TABLE-6

TABULAR COLUMN OF WHICH PART OF SOCIAL MEDIA WOULD YOU LIKE THE MOST?

S. No	Which part of social media would you like the most	Responses	Percentage
1	Facebook	5	9.61
2	Twitter	4	7.69
3	WhatsApp	34	65.38
4	Others	9	17.3

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Total	52	100
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INTERPRETATION

This pie diagram shows that 65.4% (34) respondents are using WhatsApp, 17.3% (9) respondents using others, 9.6 % (5) respondents are using Face book, and 7.69% (4) respondents are using twitter.

TABLE-7

TABULAR COLUMN OF TYPE OF CONTENT DO YOU LIKE TO SEE IN SOCIAL MEDIA

S.No	Type of content do you like to see in social media	Responses	Percentage
1	Fitness	8	15.38
2	Nutrition	8	15.38
3	Health and lifestyle	20	38.46
4	Promotion	3	5.76
5	Others	13	25
	Total	52	100

INTERPRETATION

This pie diagram represents that 38.5% (20) respondents preferred to see health and lifestyle, 25% (13) respondents preferred to see others, 15.4% (8) respondents preferred to see Fitness, 15.4% (8) respondents preferred to see Nutrition and 5.76% (3) respondents preferred to use for promotion.

TABLE-8

TABULAR COLUMN OF PREFERENCE FOR WATCHING SOCIAL MEDIA

S.No	Preference for watching social Media	Responses	Percentage
1	Video's	27	51.92
2	Picture	7	13.46
3	Article	8	15.38

4	Blogs	6	11.53
5	Networking	4	7.69
	Total	52	100

INTERPRETATION

On being asked the major preference for the most 27 (51.9%) respondents said that they prefer social networking for video's, 8 (15.4%) respondents for Articles ,7 (13.5%) respondents for pictures ,6 (11.5%) respondents for blogs ,4 (7.7%) respondents for networking.

TABLE-9

TABULAR COLUMN OF HOW MUCH TIME YOU SPEND ON SOCIAL MEDIA?

S.No	How much time you spend on social media	Responses	Percentage
1	0-2 hours	27	51.92
2	2-5 hours	11	21.15
3	5-10 hours	7	13.46
4	Above 10 hours	7	13.46
	Total	52	100

INTERPRETATION

This pie diagram shows that 51.9% (27) respondents are using social media for 0-2 hours, 21.2% (11) respondents are using social media for 2-5 hours, 13.5% (7) respondents are using social media for 5- 10 hours, 13.5% (7) respondents are using social media above 10 hours.

TABLE-9

TABULAR COLUMN OF "GO TO DEVICE" TO ACCESS YOUR SOCIAL MEDIA FEED

S.No	What is Your "go to device" to access your social media feed	Responses	Percentage
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1	Mobile	45	86.53
2	Laptop	5	9.61
3	Desktop	2	3.84
	Total	52	100

INTERPRETATION

This diagram shows that 86.5% (45) respondents are accessed with mobile, 9.6% (5) respondents are accessed with laptop and 3.84% (2) respondents are accessed with Desktop.

CHI-SQUARE TEST

A **chi-squared test** (also **chi-square** or χ^2 test) is a statistical hypothesis test that is valid to perform when the test statistic is chi-squared distributed under the null hypothesis, specifically Pearson's chi-squared test and variants thereof. Pearson's chi-squared test is used to determine whether there is a statistically significant difference between the expected frequencies and the observed frequencies in one or more categories of a contingency table.

ANALYSIS-1 CORRELATION:

Correlation refers to the statistical relationship between two entities. In other words, it's how two variables move in relation to one another. Correlation can be used for various data sets, as well. In some cases, you might have predicted how things will correlate, while in others, the relationship will be a surprise to you. It's important to understand that correlation does not mean the relationship is causal.

CORRELATION ANALYSIS

1) HYPOTHESIS:

H0 – There is no significant between age and motivation. H1 – There is significant between age and motivation.

2) Table showing age and motivation

	Mean	Std. Deviation	N
AGE	6.4423	4.14641	52
Social media makes you feel motivated daily	2.3269	.94394	52

FACTORS		AGE	Social media makes you feel motivate daily
AGE	Pearson Correlation	1	.032
	Sig. (2-tailed)		.819
	N	52	52
	Pearson Correlation	.032	1

Social media makes you feel motivated daily	Sig. (2-tailed)	.819	
	N	52	52

3) HYPOTHESIS TESTING:

Correlation is significant at the 0.05 level (2-tailed) valued at 0.032 which is Less than the table value of 0.94394.

4) INTERPRETAION:

It has revealed that, as the calculated value is less than the table value. Therefore, the researcher accepted the null hypothesis. Hence, there is a relationship between age and motivation.

Pearson Correlation Matrix

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Variables	PU	PEOU	SI	PC	OP
PU	1	.612**	.584**	-.321**	.703**
PEOU	.612**	1	.541**	-.298**	.655**
SI	.584**	.541**	1	-.214*	.601**
PC	-.321**	-.298**	-.214*	1	-.432**
OP	.703**	.655**	.601**	-.432**	1

Note. * $p < 0.05$; ** $p < 0.01$

Interpretation of Results

The results indicate that Perceived Usefulness ($r = .703$, $p < .01$) has a strong positive relationship with Overall Perception. Perceived Ease of Use ($r = .655$, $p < .01$) and Social Influence ($r = .601$, $p < .01$) also show significant positive correlations. Privacy Concern demonstrates a moderate negative relationship ($r = -.432$, $p < .01$), suggesting that increased privacy concerns reduce positive perceptions toward social media applications.

Since all major independent variables show statistically significant relationships with Overall Perception, the proposed hypotheses (H1, H2, H3, and H4) are accepted.

FINDINGS

- Study conducted among 52 respondents using social media in Chennai city.
- Among 52 respondents 31 are Female respondents (60%) and 21 are male respondents (40)
- Most of the respondents falls under the age category of 21-30 years of age and are mostly students (61.53%)
- Among 52 respondents 39 respondents (75%) said no that they have not reported or given complaint through social media.
- From total 52 respondents 34 respondents (65.38%) are using WhatsApp.
- 20 respondents (38.46%) liking the health and lifestyle content.
- People preferred watching social media for videos 27 respondents (51.92%).
- Most of them spending 0-2 hours 27 respondents had been used.
- Over 52 respondents 45 respondents (86.5%) access mobile for their social media feed.
- 16 respondents (30.76%) Most of them met in person from social media website.
- 23 respondents (44.23) the number of likes has felt little bit.

Half of the 22 respondents (42.30%) do not affect without social media.

23 respondents (44.23%) Most of them don't share their information with others in social media.

Among 52 respondents 27 respondents (51.92%) had been agreed that social media used for learning activities.

21 respondents (40.36%) had been strongly agreed that social media had become an important part of life.

19 respondents (36.53%) Most of them agreed that social media creates job opportunity.

26 respondents (50%) had been agreed that social media does not affect any mental health.

20 respondents (38.46%) had agreed that social media felt motivated daily.

Many people consider that social media became more beneficiary 26 respondents (50%) had been agreed.

SUGGESTIONS:

1. Continue assessment shall understand the students and academic institutions using social media to improve teaching and learning techniques.
2. Group dynamics helps to facilitate the exchange of relevant academic resources and result in a rich content repository.
3. The above analysis ensures for developing critical thinking skills, which come in handy throughout one's education and career.

CONCLUSION:

When social media tools are used to support online collaboration, it becomes easier. Google Docs allows students in the same study group to collaborate on documents, spreadsheets, presentation slides, and more. Social media offers simple, low-cost ways to organise members, schedule meetings, disseminate information, and gather feedback. As more systems emerge, organisations will be better able to organise and engage in collective action, which is a hallmark of civil society.

Individuals or organisations can establish themselves as experts in their professions and then begin to influence others using social media.

As a result, one of the fundamental ideas in social media is that, while one cannot entirely control one's message, one can contribute to discourses. Social media technology has the ability to reach global audiences.

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