

A Study of Social Media Usage among Junior College Students



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University



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Framework of Educational Research

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1.1 Introduction

In the twenty-first century, the rapid growth of digital technology has significantly transformed the lifestyle of students. Social media has emerged as one of the most powerful tools of communication, interaction, and information sharing among young learners. Junior college students, who are in a crucial stage of academic and psychological development, actively engage with various social media platforms such as WhatsApp, Instagram, YouTube, Facebook, and Telegram. These platforms provide instant access to information, peer interaction, and learning resources, making them attractive to students.

From an educational perspective, social media has both positive and negative influences. On one hand, it supports learning through online lectures, educational videos, discussion forums, and collaborative learning. On the other hand, excessive and unplanned use of social media may lead to distraction, reduced concentration, poor study habits, and academic stress. Many students spend long hours scrolling through social media without realizing its impact on their academic life.

Education aims at the all-round development of students, including intellectual, social, and emotional growth. To achieve this goal, teachers and institutions must understand students' digital behaviour. Studying social media usage among junior college students helps educators to identify usage patterns, purposes, and possible effects on learning. Therefore, the present study attempts to systematically examine social media usage among junior college students using a scientific research approach.

1.2 Review of Related Literature

Review of related literature provides a strong theoretical and research background to the present study. It helps the researcher to understand previous findings, methodologies used, and research gaps in the area of social media usage among students.

Kaur and Singh (2019) conducted a descriptive survey study on higher secondary students to examine patterns of social media usage. A self-constructed questionnaire was used as a research

tool, and data were analyzed using percentage analysis. The study revealed that a majority of students used social media mainly for entertainment and social interaction rather than academic purposes. The researchers emphasized the need for educational guidance in social media usage.

Patil (2020) carried out a survey-based study on junior college students to study the impact of social networking sites on academic achievement. The sample consisted of 120 students selected through random sampling. The findings showed that moderate use of social media had a supportive role in learning, while excessive usage negatively affected concentration, time management, and academic performance.

Sharma and Verma (2021) conducted a quantitative study to analyze social media addiction among adolescents. The researchers used a standardized addiction scale and survey method for data collection. Statistical techniques such as mean and correlation were applied. The study concluded that increased time spent on social media was associated with reduced attention span and increased academic stress.

Joshi (2022) undertook a comparative survey study on rural and urban junior college students to study differences in social media usage. A questionnaire method was used, and data were analyzed using percentage and comparative analysis. The study found that urban students had higher access to smartphones and internet facilities, leading to higher social media usage compared to rural students.

Kamble (2023) studied the educational use of social media among higher secondary students using a survey method. The researcher highlighted that when social media is used under proper guidance, it can promote collaborative learning, peer discussion, and sharing of academic resources.

The review of these studies indicates that survey method and questionnaire tools are widely used and effective for studying social media usage among students. It also establishes the relevance and need of the present study.

1.3 Need and Importance of the Study

In recent years, social media has become one of the most influential factors in students' academic and social lives. Junior college students are at a transitional stage where academic pressure, career decisions, and emotional development occur simultaneously. During this stage, excessive engagement with social media may influence students' study habits, time management, attention span, and academic motivation. Hence, there is a strong need to scientifically study social media usage among junior college students.

The present study is important from an educational point of view because it helps teachers and institutions to understand how students use social media in their daily lives. It provides insight into whether students use social media mainly for educational purposes or for entertainment and social interaction. Understanding these patterns will help teachers to integrate positive use of social media into teaching–learning processes.

The study is also significant for parents, as it will make them aware of students' online behaviour and help them guide their children towards balanced and responsible use of social media. For educational planners and administrators, the findings of the study may help in framing policies, awareness programmes, and digital literacy initiatives for students. Thus, the present study is important for students, teachers, parents, and the education system as a whole.

1.4 Statement of the Problem

Social media has rapidly become a dominant mode of communication and information sharing among students. Although it offers various educational benefits, uncontrolled usage may negatively affect students' academic performance and learning behaviour. Many junior college students spend a considerable amount of time on social media platforms, but there is limited systematic research at the junior college level to understand their usage patterns and purposes.

Therefore, the present study is undertaken to examine social media usage among junior college students in a scientific and systematic manner.

Statement of the Problem:

“A Study of Social Media Usage among Junior College Students.”

1.5 Conceptual and Operational Definitions

1.5.1 Conceptual Definitions

- **Social Media:** Online platforms that allow users to create, share, and interact with content.
- **Junior College Students:** Students studying in standards XI and XII.

1.5.2 Operational Definitions

- **Social Media Usage:** The frequency, purpose, and duration of using social media platforms as measured through a questionnaire.
- **Junior College Students:** Students enrolled in XI and XII standards during the academic year 2025–26.

1.6 Objectives of the Study

The objectives of the present study are as follows:

- (1) **To study the pattern of social media usage among junior college students.**

This objective focuses on understanding how frequently students use social media, the amount of time they spend on different platforms, and the common platforms preferred by them.

- (2) **To identify the purposes for which junior college students use social media.**

This objective aims to examine whether students use social media mainly for academic purposes, communication, entertainment, or social interaction.

- (3) **To study students’ perceptions regarding the educational usefulness of social media.**

This objective attempts to understand students’ views about the role of social media in learning, information sharing, and academic support.

1.7 Assumptions

The present study is based on the following assumptions:

- (1) Junior college students actively use social media platforms in their daily lives for various purposes.
- (2) Social media usage has a direct or indirect influence on students' learning behaviour, study habits, and academic engagement.
- (3) Students are capable of understanding the questionnaire and will provide honest and sincere responses.
- (4) Social media can be used both positively and negatively depending on students' awareness and guidance.

1.8 Research Questions / Hypotheses

The present study is descriptive in nature; therefore, research questions are framed instead of statistical hypotheses.

1. What is the frequency and duration of social media usage among junior college students?
2. For what academic and non-academic purposes do junior college students use social media?
3. What are the perceptions of junior college students regarding the educational usefulness of social media?
4. Is there a difference in social media usage patterns among students based on gender and academic stream?

1.9 Scope, Limitations, and Delimitations

1.9.1 Scope

The study focuses on social media usage among junior college students.

The scope of the study is limited to understanding social media usage among junior college students studying in XI and XII standards. – The study focuses on frequency, purpose, duration, and educational use of social media platforms.

1.9.2 Limitations

- The study depends on self-reported data.
- The findings are limited to the selected sample.

The study is based on self-reported data collected through a questionnaire, which may be affected by personal bias. – The findings depend on the honesty and awareness level of the respondents.

1.9.3 Delimitations

- The study is limited to XI and XII standard students.
- The study is limited to selected junior colleges.

The study is delimited to a sample of 300 junior college students only. – The study is confined to selected junior colleges and a specific academic year.

1.10 Research Method

The present study will use the **Survey Method**, which is one of the most widely used and accepted methods in educational research. The survey method is suitable for collecting data from a large group of respondents and for studying opinions, habits, attitudes, and behavioural patterns of students. Since the present research aims to study social media usage patterns among junior college students, the survey method is considered appropriate and effective.

Through this method, the researcher will be able to collect first-hand information directly from students regarding their frequency of social media usage, purpose of usage, time spent, and perception of its educational usefulness. The survey method allows the researcher to study the problem in its natural setting without manipulating any variables, thereby ensuring authenticity of responses.

1.11 Population and Sample

1.11.1 **Population:** The population of the present study includes all junior college students studying in XI and XII standards.

1.11.2 **Sample:** A sample of **300 junior college students** studying in XI and XII standards will be selected for the study using the convenient sampling method. The sample will include students from different academic streams to ensure representation.

1.12 Tool for Data Collection

For the present study, a **self-constructed questionnaire** will be used as the main tool for data collection. The questionnaire will be designed by the researcher keeping in mind the objectives of the study and the age level of junior college students. It will consist of close-ended questions related to frequency of social media usage, duration of usage, purposes (academic and non-academic), and students' perceptions regarding the educational usefulness of social media.

The questionnaire method is suitable because it allows data to be collected from a large sample of students in a short period of time. The language of the questionnaire will be simple and clear to ensure proper understanding by the respondents. Prior to final administration, the questionnaire will be reviewed and refined to improve clarity and relevance of items.

1.13 Tool for Data Analysis

The data collected through the questionnaire will be organized, tabulated, and analyzed using **simple statistical techniques**. Percentage analysis will be mainly used to interpret responses related to frequency, purpose, and duration of social media usage. This technique is suitable for descriptive studies and helps in easy interpretation of data.

In addition to percentage analysis, the data will be presented using tables and simple graphical representations such as bar graphs and pie charts wherever necessary. These techniques will help in clear visualization of findings and will make the results easy to understand for readers and evaluators.

1.14 Chapterization

1. Introduction
2. Review of Related Literature
3. Research Methodology
4. Data Analysis and Interpretation
5. Findings, Conclusions, and Educational Implications

1.15 Time Schedule

Sr. No.	Activity	Duration
1	Preparation of proposal	1 Month
2	Review of literature	1 Month
3	Tool preparation	15 Days
4	Data collection	1.5 Months
5	Data analysis	1 Month
6	Report writing	1 Month
	Total duration	6 Months

1.16 Budget Approximately

Sr. No.	Item	Amount (Rs.)
1	Creation of data collection tools	1500
2	Actual data collection	1000
3	Report writing, typing, binding, exposing	1000
4	Miscellaneous expenses	500
Total Expenses (approx)		4000

1.17. References

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