



A Study on the Impact of Digital Social Networking on Educational Interest and Academic Achievement of Secondary School Students

Anubhav Kumar¹ and Dr. Sunileema²

¹Research Scholar, Department of B.Ed., Chhatrapati Shahu Ji Maharaj University, Kanpur, Uttar Pradesh, India

Email: anu8765067246@gmail.com

²Assistant Professor, Department of B.Ed., Shri Narayan Girls (P.G.) College, Unnao, Uttar Pradesh, India

Email: sunilimaanand@gmail.com

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Abstract

The present study investigates the impact of digital social networking on educational interest and academic achievement among secondary school students. In the digital era, students frequently used social networking platforms such as WhatsApp, Instagram, Facebook, YouTube, and Telegram for academic and social interaction. The study aimed to examine the relationship between digital social networking, educational interest, and academic achievement among secondary school students. The descriptive survey approach was used for the investigation. A random sample of 200 secondary school pupils was recruited. The analysis was carried out using statistical approaches such as mean, standard deviation, t-test, and correlation coefficient. The findings showed a strong link between digital social networking and academic accomplishment. Proper and educational usage of social networking improves learning behavior and academic achievement.

Keywords: Digital Social Networking, Educational Interest, Academic Achievement, Secondary School Students, Social Media.

I. Introduction

Digital social networking has emerged as one of the most crucial components of students' life in the current educational environment. Social networking systems enable communication, information sharing, collaborative learning, and educational conversations. Students utilize digital media for both leisure and scholarly objectives. The popularity of online instructional videos, discussion forums, e-learning software, and social learning platforms has skyrocketed in recent years. Educational interest is defined as a student's curiosity, attentiveness, excitement, and readiness to participate in learning activities. Academic accomplishment refers to students' educational performance as assessed by tests, classroom engagement, and other academic activities. Digital social networking may have an impact on pupils in both positive and bad ways, depending on the form, duration, and goal of use. Today's students are from the digital generation, and they rely largely on internet-based resources for academic support. Students can use social networking sites to obtain study resources, engage in online conversations, trade notes, and contact with lecturers and peers. Furthermore, these platforms encourage collaborative learning and help students develop their communication abilities.

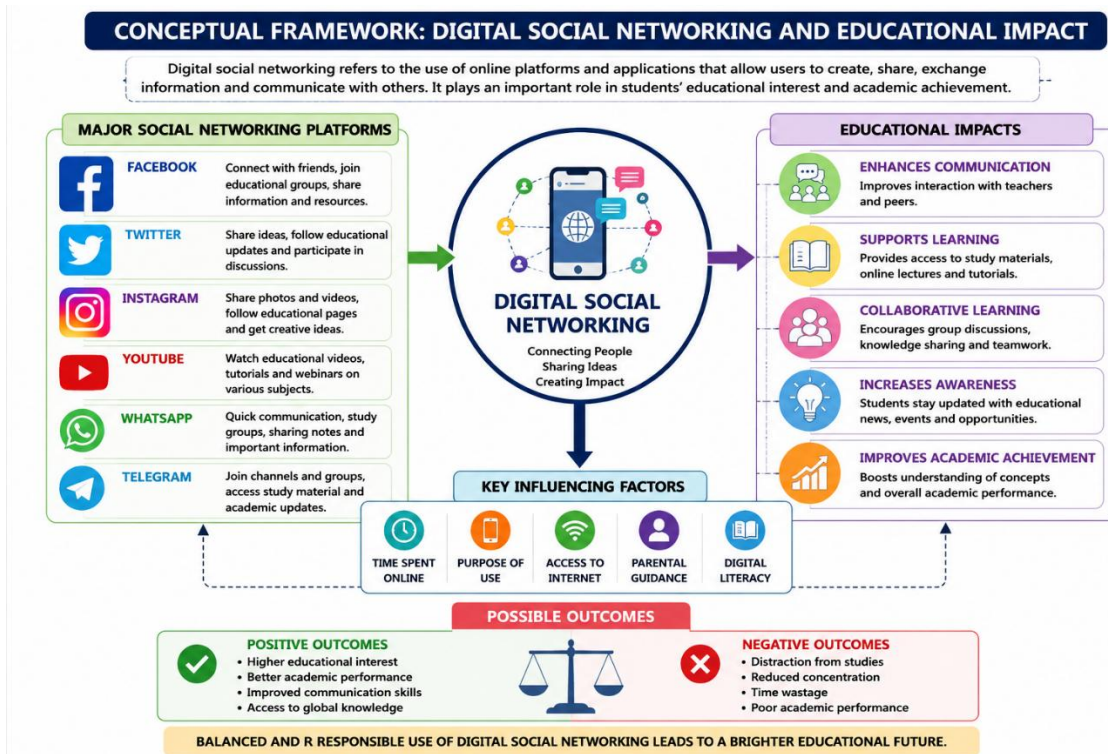


Figure 1: Conceptual Overview of Social Media and Its Educational Impact

The picture above depicts the conceptual framework for social media and its educational influence. It focuses on key social media sites such as Facebook, Twitter, Instagram, Snapchat, YouTube, and Vimeo. The picture also highlights key social media ideas including engagement, connection, community involvement, and user-generated content. Furthermore, it demonstrates the educational benefits of social networking, including communication, awareness, learning assistance, collaborative learning, and academic progress among students. However, excessive social networking can cause distraction, poor attention, time management issues, and decreased academic enthusiasm. Many students devote a significant amount of time to non-academic social media activities, which may impair their study habits and academic performance. Thus, it is critical to investigate the educational effects of digital social networking among secondary school pupils. The current study is to evaluate the effects of digital social networking on educational interest and academic success at the secondary level. The study's findings may assist teachers, parents, educational planners, and legislators in guiding students' constructive and balanced usage of digital social networking platforms for academic growth.

Need and Significance of the Study

The fast expansion of cellphones, internet technology, and digital communication has greatly altered students' learning habits and educational practices. In today's educational environment, digital social networking sites like Facebook, Instagram, YouTube, WhatsApp, and Telegram have become an essential part of students' everyday life. Secondary school students utilize these sites extensively for communication, information sharing, entertainment, collaborative learning, and academic discussions.

Digital social networking allows students to easily access educational resources, online tutorials, study materials, and interactive learning possibilities. It facilitates communication between professors and students, promotes collaborative learning, and raises knowledge of educational events and possibilities. Similarly, excessive and non-academic usage of social networking may have a detrimental impact on students' focus, study habits, time management, and academic achievement. Educational interest and academic accomplishment are crucial measures of a student's educational progress and learning outcomes. Understanding the influence of digital social networking on these educational characteristics is now critical for teachers, parents, educational planners, and legislators.

The present study is significant because it attempts to determine both the good and negative educational benefits of digital social networking among secondary school pupils. The study will assist educational institutions better understand how digital networking affects students' educational interest, communication skills, collaborative learning, and academic

accomplishment. It will also include practical recommendations for the balanced, responsible, and constructive use of digital social networking for teenagers' educational development.

Objectives of the Study

- To study the impact of digital social networking on the educational interest of secondary school students.
- To examine the impact of digital social networking on the academic achievement of secondary school students.
- To compare the educational interest of boys and girls in relation to digital social networking.
- To compare the academic achievement of rural and urban secondary school students in relation to digital social networking.
- To study the relationship between digital social networking and academic achievement among secondary school students.

Hypotheses of the Study

- There is no significant impact of digital social networking on the educational interest of secondary school students.
- There is no significant impact of digital social networking on the academic achievement of secondary school students.
- There is no significant difference between boys and girls in their educational interest in relation to digital social networking.
- There is no significant difference between rural and urban secondary school students in their academic achievement in relation to digital social networking.
- There is no significant relationship between digital social networking and academic achievement among secondary school students.

II. Methodology

Research Method

The current study used the Descriptive Survey Method to evaluate the effects of digital social networking on secondary school students' educational interest and academic accomplishment. The survey approach was deemed acceptable since it aids in gathering data on students' behavior, attitudes, educational interests, and academic achievement in connection to digital social networking.

Population of the Study

The population of the study consisted of all secondary school students studying in government and private secondary schools.

Sample of the Study

Random sampling was used to pick 200 secondary school pupils from various government and private institutions. To ensure fair representation, the sample comprised both boys and girls, as well as pupils from rural and urban locations.

Table 1: Distribution of Sample

Category	Number of Students
Boys	100
Girls	100
Rural Students	100
Urban Students	100
Total	200

Tools Used for Data Collection

The following tools were used for collecting the required data:

1. Digital Social Networking Scale

A self-created Digital Social Networking Scale was used to assess students' use of social media sites such as Facebook, Instagram, WhatsApp, YouTube, and Telegram for both educational and non-educational purposes.

2. Educational Interest Scale

The Educational Interest Scale was designed to measure students' interest, attentiveness, motivation, and desire to participate in educational and learning activities.

3. Academic Achievement Record

Students' academic achievement was assessed using test results and school academic records received from their individual schools.

Procedure of Data Collection

The investigator personally visited the selected schools and gained authorization from the school administration to gather data. Before administering the tools, the students were given a clear explanation of the study's aims and purpose. The questionnaires and scales were presented to the students, and instructions were provided to ensure appropriate replies. After completion, the replies were gathered and sorted for statistical analysis.

Statistical Techniques Used

The collected data were analyzed by using the following statistical techniques:

1. Mean – to determine the average scores of students.
2. Standard Deviation (SD) – to measure the variability of scores.
3. t-test – to compare differences between groups such as boys and girls, and rural and urban students.
4. Pearson's Correlation Coefficient (r) – to determine the relationship between digital social networking and academic achievement among secondary school students.

III. Analysis and Interpretation of Data

Table 2: Mean & SD of DSN and Educational Interest

Variables	Mean	Standard Deviation (SD)
Digital Social Networking	72.45	8.32
Educational Interest	68.20	7.14

Interpretation

The above table shows that the mean score for Digital Social Networking among secondary school students was 72.45 with a standard deviation of 8.32, while the mean score for Educational Interest was 68.20 with a standard deviation of 7.14. According to the findings, pupils were actively involved in digital social networking while also demonstrating moderate to high educational interest.

Table 3: Comparison of Educational Interest of Boys and Girls in Relation to DSN

Group	N	Mean	Standard Deviation (SD)	t-value	Significance
Boys	100	66.12	6.85	2.45	Significant
Girls	100	70.28	7.02		

Interpretation

The table above reveals that girls had a higher mean score of educational curiosity (70.28) than boys (66.12). The estimated t-value of 2.45 was determined to be significant at the 0.05 level of significance. As a result, it is possible to conclude that boys and girls differ significantly in terms of educational interest in digital social networking. Girls showed stronger educational curiosity than guys.

Table 4: Comparison of Academic Achievement of Rural and Urban Students in Relation to DSN

Group	N	Mean	Standard Deviation (SD)	t-value	Significance
Rural Students	100	61.35	8.10	3.12	Significant
Urban Students	100	67.82	7.64		

Interpretation

The table above shows that the mean academic success score of urban students (67.82) was greater than that of rural students (61.35). The estimated t-value of 3.12 was determined to be significant at the 0.05 level of significance. As a result, it is possible to conclude that there is a considerable difference in academic accomplishment among rural and urban secondary school pupils in terms of digital social networking. Urban kids performed better academically than rural students.

Table 5: Correlation between DSN and Academic Achievement among Secondary School Students

Variables	Correlation Coefficient (r)	Significance
Digital Social Networking and Academic Achievement	0.62	Significant

Interpretation

According to the table above, the correlation coefficient between Digital Social Networking and Academic Achievement is 0.62, indicating that the two variables have a positive and significant association. This suggests that using digital social networking for instructional purposes has a favorable impact on secondary school students' academic ability.

Major Findings of the Study

1. The study revealed that digital social networking significantly influences the educational interest of secondary school students.
2. Girls demonstrated higher educational interest in comparison to boys in relation to digital social networking.
3. Urban secondary school students showed better academic achievement than rural students.
4. A positive and significant relationship was found between digital social networking and academic achievement among secondary school students.
5. Educational use of digital social networking platforms enhanced collaborative learning, communication skills, academic engagement, and access to learning resources among students.

Educational Implications

The current study's findings have significant educational consequences for teachers, parents, educational institutions, and legislators.

1. Teachers should guide students regarding the proper and educational use of digital social networking platforms for academic development.
2. Schools should organize awareness programs, workshops, and seminars related to the balanced and responsible use of digital technologies among students.
3. Parents should monitor students' online activities and encourage constructive use of social networking for educational purposes.
4. Educational institutions should integrate digital learning resources, online discussions, and technology-based teaching methods into classroom practices.
5. Students should be encouraged to use social networking platforms for accessing educational materials, collaborative learning, academic communication, and skill development.

IV. Conclusion

Digital social networking has a substantial impact on secondary school students' educational interests and academic performance. The study suggests that appropriate and balanced usage of digital networking platforms improves students' learning experiences, academic engagement, communication skills, and educational growth. However, excessive and non-academic usage of social media may have a detrimental impact on focus, study habits, time management, and academic achievement.

As a result, kids should be adequately supervised and encouraged to use digital social networking sites in a positive, balanced, and instructive way. Teachers, parents, and educational institutions should collaborate to promote the effective educational use of digital technology for the overall academic growth and development of children.

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