Impact of Digital Learning on the Academic Achievement of Students of Government and Private Schools

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Abstract

Digital Learning can be conceived as a science of technology and method by which educational goal can be realized in a simple way, it is a science on the basis of which various strategies and tactics could be designed for the realization of specific goals. It could also be helpful in education innovation by considering new system and material along with inventing instrument, finding procedure and then thinking proper solution to overcome educational challenges. This study revealed that achievement in maths and change in attitude towards maths were found to be effect in computer using students. And they get benefit from computer instruction, showing higher achievement.

Keywords: Digital Learning and Academic Achievement

Introduction

Present era is the era of the new normal with computer technology. In this new and modern concept of education, knowledge of computer is must for everybody. In the schools, computer education would be launched from the primary to higher secondary level, to enhance literacy

programmed, real life situation would easily be made possible in such literacy system, and once the computer education programmed is installed it is intended to fully exploit the educational potential of the computers. The computer will be used to improve the teaching of other subjects such as Physics, Mathematics, Biology and Environment. The computer will also be used for gaining information and for motivating learning through the use of animation, graphics, complex concepts and stimulations. Computer has brought a revolution in the present day world. It is going to increasingly affect the world economy, lives and jobs of many people. An education worth the name given today has to be relevant for the tomorrow. Our children in schools today are the work force for a bright tomorrow they will be the learners of this new computer based industrial and social revolution in this country. The advancing technology will generate most of the new and challenging job opportunities to avail which we have to train our young for the specific task envisaged. They have to be made familiar with the computers and need to be trained to handle them and use them. The computers offer opportunities for learning by the individual effort as per individual needs. The department of education of government of India, realizing the future pressure has initiated computer education programmed in schools, and computer education should be part of common curriculum that every student become familiar with computer as a versatile tool with application in practical all the spheres of human behaviour. This programmed is designed by National Council of educational research and training to emphasis manipulative skills and to provide students with broad understanding of computer application in all walk of human activity and computer potential as controlling and information processing tools to demystify computers and to develop a degree of ease, which would be conductive in developing individual creativity in identifying and developing application relevant to their immediate environment **(Kathuria R P 2000).**

Ali S Z at el. 2020, studied on Understanding the effect of the meta-cognitive skills on pupil teachers task performance: A mixed methods inquiry' in which investigators mention that Meta-cognition is the ability to critically analyze how you think in simple terms having self-awareness and control of your thoughts. It is best described as developing appropriate and helpful thinking strategies each stage of a task. This mixed methods inquiry has been conducted to understand the

effect of Meta cognitive skills on pupil teacher's task performance. The explanatory design hey follow up explanation model has been utilized for this study. At first the quantitative data collection has been done in which the people teachers meta cognitive skills were measured by a meta cognitive skills assessment tool developed by the researcher the data was collected from 100 students including male and female as well for this purpose for section of beard honors student were selected by using cluster sampling after the measurement of the cognitive skills the student were assessed regarding the return assignment task with the help of the assessment criteria for report writing adopted from **Kebritchi M 2017**, studied on Issues and Challenges for Teaching Successful Online Courses in Higher Education: A literature review focused on how the society is changing by Artificial Intelligence, Information Technology and all sorts of technological development. Last Decade saw a rapid increase in Internet services via efforts of the government of India and telecom operators. This has also changed the way of learning and teaching. And has created many new opportunities as well as challenges. Challenges from Online learning are as follows

- Insufficient digital infrastructure – in India, the majority is rural population still struggling for problems like Power Supply and Network issues which is standing like a huge hindrance in growing digital infrastructure.
- Limited Social interaction – Online learning cuts the social communication between the people as Artificial Intelligence is making people more and more dependent on technology.
- Questionable credibility of degrees – The Degrees provided after online learning are often questioned because the credibility of them cannot be verified easily.
- Motivation – Online courses need motivation and dedication to learn something new. In lack of above factors online education is not possible and loses its credibility.

(Masih. S, 2001) Developing Meta cognitive abilities is not just about becoming a reflective learner and thinking about your thinking process. It is also about developing learning strategies to help you approach learning and problem solving tasks. It helps you choose the best approach or strategy for a given task. Meta cognition plays an essential role in our learning and

development process. **Thanji M at. El (2018)** studied on A study of benefits and limitations of e-learning: A learner's perspective. This study contributes to the understanding of the learners' perception on the major benefits, limitations of online learning and their impact on evaluating the effectiveness of online programs. The study is based on a self-administered questionnaire with learners enrolled in higher education in private and government universities of Chennai region of Tamil nadu, India. The limitations and benefits identified in online learning offers a positive effect on the evaluation of the effectiveness of online programs. Additionally the impact of learning goals and self-efficacy as learner characteristics on the effectiveness of online learning has been explored in this study. Based on prior literature, the learning goal is one of the attributes of the self-regulatory aspect which is possessed by successful learners. Learning goal orientation as discussed in this study focuses on intrinsic goal orientation aspects. A causal model is introduced to study the impact of learner characteristics on perceived satisfaction of learners and the impact of benefits, limitations of online learning features on the overall effectiveness of the online learning methods. **Salamat L at. el. 2018,** studied the effects of E-learning on students' Academic Learning at University Level in which the data was analyzed and used the statistical techniques of frequency and percentage score. The study found that e-learning provides time flexibility to the students and it motivates students to do their own work without others' help. It was also that students feel comfortable when they use the internet. The study concluded that e-learning is a system that provides time flexibility to the students for their learning and motivates students to do their work without others' help. It is also concluded that students feel comfort in browsing and surfing the internet. Various Teaching and Learning Initiative program reported that the use of laptops increased the flexibility and that their professional productivity and peer collaboration. It also have been observed that having difficulty monitoring students' use of the laptops and finding time to learn and practice new instructional approaches (**Chaurasia G,** 2006)

Objectives of the Study

- To study the impact of Digital Learning on the academic achievement of students.
- To study the academic achievement of students of Digital Learning belonging to government and private schools.

Hypothesis of the Study

- There is no impact of Digital Learning on the academic achievement of students.
- There is no difference between in the academic achievement of students of Digital Learning in government and private schools.

Delimitations

The research work was to be completed in a short time of one academic session two types of school were selected such as private and government school of Bhopal city.

Methodology: Inferential Statistics were used to analyze the data **(Asthana B B, 2006)**

Sample: In the present research the sample consist of 200 students both boys and girls of class IX of different school that is two private schools of Bhopal and two government schools of Bhopal.

S.NO.	TYPEOF SCHOOL	BOYS	GRILS	TOTAL
1.	GOVERNMENT	50	50	100
2.	PRIVATE	50	50	100
	TOTAL			200

Tools: The researcher used the self-made computer literacy test which was constructed on the lines of construction of the standardized test.

Variables: The variables for the present proposed research are the following:

1. Independent variable-Effect of computer technology.
2. Dependent variable- Academic achievement.
3. Controlled variables- Student of secondary school (IX class).

Analysis of Hypothesis

The analysis of results of the data obtained from the sample is given below:

Table 1   Result of Effect of Digital Learning on the Academic

Achievement of Students

| Computer Technology	N	Mean	S.D.	't' Value	Significance
High	23	69-60	6.88	0.54	Not significant
Low	27	68.44	7.78		

As shown in the above table the means of academic achievement .of government boys of high and low groups of Digital Learning are 69.60 and 68.44 respectively. Their difference is 1.16 which is not significant, because they obtained   't' – value is less than the table value 2.01 at 0.05 level of confidence. It is clear from the value of standard deviation as shown in the table that in both groups variability in the marks of academic achievement is approximately same. So it can be concluded that there is no difference in the academic achievement of high and low groups, so there is no effect of Digital Learning on the academic achievement of government school boys.

Table 2 Analysis of Effects of Digital Learning on the Academic Achievement of Private and Government School Students

Computer Technology	N	Mean	S.D.	't' value	Significance
High	20	67.95	13.51	0.06	Not significant
Low	30	68.23	14.74		

It is clear from the values of standard deviation as shown in the table that, the variability in the marks of academic achievement of low group is more than the high

group. Thus, it is concluded that there is no difference in the academic achievement of high and low groups of government school girls. So there is no effect of Digital Learning on the academic achievement of government school girls.
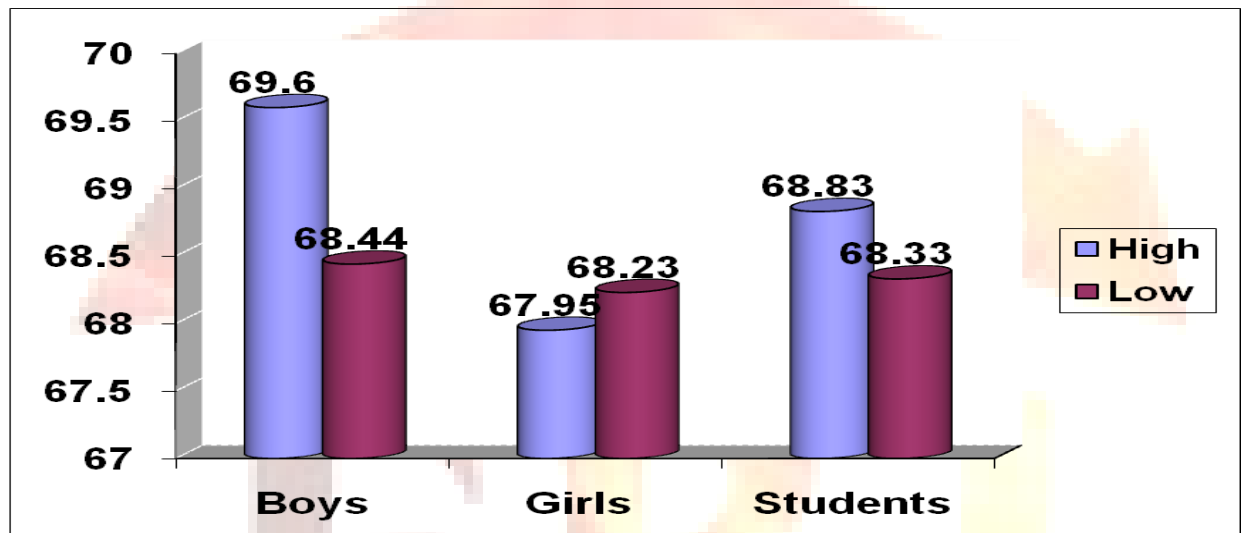
The above graph representing the mean of Digital Learning of the academic achievement of boys, girls and students of government school. It can be concluded from the above graph that there is no difference between in the academic achievement of students of Digital Learning in government and private schools.

Conclusion & Discussion:

Digital Learning can be conceived as a science of technology and method by which educational goal can be realized in a simple way, it is a science on the basis of which various strategies and tactics could be designed for the realization of specific goals. It could also be helpful in education innovation by considering new system and material along with inventing instrument, finding procedure and then thinking proper solution to overcome educational challenges. This study revealed that achievement in maths and change in attitude towards maths were found to be effect in computer using students. And they get benefit from computer instruction, showing higher achievement.

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