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A STUDY ON ATTITUDE TOWARDS DIGITAL LEARNING AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS

Manas Das[1], Bappa Das[2], Ujjal Das[3], Prof. (Dr.) Bapi Mishra[4]
[1]*Research Scholar, University of Gour Banga, Orcid Id: 0009-0005-4357-0585*
[2]*Research Scholar, University of Gour Banga, Orcid Id: 0009-0003-6817-3338*
[3]*Research Scholar, University of Gour Banga, Orcid Id: 0009-0001-2837-4851*
[4]*Professor, University of Gour Banga*

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ABSTRACT

In this research paper the researcher has done the research on Attitude of Undergraduate students on Digital Learning and Academic Achievement on the basis of gender. The objective of this research work is to measure undergraduate student's attitude towards digital learning and their academic achievement. Besides, another important objective of this research work is to investigate the attitude of undergraduate students about digital learning and their relationship Academic achievement. Another objective of this research work is to explore the mean difference in attitude towards digital learning and their academic achievement based on gender of undergraduate students. Descriptive survey method is used in this research work. Purposive sampling technique was used for data collection. Descriptive and inferential statistics were used for data analysis. As a result of the study, it was seen that there is no significant relationship between the attitude of all the students towards digital learning and academic achievement. A significant relationship was found with male student's attitude towards digital learning and academic achievement, apart from this, a insignificant relationship has been observed between female students attitude towards digital learning and academic achievement.

KEY WORD: *Attitude, Digital learning, Academic achievement, Undergraduate students, Gender.*

INTRODUCTION

Technology is a major factor in the transformation of our traditional educational system. The impact of technology has permeated every aspect of the contemporary educational system. Digital technology has provided several high quality mediums in the field of education through which thelearning and teaching environment is being enriched. The digital technology is being used in multiple areas of the learning and teaching process (Paechter, M. et al., 2010). Digital learning is a strategy or method that includes technology and digital devices. Through this, students can be familiar with knowledge and information from all over the world from any part of the country. It is commonly believed that digital learning is the future of education and learning (Channappa et al. 2022).

The great Greek philosopher Plato is credited with coining the term "academic achievement," which refers to the attainment level at which a student completes their schoolwork using a regular curriculum in a designated location he called the "academy." While capacity refers to potential ability, achievement typically refers to actual ability. Academic achievement is a measure of a person's knowledge and proficiency in a variety of academic subjects. (Devi, R. 2019).

REVIEW OF RELATED LITERATURE

- Srivastava , K. and Dey, S. (2018). The purpose of this study is to highlight the various issues and problems of technology in teaching learning process and how to overcome the problems. To examine how instructors perceive the difficulties associated with employing digital technologies in the classroom. In this study, a quantitative research design was employed. Male and female teachers were each given a questionnaire about the main problems and difficulties they encountered when using digital technologies. According to the findings, men teachers use digital tools significantly more than female teachers do.
- Krishnan, D. (2011). investigated how secondary school students' understanding of science and higher order thinking were affected by the blended learning approach. The pre-test and post-test non-equivalent group design was employed in this quasi-experimental investigation. It also made an effort to research how kids learn in a blended learning setting. Analyses both descriptive and inferential were performed on the data. Data analysis was done using Analysis of Covariance (ANCOVA). The study's conclusions showed that students' success in science as well as their critical thinking, problem-solving, and science process abilities were all improved by the blended learning approach. One of the newest and most cutting-edge pedagogical techniques for incorporating ICT into science instruction for ninth-grade students is the blended learning method.
- Mishra, Yadav and Bisht. (2005). Carried out a survey, the results of which showed that 85.7% of students utilised the internet. Students who use the internet are 32.3% female and 67.7% male. The study's results also revealed that 51.6% of female students and 61.5% of male students utilised the internet to prepare for assignments. The majority of those surveyed reported experiencing sluggish internet connections.

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- Khan, T, Joshi, B and Thomas, S. (2021): Objectives of this study is to research the effects of digital learning on students' academic performance. to research the academic performance of pupils using digital learning who attend both public and private schools. To analyse the data, inferential statistics were employed. This study established a correlation between math achievement and a shift in attitude towards math among kids who used computers. Additionally, individuals gain from computer education and exhibit greater success.
- Sharma, M. (2020) the goal of the study is to understand how digitization has changed the educational landscape. to raise awareness of the recent modifications to the educational sector brought on by digital transformation. The research study's overall framework is of the descriptive variety. For the research investigation, the secondary source of information is essential.
- Abdulrahim, H. and Mabrouk, F.(2020) the purpose of this research is to determine whether using digital learning and technological work systems in place of conventional learning and work systems in Saudi Arabia can effectively mitigate the effects of COVID-19 on higher education. The findings show that digital learning differs from conventional learning in that it enhances student learning outcomes, faculty members' technical system implementation skills, staff productivity, and the workplace environment.
- Tella, A. (2007) investigated the impact of internet use on undergraduate students' academic performance at Botswana University. A modified internet use scale was used to collect data from 306 pupils. The majority ofrespondents (66%) to the survey reported using the internet for 1–5 hours on average per week. The study's findings demonstrated that respondents' academic performance is greatly influenced by the internet.
- Tomos, F. and others (2013) looked at "how internet use affects academic performance." Using a task-technology fit model that was modified from Norzaidi and Salwani (2009), this study investigated the effects of internet usage, technology satisfaction, and technology resistance on students' academic performance. The findings showed that academic achievement ishighly predicted by technological aversion. It was discovered that academic achievement, internet use, aversion to technology, and contentment with technology all significantly positively correlated.

RESEARCH GAP

This study carried out to get a comprehensive understanding of attitude towards Digital Learning and how it improves the academic achievement of students. The researcher identified that digital learning bring influenced student academic achievement. Many studies were conducted using quantitative analysis to get the results. Through the existing literature explains there have been several research works on digital learning and academic achievement. Although there are minimal research works on attitude towards digital learning on Students academic achievement, the relevance of those works in not much noticed in present time. Especially in Uttar Dinajpur District, research regarding attitude towards digital learning on Students academic achievement has not been in this sense. Therefore, the present researcher found relevance to conduct the research study on this topic.

STATEMENT OF THE PROBLEM

Before attempting to solve a problem, the researcher should offer a problem statement, which is a succinct summary of the concerns that must be handled by a problem-solving entity. After extensive literature review researcher identified that there has been no research work on attitude towards digital learning and academic achievement of UG in North Dinajpur district. Hence the present study may be stated as: **"A study on attitude towards digital learning and academic achievement of undergraduate students".**

VARIABLES OF THE STUDY

Independent variable- Digital Learning.
Dependent variable- Academic Achievement.
Categorical Variable- Gender.

OPERATIONAL DEFINITIONS OF THE TERMS

Digital Learning: "Any educational strategy that integrates a variety of tools and techniques and successfully leverages technology to improve students' learning experiences. The definition of "digital learning," which refers to teaching and learning procedures that use technology of any kind, at any level, is "any type of teaching and learning that is accompanied by innovative technologies or by pedagogical approaches that use the technology effectively." (US Education Department, 2021).

Academic Achievement: Operationally, academic achievement is defined as the percentage attained at the conclusion of a given semester.

Undergraduates: Operationally speaking, undergraduates are students who are accepted into the third year of graduation after passing the university's second-year B.A., B.Sc., or B.Com exam (Pote, H.S. 2018).

OBJECTIVES OF THE STUDY

- To measure the attitude towards digital learning of U.G students.
- To study the academic achievement of U.G students
- To explore the relationship between attitude towards digital learning and academicachievement of U.G students in terms of their Gender.
- To explore the mean difference in attitude towards digital learning among U.G students in terms of their Gender.
- To explore the mean difference in academic achievement among U.G students in terms of their Gender.

HYPOTHESIS OF THE STUDY

H01: There is no significant relationship between the attitude towards digital learning and academic achievement of U.G. students.
H02: There is no significant relationship between the attitude towards digital learning and academic achievement U.G. students with special reference to gender.

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H03: There is no significant mean difference between male and female UG students on attitude towards digital learning.
H04: There is no significant mean difference between male and female UG students on academic achievement.

Population and Sample
All the students of arts and science stream of UG level in Uttar Dinajpur district have been considered as sampling units for the study. Therefore, the respective study has one sample unit of college and university students of Uttar Dinajpur district. Total sample 387, among these, the number of boys and girls is, respectively 159 and 228.

Sampling Technique
Purposive sampling approaches are chosen in order to perform this research.

Tool
In this study, a questioner was developed by the researchers to get the relevant information from the sample elements. The researcher used Digital Learning Scale to assess the attitude towards digital learning of UG students. As the researcher used five point Likert scale , the scoring system was strongly disagree-1, disagree-2, nutral-3, agree-4, strongly agree-5, in the case of negative items, the scoring has been reversed.

ANALYSIS AND INTERPRETATION OF THE DATA

The researcher analyzed and interpreted the collected quantitative data for the present study. To determine the nature of the distribution, the researcher calculated various descriptive statistical types. For this investigation, the mean, median, mode, and standard deviation were calculated. To determine how digital learning affects academic achievement, the Pearson's product-moment coefficient of correlation was computed. The research hypothesis indicating the significant differences in mean scores on some variables can be tested with the help of the "t" test. As a result, the "t" test was employed in the current study to assess the significance of the mean difference.

H01: There is no significant relationship between the attitude towards digital learning and academic achievement of U.G. students.

Table- 1: correlation between ASATDL and ASAA

		ASATDL	ASAA %
ASATDL	Pearson Correlation	1	.132
	Sig. (2-tailed)		.066
	N	387	193
AA %	Pearson Correlation	.132	1
	Sig. (2-tailed)	.066	
	N	193	193

By observing Pearson correlation table (Table no-1) it has been found that ASATDL and ASAA are insignificantly related each other : an insignificant relationship in respect to the response of all rural students have been found. Therefore, the corresponding null hypothesis has been accepted.

H02: There is no significant relationship between the attitude towards digital learning and academic achievement U.G. students with special reference to gender.

Table- 2: Correlation Between AMSATDL **and** AMSAA

		AMSATDL	**AMSAA**
AMSATDL	Pearson Correlation	1	.246**
	Sig. (2-tailed)		.002
	N	159	159
AMSAA	Pearson Correlation	.246**	1
	Sig. (2-tailed)	.002	
	N	159	159

**. Correlation is significant at the 0.01 level (2-tailed).

By observing Pearson correlation table (Table no-2) it has been found that AMSATDL and AMSAA are significantly related each other : a significant relationship in respect to the response of all male students have been found. Therefore, the corresponding null hypothesis has been rejected.

Table- 3: Correlation between AFSATDL **and** AFSAA

	AFSATDL	**AFSAA**
Pearson Correlation	1	-.006
Sig. (2-tailed)		.926
N	228	228
Pearson Correlation	-.006	1
Sig. (2-tailed)	.926	
N	228	228

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By observing Pearson correlation table (Table no-3) it has been found that AFSATDL and AFSAA are insignificantly related each other : an insignificant relationship in respect to the response of all rural students have been found. Therefore, the corresponding null hypothesis has been accepted.

H03: There is no significant mean difference between male and female UG students onattitude towards digital learning.

Table- 4: Mean difference between AMSATDL and AFSATDL

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95%Confidence Interval of the Difference				
					Lower	Upper			
Pair1	V2 -V3	-.881	20.189	1.601	-4.043	2.282	-.550	158	.583

Through the study of the above table (Table no.-4) it has been found that the P < t value has been found. Therefore, the corresponding null hypothesis has been accepted.

H04: There is no significant mean difference between male and female UG students on academic achievement.

Table- 5: Mean difference between AMSAA and AFSAA

Paired Samples Test									
		Paired Differences					t	df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval ofthe Difference				
					Lower	Upper			
Pair1	Male -Female	.264	17.701	1.404	-2.508	3.037	.188	158	.851

Through the study of the above table (Table no.-5) it has been found that the P < t value has been found. Therefore, the corresponding null hypothesis has been accepted.

FINDINGS OF THE STUDY

- In this study, an insignificant relationship has been found between ASATDL and ASAA .
- In this study, a significant relationship has been found between AMSATDL and AMSAA. But in case of AFSATDL and AFSAA an insignificant relationship has been found.
- In case of gender wise mean difference of ATDL, an insignificant mean difference hase been found between Male and Female students.
- In case of gender wise mean difference of AA, an insignificant mean difference hase been found between Male and Female students.

There exists insignificant relationship between ASATDL and ASAA ofundergraduate's students. The previous researches conducted by Pate, S.R. (2019), support the present findings. The current study revealed that, there is a significant difference identified digital learning and student's academic achievement. There exists significant relationship between AMSATDL and AMSAA of undergraduates' students. However, an insignificant relationship between AFSATDL and AFSAA has been discovered. There is not much of a mean between males and females are minuscule students when it comes to the gender-wise mean difference of AA. The current findings are corroborated by Pate, S.R.'s (2019) earlier research. The t-test results show that the scores of male and female students from the current year do not differ statistically significantly.

CONCLUSION

This research work related to the attitude towards digital learning on academic achievement of students has been completed in North Dinajpur district. A massive digital transformation has been taking place in almost every aspect of our current social system. This digital transformation has taken a new form in education systemas well. Technology is taking an active role in almost every aspect of education system. As a result of which the quality of education system is increasing.

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