IMPACT OF DIGITAL LEARNING SYSTEM AMONG THE STUDENT COMMUNITY

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Abstract

The worldwide breakthroughs and advances that have ensured the continuation of current civilization have made it possible for individuals to participate in a variety of activities, including buying, selling, interacting, and other activities, from a single place. The logic that underpinned the improvement and spread of technology and the internet made it feasible for digitalization to take place. To fulfil all of their fundamental requirements in a rapid and easy manner, people in today's world are wholly reliant on technology and the internet. Because of this, digitalization has spread across all segments of the economy and industries that are now working with digital concepts. Due to the fact that we have already begun the process of digitising the education sector by making use of a wide range of sources that are easily available, the general public has enthusiastically embraced this development. This growth in popularity may be traced to the pandemic that is now happening in our country. Over the course of the last few years, digital learning tools have steadily gained popularity in the field of education. Therefore, the purpose of this essay is to analyse the ways in which students are impacted by digital learning technology, which is widespread at the moment. There are not a lot of challenges that students need to overcome, despite the fact that study has been done on how students feel about some of these new digital learning equipment. Given that the present circumstance has had some influence on it, one of the most difficult drawbacks is the lack of opportunities for physical engagement. E-lectures, classroom response systems, and classroom chat were some of the digital learning technologies that were analysed in this research. Additionally, the degree to which students adopted technology was also analysed.

Keywords: *Digital Learning Technology, Educational Transformation, Students,COVID-19, Education, Challenges, Digital Transformation.*

INTRODUCTION

Over the course of the last several years, the influence that digital learning technologies have had on the student community has been a subject of significant attention and debate. There has been a tremendous impact on the ways in which students learn, acquire information, and interact with educational materials as a result of the ongoing development and integration of technology into our everyday lives. There is a vast variety of tools, platforms, and resources that are included in digital learning systems. These systems make use of technology to improve the quality of the educational experience. In this introductory section, we will investigate the ways in which students and the educational environment as a whole are being impacted by the transformational implications of digital learning. Students are now able to interact with educational material in ways that were previously imagined, thanks to the introduction of digital learning technologies, which have ushered in a new

era of unparalleled access to information. A wide variety of educational applications and software that are meant to facilitate learning are included in these systems. These systems include virtual classrooms, interactive multimedia resources, and online courses. As a result of the widespread availability of mobile devices, tablets, and laptops, students now have the opportunity to acquire knowledge at any time and in any location, therefore removing the conventional obstacles that inhibit education.

As a result of worldwide difficulties like as the COVID-19 epidemic, which hastened the use of online learning, this revolution in education has been increasingly apparent in recent years. The influence that digital learning systems had on students throughout this period of time revealed their capacity to guarantee the continuity of education, therefore making learning resistant to disturbances. Additionally, digital learning systems provide learner experiences that are customised and tailored to their specific needs. Students have the ability to receive individualised content, adaptive assessments, and real-time feedback through the use of data analytics and technologies driven by artificial intelligence. This gives them the opportunity to advance at their own pace and cater to their specific educational requirements. The personalising of this material has the potential to enhance the level of engagement, understanding, and retention among students.

Moreover, the social component of education is undergoing development as a result of digital platforms. Even when students are located in distant learning environments, communication and engagement between them and their teachers may be facilitated via the use of collaboration tools, discussion forums, and virtual classrooms. The students' views have been extended and they have been exposed to a vast variety of opinions as a result of their capacity to interact with classmates situated all over the world and to participate in cross-cultural learning opportunities. We will investigate the positive and negative aspects of digital learning systems as we delve deeper into this topic. We will also investigate the influence that these systems have on various aspects of the student community, such as the development of critical thinking, social skills, and academic performance. In addition, we will discuss difficulties such as the digital divide, as well as the ethical concerns that are linked with data privacy and internet security.

LITERATURE REVIEW

Theresa Ghaemian Farhad (2021): There are new opportunities and challenges that come along with digital learning, according to this statement. Because young people utilise technology on a daily basis and because teachers have a tough time incorporating technology into the classroom, it is essential to do further study on the topic. In this new educational environment, teacher educators are required to have digital literacy in order to fulfil the requirements for certification. As a result of this development, new teachers are required to become digital networkers and encourage pupils to increase their own learning via the use of digital resources. The obligation of protecting the environment, managing in a sustainable manner, and ensuring the safety of pupils falls on the shoulders of teacher educators. Not only can new innovations generate hope, but they also inspire concern, particularly in the education profession, which has generally been seen to be conservative.

As of the year 2021, the Jain International Residential School This study investigates the difficulties and possibilities that instructors of middle school and high school students have while attempting to educate their pupils how to write and do research in a digital world that is always growing. An investigation of the ways in which educators evaluate the research practises of their students, the influence that digital technologies have on students, and the ways in which they use digital technology into classroom pedagogy is carried out. Earlier research conducted by Pew Internet on search engines, mobile tools, social networks, and messaging platforms served as the foundation for this study..

Within the year 2022, Asher A. Shaikh and Sahebe Nikooherafmaher: The introduction of digital technology has had a tremendous influence on many facets of education, including the teaching and learning that takes place at universities. The conveyance of knowledge, the assessment of students, the provision of help to students, and the administration procedures have all been revolutionised as a result, producing greater prospects for productive learning. In spite of this, digital technologies have the potential to make learning and teaching more challenging. Students are able to use wirelessly connected smart boards, projectors, and computers, which enables them to take notes on their devices and attend lectures whenever they choose. A transition from conventional learning to online learning was brought about as a result of the COVID-19 programme, which required educational institutions to make use of a variety of digital platforms and methodologies. Learning styles such as hybrid learning, face-to-face learning, and distant learning have all been implemented by educational institutions of higher learning. Although technology presents a number of advantages, such as the opportunity for students to watch recorded lectures, participate in interactive activities, and work together, there are also a number of challenges that continue to exist. These challenges include quality assurance, passive resistance, and inadequate lecturer training for digital tools. In an effort to adjust to the

shifting educational environment, educational institutions of higher learning are increasingly working together via the use of digital applications.

The COVID-19 pandemic has had a tremendous influence on higher education, which has presented obstacles in the process of building effective instructional models, according to **Muhammad Arif (2022).** After the pandemic, the offline-online fusion teaching paradigm has become more popular. This model was partly applied in the time before the epidemic, but it has gained popularity since then. This exemplifies the advantages of living in an era dominated by information technology, which presents contemporary chances for the advancement of higher education. As a result of the pandemic, more than 180 nations have been compelled to adopt blended learning approaches. Additionally, more than 90 percent of pupils and 1.5 billion kids have been impacted by the closure of schools. In order to prevent a degradation in the quality of instruction, teachers are making an effort to maintain the same degree of engagement with pupils as they would in traditional classroom settings. In the near term, a full transition from attending classes in person to studying via distant education is an effort to coerce schools into closing their doors. However, in the long term, educational institutions of higher learning should adopt a multipronged approach in order to develop a flexible and practical educational system that is capable of achieving comprehensive and successful practises in the face of unanticipated crises. As a result of this crisis, practitioners in higher education have the chance to reevaluate academics and consider the possibilities that lie ahead for education.

According to Ewan Jennings (2023), the psychological and physiological effects of digital learning on the lives of students and their academic achievement are often disregarded. When it comes to the usage of tablets and virtual learning environments, flexibility is very necessary for both students and instructors. In addition, digital learning presents difficulties since it requires ongoing adjustments to instructional strategies and is strongly dependent on the implementation of hardware and software solutions.

2022: Slava Vaniukov, Chief Executive Officer and Co-Founder of Softermii: The purpose of this article is to investigate how digital transformation in education might improve the learning experience for students, instructors, and other stakeholders by increasing engagement and accessibility via the use of learning techniques that are interactive and customisable. As a consequence, online education becomes less expensive, more comprehensive, and more accessible to everyone. Micro-lessons, interactive films, assessments, games, and learning techniques based on artificial intelligence are all examples of opportunities. Disability-friendly visualisations and text-to-speech technology make it easier for persons with impairments to access educational opportunities without any obstacles. Through the use of digital transformation, tasks such as printing essays, assessing examinations, and computing grade point averages may be automated. In addition to having more than seven years of expertise, Softermii is able to assist businesses in launching digital transformation techniques.

Theresa Sujana Mohana SV (2021): Comparing digital learning tools such as e-lectures, classroom response, and classroom chat, this research investigates the influence of these technologies on students as well as the degree to which they are accepted by them. The purpose of this research is to get an understanding of the difficulties that these technologies provide to pupils. A greater dependence on technology and the internet has been brought about by modern society, which has led to the digitalization of a variety of different industries. Over the course of the epidemic, this has resulted in an increasing uptake of digital learning technology in educational settings. Nevertheless, difficulties of a physical nature continue to exist.

Steven Morris 2019 Elaine Craig: The EEF found that digital technology improved learning, although pedagogy remains crucial. Further research should identify the elements that provide a positive impact. According to the OECD (2015), affects vary based on context and individual use, and 2012 PISA data shows that excessive technology use lowers student performance. Digital technology may benefit a well-designed learning system that incorporates curriculum, pedagogy, teacher professional development, and assessment. However, more research is needed to establish when and how digital technologies might improve accomplishment. The review focused on pedagogy rather than technology using educational technology typology.

OBJECTIVES

1. The purpose of this study is to determine the extent to which digital learning leads to enhanced student motivation and engagement.

2. To explore how the use of digital learning influences the results of learning and academic accomplishment respectively.

3. To investigate the extent to which digital learning is accessible and inclusive for a variety of student populations.

4. To determine whether or if digital learning platforms are more cost-effective and scalable than traditional teaching methods, and to compare and contrast these two factors.

5. The purpose of this study is to identify the challenges and problems that students have while using digital learning technologies.

METHODOLOGY OF RESEARCH

Methodology: The empirical research methodology was used for this investigation. As a result, the study is solely dependent on results obtained from direct surveys and observations. This information was gathered directly from the respondents. A synthesis of the data is performed by the researcher, and then the data is compared to the central notion or study assumption. In order to verify the validity, results, and originality of the data, the researcher uses their experience in the subject to collect data directly from respondents.

DATA, SAMPLE AND SAMPLING DESIGN

The direct survey method is applied through a structured questionnaire and distributed to the target samples in the study area. Chennai is selected as the study area to research the digital learning system. Because Chennai city has many private, aided, and government colleges and universities, the research would wish to identify the impact of the e-learning system and resources of higher education institutions in the city. This becomes the vital and valid reason for selecting Chennai as the study area to collect the sample and proceed with the research work. The purposive sampling technique is used to select sample respondents from the population universe. This type of sampling design is a kind of non-probability sampling approach. The observer or the data enumerator will be sure of their own decision while choosing the samples participation from the whole population. It is also be termed selective, subjective or judgmental sampling. The sample size is determined as 160 from the population universe in the study area. Students from various institutions, including private, aided, and Government College and university, have been chosen for sample response. Collected data has been tabulated and analyzed through SPSS statistical software tools. Inferences are made to determine the relationship between the variables. The following statistical tools have been used to analyze the data, such as correlation, multivariate analysis and factor analysis. All these statistical tools have been analyzed with the SPSS software package. The data further analyzed through a regression model by using the GRETL software The direct survey method is applied through a structured questionnaire and distributed to the target samples in the study area. Chennai is selected as the study area to research the digital learning system. Because Chennai city has many private, aided, and government colleges and universities, the research would wish to identify the impact of the e-learning system and resources of higher education institutions in the city. This becomes the vital and valid reason for selecting Chennai as the study area to collect the sample and proceed with the research work. The purposive sampling technique is used to select sample respondents from the population universe. This type of sampling design is a kind of non-probability sampling approach. The observer or the data enumerator will be sure of their own decision while choosing the samples participation from the whole population. It is also be termed selective, subjective or judgmental sampling. The sample size is determined as 160 from the population universe in the study area. Students from various institutions, including private, aided, and Government College and university, have been chosen for sample response. Collected data has been tabulated and analyzed through SPSS statistical software tools. Inferences are made to determine the relationship between the variables. The following statistical tools have been used to analyze the data, such as correlation, multivariate analysis and factor analysis. All these statistical tools have been analyzed with the SPSS software package. The data further analyzed through a regression model by using the GRETL software
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The selected samples were dispersed around the research area by means of the direct single metadata, which occurred after passing through a structured cushion layer. The number of people chosen to represent the population in the sample is thirty. There is a study space available. Tabulation and realisation of the collected data have been accomplished via the use of statistical software tools (Spss). To ascertain the nature of the connection that exists between the variables, inferences are drawn. For the purpose of conducting the analysis of the data, the following statistical methods, including averages and percentages, were used.

DATA COLLECTION

DEMOGRAPHIC FACTORS

		Frequency	Percent
Gender	Female	22	50.0
	Male	22	50.0
	Total	**44**	**100.0**
Age	Below 18	8	18.2
	18-25	33	75.0
	25-30	2	4.5
	Above 30	1	2.3
	Total	**44**	**100.0**
Education level	Under Graduate	24	54.5
	Post Graduate	19	43.2
	Professional	1	2.3
	Total	**44**	**100.0**
Occupation	Non Professional	29	65.9
	Professional	15	34.1
	Total	**44**	**100.0**

The table represents the data of the demographic characteristics of a sample population involved in a study on the "Impact of Digital Learning System Among the Student Community."

Gender Distribution: Of the 44 participants in the research, 50.0% are female and the remaining male participants are equally distributed.

Age Distribution: Most participants are between the ages of 18 and 25. (75.0 percent). Less than 18% of participants are under the age of 18, and 4.5% of participants are over 30 and 25–30 years old (2.3 percent).

Education Level: Undergraduates make up a significant section of the participation (54.5 percent). Graduate students are the second biggest category (43.2 percent). Very few people consider themselves to be professionals (2.3 percent).

Occupation: Most of the participants work in non-professional capacities (65.9 percent). Three halves of the remaining group are professionals.

Analysis and Consequences: Gender Parity: The study's balanced gender distribution is shown by the equal representation of men and women, guaranteeing that any conclusions made are free from gender bias.

Age Group Dominance: The research seems to concentrate mostly on young individuals, most likely college or university students, since the leading age group is 18 to 25. Higher education is usually linked to this age group.

Educational Background: The study's focus on the experiences and viewpoints of students in the early stages of higher education is shown by the majority of participants being undergraduates. The study is made more thorough by the noteworthy presence of postgraduates.

Occupational Diversity: Since experiences in academic environments and the workplace might differ, including individuals who are not professionals offers a more comprehensive understanding of the effects of digital learning systems.

In brief, the research aims to comprehend the effects of digital learning environments on students, namely those between the ages of 18 and 25, who are pursuing undergraduate and graduate degrees and come from a variety of professional and non-professional backgrounds. The study's generalizability is strengthened by the balanced gender distribution.

ANALYSIS

Digital systems have increased students' access to educational resources

S.No	Responses	Frequency	Percent
1	Strongly Disagree	1	2.3
2	Moderately Agree	6	13.6
3	Agree	19	43.2
4	Strongly Agree	18	40.9
Total		**44**	**100.0**

Data shows that students usually like how digital learning systems affect their access to educational materials. The majority of responses (84.1%) "Agree" or "Strongly Agree". Many students see the benefits of digital technology in improving their access to educational materials.

A mere 2.3 percent of individuals are in complete disagreement with the assertion that the use of digital platforms has resulted in an increase in the availability of educational materials. Keeping in mind that this is a minority opinion within the sample is an essential point to bear in mind..

According to the findings of the study, students have a generally favourable attitude toward digital learning technology, with a considerable majority of them agreeing with this outlook. It is clear from the low degree of disagreement that the majority of students believe that digital technology is beneficial to their educational experience.

Digital tools has improved collaboration among students

S.No	Responses	Frequency	Percent

1	Strongly Disagree	1	2.3
2	Moderately Agree	9	20.5
3	Agree	21	47.7
4	Strongly Agree	13	29.5
Total		44	100.0

The study shows that students usually think digital technologies improve academic cooperation. The majority of responses (77.2%) "Agree" or "Strongly Agree". This implies students agree that digital technologies improve cooperation.

Only 2.3% strongly disagree that digital technologies have improved student cooperation. This minority perspective suggests that most students see digital technologies as helpful in collaboration.

In conclusion, students are generally pleased about how digital technologies affect cooperation, emphasising agreement and strong agreement. The lack of major disagreement shows that digital technologies improve student collaboration.

Digital systems have contributed to an increase in student engagement with learning materials

S.No	Responses	Frequency	Percent
1	Strongly Disagree	1	2.3
2	Moderately Agree	9	20.5
3	Agree	21	47.7
4	Strongly Agree	13	29.5
Total		**44**	**100.0**

The study reveals that students see digital platforms as improving learning material engagement. The majority of responders (77.2%) "Agree" or "Strongly Agree" believe digital platforms improve student involvement.

Only 2.3% strongly disagree that digital platforms have boosted student involvement. This minority perspective suggests that most students see digital technology as improving their learning experience.

The research shows that students agree and strongly agree that digital platforms improve student engagement. The lack of considerable disagreement suggests that digital technologies improve student engagement with learning materials.

The reliance on digital platforms has negatively affected face-to-face interactions among students

S.No	Responses	Frequency	Percent
1	Strongly Disagree	4	9.1
2	Moderately Agree	12	27.3
3	Agree	17	38.6
4	Strongly Agree	11	25.0
Total		**44**	**100.0**

Students have conflicting opinions on how digital platforms disrupt face-to-face interactions, according to studies. 38.6% agree that digital platforms have damaged student face-to-face contact. 27.3 percent partially agree, acknowledging digitalization's potential drawbacks. 25.0% strongly feel that digital platform reliance has badly damaged face-to-face interactions, with many worried about the effects on traditional interpersonal

connection. 9.1% strongly disagree, demonstrating some students do not believe digital reliance harms face-to-face connections. Digital platforms' influence on in-person interactions worries many students.

Digital systems have facilitated personalized learning experiences for students

S.No	Responses	Frequency	Percent
1	Strongly Disagree	1	2.3
2	Disagree	3	6.8
3	Moderately Agree	8	18.2
4	Agree	20	45.5
5	Strongly Agree	12	27.3
Total		**44**	**100.0**

The study reveals students like how digital learning systems customise learning. In the "Agree" category, 45.5 percent of participants agree and 27.3 percent strongly agree, demonstrating that a large majority support digitalization's good impact on personalised learning. An impressive 18.2% moderately agree, confirming the upbeat mood. It is strongly opposed by 2.3 percent, while 6.8 percent disagrees. Digital learning systems provide individualised learning, and although there are dissenters, most students realise and appreciate their function.

Impact of digital systems on the student community is more positive than negative

S.No	Responses	Frequency	Percent
1	Disagree	5	11.4
2	Moderately Agree	20	45.5
3	Agree	15	34.1
4	Strongly Agree	4	9.1
Total		**44**	**100.0**

Student perceptions of digital systems' influence on the student community are mostly favourable. The largest proportion is 45.5 percent in the "Moderately Agree" category, followed by 34.1 percent who completely agree. This 79.6% majority recognises digital systems' favourable impact on students. Only 11.4 percent disagree that the effect is more beneficial than bad, and 9.1 percent strongly agree. There are few dissenters, but the overwhelming tendency is favourable about digital learning systems' influence on students.

Digital systems have played a significant role in reducing educational disparities among students

S.No	Responses	Frequency	Percent
1	Strongly Disagree	1	2.3
2	Disagree	1	2.3
3	Moderately Agree	12	27.3
4	Agree	21	47.7
5	Strongly Agree	9	20.5
Total		**44**	**100.0**

The evidence reveals pupils recognise digital technologies' significance in addressing educational inequality. In the "Agree" option, 47.7% of participants agree, showing that most recognise digital systems' favourable influence on educational inequality. 20.5 percent strongly agree, indicating an agreement on digital systems' importance in resolving inequities. Only 4.5 percent disagree, with 2.3 percent each in the "Disagree" and "Strongly Disagree" categories, representing a minority opinion. The research shows that students generally support digital systems' role in decreasing educational inequities.

Digital technology has led to a better preparation of students for future career opportunities

S.No	Responses	Frequency	Percent
1	Strongly Disagree	1	2.3
2	Disagree	1	2.3
3	Moderately Agree	8	18.2
4	Agree	24	54.5
5	Strongly Agree	10	22.7
Total		**44**	**100.0**

Students generally see digital technology as a helpful tool for professional preparation. The largest proportion is 54.5 percent in the "Agree" category, followed by 22.7 percent who strongly agree. This 77.2 percent majority shows that students agree digital technology has improved their professional preparation. Only 4.5 percent disagree, with 2.3 percent each in the "Disagree" and "Strongly Disagree" categories, representing a minority opinion. The evidence reveals that students strongly agree that digital learning methods improve professional preparedness.

The increased use of digital systems has led to a decrease in traditional study habits among student

S.No	Responses	Frequency	Percent
1	Strongly Disagree	2	4.5
2	Disagree	4	9.1
3	Moderately Agree	9	20.5
4	Agree	19	43.2
5	Strongly Agree	10	22.7
Total		**44**	**100.0**

The research shows students' complex views on how digital platforms affect conventional study practises. The biggest proportion, 43.2%, agrees that digital tools have reduced pupils' conventional study practises. This opinion is highly supported by 22.7 percent, indicating a considerable change in study patterns. However, just 13.6% disagree, with 9.1% "Disagree" and 4.5 percent "Strongly Disagree". Despite being a minority, these statistics show that some students do not think digitization has reduced traditional study practises. Overall, the evidence shows that students recognise a shift toward digital study practises.

The belief that excessive use of digital devices can negatively impact on students mental health

S.No	Responses	Frequency	Percent
1	Strongly Disagree	1	2.3
2	Disagree	1	2.3
3	Moderately Agree	7	15.9
4	Agree	21	47.7
5	Strongly Agree	14	31.8
Total		**44**	**100.0**

The evidence shows that students are aware of the mental health risks of excessive digital gadget usage. The biggest proportion, 47.7%, agrees that excessive digital gadget usage may harm kids' mental health. Additionally, 31.8 percent strongly agree, indicating that a large majority recognises the hazards of heavy digital gadget use. In contrast, 4.5 percent disagree, with 2.3 percent each in "Disagree" and "Strongly Disagree". This minority position shows that some students may not see the mental health risks of excessive digital gadget usage. The evidence reveals that kids are concerned about the mental health effects of excessive digital device use in school.

FINDINGS:

The demographic analysis of research participants shows a balanced gender, age, education, and employment. Majority of participants are 18-25, highlighting college or university students. Participants include undergraduates and postgraduates, offering a complete view of digital learning systems.

Most pupils agree that digital learning technologies improve their education. They think digital platforms have improved student cooperation, access to educational resources, and engagement with learning materials. Students also believe digital technologies personalise learning and reduce educational inequities.

SUGGESTIONS:

Given the good image of digital learning systems, institutions may integrate technology to improve education. Training instructors and students to leverage digital tool advantages may be advantageous. In digital learning initiatives, threats to face-to-face interactions and conventional study patterns may be addressed.

As mental health issues associated to excessive digital device use are recognised, universities should create support systems and awareness campaigns to encourage healthy technology use among students. A balanced and sustainable learning environment may be achieved by providing digital well-being tools.

CONCLUSIONS:

The survey found that pupils generally like digital learning technologies. Digital technologies may solve educational issues and provide a more inclusive learning environment, according to the research. The report also notes possible harmful consequences on mental health and face-to-face contact. A comprehensive approach to digital education that tackles these challenges and maximises advantages is essential for student success.

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