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IMPACT OF DIGITAL MEDIA ON THE STUDENT'S ACADEMIC PERFORMANCE AT PUBLIC SECTOR SCHOOLS IN DISTRICT KORANGI

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ABSTRACT

The purpose of this study is to analyze the impact of digital media on the student's academic performance at high schools in district Korangi. (Marina Pumptow, Taiga Brahm, 2021) gives a unique definition of digital media tools "These applications are unlimited and available in different forms such as tablets, smartphones, Computers, softwares such as presentation, typing and drawing tools, research tools such as SPSS, search engines e.g. Google, and online media gadgets such as web cam devices. The electronic innovative gadgets are seen everywhere from homes to schools, pharmaceutical industries to medical hospitals and dispensaries, shopping malls to offices, telecommunication to engineering. Thus, digital media has countless applications and benefits. As we all exist in a digitalized world where means of communication and mode of learning have changed drastically during the past few years. We now have social media networks such as Twitter, Facebook, Instagram, YouTube, and WhatsApp. These forums are also present in the form of digital apps for mobile users ease. The world has become a global village now students living in distant places can have access to standardized education due to digital media. Digital Media is the emerging technology of the 21st century. It is widely used in the education system today to facilitate learning and teaching. Digital Media apps such as Pinterest, Khan Academy, Google Classroom, ZOOM, Quizlet are remarkable ways of transferring knowledge to young students. On the other hand, websites such as Sindh Education and Literacy Department (SE&LD) are playing a crucial role in educating youth belonging to different backgrounds. Digital Media is innovative, efficient, cost effective and fast. New opportunities for technical expertise and development of advanced skills have been introduced through digital media forums. Students living at far off places have now access to quality education due to digital networks such as Internet.

Keywords: *Asian Education, Technology, Student Teaching, Student Development, Instructional Technologies, Assessment*

NTRODUCTION

Introduction to the Digital Media

In the late 1950s, the advent of microchip and semiconductor transistor introduced digital era of computing. Claud Shannon is the pioneer of the digital age. Digital media is an electronic form of media which uses electronic devices such as computers for its distribution. Digital media has

turned the world into a global village. We have stepped into the world of smart machines. Now, with miniature digitalized latest machinery several work can be done in seconds. Digital media includes all software, audio, video, computer or video games, social media websites such as LinkedIn, Facebook, Twitter, Baskadia, Instagram, Pinterest, YouTube, Snapchat etc. Digital media is the burning question of the 21st century education system that needs to be addressed.

Digital Media or one can say interactive new media has immersive features. It is an effective and efficient way of communication through social media apps and internet resources. New forms of media have become a core part of education systems. Now books, radio, television, smart devices are all immersed with digital media such as internet and social media. Many studies show that digital media has made life lot more comfortable from home to work, play to studies, commerce to banking, shopping to kitchen, medical emergency, natural catastrophe digital media is available 24/7 without any delay providing services. When it comes to training many students sometimes are unable to reach may be ill or in some problem, but digital media has made reach easy with mentors. Only the user must type few sentences with a keyboard, see monitor display screen, take a pic from web cam, attach an application written using an MS Office software, scan a photograph and documents through a scanner digital device or app and push the SEND button. It's a fast, easy, and convenient way of learning.

Digital media is capturing the world rapidly. Now, everything is available with just only at a click of a button. All digital gadgets have become an effective and efficient way of communicating at home, in schools and in offices such as WhatsApp Groups, Zoom Meetings, Microsoft Teams, and Google Classrooms. Digital media has innumerable benefits and applications. Thus, it is high time that we revolutionize our educational systems with latest technique smart digital devices to stand amongst world literate superpowers. Digital Technology is all about interactive but creative mode of learning. Students visiting websites can give valuable suggestions and provide feedback to the author. When students visit different websites and access educational material such as a poster, a quotation, a Good Morning Wish he/she is developing critical skills and improving his/her artistic vision and judgmental skills. When a student leaves a comment on a website or leaves a query or writes an email attaches relevant PDF and Documents, he/she is becoming more sensible and responsible towards his duty. So, digital technology grooms a student personal wellbeing.

The digital technology is by and large available everywhere, but the pitfall is that sometimes there are lack of resources. The Sindh Education and Literacy Department (SE&LD) is trying in vain to help students in this regard. They are providing books free of cost to high school students. There are stipends availability through Jazz Cash and digital means for teachers to collaborate through SMS, MMS and instant messaging services. Digital Technology is a treasure of knowledge that needs proper utilization by government authority such as internet, broadband etc.

Statement of the Problem

Digital Media is the best medium to promote young talent worldwide through social media forums such as Google Search engine, YouTube, reference softwares, online blogs, Facebook, Reddit posts and many more. People even today think of social media as an evil, but it is a wrong approach that must be changed somehow. The main purpose of this research is to aware people about ongoing rapid changes in education systems. As I look around myself, I found smart technological gadgets in hands of every person, at the shelf top whether we are at homes or in offices, banks, hospitals, shopping malls, etc. I think education systems have improved drastically a lot due to online record keeping, large cloud storage, internet services etc. Now making student worksheets, keeping student academic records, mathematical calculations of marksheets, organizing student's events, publicizing educational brochures, report cards have all become very easy due to digital media.

During times of natural emergency such as floods, hurricane, smog etc. students are the ones who suffer extensively. But digital media and distant

online learning programs has made learning easy and flexible. Now, students cannot only learn but earn as well. They can explore their destinations through research and technology at home via vast digital media platform. Students can write blogs and create their own websites; record tutorials start their own business. Digital media has made everything possible from e-commerce to e-learning to e-banking to e-shopping, every trade is available via electronic gadgets. One must know how to work with digitalized machines to survive in the present digital era. In today's world, we are getting familiar to Artificial Intelligence and Machine Learning such as Robotics so it is important for teachers and learners to know how digital media can be used to improve our education systems.

Research Objectives

To investigate impact of digital media on the student's academic performance at public sector schools in District Korangi.

1. To analyse effects of prolonged Digital Media usage on cognitive development of a child at public sector schools in District Korangi.
2. To investigate the availability of student's Digital Media learning resources such as high-tech labs at public sector schools in District Korangi.
3. To evaluate students knowledge about Digital Media forums available on the internet resources to develop their skills and career growth.

Research Questions

1. What effects does prolonged usage of Digital Media have on cognitive development of child at public sector schools in District Korangi?
2. What Digital Media facilities such as computers, internet, etc. are provided at public sector schools in District Korangi for students? If yes state which resources are available?
3. How does digital media impact the student's academic performance at public sector schools in District Korangi?

Significance of the Study

This study is to aware people about the effects of digital media on students achievement at high schools in district Korangi. Digital media education is becoming mandatory day by day. The purpose of this research is to bring to light the academic achievement of students using digital media. Following are some highlighted aims and goals of this research:

1. To investigate Digital Media resources for students at high level school in district Korangi.
2. To analyze the student's academic achievements in terms of results, scholarships, prizes, etc.
3. To know the discrepancies of digital media, prolong use on active learning of the students.
4. To highlight key challenges in Digital Education at high school level in district Korangi.

Literature Review

During the last few decades Digital Media has become immensely popular among students. The question lies here that are students utilizing these digital resources for academic benefit or for proliferation? The purpose of this study is to identify the impact of digital tools on students learning outcomes at high school level in district Korangi. Griffey (2020) considers digital media as interactive and a need of time. Todd Jepperson & Karen T. Arnesen (2022) writes that blended mode of learning enables life management skills such as communication, coordination, critical thinking, and creativity. Digital tools immersive features make the students learning journey informative and enjoyable. Think about Digital Media inventions present everywhere in the shape of technological latest gadgets which is transforming educational systems from good to great.

Digital technology is not limited to one field of study, but it is diversified learning with innumerable benefits for students such as science, technology, arithmetic, programming, linguistic etc. Using technological digital apps benefit student greatly in their studies and they develop their skills both verbal and non-verbal such as organizing, managing, listening, reading, writing, presentation, self-confidence, engaging, teamwork,

time management, searching, interpersonal skills, evaluating skills, creative as well as critical etc.

Empowering Students through Digital Media
Cognitive Development

The digital literacy is a collective use of multiple skills such as cognitive, emotional, and sociological to successfully use digital environment. The studies clearly bring to light that expertise in using digital devices is not sufficient unless the cyber laws governing the usage of digital media are not known by the student. If for instance a student is not aware of the cybercrimes prevailing through digital apps, he/she is not digitally literate. Teachers must try to tell cyber laws governing digital media usage before the students are added in school social media groups such as WhatsApp, Facebook, LinkedIn, etc.

Fine Motor Skills

Manochehri & Sharif (2010) research study clearly shows that usage of digital technology for class activity enhances the students learning environment. When students use digital media apps and channels their verbal skills such as communication improve. Moreover, their nonverbal skills such as written feedback or comments on an educational website such as result.pk make them more confident learners. Students using digital media platforms can access various softwares as well such as Google Classroom, ZOOM, Microsoft apps and enhance their computing and technical skills.

Collaboration

Digital Media by and large has become a source of bulk data and information systems. This study clearly highlights the benefits of social media (a form of digital media). Now, important matriculation board notifications come on websites such as results or on social media groups. Now sharing important notifications is lot easier compared to past. These data such as a school function photo, videos can be shared instantly with school staff, students, parents, and post publicly too. Digital Media is versatile with only the push of a button, a phone call, instant messaging apps, voice calls can be made. School notification, schoolwork, live events such as Sports week can be saved and shared through digital media Cloud-based platforms such as Google Photos. Now, connecting and collaborating with people for academic purposes has become quite easy and efficient.

Motivation

Innovative digital technology is based on new motivational pedagogical tools for learning. The students learn more when they sit and search different websites, gather data such as images, read information from different sources such as websites of research gate, communicate, and respond through comments on their own. Effective and creative advance tools motivate the students. They do not feel exhausted by complex mathematical equations in homework assignments. There are many sources available and personal assistance tools provided on different apps that will benefit such as free e-books. Digital media is a vast hub of education. The students are self-motivated to learn due to GUI interface visualizations tactics and 3D technology interest is created for them. The new technology is opening new arenas of learning paths for students that they must explore.

In the research of S. Pate, it is obvious that students learnt science and mathematics through digital tools greatly such as drawings, animations, and virtual experiments (used for law of motion). Now education through digital means is high in demand and latest educational professionals are using it for making students lessons such as worksheets, lab work, etc.

Students can search different reference educational websites and blogs to construct their knowledge. They can learn new ideas and gain command over different topics. There is a Gallery option on google where students can get many images relevant to their studies. There are innumerable articles, pdf files, research papers, presentations, workbooks, work sheets and e-books on the internet. E-books can be accessed from the library option in Google search engine. This research clearly challenges student skills of learning through apps and improves their

academic performance substantially. Digital media with multimedia elements develops interest for academic readers. Digital media multimedia elements include not only text but also graphics, animations, audio, and video. Now, learning through digital means is very interesting. The above study clearly shows that digital apps are becoming common, and students must avail themselves of this opportunity. They can work on software's of their choice and develop command in their school course subjects. According to S.Pate (2021) The digital forum is smart and flexible way of learning for secondary school students preparing for board papers.

Life Skills-Based Learning

Khan, Mamona (2018) admits that over the passage of a few decades later, technology has become a vital part of everyday life, be it official matters or a household chore, technology plays an important role. Technology improves individual learning and helps retain knowledge. It also gives the learner a chance to learn useful life skills. It creates interest as media technology is more appealing and engaging for learners as compared to the conventional methods of learning i.e., from books or blackboards. The use of technology not only benefits the teachers but also makes the classroom more vibrant, active, and interesting with the help of different apps, software, and tools. Digital Technology is useful for learners of school grades as they are in the initial stage of developing skills in the education cycle. These digital machines, both hardware and software, are challenging and need thorough study and knowledge. The research clearly shows that it is high time that classrooms must be equipped with technological tools such as projectors, smart boards, tablets, laptops etc. With interactive and cooperative collaborative digital means of active learning students will enhance their learning and their grades will improve.

Personalization

One of the powerful and persuasive pedagogical tools is Personalization. A successful career growing path for students where they want to gain expertise and excel.

5. Development of technology of collecting, processing, and analyzing large amounts of data that may be employed in education.
6. Transferring educational materials to the Internet and to mobile devices.
7. Easy access to data and analytical tools are becoming more and more efficient.
8. Access to content adjusted to the needs of a specific student.
9. Elimination of educational content that has been structured in a wrong way.
10. Possibility to collect data on the entire population, not only individuals.
11. Improved results and saved time.
12. Access to content adjusted to the needs of a specific student.
13. Elimination of educational content that has been structured in a wrong way.
14. Possibility to collect data on the entire population, not only individuals.

Przemysław Chyrk Former, Jolanta Gałecka, Alina, Piotr Milewski, Monika Mizerska, Olga Nerc, Ewa Siekierska, Wojciech Wiśniowski, Marzena Żylińska (2015) study clearly highlights that the students must try to learn new advanced updated software's such as MS Office software. There are many hands-on practices software's such as Typing Tutor software which provides typing exercises that improve accuracy and typing w.p.m speed. Students must purchase and use digital safe authentic apps. This will in return guarantee their good results. Now apps are available in Playstore and there are also software CDs, online installation of Microsoft softwares through Microsoft store online. Students can use this handy application softwares on their computers according to their needs and develop expertise and skills. Students must read technological articles to gain knowledge about recent trends in education systems. Now, the board results come online on bsek website. In today's digital world students must know how to handle digital data securely such as Fake news circulations on social media must not be forwarded and content must be blocked and reported.

Critical Thinking

Abbas, Aman, Nurunnabi, & Bano (2019) study examines how social media and web-based interactions impact students' communities in their daily lives. Thus, social media refers to computer-mediated technology facilitating the growth and sharing of ideas, awareness, career interests, information, and other methods of expression through social networks and virtual communities. The contents generated by social media users, such as comments, posts, digital photos, video sharing, and all online interaction data, are critical and represent the lifeblood of social networking and social media sites. Social media users typically access the services of social media via the internet or other web-based technology on their laptops or desktop computers or by downloading applications that extend the functionality of social media and social networks to mobile devices, such as smartphones or tablets.

The research clearly shows that digital media is helping students learn about their community learners. When students express their opinion on a Facebook group or a LinkedIn community through a post, reel, article, video they are getting noticed by other community members. There are thumbs up options for showing appreciation for the content and thumbs down for disapproving and challenging the content as inappropriate. So, digital media is a vast media. Where there is freedom of opinion for secondary level high school students. They can not only create interactive materials such as posts but engage other learners too. Through ZOOM, Skype and WhatsApp groups tools students can work together on projects, schedule a meeting with teacher, and communicate on the problems faced during class lecture. Now creative tools of digital board are also available in apps where teachers can help students practice, share ideas, and give online tests or papers too.



Figure 1
Digital Media Online Forums

Creative Content

Abbas et al. (2019) is of the view that due to engagement with such sort of services, social media users typically create highly interactional platforms through which individual students or student organizations can share ideas, co-create, modify, and discuss user-generated content or previous content posted online. Social media directs the means of communication between students and other individuals, communities, and large organizations, and such changes are the principal

focus of emerging and innovative fields of information technologies.

The research study shows that when high school students search content for their class subjects such as PDF notes, articles, images etc. they are utilizing their energies for useful matter. Their writing, reading, speech and creative skills groom up. When a high school student uses digital media for constructive purposes and posts the difficult question on an educational expert website where he/she gets a broad public medium to communicate the course relevant problem he/she will not only get query resolved but gets a habit of getting an exposure to students discussion boards and FAQ. This will help the student to bring to light his/her creative and cognitive abilities in front of other school students. Now practicing board past papers and challenging questions are not a problem.

Technical Expertise

Jensen, Short, Guo, & Keaton (2022) study clearly shows that digital gadgets are gaining popularity among students of every grade. High school students will enter professional fields in the future so use of Information Communication Technology is abrupt. The importance of digital literacy must be highlighted to high school students for their professional development. Moreover, there must be tutorials available to the students so that they can handle digital apps properly. There is membership for students with minimal fee such as Microsoft Azure has inbuilt latest online interactive lab sessions. Students at high school must be told the advantages of using apps tailored to their educational needs.

Increased Productivity

Jensen, Short, Guo, & Keaton (2022) "K-12 Blended Teaching : Science Edition" book clearly put to light many positive impacts of digital media on student's academic performance if used at high school level in district Korangi. When teacher gives students work on Projects and presentations. The student not only visits different websites to get ideas but also tries to create something new and different. This enables creativity in them, and they try to work individually and together on projects. Students develop a sense of Teamwork and classroom norms. Students learn to communicate such as on online sessions such as Google Teams, Webinars, Live ZOOM Meetings, MSN Live Chat etc. The digital tools provide many facilities for its students such as inbuilt voice messaging, text-based messaging, AI tools etc. Now in times of natural calamity and disaster students can remain connected and get updates through Computer internet, Wi-Fi, Routers and Cable networks digitalized connections.

Adaptive Learning

Przemysław Chyrk Former, Jolanta Gałecka, Alina, Piotr Milewski, Monika Mizerska, Olga Nerc, Ewa Siekierska, Wojciech Wiśniowski, Marzena Żylińska (2015) states that computers are a helping hand for students and teachers. Now, students can easily discuss their problems, post comments, or highlight any issue faced through public open digital apps forums. Now making timetables, saving bio data, keeping school records has become a lot easier through the advent of technology.

Transforming Education System from Good to Great

Digital media is opening a new and advanced mode of learning to all students which was not possible before. Today's youth is growing in a rapidly changing digital era of smart gadgets. "Every day, many students are spending countless hours immersed in popular technologies—such as Facebook, MySpace, World of Warcraft, or Sim City". In today's classroom, technology is becoming a more prominent form of learning. With the ever-changing world of technology, teachers work hard to incorporate technology into their everyday instruction in order to connect student passion with learning. Carstens, Mallon, Bataineh, & Al-Bataineh (2021) The students are getting more aware through digital media via internet or mobile apps such as **SCHOOL EDUCATION AND LITERACY DEPARTMENT GOVERNMENT OF SINDH** initiative of Digital Learning Platform.

Digital Media is a creative and interactive way of learning. These interactive digital multimedia

tools provide platforms for all types of learners to achieve great results. Digital gadgets assist all learners in their studies to a great extent. A survey conducted in China by (M. Hennelly, I. Ctori, 2022) reveals improvement in students outcomes by 32% in rural areas due to high-tech lesson recordings resulting to reduce urban-rural earning gaps up to 38%.

Digital Media as a Means of Academic Success for Handicapped High School Students

Digital audio and visual tools can be used for teaching students with intellectual disabilities at high school level. Many research studies Deveci Topal, Kolburan Geçer, & Çoban Budak (2023) clearly highlight that students perform much better with digital aided tools of learning. When the students' opinions about the digital materials they used during the lessons and interacted with were reviewed, they stated that they liked doing such activities on computer and the fact that questions were optional and interactive brought fun and joy to learning in the class; furthermore, they wanted such digitalized applications to be applied in other lessons, such as Turkish, Mathematics, Music, and Art. The reason why students especially want to use such materials in Turkish lessons may be that they have difficulties in expressing themselves verbally and in writing, as well as in understanding Turkish texts due to their disabilities, and those teachers do not have sufficient material related to this course.

Digital Evolution New Trends and Discoveries in Technology

In 2023, a report was conducted on the topic "State of digital in Pakistan". The report showed a rise in internet usage, social media, and mobile networks. Due to COVID-19 pandemic education went online. Due to the lockdown situation prevailing in the world digital networks were the only means of communication. In the past few years, we have seen changing trends in technology. At homes, in schools, at offices, wherever we go we see digital technology. It's crucial that education learners and educationists to succeed in the education field need to study Digital technology. We are living in a digital world where we see Smart IOT devices and the advent of Information Communication Technology devices. In recent years biometric attendance became mandatory for students and teachers which is a form of digital gadget. In 2022, Sindh Education and Literacy Department introduced a digital technology biometric attendance system. Now, huge databases can be stored safely such as biodata record, NADRA, online e-bank systems, e-portals for students and so on. Now, digital means of access to education have made life easy and comfortable. Just at the click of a button or through a touch screen mechanism we can access inevitable facilities. Students can create their own apps, websites, blogs, and 3D animated movies. In schools students can help in organizing morning assembly and functions through digital applications of school such as STEREO system, web cam, microphone etc. Teachers as well as students can make attractive graphics, animations, mp4 videos and collages. This record can be shared by school Head teachers on District Education Officer, Town officer and Education Minister websites for students encouragement. Digital media is a vast medium of knowledge sharing and learning.

Significance Of Digital Media

With the choice to sign up for online courses and usage of digital resources so readily available, it was assumed to be the newly convenient method of lesson delivery. The idea that students could learn in preferred environments through different learning styles was appealing to ensure the achievement of students' learning goals. These digital learning resources are opportunities for the expansion of learning. They are available online, worldwide, and at the touch of a hand. The most recognized digital learning resources are Youtube, Khan Academy, MOOCs, podcasts, Quizlet, e-textbooks, and so forth. students in Clemson University's Science (2021) reflected that digital technology has drastically revolutionized the education system. There is transformation that has occurred in the education sector. Students can now gain access to education resources worldwide through Google and Bing search engine. Now,

digital media has become a source of not only learning but earning as well for students.

Classroom Technology

Are we aware of how progressive technology has become as we've grown up? Education is the foundation of future generations. From blackboards, to whiteboards, to SMART boards, to individual computers; each innovation has influenced our classroom environment and our personal takeaways. The advancement of classroom technologies has a tremendous impact on how students perceive and retain information. students in Clemson University's Science (2021) study gives us the miracle of using progressive technology in classrooms. A multimedia classroom is blended teaching mode for students where there are many interesting gadgets, playful tools, educational softwares such as Google Classroom. Now, both teachers and students can search worldwide anywhere anytime. The education dimensions have expanded beyond boundaries. Online digital tools are proving to gain immense popularity among the students. At the same time students and teachers need to develop technical skills to use these softwares and gadgets properly. Recently, due to innovation in technology we all can see through biometric technologies in hospitals, banks, offices, and education systems. Now means of attaining education are getting digitalized and convenient. Now, education has become flexible with digital technology. (Shaikh, 2019) affirms digital learning has made education more accessible, time-saving, and inexpensive to all students, particularly those that only dreamt of receiving an education in the past, especially at high-standard institutes and universities in advanced and educationally progressive countries. students in Clemson University's Science (2021) indicates that it is by and large high time that technology must be brought into practice otherwise our students will suffer from major setbacks in the education fields. As the present era is the era of digital tools so students skill-based programs must focus on the hands-on practice of digital technological gadgets.

Digital Technology a Gateway to Successful Learning

Digital technology is becoming an essential part of our day-to-day life. It is also used to educate masses of one single instructor and a class of attendees through virtual medium, live chats, skype meeting, Google Classroom, ZOOM etc. These digital media are helping students make notes in consultation with educationist, printing documents, creating presentations etc. The digital technology has drastically revolutionized our education system. There is a paradigm shift in the educational topography of the world. New advancements and trends have transformed the educational system from traditional learning to e-learning.

The Pew Internet and American Life Project International survey conducted in 2015 shows approx. 92% of teenagers can use internet, 71% can use social networking sites. The book (McGuill, 2021) states digital education as a *Treasure of Knowledge* such as digital communication tools such as texting apps and social networking sites. She points out *Instagram* features are appealing and interactive forum for students where they can learn to record audio, create multimedia posts, and bring their artistic talent to life. It's not just learning but fun also. You will never get bored or feel fatigued due to digital media and come out with something extravagant. There are many writing and editing forums such as YouTube and Facebook where when you get monetized start earning too.

Why Digital Media has become a Core Component of Modern Education?

Digital media has transformed education systems. Now, emails, instant messaging, web posts, LMS, dash boards, and portal systems are introduced in the education systems. Now, board results come online on educational websites such as BSEK. Now, students must get registered not only manually in schools but on the board websites as well. This in turn has impacted education systems greatly. Now, students sit at home and at the ease of digital facility provided through world wide web enrolled in exams through digital media. New hec policies, educational date sheets, marksheets and

course books are available online free of cost. You must remain in touch with the latest updates. This affects students active learning and engagement with their studies. Students can remain up to date whether ill or out of the city through the digital media. There are relevant educational groups from where students can join and get updates. So, education has become easy and comfortable. There are distant learning programs such as AIOU and Virtual University that are created for students doing work. Now, with blended and flipped classrooms students benefit greatly. Traditional plus digital technology is making classrooms creative and interactive mode of learning.

Drawbacks of Using Digital Media

MICS incorporated research in Punjab on the availability of digital gadgets such as mobile devices, radio, TV, Computers, and internet findings revealed that students used mobile phones at their ease for remote learning. But MICs conclude that this is not so effective and efficient mode of learning as compared to Desktop Computers, Laptops, and internet devices Wi-Fi. The students can learn more through the digital Computer systems as compared to a small mobile device.

This research will be helpful for data analysis of the students learning through Digital Media such as mobile phones, I-pad, Laptops and Computers at high schools in district Korangi.

- To determine whether students are attaining their aims in terms of learning through new technological gadgets.
- To detect the flaws in choosing proper technological equipment by the students at high school.
- To examine the knowledge level of students regarding latest trends in education.
- To monitor the education systems policies at district level.
- To know the provision of the technological facilities to the students.
- To know students eligibility in terms of new computer skills.
- Hands-on practice can lead to success in the field of learning.

MICS conducted a survey to check the availability of digital tools such as radio, television, and internet connectivity devices such as computers that are available to the household for the remote distant learning education. In Punjab, a few numbers of students have access to computers (20%) or the internet (29%) or both (14%). The difference is due to the level of education and standard of living. This also is a big problem of rural-urban population in Sindh. In high schools of district Korangi the situation prevails. Our education system shows a dismal picture of inequality in terms of availability of education resources such as internet, softwares, high-tech computer labs etc. One thing is also important that the poverty ratio in some areas of district Korangi is very high, that is why the educational expenses get out of their reach.

According to (MICS-EAGLE, UNICEF, 2022) the digital communication devices are also expensive. Many students cannot bear the expenses and use mobile devices instead of computer systems. This is not a positive approach in this regard. Schools also, in times of closure, fail to provide facilities. The approach to education must be changed somehow and people must be made aware of the effectiveness of digital media gadgets through public campaigns, educational workshops, seminars, and live events so they get motivated to use these digital tools. This is the age of digital technology everyone must reckon somehow.

Application of Digital Media

Digital Gadgets in Administration and Learning

Bilyalova A. A., Salimova D. A., Zelenina T. I. (2023) point of view is that e-learning is an amazing way of learning through flexibility of time, cloud recorded video lectures, study materials such as PPTs and PDF or Word files available in Google Classroom to many students in one place. Digital resources are innumerable and promote self-learning, self-organizing, and self-directed learning. E-learning widens students creativity and knowledge. Through this research I want to highlight the benefits of digital learning education to the students so that they adopt this learning platform and leave rigorous traditional learning style which is only bookish knowledge.

Thus, now a days education has transformed from traditional to digital. The government of Pakistan must try to intervene and provide digital resources of education such as e-books, e-library, e-commerce, and mobile and computing softwares to the deserving students. Now it is high time that every student must know how to handle and use digital devices.

Digital Era and Virtual Environments

Almeida & Simoes (2019) stated that teacher's knowledge is no longer limited to the realm of programmatic content but now they know how this is amalgamated by the students who are nurtured by AI-based learning portals. On the other hand, according to Demartini & Benussi (2017) there is a paradigm shift of passive education 1.0 to increased participation and independence in education 4.0. Almeida & Simoes, 2019; Kinshuk (2016) stated that now, Artificial intelligence AI tools are used which compose of digital machine learning and Robotics. AI provides numerous solutions based on user searches. Cloud-computing with immense storage capacity and sharing mode such as Drop box, Google Drive etc. provide many platforms for its learners. By using Cloud-based Google Photos students can create amazing collages, animations, movies, and slides for their classroom activities on projectors or labs. Moreover, they can utilize these resources and after getting monetizing channels or groups can start earning too. Digital tools can help in creating incredible artwork such as design cards, brochures, photos etc. Such software includes Adobe company products.

Bilyalova et al. (2020) is of the view that AI has transformed education systems that not only healthy but visually impaired students can access education through Virtual reality. There are Google voice recognition software and AI tools that convert digital voice signals to written forms. Linguistic students can also gain expertise through various software tools such as MS Word Thesaurus whose built-in digital functions highlight mistakes with red. Students can utilize these digital tools to glorify their future. The Fine Arts students can make remarkable cards, documents, reports, presentations, etc. Moreover, through web searching students can access numerous online forums articles, e-books, e-news, blogs, images, etc. that can enhance their learning journey. So, findings clearly show prior to negative impacts many positive impacts on students overall academic success.

IER
Institute for Excellence in Education & Research

Table 1

Digital Media Applications in Education Sector

S. NO.	APPLICATIONS	DESCRIPTION
1.	Improve overall productivity.	Cloud Based Systems are an easy way to use and retrieve data such as your images and videos, Password Protection, etc.
2.	Interactive tools.	Graphical User Interface (GUI) tools such as buttons,
3.	E-books	E-Portals and E-Learning.
4.	Instant messaging	Imo, email, messenger, students dashboards.
5.	Live updates.	You Tube news channels, Educational Talk shows, Interviews etc.
6.	Social media networks.	Facebook, Instagram, Twitter.
7.	Skill development programs.	Hunarmand Pakistan, Kamyab Jawan Pakistan, Great Future Pakistan.
8.	Communication and teamwork.	Whats App, Hotmail, Yahoo, MSN messenger.
9.	Multimedia classrooms.	Projectors, Smart LCDs, Wireless Wi-Fi Devices, etc.
10.	Blended learning.	A natural physical classroom with technological tools and multimedia environment with projectors, Smart boards, etc.
11.	Audio visual aids.	Mics, Scanners, Speakers, Web Cams etc.
12.	Distant learning programs.	Virtual University, Allama Iqbal Open University, etc.

13.	Creative apps.	VU LMS Systems, AIOU Distant Learning Programs, STS Job Portal etc.
14.	Search engines.	Google, Bing,
15.	Verification and Authenticity.	Biometric Technology like Online Biometric Attendance Systems, Internet of Things such as Smart Embedded Systems.
16.	Educational reference softwares.	Microsoft Office Suite such as MS Word, MS Excel, MS Power Point, MS Access, Encarta, Typing Tutor.
17.	Social media Websites.	Facebook, Twitter, Linked In, You Tube, Instagram, TikTok, etc.
18.	Ethical and Secure.	Antivirus software, Firewall, Anti Malware such as AVG, AVIRA, NOD 32 etc.
19.	Interactive User-friendly environment.	Graphical User Interface.
20.	Availability of incredible services.	PDF, Documents, Images, e-books, blogs, Journal Articles, e-news, etc.
21.	Immense Opportunities for Young Students.	Facebook Reels, You Tube informative channels, Instagram Posts, TikTok etc.

Impact of Multimedia Digital Technology on Learners of Different Grades

According to Haleem, Abid, Javaid, Mohd. Qadri, Mohd. Asim Suman, Rajiv (2022) the sole aim of United Nations 2030 sustainable development agenda is inclusive and good quality education. Digital media is one of such platforms that can help to achieve this goal. Digital technology is hazardless and environmentally friendly. It is a fast and convenient way of learning. In district Korangi, some areas are highly educated but in many densely populated areas despite the presence of schools and qualified staff there are less students getting education. Initiatives such as UN must be taken by local governments also so that every child gets access to educational resources. Moreover, there are many education NGOs and local bodies working but more must be done in this respect. A quick and responsive mechanism is created through digital apps. Just at a mouse click of the send button an email message gets transferred to recipients inbox. Then, there are live chats facility available through digital media such as MSN, ZOOM, Yahoo, Bing, Microsoft, WhatsApp etc. With the availability of instant messaging students can contact their instructors and get handy advice even at home on school projects, presentations etc. With social media apps such as Twitter, Facebook, YouTube, and Dailymotion students can also create their own posts and get popular and paid for good work.

Traditional Classroom VS Digital Classroom

Technology improves individual learning and helps retain knowledge. It also gives the learner a chance to learn useful life skills. It creates interest as media technology is more appealing and engaging for learners as compared to the conventional methods of learning, i.e. from books or blackboards. The use of technology not only benefits the teachers but also makes the classroom more vibrant, active, and interesting with the help of different apps, software, and tools. Khan, Mamona (2018) explained that digital technology has impacted every field of life from homes to educational centers to business fields including agriculture and health sectors. It has uncountable benefits and applications. Digital technology has deep impacts on learners when it comes to classroom settings. Digital Classrooms with multimedia and projectors are an interactive way of learning. Whereas, when it comes to physical setting there are still technological drawbacks. So, when traditional classroom is blended with digital tools the students learning outcomes are great. They feel interested and enjoy studying. Traditional classrooms have their own benefits but learning through technology is a need of time. Teachers and students must try to utilize the technology in the classrooms.

During COVID-19 we all see the peak of technology in the education sector. Every

educational institute went online, and digital means were the only way of communication. Such digital means of networking include ZOOM, GOOGLE CLASSROOMS, MICROSOFT TEAMS, WHATSAPP GROUPS, FACEBOOK MESSENGER, MSN, YAHOO AND EMAIL. These apps are also available on mobile devices for mobile and tablet users. Digital reference softwares such as Thesaurus in MS Word and Encarta have incredible advantages for its users. Students working on assignments can improve their vocabulary and reading and writing skills. Students having problems with programming can now benefit from Artificial Intelligence AI tools for learning. Moreover, there are many educational websites providing solutions free of cost such as w3schools, geeksforgreeks, Microsoft, and many more. Moreover, students can work on exercises present online free of cost. There are online tutorials that help in engaging students, and they can leave feedback and they can ask questions also. There are various platforms and forums available online such as Coursera, HunarmandPakistan, KamyabJawan, Digi Skills that initiated skill-based youth Computer Technology Learning.

Game-Based Learning

Now a days learning through games has become a recent trend in education. Game-based education involves the incorporation of games with the intention to play and at the same time learn. For instance, there are many online free games meant for skill building such as

- ❖ Crossword puzzle game Wordz.
- ❖ Just Type This.
- ➢ Board Games
- ❖ Scrabble.
- ❖ Funglish.
- ❖ Buzzword.
- ➢ Math apps and games for high school students.
- ❖ CK-12
- ❖ CueThink
- ❖ Mathalicious
- ❖ Brilliant
- ❖ GeoGebra

According to Przemysław Chyrk Former, Jolanta Gałecka, Alina, Piotr Milewski, Monika Mizerska, Olga Nerc, Ewa Siekierska, Wojciech Wiśniowski, Marzena Żylińska (2015) The students of all age levels like to play games. Game-based learning is creative and entertaining too.

Advantages

1. Hands on practice.
2. Gaining expertise in free time.
3. Knowledge is based on creative learning.

A Prospectus on Digital Literacy in Pakistan

Khan, Mamona, (2018) pointed out that the Government and higher education in Pakistan HEC offers limited access to digital resources. A lot is dependent on students own self expenditure. Many schools are deficient in providing new technological facilities such as projectors, internet etc. and students lack hands-on practice when appear in practical lab work. It is by far high time that government negotiated effective educational strategies to pave the way for better future of young people. As Digital Technology is emerging significantly in every nook and corner of the world, so it is high time for Pakistani Government to provide digital facilities such as High-tech Computer labs from primary level education at homes and in schools also.

Now, education trends have changed from traditional ways of learning to digitalizing solutions such as PDF downloadable books. An example is the BSEK education website. Students search for their results not in Zameema, a form of newspaper, but on BSEK centralized educational website. There is a Facebook group of BSEK board of secondary education website that provides news and important announcements through social media Facebook app. Now, students are getting more engaged and learning through social media websites. Moreover, when they watch educational or Position Holder Prize Distribution Ceremony, they feel a sense of competition, and they work hard to achieve flying colors and high merits. When students utilize digital tools positively, they improve their skills not only reading and writing but also communication and self-confidence.

But still more must be done to computerize and digitalize the education sector. The government must introduce more educational skills and degree programs in Sindh such as district Korangi area so

that students present not only in urban areas, but rural mass population gets educated. For this Government must make its educational systems strong and accessible. Literacy awareness programmes must be introduced in schools, so students develop interest and learn digital skills to cater to the present economic recession situation. A more educated youth a progressive Pakistan.

Constraints in Implementing Digital Education in Pakistan

According to below (redmarker, 2023) Pakistan educational systems can transform greatly through adoptability to digital education. Some key barriers in implementing digital technology in the schools are listed:

1. Inadequacy in access to technology and infrastructure such as computer, tablets, and internet
connection.
2. Low digital literacy rate among teachers and students.
3. Higher adoptability rate to traditional way of teaching style.
4. Lack of inaccessibility to resources such as high tech digital computerized labs.
5. Lower coordination and funding in digital industry.

Some Popular Educational Reference Websites among Pakistani Students

Most of the research clearly shows that many students are getting access to the following website services and providing feedback. Here some websites provide free course books such as Ilmkidunya is providing costly STBB books free of cost online in PDF Forms. So, digital media has shown a positive impact for its readers and websites are cost effective and inexpensive way of learning for needy students who cannot bear expensive books. So, now masses of students are getting free of cost books and lectures online. Now digital education has transformed learning systems. Now, digital media is promoting high literacy among youth through sustainable digitalized IOT Smart embedded education solutions via multimedia, computerized programming such as Smart wearable devices such as Smart Health Monitoring kit, Smart watches, Smart Temperature Sensors, and Detectors. Sabaq Ilmkidunya, Coursera, Udemy, edX, Khan Academy, NPTEL, Unacademy, Skillshare, Codecademy, Microsoft, Humariweb, Google, Bytewise.

Key Components of Digital Media in Education

1. Accessibility.
2. Flexibility.
3. Authenticity.
4. Personalization tools.
5. Interactive environment.
6. Easy and convenient.
7. Creative tools.
8. User friendly environment.
9. Effective way of learning.
10. Accuracy in results.
11. Cloud based storage.
12. Portable hardware devices.
13. New tools for learners.
14. Software based learning through digital media apps.
15. Search engine websites such as Google, Bing for students.
16. Multimedia classrooms such as projectors.

Ethical Issues of Digital Media for Students

Even though our future generation of district Korangi exists in a digitized world, they must be told about ethical aspects of using ICT technology through various forums such as blogs, articles, books etc. Now through Antivirus, anti-malware softwares and firewalls, e-signatures, digital passcodes students can keep their mobile and computing devices and records secure from external threats, hackers, and viruses. Students must be taught cyber law along with other ethical codes of studies, so that they handle devices securely and carefully. Moreover, they must be provided with software subscriptions at concession rates. Digital devices, if not used properly or mishandled can get damaged easily. Students must be given demonstrations on cybercrimes so they must know how to keep their social media accounts, images and videos secure from web crimes. Some awareness campaigns must be launched by educational experts so that students queries get resolved. Moreover, students must be

provided with digital gadgets and internet at affordable rates so that they may get higher education and compete with international students. These initiatives by government can make our future youth more skillful and educated. More Computer based programming modules for young learners must be introduced on national as well as international levels.

Possible Solutions to Digitalized Education Systems

The students curriculum in district Korangi must be according to the latest trends in education and internationally acceptable. The educational institutes in Pakistan are trying in vain to utilize these digital resources in the best interest of the students by providing e-portals, e-books, stipends, etc. The government is recruiting educated instructors to improve the overall IT education infrastructure of high schools. Educational institutes must try to make students aware of the future needs and demands of different sectors, so the students are successful in their career life too. More skill-based learning programs must be introduced as it is the need of time so that there are more entrepreneurs and scientists in our country. The government must provide at least technical assistance such as internet connectivity, computer labs, software availability to the students at high schools who lack abilities in practical fields, so they are successful. There must be more seminars, webinars, conducted and more instant tech live talks and interviews from educational experts so that students get assistance and knowledge about Digital Media and its advantages, challenges, competitions, and ethical dilemmas. The students must provide feedback on websites and government e-portals, so their voice is heard, and they get the facilities which they need for making projects, presentations or even starting a blog, or advertising, artwork, math challenges, programming. At least at educational institutes, more funding and more computerized labs can be of great benefit. Moreover, youth talent can best be promoted through digital media and social media apps.

Digital Media a Smart and Convenient Way of Learning

A student working full- or part-time can now access education at ease of time whether in morning, afternoon or in the evening shift. He/She can opt for or appear as a Regular or External student candidate through filling out online forms and submitting scanned document copies, personal image, or pic on student website portfolios. Now, there is no need to submit paper documents or visit examination cells when every data is available on the internet. Fee vouchers get deposited through jazz cash, e-paisa, or e-transfer etc. The digital technology is providing many platforms for youth so that they can achieve their destination. Teachers must try to aware students regarding the digital media platforms and skill development programs initiated by the Government of Pakistan through e-portal and online forums such as website like Coursera etc. Students can get registered online such as STS SIBA IBA website, NTS, GREATFUTUREPAKISTAN, HUNARMAND PAKISTAN, SPSC website and many more according to their qualification and skills. There are many HEC scholarships and laptop schemes available for government needy students so that students get higher education. Many websites such as GREATFUTUREPAKISTAN, VU, AIOU, FUUAST, UOK, NED, SSUET, USMAN INSTITUTE OF TECHNOLOGY, HAMDARD, and ICMA are providing quality education online too for working students. Many private educational institutes and government schools and colleges are bearing educational expenses of poor needy students such as providing stationery items, laptops, uniforms so that not a single student is devoid of the right to educate.

Digital Media: A Pathway to Prospectus Future for Pakistani Youth

In a nutshell, according to Technology in education: A TOOL ON WHOSE TERMS? (2023)

it is by far high time to cultivate new and advanced changes in our Pakistani educational systems. Due to the advent of digital AI, the UNESCO (an international educational organization) argues the

need to promote digital literacy and critical thinking skills among students. The trends in education are changing fast. The new curriculum includes AI, but surveys showed 11 out of 51 governments consent to adopt this new field. UNESCO report clearly shows that many countries lack the facility to train educators in new skills of information and communication technology. UNESCO's Manos Antoninis brings to light the need to learn cyberlaw to best secure digital gadgets against viruses and threats such as data leaks. He urged the need for secure and safe connections, keeping in view that sixteen percent of classes abide data piracy rules. The cybersecurity issue is a big dilemma for educational trainers as almost five per cent of ransomware attacks are targeted at the education sector. Keeping in view the high inflation rates in District Korangi, Karachi in recent years it has become difficult for common men to get quality education. High-tech goods market sells digital gadgets at expensive rates which are out of reach of middle and lower middle-class families. These technological tools must be available to all at affordable rates so that no one is left behind in terms of fast-growing trends of digital media in education systems. The government of Sindh must ensure that every child gets quality education. Educational systems must be regularized in terms of the latest technological gadgets such as Computerized Digital Labs so that no child is devoid of the right to get standardized education.

Research Methodology

Methodology

In this chapter of the research study various method, research design, instruments, population, sampling technique and sample size will be discussed. The Methodology was applied to conduct the research study on the topic **"Impact of Digital Media on the Students Academic Performance at Public Sector Schools in District Korangi"** and describes the various phases in detail through which the study has undergone.

Research Design

The descriptive research design was used in this research. The approach of this study is quantitative to go inside the phenomenon. The research is conducted from the secondary level students at public sector schools. So, the survey technique was selected to gather intended information by the Questionnaire. The reason for choosing this survey method, convenient sampling, and numerical statistical survey method is a large sample estimate number of students and short time.

Research Method

Quantitative research is taken to collect the data by simple random sampling technique; data is collected from students to know the **"Impact of Digital Media on the Student's Academic Performance at Public Sector Schools in District Korangi."**

Population

The study population was the students at secondary school level of public Sector schools in district Korangi of Karachi city situated in the province of Sindh. In short time, the population for this study consisted of 350 students from four selected government secondary schools in the district of Korangi listed below:

1. Government School A.
2. Government School B.
3. Government School C.
4. Government School D.

Sampling Technique

The sample contains a large representative population. The researcher used a convenient sampling technique for the study as it was the most appropriate way to gather data in limited time and resources.

Sample Size

A sample of 350 respondents was selected using a convenient sampling technique. Where females were in the majority and males were in the minority. Mostly the population belongs to the public schools because more of the population was available in public schools, conveniently.

Pilot Testing

A pilot test is conducted On a small sample of 35 students at Akhter Government Girls Secondary

School, Green Town to determine the procedures of the main study and to assure validity of the research study. To analyze the validity of the research being carried out the inclusion and exclusion criteria of the study. Moreover, to assure the best suited mechanism for the study. Four type of survey were selected for Secondary classes 35 students of nine and ten for PILOT TESTING:

1. Google Online Forms.
2. Email.
3. Printed Paper Questionnaire.
4. Interview.

All 35 students confirmed that they can easily fill in a printed paper form. Moreover, the researcher presence and face to face communication during filling out the Printed Paper Questionnaire will help them in better understand the research questions being asked. All 35 approved the Printed Paper mechanism as it was a time and cost-efficient mechanism. It took students at least 10-15 minutes to fill in the survey questionnaire printed forms.

3.8 Data Collection

The selection of the instrument depends on the nature of the problem to study. Based on the literature review, a self-developed Questionnaire was planned to determine the **"Impact of Digital Media on the Student's Academic Performance at Public Sector Schools in the District Korangi"**. The instrument used for data collection in this study was a close ended Questionnaire. The Questionnaire consisted of two parts. One of them was the demographic part, and the other one was the part of statements. The demographic part consists of 5 items; Name of the respondents that was optional, gender of respondent, age of respondent, grade of the respondent, mother tongue, residential area, and subject discipline. The other part of the Questionnaire is composed of 15 questions provided with five numeric choices. The provided rating for each view is as follows: 5 (Strongly Agree), 4(Agree), 3(Neutral), 2(Disagree) and 1(Strongly Disagree). The rating average for each categorized factor is computed. The categorized factor with the highest rating average is the factor that greatly affects **"Impact of Digital Media on the Students Academic Performance at Public Sector Schools in District Korangi"**.

Validity and Reliability of the Tools

Instruments are validated by expert opinion. Reliability process applied for that kind of research. The questions are standardized. All respondents are asked the same questions in the same order. This means that the checklist can be replicated easily to check the reliability.

Time Frame

It will take students about 06 days to direct the questionnaires. Data will be collected by using Online Questionnaire such as Google forms and Printed Paper Questionnaire also. Questionnaire/survey will be developed via links. Links of the questionnaire will be shared with respondents by using social media apps such as WhatsApp, e-mail, Facebook etc. The students with internet connectivity issues will be given printed paper questionnaires to be filled in written.

Data Analysis

Data Collection

Data collection was done through a questionnaire printed paper. The data of the students form was then entered into an excel file. The excel table data was opened in a spss statistical software for further analysis.

Statistical Analysis

Data was exported and analyzed using SPSS. Descriptive statistics were presented as counts and percentages to summarize the collected data. Frequencies Distributions, Means, Standard Deviations (S.D.) and Percentage were determined for the sample. IBM SPSS Statistics 29.0.2.0 software version was used for Data Analysis and Results interpretation.

Descriptive Statistical Data Analysis for Demographic Variables

To gather Demographic Variables of respondents I collected the data based on six variables i.e., age, gender, grade, mother tongue, residential area, and subject discipline.

Table 1

Students Demographic Data (Age)

Demographic Variable	Type	Frequency	Percentage
Age	13 – 15	174	49.7
	15 – 18	175	50.0
	18 – 20	1	0.3
	Total	350	100.0

Table 1 shows that there were 49.7% respondent's aged 13 – 15 years, 50.0% respondent's aged 15 - 18 years, and 0.3% respondent's aged 18 – 20 year. Most of the students selected for the study are 15 – 18 years of age.

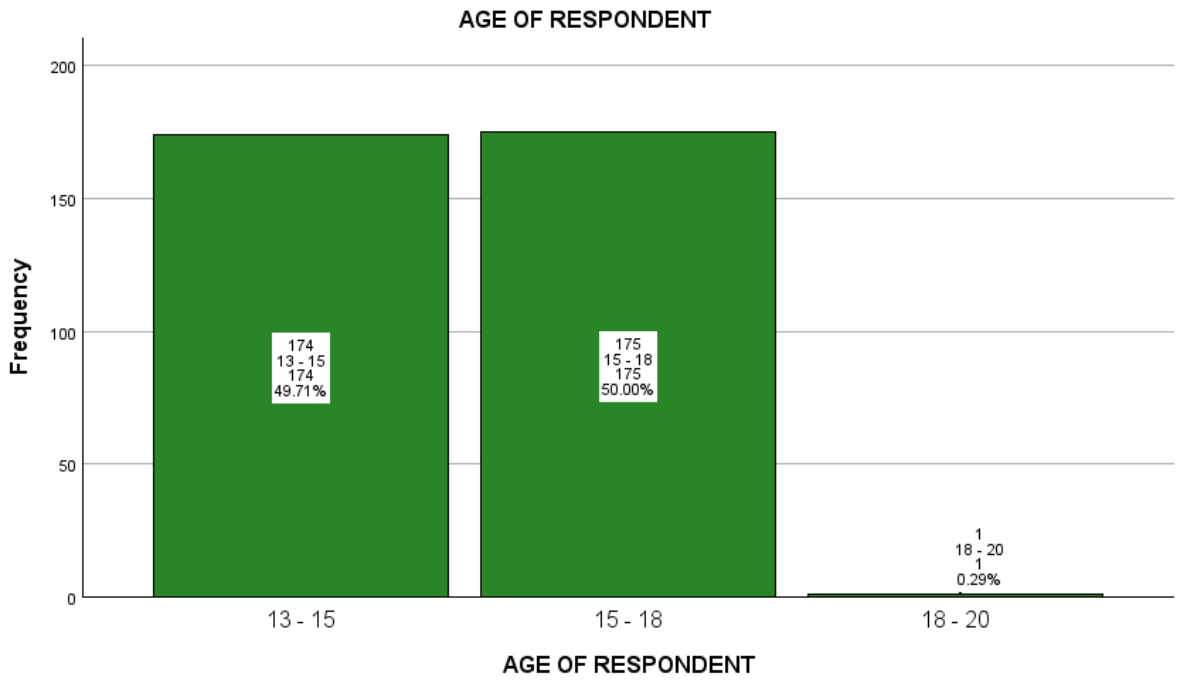


Table 2

Students Demographic Data (Gender)

Demographic Variable	Type	Frequency	Percentage
Gender	Female	274	78.3
	Male	76	21.7
	Total	350	100

This Table 2 shows that there were 78.3% respondents were female, 21.7% respondents were male 15 - 18 years. Most of the students selected for the study were found to be females.

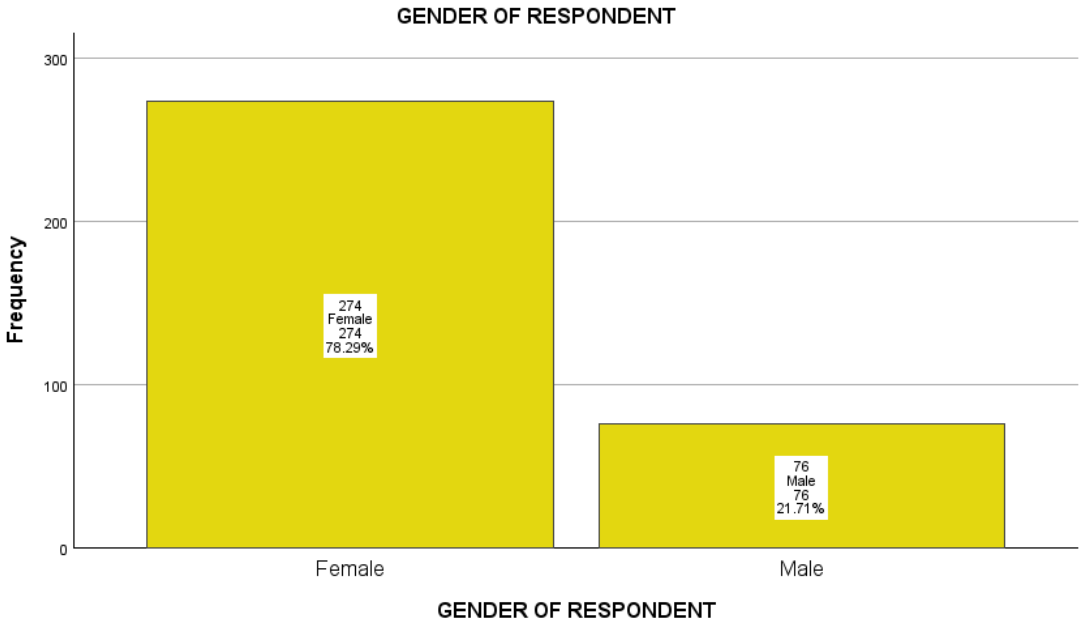


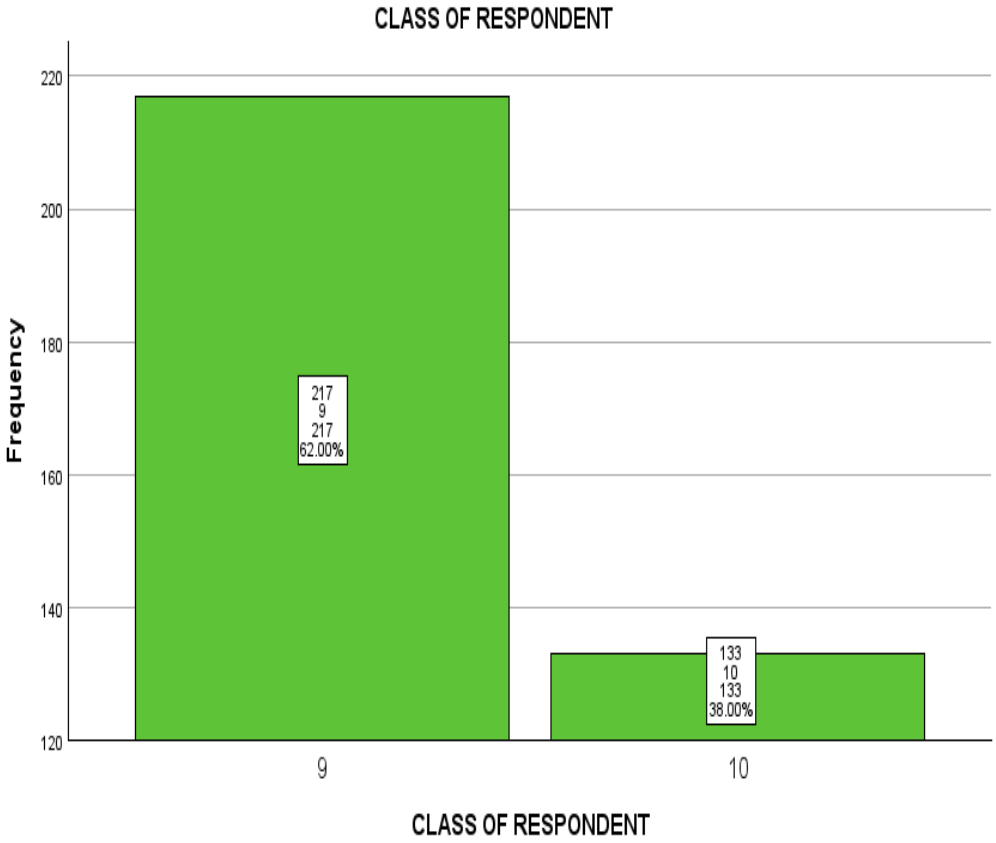
Table 3

Student's Demographic Data (Class)

Demographic Variable	Type	Frequency	Percentage
	9	217	62.0
Class	10	133	38.0
	Total	350	100

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This table 3 shows that 62.0% of respondents were studying in grade 9. However, 38.0% are students of grade 10. Most of the students selected for the study were the students of Grade 9.



Institute for Excellence in Education & Research

Table 4

Student's Demographic Data (Mother Tongue)

Demographic Variable	Type	Frequency	Percentage
	Urdu	312	89.1
Mother Tongue	Punjabi	14	4.0
	Mewati	1	0.3
	Sindhi	6	1.7
	Pushto	9	2.6
	Hindku	5	1.4
	Saraiki	3	0.9
	Total	350	100

This table 4 shows that there were 89.1% respondents spoke Urdu, 4.0% respondent's spoke Punjabi, 0.3% respondent's spoke Mewati, 1.7% respondents speaking Sindhi, 2.6% spoke Pushto, 1.4% spoke Hindku, and 0.9% spoke Saraiki. Most of the students selected for the study spoke Urdu language.

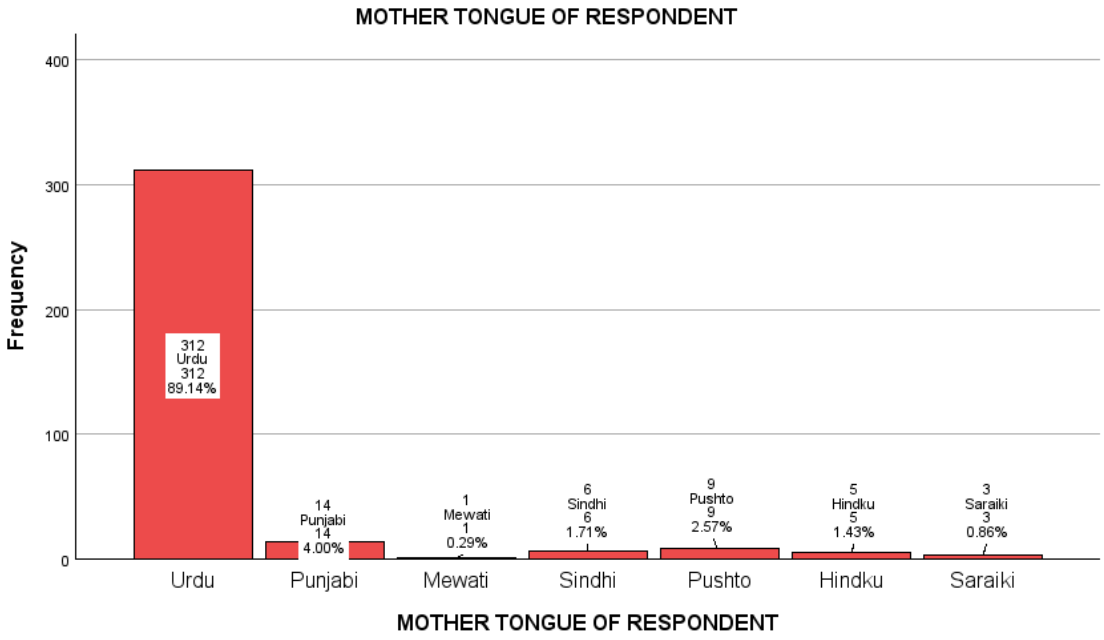


Table 5

Student's Demographic Data (Residential Area)

Demographic Variable	Type	Frequency	Percentage
	Urban	348	99.4
Class	Rural	2	0.60
	Total	350	100

This table 5 shows that 99.4% respondents residing in Urban area, 0.60% respondents were living in Rural areas., Most of the students selected for the study reside in Urban area.

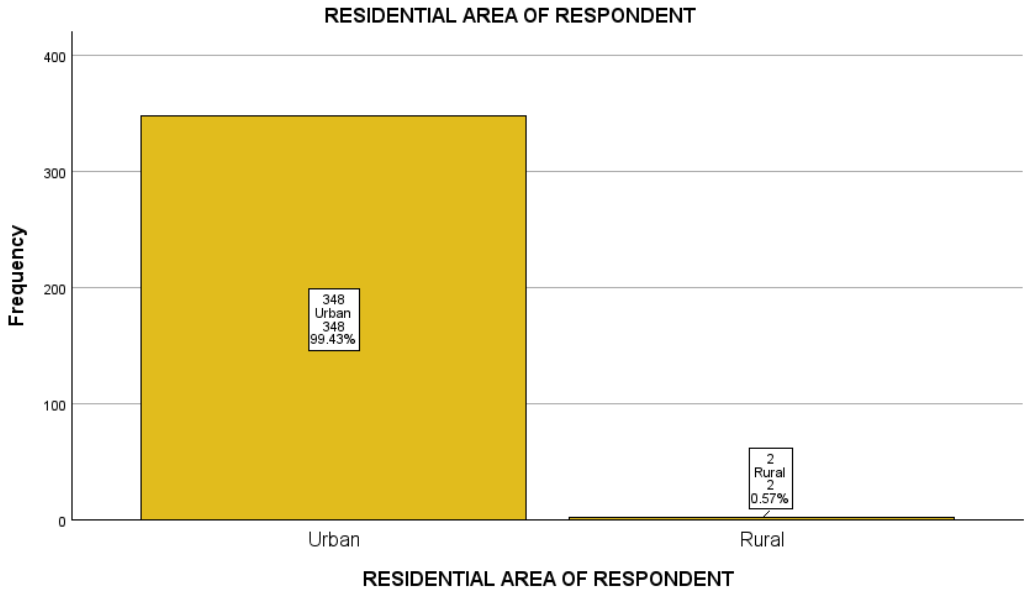


Table 6

Student's Demographic Data (Subject Discipline)

Demographic Variable	Type	Frequency	Percentage
	Arts	81	23.1
Class	Science	269	76.9
	Total	350	100

This table 6 shows that 23.1% respondents belonged to the Arts group, and 76.9% of respondents belonged to the Science group. Most of the students selected for the study were of the Science group.

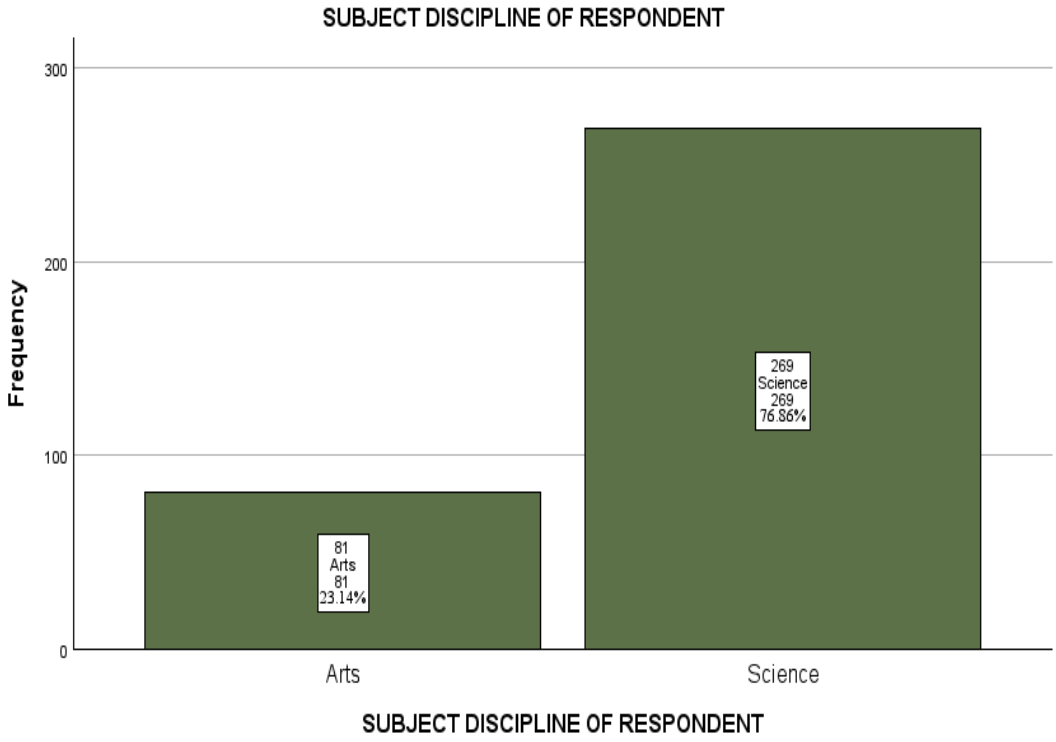


Table 7

Mean and Standard Deviation of All Demographic Variables

S. No.	Item	Mean	Standard Deviation
1	Age	1.51	0.506
2	Gender	1.22	0.413
3	Class	1.38	0.486
4	Mother Tongue	1.32	1.087
5	Residential Area	1.01	0.075
6	Subject Discipline	1.77	0.422

Descriptive Statistical for Statements

To gather statements of respondents I collected the data based on 15 questions in the questionnaire using Likert Scale five opinion rating options:

1) STRONGLY AGREE
2) AGREE
3) NEUTRAL
4) DISAGREE
5) STRONGLY DISAGREE

The results or findings of Mean and Standard Deviation after the collection of questionnaires from 350 respondents are given as follows:

Table 1

Statement 1: I know how to search Digital Media such as websites for example Google for study purpose.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	286	81.7%	-	-
AGREE	33	9.4%	-	-
NEUTRAL	10	2.9%	-	-
DISAGREE	2	0.6%	-	-
STRONGLY DISAGREE	19	5.4%	-	-
TOTAL	350	100	1.39	.99

*In the above tabulation **Table** 1, 81.7% the respondents who STRONGLY AGREE that they use Digital Media for educational purpose. However, 9.4% of the respondents AGREE to the statement. Almost, 2.9% of the respondents were indecisive. 0.6% DISAGREE to the statement and approximately 5.4% STRONGLY DISAGREE to the statement **"I know how to search Digital Media such as websites for example Google for study purpose"**.*

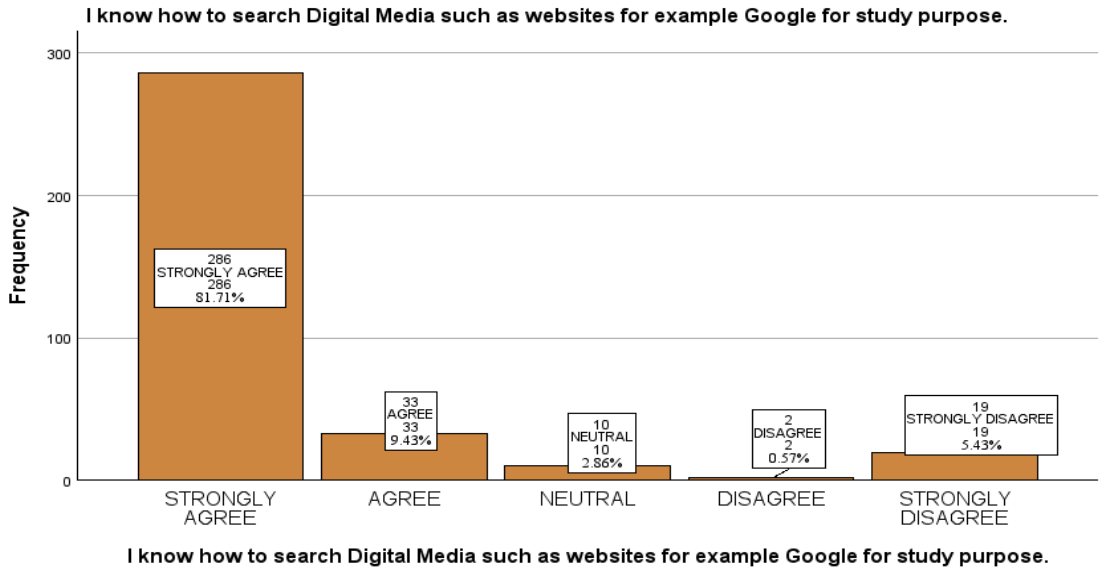


Table 2

Statement 2: Digital Media Tools such as reference software for example MS Word are helpful in studies

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	144	41.1%	-	-
AGREE	31	8.9%	-	-
NEUTRAL	20	5.7%	-	-
DISAGREE	5	1.4%	-	-
STRONGLY DISAGREE	150	42.9%	-	-
TOTAL	350.00	100.00	2.96	1.86

*In the above **Table 2**, 41.1% of the respondents STRONGLY AGREE that they use digital media such as reference software tools for educational purposes. However, 8.9% of the respondents AGREE to the statement. Almost 5.7% of the respondents were indecisive. 1.4% DISAGREE with the statement and approximately 42.9% STRONGLY DISAGREE to the statement **"Digital Media tools such as reference software for example MS Word are helpful in studies"**.*

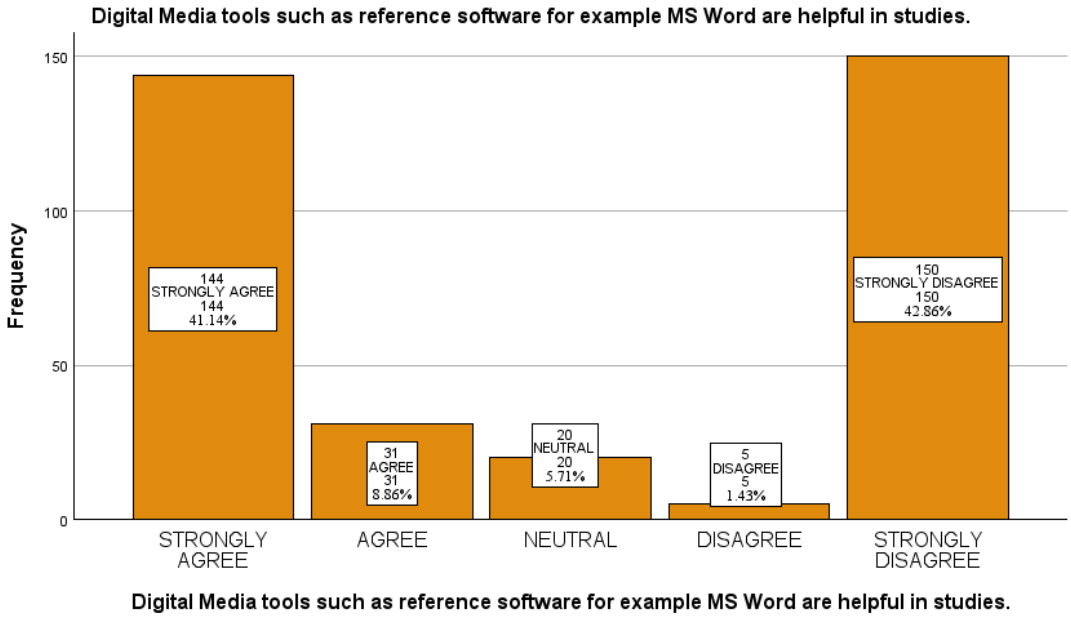


Table 3

Statement 3: My School provides Digital Media Gadgets such as Computerized Lab For Learning.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	238	68.0%	-	-
AGREE	22	6.3%	-	-
NEUTRAL	10	2.9%	-	-
DISAGREE	1	0.3%	-	-
STRONGLY DISAGREE	79	22.6%	-	-
TOTAL	350.00	100.00	2.03	1.66

*The above **Table 3** clearly showed that 68.0% of the respondents STRONGLY AGREE that there is a computer lab facility in their schools. However, 6.3% of the respondents AGREE with the statement. Almost 2.9% of the respondents were indecisive. 0.3% DISAGREE with the statement and approximately 22.6% STRONGLY DISAGREE to the statement **"My school provides Digital Media gadgets such as Computerized Lab for learning"**.*

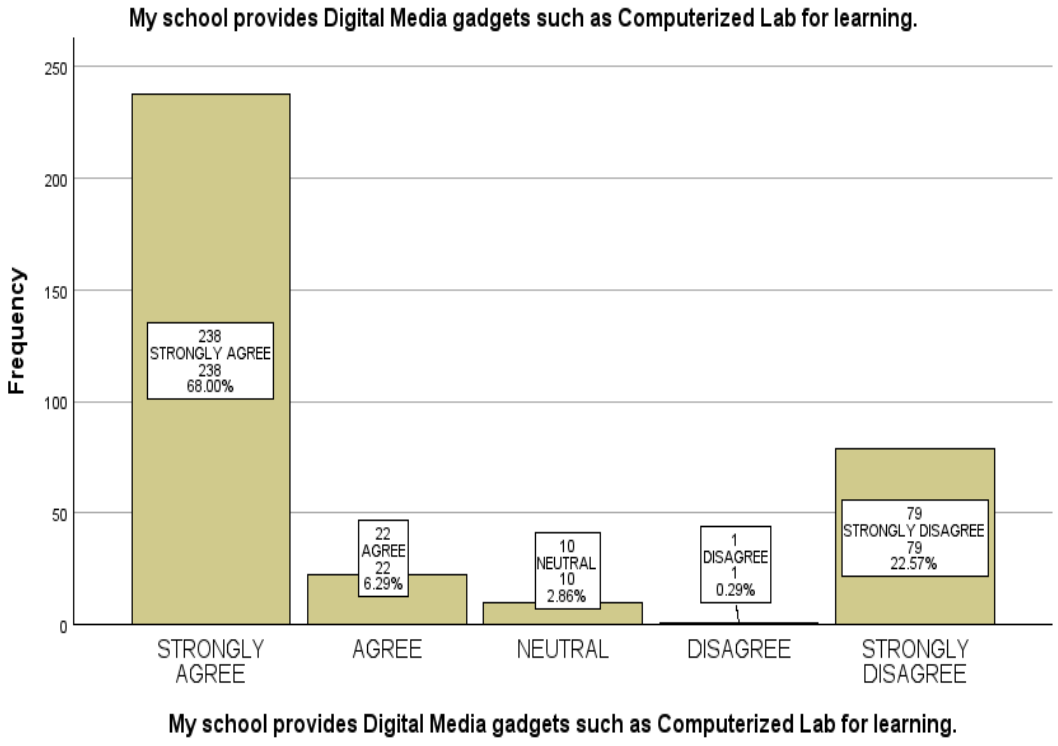


Table 4

Statement 4: My schoolteachers use Digital Media such as WhatsApp, Facebook to share announcements.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	332	94.9%	-	-
AGREE	6	1.7%	-	-
NEUTRAL	5	1.4%	-	-
STRONGLY DISAGREE	7	2.0%	-	-
TOTAL	350.00	100.00	1.13	.62

*In the above **Table 4**, clearly showed that 94.9% of the respondents STRONGLY AGREE that their teacher use social media forums for school announcements. However, 1.7% of the respondents AGREE with the statement. Almost 1.4% of the respondents were indecisive. 0% DISAGREE with the statement and approximately 2% STRONGLY DISAGREE with the statement **"My schoolteachers use Digital Media such as WhatsApp, Facebook to share announcements"**.*

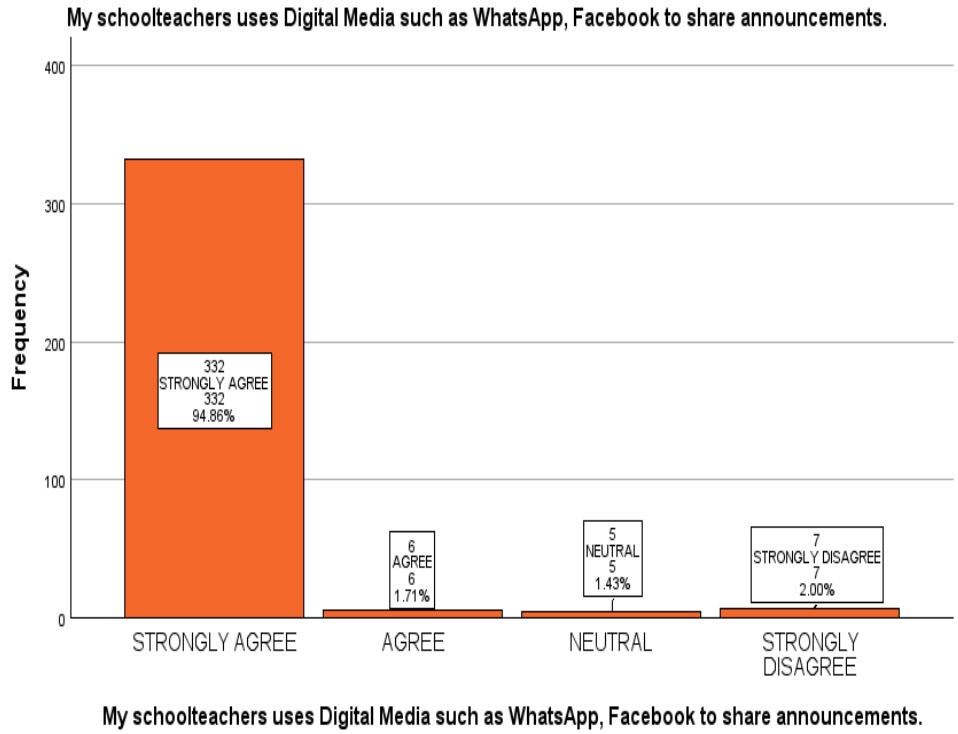
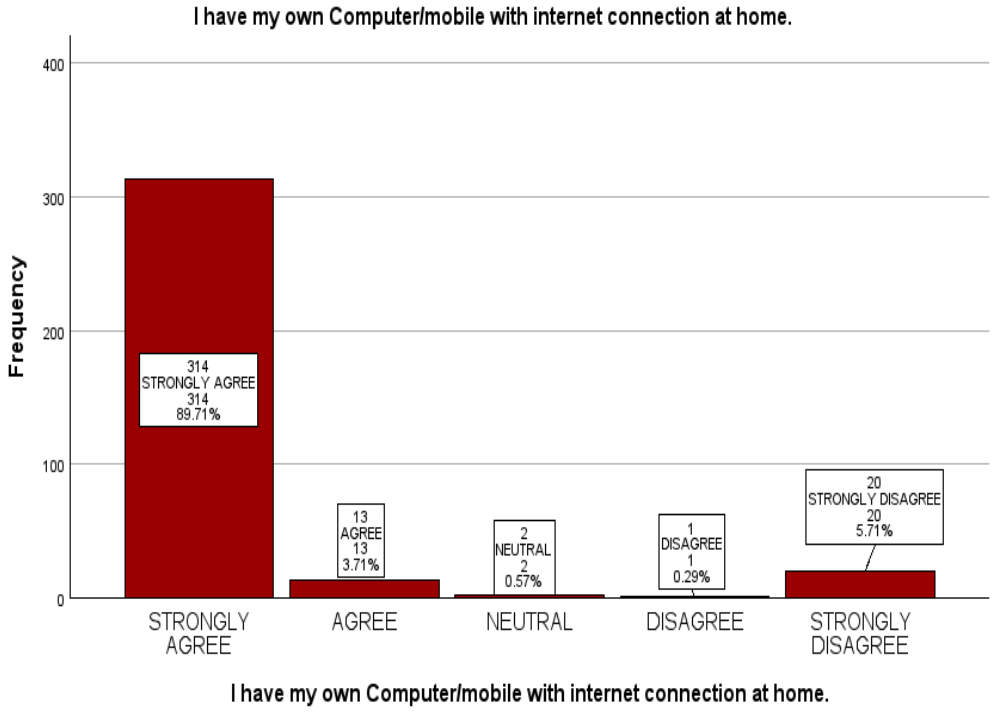


Table 5

Statement 5: I Have My Own Computer/Mobile with Internet Connection at Home.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	314	89.7%	-	-
AGREE	13	3.7%	-	-
NEUTRAL	2	0.6%	-	-
DISAGREE	1	0.3%	-	-
STRONGLY DISAGREE	20	5.7%	-	-
Total	350.00	100.00	1.29	.96

*In the above **Table 5**, 89.7% of the respondents STRONGLY AGREE that they use a computer or mobile with internet connection at home. However, 3.7% of the respondents AGREE to the statement. Almost 0.6% of the respondents were indecisive. 0.3% DISAGREE with the statement and approximately 5.7% STRONGLY DISAGREE to the statement **"I have my own Computer/mobile with internet connection at home"**.*



4Table 6

Statement 6: Digital Media has enhanced my knowledge.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	328	93.7%	-	-
AGREE	18	5.1%	-	-
NEUTRAL	1	0.3%	-	-
DISAGREE	-	-	-	-
STRONGLY DISAGREE	3	0.9%	-	-
Total	350.00	100.00	1.09	.44

*In the above **Table 6**, 93.7% of the respondents STRONGLY AGREE that digital media enhanced their knowledge. However, 5.1% of the respondents AGREE to the statement. Almost, 0.3% of the respondents were indecisive. 0% i.e., no respondent DISAGREE to the statement and approximately 0.9% STRONGLY DISAGREE to the statement **"Digital Media has enhanced my knowledge"**.*

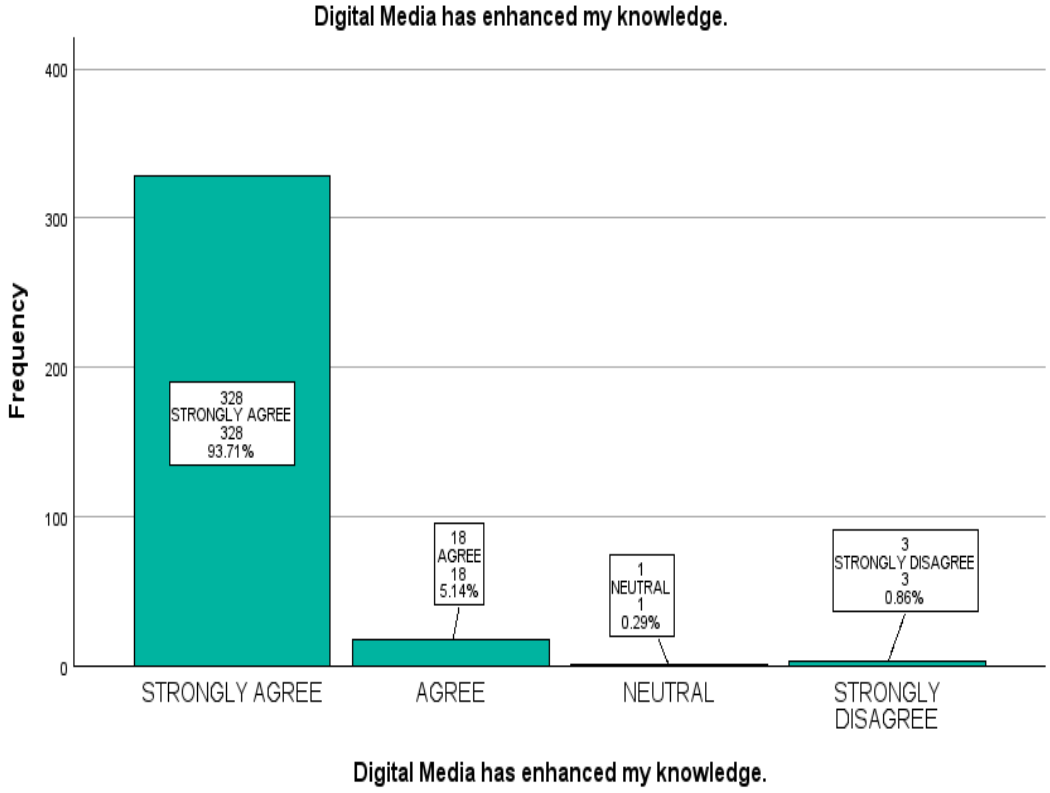


Table 7

Statement 7: I use Digital Media to watch educational videos such as CD, DVD, YouTube etc.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	318	90.9%	-	-
AGREE	11	3.1%	-	-
NEUTRAL	10	2.9%	-	-
DISAGREE	1	0.3%	-	-
STRONGLY DISAGREE	10	2.9%	-	-
TOTAL	350.00	100.00	1.21	.77

*In the above **Table 7**, 90.9% of the respondents STRONGLY AGREE that they like to watch tutorials and educational programs using digital media gadgets and mobile apps. However, 3.1% of the respondents AGREE to the statement. Almost 2.9% of the respondents were indecisive. 0.3% DISAGREE to the statement and approximately 2.9% STRONGLY DISAGREE to the statement **"I use Digital Media to watch educational videos such as CD, DVD, YouTube etc".***

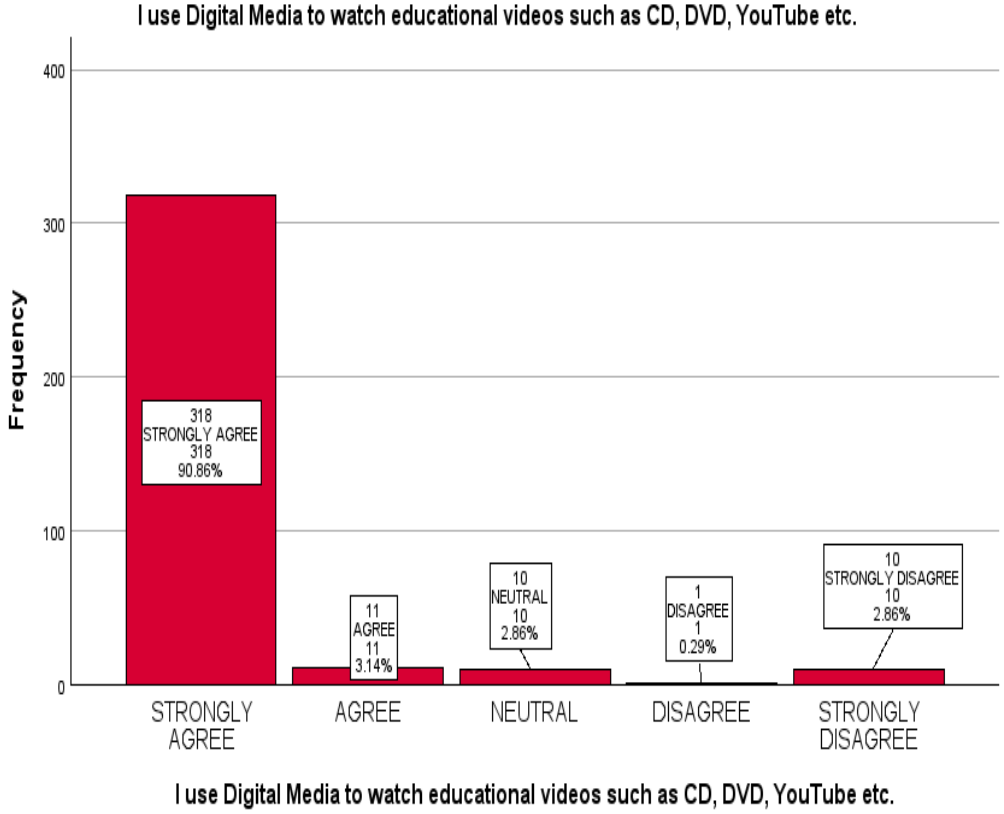
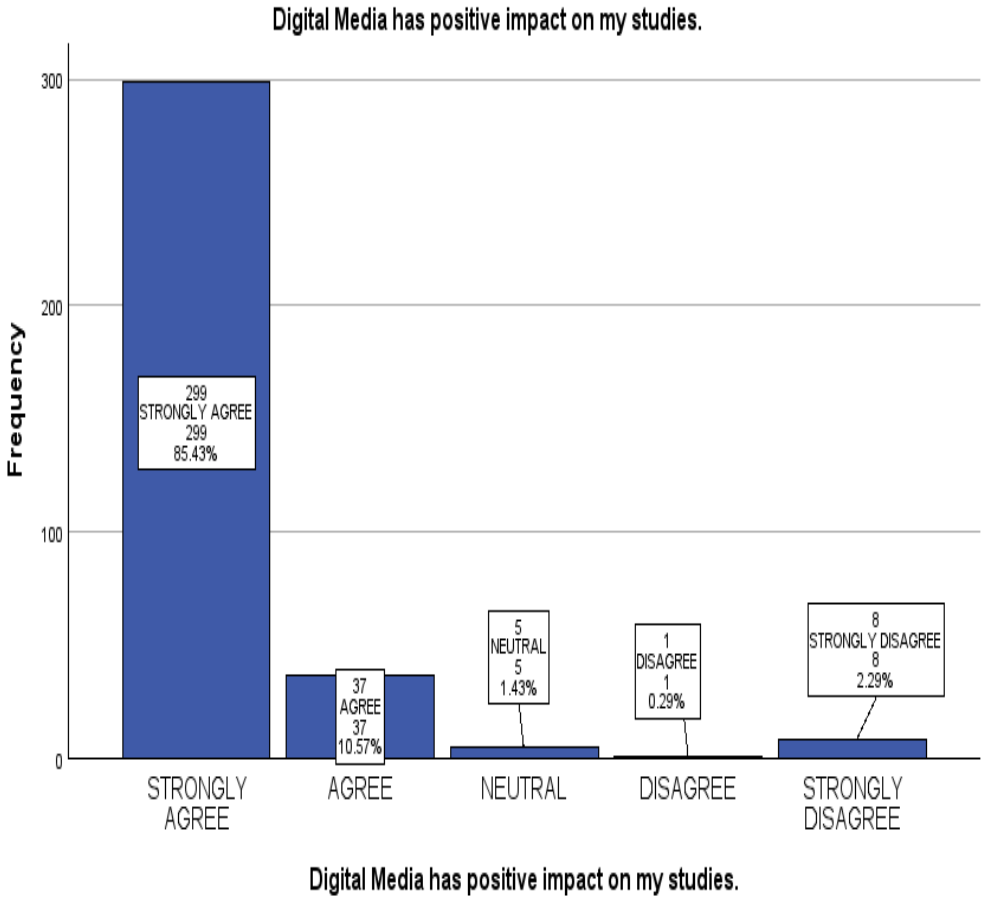


Table 8

Statement 8: Digital Media has positive impact on my studies.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	299	85.4%	-	-
AGREE	37	10.6%	-	-
NEUTRAL	5	1.4%	-	-
DISAGREE	1	0.3%	-	-
STRONGLY DISAGREE	8	2.3%	-	-
TOTAL	350.00	100.00	1.23	.71

*In the above **Table 8**, 85.4% of the respondents STRONGLY AGREE that digital media has good outcomes in their lives. However, 10.6% of the respondents AGREE to the statement. Almost 1.4% of the respondents were indecisive. 0.3% DISAGREE to the statement and approximately 2.3% STRONGLY DISAGREE to the statement **"Digital Media has positive impact on my studies".***



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Table 9

Statement 9: To excel in education, I think to learn Digital Media tools is very necessary.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	325	92.9%	-	-
AGREE	14	4.0%	-	-
NEUTRAL	5	1.4%	-	-
DISAGREE	-	-	-	-
STRONGLY DISAGREE	6	1.7%	-	-
TOTAL	350.00	100.00	1.14	.60

*In the above **Table 9**, 92.9% of the respondents STRONGLY AGREE that to progress in education digital literacy is necessary. However, 4% of the respondents AGREE to the statement. Almost 1.4% of the respondents were indecisive. 0% i.e., no respondent DISAGREE to the statement and approximately 1.7% STRONGLY DISAGREE to the statement **"To excel in education I think to learn Digital Media tools is very necessary".***

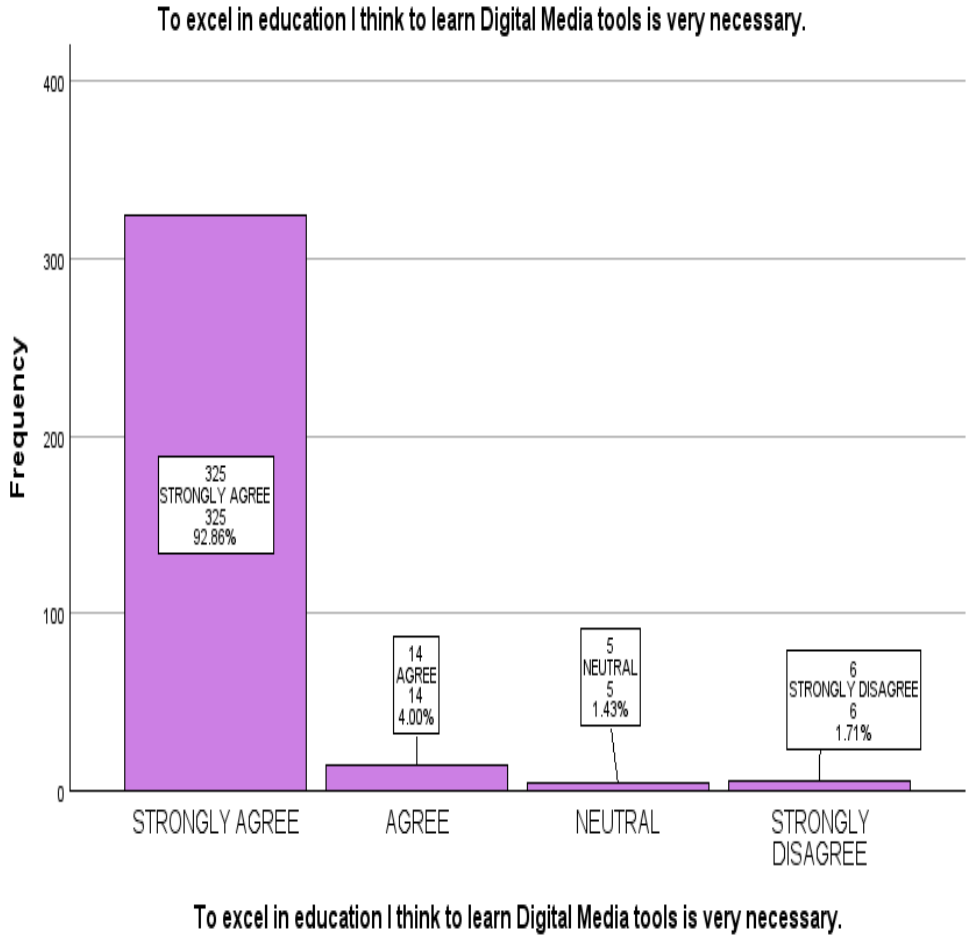


Table 10

Statement 10: I have improved my reading, writing and communication skills through Digital Media.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	300	85.7%	-	-
AGREE	33	9.4%	-	-
NEUTRAL	3	0.9%	-	-
DISAGREE	1	0.3%	-	-
STRONGLY DISAGREE	13	3.7%	-	-
TOTAL	350.00	100.00	1.27	.82

*In the above **Table 10**, 85.7% of the respondents STRONGLY AGREE digital literacy has enhanced their verbal and nonverbal skills. However, 9.4% of the respondents AGREE to the statement. Almost 0.9% of the respondents were indecisive. 0.3% of the respondent DISAGREE to the statement and approximately 3.7% STRONGLY DISAGREE to the statement **"I have improved my reading, writing and communication skills through Digital Media."**.*

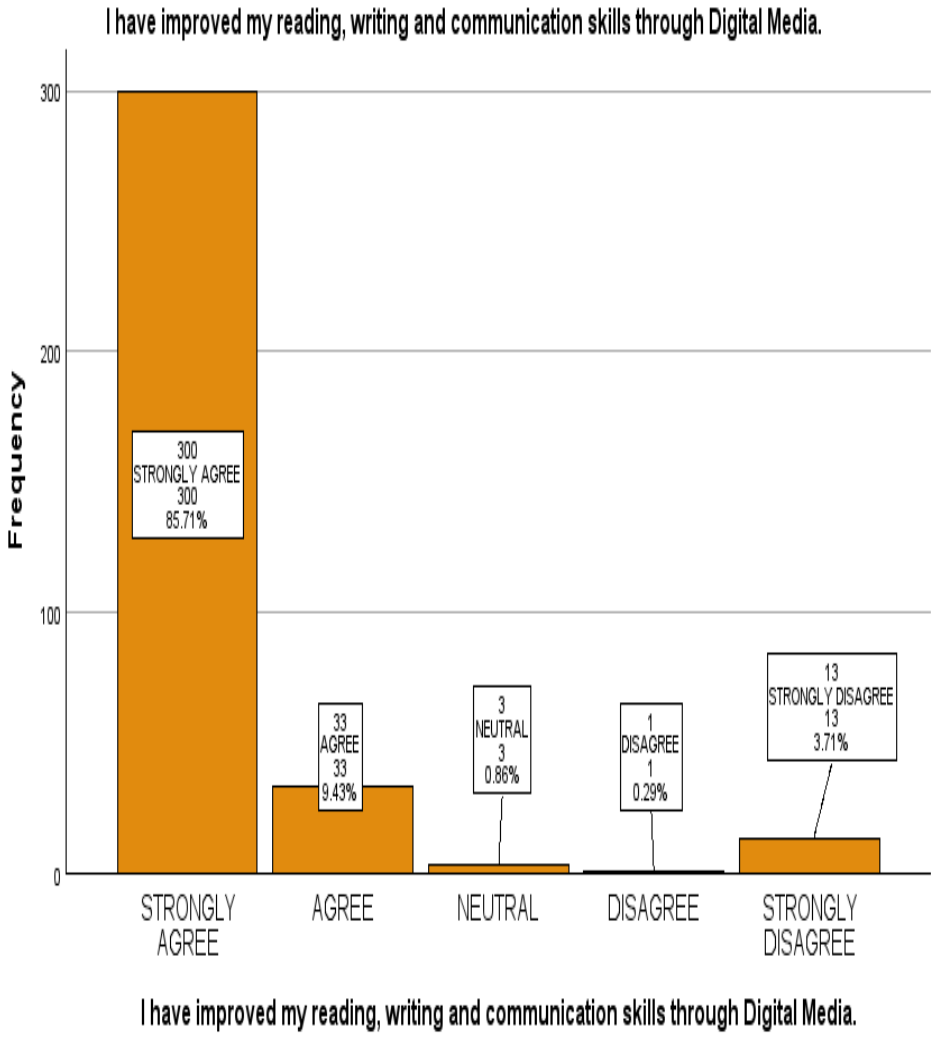


Table 11

Statement No. 11: I use Digital Media tools such as softwares to gather information for school assignment such as images, PDF files, e-books etc.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	258	73.7%	-	-
AGREE	31	8.9%	-	-
NEUTRAL	17	4.9%	-	-
DISAGREE	5	1.4%	-	-
STRONGLY DISAGREE	39	11.1%	-	-
TOTAL	350.00	100	1.67	1.321

*In the above **Table 11**, 73.7% of the respondents STRONGLY AGREE that they know to use digital media for searching school assignment work. However, 8.9% of the respondents AGREE to the statement. Almost 4.9% of the respondents were indecisive. 1.4% of the respondent DISAGREE to the statement and approximately 11.1% STRONGLY DISAGREE to the statement **"I use Digital Media tools such as softwares to gather information for school assignment such as images, PDF files, e-books etc"**.*

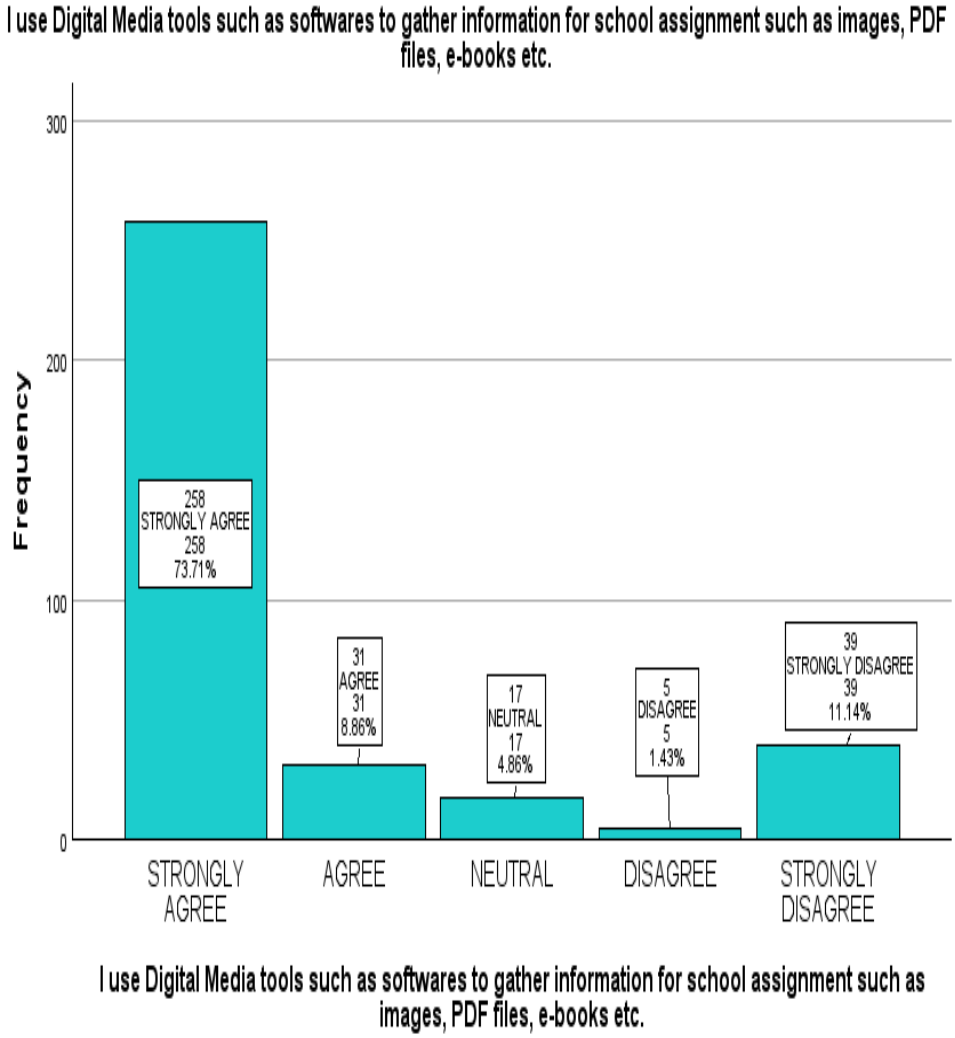
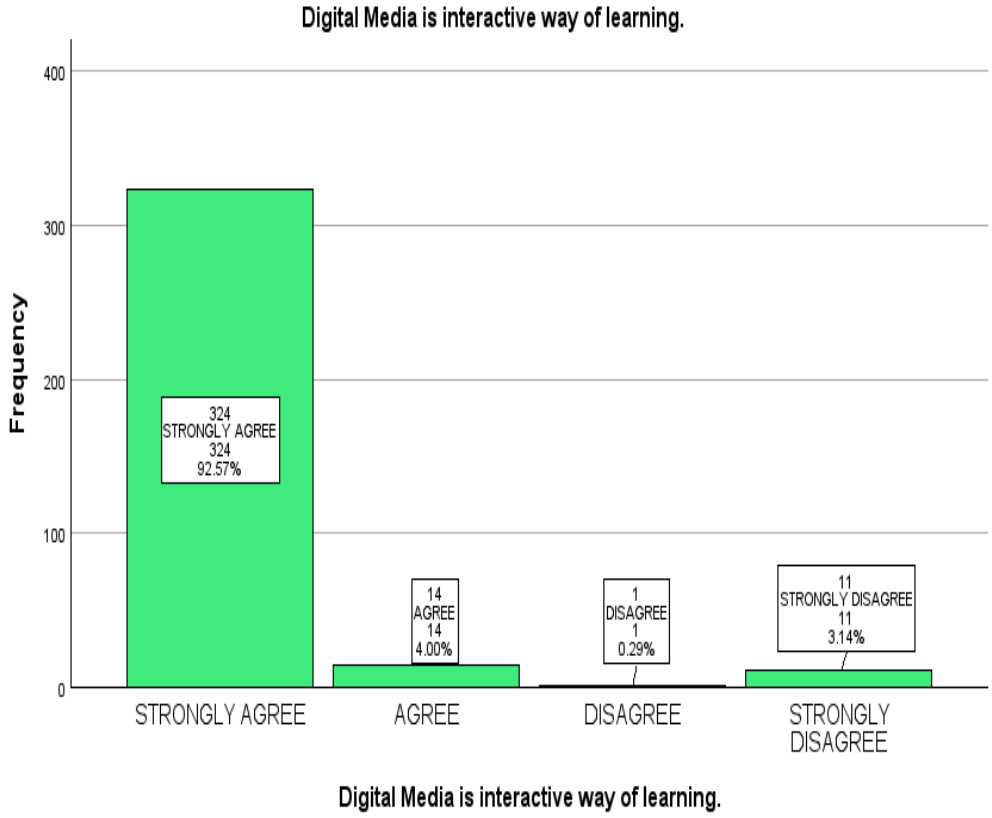


Table 12

Statement 12: Digital Mdia is interactive way of learning.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	324	92.6%	-	-
AGREE	14	4.0%	-	-
DISAGREE	1	0.3%	-	-
STRONGLY DISAGREE	11	3.1%	-	-
TOTAL	350.00	100.00	1.17	.74

*In the above **Table 12**, 92.6% of the respondents STRONGLY AGREE that digital media is an interesting way of learning. However, 4% of the respondents AGREE to the statement. Almost 4.9% of the respondents were indecisive. 0.3% of the respondent DISAGREE to the statement and approximately 3.1% STRONGLY DISAGREE to the statement **"Digital Media is interactive way of learning"**.*



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Table 13

Statement No. 13: I can easily make presentations, record, and post on Digital Media forums such as Instagram, TikTok, Facebook, Google, YouTube etc.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	277	79.1%	-	-
AGREE	20	5.7%	-	-
NEUTRAL	7	2.0%	-	-
DISAGREE	6	1.7%	-	-
STRONGLY DISAGREE	40	11.4%	-	-
TOTAL	350.00	100.00	1.61	1.33

*In the above **Table 13**, 79.1% of the respondents STRONGLY AGREE that they use social media apps. However, 5.7% of the respondents AGREE to the statement. Almost 2% of the respondents were indecisive. 1.7% of the respondent DISAGREE to the statement and approximately 11.4% STRONGLY DISAGREE to the statement **"I can easily make presentations, record, and post on Digital Media forums such as Instagram, TikTok, Facebook, Google, YouTube etc"**.*

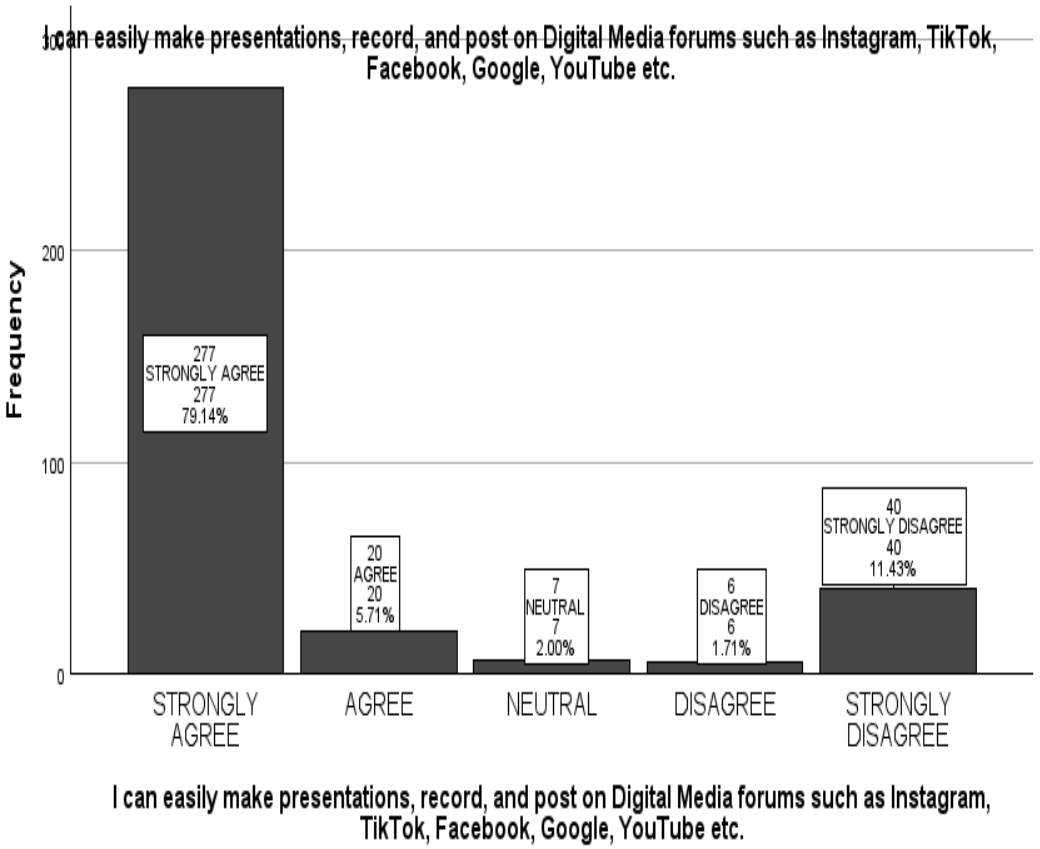


TABLE 14

Statement 14: Physical Classrooms must be blended with online learning.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	311	88.9%	-	-
AGREE	20	5.7%	-	-
NEUTRAL	3	0.9%	-	-
DISAGREE	3	0.9%	-	-
STRONGLY DISAGREE	13	3.7%	-	-
TOTAL	350.00	100.00	1.25	.84

*In the above **Table 14**, 88.9% of the respondents STRONGLY AGREE that there must be blended mode of learning. However, 5.7% of the respondents AGREE to the statement. Almost 0.9% of the respondents were indecisive. 0.9% of the respondent DISAGREE to the statement and approximately 3.7% STRONGLY DISAGREE to the statement **"Physical Classrooms must be blended with online learning"**.*

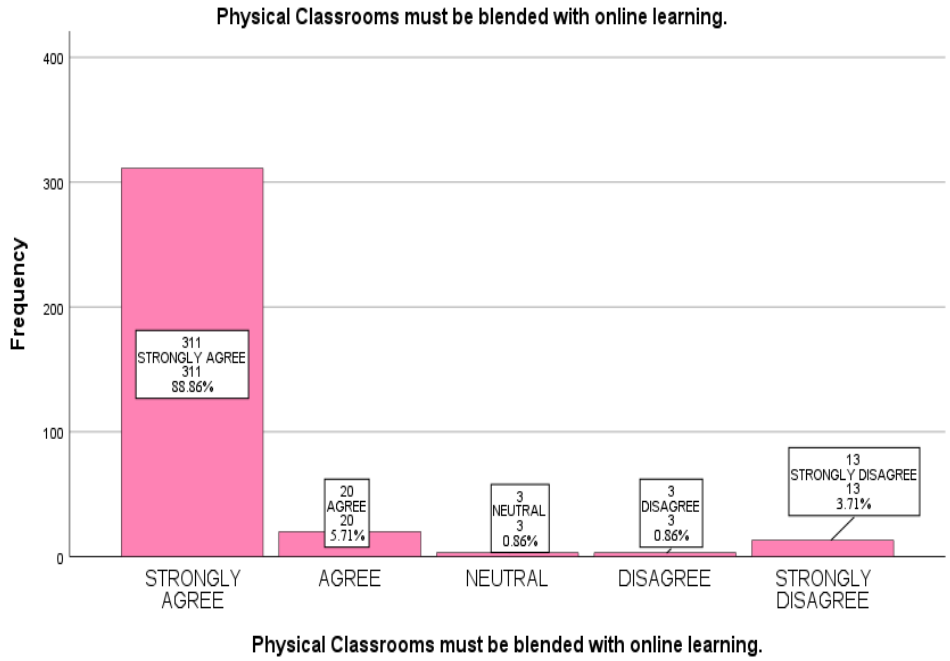


Table 15

Statement 15: Online social networks distract me from studies.

Type	Frequency	Percentage	Mean	Standard Deviation
STRONGLY AGREE	63	18.0%	-	-
AGREE	73	20.9%	-	-
NEUTRAL	28	8.0%	-	-
DISAGREE	17	4.9%	-	-
STRONGLY DISAGREE	169	48.3%	-	-
TOTAL	350.00	100	3.45	1.649

In the above TABLE 15, 18% of the respondents STRONGLY AGREE that there is no distraction in studies due to use of digital media apps. However, 20.9% of the respondents AGREE to the statement. Almost 8% of the respondents were indecisive. 4.9% of the respondent DISAGREE to the statement and approximately 48.3% STRONGLY DISAGREE to the statement "Online social networks distract me from studies".

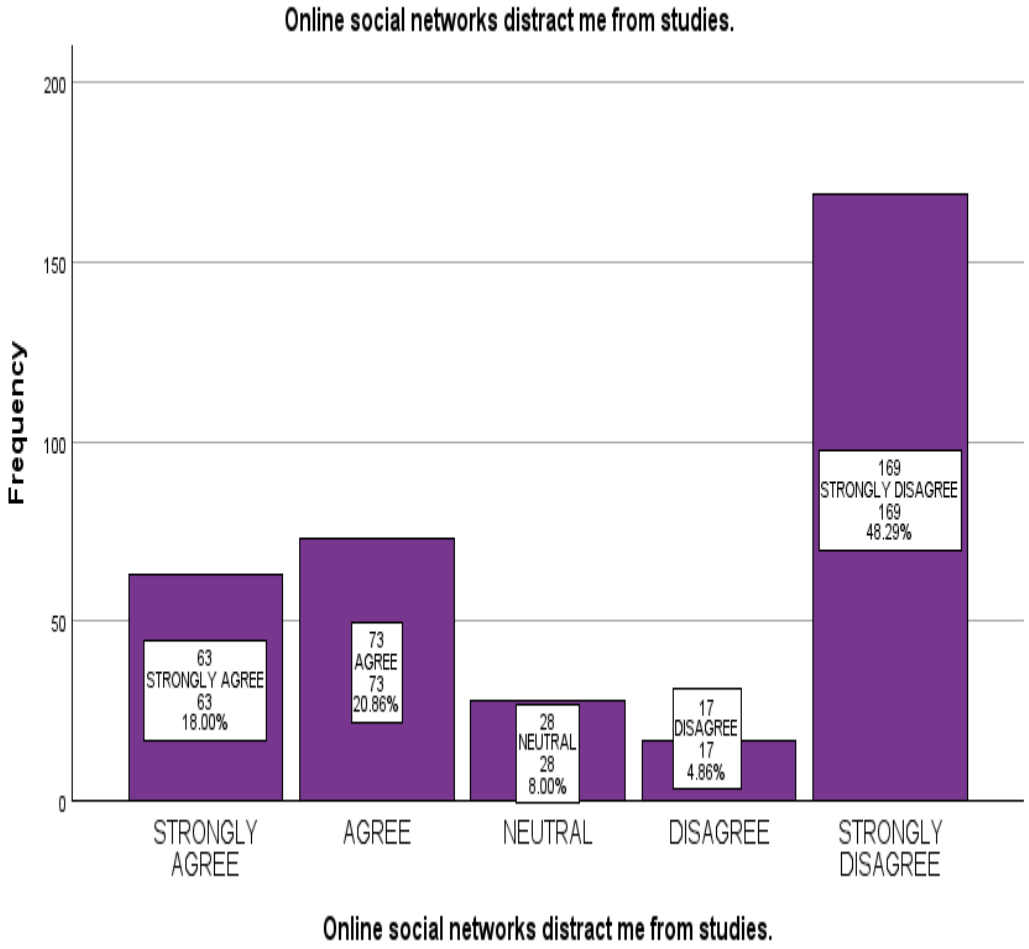


Table 16

Mean and Standard deviation of all the statements

No.	Statement	Mean	Standard Deviation
1	I know how to search Digital Media such as websites, for example Google for study purpose.	1.39	.99
2	Digital Media tools such as reference software, for example MS Word are helpful in studies.	2.96	1.86
3	My school provides Digital Media gadgets such as Computerized Lab for learning.	2.03	1.66
4	My schoolteachers use Digital Media such as WhatsApp and Facebook to share announcements.	1.13	.62

5	I have my own Computer/mobile with internet connection at home.	1.29	.96
6	Digital Media has enhanced my knowledge.	1.09	.44
7	I use Digital Media to watch educational videos such as CD, DVD, YouTube etc.	1.21	.77
8	Digital Media has positive impact on my studies.	1.23	.71
9	To excel in education, I think to learn Digital Media tools is very necessary.	1.14	.60
10	I have improved my reading, writing and communication skills through Digital Media.	1.27	.82
11	I use Digital Media tools such as softwares to gather information for school assignment such as images, PDF files, e-books etc.	1.67	1.321
12	Digital Media is interactive way of learning.	1.17	.74
13	I can easily make presentations, record, and post on Digital Media forums such as Instagram, TikTok, Facebook, Google, YouTube etc.	1.61	1.33
14	Physical Classrooms must be blended with online learning.	1.25	.84
15	Online social networks distract me from studies.	3.45	1.649

The Table 16 results showed that there were 15 items all related to the impact of Digital media on the academic performance of the high school students in high schools of district Korangi, observing minutely item per item, it was observed that item no. 15 ***"Online Social Networks distract me from studies"*** *and item no. 2* ***"Digital Media tools such as reference software for example MS Word are helpful in studies"*** *had the highest mean* ***3.45*** *and* ***2.96*** *among all other items. Whereas item no. 6* ***"Digital Media has enhanced my knowledge"*** *and item no. 4* ***"My schoolteachers use Digital Media such as WhatsApp, Facebook to share announcements"*** *results showed the lowest mean of* ***1.09*** *and* ***1.13*** *respectively.*

Table 17

Independent one-way ANOVA on "The impact of digital media on the students academic performance at public sector schools in district Korangi."

Variable	Sum of Squares	df	Mean Square	f	p
Between Groups	1.438	2	.719	3.008	.051
Within Groups	82.913	347	.239		
Total	84.351	349			

Above Table clearly showed that the p value is 0.051 which is greater than 0.05 so there is no difference between 13 – 15, 15 – 18, and 18 – 20 years. The result is insignificant.

Table 18

Independent sample t-test on

Variable	Categories	Mean	Std. Deviation	df	t	p
Gender	Female	1.6258	.49422	348	2.545	0.012
	Male	1.4702	.46519			

Table showed the p value is 0.012 which is less than 0.05, so there is difference between the gender male and female so it is significant.

Table 19

Independent sample t-test on

Variable	Categories	Mean	Std. Deviation	df	t	p
Class	9	1.6415	0.52035	348	2.533	0.012
	10	1.5113	0.43054			

Table showed the p value is 0.012 which is less than 0.05, so there is difference between the class 9 and 10 so it is significant.

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Table 20

Independent one-way ANOVA on "The impact of digital media on the students academic performance at public sector schools in district Korangi."

Above Table clearly showed that the p value is <0.01 which is less than 0.05 so there is difference between Mother tongues Urdu, Punjabi, Mewati, Sindhi, Pushto, Hindku, and Saraiki so it is significant.

Variable	Sum of Squares	df	Mean Square	f	p
Between Groups	6.886	6	1.148	5.082	<0.01
Within Groups	77.465	343	0.226		
Total	84.351	349			

4.4.21 TABLE 21

Variable	Categories	Mean	Std. Deviation	df	t	p
Residential Area	Urban	1.5912	0.49250	348	-0.407	0.684
	Rural	1.7333	0.37712			

Independent sample t-test on "The impact of digital media on the students academic performance at public sector schools in district Korangi."

Table showed the p value is 0.684 which is greater than 0.05, so there is no difference between the Residential Area Urban and Rural and 10 so it is insignificant.

Table 22

Independent sample t-test on "The impact of digital media on the student's academic performance at public sector schools in district Korangi."

Variable	Categories	Mean	Std. Deviation	df	t	p
Subject Discipline	Arts	1.3251	0.22246	348	-8.623	<0.01
	Science	1.6724	0.52150			

Table showed the p value is <0.01 which is less than 0.01, so there is difference between the class Arts and Science, so it is significant.

Conclusion and Recommendations

This research project study was conducted in Virtual University of Pakistan. The data was collected from 350 respondents studying in secondary classes 9 and 10 of different high schools located in the district Korangi, Karachi. The topic of research was ***"The impact of digital media on the student's academic performance at public sector schools in district Korangi."*** The questionnaire data record was first inserted in an excel software then the file was transferred in spss dataset. The find and replace technique using numbers was used for data calculation. The researcher used a five-point Likert scale method. The data was collected through a paper questionnaire survey form. The rating scale was **1: STRONGLY AGREE, 2: AGREE, 3: NEUTRAL, 4: DISAGREE, 5: STRONGLY DISAGREE** to measure the relationship between the variables.

My methodology of study survey was based on the evaluation of different students knowledge about recent trends in digital education technology. The research helped me in understanding the government school students level of interest, literacy, point of view, skills, motivation etc.

The main objectives of my research study were:

1. To analyze effects of prolonged Digital Media usage on cognitive development of a child at public sector schools in District Korangi.
2. To investigate the availability of student's Digital Media learning resources such as high-tech labs at public sector schools in District Korangi.
3. To evaluate students knowledge about Digital Media forums available on the internet resources to develop their skills and career growth.

The main objective of the research was to interpret the factors and the effects of Digital media on the student's academic performance; the research main aim was to find the appropriate answer to the following research questions:

RQ1: What effects does prolonged usage of Digital Media have on cognitive development of child at public sector schools in District Korangi?

RQ2: What Digital Media facilities such as computers, internet, etc. are provided at public sector schools in District Korangi for students? If yes state which resources are available?

RQ3: How does digital media impact the student's academic performance at public sector schools in District Korangi?

In this research study it came to light that Digital Media has positive impacts on students academic performance. Moreover, it is interactive way of learning. The students find text, animations, videos, audio, graphics etc. extremely helpful in their studies. So, most of the students like to use digital media forums such as Google, WhatsApp, Facebook, etc. for social interaction of studies.

Findings

The data analysis based on the research topic **"Impact of Digital Media on the Student's Academic Performance at Public Sector Schools In District Korangi"** clearly showed that most of the students are digitally literate. They are well-aware of digital media gadgets. Most of the students like to surf the internet for searching project work at school. Most of the students were of the view that online assistance and technology are amazing. The research data was collected from 350 respondents of four different high schools in district Korangi. In the sample population of respondents there were 274 females and 76 males. The respondents had different mother tongues among them 312 were Urdu speaking , 14 were Punjabi speaking, 9 were Pushto speaking, 6 were Sindhi speaking, 3 were Saraiki speaking and 1 was Mewati speaking. There were 348 respondents residing in urban areas whereas 2 were residing in rural areas. Most of the correspondents, almost 269 were Science students and 81 of the respondents were Arts students.

In the tabulation table **Chapter 4: Data Analysis Table 1**, 81.7% of the respondents STRONGLY AGREE that they use Digital Media for educational purposes. However, 9.4% of the respondents AGREE with the statement. Almost 2.9% of the respondents were indecisive. 0.6% DISAGREE with the statement and approximately 5.4% STRONGLY DISAGREE to the statement **"I know how to search Digital Media such as websites for example Google for study purpose"**.

In the tabulation table **Chapter 4: Data Analysis Table 2**, 41.1% of the respondents STRONGLY AGREE that they use digital media such as reference software tools for educational purposes. However, 8.9% of the respondents AGREE with the statement. Almost 5.7% of the respondents were indecisive. 1.4% DISAGREE with the statement and approximately 42.9% STRONGLY DISAGREE to the statement **"Digital Media tools such as reference software for example MS Word are helpful in studies"**.

The tabulation table **Chapter 4: Data Analysis Table 3**, clearly showed that 68.0% of the respondents STRONGLY AGREE that there is computer lab facility in their schools. However, 6.3% of the respondents AGREE with the statement. Almost 2.9% of the respondents were indecisive. 0.3% DISAGREE with the statement and approximately 22.6% STRONGLY DISAGREE with the statement **"My school provides Digital Media gadgets such as Computerized Lab for learning"**.

The tabulation table **Chapter 4: Data Analysis Table 4**, clearly showed that 94.9% of the respondents STRONGLY AGREE that their teacher use social media forums for school announcements. However, 1.7% of the respondents AGREE with the statement. Almost 1.4% of the respondents were indecisive. 0% DISAGREE to the statement and approximately 2% STRONGLY DISAGREE to the statement **"My schoolteachers use Digital Media such as WhatsApp, Facebook to share announcements"**.

In the tabulation table **Chapter 4: Data Analysis Table 5**, 89.7% of the respondents STRONGLY AGREE that they use a computer or mobile with internet connection at home. However, 3.7% of the respondents AGREE to the statement. Almost 0.6% of the respondents were indecisive. 0.3% DISAGREE with the statement and approximately 5.7% STRONGLY DISAGREE with the statement **"I have my own Computer/mobile with internet connection at home"**.

In the tabulation table **Chapter 4: Data Analysis Table 6**, 93.7% of the respondents STRONGLY AGREE that digital media enhanced their knowledge. However, 5.1% of the respondents AGREE with the statement. Almost 0.3% of the respondents were indecisive. 0% i.e., no respondent DISAGREE to the statement and approximately 0.9% STRONGLY DISAGREE to the statement **"Digital Media has enhanced my knowledge"**.

In the tabulation table **Chapter 4: Data Analysis Table 7**, 90.9% of the respondents STRONGLY AGREE that they like to watch tutorials and educational programs using digital media gadgets and mobile apps. However, 3.1% of the respondents AGREE with the statement. Almost 2.9% of the respondents were indecisive. 0.3% DISAGREE to the statement and approximately

2.9% STRONGLY DISAGREE to the statement **"I use Digital Media to watch educational videos such as CD, DVD, YouTube etc".**

In the tabulation table **Chapter 4: Data Analysis Table 8**, 85.4% of the respondents STRONGLY AGREE that digital media has good outcomes in their lives. However, 10.6% of the respondents AGREE with the statement. Almost 1.4% of the respondents were indecisive. 0.3% DISAGREE with the statement and approximately 2.3% STRONGLY DISAGREE to the statement ***"Digital Media has positive impact on my studies".***

In the tabulation table **Chapter 4: Data Analysis Table 9**, 92.9% of the respondents STRONGLY AGREE that to progress in education digital literacy is necessary. However, 4% of the respondents AGREE to the statement. Almost 1.4% of the respondents were indecisive. 0% i.e., no respondent DISAGREE to the statement and approximately 1.7% STRONGLY DISAGREE to the statement ***"To excel in education I think to learn Digital Media tools is very necessary".***

In the tabulation table **Chapter 4: Data Analysis Table 10**, 85.7% of the respondents STRONGLY AGREE digital literacy has enhanced their verbal and nonverbal skills. However, 9.4% of the respondents AGREE to the statement. Almost 0.9% of the respondents were indecisive. 0.3% of the respondent DISAGREE to the statement and approximately 3.7% STRONGLY DISAGREE to the statement ***"I have improved my reading, writing and communication skills through Digital Media."***.

In tabulation table **Chapter 4: Data Analysis Table 11**, 73.7% of the respondents STRONGLY AGREE that they know how to use digital media for searching school assignment work. However, 8.9% of the respondents AGREE with the statement. Almost 4.9% of the respondents were indecisive. 1.4% of the respondent DISAGREE with the statement and approximately 11.1% STRONGLY DISAGREE with the statement ***"I use Digital Media tools such as softwares to gather information for school assignment such as images, PDF files, e-books etc"***.

In the tabulation table **Chapter 4: Data Analysis Table 12**, 92.6% of the respondents STRONGLY AGREE that digital media is an interesting way of learning. However, 4% of the respondents AGREE with the statement. Almost 4.9% of the respondents were indecisive. 0.3% of the respondents DISAGREE with the statement and approximately 3.1% STRONGLY DISAGREE with the statement ***"Digital Media is interactive way of learning"***.

In the tabulation table **Chapter 4: Data Analysis Table 13**, 79.1% of the respondents STRONGLY AGREE that they use social media apps. However, 5.7% of the respondents AGREE with the statement. Almost 2% of the respondents were indecisive. 1.7% of the respondent DISAGREE with the statement and approximately 11.4% STRONGLY DISAGREE with the statement **"I can easily make presentations, record, and post on Digital Media forums such as Instagram, TikTok, Facebook, Google, YouTube etc"**.

In the tabulation table **Chapter 4: Data Analysis Table 14**, 88.9% of the respondents STRONGLY AGREE that there must be blended mode of learning. However, 5.7% of the respondents AGREE with the statement. Almost 0.9% of the respondents were indecisive. 0.9% of the respondents DISAGREE with the statement and approximately 3.7% STRONGLY DISAGREE to the statement **"Physical Classrooms must be blended with online learning"**.

In the tabulation table **Chapter 4: Data Analysis Table 15**, 18% of the respondents STRONGLY AGREE that there is no distraction in studies due to the use of digital media apps. However, 20.9% of the respondents AGREE with the statement. Almost 8% of the respondents were indecisive. 4.9% of the respondents DISAGREE to the statement and approximately 48.3% STRONGLY DISAGREE to the statement **"Online social networks distract me from studies"**.

The **Chapter 4: Data Analysis Table 16** results showed that there were 15 items all related to the impact of Digital media on the academic performance of the high school students in high schools of district Korangi, observing minutely item per item, it was observed that item no. 15 **"Online Social Networks distract me from studies"** and item no. 2 **"Digital Media tools such as reference software for example MS Word are**

helpful in studies" had the highest mean **3.45** and **2.96** among all other items. Whereas item no. 6 **"Digital Media has enhanced my knowledge"** and item no. 4 **"My schoolteachers use Digital Media such as WhatsApp, Facebook to share announcements"** results showed the lowest mean of **1.09** and **1.13** respectively.

Descriptive statistical data was calculated using frequency measurement. Two types of analyzes were conducted based on demographic variables values in SPSS software to compare means.

1) One-Way ANOVA.
2) Independent-Samples T Test.

Discussion

In the case of the study, the data was collected based on a paper questionnaire distributed among students at four different high schools in District Korangi. The data was analyzed using descriptive statistical techniques.

The research study findings reveal that the students are passionate about using digital gadgets. They want more facilities from the government to support them in this respect. They utilize digital technology in doing assignments, projects, competitions etc. The main barrier to effective digital education were:

- Inadequate infrastructure.
- Lack of teaching training.
- Old traditional way of education system.
- Limited access to Information Communication Technology resources.
- High cost of education expenditures.
- Inflation.

However, this research data collected from the students showed that many of the government school students use mobile apps for learning because their means were limited. There must be more stipends, scholarships, and financial support for the students to fulfil their educational needs. There was lack of computer labs in many government schools. The students had significant knowledge, but they needed more education counselling from a technical expert regarding the usage of digital media. There were few of the students who had facility, but they were lacking technical skills. Such students asked for support and proper guidance through skill-based computer learning.

Conclusion

The purpose of the study was to identify the impact of digital media on the academic performance of the students. The data analysis was conducted on primary data using different statistical techniques such as frequency distribution tables, graphs such as bar chart, standard deviation, t-test and ANOVA test for inferential statistics.

There were 350 respondents from four different government schools of Morning and Afternoon shifts. The demographic information was collected using six variables:

- Age.
- Gender.
- Grade.
- Mother Tongue.
- Residential Area.
- Subject Discipline.

The data collected showed that students knew how to use digital resources such as mobile, laptop, tablet, and computers. Most of the students used social media forums such as YouTube to watch educational tutorials such as projects. Many of the schools were providing online discussion forums such as WhatsApp groups for students announcements. The teachers share data such as videos, PDF files, images, and video links with the students. These online assistant digital tools all have positive impact on the student academic results. Many students were ready to face challenges brought about by changing trends in education. Many students are learning new computer courses according to their subject discipline such as Arts and Crafts students mentioned using Adobe Photoshop for making greeting cards. Moreover, these talented youth were eager to learn more.

Recommendations

The research data showed that many students like blended mode of learning. Many boys mentioned that they need online facilities as they work too. The good aspect of digital learning is that the students are engaging and investing in something

that will benefit them in the long run. The study clearly showed that new trends and challenges have made life comfortable. The students must learn new technologies to bring to light their hidden talent. Parents as well as teachers must keep an eye on the student's activities so that they don't get spoiled. Many students showed willingness that new technological gadgets must be provided in their schools. Many males and females were ambitious to design websites, create blog posts, video graphic designing, collage making and many more. But they needed more educational support from the government. Some students mentioned that online distant learning in schools for working students must be provided. The dismal picture of our education system showed high-tech labs provision to some areas whereas, many densely populated area schools lack the digital resources for students. There must be more educational programmes such as seminars, webinars, online meetings so that students can address their issues confidently.

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