The Impact Of Academic Performance On Gen Z In Digital Era

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Abstract

The way Generation Z (Gen Z) learns, communicates, and succeeds academically has changed dramatically as a result of the digital age. This study investigates the complex relationship between Gen Z learners' digital impacts and academic achievement. Social media, digital collaboration tools, and online learning materials are all more accessible than ever before, and as a result, technology is having an increasing impact on academic performance. Examined are important elements including time management, mental health, digital literacy, and the effect of social comparison on academic motivation. The study also explores the effects of online learning, emphasizing Digital technologies provide personalization and accessibility, but they also increase the risk of burnout and distractions. By highlighting these important factors, this study offers guidance on tactics that parents, legislators, and educators can use to create a positive online learning environment for Generation Z, which will eventually improve their wellbeing and academic performance. It contributes to academic flexibility and engagement.

Keywords

Academic performance, Generation Z, Digital era

Introduction

An unparalleled digital revolution has taken place in the twenty-first century, changing education as well as many other facets of human existence. Academic achievement is increasingly closely linked to digital globalization and hyper connectivity (DGH) for Generation Z, sometimes known as "digital natives." The internet, artificial intelligence, and virtual learning platforms are all essential components of Gen Z's educational experiences because they were raised in a technologically driven atmosphere, unlike their predecessors. The quick uptake of digital tools has changed how kids learn, engage, and perform academically, bringing with it both opportunities and challenges. Grades, test scores, and cognitive skills have historically been used to gauge academic achievement, but in the digital age, success is being defined in a wider way. Because digital platforms have made personalized learning possible, students may now access a wealth of

While grades, test scores, and cognitive ability have historically been used to gauge academic accomplishment, the meaning of success is changing in the digital age. Personalized learning is now possible thanks to digital platforms, which also give students access to a wealth of material, the ability to work together across geographic borders, and interactive tools to expand their knowledge.

Traditional classrooms have been changed into dynamic, tech-driven learning environments via e-learning platforms, tutoring powered by artificial intelligence, and gamified educational apps. Students can study at their own speed because of the flexibility of digital learning, which accommodates different learning preferences and styles. But despite these advantages, worries about the possible drawbacks of digital dependency are mounting. Social media and entertainment platforms are only two examples of the many digital distractions that have led to shorter attention spans and less participation in traditional academic settings. Students are experiencing more stress, worry, and burnout as a result of the pressure to achieve in an increasingly competitive online learning environment. Furthermore, excessive screen time and dependence on digital resources raise concerns about how well self-discipline, critical thinking, and problem-solving abilities are developed.

This study aims to investigate the complex relationship between Gen Z academic achievement and the digital age. It seeks to evaluate the advantages and disadvantages of digital innovations for student learning outcomes, pinpoint the main variables affecting performance, and provide guidance on how to best utilize technology to enhance learning opportunities. Teachers, legislators, and students themselves can develop strategies to maximize the advantages of digital education while minimizing its disadvantages by comprehending these interactions. As we traverse a period. It is crucial to evaluate how Gen
Z's academic performance is changing in response to these shifts as we navigate an era where digital transformation keeps speeding up. Future educational policies and practices that meet the demands of a tech-savvy generation will be shaped in part by this research, which will add to the expanding body of knowledge on digital education.

Review of Literature:

Adolescents nowadays are growing up in an increasingly digital world, with technology and computing becoming inextricably linked to both their personal lives and society as a whole. Adolescents with digital access, unlike previous generations, live both online and offline lives, using digital technology not only to investigate their surroundings but also to find their roles in it. Adolescents' primary gateways to the digital world are gadgets that provide access to platforms and services powered by data analytics, machine learning, and other kinds of artificial intelligence (AI). A growing proportion of teens believe that happiness is tied to direct and indirect encounters with digital surroundings and technologies that enable and mediate communication. It is worthwhile to pursue maturity. **(Holly et al., 2022).Hartney, E. (2022).**

Digital literacy is also associated with self-directed learning. This refers to students' ability to identify their own learning needs and to take responsibility for their own learning, for example, through study scheduling, source selection, and help seeking

The research article **"Digital approaches to Gen Z spiritual and mental health:** a scoping review" employs a scoping review methodology to carefully investigate the landscape of literature on digital approaches to addressing Generation Z's spiritual and mental health needs. Within this methodology, the research design entails a thorough assessment of existing literature from a variety of sources, including academic databases, journals, and reports, with no strict inclusion criteria based on study design. The sampling method most likely included picking a diverse range of relevant papers to ensure thorough coverage of the issue. Several sorts of literature, such as empirical investigations, literature reviews, and theoretical frameworks to provide a comprehensive grasp of the subject, a variety of literature genres were considered, including empirical investigations, literature reviews, and theoretical frameworks.

The impact of social media on school children's intellectual development Technology is developed by **Tarek A. El-Badawyl & Yasmin Hashem (2015)**rapidly evolving, and today's youth are caught up in it. Data was collected through questionnaires distributed via email and Facebook to assess the impact of social media on academic performance. The study found no correlation between social media use and student academic achievement. This conclusion was based on the student's average grade.

The Impact of Social Media on Students in Ghanaian Schools has been identified by **Frankie Asare-Donkoh (2018)**. students use social media using internet-connected devices such as PCs, laptops, tablets, and phones. Educationists and many parents believe that social media

has a harmful effect on pupils. It is social media that renders pupils incapable of doing independent analyses of events based on their feelings. Despite this, some parents, kids, and even educators believe that social media has a good impact. According to the findings of the study, social media has a favorable impact on the social and academic lives of Ghanaian senior high school students.

Mansour (2019) also stated that using PowerPoint presentations might motivate students and increase their performance. It may improve learning by offering a greater grasp and comprehension of the contents as well as the various approaches, strategies, and procedures contained within the same slide. This range of tactics within the same slide, such as adding pictures, noises, colors, and animations, could bring together all types of learners (kinesthetic, aural, and visual) and provide everyone the opportunity to be active learners, increasing their interest in learning.

Thanji M at. El (2018) conducted a study on the benefits and limitations of c-learning from the standpoint of the learner. This study contributes to a better understanding of learners' perceptions of the primary benefits and limitations of online learning, as well as their impact on assessing the effectiveness of online programs. The study is based on a self-administered questionnaire distributed to students enrolled in higher education at private and government universities in the Chennai region of Tamil Nadu, India. The constraints and benefits revealed in online learning have a favorable impact on evaluating the success of online programs. This study also investigated the effect of student characteristics such as learning goals and self-efficacy on the efficiency of online learning.

Research Methodology, Data Analysis and Interpretation

Research Design:

This study uses a quantitative research approach to explore how academic performance affects Generation Z in the digital era. It uses a cross-sectional approach to collect data at a specific moment in time and examines the link between the independent variable (Impact of Academic Performance) and the dependent variable (Impact on Gen Z).

Sampling

The study sample comprises Seventy Generation Z people from Bangalore, India. The Gen Z category of students includes intermediate undergraduates and postgraduates. The justification for selecting Seventy individuals is to strike a compromise between statistical power and practical feasibility. With Seventy participants, the sample size is sufficient to produce valid results while remaining manageable for data collection and analysis. Bangalore was chosen as the research venue because it is a big urban center with a diversified population and a strong digital presence, offering a rich backdrop for examining the impact of digital exploitation on Generation Z.

Data collection Procedures:

Data collecting entails presenting a structured questionnaire to people. The questionnaire includes questions about the influence of Academic success on Generation Z in the Digital Era, as well as the perceived influence on mental health, social relationships, academic success, and self-esteem. Participants are informed about the study's goal and given assurances of confidentiality and anonymity.

Variables:

• Independent Variable: Impact of Academic performance
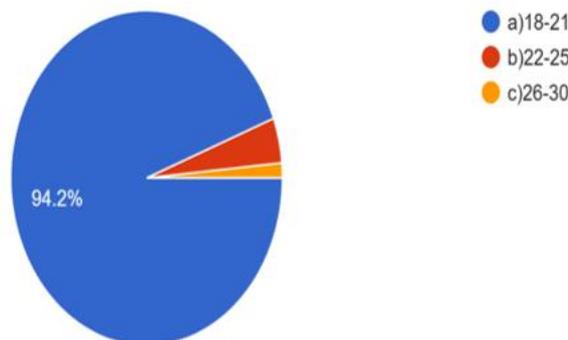
• Dependent Variable: Impact on Generation Z

Objective:

To analyse the impact of digital technology on generation z

To known the digital distraction on academic task of Gen z

To identify what are the challenges and opportunities of gen z in digital era

Findings:

Table 1: Age of Gen Z

Sl. No	Particular	Age (18-21)	Age (22-25)	Age (26-30)
1	Age	65	03	02

This study examines the academic achievement of Generation Z in the digital era, using a demographic sample of 70 participants. The majority (65%) are aged 18-21, with lesser proportions in the 22-25 (3%) and 26-30 (2%) age categories. The findings provide insight into Gen Z's academic achievements, problems, and digital experiences. The study's goal is to enlighten educators, policymakers, and parents about ways to help Gen Z students achieve academic achievement in the digital age.

Table 2: Qualification of Gen Z

Sl No	Educational qualification	Respondents
1	Inter	14
2	Under graduation	46
3	Post-Graduation	7
4	Professional course	1
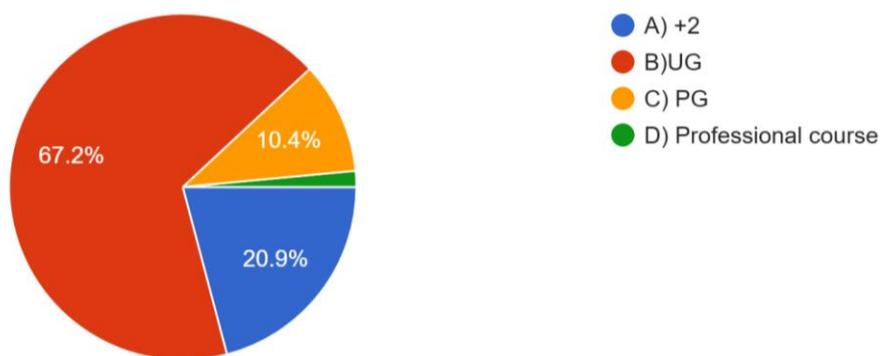
This study looks at the academic performance of Generation Z in the digital age. An examination of 68 respondents suggests that a considerable number (67.6%) have undergraduate degrees, with 20.6% holding intermediate credentials. A lesser proportion have postgraduate degrees (10.3%) or professional qualifications (1.5%). The data indicate that Generation Z values higher education, with a heavy emphasis on undergraduate courses. This has ramifications for educators and politicians looking to help Generation Z achieve academic achievement in the digital age.

Table 3: Gender of Respondents

Sl No	Gender	Number of respondents
1	Male	47
2	Female	23
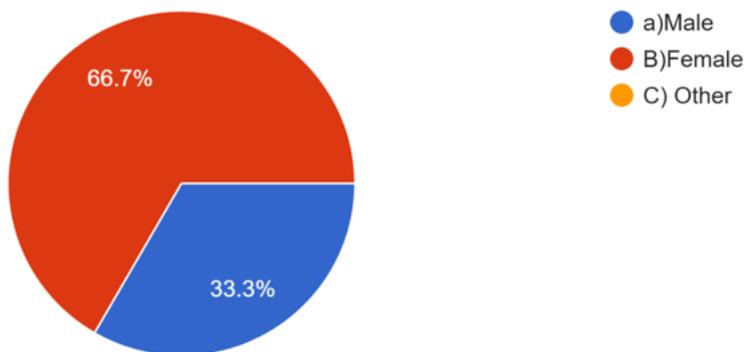
This study investigates the academic performance of Generation Z in the digital era by studying the demographic features of 70 respondents. The findings suggest a large gender divide, with males (67%) outnumbering females (33%) among respondents. This disparity may reflect disparities in academic engagement, access to digital resources, or professional goals between male and female Generation Z students. Understanding these characteristics is critical for establishing focused measures to help Generation Z achieve academic achievement in the digital age.

Table 4: Duration spent through digital application

| Sl no	Number of hours spent	Number of responds
1	1-2	36
2	2-3	18
3	3-6	13
4	More than 6 hours	3
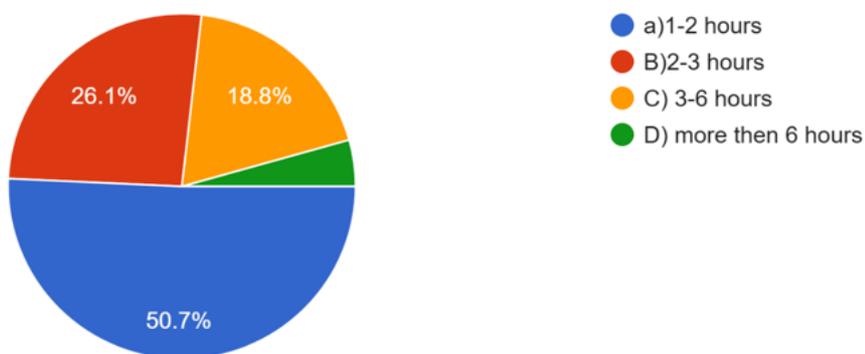
This study looks at Gen Z's academic performance in the digital era, with a focus on time management skills. According to an examination of 70 responses, the majority of students (51.4%) spend 1-2 hours per day on academic activities, while 25.7% devote 2-3 hours. A smaller fraction (18.6%) spends 3–6 hours, with only 4.3% exceeding 6 hours. These findings imply that Gen Z's academic success may be influenced by their ability to balance digital distractions and focused study habits, emphasizing the importance of good time management

tactics.

**Table 5: Believe digital technology benefits your academic journey**

Sl No	Benefits of tec in academic	Respondents
1	Easy access	32
2	Improve	5
3	Enhance	20
4	Flexible study	13

Legend:
- a) 1-2 hours
- B) 2-3 hours
- C) 3-6 hours
- D) more then 6 hours
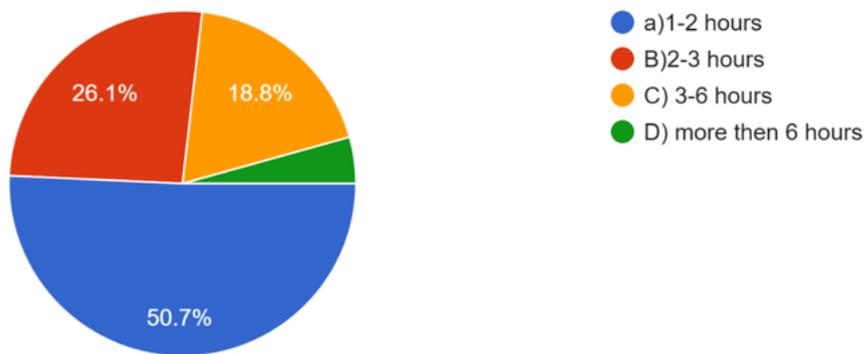
This study investigates Generation Z's perceptions of the benefits of digital technology for academic performance. According to a survey of 70 respondents, the most significant advantage is simple access to knowledge (45.7%), followed by improved learning experiences (28.6%). Benefits mentioned include flexible learning alternatives (18.6%) and skill enhancement (7.1%). These findings indicate that Generation Z appreciates digital technology for its ease, flexibility, and ability to improve learning, emphasizing its potential to help academic performance in the digital age.

Table 6: Acquisition of new skill

Sl No	Skill acquired	Respondents
1	Analytical skill	22
2	Communication skill	48
3	Reasoning skill	5
4	Technical skill	1
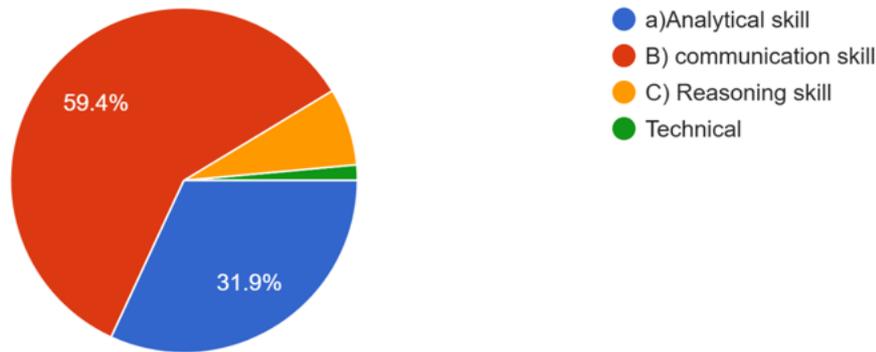
This study looks into the learning of new skills among Generation Z students in the digital world. According to an examination of 76 responses, communication skills are the most typically obtained (63.2%), followed by analytical skills (28.9%). Reasoning (6.6%) and technical skills (1.3%) are less commonly reported. These findings indicate that Gen Z students prioritize abilities that allow for effective engagement and problem-solving in the digital age, emphasizing the necessity of acquiring these skills for academic and career success.

Findings

The study's findings show the digital era's major impact on Generation Z's academic achievement. The majority of responders (67.6%) are undergraduate students, demonstrating a strong commitment to higher education. Digital technologies' easy access to knowledge (45.7%) and flexible study options (18.6%) have positively benefited Gen Z's academic performance. However, the findings show that excessive digital distractions and a lack of in-person contacts may have a negative impact on Gen Z's academic performance. The majority of responders (51.4%) devote only 1-2 hours each day to academic pursuits, highlighting the need for improved time management skills. The study found that the digital era has both empowered and hindered Gen Z's academic achievement. To reap the benefits of digital technologies, educators and legislators must devise techniques for reducing digital distractions, encouraging good time management, and developing critical thinking and problem-solving abilities.

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