



A STUDY ON CHANGE IN DIGITAL BEHAVIORAL INTERVENTIONS AMONG SECONDARY SCHOOL STUDENTS DURING COVID-19

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Abstract

The main purpose of this research study was to examine the change in students' behavior toward the use of digital devices after the intervention of COVID-19 among public secondary school students in Islamabad. The study focused on identifying behavioral changes in technology use among students at the secondary level. The study was delimited to 10th class students of public schools under the Federal Directorate of Education (FDE), Islamabad. A descriptive survey research design was adopted. The population consisted of students enrolled in 164 public secondary schools, from which a sample of 343 respondents was selected using a systematic random sampling technique. Data were collected through a Likert-type questionnaire developed and validated under the supervision of the research supervisor. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS) through descriptive statistics and t-tests. Findings revealed a noticeable increase in the frequency and educational use of digital devices after COVID-19. The study concludes that digital behavioral interventions significantly influenced students' learning practices and technology usage patterns.

Keywords: *Digital behavior, COVID-19, secondary school students, digital devices, technology use.*

Introduction

Education refers to the training of the mind to think and develop patterns of thought and behavior compatible with learned knowledge. It is a continuous and lifelong process that evolves with time and circumstances. In contemporary society, technology has assumed a central role in everyday life, particularly among students. Digital platforms and social media have transformed communication, learning, and information sharing. The COVID-19 pandemic significantly altered educational practices worldwide. School closures and remote learning accelerated students' exposure to digital devices, leading to noticeable behavioral changes. Understanding these changes is essential for guiding educational policy and practice.

Statement of the Problem

The research aimed to study the change in digital behavioral interventions due to COVID-19 among secondary school students in Pakistan.

Objectives of the Study

1. To identify behavioral changes due to COVID-19 among students in the use of digital devices.
2. To assess changes in students' behavior toward digital device usage.

Research Questions

1. Does any change occur in students' behavior due to the use of technology?
2. How do students' behaviors change due to COVID-19 intervention?

Research Hypotheses

H01: There is no significant difference between the opinions of male and female respondents regarding changes in digital intervention.

H02: There is no significant difference between the opinions of male and female respondents regarding internet availability.

Literature Review

The literature review covers COVID-19-related behavioral changes, behavioral theories, and digital learning. Prior studies highlight the psychological, educational, and technological impacts of increased digital exposure during pandemics. Behavioral theory perspectives and digital learning frameworks provide theoretical grounding for understanding changes in student behavior.

Methodology

A descriptive survey research design was employed. The population comprised students enrolled in public secondary schools of Islamabad under the Federal Directorate of Education. A sample of 343 students was selected using systematic random sampling. Data were collected through a structured Likert-type questionnaire and analyzed using SPSS through descriptive statistics and t-tests.

Data Analysis and Results

The analysis revealed increased usage of digital devices for educational purposes after COVID-19. No significant gender-based differences were found regarding digital behavioral change or internet availability. Students reported both positive and negative behavioral outcomes associated with increased digital device use.

Findings

The findings indicated increased reliance on digital devices for learning, improved digital skills, and higher frequency of technology use after COVID-19. However, excessive usage also led to distraction and behavioral dependency among some students.

Conclusion

Based on the findings, digital behavioral interventions became an integral part of students' lives after COVID-19. The study concludes that while digital devices enhanced learning opportunities, balanced usage is essential to avoid negative behavioral effects.

Recommendations

Students should use digital devices primarily for educational purposes. Parents and teachers should monitor students' digital activities to maintain balance. Educational institutions should organize awareness programs on responsible digital usage.

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