REVIEWER'S REPORT

Manuscript No.: IJAR-52099

Date: 06-06-2025

Title: Effect of Consumption of Digital Content Related to Biology on Shaping the Attitude of Students Towards Biology and Achievement in Biology of Students at Higher Secondary Level.

Recommendation:
Accept as it is..................**YES.............**
Accept after minor revision.................
Accept after major revision ....
Do not accept (*Reasons below*) ....

Rating	Excel.	Good	Fair	Poor
Originality		√		
Techn. Quality		√		
Clarity		√		
Significance		√		

Reviewer's Name: Mir Tanveer

Reviewer's Decision about Paper: Recommended for Publication.

Comments (*Use additional pages, if required*)
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Reviewer's Comment / Report

Abstract Review:

The abstract clearly outlines the research focus on the influence of digital content consumption related to Biology on students' attitudes and academic achievement at the higher secondary level. It highlights the use of quantitative methods and specifies key findings, such as the positive correlation between attitude and achievement, and the moderate correlation between digital content consumption and attitude. The differentiation by gender and educational board adds valuable dimensions to the study, with noted differences in attitudes and content use. The abstract effectively summarizes the implications, emphasizing the role of attitude over mere volume of digital content in improving academic outcomes. The inclusion of keywords provides appropriate indexing of the study's themes.

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Introduction Review:

The introduction provides a concise overview of digital content's role in education, with a clear emphasis on the necessity of credibility and reliability in educational digital resources. The discussion of criteria for evaluating digital content credibility—accuracy, authority, professionalism, and impartiality—demonstrates a comprehensive understanding of the challenges posed by the proliferation of online information. The mention of hybrid human-computer approaches to assessing credibility adds a contemporary perspective, underlining the technological and pedagogical complexities involved.

This section sets a solid foundation for the research by articulating why credible digital content is crucial for effective learning, particularly in scientific subjects like Biology. It also implicitly establishes the rationale for exploring how digital content consumption might influence students' attitudes and achievement.

Overall Evaluation:

The manuscript addresses a timely and relevant topic in educational research by investigating the interplay between digital content consumption, student attitudes, and academic achievement. The focus on Biology at the higher secondary level is well justified given the increasing integration of digital resources in science education. The clear articulation of methodology and the attention to variables such as gender and educational board enhance the study's scope.

The introduction adequately situates the research in the broader context of digital literacy and content credibility, which are crucial for meaningful learning in digital environments. The findings, as summarized, provide useful insights for educators and policymakers aiming to leverage digital resources effectively. Overall, the manuscript is well-structured, coherent, and contributes valuable knowledge to the field of digital education in science.