



# Teachers' Perception on Digitalization of Education

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## Abstract

The Millennial students today are the digital natives and teachers considered as digital immigrants. Due to the current COVID 19 pandemic situation the education sector experienced tremendous change and had to shift online. This paper aims to find out the teachers take on digital era and its impact in the field of education. To address the aim a survey was conducted on 96 teachers across Mumbai region. The findings of the study revealed the following: 1. 55.7% of teachers agree that students may have technological expertise but they lack in using it effectively for educational purpose. 2. 60.8% of teachers agree that with digital tools students may multitask better. 3. 54.6% of teachers strongly agree that students can stay connected with their mentors from anywhere and anytime. 4. 53.6% of teachers agree that digital tools offer better facilities to evaluate the knowledge of the students. 5. 48.5% of teachers agree that too much of digitalized education may lead to technology addiction among the students. 6. 62.9% of teachers agree that digital technology facilitates equitable and inclusive access to education. Thus, we can say that keeping in pace with the new trends and the need of the hour the best approach is to have blended education system.

**Key words:** Digital natives, Education. Teachers

## Introduction and contextual background

Education is one of the most important tools which can bring a positive change in the society. Hence it becomes very important to reach the masses and ensure equitable access to the best education. Achieving this may have seemed to be a distinct dream may be few years back but today with the digital advancement it is possible to accomplish this with ease. The digital tools can be of great support in overcoming the challenge of reaching

out to the unreached section of the society. Digital learning enables tailored learning, alliance and flexibility. Teachers need to be empowered to use these digital tools as in comparison to the students who are digital natives, teachers are considered to be digital immigrants. The current COVID 19 pandemic situation has brought a tremendous paradigm shift in the teaching-learning process. Most of the schools, colleges, universities and other educational institutions had to adopt and adapt to the online system of imparting instructions. Though initially everyone had some teething problems but gradually everyone picked up the speed and there was not much loss or wastage of the academic year. Indian education system is gaining momentum in Massive Open Online Courses (MOOC) which has facilitated the adult learners in continuing their education.

The concept of “Digital Native” appeared in the late 1990s. Its origin can be traced in the work published by Tapscott (1998, 2009) and Prensky (2001, 2001). Digital natives are the people who were born digital and live a digital life whereas digital immigrants are the ones who are struggling and learning to survive in the digital world. Studies conducted related to digital natives claim that “Millennials” are the students born between 1980 and 2000 and are the first generation to have easy access to technology and internet from a very young age. They use technology actively for communicating with their peers, friends and knowledge management. (Howe and Strauss 2000, Djasasbi, Siegel, & Tullis, 2010)

**Rationale of the study:** The new generation is essentially different from the older generations when it comes to using technology in their day-to-day life. Since education became online in the wake of pandemic, it is necessary to find out what is its impact on the learners. Teachers occupy a major position in the education system. Hence understanding their views and opinion regarding digitization of education is imperative.

**Statement of the Problem:** The study focussed on finding out the teachers’ perception on digitization of education.

## **Operational Definitions of the terms**

### **Teachers Perception**

Teachers Perception is operationally defined as the views, experiences that the teachers have regarding the use of digital tools in education and its impact on the students in terms to equitable access, multitasking, evaluation, students’ addiction to technology and establishing better connection between the mentor and the students.

### **Digitization of Education:**

In the present research Digitization of education is referred to as the use of digital tools in the teaching learning process like computers, mobile devices, software applications, internet and online platforms.

### **Objectives of the study**

- 1) To find out teachers’ perception regarding students may have technological expertise but they lack in using it effectively for educational purpose.

- 2) To know teachers' perception with respect to whether the students will be able to multitask with the variety of digital technologies.
- 3) To find out teachers take on whether digital tools enhance the connection between the mentor and the students.
- 4) To find out what teachers think about using digital tools for evaluation of knowledge.
- 5) To know teachers' perception towards digital education and students' addiction to technology.
- 6) To find out teachers' perception about Digital technology facilitating equitable and inclusive access to education

### **Scope and Delimitations of the Study**

The present study focuses only on school teachers' perception from Mumbai region and is limited to studying the digitization of education with respect to its impact on the learners.

### **Methodology of the study**

For the present study the methodology used was survey method.

### **Sample and Sampling Technique**

For the present study, the population comprises of 97 teachers from Mumbai region. The sample was selected by convenient sampling technique.

### **Tools for the Data Collection**

A 4 point rating scale was developed to know teachers perception towards digital education.

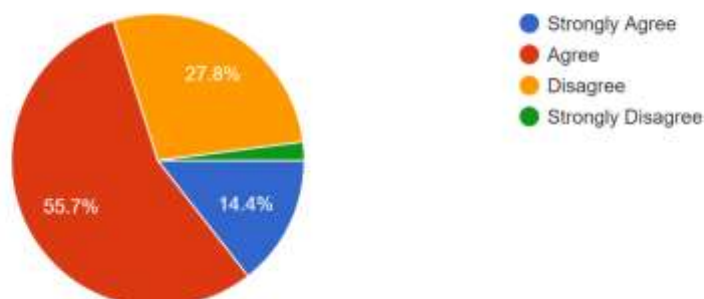
All the items in the rating scale were marked ranging from strongly agree to strongly disagree.

**Analysis of the data:** The data was analysed by considering the responses of each and every teacher participant and counted. The total responses for strongly agree, agree, disagree and strongly disagree were calculated in terms of percentages.

**Results:****Figure 1.1**

1) The students may be confident in using the technology, but lack the competency when using it for the educational purpose.

97 responses

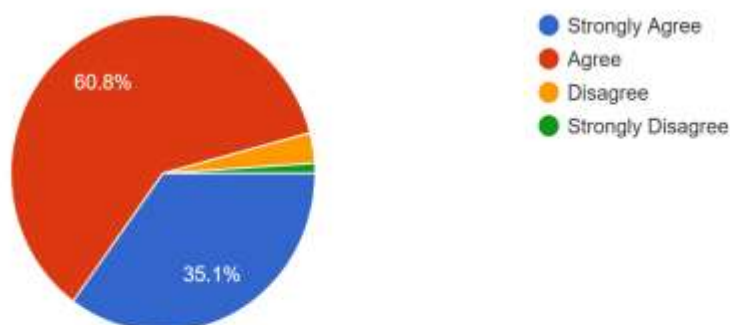


The above figure 1.1 shows that 14.4% of teachers strongly agree, 55.7% of teachers agree, 27.8% of teachers disagree and 3% strongly disagree.

**Figure 1.2**

2) The students will be able to multitask with the variety of digital technologies

97 responses

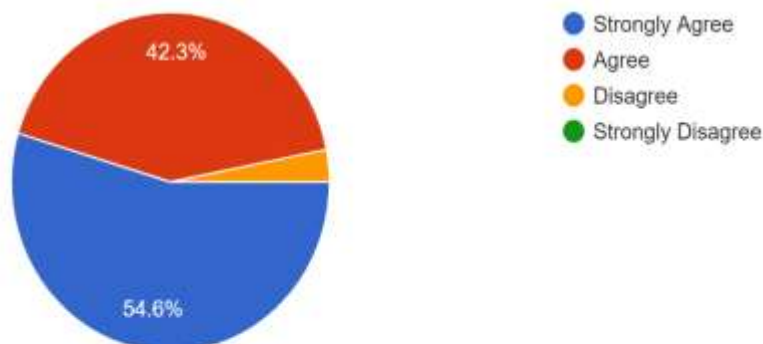


The figure 1.2 displays that 35.1% of teachers strongly agree, 60.8% of teachers agree, 3% of teachers disagree and 1.1% strongly disagree.

Figure 1.3

3) Students can be constantly in touch with their mentors from anywhere and anytime.

97 responses

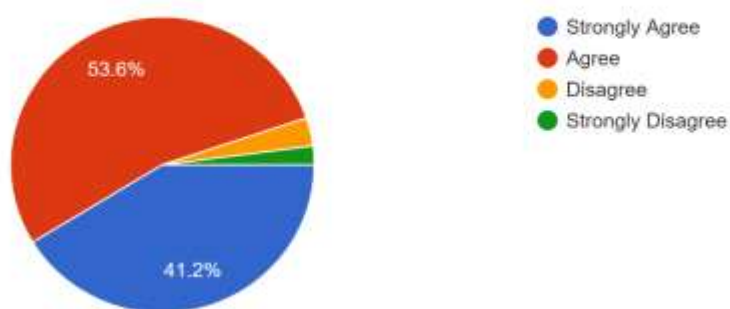


The above figure 1.3 reveals that 54.6% of teachers strongly agree, 42.3 % agree, 3.1% disagree and 0% strongly disagree.

Figure 1.4

4) Digital tools is a new gateway for evaluating the students' knowledge.

97 responses



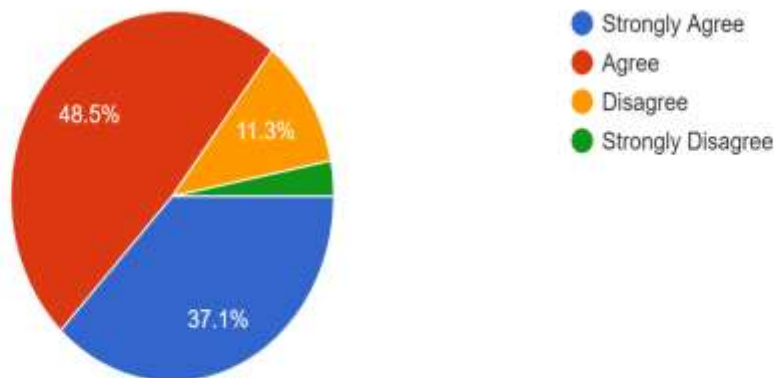
The figure 1.4 depicts that 41.2% of teachers strongly agree, 53.6% teachers agree, 4.2% teachers disagree and 1% teachers strongly disagree.



Figure 1.5

5) Too much of digitalized education may lead to technology addiction among the learners

97 responses

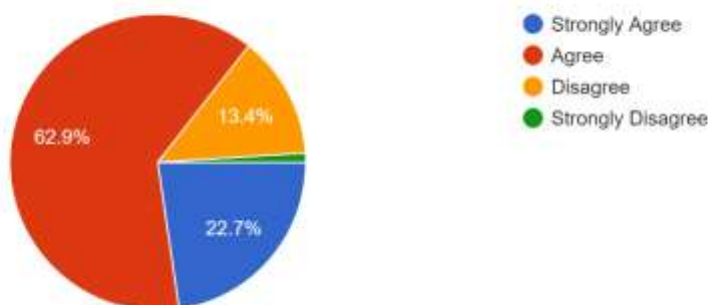


The figure 1.5 illustrates that 37.1% of teachers strongly agree, 48.5% of teachers agree, 11.35 of teachers disagree and 3.1% strongly disagree.

Figure 1.6

6) Digital technology facilitates equitable and inclusive access to education.

97 responses



The figure 1.6 shows that 22.7% of teachers strongly agree, 62.9% of teachers agree, 13.4% of teachers disagree and 1% strongly disagree.

**Discussion:** 1. More than 50% of teachers agree that students may have technological expertise but they lack in using it effectively for educational purpose. The reasons for this could be the teachers experience and observation especially in the past two years when different tools and software were used by them in the daily teaching learning process, the students could not operate the software efficiently and lacked technical expertise required. They may be well versed with technology like using mobile phones for games, Instagram, twitter etc. but required assistance for the digital tools used for educational purpose. 60.8% of teachers agree that students will be able to perform many activities simultaneously with digital tools as they save lot of time and

energy. Also, students enjoy using the technology so they may take more interest and involve them in multiple tasks like participating in competitions at the same time balancing their academics. 3. 54.6% of teachers strongly agree that students can stay connected with their mentors from anywhere and anytime. The current COVID 19 pandemic situation is such that everyone needs lot of support to keep going and students always look upon their teachers for assistance and helping them to handle the challenging situation. Through the digital medium it is possible for the mentors and students to strengthen the bond as they can be reached within no time anywhere. 4. 53.6% of teachers agree that digital tools offer better facilities to evaluate the knowledge of the students. The teachers feel that apart from the regular evaluation techniques there are many interesting digital tools which can be used and students have enjoyed it like online Quizzes, puzzles, word game etc. 5. 48.5% of teachers agree that too much of digitalized education may lead to technology addiction among the students. Teachers feel that if students spend lot of time using the various technological tools for education purpose, then gradually over a period of time, they will become addictive and dependent and may not be able carry out any task without technologically support. 6. 62.9% of teachers agree that digital technology facilitates equitable and inclusive access to education. Technology reduces the barrier of geographically unreachable areas and give ease access to education especially those coming from the interiors of the nation.

### **Conclusion:**

Thus, we can say that keeping in pace with the new trends and the need of the hour the best approach is to have blended education system. Teachers are dealing with live human beings and so it is important for the students and the teachers to interact in real time. The kind of bond that the teacher establishes in face-to-face mode with the students will have a greater impact on the students. At the same time the digitization of education will help to reach the unreached section of the society and spread the knowledge.

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