

PERCEPTION OF STUDENTS ABOUT TRADITIONAL AND DIGITALIZED EDUCATION IN PRESENT CONTEXT

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ABSTRACT

The students' perception of traditional and digitalized education is also critical for understanding the potential impact of digital technology on the education sector. The study seeks to explore the perception of students towards traditional and digitalized education in Meerut. These results highlight the efforts made by educational institutions to adopt digital technologies, although a sizable number of respondents are unsure about the extent of these investments. The significant numbers of respondents view digital education as the future of education in India, highlighting the perceived potential and relevance of digital technologies in shaping the educational landscape.

Keywords: Student's Perception, Digital education, Traditional education.

1. INTRODUCTION

In recent years, the education sector in India has undergone significant changes with the emergence of digital technologies. This has led to a shift from traditional modes of education to digitalized education, which has the potential to revolutionize the way education is imparted and received. However, with the introduction of digital technologies in education, there has been a growing concern about the financial implications of this transition. Without geographical constraints, the platform can manage a significantly larger pool of applicants, ensuring automatic invigilation for each candidate by implementing strict measures to prevent content leakage and impersonation.

According to Johnson et al. (2016), digital education is a learning process that utilizes technology to create new forms of learning experiences. This includes the use of interactive and multimedia elements, such as videos, animations, and simulations, to engage learners and create a more immersive learning environment. It also includes the use of digital platforms, such as learning management systems and online course platforms, to deliver and manage course content.

Sowell (2010) defines traditional education as an education system that is focused on transmitting knowledge and skills from one generation to the next, and is characterized by a rigorous, structured, and disciplined approach to teaching and learning. In a traditional education system, there is a strong emphasis on foundational knowledge, and students are expected to master basic skills before moving on to more advanced topics.

Digital technology has emerged as a game-changer in the field of education in India. With the widespread availability of affordable digital devices and internet connectivity, digital technology has opened up new opportunities for learning and knowledge dissemination. Digital technology has enabled the creation of virtual classrooms, online learning resources and interactive learning environments, which have made education more accessible, flexible and personalized. The students' perception of traditional and digitalized education is also critical for understanding the potential impact of digital technology on the education sector. The study seeks to explore the perception of students towards traditional and digitalized education in Meerut. The perception of students towards digital technology in education can have a significant impact on the adoption and effectiveness of digital technology in the education sector.

2. REVIEW OF LITERATURE

Burn and Thongprasert (2005) conducted a research study in Thailand to pinpoint the critical success factors in implementing Virtual Education Delivery (VED) and to explore methods for enhancing its adoption to achieve effective outcomes. The study delved into three cultural factors specific to Thai culture: high power distance, uncertainty avoidance, and collectivism. A research model was formulated, detailing the conceptual foundation of the cultural model. The study outcomes were outlined, and a strategic framework was suggested for the successful implementation of VED, with adaptability to various cultural settings. Additionally, an audit instrument was developed for the assessment and review of VED outcomes.

Rovai et al. (2007) conducted a multivariate analysis of variance to investigate differences in seven motivation measures between students enrolled in 12 e-learning and 12 traditional classroom university courses (N = 353). The study found that e-learning students had stronger intrinsic motivation than on-campus students on three measures of intrinsic motivation, namely, the desire to learn, achieve, and experience stimulation.

The aim of the study conducted by Al-Qahtani and Higgins (2013) was to investigate the impact of e-learning, blended learning, and classroom learning on students' achievement.

The researchers randomly identified two experimental groups and one control group from Umm Al-Qura University in Saudi Arabia. Pre- and post-achievement tests were used to measure the students' achievement in each group.

The results of the study, which involved 148 participants, revealed a significant difference in the students' achievement between the three methods, with the blended learning approach (n=55) being the most effective, yielding a substantial effect size of 1.34 (Hedges' g). However, no significant difference was found in the students' achievement between the e-learning group (n=43) and the traditional learning group (n=50), with a negligible effect size of 0.02.

According to a research study conducted by Arora et al. (2014) e-learning is a convenient and cost-effective method of learning that has the potential to reach more learners. However, there is still concern in the corporate world that the cost of e-learning may exceed the financial returns. In addition, improving the technology skills of end-users in developing countries such as India, where the digital divide is still prevalent, is necessary.

Cheng and Chau (2016) study examining the perceptions and attitudes of faculty members towards online learning have highlighted the importance of instructors in facilitating communication and engagement with students. Instructors have recognized that the success of online learning is dependent on factors such as content expertise and instructional design.

Dhawan (2020) analyzes the strengths, weaknesses, opportunities, and threats (SWOT) of online learning and emphasizes the crucial role of technology proficiency in managing global crises and enhancing education. Hence, educational institutions should equip students with the required IT competencies.

OBJECTIVE OF THE RESEARCH STUDY

To analyze the perception of students about traditional and digitalized education in present context.

3. RESEARCH METHODOLOGY

Research Design

The descriptive research designs have been adopted for the study.

Sampling Design

Researcher has employed stratified random sampling in the present study to gather data from various respondents.

Sample Size= 400 Respondents (students)

Area of Research Study

This study has been limited to Educational Institutes in Meerut District of Uttar Pradesh. The present research study has been conducted in Meerut district based on education institutions. The students of the institutions have been considered the population.

4. DATA COLLECTION METHOD

Primary Data

In the present study the primary data has been collected from the students of educational institutions. The questionnaire has been designed on the basis of objective of the present study.

ANALYSIS RELATED TO STUDENTS PERCEPTION ABOUT TRADITIONAL AND DIGITALIZED EDUCATION IN INDIA

Table 1: Analysis of data for “Do you agree that educational institutions in India are investing in digital infrastructure?”

Components	Number of Respondents (Students)	Per Cent
Strongly Agree	102	25.5
Agree	116	29
Neutral	28	7
Disagree	96	24
Strongly Disagree	58	14.5
Total	400	100

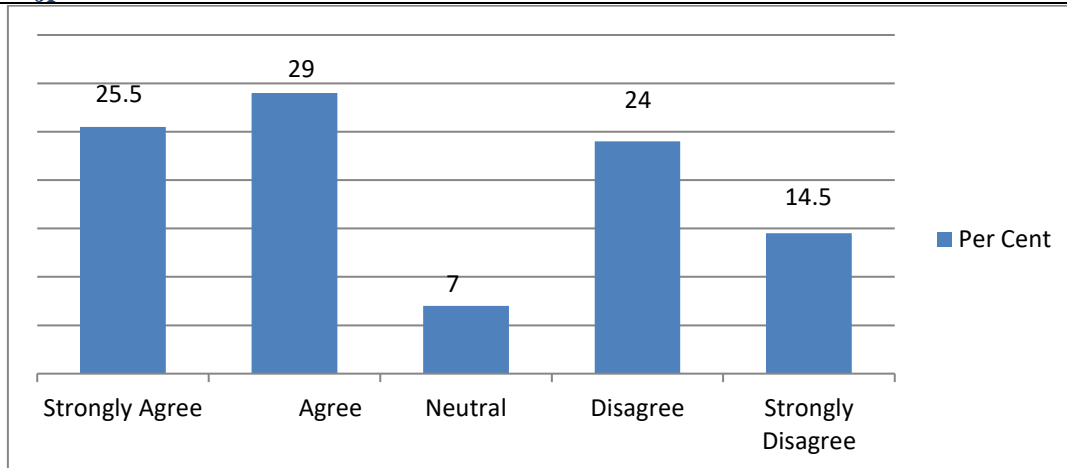


Figure 1 : Analysis of data for “Do you agree that educational institutions in India are investing in digital infrastructure?”

Analysis: The result reveals that a combined 54.5 per cent of respondents agree, with 25.5 per cent strongly agreeing and 29 per cent agreeing, that educational institutions are making investments in digital infrastructure, conversely, the 24 per cent disagreeing and 14.5 per cent strongly disagreeing constitute a notable segment that does not perceive significant investments in digital infrastructure by educational institutions in India.

Table 2: Analysis of data for “Do you agree that digital education provides skill and vocational education more comfortable in comparison to traditional education?”

Components	Number of Respondents (Students)	Per Cent
Strongly Agree	179	44.75
Agree	81	20.25
Neutral	44	11
Disagree	33	8.25
Strongly Disagree	63	15.75
Total	400	100

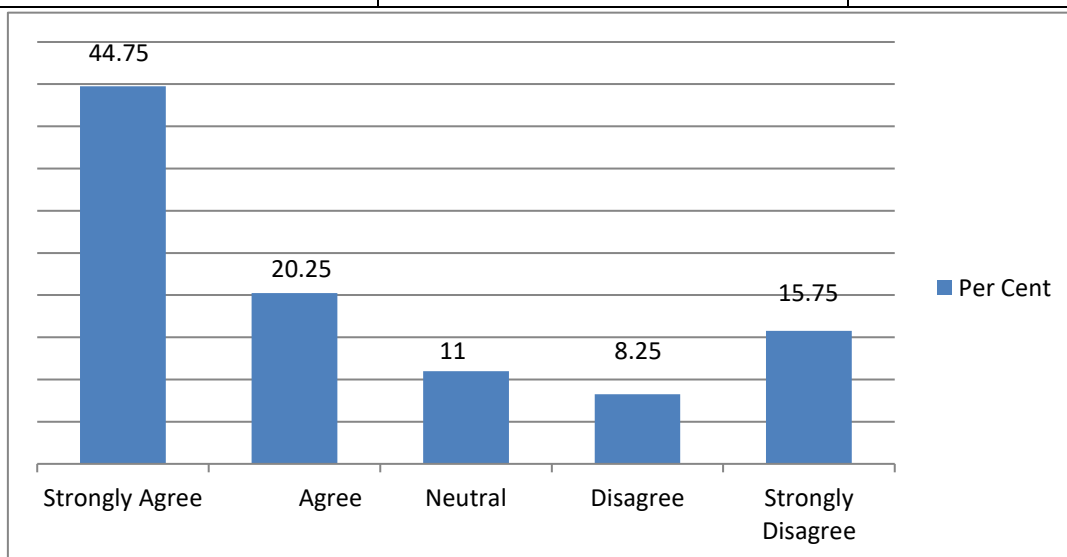


Figure 2: Analysis of data for “Do you agree that digital education provides skill and vocational education more comfortable in comparison to traditional education?”

Analysis: The survey result shows a notable consensus among respondents regarding the perceived advantages of digital education in providing skill and vocational education, with a combined 65 per cent expressing agreement i.e. 44.75 per cent strongly agreed and 20.35 per cent agreed. On the other hand, the 8.25 per cent disagreeing and 15.75 per cent strongly disagreeing represent a meaningful minority that challenges that digital education is more effective in providing skill and vocational education compared to traditional methods.

Table 3: Analysis of data for “Do you agree that digital education is more effective in providing personalized learning compares to traditional education?”

Components	Number of Respondents (Students)	Per Cent
Strongly Agree	140	35
Agree	84	21
Neutral	32	8
Disagree	80	20
Strongly Disagree	64	16
Total	400	100

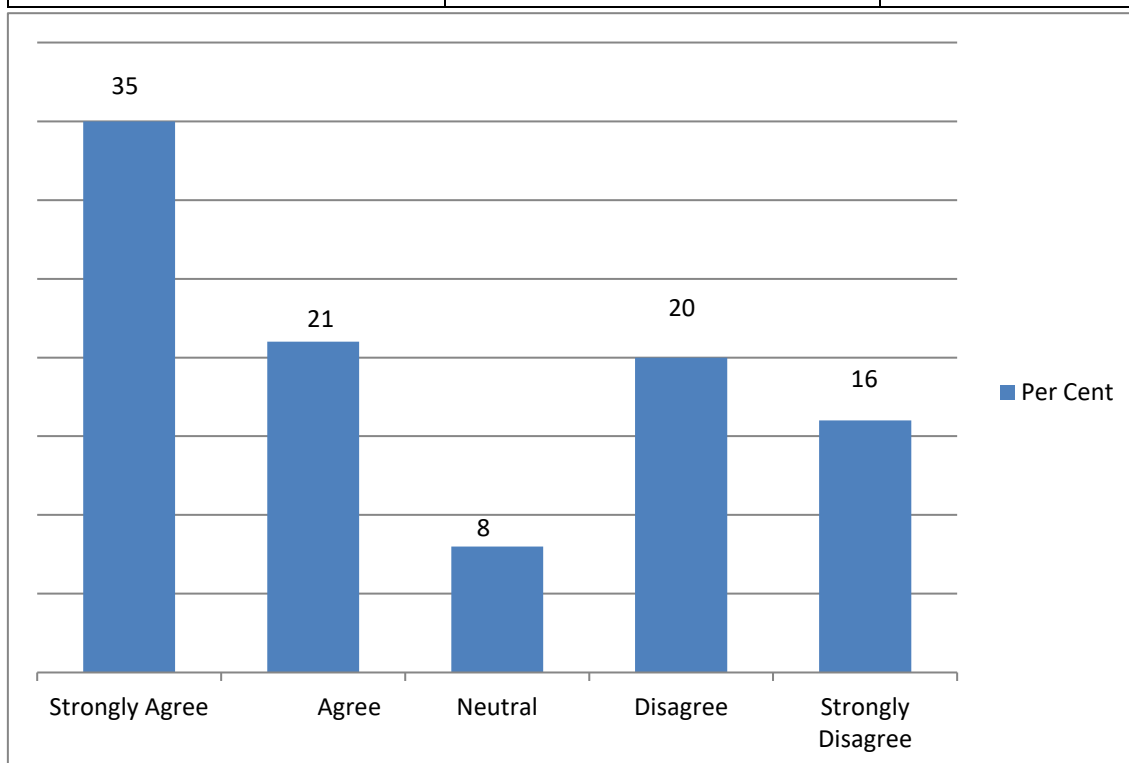


Figure 3: Analysis of data for “How do you think digital education compares to traditional education in terms of providing personalized learning?”

Analysis: The 35 per cent respondents who strongly agree suggest a notable proportion who firmly believes that digital education excels in delivering personalized learning experiences.

The 21 per cent who agree adds support that digital education is more effective in providing personalized learning opportunities. However, the 8 per cent in the neutral category indicates a segment of respondents with mixed or uncertain views; on the contrary, the 20 per cent disagreeing and 16 per cent strongly disagreeing constitute a substantial minority that challenges the notion that digital education is superior in delivering personalized learning.

Table 4: Analysis of data for “Do you agree that digital education is better than traditional education in terms of providing social interaction and networking opportunities?”

Components	Number of Respondents (Students)	Per Cent
Strongly Agree	70	17.25
Agree	94	23.5
Neutral	33	8.25
Disagree	104	26
Strongly Disagree	100	25
Total	400	100

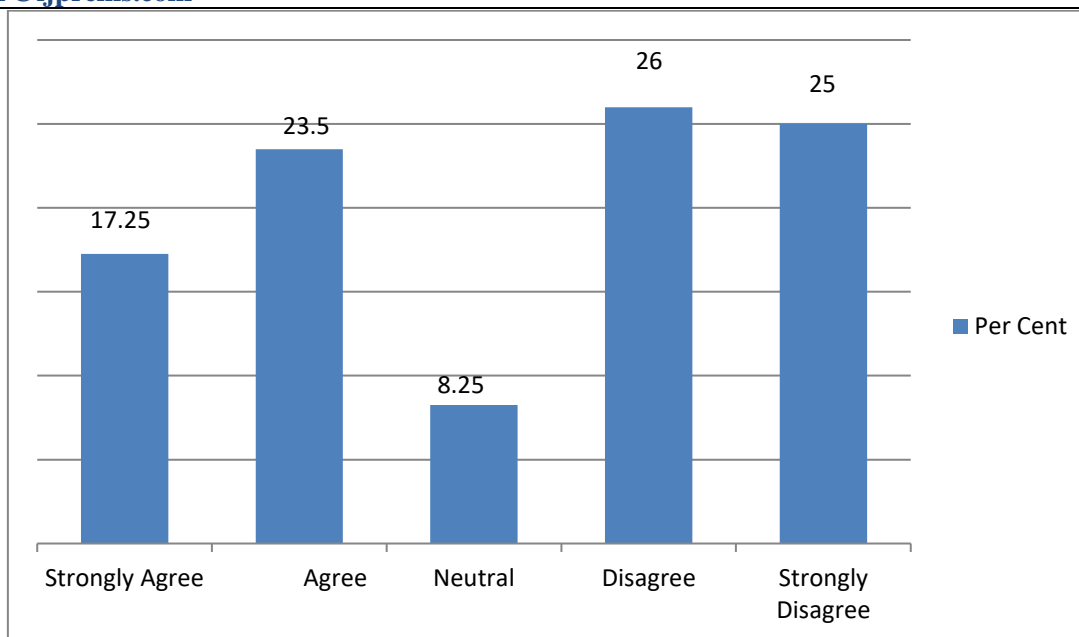


Figure 4: Analysis of data for “Do you agree that digital education is better than traditional education in terms of providing social interaction and networking opportunities?”

Analysis: The survey results reflect a divided opinion on whether digital education surpasses traditional education in providing social interaction and networking opportunities. While a combined 40.75 per cent express agreement, with 17.25 per cent strongly agreeing and 23.5 per cent agreeing, a significant 51 per cent express disagreement to varying degrees, indicating a substantial portion of respondents who do not view digital education as superior in fostering social connections.

Table 5: Analysis of data for “Do you agree that digital education is the future of education in India?”

Components	Number of Respondents (Students)	Per Cent
Strongly Agree	186	46.5
Agree	134	33.5
Neutral	27	6.75
Disagree	31	7.75
Strongly Disagree	22	5.5
Total	400	100

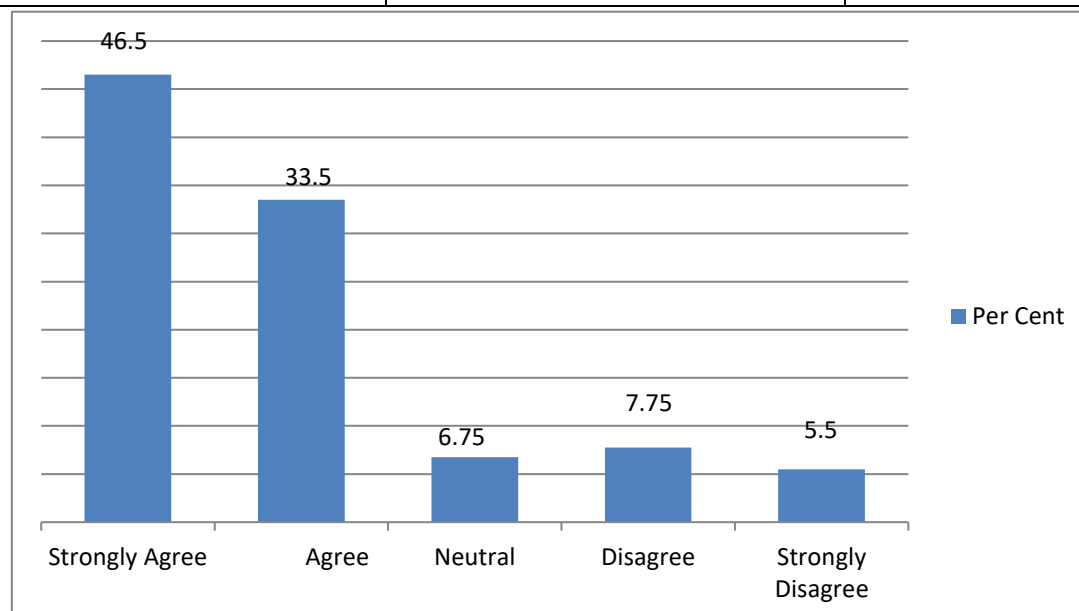


Figure 5: Analysis of data for “Do you agree that digital education is the future of education in India?”

Analysis: The survey results reveal a strong and optimistic outlook regarding the role of digital education in shaping the future of education in India. A substantial 80 per cent of respondents, combining the 46.5 per cent who strongly agree and the 33.5 per cent who agree express confidence in the idea that digital education are the future. This suggests a prevailing belief in the transformative potential of digital technologies to redefine and enhance the educational landscape in India. Conversely, the 7.75 per cent disagreeing and 5.5 per cent strongly disagreeing represent a minority that does not share the prevailing optimism about the dominance of digital education in the future.

5. CONCLUSION

These results highlight the efforts made by educational institutions to adopt digital technologies, although a sizable number of respondents are unsure about the extent of these investments. Respondents' views are divided on the comparison between digital education and traditional education in terms of providing social interaction and networking opportunities. The significant numbers of respondents view digital education as the future of education in India, highlighting the perceived potential and relevance of digital technologies in shaping the educational landscape.

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