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W23: Technology-Driven Higher Education: Insights from Students and Educators

Dr. Janki Mahesh Kotecha

Dr. V. R. Godhaniya Arts, Commerce, Home Science & I.T. College for Girls, Porbandar

Abstract: The study examines students' and educators' perspectives on technology-driven higher education using primary data from 100 respondents (70 students and 30 teachers) and supporting literature. Findings indicate that digital education enhances accessibility, flexibility, and resource availability. Students show a more favorable attitude toward digital learning, while teachers recognize its benefits but express concerns regarding engagement, assessment, and workload. Internet connectivity, digital literacy, and limited interaction remain major challenges. Both groups prefer a hybrid model combining face-to-face and digital learning. The study recommends strengthening infrastructure, enhancing digital competencies, and promoting blended learning practices.

Keywords: Digital Education, Higher Education, Technology Integration, Students, Teachers, Hybrid Learning

1. Introduction:

Digital technologies have transformed higher education through online platforms, learning management systems, virtual classrooms, and artificial intelligence. Following the COVID-19 pandemic, digital learning became an integral component of educational delivery. Understanding the perceptions of students and educators is essential for the effective implementation of technology-driven education.

2. Literature Review:

Bates (2019) emphasized learner-centered digital education and the importance of digital competence. Dhawan (2020) highlighted the flexibility of online learning while noting challenges such as reduced interaction and motivation. Anderson (2020) stressed meaningful interaction in online environments. Moore and Kearsley (2018) explained transactional distance in digital learning. Selwyn (2016) drew attention to inequality and ethical concerns. UNESCO (2020) and OECD (2021) emphasized infrastructure, policy support, and teacher training.

3. Objectives of the Study:

1. Examine the role of technology in higher education.
2. Analyze students' perspectives on digital learning.
3. Evaluate teachers' perspectives on technology integration.
4. Identify challenges in digital education.
5. Suggest measures for improvement.

4. Research Methodology:

This paper followed descriptive and analytical research design. Primary data were collected through a structured questionnaire from 100 respondents (70 students and 30 teachers). Secondary data were obtained from books, journals, reports, and academic sources. Convenience sampling was adopted.

4.1 Comparative Analysis: Students Vs Teachers

Table 1: Usage of Digital Platforms

Platform	Students (%)	Teachers (%)
Google Classroom	45	50
Zoom	30	25
Microsoft Teams	12	15
Others	13	10
Total	100	100

Interpretation: Google Classroom is the most widely used platform among both students and teachers due to its user-friendly interface and accessibility.

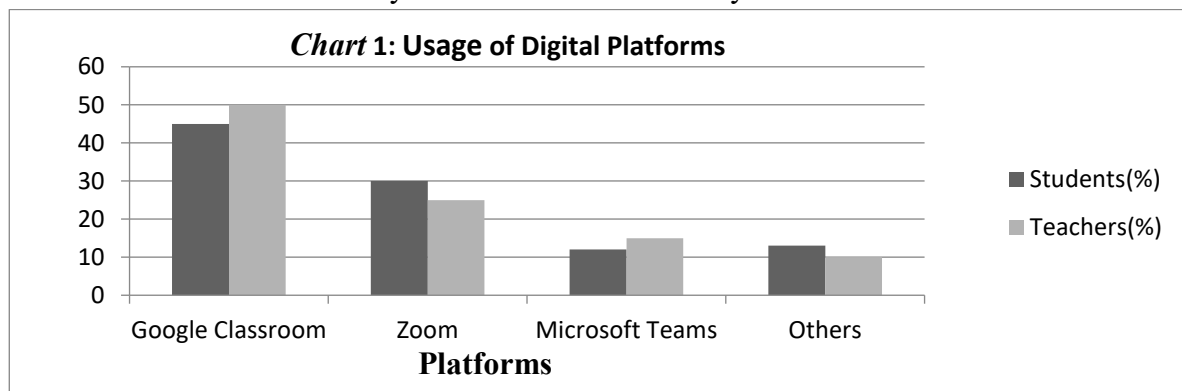


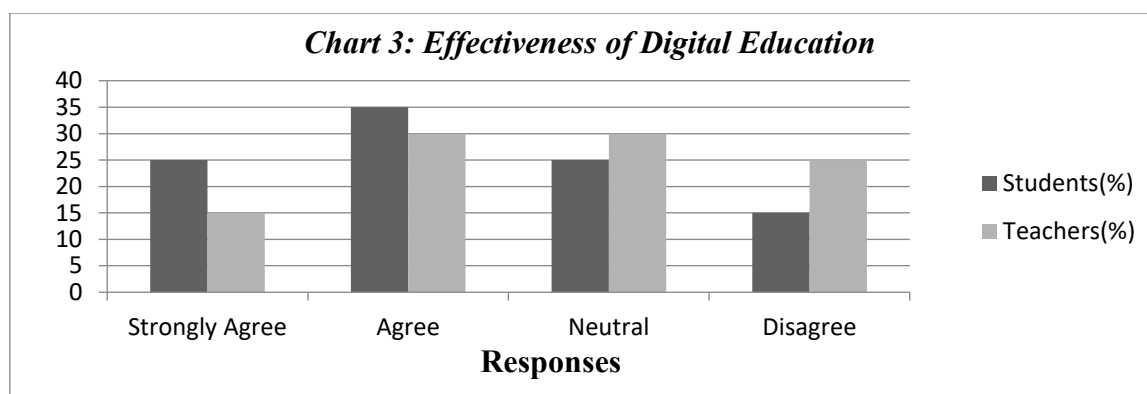
Table 2: Frequency of Use

Frequency	Students (%)	Teachers (%)
Daily	60	70
Weekly	25	20
Occasionally	15	10
Total	100	100

Table 3: Effectiveness of Digital Education

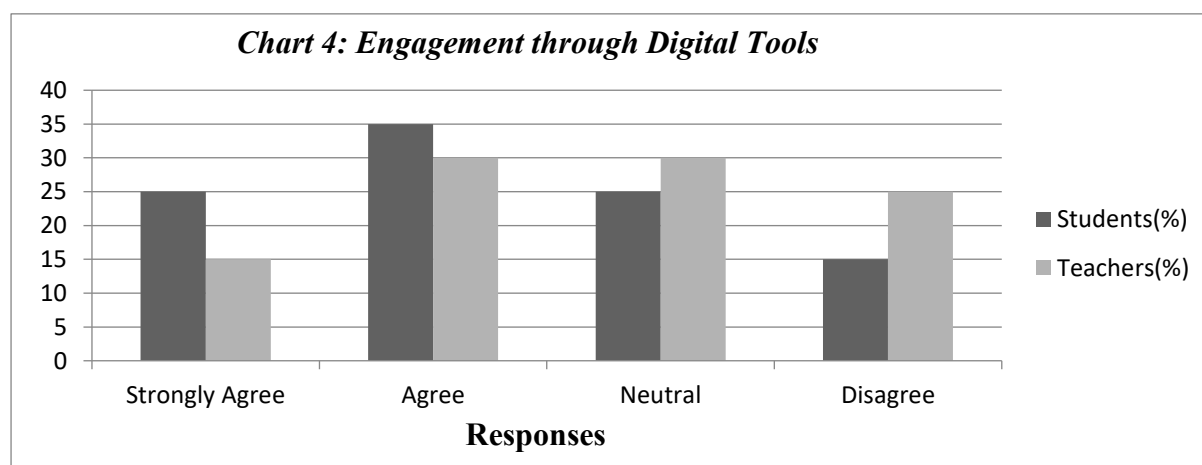
Response	Students (%)	Teachers (%)
Strongly Agree	30	20
Agree	40	35
Neutral	20	25
Disagree	10	20
Strongly Disagree	0	0
Total	100	100

Interpretation: Students show a more positive attitude towards digital education compared to teachers, who remain slightly skeptical.

**Table 4: Engagement through Digital Tools**

Response	Students (%)	Teachers (%)
Strongly Agree	25	15
Agree	35	30
Neutral	25	30
Disagree	15	25
Strongly Disagree	0	0
Total	100	100

Interpretation: Both groups acknowledge improved engagement, but teachers face more difficulty in maintaining student attention.



Interpretation: Both groups acknowledge improved engagement, but teachers face more difficulty in maintaining student attention. This comparison highlights that while students focus on convenience, teachers emphasize effectiveness and quality of education.

Table 5: Challenges in Digital Education

Challenges	Students (%)	Teachers (%)
Internet Issues	35	30
Lack of Devices	20	10
Lack of Interaction	25	40
Technical Skills	20	20
Total	100	100

Interpretation: Students face more infrastructure-related issues, while teachers emphasize lack of interaction as a major concern.

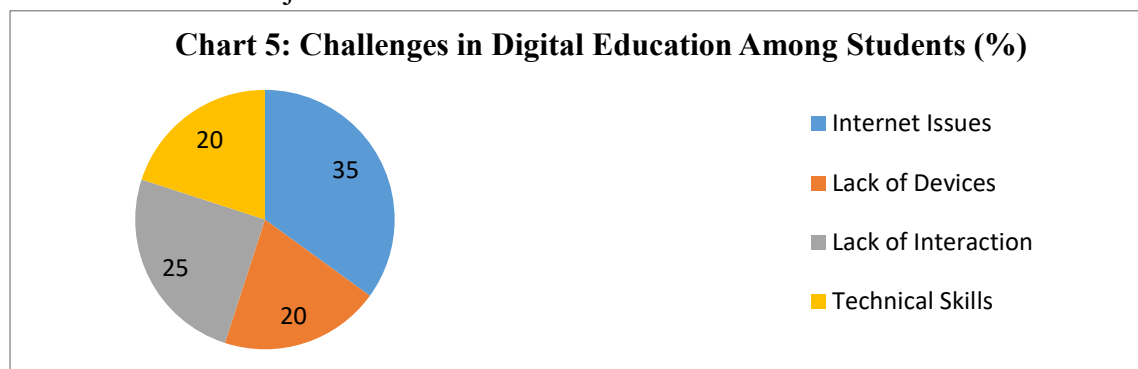
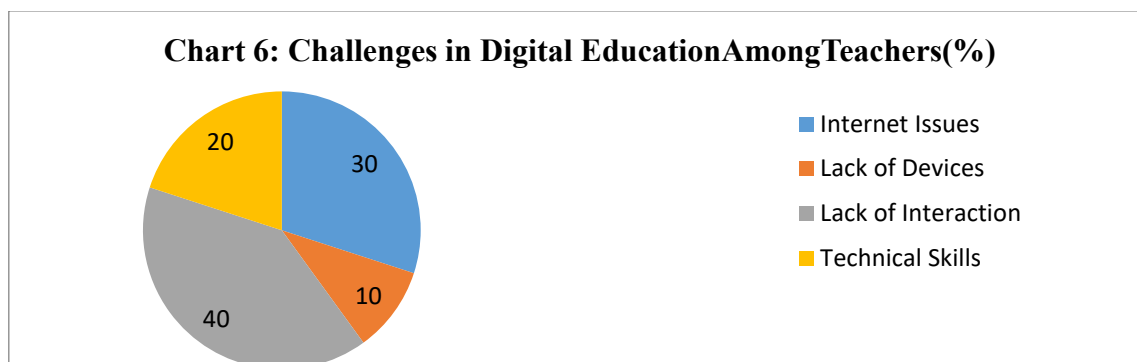
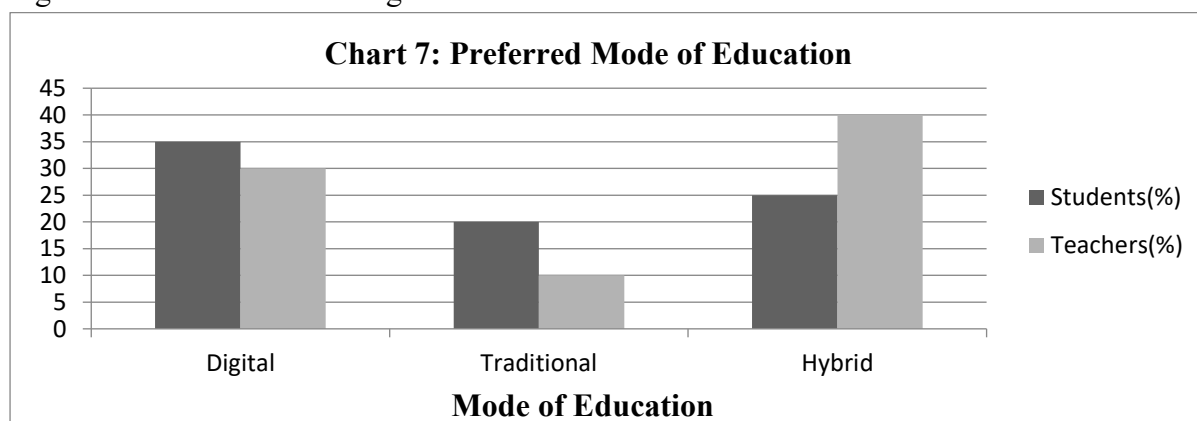


Table 6: Preferred Mode of Education

Mode of Education	Students (%)	Teachers (%)
Digital	25	15
Traditional	30	35
Hybrid	45	50
Total	100	100



Interpretation: The majority of both students and teachers prefer a **hybrid model**, combining digital and traditional teaching methods.



5. Findings and Discussion

Google Classroom emerged as the most frequently used platform. A majority of respondents used digital tools daily. Students reported greater acceptance of digital education because of flexibility and access to resources. Teachers appreciated technological support but highlighted

challenges related to engagement, assessment integrity, and increased workload. Both groups preferred hybrid learning over purely traditional or fully digital models. Summary of Major Findings are:-

- Google Classroom is the most widely used platform.
- Daily use of digital tools is common.
- Students are more positive toward digital learning.
- Teachers face engagement and assessment challenges.
- Hybrid learning is the preferred mode of education.

6. Challenges in Technology-Driven Higher Education

Major challenges include poor internet connectivity, unequal access to devices, limited interaction, insufficient digital skills, and concerns regarding data privacy and security. Students mainly face infrastructure-related barriers, whereas teachers emphasize reduced interaction.

7. Opportunities and Future Trends

Technology expands access to education, supports personalized learning, promotes digital literacy, and enables innovative teaching methods. Future trends include AI-enabled learning systems, hybrid learning models, and immersive technologies such as virtual and augmented reality.

8. Recommendations

Institutions should strengthen digital infrastructure, provide regular training programs, adopt blended learning models, improve student engagement through interactive tools, and develop innovative assessment mechanisms.

9. Conclusion

Technology-driven higher education offers significant opportunities to improve accessibility and learning outcomes. However, successful implementation requires addressing infrastructure gaps, digital literacy concerns, and engagement challenges. A balanced hybrid approach can create a more inclusive and effective higher education system.

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About SLU College

Shree Lalshankar Umiyashankar Arts and Harivadan & Padmaben Thakore Commerce College for Women, which was established in 1920 as an endeavour of Gujarat Stree Kelvani Mandal, has the proud privilege of being the first women's college in Ahmedabad. The college is recognised under Section 2 (f) and 12 (b) of UGC Act 17th June, 1972. The college runs various programmes in affiliation with Gujarat University such as - B.A., B.Com., and M.Com. The BS-BBA programme was added from the academic year 2025-2026. The college also runs several add-on programmes like Fashion Design and Computer Courses at the ICTC centre located at the SLU Campus.

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