

PERCEPTION OF TEACHERS TOWARDS DIGITAL LEARNING

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1.1 INTRODUCTION

Digital Technology has undergone an enormous change in the higher education system. It helps to improving the quality of education. College teachers view digital learning as flexible and beneficial for students engagement. They also believe that digital learning as a powerful tool that enhances instructional delivery and broadens access to academic resources. Digital Technology has made it easier for college teachers to impart knowledge and for students to acquire it. The use of Digital technology has made the process of teaching and learning more convenient manner. Students now experience personalised learning, enhanced engagement and access to more educational resources through digital Technology. The College teachers' gain from better teaching resources, which improve their techniques and students' learning outcomes. However, challenges still need to be addressed. The education sector faces many difficulties due to technological upgradation. This study attempts to analyse the perception of college teachers towards digital learning.

1.2 IMPACT OF DIGITAL LEARNING ON TEACHING ROLES AND PRACTICES

The educational landscape has been altered by digital learning. The college teachers also express concerns regarding the rapid adoption of digital learning. The shift from traditional classroom teaching to online and blended modes has altered the role of teachers from content providers to learning facilitators. The use of videos, simulations, online quizzes and discussion forums helps cater to diverse learning styles and improves conceptual understanding. Digital learning also supports collaborative learning by enabling group discussions, peer interaction and knowledge sharing through online platforms. However, this transition has posed challenges due to limited training, lack of technical expertise, and insufficient institutional support. College teachers often face difficulties such as poor internet connectivity and limited access to digital devices. Some teachers are also opined that

maintaining student interaction, reduces face-to-face interaction, monitoring learning outcomes, and adapting assessment methods in digital environments. Additionally, issues such as technical constraints, increased workload, and reduced personal interaction with students affect teachers' perceptions of digital learning.

1.3 STATEMENT OF THE PROBLEM

The rapid adoption of digital learning technologies in higher education has transformed teaching–learning processes and redefined the role of college teachers. While digital learning offers benefits such as flexible instruction, resource accessibility, and innovative pedagogy, its success depends on teachers' perceptions, attitudes, and readiness. Many teachers face challenges including inadequate training, limited technical support, increased workload, and difficulty maintaining student engagement. Factors such as digital competence, institutional infrastructure, and prior teaching experience influence teachers' use of digital tools. This study aims to examine college teachers' perceptions of digital learning and identify the challenges and opportunities in its adoption.

1.4 OBJECTIVES OF THE STUDY

- To analyse the application of digital learning adopted in colleges for improving the effectiveness of teaching.
- To analyse the Perception of College Teachers towards Digital Learning

1.5 RESEARCH METHODOLOGY

The study is based on primary data and to collect a questionnaire was constructed covering all details in the objectives for the study. The primary data is collected from the colleges in around Virudhunagar District using. 300 respondents is collected by using convenient sampling method. Percentage analysis, Garrett Ranking and Mean Score are used to analyses the data.

1.6 ANALYSIS AND INTERPRETATION OF DATA

1.6.1. Profile of the Respondents

Profiles of the respondents are needed in order to identify role of digital learning in modern education. The information about profile of the respondents like Gender, Age and Years of Experience are displayed in Table.1.

Table 1

Profile of the Respondents

Profile	Category	No. of Respondents	Percentage (%)
Gender	Male	96	32.00
	Female	204	68.00
	Total	300	100.00
Age	Below 25 years	22	7.33
	25 – 35 years	43	14.33
	35- 45 years	105	35.00
	45 – 55 years	59	19.67
	Above 55 years	71	23.67
	Total	300	100.00
Years of Experience	Below 5 years	20	6.67
	5 – 15 years	36	12.00
	15 – 25 years	102	34.00
	Above 25 years	142	47.33
	Total	300	100.00

Source: Primary Data

From the above analysis, it is inferred that out of 300 respondents' majority of 68.00 per cent of the respondents are Female, 35.00 per cent of the respondents are in the age group of above 35-45 years, 47.33 per cent of the respondents are having above 25 years of experience.

1.6.2. Application of Digital Learning

The digital learnings are like online collaboration tools, online video conferencing, E-books and Digital Textbooks, Learning Management Systems, Educational Apps, Smart Boards and Flipped Classroom Tools. In order to analyse the application of digital learning used by college teachers, the Mean Score is calculated and presented in Table 2.

Table 2

Application of Digital Learning

S.No	Devices/ Technologies	No. of Responses					Mean Score	Rank
		Does not affect (1)	Affects sometimes (2)	Affects many times (3)	Always affect (4)	Total		
1.	Online							

	Collaboration Tools (e.g., Google Workspace, Microsoft Teams)	228 (228)	60 (120)	12 (36)	-	384	VII	228 (228)
2.	Online Video Conferencing (e.g., Google meet / Zoom /Microsoft Teams)	120 (120)	180 (360)	-	-	480	III	120 (120)
3.	E-books and Digital Textbooks	180 (180)	108 (216)	12 (36)	-	432	V	180 (180)
4.	Learning Management Systems (e.g., Moodle, Canvas)	132 (132)	168 (336)	-	-	468	IV	132 (132)
5.	Educational Apps	216 (216)	60 (120)	24 (72)	-	408	VI	216 (216)
6.	Smart Boards - Interactive Classroom Boards	108 (108)	180 (360)	12 (36)	-	504	I	108 (108)
7.	Projectors	120 (120)	168 (336)	12 (36)	-	492	II	120 (120)
8.	Flipped Classroom Tools	228 (228)	72 (144)	-	-	372	VIII	228 (228)

Source: Primary Data

(Does not affect - 1 points, Affect sometimes - 2 points , Affect many times- 3 points, Always affect - 4 points)

From the above Table 2 depicts that, “Smart Boards - Interactive Classroom Boards” got first rank with the mean score of 1.68, “Projectors” got second rank with the mean score of 1.64, “Online Video Conferencing (e.g., Google meet / Zoom /Microsoft Teams)” secured third rank with the mean score of 1.60, “Learning Management Systems (e.g., Moodle, Canvas)” got fourth rank with the mean score of 1.56, “E-books and Digital Textbooks” got fifth rank with the mean score of 1.44, “Educational Apps” got sixth rank with the mean score of 1.36, “Online Collaboration Tools (e.g., Google Workspace, Microsoft Teams)” got seventh rank with the mean score of 1.28, “Flipped Classroom Tools” got eighth rank with the mean score value of 1.24.

1.6.3 Benefits of Digital Learning for Improving the Effectiveness of Teaching

The opportunities to explore new learning applications and platforms during the class, which helped them to develop new skills and capabilities accelerating their growth trajectory. Digital learning helps to improving the effectiveness of teaching and has helped students to become independent learners before they make their way into the real world. In order to analysis the benefits of digital learning for improving the effectiveness of teaching, the mean score is adopted and the results are shown in Table 3.

Table 3

Benefits of Digital Learning for Improving the Effectiveness of Teaching

S. No	Benefits	No. of Responses							Total Score	Mean Score	Rank
		Extremely Satisfied (6)	Very Satisfied (5)	Somewhat satisfied (4)	Somewhat dissatisfied (3)	Very dissatisfied (2)	Extremely dissatisfied (1)				
1.	Flexible Teaching Schedule	18 (108)	30 (150)	54 (216)	72 (216)	78 (156)	48 (48)	894	2.98	VI	
2.	Able to access to a Wider Range of Learning Resources	42 (252)	60 (300)	48 (192)	42 (126)	36 (72)	72 (72)	1014	3.38	IV	
3.	Access to Diverse Teaching Tools	84 (504)	66 (330)	60 (240)	30 (90)	24 (48)	36 (36)	1248	4.16	I	
4.	Offers personalized Learning Opportunities for the students	60 (360)	66 (330)	48 (192)	48 (144)	36 (72)	42 (42)	1140	3.80	II	
5.	Automated Assessment &	42 (252)	42 (210)	48 (192)	48 (144)	42 (84)	78 (78)	960	3.20	V	

	Feedback									
6.	Skill Development	54 (324)	36 (180)	42 (168)	60 (180)	84 (168)	24 (24)	104 4	3.4 8	III

Source: Calculated Data

From the above Table 3 stated that " Access to Diverse Teaching Tools " ranked highest with a mean score of 4.16, followed by " Offers personalized Learning Opportunities for the students " with a mean score of 3.80, "Skill Development" with a mean score of 3.48, and " Able to access to a Wider Range of Learning Resources " with a mean score of 3.38, " Automated Assessment & Feedback " has got the fifth place with a mean score value of 3.20, while " Flexible Teaching Schedule" comes in the sixth place with a mean score of 2.98.

1.7 Conclusion

Digital learning definitely improves the quality of education. Digital learning tools enhances teachers’ digital literacy and pedagogical skills. It Saves time in lesson delivery, grading, and resource management. But the college teachers hesitate to adopt digital learning due to lack of skill, lack of interaction, increased work load and resistance to change. Their acceptance and effective use of digital learning largely depend on proper training, availability of infrastructure and continuous technical support from institutions.

1.8 References

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