

## **Impacts of Technology Used on Students of South Eastern University of Sri Lanka.**

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### **ABSTRACT**

*Technology has highly remolded the traditional education system. Students have access to endless data and information from the ocean of sources called the Internet with high speed and reliability. They can perform various calculations, analyze information, visualize educational data and information and can even conduct live classes through various media software. Even though the Internet has many profitable attributes, there are few unprofitable aspects as well. Because of contemporary trends in online gaming, students are becoming increasingly more addicted towards their electronic gadgets, which are slowing down their studies. This paper examines the impact of technology on a student. A survey questionnaire was distributed online to University students through their emails at the South Eastern University of Sri Lanka. The analysis of the survey was processed through Google form. The survey concluded the effects of technology as undergraduate students are more prone to spending above 90% of their time on their smart phones utilizing the internet facilities mainly from home in the pandemic situation.*

**Keywords:** *Education, Students, social media, South Eastern University of Sri Lanka, Technology effects*

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### **1. Introduction**

Today's adults are growing up in a time where technology is implementing their life cycle. Additionally, cell phones, computers, tablets, free Wi-Fi, gaming systems, and electronic-based toys are all the rage in today's society. Education is transformed by emerging technology (Kariapper, Nafrees, Razeeth, & Pirapuraj, 2020). Students can get data and information according to their needs with high speed and reliability. Universities are providing online degree programs. There are many educational tools for teachers on the Internet to use. Online learning, also known as electronic learning (E-Learning), is a central aspect in learning that converts conventional instructional forms into a new style that converts in-person or physical learning into a virtual approach to learning, in which teachers or students are not required to be available at any time, but learning resources are accessible 24 hours a day, seven days a week

in the video, audio, or other file formats (Nafrees, Roshan, Baanu, Nihma, & Shibly, 2020).

In this Research data was collected from south eastern university in Sri Lanka students to determine the impact of educational technology on SEUSL student's life cycle. Even in academic settings or in settings where studying is taking place, students also divide their attention among various social media sources. The study found that university students frequently searched for content not related to courses, used Facebook, corresponded by WhatsApp (Roshan, Nafrees, Rija, & Kariapper, 2019), talked on their cell phones, found that students who used Facebook during a lecture scored significantly lower on tests on lecture material than those who were only allowed to manually take notes. This lack of focus of university students showed a negative impact on academic grades in their procedures. Most SEUSL students take advantages and disadvantages of technology so it impacts on their life.

## **2. Literature Review**

Technology is most popular in universities; therefor students are relying too heavily on technology (Nafrees & Roshan, 2018). While technology can be a great tool, are students ready to problem solve technology related issues? The advancement in technology has led to the exploitation of resources so as to achieve the utmost knowledge. Technology in education, meaning accession to digital tools like laptops, mobile phones plays a major role in a student's life (Chowdhry, Sieler, & Alwis, 2014).

Performing in e-learning necessitates the use of material such as a smart device, network connection, as well as connection quality, among other things, but conventional teaching processes do not provide this material for higher education students to pursue their course. And, in this case, the old approach outperforms the cost of network connection, operation, and other expenses (A C Mohamed Nafrees, 2021; Abdul Cader Mohamed Nafrees & Rahfath Aara, 2021; Razeeth et al., 2019; Thaila, Rumana, Kaldeen, & Mohamed Nafrees, 2021).

However, many studies and Meta-analysis are done that shows both positive and negative effects of technology in Education and also the results of digital tools on the students. According Meta-Analysis found that 500 students based on computer instructions to determine the process of education in need to understand about the student's interest, their needs, and their pre- existing knowledge. Finally he found positive and negative result; that

was 64 percentile achievements in tests for the students who used computer based instructions as equate to the students who scored 50 percentile without computers. Also the students with computer based instructions evolve with more optimistic behavior along with more learning power in very less time (Tomar, 2019). Also, few studies confirmed that digital tools must be checked with student to study the students' perspective to gain the student awareness and expectations towards e-learning (Kariapper, Pirapuraj, Suhail Razeeth, Nafrees, & Fathima Roshan, 2021; Abdul Cader Mohamed Nafrees, 2022).

Information technology affects the achievement of students, their interactions with educators in enhancing the learning environment and reached to the conclusion of positive results. Students with technology (computer based instructions) achieved more in all subject areas, positive attitude to learning and their self-concept become clearer (Tomar, 2019). There are so many great potential for learning in students, their thoughts, ideas, representation. This is s type of collaboration which takes into account the public schools, universities, research institutions. Apple computer where students and teachers are allowed to access the wide range of tools and technology, software programs (Tomar, 2019). When they have an access to technology in a better way. The coordination among students, involvement of students with teachers, motivation has been improved remarkably (Carstens et al., 2021).

When the epidemic first broke out, SEUSL began to transition to an entirely online-based teaching and learning process, using a VLE and various training technologies based on instructor and understudy comfort. Regardless of the fact that this method of learning has both positive and negative outcomes, such as the ability to learn wherever, anytime, and with simple materials, there is no quick response from teachers, less staff and understudies blockage, and it is difficult to focus on online learning whereas remaining at home alone (Nafrees, Roshan, Nuzla Baanu, et al., 2020).

### **3. Methods and Materials**

The research aimed to discover how impact mobile phones and technology devices on SEUSL students .and to develop an understanding of why they use their cellular phone and technology devices in this way. Since Students interest in practising interactive and social activities grows gradually from the early adolescence to the young adulthood and they use their cell phone radically different from adult users we will question: how competent are adolescents in using mobile phone devices and what is the symbolic meaning associated with their consumption of

mobile phone through different periods of life? And how does the symbolic dimension evolve through these age ranges? France Telecom has identified the need of understanding the meaning and the symbolic consumption of the mobile phone and its services in a social context. So students want to get advantages of mobile phones and other devices

A topic guide was used, developed from the literature review and covering the main themes. During each interview the interviewer adopted an active listening approach reacting and responding to the particular issues raised. The interview guide was divided in two parts, with two different approaches. During the first part, our objective was to obtain an in-depth knowledge about mobile phone, other devices and its different uses. Actually, regarding its uses, we kept in mind the importance of questioning our interviewees about functional usage as well as entertainment and social ones. In second part, projective techniques were used in an attempt to prompt the participant into injecting their feeling into the situation. For data analysis a systematic coding via content analysis was used. This scheme was expanded as the analysis progressed, with emergent concepts coded and included.

#### **Methods used to collect data and information:**

The Survey was conducted through an online portal called Google forms in which students belonging to university and others. This online survey began on 5 June 2022 to resulting into some responses.

#### **Rationale**

Our rationale for accepting the invitation to conduct this research was related to our interest in how the adoption of emergent technologies supports learning and other activities.

#### **Data Sources**

Upon meeting with the students and lecturers at the onset of this research, each agreed to various forms of data collection.

Each form of data helped to uncover how the social (teacher and lecturers attitudes, beliefs, knowledge, skills, values and needs) and technical (use of tools to do work and to communicate) converged to identify the emergent participation structures.

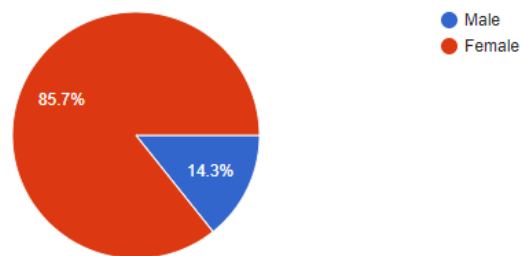
#### **The main goals of this research are:**

- How students evaluate the use of technology in education?
- How have technological advances affected our life?
- How have been learning conditions within University in order to enable the use of technology in learning

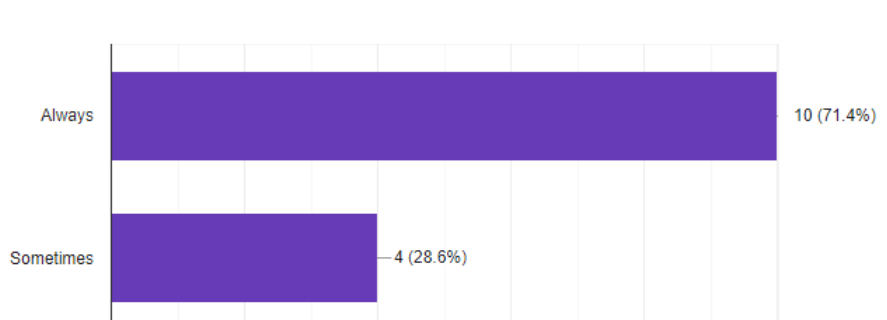
The main purpose of this research the technology has become increasingly more popular in 21st century, there is a concern that students are relying too heavily on technology. While technology can be a great tool, are students prepared to problem solve technology related issues and students want to take advantages of technology and avoid disadvantages.

**4. Results and Discussion**

We have done a questionnaire on student use of technology, which was distributed online through their emails to students at the (South Eastern University of Sri Lanka). The data obtained from 900 instances were observed in which a total count of 13 attributes was considered, like their daily use of technology, gender, level of technology affect, frequently used technology devices, life without technology, technology use time limits, access to the Internet through, device for internet use, if they use the internet and have an account on a social media. These data were analyzed using GOOGLE FORM.



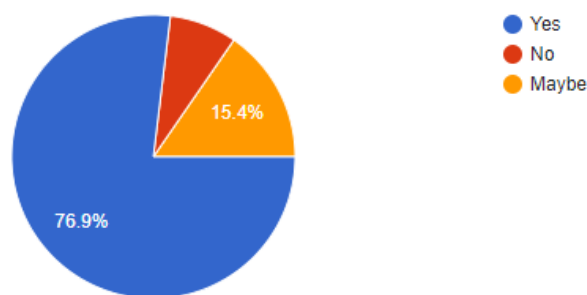
**FIG 1: GENDER**



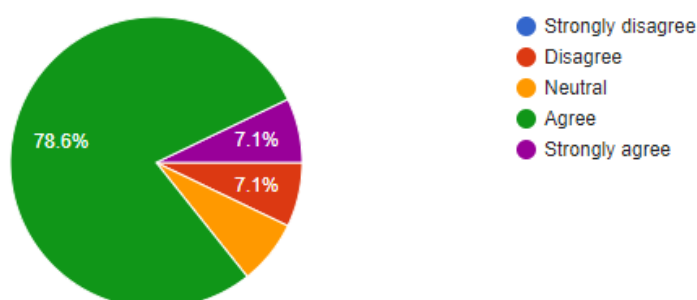
**FIG 2: USE OF TECHNOLOGY DEVICES**



**FIG 3: STATUS OF TODAY'S TECHNOLOGY.**



**FIG 4: HELP OF TECHNOLOGY TO PLAN THE SESSION**



**FIG 5: STUDENTS TAKE DISADVANTAGES OF TECHNOLOGY**

So, it can be stated that technology has directly or indirectly made a huge impact socially and digitally on university student's lives through any possible devices or gadgets and accessing social networking sites regularly through broadband connections. It stated that 85.7% of female students are using technology. And using technology is always the choice of 71.4% students. Only 28.6% of students state that they use technology sometimes. So, we can expect the greatest impact of technology there. Although today's technology is very excellent, advantages and disadvantages are unavoidable. Students are using technological devices for their study programs, and to plan their own studies. 85.7% of students use technology in the right way. Pardon 14.3% of students doesn't know whether they are using technology the right way or the wrong way. Most of the students use technological devices to achieve their objectives, but 21.4% of students state that they are neutral about that. At the same time, 78.6% of students agree that most of them take advantage of technology. And they use social media the most. Like WhatsApp, Facebook. It kills students' time by entertaining them. They also use Zoom, Microsoft Teams, and VLE platforms, but not as much as social media. Use technology in their daily lives for more than 6 hours. And they are giving private data a lot. That loses their privacy. And 100% of students are afraid of technology in the future. Finally, they state that they can't live without technology. However, the technological advantages and disadvantages are unavoidable.

## 5. Conclusion

Today's youngsters are growing up in an era when technology is always available to them. Children's attention is piqued by the burgeoning universe of social media applications and websites. Furthermore, in today's world, mobile phones, gaming systems, laptops, tablets, free Wi-Fi, and electronic-based toys are all the rage. Technology has become a competing fad for students as they grow (Mastrodicasa & Metellus, 2013). When we come to SEUSL, the technology impacts on students are shown in various parts.

The results of this case show that there are many positive and negative aspects to using technology in universities. Despite a review of the findings, the technology had more positive effects than negative effects. In some areas, students felt they could use more support, but felt that using technology in the lecture hall could increase student motivation and engagement. In the future, implementing technology in the lecture halls will make them more comfortable with technology integration. Educators also believe that students need to be trained more using the technology on offer to encourage greater independence. The researchers believe that more research needs to be done to determine the impact of technology on students.

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