

## **An Analysis of Consumer Perception and Impact of Digital tools In Education Sector**

<sup>1</sup>Sidhant Kumar,<sup>2</sup>Saurabh Sonkar, <sup>3</sup>Ashoke Kumar Sarkar

<sup>1</sup>School of Management Sciences, Central University of Jharkhand, India  
[Sidhant.19100201003@cuja.ac.in](mailto:Sidhant.19100201003@cuja.ac.in)

<sup>2</sup>School of Management Sciences, Central University of Jharkhand, India  
E-mail: [sonkarsaurabh23@gmail.com](mailto:sonkarsaurabh23@gmail.com)

<sup>3</sup>School of Management Sciences, Central University of Jharkhand, India  
[ashoke.sarkar@cuja.ac.in](mailto:ashoke.sarkar@cuja.ac.in)

**Abstract:** The present study was intended to explore the perception, preference and impact of digital Tools in the sector of education. The present study was carried with the help of descriptive research study. 100 respondents were selected. The required data was collected with the help of interview technique. The data was processed with the help of descriptive analysis. In pursuance to same, I researcher have found that maximum respondents were seen with holding the opinion that impact of digital Tools is moderate on education sector. Accordingly, maximum respondents were seen with holding moderate and high perception towards digital tools. In addition to this, maximum respondents were seen respondents were reported with giving preference to Facebook for digital Tools.

**Key words:** Consumers Perception, Digital Tools, Educational Sector.

**1.1 : INTRODUCTION:** The present age is the age of science and technology. Besides, we are entering a globalized world in which physical transactions have been replaced by digital ones and traditional tools has been replaced by digital Tools. It is a vast open space devoid of boundaries; statistics reveal that in 2018, people spent around 200 minutes per day on their mobile phones; by 2020, people will spend approximately 300 minutes (5 hours) per day on their mobile phones; the attention span of customers has decreased from 16 seconds ten years ago to 8 seconds today; we can no longer retain the customer's attention for more than 8 seconds. Today, 80% of customers choose to watch video over reading, owing to the music, motion, and vision effects. The figures for digital advertising are likely to continue to grow at a rapid pace. Newspaper advertising, on the other hand, will expand slowly. Newspapers are increasingly being converted to digital format. Digital Tools is a consumer-driven approach that is laser-focused on precisely targeting the right audience. When we discuss traditional Tools, we cannot quantify the effects; conversion is sluggish, difficult, and costly. Digital tools is quantifiable, has a high conversion rate since it is targeted at a specific audience, is dynamic and receives feedback quickly. If a firm chooses traditional media, it will incur significant costs for full Bangalore coverage and its reach will also be limited to non-target audiences. Digital Tools is a cost-effective way to target a certain subset of the population. Educational institutions can leverage the power of social media through digital Tools. Numerous social media platforms can be used to spread the word to a global audience. This information can be presented visually as well as verbally. The presence of this material on social networking sites plays a significant role in influencing student's

decision-making processes. One of the primary reasons educational institutions can utilize social media is that 99 percent of the student population has an account on one or more social networking websites. Education is one of the fastest expanding sectors in India, with a very high rate of growth. India is a global education powerhouse. Numerous venture capitalists, start-ups, and large business tycoons are joining the education sector, creating intense competition. As a result, there is a high demand for digital Tools specialists in the education sector.

**1.2 : Literature Review:** In pursuance to same, Jain, A. J. (2019) argued that the demographic factors like age, income, locality and type of professional is responsible for the pattern and purposed of investment. The same studies has been conducted by different researchers at national and international level like; the research studies conducted by; Yawer, A. (2019), Kabra, G, Mishra, P. K. and Das M. K. (2010), Ajmi J. A. (2008), Deepa Mangala and R.K. Mittal (2005, Ranganathan K. (2006), Mittal M. and A. Dhade (2007), Decourt (2007), Saravana Kumar (2010), Neeraj, M. and Sanjeev, S. (2009), Krishnamoorthi, C. (2009), Narayanan, L. (2011), Mittal, M. and Vyas, R. K. (2007), Soumya Saha and Munmun Day (2011), Jain, A. K. (2015), Sahil, A. S. (2010), Kim, U. L. (2012), Sulatan, A. T. (2018), Kaneko H. (2014), Chandra, A. K. (2018) and Epstein (1994).

**1.3 : Research Gap:** The results reported in these research studies are diversified. Besides, in the selected are least research studies has been conducted. Keeping the same research gap under consideration I have explored the below itemized research problem.

**1.4 :Objective :** The objective behind study is analyzed as under:

- 1) To explore the impact digital tools in educational sector.
- 2) To analyses the perception of consumers towards digital tools practices.
- 3) To explore the applicability preferences of digital tools of stakeholders.

**1.5 : Research Question:**

- 1). What kind of impact digital tools is having on educational sector?
- 2). What kind of perception respondents hold towards digital Tools in educational sector?
- 3). What kind applicability preferences respondents hold towards digital Tools?

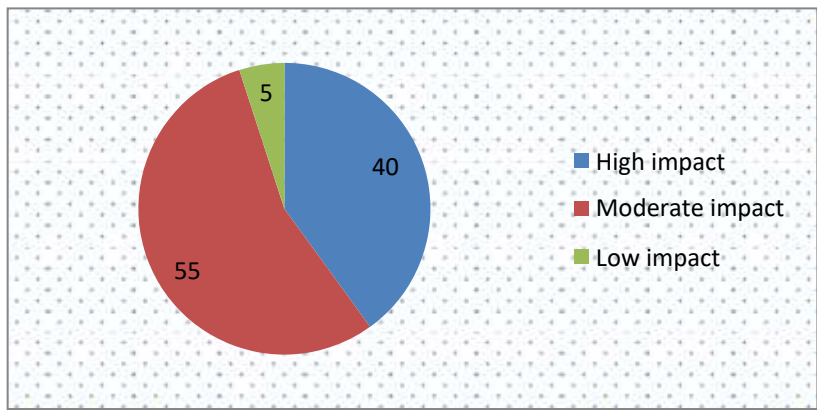
**1.6 : Methodology and procedure:** Current study was carried with the help of descriptive survey method. Accordingly, below mentioned procedure has been reported:

❖ **Tools used:** In the present study I have done interview method.

❖ **Sample:** The sample for the present study was 100 youth were selected from delimited areas of Ranchi district Jharkhand.

**1.7 : Analysis and interpretation of The Data:** The data has been analyzed with the help of descriptive and comparative analysis. The detailed analysis and interpretation is reported as under:

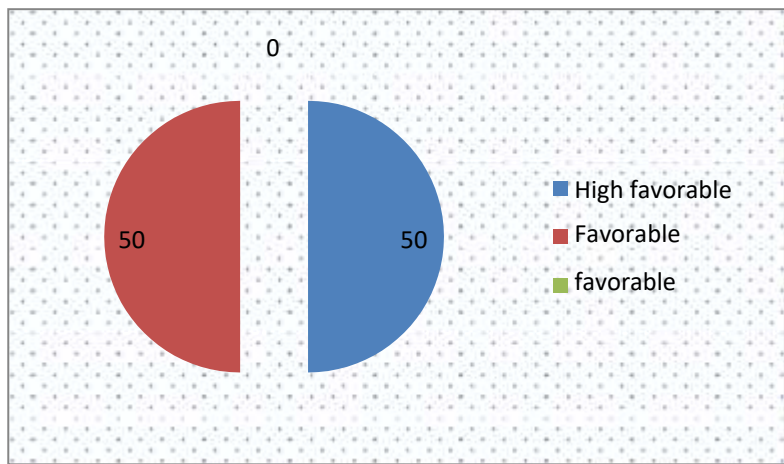
**Table 1.1: Showing the perception of the stakeholders towards the impact of digital Tools on educational sector.**



**1.1: Displaying graphical representation of the stakeholders towards the impact of digital Tools on educational sector.**

**Discussion:** The results reported in the above table gives information about the frequency and percent wise distribution of respondents on the basis of their perception towards the impact of digital Tools on educational sector. The results reveal that 40% (F=40) were seen with holding high perception towards impact of digital Tools on education sector. 40% (F=40) were seen with holding high perception towards impact of digital Tools on education sector. Accordingly, it has been seen that 55% (F=55) were seen with holding moderate perception towards impact of digital Tools on education sector. In pursuance to same, 5% (F=5) were seen with holding moderate perception towards impact of digital Tools on education sector.

**Table 1.2: Showing the perception of the stakeholders towards the impact of digital Tools on educational sector.**



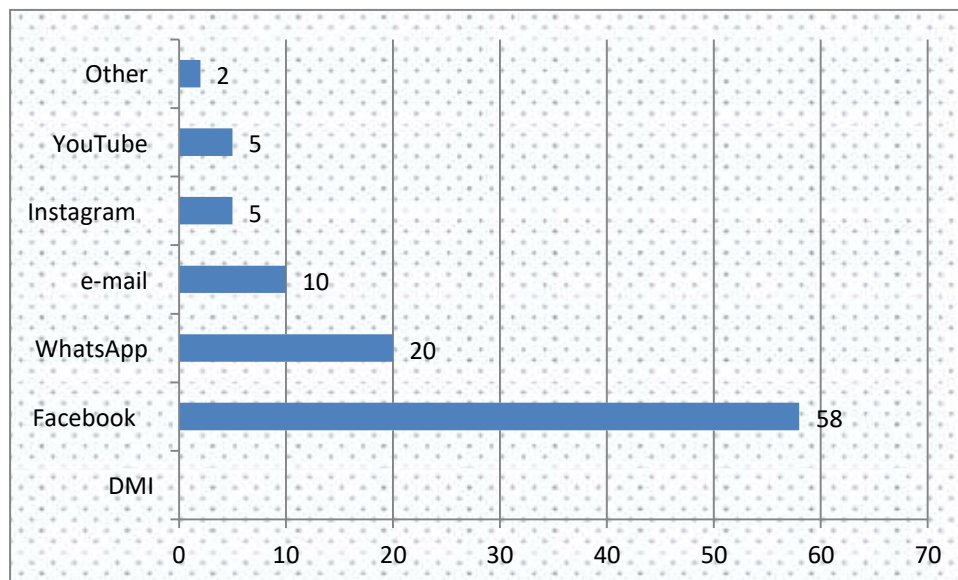
**Fig. 1.2: Displaying graphical representation of the stakeholders towards their perception the impact of digital Tools on educational sector.**

**Discussion:** The results reported in the above table gives information about the frequency and percent wise distribution of respondents on the basis of their perception towards the towards their perception the impact of digital Tools on educational sector. The results reveal that 50% (F=50) respondents were seen with holding high favorable attitude towards digital Tools on education sector. 50% (F=50) were

seen with holding favorable attitude towards impact of digital Tools on education sector. Accordingly, it has been seen that 0.00% (F=00) were seen with holding unfavorable towards impact of digital Tools.

On education sector. Thus, from the above favorable attitude towards considering the impact of digital Tools on educational sector.

**Table 1.3: Showing the preference of the stakeholders towards the applicability of digital Tools on educational sector.**



**Fig. 1.3: Showing the graphical representation on preference of the stakeholders towards the applicability of digital Tools on educational sector.**

**Discussion:** The results reported in the above table gives information about the frequency and percent wise distribution of respondents the preference of the stakeholders towards the applicability of digital Tools on educational sector. The results reveal that 58.00% (F=58) respondents were reported with giving preference to Facebook for digital Tools. 20.00% (F=20) respondents were reported with giving preference to WhatsApp for digital Tools. 10.00% (F=10.00) respondents were reported with giving preference to e-mail for digital Tools. Whereas, 5.00% (F=5.00) respondents were reported with giving preference to Instagram for digital Tools. In pursuance to same it was found that 5.00% (F=5.00) respondents were reported with giving preference to YouTube for digital Tools. Only 0.00% (F=0.00) respondents were reported with giving preference to other options for digital Tools.

**1.8 : Conclusion:** The present study was intended to explore the perception, preference and impact of digital Tools in the sector of education. In pursuance to same, I have found that maximum respondents were seen with holding the opinion that impact of digital Tools is moderate on education sector. Accordingly, maximum respondents were seen with holding moderate and high perception towards digital Tools. In addition to this, maximum respondents were seen respondents were reported with giving preference to Facebook for digital Tools.

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