

## **A CRITICAL REFLECTION ON THE IMPACT AND THE ROLE OF EDUCATION IN TECHNOLOGY**

**1. SAJI UTHUPPAN, 2. Dr.Awdesh Kumar Yadav, 3. Dr.X.Charles**

**YBN, Ranchi University**

---

### **Abstract:**

Technology has evolved at an increasing pace over the decades. This advancement in technology has compelled organizations to include technology as a key component in their strategy. The proliferation of information technology tools which aimed at making decision-making more efficient and faster has also impacted the role intuition that plays in an organization. Intuition was once a core part of decision making, however, with the ease of access to information on demand, organizations have begun to shift to become more data-centric in decision making. This is largely due to the inconsistency in defining intuition and the difficulty in measuring it. Furthermore, understanding the role of information technology and its influences is a challenge due to a misunderstanding of where information technology actually fits.

Keywords: Technology, Advancement of Technology, Information Technology, Technology in Higher Education, Role of Education.

### **INTRODUCTION:**

The study aims to establish a link between the advancement of information technology and its associated impact on human intuition. These resulting themes provide keen insight into how information technology has influenced the emerging workforce, priming individuals to be more analytical. Individuals are being shaped

by the dynamics of an organization to be more collaborative and data-driven by nature, hence, are conducive of analytical skills.

The technological age has opened a bright horizon for education, offering a panoply of tools in which instruction can be improved. In particular, the computer revolution has made possible greater access to learning and the opportunity of teaching large numbers of students in ways that allow individual progress toward goals, given the need the alternative learning styles and individual rates.

The resulting lag between technological invention and its general acceptance in public schools may indicate indifference or lack of teacher acceptance, or it may represent a cautious, conservative approach to the use of technology. Yet, in education, the new technology frequently lacks integration in most school curricula even though it offers exciting prospects.

It was observed when society finds itself inextricably intertwined with technology. But education has been slowed down to keep up with the new technology and many teachers have not yet embraced it in their daily teaching. As technology outdistances education in periods of rapid technological advancement, the gap between technological inventions and teacher utilization becomes all the more noticeable. However, while advances in technology significantly reduce the use of intuition in the workplace, it will always retain some standing as long as people are involved because information technology alone cannot produce results; human beings need to be the guiding force enabled by it.

While technology and information technology specifically have progressed at a rapid rate, assessing their impact on how intuition is used within an organization has no solid empirical foundation. The key premise behind information technology is its ability to improve decision-making by providing access to more information. This

method would provide a rich account, which provides extensive insight into the impact itself.

The lack of research in both information technology and intuition also justifies the exploratory approach; the findings present a foundation for a better understanding of the true impact information technology is having not only on profits but on humans themselves.

## **THE ROLE OF EDUCATION: A POWERFUL MEANS OF DEVELOPMENT**

The role of education in technology use and adoption also contributes to the literature on the non-market impacts of education. The use and adoption of new technologies by firms and workers constitutes a critical component of the process of technological diffusion and advancement. In the price of Inequality while higher education cannot guarantee social success for students from poor backgrounds, in terms of social averages it continues to make a difference. Higher education provides better odds of social protection, as Martin Trow stated, even when it cannot always provide the leap upwards in society. The creation and diffusion of new and more advanced knowledge and technologies have long been recognized as a major contributor to productivity and economic growth. As developed countries shift toward knowledge-based economic activities, information, technology, and learning play an increasingly important role.

In September 2015, heads of state and government representatives from around the world committed to a new sustainable development agenda in the form of 17 Sustainable Development Goals. The 2030 Agenda for Sustainable Development, envisions an important role for education within the agenda, both as an end and a powerful means of development. Within the dominant development discourse as a

whole, however, education has been – and continues to be simultaneously under-appreciated in terms of the contribution it can make to other aspects of development, and over emphasized in its role as an instrument of development when it does make it into the agenda.

The Role of Education in enabling the sustainable development agenda, IISA researchers explore these tensions through an extensive, critical review of literature from a range of disciplines, arguing that the capability to be educated is, in and of itself, important freedom and consequently, a fundamental aspect of human and planetary wellbeing.

### **ENABLING PHYSICAL, MENTAL, AND SOCIO, EMOTIONAL WELLBEING**

There is a symbolic relationship between education and other development sectors closely connected with wellbeing. Education is subsequently ‘demoted’ in agendas, even though researchers have found that improved educational attainment tends to lead to longer, healthier lives, and the target populations of development continue to prioritize it, often ahead of other sectors. In addition, the training of health and nutrition specialists, scientists, and many other sector-specific professionals who will be required to support the achievement of the sustainable development agenda is often not recognized as ‘education’, but is more commonly referred to as ‘capacity building’.

Changes in our way of life are significantly linked to effective learning for sustainability and the meaning derived from it, and furthermore for inspiring learners to take action because that action contributes to improving sustainability, not just learning for the sake of it. Additionally, learning is considered effective if it can result in immediately useful and tangible outcomes with regard to knowledge,

understanding skills, perceptions, values, etc., and also strengthen the capability and motivation necessary for further learning.

### **EDUCATIONAL TECHNOLOGY: ITS IMPACT ON CULTURE**

One of the reasons why the educational technology which tried to penetrate, unmodified, in Latin America has failed, has been the technologists' lack of awareness of the impact that technology has on any culture. The technological fact has been isolated, forgetting that it cannot exist as such without forming part of the social processes in which there is the interaction of human beings themselves. Now is the time to think about educational technology in a critical manner and about its interaction with culture, of which it must form an integral part if it is to have some sort of lasting meaning. Technology is a force that transforms reality, and reality is nature and culture. The impact that technology has on the culture is at the same time disruptive and creative.

Technology, on the other hand, appears as a new reality independent from the integrating values of a culture. It pretends to say that technology itself becomes a culture based on rationality and efficiency. On the other hand, technology gives importance to new values, and willful ethics that deal with the natural laws is substituted by the prospective action which sets its goals beforehand and has the best means to achieve them.

Technology is a force that transforms reality, and reality is nature and culture. The impact that technology has on the culture is at the same time disruptive and creative. Technology, on the other hand, appears as a new reality independent from the integrating values of a culture. It could be said that technology in itself pretends to become a culture based on rationality and efficiency. On the other hand, technology gives rise to new values, examples of which may be the desire for objectivity and

the purely subjective, and willful ethics in which merely adaptive action which aims at coinciding with the natural laws is substituted by the prospective action which sets its goals beforehand and has the best to achieve them.

The impact of technology on culture has shaken those societies in which the historic and economic conditions anticipated technological-industrial development. But it has been more seriously disruptive in those dependent societies whose development is not a response to their own problems but rather the result of the expansion movements of other peoples. These societies instead of having developed through an evolving acceleration process have developed as a result of updating of historic incorporation, and this turned them into the dependent peoples who do not live for themselves but for others.

This impacts of technology on culture those societies in which the historic and economic conditions anticipated the technological-industrial development. But it has been more seriously disruptive in those dependent societies whose development is not a response to their own problems but rather the result of the expansion movements of other peoples. These societies, instead of having developed through an evolving process, have developed as a result of updating of historic incorporation, and this has turned them into dependent peoples who do not live for themselves but for others.

### **A FINAL NOTE**

Finally, it is important to say that, in spite of its enormous potential, the technological alternative is just a partial solution to the complex educational problems which are more of an ideological and political nature than of a technical administrative one. Education is also being strongly influenced by a technological mechanism, according to which wonderful powers are attributed to technology when they do not

exist, or according to which technology is assigned problems it cannot solve by itself. When this happens, technological innovations become only elements imposed on an educational system that remains substantially unmodified, and whose effects, paradoxically, are potentiated by the new technology, which in the end becomes a true factor of underdevelopment.

## REFERENCES

Tikly, Leon. "Education for Sustainable Development in the Postcolonial World: Towards a Transformative Agenda." *Bildung Und Erziehung Im Kontext Globaler Transformationen*, edited by Iris Clemens et al., 1st ed., Verlag Barbara Budrich, 2019, pp. 17–78, <https://doi.org/10.2307/j.ctvm201r8.5>.

Stagg, Adrian, and Carina Bossu. "Educational Policy and Open Educational Practice in Australian Higher Education." *Open Education: International Perspectives in Higher Education*, edited by Patrick Blessinger and TJ Bliss, 1st ed., Open Book Publishers, 2016, pp. 115–36, <http://www.jstor.org/stable/j.ctt1sq5v9n.11>.

International Institute for Applied Systems Analysis (IIASA). *Education and the Sustainable Development Agenda*. International Institute for Applied Systems Analysis (IIASA), 2018, <http://www.jstor.org/stable/resrep24554>.

Beyrouiti, Nouri. "DIGITAL TECHNOLOGY MANAGEMENT AND EDUCATIONAL INNOVATION: THE MARKETABILITY AND EMPLOYABILITY OF THE HIGHER EDUCATION DEGREES." *The Journal of Developing Areas*, vol. 51, no. 1, College of Business, Tennessee State University, 2017, pp. 391–400, <https://www.jstor.org/stable/26415714>.

Pena, Luis Bernardo. "Educational Technology: Its Impact on Culture." *Educational Technology*, vol. 23, no. 2, Educational Technology Publications, Inc., 1983, pp. 17–21, <http://www.jstor.org/stable/44427270>.

Tsui, Lisa. "Effective Strategies to Increase Diversity in STEM Fields: A Review of the Research Literature." *The Journal of Negro Education*, vol. 76, no. 4, Journal of Negro Education, 2007, pp. 555–81, <http://www.jstor.org/stable/40037228>.

Thomas, Matthew. "Environmental Progressivism: A Framework for a Sustainable Higher Education." *Australian Journal of Environmental Education*, vol. 15/16, Cambridge University Press, 1999, pp. 103–09, <http://www.jstor.org/stable/44648497>.

RAMASWAMY, RAMAKRISHNA. "Indian Higher Education in the Digital Age." *Economic and Political Weekly*, vol. 49, no. 25, Economic and Political Weekly, 2014, pp. 27–30, <http://www.jstor.org/stable/24479673>.

Kurland, Norman D. "The Impact of Technology on Education." *Educational Technology*, vol. 8, no. 20, Educational Technology Publications, Inc., 1968, pp. 12–15, <http://www.jstor.org/stable/44422429>.

Ramrathan, Durrel, and Mabutho Sibanda. "THE IMPACT OF INFORMATION TECHNOLOGY ADVANCEMENT ON INTUITION IN ORGANISATIONS: A PHENOMENOLOGICAL APPROACH." *The Journal of Developing Areas*, vol. 51, no. 1, College of Business, Tennessee State University, 2017, pp. 207–21, <https://www.jstor.org/stable/26415704>.

Kearsley, Greg, et al. "The Effectiveness and Impact of Online Learning in Graduate Education." *Educational Technology*, vol. 35, no. 6, Educational Technology Publications, Inc., 1995, pp. 37–42, <http://www.jstor.org/stable/44428305>

Ramrathan, Durrel, and Mabutho Sibanda. "THE IMPACT OF INFORMATION TECHNOLOGY ADVANCEMENT ON INTUITION IN ORGANISATIONS: A PHENOMENOLOGICAL APPROACH." *The Journal of Developing Areas*, vol. 51, no. 1, College of Business, Tennessee State University, 2017, pp. 207–21, <https://www.jstor.org/stable/26415704>.

Leggon, Cheryl B. "The Impact of Science and Technology on African Americans." *Humboldt Journal of Social Relations*, vol. 21, no. 2, Department of Sociology, Humboldt State University, 1995, pp. 35–53, <http://www.jstor.org/stable/23263009>.

McMeen, George R. "The Impact of Technological Change on Education." *Educational Technology*, vol. 26, no. 2, Educational Technology Publications, Inc., 1986, pp. 42–45, <http://www.jstor.org/stable/44425172>.