Thesis Report

on

“Technology-Driven Learning at Daffodil Internationl University”

Prepared By:

Fatema Islam

ID No: 192-11-859

Major:- Accounting

Bachelor of Business Administration

Department of Business Administration

Daffodil International University

Supervised By:

Mr. Md. Arif Hassan

Assistant Professor

Department of Business Administration

Faculty of Business and Entrepreneurship

Daffodil International University

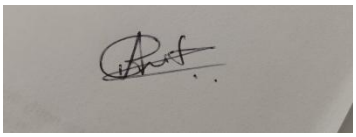
Submission Date: 29.09.2025

Letter of Acceptance

I am pleased to acknowledge the acceptance of the thesis Report titled **"Technology-Driven Learning at Daffodil International University"** prepared by **Fatema Islam, ID 192-11-859** of the Department of Business Administration **(Major in Accounting)** is accepted for defense and presentation.

Your dedication to this research has been evident throughout the process, and I am confident that your findings will make a valuable contributions to understanding and improving technology-driven education.

Fatema Islam has shown good moral character and a respectable identity. I look forward to witnessing your continued success in your future academic and professional activities.



Mr. Md. Arif Hassan

Assistant Professor

Department of Business Administration

Faculty of Business and Entrepreneurship

Daffodil International University

Acknowledgement

With heartfelt gratitude to Allah, whose guidance, strength, and wisdom have enabled me to complete this research report on **"Technology-Driven Learning at Daffodil International University."**

I am sincerely greatful to my supervisor Md. Arif Hassan for his invaluable guidance, support and constructive feedback throughout the research process. His sagacity and encouragement played a vital role in shaping this research.

I would also like to extend my appreciation to the students and faculty members of Daffodil International University who contributed by participating in surveys and interviews providing valuable data and insights that formed the foundation of this research.

Special thanks go to the Department of Business Administration and the university Administration for their support in granting permission and facilitating access to essential resources and participants.

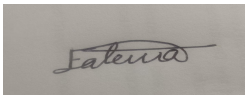
Finally, I am deeply thankful to my family and friends for their continuous support, patience, and encouragement which sustained me throughout this journey.

Declaration

I, Fatema Islam, hereby declare that this thesis report entitled **"Technology-Driven Learning at Daffodil International University"** is entirely my independent work, completed as a partial requirement for the Bachelor of Business Administration Degree at Daffodil International University.

I confirm that this report, in whole or in part, has not been previously submitted to any institution for the award of a degree or diploma. All sources and references used in this report have been properly acknowledged.

I understand that any violation of academic integrity or ethical standards in connection with this declaration may result in disciplinary action in accordance with the university's regulations.



Fatema Islam

ID No: 192-11-859

Bachelor of Business Administration

Department of Business Administration

Daffodil International University

Letter of Transmittal

Date: 29.09.2025

To

Md. Arif Hassan

Assistant Professor

Department of Business Administration

DIU.

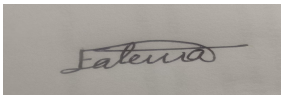
Subject: Submission of my Thesis Report.

Sir,

I am pleased to submit my report titled **"Technology-Driven Learning at Daffodil International University"** as a partial requirement for the fulfillment of my Bachelor of Business Administration degree. This study inspects the integration and effectiveness of technology in improving the learning experience at DIU. The study employs the quantitative research method to provide a comprehensive analysis of how technology supports or challenges academic activities at DIU.

Your guidance and support throughout this research have been irreplaceable, and I look forward to receiving your valuable and constructive feedback.

Sincerely Yours,



Fatema Islam

ID No: 192-11-859

Bachelor of Business Administration

Department of Business Administration

Daffodil International University

Executive summary

The present report, titled **"Technology-Driven Learning at Daffodil International University,"** examines how technology is integrated into the university's educational system and its impact on the learning experience of both students and faculty. The study aims to evaluate the frequency of technology use, the perceived effectiveness of different technological tools, and the challenges faced by users within academic environment.

The research is based on quantitative data collection method which is collected from a structured survey questionnaire. A stratified random sample of students and faculty across various departments was selected to ensure comprehensive coverage of the university's diverse academic environment.

The study's key findings reveal that technology significantly improve the learning experience by providing flexible, accessible, and interactive educational tools. At the same time, challenges such as technical issues and the need for sufficient training were identified. The report concludes offering recommendations for improving technology integration, including better support systems and training programs for both students and faculty.

The insights from this research are intended to guide the university in refining its approach to technology in education,ensuring a more effective and engaging learning environment.

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Chapter-One
Introduction

1.1 Introduction:

In today's rapidly changing educational environment, universities are adopting technology more than ever before to enrich learning experiences and academic developmenmt. The combination of technological tools in higher education has become an essential strategy for preparing students with the skills and knowledges they need to thrive in this digital world. From interactive online platforms to immersive virtual reality applications, universities are utilizing a wide range of technologies to transform teaching and learning practices . This introduction examines the significant role of technology in higher education, highlighting its advantages, challenges, and the potentiality it holds for shaping the future of academic institutions

Sice its establishment, Daffodil International University has always prioritize the integration of technology in education. During the COVID-19 Pendemic challenges, the university effectively holded its technological resources to ensure that student learning remained a top priority.Even now, DIU continues to focus on helping both students and faculty adapt to the efficient and consistent use of technology in their everyday academic activities.

1.2 Origin of the Study:

The thesis report is a fundamental claim to complete the Bachelor of Business Administration(BBA) Program curriculum at Daffodil International University. I effectively completed my internship as a Teaching Assistant from DIU under the guidance of Dr. Tanvir Fittin Abir, Associate Professor of Business Administration Department, DIU.

The name of the topic of my report is “Technology-Driven learning at Daffodil International University” was approved by my academic supervisor Mr. Md.Arif Hasan, Assistant Professor, Department of Business Administration, DIU. I have prepared my report with a sincere direction of my academic supervisor and authoritative directors.

1.3 Objectives of the Study:

The basic objective of this report is to assess the actual and effective use of technology at Daffodil International University. In alignment with the broad objective, the detailed objectives of the study are outlined as follows:

1.To evaluate the role of technology in academic activities by examining how technology supports the teaching, learning or research initiatives and the effectiveness of online learning platforms, digital libraries, and smart classroom setups.

2.To evaluate the role of technology by investigating how technology is utilized in managing student record, admissions and other administrative tasks.

3.To identify the challenges in technology implementation by exploring the barriers faced by students, faculty and stuff in adopting and utilizing technology.

Chapter-2
Literature Review

Literature Review:

Technology has become a central pillar in contemporary higher education, reshaping the ways in which students learn, instructor teach, and universities function. Numerous studies highlight that the integration of digital tools into teaching and learning environments enhances engagement, promotes active participation, and foster essential 21st-century skils including collaboration, problem-solving, and digital literacy.

Technology has made a great impact on education in the 21 st century. Learners use a combination of print, data, video, and voice technology to attain vast amounts of training and degrees. Technology is used in two instructional categories: synchronous and asynchronous (Diaz and Cartnal, 1999).

Globally, the adoption of Learning Management Systems (LMS) such as Moodle, Blackboard, and Canvas has reshaped course delivery, enabling blended and fully online learning. Bates (2015) argues that technology-driven learning not only supplements traditional teaching but also facilitates flexible, personalized education. During the COVID-19 pandemic, online platforms became essential, accelerating digital transformation in higher education worldwide (Dhawan, 2020).

In order to determine how effective online learning is, it is necessary to comprehened how students perceive it. Research has shown how student views, both positive and negative, affect online learning. Numerous studies show that students' opinions of online learning are significantly influenced by the instructor's interactions with them. “The effectiveness of online learning depends largely on the extent to which students are engaged with the instructor, the content, and their peers.” (Alom et al., 2023).

Daffodil International University (DIU) has been recognized as a frontrunner in technology-driven education in Bangladesh. Its One Student–One Laptop initiative is unique in reducing the digital divide among students, while its Blended Learning Center (BLC) provides a structured digital platform for online and blended education (Haque, 2020). DIU also invests in innovation labs, AR/VR facilities, and cloud-based systems to support flexible learning and research. Previous research indicates that students at DIU perceive these technological tools as beneficial but sometimes face challenges in usability and consistent faculty integration (Islam & Sultana, 2022).

In general, the literature shows up that technology is now a crucisl element for higher education. Daffodil International University(DIU) has already implemented different important steps by introducing various digital tools, and with continued advancement it has the potential to reach or even exceed other private universities in Bangladesh. This creates strong opportunities for DIU to make technology use more effective and impactful for both students and faculty.

Chapter-Three
Methodology

3.1 Research Design:

This study employs a Descriptive research design to examine how technology is integrated into learning at Daffodil International University (DIU). A descriptive approach is appropriate because the study aims to provide a detailed depiction of the current status of technology-enhanced learning and its effects on both students and faculty.

The research will involve with quantitative method to gain a holistic understanding of the topic. Data will be collected through a combination of survey and interviews by targeting a stratified random sample of students and faculty across different departments. Quantitative data will be collected by using structured questionnaires distributed to students and faculty. This method approach allows for triangulation, enhancing the reliability and depth of the findings.

The study will explore various aspects, including the frequency of technology use, perceptions of its effectiveness and the challenges faced by users. The results are expected to provide valuable insights into the overall influence of technology on the learning environment at DIU.

3.2 Data Collection Method:

To gather extensive data for this study, a mixed data collection method is employed, combining both qualitative and quantitative data collection techniques-

Quantitative Data Collection:

- **Survey via Google Form:-** I have designed a structured questionnaire through Google Forms and distributed it to the students and faculties across various departments at DIU. The survey included both close ended and Likert-scale questions to collect assessable data on the frequency of technology use, effectiveness of technological tools, user's satisfaction, accessibility and so on.
- **Survey Design:-** The questionnaire is consisted of three sections with the specific aspects of technology use in academic settings, such as accessibility, efficiency, and user support. Demographic questions are also included to categorize responses by department and role (student or faculty).
- **Distribution & Response Collection:-** The response will be collected in two ways- by sharing survey link or distributed the hard copy of questionnaire. The link will be shared via whatsapp number or official university communication channel like Gmail. Participants will have a specific time to complete the questionnaire.
- **Data Analysis tools :-** After collecting data it will be downloaded from Google Form and analyzed using statistical software like SPSS or Microsoft Exel to identify patterns, correlations, and trends in technology use and perceptions.

3.3 Data Analysis Method:

This information of this research is collected using structured survey questions created on Google Forms, and some printed copies of the survey questions are also distributed for some participants. To improve the quality of the results, the data was first checked and cleaned to remove missing or incomplete responses. After that, it was analyzed using statistical tools such as SPSS and Microsoft Excel. These tools helped in organizing the information and carrying out the analysis in a clear and efficient way.

3.4 Limitations of this Study:

Data analysis is an important tool to reveal insights, problems and communicate results. This study also has some limitations that can influence the validity or reliability of findings. There are some limitations that must be considered:-

1. **Sample size & Diversity:** The participants came from different departments, but the sample size was not large enough to fully reflect the diversity of the whole student and faculty population.
2. **Time Limitation:** The research was conducted within a short period of time, which limited the depth and scope of the study.
3. **Self-Reported Data:** Majority of the data of this study came from surveys and interviews, which may include bias. Some participants might have given answers by their thought rather than their genuine views.
4. **Technological Focus:** The study mainly concentrated on the role of technology. Other factors, such as teaching quality, curriculum design, or university policies, were not studied in detail.
5. **Resource Availability:** The analysis was done using the tools available at the time, which may not have been the most advanced.This could have influenced the level of detail in the results.
6. **Generalizability:** Since the study was focused only on DIU, the results may not apply directly to other universities.
7. **Challenges in Data Collection:** It was difficult sometimes to schedule interviews with faculty or students which might have affected the range of perspectives collected.
8. **Dynamic Nature of Technology:** The nature of technology to progress rapidly, and the findings of this research may lose relevance as new tools and methods are introduced in the future.

3.5 Ethical Consideration:

Ethical Considerations are a key component to ensure the honesty, creditability, and fairness of any research study. The following ethical guidelines were attached to in this study:

1. **Informed Consent:** All the participants were properly informed about the research purpose, methodology, risk and their role for this study. They had the chance to ask questio before providing their consent.
2. **Confidentiality & Anonymity:** Personal informations of participants were not shared. All data was kept anonymous to protect privacy.
3. **Right to Withdraw:** Participants has the right to withdraw their consent at any time without any justification. This has no effect on their academic or professional standing.
4. **Minimization of Harm:** The study was designed to ensure no psychological, emotional, or physical harm to participants. Sensitive issues were handled with care.
5. **Data Accuracy:** Data collection and analysis were carried out honestly. No information was falsified or changed to influence results.
6. **Transparency & Honesty:** The research purpose, process, and outcomes were explained clearly to participants and other stakeholders.
7. **Compliance with Rules:** The study followed the ethical guidelines of Daffodil International University and other relevant legal or institutional policies.

By following these ethical principles, the study maintained fairness, respected participants' rights, and ensured the findings could be trusted.

Chapter-Four
Analysis & Findings

4.1 Introduction to Result:

This section is going to provide a clear picture of collected data along with tables, charts or figures and to interpret the findings in line with the researches. A group of 76 responses were collected which represents a diverse group of participants across differents faculties, departments.

The output of the survey are organized into two part, demographic profile of respondents and the main findings. Demographic profile is outlined to provide the background information about the participants and the main findings are presented according to the research objectives, highlighting students' and faculty members' perceptions, experiences, and challenges related to the use of technology in education.

Type of Respondent

		Frequency	Percent
Valid	Faculty	11	14.5
	Student	65	85.5
	Total	76	100.0

The interpretations accompanying each result aim to go beyond the numbers, explaining their meaning and significance in the context of this study. This structured approach ensures that the data not only describes patterns but also provides meaningful insights that can support decision-making and future improvements.

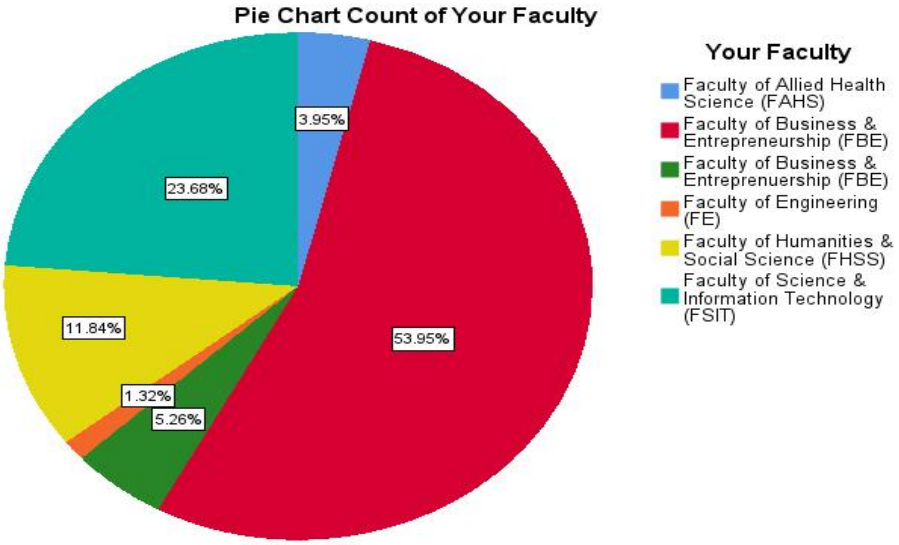
4.2 Demographic Profile of Respondents:

This section is based on respondents gender, semester and department in order to understand their background. Analyzing demographic characteristics helps to interpret the findings more accurately, as these variables may influence perceptions and responses.

1. Gender Distribution: The results indicates a balanced participation of both male and female students or faculty. This provides insights into whether the responses represent the perspectives of both genders equally.

2. Semester: Since this survey was designed for the students and faculty from all sections or departments , respondents represented various semesters or faculties. This distribution demonstrates that participants from multiple levels of study were included, ensuring that perspectives from both junior and senior students are reflected.

3. Faculty: Participants represented a variety of departments. The largest portion of this survey is from Faculty of Business & Entreprenuership(53.95%). Followed by Faculty of Information & Technology(23.68%), Faculty of Humanities(11.84%) and others. This shows that student from both science/technology or humanities/business were engaged in this survey, which strengthens the relibility of the findings.



Your Faculty

		Frequency	Percent
Valid	Faculty of Allied Health Science (FAHS)	3	3.9
	Faculty of Business & Entrepreneurship (FBE)	41	53.9
	Faculty of Business & Entreprenuership (FBE)	4	5.3
	Faculty of Engineering (FE)	1	1.3
	Faculty of Humanities & Social Science (FHSS)	9	11.8

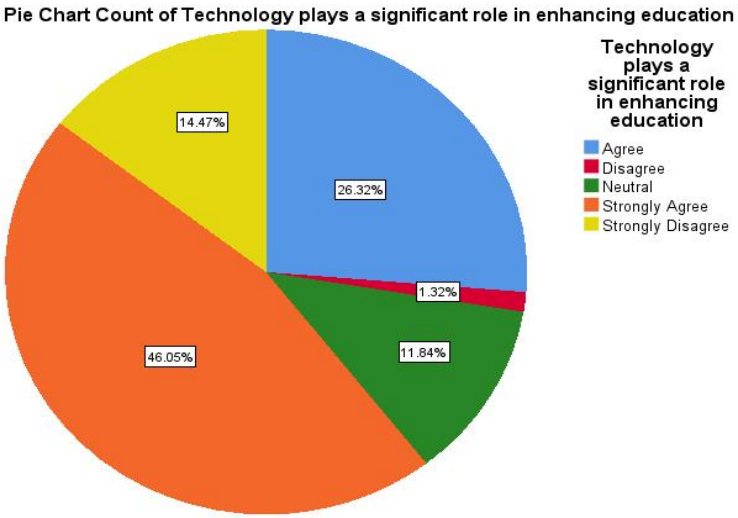
	Faculty of Science & InformationTechnology(FSIT)	18	23.7
	Total	76	100.0

Interpretation: This Demographic Profile shows that this survey reached a diverse group of students or faculties in terms of gender, semester, department or academic background. This diversity enhances the credibility of the results, as it reflects different perspectives across the university population.

4.3: Findings by Research:

This part presents the survey findings in direct relation to the research objectives of the study. To make the analysis more structured, the findings are presented in line with the research objectives. Each subsection highlights the data collected and its interpretation. This approach not only highlights the key insights but also demonstrates how the collected data addresses the main purpose of the study.

1: Technology plays a significant role in enhancing education:

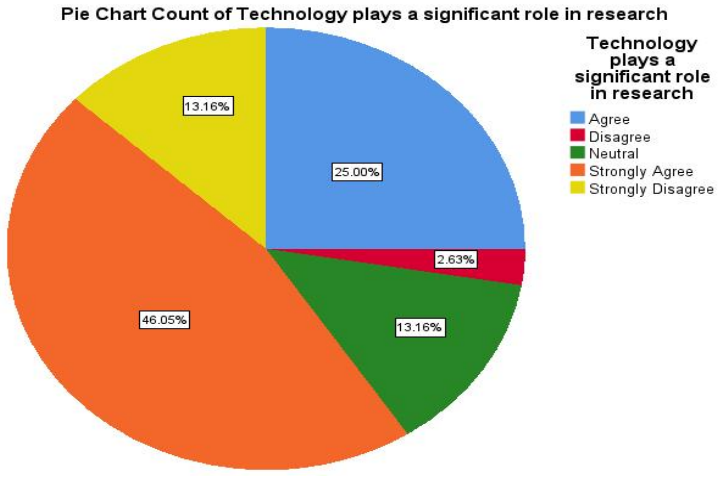


Technology plays a significant role in enhancing education

		Frequency	Percent
Valid	Agree	20	26.3
	Disagree	1	1.3
	Neutral	9	11.8
	Strongly Agree	35	46.1
	Strongly Disagree	11	14.5
	Total	76	100.0

Interpretation: 46.1% of respondents are strongly agreed with this statement while 14.5% are strongly disagreed. Another 11.8% are showing their neutral response on this. This indicates that although most students find technology has notable impression in enhancing education quality.

2: Technology plays a significant role in research:



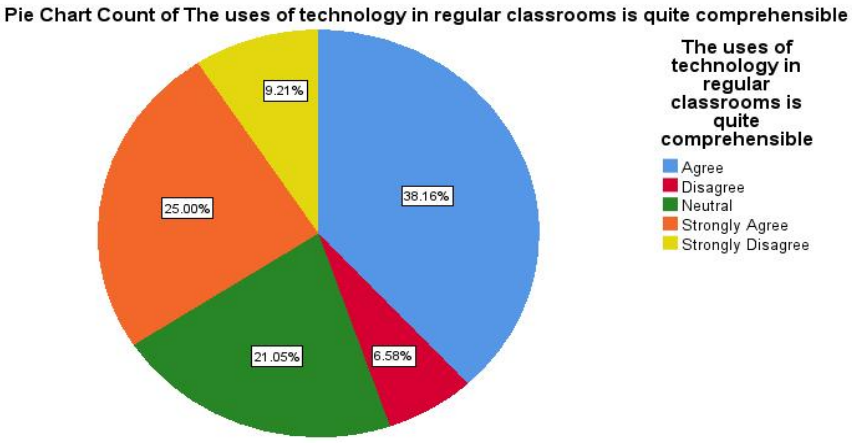
Technology plays a significant role in research

		Frequency	Percent
Valid	Agree	19	25.0
	Disagree	2	2.6
	Neutral	10	13.2
	Strongly Agree	35	46.1
	Strongly Disagree	10	13.2
	Total	76	100.0

Out of 76 respondents, the majority express positive views about the role of technology in research. In more correctly 46.1% are strongly agreed and 25% are agreed, togather making up over 71% of total respondents. While a smaller portion of participents like- 13.2% are neutral and 2.6% from total respondants are disagreed on this statement.

Interpretation: According to the findings most respondents recognize technology as an essential for research activities. The high percentage of agreements are on behalf on that technology significantly supports academic and scientific work. However, the presence of neutral and disagreeing responses suggests that some participants may not fully experience or utilize technology's benefits in their research process.

3.The uses of technology in regular classrooms is quite comprehensible:



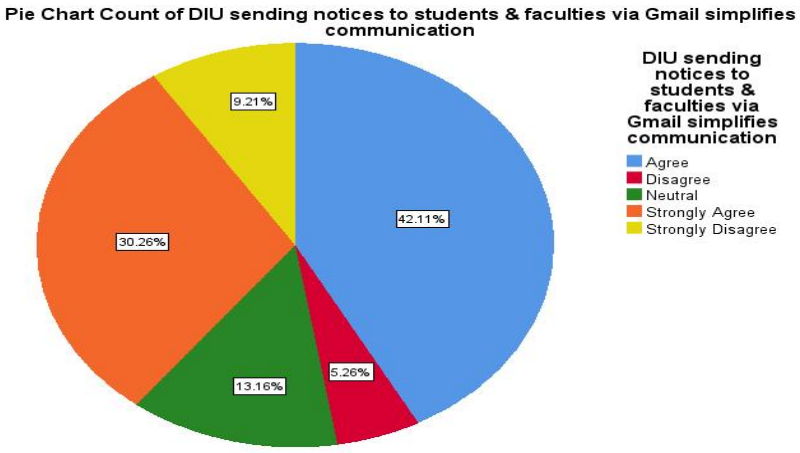
The uses of technology in regular classrooms is quite comprehensible

		Frequency	Percent
Valid	Agree	29	38.2
	Disagree	5	6.6
	Neutral	16	21.1
	Strongly Agree	19	25.0
	Strongly Disagree	7	9.2
	Total	76	100.0

Among the 76 respondents, 38.2% agreed and 25% strongly agreed on this statement which is expressing positive views. Meanwhile, 21.1% remained neutral and a smaller number of 9.2% are strongly disagreed and 6.6% are disagreed.

Interpretation: This result reflects that the majority of respondents find the use of technology in regular classroom to be comprehensible, which indicates successful integration of technological tools in teaching. However the combination of neutral and disagreeing(about 37%) shows that not all participants are equally confident in using these tools. This highlights a need for additional support or training to ensure that technology benefits all learners consistently.

4. DIU sending notices to students & faculties via Gmail simplifies communication:



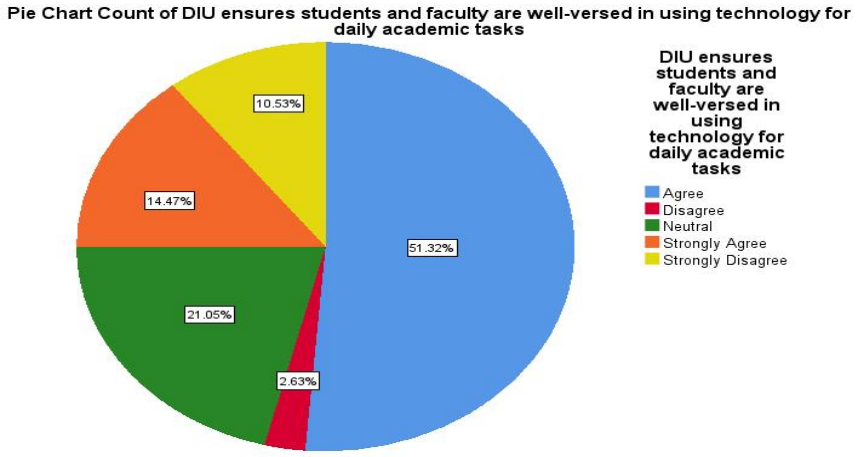
DIU sending notices to students & faculties via Gmail simplifies communication

		Frequency	Percent
Valid	Agree	32	42.1
	Disagree	4	5.3
	Neutral	10	13.2
	Strongly Agree	23	30.3
	Strongly Disagree	7	9.2
	Total	76	100.0

About 42.1% and 30.3% of participants from the total number of 76 perticipant are agreed and strongly agreed with this statement. A minimal part of participants are neutral(13.2%), strongly disagreed(9.2%) and disagreed(5.3%).

Interpretation: This results indicate that a major part of participants find Gmail an effective tool for official communication, making infiormation sharing easier and faster which is a positive view. But a smaller portion of participants combination of neutrality,disagreement and strongly disagreement suggests that they may experience issues such as delayed responses, email overload, or difficulty in accessing notices regularly.

5. DIU ensures students and faculty are well-versed in using technology for daily academic tasks:



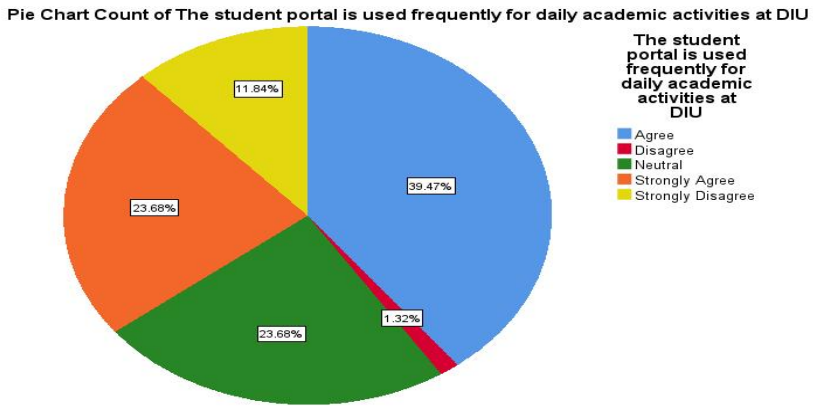
DIU ensures students and faculty are well-versed in using technology for daily academic tasks

		Frequency	Percent
Valid	Agree	39	51.3
	Disagree	2	2.6
	Neutral	16	21.1
	Strongly Agree	11	14.5
	Strongly Disagree	8	10.5
	Total	76	100.0

More than half of the total respondents are agreed(51.3%) and strongly agreed(14.5%) that DIU ensures students and faculty are well-versed in using technology for daily academic task.

Interpretation: This finding implies that majority of respondents believe that DIU provides enough support for technological skills in academic tasks. However, the notable percentage of neutral and negative responses indicate that not all students and faculty feel equally confident or sufficiently trained. This points to the need for more targeted workshops, hands-on training, or awareness programs to ensure consistent competency across the university.

6. The student portal is used frequently for daily academic activities at DIU:



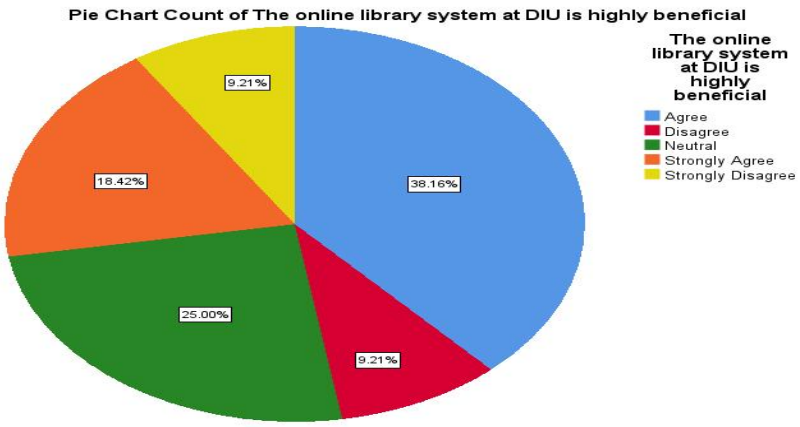
The student portal is used frequently for daily academic activities at DIU

		Frequency	Percent
Valid	Agree	30	39.5
	Disagree	1	1.3
	Neutral	18	23.7
	Strongly Agree	18	23.7
	Strongly Disagree	9	11.8
	Total	76	100.0

Among the 76 respondents, 39.5% agreed and 23.7% strongly agreed that the student portal is frequently used for daily academic tasks. Another 23.7% remained neutral, while 1.3% disagreed and 11.8% strongly disagreed.

Interpretation: The findings show that a majority of respondents recognize the student portal as an important tool for academic activities, reflecting its regular usage at DIU. However, the considerable number of neutral (23.7%) and strongly disagreeing (11.8%) responses suggests that some students may not rely on the portal as often, possibly due to usability issues, limited features, or preference for alternative platforms.

7. The online library system at DIU is highly beneficial:



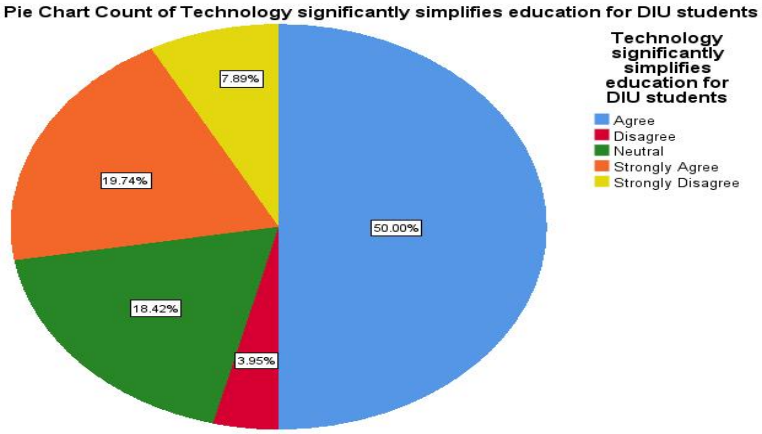
The online library system at DIU is highly beneficial

		Frequency	Percent
Valid	Agree	29	38.2
	Disagree	7	9.2
	Neutral	19	25.0
	Strongly Agree	14	18.4
	Strongly Disagree	7	9.2
	Total	76	100.0

Among 76, 38.2% and 18.4% of respondents are gradually agreed or strongly agreed about the benificiality of online library system. Meanwhile 25% stayed neutral, 9.2% are disagreed and another 9.2% are strongly disagreed.

Interpretation: This results highlight that mojority of respondents(over 56%) find DIU online library system useful which claim positive responses. Nevertheless, the relatively high percentage of neutral (25%) and negative responses (18.4%) indicates that some students may face challenges, such as lack of awareness, limited access to resources, or difficulties in navigating the system. This points to the need for better promotion and user guidance to maximize the benefits of the online library.

8.Technology significantly simplifies education for DIU students:



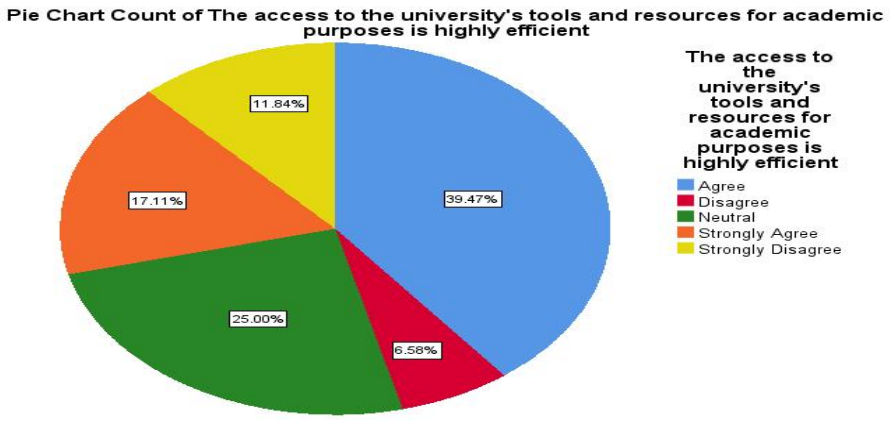
Technology significantly simplifies education for DIU students

		Frequency	Percent
Valid	Agree	38	50.0
	Disagree	3	3.9
	Neutral	14	18.4
	Strongly Agree	15	19.7
	Strongly Disagree	6	7.9
	Total	76	100.0

Among 76 respondents, 50% are agreed and 19.7% are strongly agreed with this statement while 18.4% stayed neutral. Another 7.9% and 3.9% remained strongly disagreed and disagreed.

Interpretation: This finding is showing that more than 69% participants think that technology helps to simplify education in many ways while a group of participants with neutral and negative responses(30%) suggest that not all studenets experience these benefits equally. It can be happen due to technological barriers, limited access etc.

9: The access to the university's tools and resources for academic purposes is highly efficient:



The access to the university's tools and resources for academic purposes is highly efficient

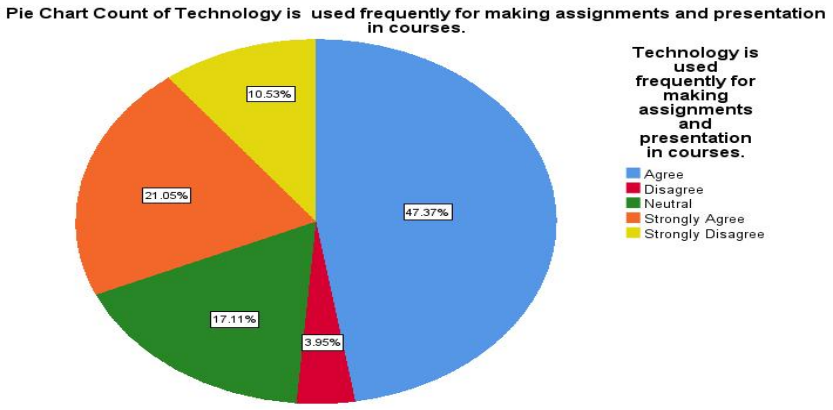
		Frequency	Percent
Valid	Agree	30	39.5
	Disagree	5	6.6
	Neutral	19	25.0
	Strongly Agree	13	17.1
	Strongly Disagree	9	11.8
	Total	76	100.0

Out of 76 respondents, 39.5% agreed and 17.1% strongly agreed that access to DIU's academic tools and resources is efficient. Meanwhile, 25.0% remained neutral, while 6.6% disagreed and 11.8% strongly disagreed.

Interpretation: The results suggest that a majority of students (around 57%) find the university's tools and resources easily accessible and efficient for academic purposes. However, the relatively high percentage of neutral (25%) and negative responses (18.4% combined)

indicates that some students may still face challenges in accessing or effectively using these resources, pointing to areas where further improvement or support may be needed.

10. Technology is used frequently for making assignments and presentation in courses:



Technology is used frequently for making assignments and presentation in courses.

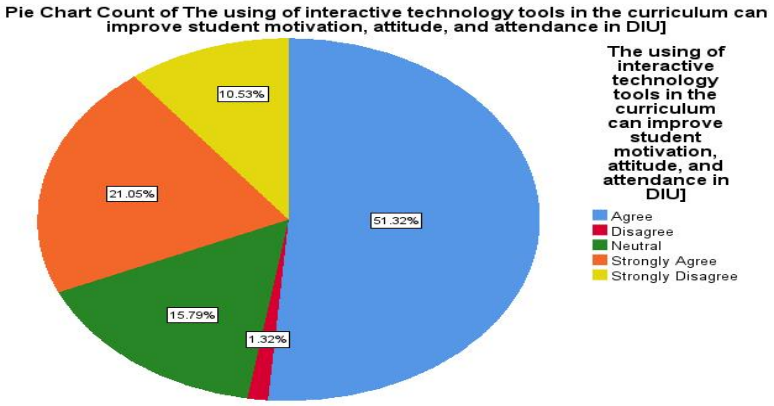
		Frequency	Percent
Valid	Agree	36	47.4
	Disagree	3	3.9
	Neutral	13	17.1
	Strongly Agree	16	21.1
	Strongly Disagree	8	10.5
	Total	76	100.0

Amid 76 respondents, 47.4% are agreed and 21% are strongly agreed about the using of technology for making assignment and presentation in courses. However, 17.1% remained neutral, while 3.9% disagreed and 10.5% strongly disagreed.

Interpretation: The findings reveal that the majority of students (about 68.5%) actively rely on technology for preparing assignments and presentations, highlighting its essential role in

coursework. However, the presence of neutral (17.1%) and negative responses (14.4%) indicates that while technology is widely integrated, some students may face barriers such as lack of access, digital skills gaps, or personal preferences for traditional methods.

11. The using of interactive technology tools in the curriculum can improve student motivation, attitude, and attendance in DIU:



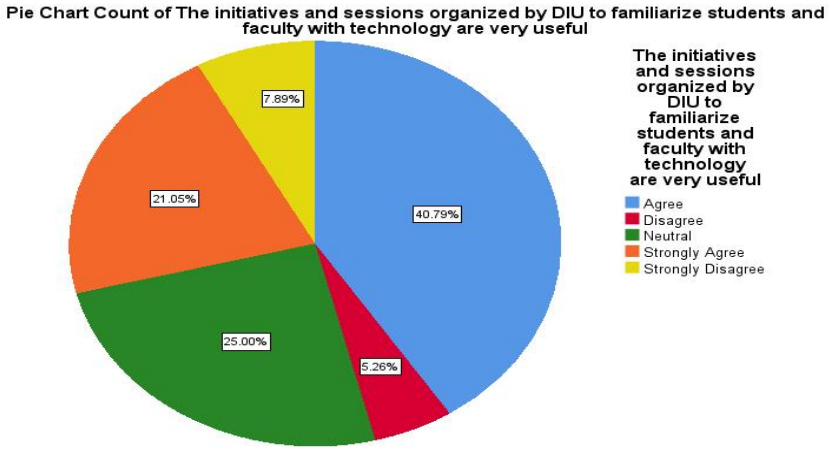
The using of interactive technology tools in the curriculum can improve student motivation, attitude, and attendance in DIU]

		Frequency	Percent
Valid	Agree	39	51.3
	Disagree	1	1.3
	Neutral	12	15.8
	Strongly Agree	16	21.1
	Strongly Disagree	8	10.5
	Total	76	100.0

Out of 76 respondents, 51.3% agreed and 21.1% strongly agreed that interactive technology tools enhance student motivation, attitude, and attendance. Meanwhile, 15.8% remained neutral, 1.3% disagreed, and 10.5% strongly disagreed.

Interpretation: The results indicate that a clear majority (72.4%) of students believe interactive technology positively influences engagement and academic behavior. However, the presence of neutral (15.8%) and negative responses (11.8%) suggests that while most students recognize the benefits, some may not experience a direct impact, possibly due to differences in teaching style, subject matter, or access to tools.

12. The initiatives and sessions organized by DIU to familiarize students and faculty with technology are very useful:



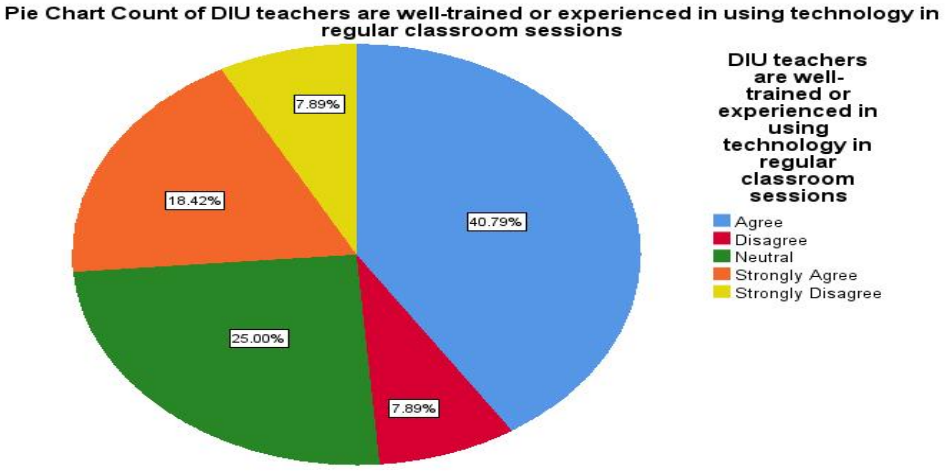
The initiatives and sessions organized by DIU to familiarize students and faculty with technology are very useful

		Frequency	Percent
Valid	Agree	31	40.8
	Disagree	4	5.3
	Neutral	19	25.0
	Strongly Agree	16	21.1
	Strongly Disagree	6	7.9
	Total	76	100.0

Among 76 respondents, 40.8% are agreed and 21% are strongly agreed with the statement of organizing sessions by DIU to familiarize students and faculty with technology are very useful. Another 25% and 7.9% responses are the mixture of neutral and disagreement.

Interpretation: More than 60% of participants find that the initiatives and sessions organized by DIU to promote technology are very useful. They appreciate these initiatives. However, the considerable proportion of neutral (25%) and negative responses (13.2%) suggests that not all participants find these sessions equally impactful, pointing to possible improvements in design, frequency, or accessibility of such programs.

13. DIU teachers are well-trained or experienced in using technology in regular classroom sessions:



DIU teachers are well-trained or experienced in using technology in regular classroom sessions

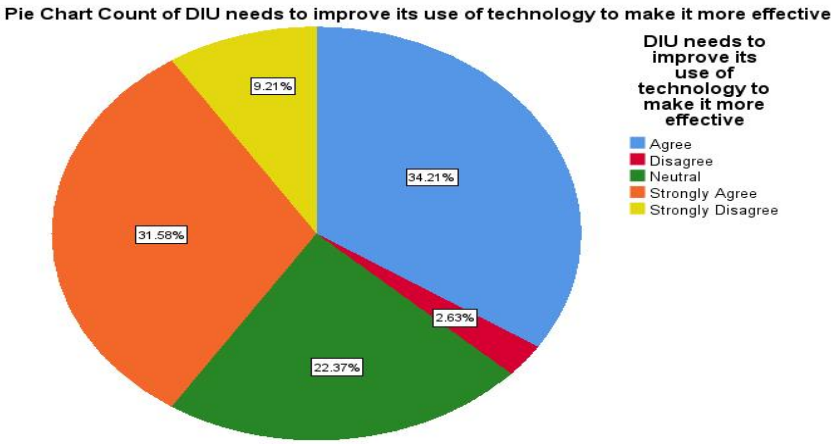
		Frequency	Percent
Valid	Agree	31	40.8
	Disagree	6	7.9
	Neutral	19	25.0
	Strongly Agree	14	18.4

	Strongly Disagree	6	7.9
	Total	76	100.0

Out of 76 respondents, 40.8% agreed and 18.4% strongly agreed that DIU teachers are well-trained in using technology in classroom sessions. Meanwhile, 25.0% remained neutral, while 7.9% disagreed and another 7.9% strongly disagreed.

Interpretation: The findings suggest that a majority (59.2%) of students acknowledge teachers' competence in using technology during classroom activities. However, the notable proportion of neutral (25%) and negative responses (15.8%) indicates that technology integration may not be equally consistent across all courses or departments, pointing to opportunities for more comprehensive training and uniform adoption.

14. DIU needs to improve its use of technology to make it more effective:



DIU needs to improve its use of technology to make it more effective

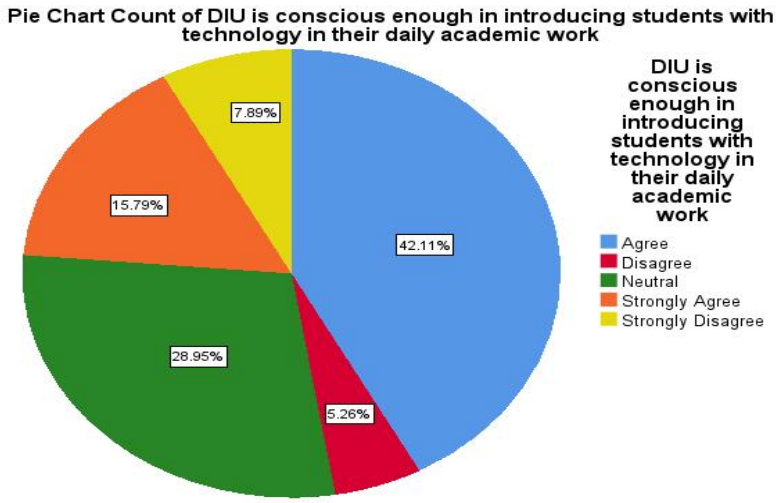
		Frequency	Percent
Valid	Agree	26	34.2
	Disagree	2	2.6
	Neutral	17	22.4
	Strongly Agree	24	31.6

	Strongly Disagree	7	9.2
	Total	76	100.0

Among 76 respondents, 34.2% and 31.6% agreed and strongly agreed with this statement. Another 22.4% are neutral and 9.2% are strongly disagreed.

Interpretation: A majority of participants(more than 65%) suggest that DIU needs to improve the effetiveness of its technology. While the small percantage of disagreement thinks that the existing are efforts are appreciated. Another high share of neutral responses highlight students' expectations for more advanced, accessible, and innovative technological solutions in academic activities.

15. DIU is conscious enough in introducing students with technology in their daily academic work:



DIU is conscious enough in introducing students with technology in their daily academic work

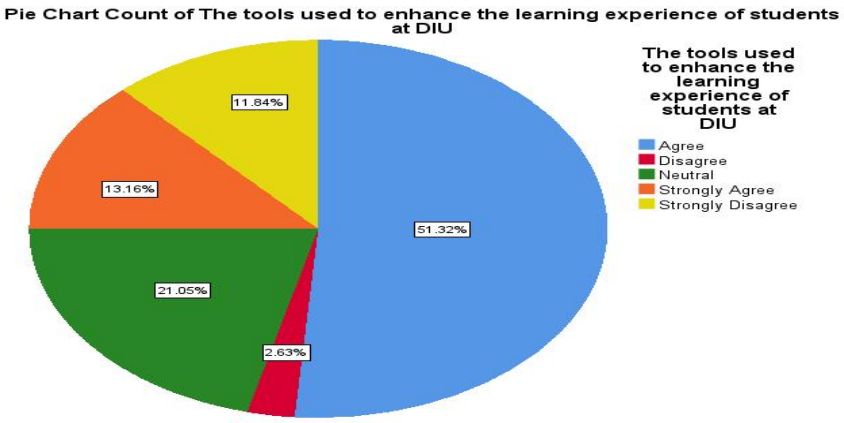
		Frequency	Percent
Valid	Agree	32	42.1
	Disagree	4	5.3

	Neutral	22	28.9
	Strongly Agree	12	15.8
	Strongly Disagree	6	7.9
	Total	76	100.0

Among 76 respondents, 42% are agreed and 15.8% are strongly agreed with this statement. While 28.9% are showing their neutral thouht and more than 12% are totally disagreed with thjis.

Interpretation: This result indicates that more than 57% participants believe DIU is proactive in integrating technology into students' daily academic work. However, the relatively high proportion of neutral responses (28.9%) suggests that not all students may fully experience or recognize these efforts, while the 13.2% negative responses indicate that improvements can still be made to ensure broader and more consistent technological engagement.

16. The tools used to enhance the learning experience of students at DIU:



The tools used to enhance the learning experience of students at DIU

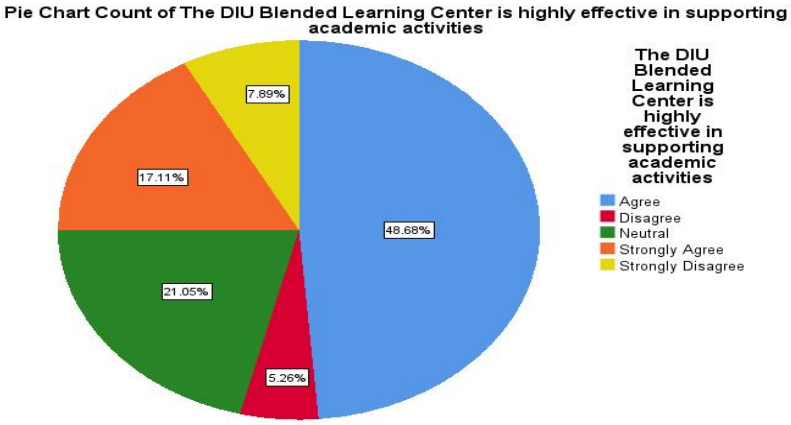
		Frequency	Percent
Valid	Agree	39	51.3
	Disagree	2	2.6
	Neutral	16	21.1

	Strongly Agree	10	13.2
	Strongly Disagree	9	11.8
	Total	76	100.0

This data shows that 51.3% respondents are agreed and 13.2% are strongly agreed that DIU's learning tools are very effective. Meanwhile 21% are neutral and 11.8% are strongly disagreed with this statement.

Interpretation: Overall 72.4% participants think that the tools used at DIU can be considered moderately to highly effective. The majority of respondents acknowledged their positive impact on learning.However, the considerable proportion of neutral and negative responses highlights the need for improvements in accessibility, usability, and integration of these tools to ensure consistent effectiveness across all students.

17: The DIU Blended Learning Center is highly effective in supporting academic activities:



The DIU Blended Learning Center is highly effective in supporting academic activities

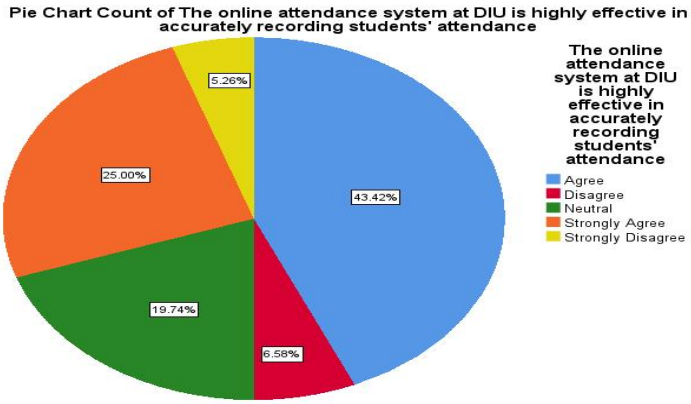
		Frequency	Percent
Valid	Agree	37	48.7
	Disagree	4	5.3
	Neutral	16	21.1
	Strongly Agree	13	17.1
	Strongly Disagree	6	7.9

Total	76	100.0

Among 76 respondents, 48.7% are agreed and 17% are strongly agreed with this statement. Another 21% are neutral and other 7.9% are strongly disagreed.

Interpretation: From this findind we can see that a huge percentage of participants (more than 69.8%) appreciate DIU Blended Learning Center as an effective and helpful learning site for their education. Meanwhile 21% neutral responses and 13.2% negative responses indicate that some may not fully utilize or experience its benefits, which is pointing to opportunities for wider awareness, training, or improved service delivery.

18. The online attendance system at DIU is highly effective in accurately recording students' attendance:



The online attendance system at DIU is highly effective in accurately recording students' attendance

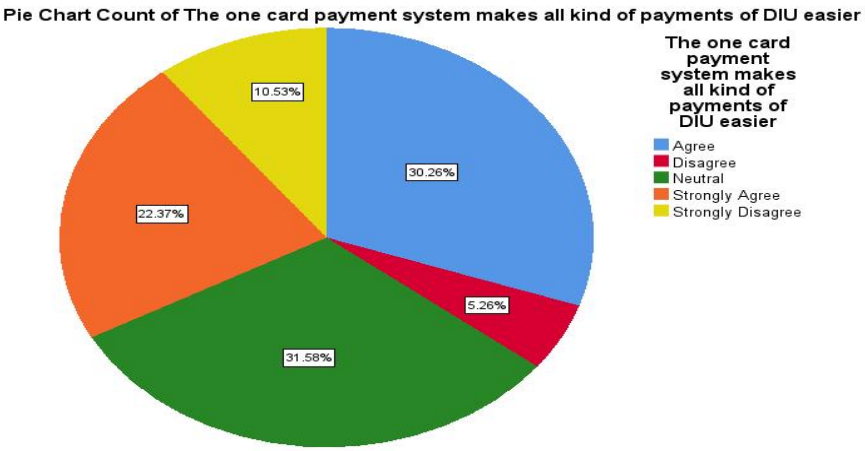
		Frequency	Percent
Valid	Agree	33	43.4
	Disagree	5	6.6
	Neutral	15	19.7
	Strongly Agree	19	25.0

	Strongly Disagree	4	5.3
	Total	76	100.0

Among 76 respondents, 43.4% are agreed and 25% are strongly agreed on the effectiveness of DIU online attendance system. But there are also a mixture of neutral(19.7%) and disagreed(6.6% & 5.3%) reponses.

Interpretation: This result indicte that majority of respondents(about 68.4%) think the online attendance system is highly effective. Another neutral and negative responses indicate that may they have concerns, possibly related to technical or internetr issues or lack of familiarity with this system.

19. The one card payment system makes all kind of payments of DIU easier:



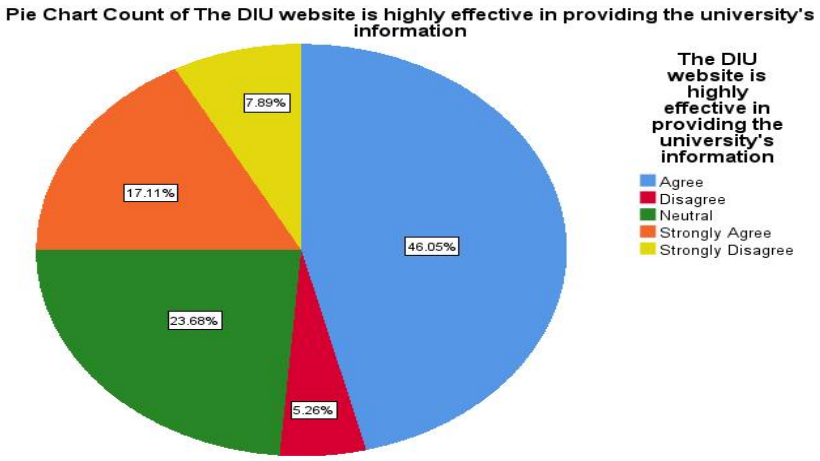
The one card payment system makes all kind of payments of DIU easier

		Frequency	Percent
Valid	Agree	23	30.3
	Disagree	4	5.3
	Neutral	24	31.6
	Strongly Agree	17	22.4
	Strongly Disagree	8	10.5
	Total	76	100.0

30.3% and 22.4% respondents among 76 respondents showing their agreement on this statement. On the other hand, 31.6% are neutral and 15.7% are disagreed with it.

Interpretation: This result specify that 'DIU One Card Payment System' is moderately effective, with just over half of respondents find it convenient. While, the relatively high proportion of neutral(31.6%) and negative responses(15.7%) recommend that many students may not be fully aware or acknowledged or satisfied with this system or its functions, pointing to areas where further communication, user support, or technical improvements may be needed.

20. The DIU website is highly effective in providing the university's information:



The DIU website is highly effective in providing the university's information

		Frequency	Percent
Valid	Agree	35	46.1
	Disagree	4	5.3
	Neutral	18	23.7
	Strongly Agree	13	17.1
	Strongly Disagree	6	7.9
	Total	76	100.0

Out of 76 respondents, 46% are agreed and 17% are strongly agreed with this statement. While 23.7% and 13.2% remain neutral and disagreed.

Interpretation: The findings suggest that the DIU website is considered moderately to highly effective in delivering university information, with nearly two-thirds of students satisfied with its performance. However, the 23.7% neutral and 13.2% negative responses highlight that some students may face issues such as outdated content, lack of user-friendliness, or limited accessibility, suggesting areas for further improvement.

Chapter-Five
Discussion

5.1 Summary of Findings:

- **General perception of Technology:** A large number of respondents agreed or strongly agreed with these respective areas of this analysis such as use of **technology in research, communication via Gmail, online attendance system, the BLC system**(over 65% positive responses). This shows strong acceptance of technology's role in DIU's academic environment.

- **Moderate Areas:** DIU tools like **student portal, one card payment system, online library and DIU website** received a mixed response**(over 20% are neutral and 10%-15% are disagreed).** Many respondents staying neutral or disagreed- suggesting room for improvement.

- **Communication and Support Systems:** DIU's practice of sending notices via Gmail was perceived as an efficient and simple method of communication**(more than 72% positiven responses)**. Additionally, initiatives and training sessions organized by the university were found useful in building technology familiarity among students and faculty.

- **Teaching and Learning Practices:** Many students confirmed that teachers are skilled in using technology in classrooms, and that interactive technology tools improve motivation, attendance, and attitudes. Technology is also used extensively for assignments and presentations, further demonstrating its integration into course delivery.

- **Improvement Needed:** Despite overall positive responses, a significant portion of participants believe that DIU still needs to strengthen and expand its use of technology to maximize effectiveness in academics. While DIU's technological infrastructure is overall effective and well-received, there remains scope for enhancing accessibility, user experience, and awareness to ensure all students and faculty benefit equally.

In summary, the survey results reveal that DIU has made substantial progress in embedding technology into academic practices, particularly in communication, classroom teaching, and resource access. However, the findings also highlight that there are still gaps in maximizing efficiency and ensuring all technological tools deliver their full potential.

5.2 Strengths and weaknesses of DIU's approach:

Strengths of DIU's Technological Approach

1. **Equitable Device Access:** The One Student–One Laptop initiative reduces the digital divide by ensuring every student has access to personal devices, which is rare among private universities in Bangladesh.

2. **Blended Learning Center (BLC):** Provides a dedicated platform that integrates online and offline learning, enhancing teaching flexibility and continuity during disruptions (e.g., COVID-19, strikes).

3. **Specialized Labs & Innovation Culture**: Advanced facilities such as multimedia labs and the Smart Data Science Center encourage innovation, research, and industry-relevant skills.

4. **Digital Administrative Systems:** Online attendance, one-card payment, and student portals simplify academic and administrative processes, improving efficiency and transparency.

5. **Training & Familiarization Programs:** DIU organizes workshops and sessions for both students and faculty, ensuring that users can adapt to new technologies.

Weaknesses of DIU's Technological Approach

1. **Usability & Awareness Gaps:** Survey data shows many students remain neutral about tools like the student portal, online library, and website, suggesting that features are either under utilized or not user-friendly enough.

2. **Inconsistent Faculty Proficiency:** While many teachers are trained, survey results indicate mixed perceptions of faculty skill levels in integrating technology into teaching.

3. **Over-Reliance on Infrastructure**: Heavy dependence on platforms like BLC or Gmail communication may create disruptions if systems face downtime or students lack reliable internet access at home.

4. **Moderate Effectiveness in Some Tools:** Systems like the one-card payment or online library received only moderate approval, showing room for improvement in efficiency, accessibility, or awareness.

Recommendation:

DIU has made learning easier and more effective through different kinds of tools. Most respondents agree these tools are useful but there is still room for improvement.

To further enhance technology-driven learning DIU should nourish faculty training, improve the effeciency of existing tools and provide better student support for online resources. Also introduce more interactive tools (e.g., virtual labs, AI-powered learning platforms) to increase student engagement. Diu need to ensure that technological facilities are accessible to all students, regardless of their background or technical ability. it is also recommended to establish a feedback mechanism where students and faculty can regularly share their experiences with DIU's technological services. DIU can use this feedback to make timely improvements and upgrades.

Chapter-Six

Conclusion

Conclusion:

This study examined how technology helps academic activities at Daffodil International University (DIU) based on survey feedback from students and faculty. The results show that digital tools such as the online library, student portal, blended learning center, Gmail notices, and the attendance system play an important role in making education more efficient, accurate, and interactive.

Instead of achieving significant progress, the survey also revealed areas for improvement.A number of participants mentioned that certain tools are not always effective or consistently applied. They also suggested that additional faculty training and wider use of interactive technologies could improve the overall learning process.

In general, DIU makes a clear commitment to technology-driven education, which helps to build up a strong position among private universities in Bangladesh. By addressing current limitations and continuously upgrading its digital infrastructure, the university can further improve outcomes and serve as a model for other institutions.

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Appendices

Technology-Driven Learning at Daffodil International University

These questionnaires were designed by Fatema Islam, a student in the Business Administration Department at Daffodil International University, to collect data for this thesis titled "Technology-Driven Learning at Daffodil International University".

Type of Respondent:

Faculty

Student

Your Faculty:

Faculty of Business & Entrepreneurship (FBE)

Faculty of Science & Information Technology (FSIT)

Faculty of Humanities & Social Science (FHSS)

Faculty of Allied Health Science (FAHS)

Faculty of Engineering (FE)

Please indicate your level of agreement with the following Statements:

Technology plays a significant role in enhancing education

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Technology plays a significant role in research

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The uses of technology in regular classrooms is quite comprehensible.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

"DIU sending notices to students & faculties via Gmail simplifies communication."

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

DIU ensures students and faculty are well-versed in using technology for daily academic tasks

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The student portal is used frequently for daily academic activities at DIU

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The online library system at DIU is highly beneficial.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Technology significantly simplifies education for DIU students.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The access to the university's tools and resources for academic purposes is highly efficient.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Technology is used frequently for making assignments and presentation in courses.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The using of interactive technology tools in the curriculum can improve student motivation, attitude, and attendance in DIU

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The initiatives and sessions organized by DIU to familiarize students and faculty with technology are very useful.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

DIU teachers are well-trained or experienced in using technology in regular classroom sessions

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

DIU needs to improve its use of technology to make it more effective

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

DIU is conscious enough in introducing students with technology in their daily academic work.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

"Please indicate the level of effectiveness for the following statements."

The tools used to enhance the learning experience of students at DIU

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The DIU Blended Learning Center is highly effective in supporting academic activities

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The online attendance system at DIU is highly effective in accurately recording students' attendance.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The one card payment system makes all kind of payments of DIU easier

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

The DIU website is highly effective in providing the university's information.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

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