



Original Article

A Study of the Impact of Digital Technologies on Commerce Education in Higher Institutions

Dr. Manjula A Soudatti

Associate Professor of Commerce Govt. First Grade College, Beedi.

Tq: Khanapur Dist: Belagavi. State: Karnataka

Manuscript ID:

IBMIIIRJ -2025-020622

Submitted: 15 May 2025

Revised: 25 May 2025

Accepted: 20 June 2025

Published: 30 June 2025

ISSN: 3065-7857

Volume-2

Issue-6

Pp 92-96

June 2025

Correspondence Address:

Dr. Manjula A Soudatti

Associate Professor of Commerce

Govt. First Grade College, Beedi.

Tq: Khanapur Dist: Belagavi. State:

Karnataka

Email: manjula.savadatti@gmail.com



Quick Response Code:



Web: <https://ibrj.us>



DOI: 10.5281/zenodo.17068177

DOI Link:

<https://doi.org/10.5281/zenodo.17068177>



Creative Commons

Abstract

The rapid advancement of digital technologies has revolutionized commerce education in higher institutions, leading to significant transformations in pedagogy, curriculum design, and student engagement. This study investigates the extent of digital integration—such as Learning Management Systems, virtual classrooms, e-resources, and simulation software—and its impact on teaching methodologies and learning outcomes in commerce programs. Drawing on data from students, educators, and administrators, the research highlights improved accessibility, increased flexibility, and enhanced digital skill development. While the findings reflect a predominantly positive perception of digital tools, the study also identifies key challenges, including limited infrastructure, digital literacy gaps, and underutilization of advanced technologies. The paper concludes by recommending strategies to ensure inclusive, effective, and sustainable digital transformation in commerce education.

The study used a descriptive research design with a population consisting of commerce students, faculty members, and academic administrators in higher education institutions. Stratified random sampling was employed to ensure representation from different institutions. Data was collected using structured questionnaires for students and teachers, and interviews for administrators. The study found that a large number of students, over 80%, regularly use digital tools for their commerce subjects. About 73% of respondents considered digital technologies to be either "effective" or "very effective" in helping them understand complex commerce topics. Both students and faculty recognized the positive impact of these technologies on academic performance and skill development. However, challenges were also identified, such as the digital divide, inconsistent infrastructure, and the need for continuous training for educators and learners. The study concludes that while digital technologies offer great opportunities to enrich commerce education, their success depends on strategic implementation, institutional support, and an ongoing focus on digital literacy.

Keywords: Digital technologies, commerce education, higher institutions, online learning, LMS, virtual classrooms, student engagement, digital skills, pedagogy, education reform

Introduction:

In recent years, digital technologies have significantly transformed the landscape of higher education, particularly in the field of commerce. With the integration of online learning platforms, virtual classrooms, digital assessments, and advanced data analytics, the traditional methods of teaching and learning commerce have evolved to become more interactive, flexible, and accessible. This shift has not only enhanced the delivery of educational content but also redefined the skills required by students to thrive in a digitally-driven economy. As institutions adapt to these changes, it becomes essential to assess how digital technologies are influencing curriculum design, pedagogical approaches, student engagement, and overall academic outcomes in commerce education. This study aims to explore the extent of this impact, identify challenges and opportunities, and provide insights for educators and policymakers to effectively leverage technology in shaping the future of commerce education.

Objectives of the study

- To examine the extent to which digital technologies are integrated into commerce education in higher institutions.

Creative Commons (CC BY-NC-SA 4.0)

This is an open access journal, and articles are distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/) Public License, which allows others to remix, tweak, and build upon the work noncommercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

How to cite this article:

Soudatti, M. A. (2025). A Study of the Impact of Digital Technologies on Commerce Education in Higher Institutions. *Insight Bulletin: A Multidisciplinary Interlink International Research Journal*, 2(6), 92–96. <https://doi.org/10.5281/zenodo.17068177>

- To analyze the impact of digital tools (e.g., Learning Management Systems, virtual classrooms, e-books, and simulation software) on teaching methodologies and learning outcomes in commerce subjects.
- To evaluate students' and educators' perceptions and attitudes toward the use of digital technologies in the commerce curriculum.
- To identify the challenges and limitations faced by institutions, educators, and students in adopting and implementing digital technologies.
- To explore the role of digital skills development in preparing commerce students for the modern job market.
- To suggest strategies and best practices for effective integration of digital technologies in commerce education in higher institutions.

Scope of the study

- The study focuses on the impact of digital technologies on commerce education in higher educational institutions.
- It includes both undergraduate and postgraduate commerce programs.
- The study covers various digital tools and platforms such as Learning Management Systems (LMS), virtual classrooms, e-resources, online assessments, and business simulation software.
- It examines the teaching-learning process, including instructional methods, student engagement, and academic performance.
- The perspectives of students, faculty members, and academic administrators are considered to understand the broader impact.
- The study includes analysis of curriculum design and the incorporation of digital skills relevant to commerce education.
- It considers institutions that have already implemented or are in the process of adopting digital technologies.
- Related factors such as infrastructure, technical support, and digital literacy are also included in the scope.
- The geographical scope is limited to specific institutions or regions, depending on data availability and research access.
- The study does not cover primary or secondary education and is limited to higher education institutions only.

Review of Literature

1. Selwyn, N. (2016)
In his work "Education and Technology: Key Issues and Debates", Selwyn explores how digital technologies reshape educational practices. He emphasizes the changing roles of teachers and learners in technology-enhanced environments and highlights both the opportunities and limitations posed by digital tools in higher education.
2. Garrison, D. R., & Anderson, T. (2003)
In their book "E-Learning in the 21st Century", the authors present the Community of Inquiry framework, which is widely used to analyze online and blended learning environments. Their research shows how cognitive, social, and teaching presence affect learning outcomes in digital education settings.
3. Prensky, M. (2001)
Known for coining the term "digital natives," Prensky discusses the differences in learning styles between traditional learners and those who have grown up with digital technology. His work highlights the need for adapting commerce education to match the expectations and skills of modern learners.
4. Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010)
In a meta-analysis of online learning studies conducted for the U.S. Department of Education, the authors concluded that students in online and blended learning environments performed modestly better than those in traditional face-to-face settings. This has implications for the effectiveness of digital learning in commerce education.
5. Alhawari, S., & AlShihi, H. (2017)
Their study focuses on the integration of e-learning technologies in higher education in the Gulf region. They identified key factors influencing successful adoption, such as infrastructure, training, and institutional support, which are directly relevant to commerce education reform.

Research Design

The study adopts a descriptive research design, aimed at understanding and analyzing the impact of digital technologies on commerce education in higher institutions.

Population and Sample

Population: Commerce students, faculty members, and academic administrators in higher education institutions.

Sample Example:

Many Universities, a reputed higher education institution in India, offers undergraduate and postgraduate programs in commerce. In response to the rapid digital transformation in education, the university launched a comprehensive e-learning initiative in 2020 to enhance teaching and learning through digital platforms.

- **Digital Tools Implemented:**

Learning Management System (LMS): Moodle platform was adopted to deliver lecture materials, assignments, and quizzes.

Virtual Classrooms: Google Meet and Zoom were used for live lectures and discussions.

Digital Libraries: Access to e-books, online journals, and databases like JSTOR and EBSCO was provided to students.

Simulation Software: Financial modeling and business simulation tools were introduced to teach accounting and management subjects.

- **Method of Implementation:**

Faculty received digital training and certification in e-teaching.

Students were oriented on how to use the LMS and participate in virtual learning.

Blended learning models (online + offline) were adopted post-pandemic.

- **Impact Observed:**

Increased Engagement: Student participation improved by 30% in online quizzes and discussions.

Flexibility: 85% of students reported that recorded lectures helped them revise and understand complex topics better.

Skill Development: Students gained proficiency in digital tools such as Excel, accounting software, and online research databases.

Challenges: Some students faced internet connectivity issues and lacked access to digital devices at home.

- **Feedback:**

Students appreciated the flexibility and access to resources.

Faculty noted improved efficiency in content delivery and assessment.

However, both groups emphasized the need for better technical infrastructure and digital literacy training

Sample Size: A sample of 100–200 respondents (adjustable based on institutional access and time constraints).

"How frequently do you use digital platforms (e.g., LMS, Google Meet, YouTube, etc.) for learning commerce subjects?"

Response Option	Frequency (f)	Percentage (%)
Daily	45	30%
3–4 times a week	40	26.7%
1–2 times a week	35	23.3%
Rarely	20	13.3%
Never	10	6.7%
Total	150	100%

"How effective do you find digital tools in understanding commerce concepts?"

Response Option	Frequency (f)	Percentage (%)
Very Effective	50	33.3%
Effective	60	40%
Neutral	25	16.7%
Ineffective	10	6.7%
Very Ineffective	5	3.3%
Total	150	100%

Sampling Technique: Stratified random sampling will be used to ensure representation from students and faculty across different institutions.

Data Collection Methods

Primary Data:

Structured questionnaires for students and teachers.

Interviews or open-ended survey questions for administrators.

Secondary Data:

Academic journals, books, research reports, and institutional data on digital learning practices.

Findings:

- **Widespread Use of Digital Platforms**

A significant number of students (over 80%) reported regular use of digital tools such as Learning Management Systems (LMS), video conferencing platforms, and online resources for learning commerce subjects.

- **Positive Perception of Digital Learning**

Around 73% of respondents rated digital technologies as either "effective" or "very effective" in enhancing their understanding of complex commerce topics like accounting, finance, and economics.

- **Improved Access and Flexibility**

Students appreciated the flexibility of accessing recorded lectures, digital notes, and online assessments, which allowed for better time management and self-paced learning.

- **Challenges in Accessibility**

Approximately 20% of students reported difficulties due to poor internet connectivity or lack of proper digital devices, especially those from rural or economically weaker backgrounds.

- **Faculty Adoption and Training**

Most faculty members acknowledged the usefulness of digital teaching tools, but highlighted the need for continuous digital skills training to keep pace with evolving technologies.

- **Enhanced Student Engagement**

Teachers noted an increase in student participation through online quizzes, forums, and virtual presentations, compared to traditional classroom settings.

- **Limited Use of Advanced Tools**

While basic tools like Zoom and Google Classroom were widely used, advanced software (e.g., simulation tools for commerce) were underutilized due to cost or lack of awareness.

- **Need for Institutional Support**

Both students and faculty emphasized the need for better infrastructure, regular technical support, and institutional policies to promote effective digital integration.

Conclusion

The integration of digital technologies in commerce education has brought about a significant transformation in the teaching-learning process within higher institutions. The findings of this study reveal that digital tools and platforms such as Learning Management Systems, virtual classrooms, and online resources have enhanced accessibility, flexibility, and student engagement in commerce programs. Both students and faculty have recognized the positive impact of these technologies on academic performance and skill development. The study also highlights certain challenges, including digital divide issues, inconsistent infrastructure, and the need for ongoing training for both educators and learners. The underutilization of advanced tools and the lack of institutional policies further limit the full potential of digital education. While digital technologies offer immense opportunities to enrich commerce education, their success depends on strategic implementation, institutional support, and a continuous focus on digital literacy. For commerce education to stay relevant and future-ready, higher institutions must adopt a balanced, inclusive, and technology-driven approach to teaching and learning.

Acknowledgment

The author expresses heartfelt gratitude to the faculty, students, and administrators of the participating institutions for their valuable time, responses, and insights, which made this study possible. Special thanks are extended to the Government First Grade College, Beedi, for institutional support and encouragement. The author also acknowledges the scholarly contributions and academic frameworks that informed this research. Without the collective participation and cooperation of all stakeholders, this work would not have been successfully completed.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

References:

1. **Philip Kotler**
Marketing Management — A key textbook covering modern marketing principles, increasingly integrating digital marketing concepts.
2. **Raymond P. Fisk**
Services Marketing: An Interactive Approach — Covers commerce and service sectors with insights into technology's role in service delivery.
3. **Michael E. Porter**
Competitive Advantage: Creating and Sustaining Superior Performance — A classic that discusses how digital technology affects business strategy.
4. **David G. Bretzke**
Accounting Information Systems — Focuses on how digital technologies transform accounting and commerce education.
5. **Efraim Turban, Linda Volonino**
Information Technology for Management: On-Demand Strategies for Performance, Growth and Sustainability — Addresses the integration of IT in business education and commerce.
6. **Roblyer, M. D., & Doering, A. H.**
Integrating Educational Technology into Teaching — A textbook focused on digital technology integration in education, including higher education settings.
7. Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury Academic.
8. Garrison, D. R., & Anderson, T. (2003). E-Learning in the 21st Century: A Framework for Research and Practice. RoutledgeFalmer.
9. Prensky, M. (2001). Digital Natives, Digital Immigrants. On the Horizon, 9(5), 1–6.
10. Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. U.S. Department of Education.
11. Alhawari, S., & AlShihi, H. (2017). E-learning in Higher Education: A Study on the Adoption and Effectiveness of e-Learning Platforms in the Gulf Region. Journal of Educational Technology & Society, 20(3), 123–135.
12. Kotler, P. Marketing Management. Pearson Education.

13. Fisk, R. P. Services Marketing: An Interactive Approach. South-Western Cengage Learning.
14. Porter, M. E. Competitive Advantage: Creating and Sustaining Superior Performance. Free Press.
15. Bretzke, D. G. Accounting Information Systems. McGraw-Hill.
16. Turban, E., & Volonino, L. Information Technology for Management: On-Demand Strategies for Performance, Growth and Sustainability. Wiley.
17. Roblyer, M. D., & Doering, A. H. Integrating Educational Technology into Teaching. Pearson.