Impact Of ICT’s On Student Learning At Elementary Level

Muhammad Khalid Hassan¹, Tariq Mehmood Bhuttah*², Muhammad Fahad Khalid³, Amir Zafar⁴, Muhammad Abdullah⁵, Muhammad Tahir Mahmood Aasy⁶

¹,³,⁴,⁵,⁶ M.Phil Scholar (Education), Department of Humanities and Social Sciences at Khwaja Fareed University of engineering and information technology, RYK,64200 (Punjab)

²*Assistant professor (Education), Department of Humanities and Social Sciences at Khwaja Fareed University of engineering and information technology, RYK,64200 (Punjab)

Abstract:

Today huge number of technologies is available to maintenance teaching and learning process in schools. This study demonstrates the effect of ICT’s on student’s Learning in of grade 8 in Government Boys Elementary School in order to analyze that how the use of ICT’s increases the student learning. It implements the connection among ICT’s and learners’ learning mainly watching availability, convenience and use-ability of the ICT’s resources in Government Boys Elementary School.

This research work conduct over cross-sectional study design, records collected using questionnaires method from a sample of 320 students and 40 teachers out of a parent population of 20 schools.

We focus on when different ICT’s are appropriately used help to strengthen the educational quality and expand educational access among students. Due to its effective utilization, access over the content becomes easy and cost effective. Use of ICT’s increases the consciousness among students about new technologies and helps them to solve their problems in short period of time. It increases the learning skills of students as a result student’s performance in computer education also increases. European countries, such as South Africa, are eager to grow similar benefits of using ICT’s technology.
We conclude that obtain ability, convenience and use-ability of ICT’s means meaningfully effects learning performance of elementary level students. Founded on the above, we recommend that there is need for the Elementary Schools to spend extra in PCs and connected knowledge. Access to the ICT’s tools should not only be limited in labs and library but also extended through accessibility of ICT’s at home.

**Keywords**: Information and Communication Technologies, Students Learning, ICT’s Apps, Computer Education, Elementary Education.

**Introduction:**

Today modern technologies have become an important part of our life. It helps us to convert our life from difficulties to ease. Technology reduces our time, cost and extra efforts. Technology plays an important role in every field of life. In education ICT’s also play an important role. It helps us for better teaching and student learning process.

In this competitive world teachers and students should have to learn more knowledge from their education system. Students cannot learn everything from their teachers or a school. As well as to see the requirements of this competitive world and students, teachers need to obtain extra knowledge about their field. It is compulsory for better education system. Teachers should have to get Up-to-date knowledge.

To overcome this problem, ICT’s are applied in education system. ICT’s refer to technologies that provide access to information via communications. It is alike to information technology (IT) (Khan, et al., 2015).

Wertlen (2014) explain ICT’s as a general period that describes some technology that help to produce, influence, store, commune, and or disseminate information. Information Communication Technology like video, television, multimedia and software which combines text, sound, and colorful affecting images can be used to provide challenges and reliable contents that will involve the students in the learning process (Akude & Ajuzie, 2011).

R.Raja (2018) says that technology makes study easy and more enjoyable. The use of internet in education solves the problems of teachers and students in a few minutes in spite of many hours. Internet provides up-to-date knowledge to the teachers. The use of AV aids helps the better understanding for both teachers and students.

Rafal wajszczyk (2014) focus on the both negative and positive effects of use of technology in education at primary level. They say that it is difficult to deliver lecture at primary level students as compare to use of technologies. The use of AV aids, motion pictures, movies and graphics help to easily understand the lessons for primary school students.
Muhammad Saqib Khan (2015) concerns over educational relevance and quality coexist with the imperative of expanding educational opportunities to those made most vulnerable by globalization developing countries in general; low-income groups, girls and women, and low-skilled workers in particular. “Global changes also put pressure on all groups to constantly acquire and apply new skills”. The International Labor Organization defines the requirements for education and training in the new global economy simply as “basic education for all”, core work skills for all and “lifelong learning for all”. Information and communication technologies (ICTs) which include radio and television, as well as newer digital technologies such as computers and the Internet have been touted as potentially powerful enabling tools for educational change and reform. “When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life”.

Muhammad Saleem (2017) It is widely accepted that ICT can empower teachers and learners and transform teaching. And the learning process from very teacher-dominated to student-centered, and that's the change. This will increase learning benefits for students which will create opportunities and enable them. Develop learners develop their creativity, problem-solving skills, information reasoning skills, communication. Skills and other advanced thinking skills. However, at the moment are very limited, obviously forced data to support this belief. The use of information and communication technologies is becoming more and more complex. Communication technology skills are essential for every member of society to progress in society with other individuals and groups. We need to be aware of ICTs in our workplaces, social spaces and personal affairs. ICTs are ingrained in our lives as technological advancements accelerate in our modern society.

Adel Bin Youssef (2008) explain the quality of learning will be subject to a set of socio-cultural factors. Technical factors evenly distributed within the Chilean school population. I this article comparatively analyze quality according to socio-economic distribution. Informed learning through standard SIMCE tests in the language curriculum, Mathematics and technology for the second year of secondary education or high school. In particular, it emphasizes the analysis of the collaboration of ICT skills in school performance. A question that arises is their effective effect. Students success and achievements in education technologies. Many scholars have tried to answer this question. This question is at the theoretical and experimental level. There were two major difficulties. On the one hand, the student performances are difficult to observe and remain confusing. On the other hand, ICT is evolving in its definition. It is difficult to distinguish between technologies and their effects their environment. There is no standard definition of student performance. The standard approach focuses on success and Curriculum, how students understand and
receive the courses in spite of their diplomas or their numbers. However, a wider the definition relates to skills, abilities and attitudes learned through teaching experience.

Muhammad Aman Ullah (2019) Students can now use ICT as a tool to enable students to change the teaching process to the classroom for better learning. Educational institutions are adopting an ICT-based teaching style and providing ICT-based educational programs. Recently, the Government of Bangladesh has also embraced the use of ICT in Bangladeshi educational institutions (at home and abroad), emphasizing this issue. Therefore, students have access to ICT facilities for academic and non-academic purposes using a variety of smart devices and the internet. The use of ICT for academic and non-academic purposes raises the need to assess the honesty and learning of students.

This study focused on the impact of ICT’s on the students and teachers learning at elementary education system. It found advantages and disadvantages of use of information and communication technologies in teachers and student learning separately. It explained how we use modern technologies to make our study easier and more enjoyable. It used different types of modern technologies like internet, audio video aids, printers and photo state machine etc.

• A survey was conducted at elementary level schools. First, 20 elementary schools were selected. Sample of the study was randomly selected 40 elementary schools teachers and 320 elementary schools students.
• Second, 2 questionnaires were designed one for teachers and one for students. After conducting the survey, data was gathered data and displayed in findings.

Objective of the Study:
The main objective of the study:

• To explore the uses of ICT’s at elementary level.

Research Questions:

• What outcomes of ICT’s on respondents learning at Elementary Level (Grade 8) Govt. Boys Elementary school.

Research Methodology:
The study was descriptive in nature. The research work was conducted to analysis the results Impact of ICT’s on respondents learning of grade 8 at Government Boys Elementary Level schools. It was the basic thing to recommend reasonable measures to control the dropout rate at grade 8. Foundations of records from elementary level respondents. To discover the results Impact of ICT’s on student learning at grade 8, records were gathering from elementary level Students and teachers via questionnaires. Population of the work
was depending on grade 8 students and Elementary level teachers from Govt. Boys Elementary Level schools. Random sample method was used for the collection of the sample of plan methodology. Grade 8 level Government Elementary Boys and teachers were respondents. So the data were collected from the respondents. Total 320 students of grade 8 level and 40 teachers were selected from elementary level school. These students and teachers were male. Questionnaire was the best tool for gathering data from students and teachers. Therefore questionnaires were used to collect data. This data gathered from grade 8 level students and teachers via questionnaires. Close ended queries considered for gathering of measurable and qualitative records. The records gathered from respondents of Govt. boys Elementary Level schools via questionnaire. Nominated Schools were visited and gained records via questionnaires. Examination of records was started when the responses acknowledged from students and teachers. The obtain data was interpret and analyze (SPSS and MS Excel) by apply statistical tool i.e. percentage and Mean Score.

**Responses of Student**

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Statement</th>
<th>Agree freq.</th>
<th>Agree %</th>
<th>Undecided freq.</th>
<th>Undecided percentage</th>
<th>Disagree freq.</th>
<th>Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use of ICT’s for homework.</td>
<td>205</td>
<td>64.1%</td>
<td>11</td>
<td>3.4%</td>
<td>104</td>
<td>32.5%</td>
</tr>
<tr>
<td>2</td>
<td>Use of ICT’s for drawing purpose.</td>
<td>160</td>
<td>50%</td>
<td>34</td>
<td>10.6%</td>
<td>126</td>
<td>39.4%</td>
</tr>
<tr>
<td>3</td>
<td>Use of ICT’s for gaining knowledge.</td>
<td>220</td>
<td>68.7%</td>
<td>32</td>
<td>10.0%</td>
<td>68</td>
<td>21.3%</td>
</tr>
<tr>
<td>4</td>
<td>Use of ICT’s increases the knowledge.</td>
<td>241</td>
<td>75.3%</td>
<td>11</td>
<td>3.4%</td>
<td>68</td>
<td>21.3%</td>
</tr>
<tr>
<td>5</td>
<td>Use of ICT’s improves understanding level.</td>
<td>164</td>
<td>51.2%</td>
<td>44</td>
<td>13.8%</td>
<td>112</td>
<td>35%</td>
</tr>
<tr>
<td>6</td>
<td>Use of ICT’s is helpful for problem solving.</td>
<td>223</td>
<td>69.7%</td>
<td>28</td>
<td>8.8%</td>
<td>69</td>
<td>21.6%</td>
</tr>
<tr>
<td>7</td>
<td>Student is familiar with the use of ICT’s.</td>
<td>176</td>
<td>55%</td>
<td>23</td>
<td>7.2%</td>
<td>121</td>
<td>37.8%</td>
</tr>
</tbody>
</table>
Table 1 characterizes that students use of ICT’s for home work at elementary level. It shows that 64.1 % (205) students agree that student use of ICT’s for home work, while 32.5% (104) students disagree, with the statement while only 3.4% (11) students undecided. Student Use of ICT’s for drawing purpose 50% (160) students agree with this statement. Use of ICT’s for gaining knowledge 68.7% (220) students agree with this statement. Use of ICT’s increases the knowledge 75.3% (241) students agree with this statement. Use of ICT’s improves understanding level 51.2% (164) students agree with this statement. Use of ICT’s is helpful for problem solving 69.7% (223) students agree with this statement. Student is familiar with the use of ICT’s 55% (176) students agree with this statement. Use ICT’s to look up new ideas 52.2% (167) students agree with this statement. Use of ICT’s save time of the students in learning process 71.5% (229) students agree with this statement. Use of ICT’s organizes work 59.1% (189) students agree with this statement.

Responses of Teachers

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Statement</th>
<th>Agree freq.</th>
<th>Agree %</th>
<th>Undecided frequency</th>
<th>Undecided percentage</th>
<th>Disagree freq.</th>
<th>Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher use ICT’s.</td>
<td>35</td>
<td>87.5 %</td>
<td>2</td>
<td>5.0%</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>2</td>
<td>Use of ICT’s is helpful for problem solving.</td>
<td>30</td>
<td>75.0 %</td>
<td>7</td>
<td>17.5%</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>3</td>
<td>Use of ICT’s saves time of the students in learning process.</td>
<td>27</td>
<td>67.5 %</td>
<td>9</td>
<td>22.5%</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>
Table 2 characterizes that Teachers use ICT’s. It shows that 87% (35) Teachers agree that Teacher use of ICT’s, while 7.5% (3) teachers disagree with the statement while only 5.0% (2) teachers undecided. Use of ICT’s is helpful for problem solving 75.0% (30) teachers agrees with this statement. Use of ICT’s saves time of the students in learning process 67.5% (27) teachers agrees with this statement. Use ICT’s to organize work 70% (28) teachers agrees with this statement. Student use ICT’s for gaining knowledge 72.5% (29) teachers agrees with this statement. Students take interest in the use of ICT’s 77.5% (31) teachers agrees with this statement.

Findings:

The results with respect to the research questions

Responses of Student

The researcher found the answer of this query, what is the result of ICT’s on Students Learning from elementary department, a likert kind of questionnaires design to gather records from 320 elementary school learners and 40 elementary teachers. The data analyzed and compared the effectiveness of ICT’s on students learning. In given questionnaire usability wise statements mentioned. In comparison of the usability of ICT’s to recovers the learning of students in class 8. It showed that mostly of the respondent view that major result on student presentation was due to the

Use of ICT’s for home work. Agree numbers of student are (64.1%) (205). Use of ICT’s for drawing purpose. Agree numbers of student are (50%) (160).Student use of ICT’s for gaining knowledge. Agree numbers of student are (68.7%) (220). Use of ICT’s increases the knowledge. Agree numbers of student are (75.3%) (241). Use of ICT’s improves understanding level. Agree numbers of student are (51.2%) (164). Use of ICT’s is helpful for problem solving. Agree numbers of student are (69.7%) (223). Student is familiar with
ICT’s. Agree numbers of student are (55%) (176). Use ICT’s to look up new ideas. Agree numbers of student are (52.2%) (167). Use of ICT’s save time of the students in learning process. Agree numbers of student are (71.5%) (229). Use ICT’s to organize work. Agree student numbers of are (56.9%) (189). Majority of the respondents can be considered.

Responses of Teachers

The researcher found the response of this query, a query asked from 40 respondents of elementary school teacher. There recommendations of respondents related to increase the effectiveness of ICT’s at elementary were that majority.

Teacher use ICT’s. Agree numbers of teacher are (87.5%) (35). Use of ICT’s is helpful for problem solving. Agree numbers of teacher are (75.0%) (30). Use of ICT’s save time of the students in learning process. Agree numbers of teacher are (67.5%) (27). Use of ICT’s to organize work Agree numbers of teacher are (70.0%) (28). Student use of ICT’s for gaining knowledge. Agree numbers of teacher are (72.5%) (29). Students take interest in the use of ICT’s. Agree numbers of teacher are (77.5%) (31). Majority of the respondents can be considered.

Conclusion:

Awareness of ICT’s is the state-of-the-art need of education sector especially. The researcher in this study, from the findings concluded that when different ICT’s are appropriately used it will help to strengthen the educational quality and expands educational access among students. Due to its effective utilization, access over the content becomes easier and cost effective. Use of ICT’s increase the awareness among students about new technologies and help them to solve out their problems in short time span. It will increase the learning abilities of students as a result student’s learning in ICT’s will increases. Learning of the students can be improved by taking measures like ICT’s should contains data according to the mental level and age of the student, there should be some e-learning websites that contain all subject related content that is also according to the understanding level of the student, proper facilities related to ICT’s should be available at school, so that students are not restricted to the time and place for the utilizations of ICT’s to improve their Learning, and teachers should be properly guided about the effect use of ICT’s.

Discussion:

Use of ICT’s in education sector is the state-of-the-art need of today. In this study, Impact of ICT’s on Students Learning were analyzed. Students can use ICT’s for different purposes to improve their Learning. Some of the purposes were also reported by different authors.

In this study, in purpose wise analysis of the effect of ICT’s, major purposes were to
improve the learning skills of the students (Passey et al, 2003; Holley & Dobson, 2008; Resnick, 2004; Livingstone, 2012; Geoffrey, 2006; Blackwell et al., 2014), ICT’s develop interest among students related to the content (Imran, 2017; Eng, 2005; Zia et al., 2017; Geoffrey, 2006), used for the purpose of gaining knowledge (Geoffrey, 2006; Zia et al., 2017; Farmery, 2014), used for completing homework and assignments (Geoffrey, 2006; Liang et al., 2012; Blackwell et al., 2014), help in proving applicability of knowledge in real world situations (Blackwell et al., 2014), for gaining easy and quick access on the required material (Imran, 2017; Eng, 2005; Zia et al., 2017; Geoffrey, 2006), used for improving reading skills (Imran, 2017; Zia et al., 2017; Geoffrey, 2006), provide new ways to present their data or provide new ideas related to their work or to organize their work in better form (Farmery, 2014; Geoffrey, 2006; Blackwell et al., 2014), used for the purpose of collaboration or communications with their fallows for sharing information (Ott & Pozzi, 2011; Zia et al., 2017; Geoffrey, 2006), used for solving their daily life problems like mathematical questions (Farmery, 2014; Zia et al., 2017; Geoffrey, 2006) and many of the researchers agreed on that ICT lessons are enjoyable and students enjoy these lessons that will increase their learning skills which ultimately increases their Learning (Reedy, 2008; Liang et al., 2012; Slay et al., 2008; Twiner et al., 2010; Heemskerk et al., 2014; Hill et al., 2012; mran, 2017; Geoffrey, 2006).

**Recommendations:**

To see the results & assumptions, recommendations accessible to increase student’s learning and to bring improvement in the utilization of ICT’s,

1. The government should try to provide e-learning applications that contains the subject wise and level wise material
2. The government should try to provide awareness to parents towards the importance of ICT’s
3. Material on internet should be design affording to the conceptual level of the students.
4. Subject wise material should be available on internet.
5. The parents should support their students on the utilization of ICT’s
6. Teacher should support student in learning new things.
7. The teachers should try to provide the proper guidance related to the utilization of ICT’s so that the students can feel satisfaction.

**References:**


