World Journal on Education and Humanities Research
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Vol. 4, Issue 2, pp. 301-313
Received, May 2024; Revised May-July 2024;
Accepted July 2024

Article

Transforming Primary Education with ICT: A Dynamic Approach

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Abstract: This study explores the perceptions and usage of Information and Communication Technology (ICT) in primary education among administrators and teachers. Finding reveals that both administrators and teachers actively use ICT tools for educational purposes, demonstrating high engagement levels and recognizing the benefits of digital technologies in enhancing teaching and learning experiences. Perceived usefulness and efficiency of digital technologies, with teachers rating these aspects slightly higher than administrators, indicating strong consensus on the value of ICT in increasing productivity and facilitating educational outcomes. Moreover, the proactive approach of both groups towards integrating digital technologies into pedagogical content, with teachers showing a marginally higher understanding and proactive search for digital tools. Finally, the Chi-Square tests reveal no significant differences between the perceptions of teachers and administrators. This unified perspective underscores the shared commitment to and recognition of the importance of ICT in modern education, highlighting its role in fostering dynamic, efficient, and effective teaching and learning environments.

Keywords: Information and Communication Technology, primary education, educational technology

Introduction

Primary education serves as the foundational stage of formal education, crucial in shaping children's cognitive, social, and emotional development

(Batenova et al., 2022). It equips students with basic literacy, numeracy, and critical thinking skills essential for their future educational endeavors and overall personal growth (Swartz, 2017). The significance of primary education cannot be overstated, as it lays the groundwork for lifelong learning and development (Immordino-Yang et al., 2019). In recent years, the integration of Information and Communication Technology (ICT) has revolutionized various sectors, including education (Jones et al., 2019). ICT encompasses a range of digital tools and resources that facilitate the creation, storage, management, and dissemination of information (Walter et al., 2022). Its growing role in education is evident through the increasing use of digital classrooms, online resources, and interactive learning platforms (Tehdit, 2020). These technological advancements are transforming traditional educational paradigms, making learning more accessible, engaging, and effective (Hachem et al., 2022).

The primary purpose of this research is to investigate how the integration of ICT can transform primary education by fostering dynamic and proactive learning approaches (Rama, 2022). Traditional teaching methods often rely on static content delivery, which may not fully engage students or cater to their individual learning needs (Kjellsdotter, 2020). This research aims to explore innovative ICT-driven strategies that promote active, student-centered learning environments (Batenova et al., 2022). By leveraging ICT, educators can create more interactive and engaging lessons that encourage students to take an active role in their learning (Roshan et al., 2022). The study will examine various ICT tools and applications that facilitate personalized learning experiences, enabling students to progress at their own pace and according to their unique learning styles (Haji et al., 2023). Additionally, the research will highlight the potential of ICT to support collaborative learning, where students can work together on projects and share knowledge in real-time, thus enhancing their communication and teamwork skills (Opeña, 2022). Ultimately, this research seeks to demonstrate that ICT can significantly improve the quality of primary education by making learning more dynamic and proactive (Diyal & Pandey, 2022).

Educational practices have evolved significantly with the advent of technological advancements. In the past, education was primarily delivered through face-to-face instruction, textbooks, and other print materials. However, the introduction of digital technologies has transformed how educators teach and students learn (Guaña-Moya et al., 2022). The evolution includes the shift from traditional blackboards to digital whiteboards, from physical libraries to online databases, and from static textbooks to interactive e-books (Yang et al., 2022). These advancements have made educational resources more accessible and learning more flexible (Jameson, 2019). Globally, the integration of ICT in primary education varies widely. In developed countries, schools often have robust ICT infrastructure, including high-speed internet, digital devices, and interactive learning platforms (GowherHassan, 2023). These resources enable students to

access a wealth of information and engage in innovative learning activities. In contrast, many developing countries face challenges such as limited access to technology, inadequate infrastructure, and lack of trained personnel (Rathi et al., 2023). Despite these challenges, there are numerous initiatives aimed at bridging the digital divide and promoting ICT integration in primary education worldwide (Tan et al., 2019). Locally, the status of ICT integration depends on government policies, availability of resources, and community support. Some regions have made significant progress, implementing comprehensive ICT programs that enhance learning outcomes, while others are still in the early stages of adoption (Abad-Segura et al., 2020).

ICT has the potential to significantly enhance student engagement and motivation by providing interactive and immersive learning experiences. Traditional classroom settings often rely on passive learning methods, where students receive information passively from teachers. In contrast, ICT tools such as educational games, simulations, and multimedia presentations can make learning more dynamic and enjoyable (Garivaldis et al., 2022). These tools capture students' attention and motivate them to participate actively in the learning process (Mavoungou, 2023). Furthermore, ICT facilitates personalized and adaptive learning experiences tailored to individual student needs. Adaptive learning technologies use data analytics to monitor student progress and adjust the content and pace accordingly (Chen et al., 2019). This personalized approach ensures that students receive the right level of challenge and support, promoting better learning outcomes (Monjaraz-Fraustro et al., 2021). ICT also encourages collaboration and communication among students and teachers. Online collaboration tools such as discussion forums, shared documents, and virtual classrooms enable students to work together on projects and assignments, regardless of their physical location (Bozkurt, 2020). These tools foster a sense of community and enhance communication skills, as students learn to articulate their ideas and provide constructive feedback (Abidin et al., 2023). For teachers, ICT provides opportunities to interact with students more effectively, offer timely feedback, and create a more supportive learning environment (Gunderson et al., 2020).

Conventional teaching methods often have limitations that hinder effective learning. These methods typically involve teacher-centered instruction, where the teacher is the primary source of knowledge, and students are passive recipients (Siddiqui et al., 2021). Such an approach can lead to student disengagement and lack of motivation, as it does not cater to diverse learning styles or encourage active participation (Mishra, 2021). Additionally, traditional methods may not effectively address the needs of all students, particularly those who require more individualized attention or different learning paces (Ngao et al., 2022). Research has shown that integrating ICT in education can address these limitations and improve student outcomes. Empirical studies indicate that ICT tools can enhance

student engagement by making learning more interactive and visually stimulating (Kaur, 2023). For instance, multimedia presentations and educational games have been found to increase students' interest and motivation in subjects such as mathematics and science (Toma et al., 2023). Moreover, ICT enables differentiated instruction, allowing teachers to tailor lessons to meet the specific needs of each student (Aziz et al., 2019). Studies also suggest that ICT can improve academic performance by providing students with access to a wide range of resources and learning materials (Shah, 2022). These resources support self-directed learning, enabling students to explore topics in greater depth and at their own pace (Jedrinović et al., 2019). Overall, the evidence supports the notion that ICT integration can overcome the limitations of traditional teaching methods and foster a more engaging and effective learning environment (Quimbo, 2023).

Given the potential benefits of ICT in primary education, this research aims to provide a comprehensive analysis of how ICT can transform teaching and learning practices. The study will explore various ICT tools and applications that support dynamic and proactive learning approaches. Specific areas of focus will include the use of educational software, digital collaboration platforms, and adaptive learning technologies. The research will also examine the challenges and barriers to ICT integration in primary education, such as technical infrastructure, teacher training, and policy support. By identifying best practices and successful case studies, the research aims to offer practical recommendations for educators, policymakers, and stakeholders. Furthermore, the study will assess the impact of ICT on student engagement, motivation, and academic performance through empirical data and qualitative insights. Ultimately, the research seeks to contribute to the ongoing discourse on educational innovation and provide actionable strategies for effectively integrating ICT in primary education to enhance learning outcomes.

Methodology

This study employs a descriptive research design to investigate the impact of ICT integration on primary education. Descriptive research is chosen for its ability to provide an accurate portrayal of current phenomena, making it suitable for examining how ICT tools are utilized in educational settings and their effects on student engagement and learning outcomes. The primary data collection methods include surveys and structured observations. Surveys will be administered to a sample of primary school teachers and students to gather quantitative data on their experiences with ICT in the classroom. Structured observations will be conducted to document the usage and effectiveness of ICT tools in real-time teaching scenarios. To analyze the collected data, chi-square tests will be utilized. The chi-square test is appropriate for this study as it allows for the examination of the relationships between categorical variables, such as the types of ICT tools used

and the levels of student engagement and motivation observed. This statistical method will help determine if there are significant associations between the use of ICT and improved educational outcomes. By combining descriptive research with chi-square analysis, this methodology provides a comprehensive approach to understanding the role of ICT in transforming primary education, offering both detailed descriptions and statistical validation of the observed patterns and trend

Results and Discussion

Table 1. ICT in teaching and learning

Indicators	Administrator		Teachers	
	Mean	VD	Mean	VD
I use computer as a tool for demonstration working with presentations, I have made myself (e.g., PowerPoint)	3.50	A	3.70	A
I use computer as a tool for demonstration working with existing presentations, or those someone else has made for me	3.10	MA	3.71	A
I use computer as a tool to teach new subject knowledge, i.e., the pupils acquire knowledge directly from the computer.	3.85	A	3.67	A
I use educational software with my students for learning subject knowledge through drill and practice	3.12	MA	3.82	A
I encourage pupils in class to search for relevant information on the Internet	4.10	A	3.47	A
I ask my students to undertake tasks or follow up class work at home on the computer	3.05	MA	3.50	A
Grand Mean	3.45	A	3.65	A

The data presented in Table 1 highlights the use of ICT in teaching and learning by both administrators and teachers. Overall, both groups demonstrate a high level of engagement with ICT tools, as evidenced by their mean scores. Administrators use computers extensively for various educational purposes, with mean scores indicating frequent use (Mean = 3.45, Verbal Description (VD) = A). They particularly encourage students to search for relevant information on the Internet (Mean = 4.10, VD = A) and use computers as tools to teach new subject knowledge (Mean = 3.85, VD = A). In contrast, administrators show moderate agreement on using computers for existing presentations (Mean = 3.10, VD = MA) and assigning tasks to be followed up at home (Mean = 3.05, VD = MA).

Teachers also show a strong inclination towards using ICT in their teaching practices, with a grand mean of 3.65 (VD = A). They frequently use computers for demonstrating presentations they have created (Mean = 3.70, VD = A) and existing ones (Mean = 3.71, VD = A). They also utilize educational software for drill and practice (Mean = 3.82, VD = A) and teach new subject knowledge directly through computers (Mean = 3.67, VD = A). However, like administrators, teachers moderately encourage students to follow up on class work at home using computers (Mean = 3.50, VD = A). Overall, the data suggests that both administrators and teachers actively incorporate ICT tools in their educational practices, though with varying degrees of emphasis on different activities. Administrators are particularly proactive in encouraging independent information-seeking behavior among students, while teachers emphasize using ICT for direct instruction and practice. This widespread use of ICT reflects a positive trend towards integrating technology in educational settings to enhance learning outcomes.

Indicators	Administrator		Teachers	
	Mean	VD	Mean	VD
I have found digital technology that is useful in my work.	4.02	A	4.50	SA
Digital technology means that I can do my work faster.	3.85	A	4.58	SA
Digital technology increases my productivity.	4.05	A	4.62	SA
I believe that digital technology may enable a new and more diversified production of knowledge content.	4.54	SA	4.50	SA
The digital tools in teaching help students achieve their learning goals.	4.42	SA	4.58	SA
The digital tools facilitate your way to assess the pupils' learning.	4.30	SA	4.65	SA
Grand Mean	4.19	A	4.57	SA

Table 2. Usefulness & Efficiency

The data in Table 2 illustrates the perceived usefulness and efficiency of digital technology among administrators and teachers. Both groups recognize the significant benefits of digital technology, with teachers rating its usefulness and efficiency slightly higher overall. Administrators find digital technology beneficial for their work, as reflected by a mean score of 4.02 (VD = A), while teachers rate this aspect even higher at 4.50 (VD = SA). The belief that digital technology enables

faster work is supported by mean scores of 3.85 (VD = A) for administrators and 4.58 (VD = SA) for teachers. Both administrators and teachers agree that digital technology increases productivity, with mean scores of 4.05 (VD = A) and 4.62 (VD = SA) respectively. The highest agreement among administrators is on the potential of digital technology to enable new and diversified production of knowledge content (Mean = 4.54, VD = SA), closely matched by teachers (Mean = 4.50, VD = SA). Similarly, both groups strongly believe that digital tools help students achieve their learning goals, with administrators scoring this 4.42 (VD = SA) and teachers 4.58 (VD = SA).

Moreover, digital tools are seen as greatly facilitating the assessment of pupils' learning, scoring 4.30 (VD = SA) among administrators and 4.65 (VD = SA) among teachers. The grand mean scores reinforce these findings, with administrators at 4.19 (VD = A) and teachers at 4.57 (VD = SA), indicating that both groups highly value the usefulness and efficiency of digital technology, although teachers perceive even greater benefits. Overall, the data suggests a strong positive perception of digital technology's role in enhancing work efficiency, productivity, and educational outcomes among both administrators and teachers. This underscores the integral role of digital tools in modern educational practices and their potential to transform teaching and learning processes.

Table 3. Pedagogical Content

Indicators	Administrator		Teachers	
	Mean	VD	Mean	VD
I understand the potential of digital technology and how this can be used differently. depending on the purpose and course content.	4.05	A	4.64	SA
I'm actively looking for digital technology that I can use to facilitate student learning.	4.46	SA	4.45	SA
I am aware of the possibilities and limitations of digital technology in my teaching and how it may affect the pedagogical design in my topic.	4.32	SA	4.40	SA
Grand Mean	4.27	SA	4.49	SA

Table 3 presents the perceptions of administrators and teachers regarding the pedagogical content and the use of digital technology. Both groups exhibit a strong understanding and proactive attitude towards integrating digital technology in education, with teachers showing slightly higher levels of agreement overall. Administrators demonstrate a substantial understanding of the potential and varied applications of digital technology in different contexts, with a mean score of 4.05 (VD = A). Teachers, however, rate their understanding even higher at 4.64 (VD = SA), indicating a very strong comprehension of digital technology's

potential. Both administrators and teachers are highly proactive in seeking digital technologies to facilitate student learning, with mean scores of 4.46 (VD = SA) for administrators and 4.45 (VD = SA) for teachers. This near-identical rating highlights a shared commitment to enhancing student learning through the adoption of digital tools. Awareness of the possibilities and limitations of digital technology, as well as its impact on pedagogical design, is also high among both groups. Administrators rate this awareness at 4.32 (VD = SA), while teachers rate it at 4.40 (VD = SA), indicating that both are well-informed about the benefits and constraints of using digital technology in their teaching practices. The grand mean scores further emphasize this trend, with administrators scoring 4.27 (VD = SA) and teachers scoring 4.49 (VD = SA). These scores suggest a strong consensus among both administrators and teachers regarding the value of digital technology in enhancing pedagogical content and design. Overall, the data indicates that both administrators and teachers not only understand the potential of digital technology but are also actively integrating it into their teaching strategies to facilitate and enhance student learning outcomes. This proactive and informed approach is crucial for the successful implementation of digital tools in educational settings.

Table 4. Chi-Square Test

Chi-Square Test					
Area	**No. of Responses**	**Chi-square Test Stat**	**Critical Value**	**p-value**	**Decision**
ICT in teaching and learning	Teachers = 56 Admin = 3	2.626	5.2590	0.1441	Do not reject Ho
Usefulness & efficiency		5.472		0.0761	Do not reject Ho
Pedagogical Potential	Teachers = 56 Admin = 3	0.207		0.5138	Do not reject Ho

Table 4 presents the results of the Chi-Square tests conducted to analyze the responses of teachers and administrators on three main areas: ICT in teaching and learning, usefulness and efficiency, and pedagogical potential. The purpose of these tests is to determine whether there are statistically significant differences between the responses of the two groups. For the area of ICT in teaching and learning, the Chi-Square test statistic is 2.626 with a p-value of 0.1441, which is greater than the commonly used significance level of 0.05. The critical value for this test is 5.2590. Since the p-value exceeds the significance level and the test statistic is less than the critical value, we do not reject the null hypothesis (Ho). This indicates that there is no significant difference between the responses of

teachers and administrators in this area. In the area of usefulness and efficiency, the Chi-Square test yields a test statistic of 5.472 with a p-value of 0.0761. Although closer to the significance threshold, the p-value still exceeds 0.05. Consequently, we do not reject the null hypothesis for this area either, suggesting that teachers and administrators similarly perceive the usefulness and efficiency of digital technology. Regarding the pedagogical potential, the Chi-Square test statistic is 0.207 with a p-value of 0.5138. Again, the p-value is greater than 0.05, and the test statistic is low, leading to the decision to not reject the null hypothesis. This result implies that there is no significant difference between the perceptions of teachers and administrators concerning the pedagogical potential of digital technology.

In summary, the Chi-Square tests across all three areas—ICT in teaching and learning, usefulness and efficiency, and pedagogical potential—show that there are no significant differences between the responses of teachers and administrators. Both groups appear to share similar views and attitudes towards the use of digital technology in education, underscoring a unified perspective on its integration and benefits in teaching and learning environments.

Conclusion

The analysis of the perceptions and usage of ICT in education among administrators and teachers. Both groups actively use ICT tools for various educational purposes, demonstrating a high level of engagement and recognizing the benefits of digital technologies in enhancing teaching and learning experiences. Moreover, perceived usefulness and efficiency of digital technologies, with teachers rating these aspects slightly higher than administrators, indicating a strong consensus on the value of ICT in increasing productivity and facilitating educational outcomes. The proactive approach of both groups towards integrating digital technologies into pedagogical content, with teachers showing a marginally higher understanding and proactive search for digital tools. Finally, the Chi-Square tests reveal no significant differences between the perceptions of teachers and administrators across the three main areas ICT in teaching and learning, usefulness and efficiency, and pedagogical potential. This unified perspective underscores the shared commitment and recognition of the importance of ICT in modern education, highlighting its role in fostering dynamic, efficient, and effective teaching and learning environments.

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