

USING ICT IN TODAY'S EDUCATION

Leenu

Assistant professor in commerce and management, Shah Satnam Ji girls college sirsa

1. Introduction

This study explores the importance of the implementation of ICT that contributes to the implementation of the various tools and assistance that support the purpose of educational learning for students. This research explains the impact of the utilization of ICT in maintaining access to data and integrating academic curriculum-enhancing educational settings. Secondary data sources are obtained and various literature journal papers are evaluated to rely on the contributions to show the technical development of the knowledge system by devising objectives to suitable outcomes.

2. Background

The background of this research supports the significance of using ICT in education regulations to render more achievements. The utilization of Data and Correspondence Innovation (ICT) in the present schooling is of vital significance. It improves opportunities for growth by giving admittance to a huge swath of assets, advancing intuitive and cooperative learning, and encouraging decisive reasoning and critical thinking abilities (Kamil *et al.* 2019). It likewise empowers effective organizations and the board of instructive foundations. With the joining of ICT, understudies gain advanced education, which is vital in the cutting-edge world.

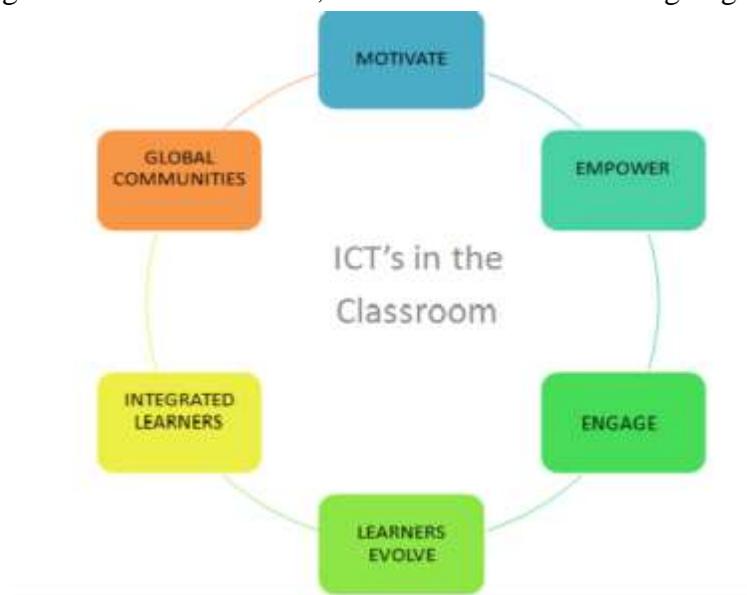


Figure 1: ICT in the school classroom for student

(Source: www.th.bing.com)

3. Aims and Objectives

This study aims to investigate the job and effect of Data and Correspondence Innovation (ICT) in the present training and educational needs. The goals incorporate analyzing how ICT is coordinated into instructing and growing experiences, researching its impact on understudy commitment and inspiration, and evaluating the adequacy of ICT in further developing learning results.

The objectives are:

- To understand the positive impact of implementing an ICT system on educational preferences.
- To estimate how teachers and policymakers can settle on educated choices by implying ICT techniques.
- To evaluate the importance of ICT in supporting communication with students.
- To show the importance of online e-reading facilities by ICT.

4. Literature Review

4.1 Empirical Studies

As stated by the author Das, (2019), the paper establishes the fact that importance of ICT in educational purposes. The advancement of information technology is crucial to the quality of education in several ways, including the improvement of fundamental skills, the enhancement of teacher technology training, and the increase in learner motivation. Information and communication technology (ICT) should be used appropriately to foster a learner-centered environment because it is a tool for curriculum and subject adaptation. Students use information and communication technology to learn about and approach new educational approaches (Das, 2019). Data and correspondence Data Innovation (ICT) is progressively turning into a basic piece of the school system. Roles, teaching, and a new vision for the future have all been rethought by educators, administrators, and teachers as a result of these shifts. The most recent problems with students' education have been experienced by ICT.

According to authors Kontostavlou and Drigas, (2019), this paper helps to show the usage of information and communication technology in enhancing the educational context of the literary culture for the students. The use of ICT aids the teachers with materials allocations with enriching

information so that they could develop more skills and capabilities of knowledge. This also shows that the diversification of educational learning methods had enable broad scope for students to integrate different evaluations of learning materials and activities (Kontostavlou and Drigas, 2019). The mobile learning process is considered to be the learning service that provides academic resources using online systems by using tablets and laptops. This supports the scope of personalized learning experiences for students.



Figure 2: ICT development process in learning method

(Source: www.th.bing.com)

4.2 Theories and Models

The model that should be used shows the transformative learning theory that embodies the educational approach to new adaptive education learning using ICT technology to supplement new forms of generation of ideas.

5. Methodology

5.1 Research Methods

The secondary research process for the topic "Using ICT in today's education" comprises gathering information from well-known websites, books, scholarly publications, and research papers. Examining surveys, studies, and empirical research on how information and communication technology (ICT) is changing education is one aspect of this. The goal is to break down and combine the available research to gain an understanding of the different ways that ICT is being used in educational settings and its suggestions for achieving educational and educational outcomes.

5.2 Research Philosophy

With regards to involving ICT in contemporary training, positivist exploration reasoning puts an accentuation on the objective estimation and evaluation of information. To comprehend what ICT means for instructive outcomes, it depends on gathering observational information and running thorough analyses (Mirsharapovna *et al.* 2022). Positivist examination utilizes quantitative methods including overviews, tests, and factual investigation to make a logical comprehension of the subject by searching for circumstances and logical results, linkages, and generalizable ends [Referred to Appendix 1].

5.3 Research Design

The research design evaluates the examination of the utilization of ICT in contemporary training utilizing subjective examination, non-mathematical information should be assembled and dissected. This study conducts the qualitative methods to assemble the collection of data from different journals to show the viability of implementing collaborative ICT in supporting the education system of teachers and in motivating students in personalized learning ways.

5.4 Research Approach

In this research to investigate how ICT is utilized in today's classrooms, exploratory and descriptive research methods are utilized. It endeavors to investigate and depict the practices, restraints, and open doors that are currently present according to consolidating ICT in instructive settings (Asongu and Odhiambo, 2019). This shows the assembling of data and fosters an intensive handle on the subject, the system might include reviews, meetings, perceptions, and contextual investigations from the journal papers by deductive approach.

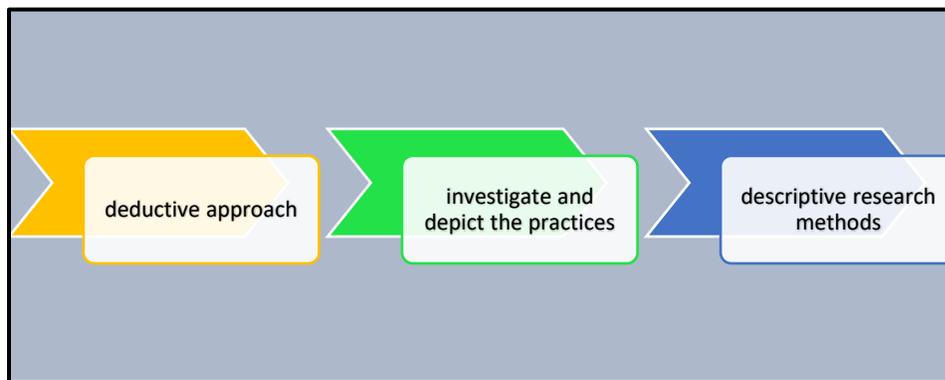


Figure 3: Research Approach

(Source: Self-created in MS Word)

5.5 Data collection method

In order to acquire data for secondary research, information must be gathered from already published sources, such as respected websites, books, academic journals, and research papers. To be able to gather pertinent data and insights about the use of ICT in modern education requires evaluating and analyzing the material that is already available.

Copyright © 2024, *Scholarly Research Journal for Interdisciplinary Studies*

5.6 Timeline

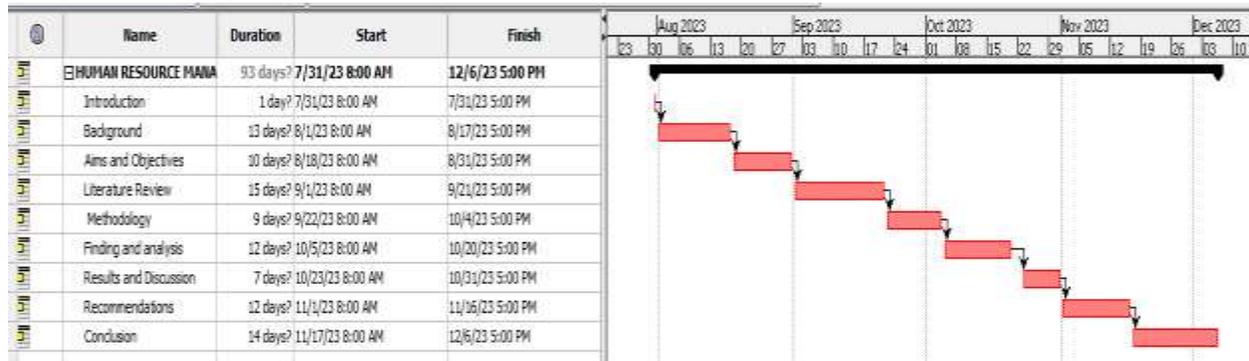


Figure 4: Gantt chart representation

(Source: Self-created)

6. Finding and analysis

Secondary Analysis

a) The usefulness of ICT Technology in enhancing the education system

The secondary analysis provides the estimation of the research scope in determining the ICT evolution technology enhancement in contributing social media as a platform to transmit of knowledge. The degree to which students' current qualities, requirements, and experiences are met by innovation is referred to as "understudy satisfaction with innovation use". The lavishness of this learning is the source of understudy fulfillment in this review when ICT is incorporated into learning. In light of Davis et al.'s Cap model, PEU and PU are the essential parts that innovation clients acknowledge. In addition, considering the TSM model, these two ancestors are acknowledged to be adequately ready to measure student satisfaction. When ICT is incorporated into learning strategies, students will be motivated to use it and satisfied (Al-Rahmi *et al.* 2020). With the assistance of instructors and supervisors, students can also be motivated to use IT to resolve ambiguities, share knowledge, and provide information to enhance their learning experience, performance, and research skills [Referred to Appendix 2].



Figure 5: ICT implementations in the education system

(Source: www.1.bp.blogspot.com)

7. Results and Discussion

The results discuss the implementation of the ICT techniques in a more comprehensive and organized way to effectively produce more encouragement of student learning satisfaction. In today's advanced world, ICT devices can be used to create and disseminate information. According to the findings of the study, students believe that IT is simple to use when it helps them learn (Apsorn *et al.* 2019). Using readily available ICT also helps in the resolution of questions raised by teachers and students, the acquisition of knowledge regarding current events, and global competitiveness. If they have access to IT, students are more likely to learn how to use it. Therefore, ICT developers ought to develop appropriate and user-friendly systems for maintainable student education in order to enhance perceived ease of use (Henderson, 2020). Additionally, students should receive assistance from administrators in using IT.

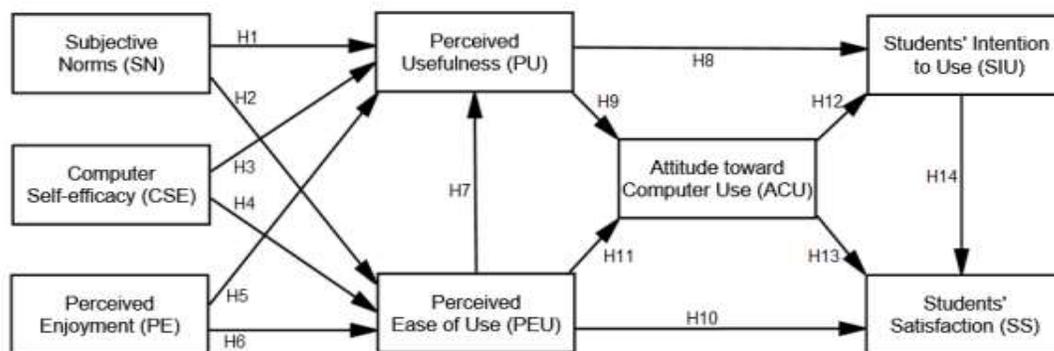


Figure 6: Educational purpose by using ICTs toward student satisfaction

(Source: Al-Rahmi *et al.* 2020)

8. Recommendations

The recommendations are:

- **Better infrastructure development of ICT in schools:** This implies the use of ICT technology in schools to improve protocols of better communication systems in schools (Kristiawan and Muhaimin, 2019). This would administer the student engagement process with high validity of educational learning methods.
- **The implementation of technical support for the school teachers:** ICT should be developed in a more advanced form to support the teachers to form more contingency. Maintenance of ICT agility structural form must be encouraged in schools to deliver more vocational and advanced learning training.

9. Conclusion

In the conclusion part, it predicts that ICT in schooling enables understudies, outfits them with fundamental abilities for the future, and sets them up to flourish in an innovation-driven society. This study intermediates to explore the perspectives, encounters, and views of educators, understudies, and different partners to propose top to bottom, logical understandings of what ICT means for instructing and learning systems. ICT works with customized getting the hang of, taking care of assorted understudy needs and learning styles. It also helps to show that ICT facilitates personalized educational system support through educational online platforms for effective assessment improvement in the academic field.

Reference List

Journals

- Al-Rahmi, W.M., Alzahrani, A.I., Yahaya, N., Alalwan, N. and Kamin, Y.B., 2020. *Digital communication: Information and communication technology (ICT) usage for education sustainability. Sustainability, 12(12), p.5052.*
- Apsorn, A., Sisan, B. and Tungkunan, P., 2019. *Information and Communication Technology Leadership of School Administrators in Thailand. International Journal of Instruction, 12(2), pp.639-650.*
- Asongu, S.A. and Odhiambo, N.M., 2019. *How enhancing information and communication technology has affected inequality in Africa for sustainable development: An empirical investigation. Sustainable Development, 27(4), pp.647-656.*
- Das, K., 2019. *The role and impact of ICT in improving the quality of education: An overview. International Journal of Innovative Studies in Sociology and Humanities, 4(6), pp.97-103.*
- Henderson, D., 2020. *Benefits of ICT in Education. IDOSR Journal of Arts and Management. pp. 1, 5.*

- Kamil, S.U.R., Amin, H., Saidin, S. and Upe, A., 2019. *The implementation of information and communication technology on learning process in communication department of UHO facing industrial revolution 4.0 [Penerapan teknologi komunikasi dan informasi pada pembelajaran jurusan ilmu komunikasi UHO menghadapi revolusi industri 4.0]. Proceeding of Community Development, 2, pp.344-352.*
- Kontostavlou, E.Z. and Drigas, A.S., 2019. *The Use of Information and Communications Technology (ICT) in Gifted Students. Int. J. Recent Contributions Eng. Sci. IT, 7(2), pp.60-67.*
- Kristiawan, M. and Muhaimin, M., 2019. *Teachers' obstacles in utilizing information and communication technology. International Journal of Educational Review, 1(2), pp.56-61.*
- Mirsharapovna, S.Z., Shadjalilovna, S.M., Kakhramonovich, A.A. and Malikovna, K.R.N., 2022. *Pros and Cons of Computer Technologies in Education. Texas Journal of Multidisciplinary Studies, 14, pp.26-29.*

Cite Your Article as

Leenu. (2024). USING ICT IN TODAY'S EDUCATION. In *Scholarly Research Journal for Interdisciplinary studies* (Vol. 12, Number 82, pp. 167–174). Zenodo.

<https://doi.org/10.5281/zenodo.11201624>