

## **STUDENT'S LEARNING AT SECONDARY LEVEL IN PRIVATE SCHOOLS OF THE PUNJAB**

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### **ABSTRACT**

This exploration paper investigates "Impacts of ICT on understudy learning at the optional level in non-public schools of Punjab". The targets were as: to discover impacts of get capacity of ICT assets on understudies learning at the auxiliary level in non-public schools of Punjab (Pakistan), to distinguish impacts of receptiveness of ICT assets on understudies learning at the optional level in tuition based schools Punjab (Pakistan), and to investigate impacts of client capacity of ICT assets on understudies learning at the auxiliary level in non-public schools of Punjab (Pakistan). In this examination paper, the analyst utilized the quantitative technique for the exploration which is engaging in nature. The survey was adjusted from an exploration directed at Makerere University by Opira (Geoffrey, 2010). The surveys were conveyed among 250 members and all members rounded the poll out of which 150 were the male understudies and 100 were the female understudies. The example of the examination chose haphazardly from the non-public school of Punjab. A relapse investigation was applied to distinguishing the impacts of autonomous factors on understudy learning. The outcomes show that there is a solid connection among adequacy and understudies learning, the outcomes demonstrate that there is a solid connection among receptiveness and understudies learning and the outcomes demonstrate that there is a solid connection between client capacity and understudies learning if the client capacity of ICT assets is positive in schools than the understudies learning is acceptable and if the client capacity of ICT assets is negative in schools than the understudies learning isn't acceptable. The future analysts can explore the Effects of ICT on understudies learning at the optional level in state funded schools of Punjab (Pakistan).

Watchwords: ICT, learning, innovation, Learning, Sufficiency

### **1. INTRODUCTION**

In the current situation, instructing is the most troublesome calling in these days since information is developing rapidly in the period of the requesting climate of PC innovation. In the field of training, the advanced innovation is turning out to be most pivotal other than the other instructive assets (UNESCO, 2002).

In the arrangement of the modernized society, the correspondence innovation is turning out to be essential development material in the exceptionally brief period. A large portion of the nations of the world currently perceiving the significance of the correspondence innovation in the training just as different fields of the life. Each organization is giving the essential aptitudes to their understudies in the schooling field to coop with the cutting edge world in every single field (UNESCO, 2002).In Pakistan, the Government of Punjab coordinated data and correspondence research centers on apriority premise in broad daylight and private area.

In our general public, the utilization of data correspondence innovations is getting profoundly unpredictable and muddled. The capability of correspondence innovation is mandatory for each person in the general public for step sending in the general public with the others and gatherings of the general public. ICT expertise is compulsory in our working spots, social spots, and individual issues. The ICT is established in our lives in light of the fact that the mechanical advancement filling quickly in our cutting edge society. In our instructive associations ICT understudies and researchers are living in the realm of data and correspondence innovation (Curriculum and Assessment Development the National Council of UK 2004).

This exploration investigates the attainable quality, receptiveness, adequacy, and client capacity of ICT assets in tuition based schools of Punjab and eventually its impacts on understudies learning.

### 1.1. **PROBLEM STATEMENT**

In the instructive conversation, the learning of the understudies has indispensable worth and significance. In instructive and different associations ICT gives edge in educating and learning. ICT provides a lot of chances in the learning measures in a foundation. Nonetheless, in Pakistan especially in Punjab still, there are numerous difficulties in the change of the understudies learning measures with the guide of data and correspondence innovation. Learning measures out in the open and private instructive establishment in Punjab are misleading because of the absence of assets, aptitudes staff, and participation of the Government. There is a need to build up a legitimate and powerful framework for the compelling utilization of ICT assets in the instructive foundation of Punjab (Pakistan).

The worry in the determination of this issue is that speculation to the ICT reference will squander and the instructing measures in the instructive foundations are still moderate and slow. The instructive associations neglect to deliver the understudies who can satisfy the market prerequisite after the fruition of their degrees. There is have to look at the impact of attainable quality, receptiveness and client capacity of the assets of ICT on understudies learning at the auxiliary level in Private Schools of Punjab.

### 1.2. **OBJECTIVES**

The destinations of the current investigation were:-

1. To distinguish the impacts of attainable quality, congeniality, adequacy, and client capacity of ICT assets on understudies learning at the optional level in tuition based schools Punjab (Pakistan).

2. To discover the connection between attainable quality, agreeability, adequacy, client capacity of ICT assets and understudies learning at the optional level in tuition based schools Punjab (Pakistan).

### 1.3. **Hypotheses**

The examination was guided by the accompanying theories:

H01: There is no critical connection among attainable quality and understudy learning.

H02: There is no huge connection among adequacy and understudy learning.

H03: There is no huge connection among receptiveness and understudy learning.

H04: There is no huge connection between client capacity and understudy learning.

### 1.4. **Conceptual Framework of the Study**

Presence and utilization of ICT resources by understudies and instructors are to give a technique for participation. These affiliations give analysis which goes about as reinforce towards the learning technique. Sight and sound applications like games, drills, development and other graphical applications gives rehearses that show up as requests (boost) and answers (response) traces which opens the understudies to subject in persistent advances consequently making more excitement for the point which as time goes on impacts their academic execution and gives them the longing to endeavor and use this got data in a substitute setting.

Source: Adopt from (Geoffrey, 2010).

### 1.5. **Significance**

This investigation has significance for the approach creators and Government heads of Punjab (Pakistan). The outcomes, end and the proposed suggestions should be useful for the instructors in the learning measures in the instructive establishments. The outcomes got in this exploration is valuable for the other exploration in future exploration with the premium in the assessment of more impacts of ICT on understudy learning. This examination will prompt the investigation of groundbreaking thoughts for the utilization and execution of the ICT assets in instructive establishments.

## 2. **Literature Review**

### 2.1. **Theoretical Review**

The hypothesis of Cognitive Flexibility was a base of this exploration, intellectual Flexibility implies the capacity to immediately rebuild one's information from numerous points of view, in the versatile reaction to drastically changing situational requests (Goeze, 2014).

The Theory generally worries with the exchange of information and aptitudes past their underlying learning circumstance. Bauer, (2016) expressed that centers around the Kirkpatrick's "four degrees of assessment the creator has zeroed in on responses, learning, move, and Results. While bantering on

these four zones Kirkpatrick's perspectives' learning' as a device to quantify the response of the understudy during the preparation program. He added 'Learning' assists with explaining answer the inquiries whether they like the material and was the material have a place with their errand (Silberman, 2015).

In any case, student responses have distinctive effect capacity on learning stage, for example, negative response generally decline probability (Winfrey, 2006). Additionally, Learning stage goes past the understudies fulfillment and give the outcomes whether understudy has increased better approaches for learning techniques, for example, improvement of information and contemporary aptitudes (Winfrey,2006) (Spiro, 1992) clarify further 'Move' phase of Cognitive Flexibility hypothesis gives the nearly completing consequences of preparing project, for example, headway in students conduct on account of the instigation of recently ICT program and furthermore whether it very well may be feasible for student to utilize the new abilities and information in ordinary learning programs? For the itemized clarification of 'Move' stage (Yamnill and McLean, 2001) portray aptitudes move can be named as understudy capacity to convey the abilities and information mastered during the preparation program. They likewise go further and state 'Move' stage comprises of two phases; one is close to move and other is far exchange. 'Close to move' ordinarily have a place with give similar strides of ICT guidelines to consistently applied in similar examples; it encourages the coach to simpler change the information and aptitudes (Yamnill and McLean, 2001) Far exchange stage has a place with send information in totally different circumstance, this stage causes the understudy to test his insight as indicated by evolving circumstance (Allessi and Trollip, 2001).

## 2.1. **CONCEPTUAL REVIEW**

As indicated by The World Bank (2003), ICT is considered as a bunch of electronic instruments for helping the investigating, communicating and introducing data in successful habits. Besides, ICT alludes to PC and web related gadgets clients use to

create circulate and convey instructive information (UNESCAP, 2001) in this examination ICT is seen as a device to accumulate, prepare and disperse data in a beneficial way.

In definite ICT is joined with equipment and programming peripherals, for example, pressure driven machine, radios, number cruncher, and fax,

portable and other automated gadgets also. Bakkabulindi (2002; 2007) gives the subtleties seen about the ICT gadgets, according to his perspectives ICT can arrange into two kinds: the principal sort of ICT consolidated the gadgets to change over information into data, for example, number cruncher, machine, typewriter, and PCs, while different sorts of gadgets straightforwardly have a place with circulating and conveying of data starting with one channel then onto the next channel. Gadgets utilized for moving information starting with one source then onto the next source name as phone, fax, transmit and PC organizations. Instruments which use for conveying data call as intelligent devices; communication clarifies the connection among gadgets and client.

Moreover, in this investigation ICT is likewise term as attainable quality, agreeability, and client ability to these gadgets. These three pieces of ICT have distinctive significance and usefulness for clients. In the perspectives on (Holmer, (2016) the presence of ICT assets known as 'attainable quality' while 'congeniality' term characterize the level of up how much assets is accessible to clients and last 'client - capacity' work human ability to utilize these assets for fulfilling their necessities.

## **2.2. OBTAINABILITY OF ICT RESOURCES AND STUDENT'S LEARNING**

The utilization of current innovation like PCs, peripherals, organizing and other scope of innovation has become a fundamental piece of learning in most recent couple of a long time for understudies and instructors. With the instigation of ICT, the student can comprehend the training in a compelling way which doesn't just expand the information on understudy yet additionally spare the time-frame for the achievement of the assignment.

## **2.3. USER ABILITY OF ICT RESOURCES**

As per (Mbwesa, 2002), ICT utilization in present time has diminished the educator obligation toward understudy also, for example, an understudy from home can take the online talk and could see the forthcoming assignment of the education office virtual organization.

Utilizing ICT in guidance is a principal thing for its importance, development change the way that educators and understudies regulate getting ready by enabling them to analyze more occasions to improve instructing, teachers must know the explanations for utilizing advancement it very well may be to update, or make more pros, or overhaul teaching (Al Musawi, 2011).

Rosenberg (2006) claims that homeroom will continue serving an essential limit in any learning framework. It gives a spot where understudies, instructors inspect interface, work together, group up and make. It is critical that the goal of this investigation is to give signs and snippets of data to policymakers how they manage the usage of (ICT) in instruction.

#### 2.4. **APPROACHABILITY OF ICT RESOURCES AND STUDENTS LEARNING**

Compelling Compatibility of ICT devices in instruction establishments clarify the total arrangement which is incorporated numerous courses of data, for example, networks must be introduced consummately to make a connection between media, learning assets through the neighborhood and school intranet; where understudies and instructors effectively associate with one another off the line and on the web. Understudies must have adequate quantities of the PC in the lab to fulfill their instructive requirements and too should be held successful wiring framework to keep away from crises.

According to class net, Africa (2004) congeniality of video conferencing devices makes better comprehension among understudies and instructors. (Singh, 1993) autonomous examination shows in spite of clarifying the all fundamentals for ICT receptiveness at learning climate numerous schools in Africa vigorously experience the ill effects of helpless lab condition regarding show units, web available and helpless framework to associate gadgets. Access data and introduction has incredibly examined by most of scholastic engineers of instructive sight and sound (Singh, 1993).

### 3. Methodology

#### 3.1. **RESEARCH DESIGN**

In the examination "Impacts of ICT on understudy learning at the auxiliary level in non-public schools of Punjab (Pakistan)", scientist utilized quantitative technique for the exploration. Quantitative strategies are the clear examination. In quantitative exploration study led for the execution of the examination. The connected information were gathered from the tuition based schools of area Lahore. A study poll

was embraced for the assortment of information. The review survey comprised of four sections, these parts were as attainable quality, receptiveness, client capacity and understudies learning. The poll investigated the impacts of ICT on understudies learning. The current investigation was completed by the auxiliary level understudies of locale Lahore. In the populace, there were 2150 understudies of tuition based schools of locale Lahore. In the general populace, there were 1100 male understudies of auxiliary level and 1050 female understudies of optional level from region Lahore. All the understudies remembered for the populace were having a place with the metropolitan territory of region Lahore. The understudies of the optional level were the principle illustrative of the populace in light of the fact that there might possibly have the impacts of ICT on their learning. From the general populace 2150, in this examination scientist haphazardly chose an example of 350 male and female members for the execution of information. In the example, there were 260 were the male understudies of optional level from the non-public schools of area Lahore and 90 female understudies. Just 250 members filled the poll of which 150 were the male understudies and 100 were the female understudies.

The survey was adjusted from an exploration directed at Makerere University by Opira (Geoffrey, 2010) and all the thing in the poll were identified with the examination subject. In the questionnaire, closed-finished inquiries were utilized. Five focuses Likert scale was utilized for the arrangement and for the contradiction of the members. In the five-point Likert scale in attainable quality, very not Obtainable speaks to one, decently not Obtainable speaks to two, no thought speaks to three, Extremely Obtainable speaks to four and Moderately Obtainable speaks to five. Deficiency of the assets, Insufficient

speaks to one, genuinely adequate speaks to two, adequate speaks to three, modestly adequate speaks to four, and profoundly adequate speaks to five. In agreeability, never speaks to one, not certain speaks to two, some of the time speaks to three, Always speaks to four, and Sure speaks to five. In client capacity, poor speaks to one, Poor speaks to two, Fair speaks to three, Good speaks to four, generally excellent speaks to five. In understudy learning, Strongly Disagree demonstrates one, differ shows two, not chose demonstrates three, concur demonstrates four and firmly concur shows five.

### 3.2. **DATA COLLECTION TECHNIQUES**

The survey was filled by the understudies in their homerooms in the school. Appropriate consent was taken from the Headteachers of the tuition based schools. The understudies who can fill the poll invited who can't occupy the survey additional season of multi week is given to those understudies. In the wake of filling the survey, the polls were gathered from the understudies.

### 4. **Data Analysis**

SPSS was utilized for the examination of information identified with the impacts of ICT on understudies learning at the auxiliary level in non-public schools of locale Lahore. From the information, factual mean and standard deviation were determined. A relapse investigation was applied for recognizing the impacts of autonomous factors on understudy learning. Relapse test applied for checking the connection between various factors, for example, Obtainability, Sufficiency, Approachability and User capacity of ICT assets.

#### **Reactions of Students about Obtainability**

The majority of the understudies (27.2%) think decently realistic PCs in study halls and schools. The vast majority of the understudies (28.8%) think incredibly reachable web in homerooms and schools. The majority of the understudies (41.2%) no thought regarding TV in classroom and schools. A large portion of the understudies (35.6%) no thought regarding the sight and sound projector in study halls and schools. The greater part of the understudies (28%) think decently realistic programming in study halls and schools. The vast majority of the understudies (51.6%) think very reachable PC labs in schools. A large portion of the understudies (51.6%) no thought regarding conferencing gear in schools.

#### 4.4. **Responses of Students about the Sufficiency**

The majority of the understudies (29.2%) think profoundly adequate PCs in homerooms and schools. The greater part of the understudies (52.4%) think tolerably adequate web in study halls and schools. The greater part of the understudies (41.6%) think adequate TVs in homerooms and schools. A large portion of the understudies (31.6%) think tolerably adequate media projectors in homerooms and schools. The vast majority of the understudies (33.6%) think decently adequate programming in homerooms and schools. The vast majority of the understudies (32.4%) think reasonably adequate PC labs in homerooms and schools. The majority of the understudies (25.6%) think adequate conferencing gear in study halls and schools.



#### 4.5. **Responses of Students about Approachability**

A large portion of the understudies (28.4%) believe that consistently library in schools. A large portion of the understudies (38.4%) believe that consistently PC lab in schools. The majority of the understudies (36%) made certain about talk rooms in schools. The greater part of the understudies (38.4%) feel that occasionally asset focuses in schools. The vast majority of the understudies (30%) didn't know about the corridor of living arrangement in schools.

#### 4.6. **Responses of Students about User Ability**

The vast majority of the understudies (29.6%) reasonable about information on word preparing. The vast majority of the understudies (52.4%) are acceptable about information on bookkeeping pages. The majority of the understudies (36.8%) reasonable about information on introduction. The majority of the understudies (28%) are acceptable about information on online slate. The greater part of the understudies (23.6%) reasonable about information on video conferencing. The vast majority of the understudies (26%) are excellent about information on programming. A large portion of the understudies (24.4%) are helpless information projector. The greater part of the understudies (46%) are awesome about information on the web.

##### 4.8.1. **Obtainability and Students Learning**

1. There is no critical connection among 'attainable quality' and understudy learning.

The theory was dismissed (at a hugeness level  $<0.5$  at standard blunder  $=.050$  and gauge  $=.402$ ). What's more, the elective speculation "There is a huge connection between obtainability and understudy learning" was acknowledged. It implies that there is a solid connection among attainable quality and understudy learning. So the outcomes show that there is a solid connection among attainable quality and understudies learning on the off chance that the attainable quality of ICT assets is positive in schools, at that point the understudies learning is acceptable and in the event that the attainable quality of ICT assets is negative in schools, at that point the understudies learning isn't acceptable.

##### 4.8.2. **Sufficiency and Students Learning**

2. There is no huge connection among 'adequacy' and understudy learning.

The speculation was dismissed (at an essentialness level  $<0.5$  at standard blunder  $=.057$  and gauge  $=.222$ ). What's more, the elective speculation "There is a critical connection among adequacy and understudy learning" was acknowledged. It implies that there is a solid connection among adequacy and understudy learning. So the outcomes demonstrate that there is a solid connection among adequacy and understudies learning on the off chance that the adequacy of ICT assets is positive in schools, at that point the understudies learning is acceptable and if the adequacy of

ICT assets is negative in schools then the understudies learning isn't acceptable.

#### 4.8.3. **Approachability and Students Learning**

3. There is no huge connection among 'receptiveness' and understudy learning.

The theory was dismissed (at a criticalness level  $<0.5$  at standard blunder  $=.055$  and gauge  $=.296$ ). Furthermore, the elective speculation "There is a huge connection between approachability and understudy learning" was acknowledged. It implies that there is a solid connection among receptiveness and understudy learning. So the outcomes demonstrate that there is a solid connection among agreeability and understudies learning on the off chance that the receptiveness of ICT assets is positive in schools, at that point the understudies learning is acceptable and in the event that the congeniality of ICT assets is negative in schools, at that point the understudies learning isn't acceptable.

#### 4.8. **USER-CAPACITY AND UNDERSTUDIES LEARNING**

4. There is no critical connection between 'client capacity' and understudy learning.

The theory was dismissed (at an importance level  $<0.5$  at standard mistake  $=.050$  and gauge  $=.214$ ). What's more, the elective speculation "There is a huge connection between client capacity and understudy learning" was acknowledged. It implies that there is a solid connection between client capacity and understudy learning. So the outcomes show that there is a solid connection between client capacity and understudies learning on the off chance that the client capacity of ICT assets is positive in schools, at that point the understudies learning is acceptable and on the off chance that the client capacity of ICT assets is negative in schools, at that point the understudies learning isn't acceptable.

## 12. CONCLUSION

The end was drawn based on discoveries. It is inferred that Obtainability of the ICT assets, the adequacy of the

ICT assets, agreeability of ICT assets, and client capacity of the ICT assets play a essential part in understudies learning.

The outcomes show that there is a solid connection among attainable quality and understudies learning on the off chance that the attainable quality of ICT assets is positive in schools, at that point the understudies learning is acceptable and on the off chance that the attainable quality of ICT assets is negative in schools, at that point the understudies learning isn't acceptable. As per first examination objective, attainable quality of ICT assets has impacts on understudies learning.

The outcomes show that there is a solid connection among adequacy and understudies learning on the off chance that the adequacy of ICT assets is positive in schools, at that point the understudies learning is acceptable and on the off chance that the adequacy of ICT assets is negative in schools, at that point the understudies learning isn't acceptable. As indicated by first examination target adequacy of ICT assets has impacts on understudies learning.

The outcomes show that there is a solid connection among agreeability and understudies learning in the event that the congeniality of ICT assets is positive in schools, at that point the understudies learning is acceptable and in the event that the receptiveness of ICT assets is negative in schools, at that point the understudies learning isn't acceptable. As per second examination target agreeability of ICT assets has impacts on understudies learning.

The admittance to the ICT assets in the schools of Punjab for both the instructors and the understudies was not as per the principles. The significant test for instructors understudies actually disturbing to simple admittance to ICT assets in the tuition based schools of Punjab still restricted which can't address the issues of the ever-changing populace of the understudies in the tuition based schools of Punjab.

## 5.1. DISCUSSION

Jung (2005) depicts where mechanical advancement opens up new entryways of development likewise have made more requests for educator and understudy to work in a communitarian climate. Drawing from the above there is a famous pattern over the globe to abuse the ICT innovation in a viable manner. Among the contemporary specialists, British Education Communication and Technology Agency (BECTA)

discovering shows client capacity to utilize ICT innovation is viewed as probably the most grounded component to the fruitful combination of ICT in schools (National Council for Curriculum and Assessment UK, 2004).

The created country educators are executing the ICT in each period of instructing to improve the learning experience of their understudies (Davis, 2000). Besides, ICT instigation in training proficient has developed the instructor information through information imparting to different partners. Understudies and educator have made information gatherings to talk about the instruction ventures in point by point (UNESCO, 2002a). Understudy capacity to produce new information through information networks has opened up another skyline in the instruction area (Davis, 2000).

Notwithstanding the past perspectives about the usefulness of client capacity to utilize ICT (Bitner& Bitner, 2002) share their insight express that individual interest and ability of instructors and understudy make a positive function in viable usage of ICT in the schooling office. They added further and depict once the instructor and understudies become mindful of their duties make more clear to utilize ICT innovation, likewise ICT innovation instigation has changed the conventional showing model where understudy use to totally subject to educators. Presently understudies can make singular exploration to see the expanded perspectives on their themes.

#### Proposals

- Measures should be taken to manage the attainable quality of ICT assets.
- Radical steps should be taken to control the congeniality of ICT assets.
- Measures should be taken to control the openness of ICT assets.
- Measures should be taken to formalize the client capacity of ICT assets.

In the private area, the Government ought to spend on innovative gear, and the plan for prepared work force's to handle the availability of the PCs in the PC labs of the non-public schools of Punjab. The Government ought to give the offices to the projectors, printers and the PCs in both public and tuition based schools.

It is the necessities of people in general and tuition based schools of Punjab that there should be the office of web associations. The schools ought to change the office of web and email administrations in the schools and construct ICT asset focuses in the schools for the understudies.

The preparation of the PC abilities in schools ought not be restricted to Microsoft Office: the school ought to incorporate the other PC based programming's suggested by (UNESCO, 2000).

### 5.3. Further Research Areas for Future Researchers

ICT relatively new in schooling increasingly more researchers are needed to convey. The current examination revealed numerous perspectives yet not covered all the parts of ICT. The scientist gives some conceivable zone to future exploration.

1. Effects of ICT on understudies learning at the auxiliary level in state funded schools of Punjab (Pakistan).
2. Impact of right now utilized innovation both openly and private instructive foundations on understudies' accomplishments in Punjab.
3. Impact of ICT on understudies' accomplishments in advanced education.

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