



## ICT Integration in Student Learning: Perspectives from a Survey Analysis

Siyamoy Ghory<sup>1</sup>, Sayed Hamidullah Hamidi<sup>2</sup>, Mohammad Amir Atae<sup>2</sup>,  
Tamanna Quraishi<sup>3</sup>

<sup>1</sup>Parwan University, Parwan, Afghanistan

<sup>2</sup>Avicena University, Kabul, Afghanistan

<sup>3</sup>University of The People, United State of America

**Corresponding Author:** Tamanna Quraishi [Tamannaquraishi259@gmail.com](mailto:Tamannaquraishi259@gmail.com)

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### ABSTRACT

This study investigates the integration of Information and Communication Technology (ICT) in student learning at Kabul University through a survey-based methodology. The research explores students' perceptions of ICT integration, including its effectiveness, challenges, opportunities, and impact on engagement and academic performance. A sample of 120 students from diverse faculties participated, with representation across two age ranges: 20-25 and 25-30. The survey instrument, administered electronically, assessed various aspects of ICT integration in the learning environment. Following data collection, meticulous analysis of participant responses was conducted, employing statistical techniques such as frequency distributions and percentages. Results revealed diverse perspectives among students regarding the effectiveness of ICT integration and its influence on engagement and academic performance. Figures presented demographic distributions, perceptions of ICT effectiveness, challenges, opportunities, engagement levels, and academic performance influence among participants. The findings contribute valuable insights into the multifaceted nature of ICT integration in student learning at Kabul University, informing educational practices and policies aimed at optimizing technology-enhanced learning environments. This study underscores the importance of considering students' perspectives in the design and implementation of ICT initiatives, emphasizing the need for tailored strategies to address challenges and capitalize on opportunities for effective integration.

## **INTRODUCTION**

Information and Communication Technology (ICT) has become a powerful force in modern education, revolutionising traditional teaching methods and promoting creative learning environments (Kafyulilo & Keengwe, 2014; Al-Shboul, Al-Saideh, & Al-Labadi, 2017). As digital tools and platforms become more widespread, educators are increasingly investigating how information and communication technology (ICT) may improve student learning outcomes and equip them for the challenges of the digital era (Ghavifekr & Rosdy, 2015). The current trend of incorporating ICT into education is supported by the acknowledgement of its various advantages, such as increased involvement, customised learning experiences, and improved access to information (Kozlova & Pikhart, 2021).

The study by Fillion et al. (2009) focuses on a growing area of research that aims to comprehend the processes of ICT adoption and how it affects students' learning experiences. This research project seeks to clarify the various viewpoints of stakeholders, including educators and learners, on the incorporation of ICT in educational environments. The aim is to achieve this by a thorough study of survey data (Hasas et al., 2024). This study aims to explore the detailed complexities of using ICT (Information and Communication Technology) in order to discover useful knowledge that can be used to improve teaching methods, institutional policies, and technological interventions in education (Hakimi et al., 2024).

The reason for conducting a survey analysis is to gather a wide range of perspectives and experiences, which will help us gain a comprehensive understanding of how ICT impacts student learning. By collecting feedback from educators and learners in different educational settings, this research aims to investigate the effectiveness of ICT integration strategies, identify new trends, and uncover possible challenges and opportunities (Majumdar, 2015).

The importance of study by Quraishi et al. (2024) is emphasised by the increasing urgency to utilise the revolutionary capacity of ICT in education to meet the changing requirements of learners in the 21st century. Amidst a period marked by swift technological progress and widespread digital usage, educators face the challenge of effectively incorporating information and communication technology (ICT) into their teaching practices. This is done in order to create valuable learning opportunities that go beyond conventional limits (Akrami et al., 2024).

Research by Rahimi et al. (2024) on educational technology, emphasising the important role of ICT in enabling student-centered learning, advancing digital literacy, and encouraging global connectedness. This study aims to add to the continuing discussion on effective integration of information and communication technology (ICT) in education. It does so by exploring the viewpoints of educators and learners. The study explores how ICT integration practices impact pedagogy, curriculum design, and educational policy. (Akrami et al., 2023).

Majumdar (2015) investigates the integration of Information and Communication Technology (ICT) in education, highlighting paradigm shifts in teaching and learning. The study explores the transformative potential of educational technology and its impact on reshaping educational landscapes. By shedding light on the evolving relationship between education and ICT, Majumdar provides valuable insights into the role of technology in advancing pedagogy.

Overall, this research examines the current and relevant impact of information and communication technology (ICT) on education, highlighting its ability to bring about significant change. This research aims to provide insights into the various viewpoints, difficulties, and possibilities related to the integration of ICT (Information and Communication Technology). The findings will inform evidence-based approaches to improve student learning outcomes in the digital era.

### **Problem statement**

The incorporation of Information and Communication Technology (ICT) in student learning offers both advantages and difficulties in contemporary education. Although ICT has the capacity to augment teaching efficacy, involve students, and boost learning results, its effective use necessitates the resolution of multiple concerns. An important obstacle is guaranteeing fair and equal access to ICT resources and digital literacy skills for pupils, especially in disadvantaged communities. In addition, it is necessary to address obstacles such as insufficient technology infrastructure, inadequate teacher preparation, and opposition to change. Moreover, the swift rate of technology progress brings about intricacies in choosing and incorporating suitable ICT tools and platforms into educational activities. The task at hand is to identify and overcome the barriers that are preventing the successful integration of ICT (Information and Communication Technology) in student learning. The main areas of concern include encouraging fairness, improving teacher readiness, and adapting to the changing field of educational technology.

### **Objective of the study**

The study seeks to evaluate the present state of integrating Information and Communication Technology (ICT) into student learning, emphasising the common obstacles and potential avenues for improvement. The aim is to investigate the influence of ICT use on student engagement, academic performance, and overall learning outcomes in different educational settings. The research aims to get insights into the impact of ICT on student learning experiences and achievements by thoroughly examining these elements. Moreover, its objective is to present empirically supported tactics and suggestions aimed at enhancing the efficient incorporation of ICT in student education. These tactics aim to overcome barriers and take use of the benefits of adopting educational technology, ultimately creating a better and more enriching learning environment. This study aims to provide useful insights to the field of educational technology and inform initiatives that aim to optimize the

integration of information and communication technology (ICT) in student learning processes. It will achieve this through empirical investigation and analysis.

**Throughout the research, the following key research questions will guide the investigation:**

What is the current state of Information and Communication Technology (ICT) integration in student learning, and what are the predominant challenges and opportunities for improvement?

How does the utilization of ICT impact student engagement, academic performance, and overall learning outcomes across diverse educational settings?

What evidence-based strategies and recommendations can be proposed to enhance the effective integration of ICT in student learning, with the aim of addressing identified barriers and maximizing the benefits of educational technology adoption?

## **LITERATURE REVIEW**

Information and Communication Technology (ICT) has become an essential component of contemporary education, fundamentally transforming teaching and learning methodologies on a global scale. This literature review examines multiple research that have investigated the incorporation of ICT in student learning, offering insights into its efficacy, difficulties, and consequences for educational methods (Kafyulilo and Keengwe, 2014).

An important part of integrating ICT in education is comprehending instructors' viewpoints and methodologies concerning its utilisation in teaching and learning as Kafyulilo and Keengwe (2014) conducted a case study to investigate teachers' viewpoints on the integration of ICT. Their research emphasised the significance of teacher attitudes, competencies, and education in effectively utilising ICT to improve student learning outcomes. In a similar vein, Fillion et al. (2009) examined the perspectives of professors who teach in person and those who teach online regarding the incorporation of information and communication technology (ICT) in higher education. Their research uncovered disparities in how traditional and online instructors perceive and implement teaching methods, highlighting the necessity for customised professional development programmes to facilitate the integration of information and communication technology (ICT) in various educational settings.

Aside from the viewpoints of teachers, the experiences and perceptions of learners on the use of ICT in education are essential variables to take into account. Al-Shboul, Al-Saideh, and Al-Labadi (2017) investigated the viewpoints of learners on the utilisation of information and communication technology (ICT) in Jordanian higher education institutions. Their research yielded useful insights into the preferences, experiences, and obstacles that students have when integrating ICT into their learning. These findings emphasise the importance of adopting student-centered approaches to technology-enhanced learning. Kozlova and Pikhart (2021) examined the utilisation of ICT in higher education through the viewpoint of university students. Their research uncovered the various methods by which students employ ICT tools and platforms to enhance

their learning, emphasising the significance of granting students access to digital resources and fostering their digital literacy abilities.

Moreover, numerous studies have investigated the efficacy of integrating ICT in improving teaching and learning methodologies. Ghavifekr and Rosdy (2015) conducted a study that assessed the efficacy of integrating information and communication technology (ICT) in schools for teaching and learning purposes. Their research highlighted crucial aspects that have an impact on the successful application of ICT, including teacher training, technological infrastructure, and pedagogical techniques. Hakimi, Shahidzay, and Fazi (2024) conducted an empirical study to evaluate the influence of ICT on the process of teaching and learning in high schools. Their research revealed the favourable impact of integrating ICT on student involvement, drive, and academic performance, emphasising its capacity to revolutionise educational methods.

In addition, studies on the incorporation of information and communication technology (ICT) in education expand beyond conventional classroom environments to include developing technologies and inventive teaching methods. Hasas et al. (2024) investigated the practicality of integrating Internet of Things (IoT) connected devices in classrooms with the goal of improving interactive learning opportunities for students. In addition, Quraishi et al. (2024) and Amiri et al. (2024) conducted studies exploring the incorporation of mobile learning technologies and emerging technologies at universities. These studies examined the potential benefits and difficulties of using mobile devices for educational purposes.

In general, the literature on the integration of information and communication technology (ICT) in student learning offers significant insights into its complex nature and the impact it has on educational practices. This review enhances comprehension of the impact of ICT on modern education by combining data from multiple studies. It also provides guidance for future research and educational policies that aim to facilitate the effective integration of ICT in various learning environments.

## **METHODS**

The study utilised a survey-based approach to examine the incorporation of Information and Communication Technology (ICT) in student education at Kabul University. This methodological approach consisted of several essential elements:

The research design involved conducting a survey to collect data on students' impressions of the integration of information and communication technology (ICT). This involved making choices on the research methodology, methods for collecting data, strategy for selecting samples, and tools for analysing the data.

The population of interest consisted of students who were currently enrolled in different faculties at Kabul University. A stratified random sampling strategy was employed to guarantee inclusion of participants from every faculty.

The sample comprised 120 students divided into two age groups: 20-25 and 25-30.

The sample consisted of students from many faculties, including Computer Science, Engineering, Education, and Economics, demonstrating the multidisciplinary character of Kabul University.

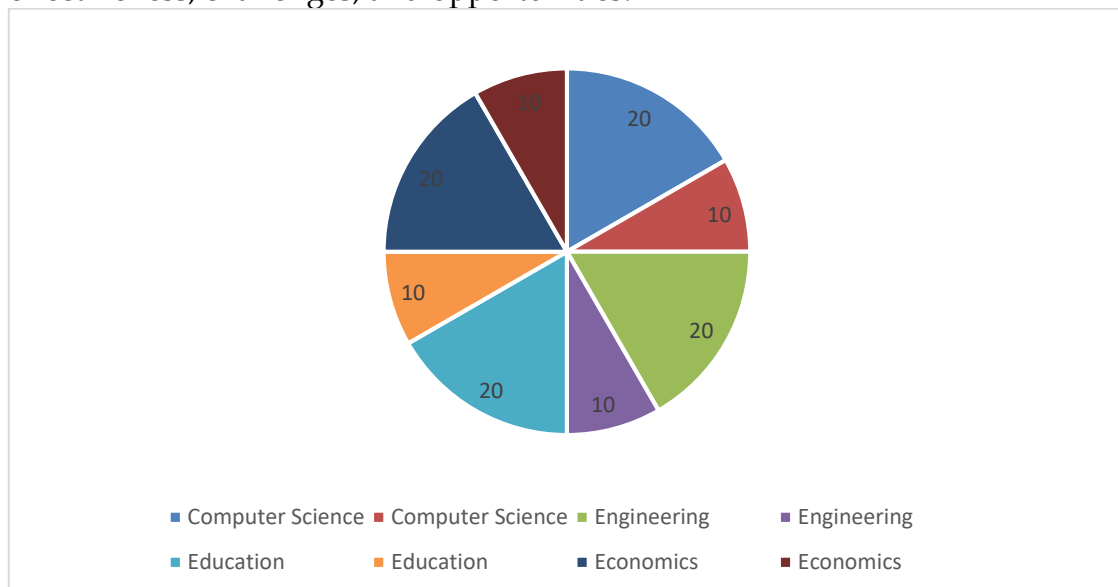
**Data Collection:** A digital survey tool was created to evaluate students' perspectives on the incorporation of information and communication technology (ICT) in their educational setting. The poll encompassed inquiries regarding efficacy, obstacles, prospects, and influence on involvement and scholastic achievement.

**Data Analysis:** After collecting the data, a thorough assessment of participant replies was carried out to find patterns, trends, and discrepancies linked to the utilisation of ICT. Perceptions and attitudes regarding ICT integration were quantified using statistical analytic approaches, such as frequency distributions and percentages.

The research methodology employed a methodical approach to gathering and analysing data, hence enhancing the reliability and validity of the research findings. The study successfully caught a wide range of viewpoints among students at Kabul University regarding the integration of ICT in student learning by using a survey-based approach and a stratified random sampling technique.

## RESULTS

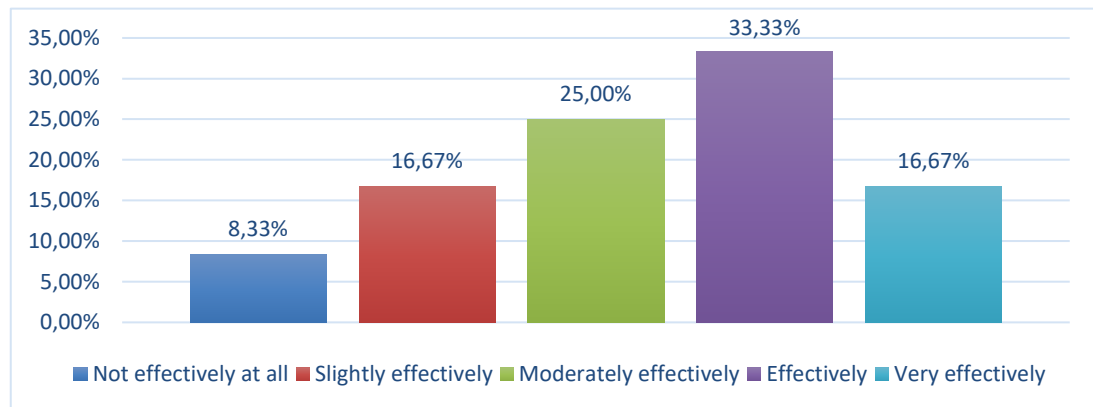
The results section elucidates the findings gleaned from the survey analysis, providing insights into various aspects of ICT integration in student learning. Through a meticulous examination of participant responses, this section unveils patterns, trends, and disparities pertaining to ICT utilization, perceived effectiveness, challenges, and opportunities.



**Figure 1: Demographic Distribution of Students by Faculty and Age Range at Kabul University**

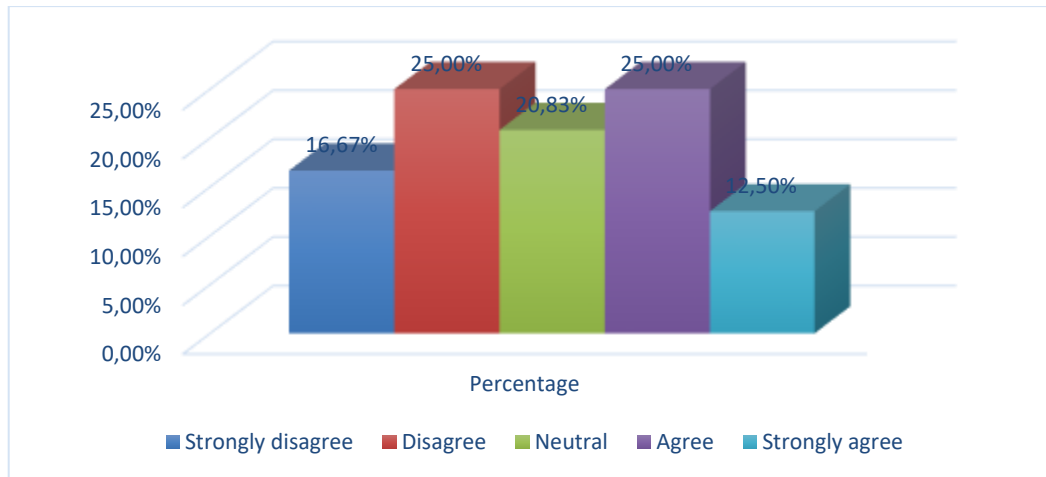
The above demographic figure presents the distribution of students from different faculties at Kabul University across two age ranges, 20-25 and 25-30. Among the faculties represented are Computer Science, Engineering, Education,

and Economics, each with equal numbers of students in both age brackets. This indicates a balanced demographic representation across faculties and age groups, suggesting diversity within the student body. The majority of students fall within the 20-25 age range across all faculties, with each having 20 students. Meanwhile, the 25-30 age range comprises 10 students from each faculty, indicating a smaller but still significant presence in this age bracket. Overall, this distribution suggests a relatively even distribution of students across faculties and age groups at Kabul University, reflecting a diverse and inclusive educational environment.



**Figure 2: Perceived Effectiveness of ICT Integration in Student Learning Environment**

The statistical analysis in figure 2 reveals a diverse range of perceptions among students regarding the effectiveness of ICT integration in their learning environment. While a considerable portion of respondents rated ICT integration positively, with 33.33% considering it effective and 25.00% rating it as moderately effective, there are also notable percentages of students who view it less favorably. Specifically, 16.67% of respondents rated it as slightly effective, while 8.33% considered it not effective at all. Additionally, 16.67% of students rated ICT integration as very effective. This variation in perceptions underscores the complexity of implementing ICT in education and suggests the presence of both strengths and areas for improvement in current practices. Further investigation into the factors influencing these perceptions could provide valuable insights for enhancing the effectiveness of ICT integration in student learning at Kabul University.

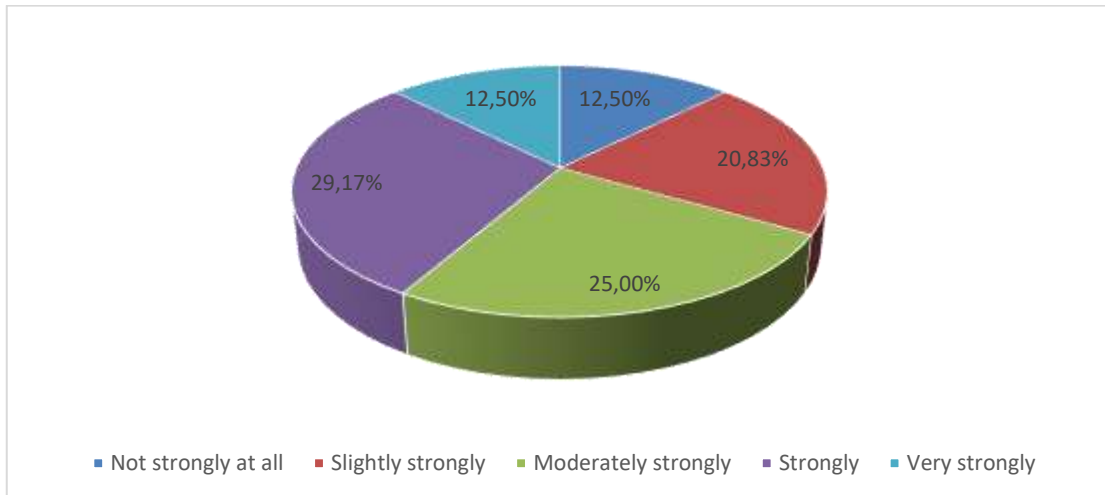


**Figure 3: Perception of Challenges vs. Opportunities in Integrating ICT into Student Learning**

The analysis of Figure 3, representing the frequency distribution of responses to the statement "The challenges faced in integrating ICT into student learning outweigh the opportunities for improvement," reveals a varied perspective among participants.

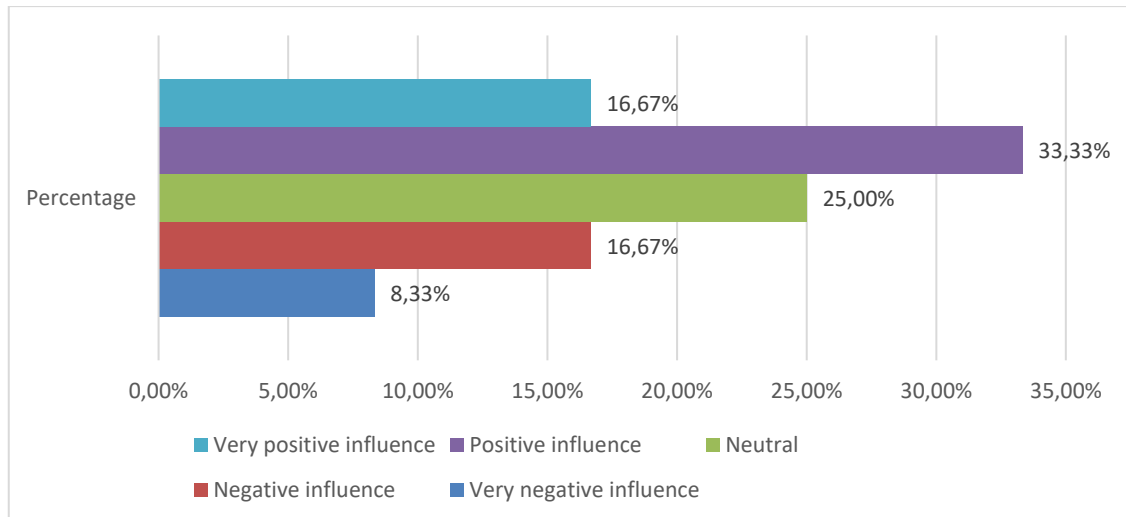
Approximately 41.67% of respondents either disagreed (25%) or strongly disagreed (16.67%) with the notion that challenges outweigh opportunities. Conversely, 37.5% of participants agreed (25%) or strongly agreed (12.5%) with this statement. Notably, 20.83% of respondents indicated a neutral stance on the matter.

Overall, the distribution suggests a split in opinions, with a sizable portion of participants acknowledging challenges in ICT integration but not necessarily deeming them greater than the opportunities for improvement. However, a significant minority does hold the belief that challenges outweigh opportunities, indicating a need for further investigation into the perceived obstacles and potential solutions in ICT integration in student learning environments.



**Figure 4: Perception of ICT Usage in Enhancing Engagement in Learning Activities**

The analysis of the frequency in figure 4 reveals that the majority of respondents (54.17%) rated their engagement in learning activities through ICT usage as either "Moderately strongly" (25.00%), "Strongly" (29.17%), or "Very strongly" (12.5%). This suggests a significant positive perception towards the effectiveness of ICT in enhancing engagement. However, a notable proportion of respondents (33.33%) provided ratings indicating lower levels of engagement, with 12.5% selecting "Not strongly at all" and 20.83% choosing "Slightly strongly." This indicates that there is a portion of the student population who may not perceive ICT usage as highly beneficial for their engagement in learning activities. Overall, while the majority of respondents perceive ICT positively in terms of enhancing engagement, there is also a notable minority with more neutral or negative perceptions.



**Figure 5: Influence of ICT Utilization on Academic Performance**

The frequency in figure 5 illustrates the distribution of responses regarding students' perception of the influence of ICT utilization on their academic performance. The majority of respondents (33.33%) expressed a positive influence, followed by those who indicated a neutral perception (25.00%). Notably, an equal percentage of respondents (16.67%) reported both a very positive and negative influence, respectively. Additionally, 16.67% of respondents indicated a negative influence. These results suggest a diverse range of perspectives among students regarding the impact of ICT utilization on their academic performance. Further analysis could explore underlying factors contributing to these perceptions, such as individual experiences with technology in educational contexts and the effectiveness of ICT integration within specific academic disciplines or courses.



**Figure 6: Agreement with the Statement on the Impact of Increased ICT Access on Student Learning Outcomes**

Analyzing the responses to the question in figure 6 regarding the extent of agreement with the statement about the potential impact of increased ICT access on student learning outcomes, it's evident that the majority of respondents fall into the "Agree" category, comprising 40 out of 120 responses, accounting for

33.33% of the total. Furthermore, 30 respondents, constituting 25.00%, chose the "Neutral" option, indicating an indecisive stance on the statement. Meanwhile, 20 respondents each selected "Strongly disagree" and "Strongly agree," representing 8.33% and 16.67% of the total responses, respectively. Additionally, 20 respondents opted for the "Disagree" category, making up 16.67% of the responses.

## DISCUSSION

The findings from the survey analysis shed light on various aspects of ICT integration in student learning and prompt a nuanced discussion about its implications for educational practices. Firstly, the demographic distribution of students at Kabul University underscores the importance of considering diversity in educational settings. The balanced representation across faculties and age groups suggests a heterogeneous student body, highlighting the need for tailored approaches to ICT integration that accommodate varied backgrounds and learning needs (Kafyulilo & Keengwe, 2014).

Moreover, the perceived effectiveness of ICT integration in the learning environment reveals a mixed perspective among students. While a significant portion acknowledges its positive impact, notable percentages express reservations or perceive it less favorably. This diversity in perceptions underscores the multifaceted nature of ICT implementation and calls for a nuanced approach that addresses individual preferences, learning styles, and technological proficiency levels (Ghavifekr & Rosdy, 2015).

Furthermore, the discussion surrounding challenges versus opportunities in integrating ICT into student learning reflects a nuanced landscape. While a substantial portion of participants recognizes challenges, including technological constraints and pedagogical barriers, a significant minority believes that opportunities for improvement outweigh these challenges. This divergence of opinions underscores the complexity of ICT integration and emphasizes the importance of holistic approaches that leverage opportunities while addressing obstacles (Hasas et al., 2024).

Regarding ICT's impact on student engagement and academic performance, the varied spectrum of perceptions highlights the need for contextualized assessments. While some students perceive a positive influence on engagement and academic outcomes, others express neutrality or even negativity. This variability underscores the importance of considering individual differences, instructional contexts, and pedagogical strategies in assessing the effectiveness of ICT integration (Kozlova & Pikhart, 2021).

Additionally, the agreement with the statement on the potential impact of increased ICT access on student learning outcomes indicates a general consensus among participants. However, the presence of dissenting opinions underscores the need for critical reflection and evidence-based decision-making in ICT implementation. Leveraging increased ICT access to optimize student learning outcomes requires careful consideration of infrastructure, resources, and instructional design, alongside ongoing evaluation and refinement (Quraishi et al., 2024).

Over all, the discussion elucidates the complexities and nuances inherent in ICT integration in student learning. By addressing challenges, leveraging opportunities, and embracing diversity, educational stakeholders can harness the transformative potential of ICT to create inclusive, engaging, and effective learning environments. However, achieving this requires collaborative efforts, informed decision-making, and continuous adaptation to meet the evolving needs of 21st-century learners (Hakimi et al., 2024). Through empirical research and scholarly discourse, this study contributes valuable insights to the ongoing dialogue on effective ICT integration practices and their implications for educational policy and practice.

## **CONCLUSIONS AND RECOMMENDATIONS**

In conclusion, the synthesis of findings from the literature review and survey analysis offers valuable insights into the multifaceted nature of Information and Communication Technology (ICT) integration in student learning. The examination of teachers' and students' perspectives, challenges, opportunities, and perceived effectiveness of ICT in educational contexts reveals a complex landscape shaped by diverse factors and stakeholders.

Despite the challenges associated with ICT integration, including technological constraints, pedagogical barriers, and varying levels of digital literacy, there is evident potential for leveraging educational technology to enhance teaching and learning practices. The positive perceptions of ICT's impact on student engagement, academic performance, and overall learning outcomes underscore its transformative potential in creating dynamic and inclusive learning environments.

However, realizing the full benefits of ICT integration requires concerted efforts from educational institutions, policymakers, teachers, and students. Addressing challenges such as access to technology, digital skills development, and effective pedagogical strategies is essential for ensuring equitable and meaningful ICT integration across diverse educational settings.

Moreover, the findings highlight the need for ongoing professional development initiatives, tailored support systems, and evidence-based strategies to optimize ICT utilization in student learning. By fostering a culture of innovation, collaboration, and continuous improvement, educational stakeholders can harness the power of ICT to cultivate critical thinking, creativity, and digital fluency among learners.

Furthermore, the study underscores the importance of contextualized approaches to ICT integration that take into account the unique needs, preferences, and socio-cultural contexts of learners. By embracing diversity and inclusivity, educators can design technology-enhanced learning experiences that cater to individual differences and promote student engagement and achievement.

In summary, the findings presented in this study contribute to a deeper understanding of the role of ICT in shaping contemporary education and inform future research directions and policy initiatives aimed at promoting effective ICT integration in student learning. By embracing innovation, collaboration, and evidence-based practices, educational stakeholders can harness the

transformative potential of ICT to create inclusive, engaging, and empowering learning environments for all learners.

### ***Recommendation***

Based on the findings of this study, several recommendations can be proposed to enhance the effective integration of Information and Communication Technology (ICT) in student learning:

**Invest in Infrastructure and Resources:** Educational institutions should prioritize investment in robust technological infrastructure and digital resources to ensure equitable access to ICT tools and platforms for all students. This includes providing reliable internet connectivity, adequate hardware, and software resources to support technology-enhanced learning.

**Facilitate Professional Development:** Teachers play a pivotal role in leveraging ICT to enhance teaching and learning. Therefore, comprehensive professional development programs should be designed to empower educators with the necessary digital skills, pedagogical knowledge, and instructional strategies for effective ICT integration in diverse educational contexts.

**Promote Digital Literacy:** To maximize the benefits of ICT integration, emphasis should be placed on promoting digital literacy skills among students. Educational initiatives should focus on developing critical thinking, information literacy, digital citizenship, and ethical use of technology to empower learners as responsible and competent digital citizens.

**Foster Collaboration and Innovation:** Collaboration among educational stakeholders, including teachers, students, administrators, and policymakers, is essential for fostering a culture of innovation and continuous improvement in ICT integration. By sharing best practices, resources, and experiences, stakeholders can collectively identify and address emerging challenges and opportunities in educational technology adoption.

**Embrace Emerging Technologies:** Future research should explore the potential of emerging technologies, such as artificial intelligence, virtual reality, augmented reality, and blockchain, in transforming teaching and learning practices. By staying abreast of technological advancements and innovative pedagogical approaches, educators can harness the full potential of ICT to meet the diverse needs of 21st-century learners.

### **FURTHER STUDY**

Additional investigation is required to explore the enduring impacts of incorporating Information and Communication Technology (ICT) on student learning achievements. Gaining a comprehensive understanding of the effects of long-term integration of information and communication technology (ICT) on academic achievement and skill development can offer significant insights for anyone involved in education.

Furthermore, it is necessary to evaluate the effectiveness of particular information and communication technology (ICT) tools and platforms in various educational settings. Educators can make well-informed judgements about

adopting and implementing ICT solutions to improve teaching and learning by assessing the effectiveness of different technologies in different contexts.

Furthermore, it is essential to examine the socio-cultural aspects that impact the acceptance and utilisation of ICT in different learning environments. Understanding the cultural, social, and economic factors that influence the integration of technology can help develop policies to ensure fair access and effective use of ICT resources in education.

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