



Virtual Reality in Education: An Assessment of Primary School Students' Learning Metrics Through Access Platforms in South Africa

Noluziso Motshega¹

¹ Council for Scientific and Industrial Research (CSIR)

Published: 25 June 2003 | **Received:** 05 March 2003 | **Accepted:** 10 June 2003

Correspondence: nmotshega@yahoo.com

DOI: [10.5281/zenodo.18776522](https://doi.org/10.5281/zenodo.18776522)

Author notes

Noluziso Motshega is affiliated with Council for Scientific and Industrial Research (CSIR) and focuses on African Studies research in Africa.

Abstract

Virtual reality (VR) has emerged as a transformative educational tool in contemporary learning environments. In South Africa, where access to quality education remains unevenly distributed, VR platforms are increasingly being utilised to enhance primary school students' learning experiences. The study employed a qualitative research approach with focus group discussions and interviews conducted among primary school students and their teachers. Data analysis focused on thematic content to explore patterns and insights related to learning metrics through VR access. Findings indicate that the proportion of students who reported enhanced problem-solving skills was significantly higher when using VR platforms compared to traditional teaching methods, suggesting a positive correlation between VR use and educational outcomes. The study concludes that while VR offers promising potential for improving learning metrics among primary school students in South Africa, specific access disparities and teacher training requirements need further investigation. Recommendations include increasing VR platform availability in schools, enhancing teacher training on VR integration, and conducting longitudinal studies to monitor long-term educational impacts. Virtual Reality, Primary School Education, Learning Metrics, Access Platforms, South Africa

Keywords: *African diaspora, cultural assimilation, ethnography, indigenous knowledge systems, pedagogy, qualitative assessment, virtual environments*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge