

**AVAILABILITY AND UTILIZATION OF ICT FACILITIES FOR TEACHING ISLAMIC STUDIES
AMONG UPPER BASIC SCHOOL TEACHERS IN ILORIN METROPOLIS, KWARA STATE**

BY

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Abstract

This paper examined availability and utilization of ICT facilities for teaching Islamic Studies among upper basic school teachers in Ilorin Metropolis, Kwara State. Survey research design was used. The sample was 100 Islamic studies teachers selected from 10 upper Basic Secondary Schools in Ilorin metropolis Kwara State. A Multi-stage sampling procedure was used. A questionnaire was used for data collection. The validity and reliability was tested through test retest method and the reliability score of 0.76 was obtained. T-test and Analysis of Variance (ANOVA) was used to test the difference in the null hypotheses at 0.05 level of significant. The study found that printer, scanners, photocopy machine and mobile phones are adequately available. The study indicates that only mobile phones are adequately by Islamic studies teachers in Ilorin metropolis, Kwara State. The study found that there is a difference between male and female Islamic teachers in the use of ICT tools for teaching Islamic studies in Ilorin metropolis, Kwara State. The study found that there is significant influence of qualification on the use of available ICT tools for teaching Islamic Studies. The study found that there is a difference in the use of ICT tools between rural and urban for teaching Islamic Studies. Based on the findings, the study concluded among other things that ICT tools such as radio television, desktop computer sets, projectors, laptops computers, white boards, tablet computers, pen drive and teleconference facilities are rarely available for the teaching of Islamic studies in upper basic schools in Ilorin Metropolis, Kwara State. The study recommends that Islamic studies teachers should utilise that available ICT tools like laptops computers, white boards, tablet computers, pen drive for teaching Islamic studies at upper basic schools in Ilorin metropolis, Kwara State.

Keywords: Information Communication Technology, Islamic Studies, Instructional Aids, Upper Basic Schools

Introduction

The Muslim word ICT undoubtedly becomes the central purpose for the evolution of modern socialization of the society. The rest of Muslim In the world like change of life style in evolution of ICT which bring new dimension to our life style contemporary Muslims must plan to learn ICT in order to gain access to search for the Islamic materials and any materials which make teaching and learning more effective, among others, like Qur'an and Hadith and other relevant materials. Furthermore, ICT has created many Islamic materials, and converted them to Islamic tools are easily distributed globally. In advance countries, Islamic resource remain calmly united. Some developed countries who are illiterates or not able to read books and its necessary to educate such persons. It is wonderful that Islamic literature in audio form remains limited. Likewise tv, radio etc take more important role in order to spread Islamic knowledge and Islamic lectures, Islamic speeches by some researchers translations and interpretations of the Qur'an were converted into digital forms presently, many converted into digital forms presently, many sited are now offering Islamic materials free of charge.

Al Qur'an is the book of guidance, according to Allah S.A.T says in the Qur'an 2 verse 1-2 this is a book it is surely guidance without doubt to those who fear Allah, the Qur'an now is appears in many formats through the internet the number of internet users throughout the world are increasing till march 2011, more than two million people are used the internet approximately 44% of worldwide internet users are Asian countries with 60% of the Muslims population India and Indonesia, which have by 24 million and 177 million Muslims respectively. Contributed to 140 million internet users in addition, China Malaysia a significant Muslim population and were among the top ten internet users in Asia and different Islamic websites. Computers are the source of information and communication technologies and the access to players in today globally inter connected human society it is considered as an instruments for writing, storing disseminating and storing knowledge Al Qur'an in Qur'an as Allah says proclaim (or read) in the name of your lord and cherisher who created man out of mere clot of congealed blood proclaim and their lord is the most bountiful he taught the pen taught man which he knew not Qur'an 96 v 1-5.

According to Harris (2016) today's education is in high pressure to provide 21st century students with the quality education based on 21st century standard such as providing students with technological and information skills needed to compete in an ever-changing technology-driven world. In view of this, educators are looking for the technological materials that are going to enhance the Teaching of Islamic Studies. Technology is perceived as a great resource in the classroom that enhances Teacher effectiveness but has its negative effect on Islamic studies. Education is fast becoming free time and space with Teacher using new information technology, however, most Teachers still need to be connected to be support for lifelong Teaching achievement. Teachers need the corporation of parents, friends and supervisors who are also teachers and coaches the primary function of the School to work movement is to mobilize understanding and support because of that Teacher are acquired to skills habits values and mutual understanding essential to productivity in all the role of life (Hakim et al., 2000).

Technology is a necessary part of Teachers' lives incorporating technology in to class room has proved to be beneficial about some drawbacks technology has helped students willingness and improvement and allowed for enhancement of Teacher according to Fisher, Exley and Ciobanu, (2014) the construction and engagement means that the best types of learning will be those who have interest about and make will be meaningful and understanding with context where Teachers are engaged, but it has negative effect. Bruck (2011) discovered that using modern Technology could affect changes in Basic Psycho-motor and cognitive skills. This includes using tools such as computers electronic organizers navigation system etc this can cause concern in students growth in the classroom however research shows some pros and cons and goes in depth into why Technology may not be beneficial. Tella (2011) results showed low level of usage of ICT gadgets for teaching. Beak, Jung and Kim (2008) obstacles preventing teachers and students from using technology in their classrooms and thus its application in Nigerian high schools is still low. Ndudi and Chinedu (2016) stated that the problem is not about students learning but that most teachers are not prepared to use technology tools and that the majority of the existing school buildings are not equipped to integrate the new ICT especially in public high Schools. Amuchie (2015) also found out that many factors were perceived by the teachers and principals as constraints to the effective utilization of ICTs in teaching and learning in secondary schools. Adomi (2010) discovered that unavailability of ICT components in schools hampers teachers' use of the facilities in teaching students. Ogwu and Ogwu (2010) that teachers still lack the required skills and knowledge regarding how to integrate these technologies into the curricula. Eseobi (2016) found that qualification was found to be a significant factor in the mean score of the biology teachers ICT competency, teachers with Med/M.Sc. had the highest ICT competency (84.6%). Kola (2013) that majority of Science Teachers are not computer literate and have remained in that condition for long time without seminar, conferences, workshop and refresher course in computer at Upper Basic Schools.

Computer enable teaching to be available which make teachers' work effective because, computer is useful in enhancing Teachers performance in different subject including teaching of Islamic studies in secondary Schools. Teachers' competence on his or her subject is an indication of interest in the use of computers tools in Teaching of Islamic studies. It is difficult for Teachers not be able to apply computer sciences and technology into their subjects when Computer inputs are not available in the schools. Abdul (2018) noted that Islamic knowledge without Faith and good behaviour is only a partial knowledge or kind of ignorance, means any Teachers of Islamic studies have not apply morals in teaching and good behaviour in Islamic studies in Upper basic Schools are partial knowledge. Digital Islamic tools in software and hardware are already ubiquitous, still emerging and rapidly changing in terms of sophistication, capacities and functions and it is difficult to use to teaching and learning of Islamic studies (Mohamadi & Ahsna, 2002). This paper examined the availability and utilization of ICT facilities for teaching Islamic Studies among upper basic school teachers in Ilorin Metropolis, Kwara State.

Purpose of the Study

1. Determine the availability of ICT Tools For Teaching at Upper Basic Schools in Ilorin Metropolis
2. Find out if Islamic Studies Teachers' Use Available ICT Tools for Teaching at Upper Basic Schools In Ilorin Metropolis
3. Examine the Influence of Islamic Studies Teachers' Gender on Use of ICT Tools for Teaching in Upper Basic Schools.

4. Examine The Influence of Qualifications of Islamic Studies Teachers on the Use of Available ICT Tools for Teaching at Upper Basic Schools In Ilorin Metropolis of Kwara State
5. Determine the Influence of Location on Teachers’ Use of Available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis.

Research Questions

1. What are the available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis?
2. Does Islamic Studies Teachers’ use Available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis?
3. What is the Influence of Islamic Studies Teachers’ Gender on Use of ICT Tools for Teaching in Upper Basic Schools?
4. What is the Influence of Qualifications of Islamic Studies Teachers on the Use of Available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis of Kwara State?
5. Does location of Teachers influence the Use of Available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis?

Research Hypotheses

Research Hypothesis One: There is no significant influence of gender on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis of Kwara State.

Research Hypothesis Two: There is no significant influence of qualification on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis, Kwara State.

Research Hypothesis Three: There is no significant influence of location on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis of Kwara State.

Methodology

This paper examined the availability and utilization of ICT facilities for teaching Islamic Studies among upper basic school teachers in Ilorin Metropolis, Kwara State. Descriptive survey research design was use for the study. This research design was considered suitable for the study because it enables the researcher to elicit information from the representative sample so as to be able to generalize the findings of study. The sample of this study was 100 Islamic studies teachers selected from 10 upper basic secondary schools in Ilorin metropolis Kwara State. Stratify sampling was used to divide by gender and qualifications. A purposive sampling was used to select Ilorin West Local Government Area, Kwara State. Simple random sampling technique was used to select the 10 respondents. A Researcher's self-designed instruments should be used to collect data from the respondents. The instrument has two sections; section A and B; section have demographic information while section B 15 items on availability of ICT tools. The validity of the Availability and Use of ICT Tools for Teaching of Islamic Studies in Upper Basic Schools (AUITTIS) questionnaire was done using two lecturers in the department of Arts and social sciences Education, Al-Hikmah University, Ilorin. The comments and observations of the experts were effected in the final draft of the instrument. The reliability of the instruments was tested with pilot test using 30 Islamic studies teachers in another basic school in other location aside from one listed for the main study. Test retest method of two weeks interval between the first and the second administration of the instrument was adopted and the two separate scores were correlated and the reliability score of 0.76 was obtained. Descriptive and inferential statistics was used. Mean and standard deviation was used to present answers to the research questionnaire. T-test and Analysis of Variance (ANOVA) was used to test the difference in the null hypotheses at 0.05 level of significant. The mean rating was arrived at by $5+4+3+2+1= 15/5= 3$.

Results

Research Question 1: What are the available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis?

Table 1: Availability of ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis

S/N	Items	Mean	Std.
1.	Radio	2.5144	1.4070
2.	Television	2.4984	1.5231
3.	Desktop Computer sets	2.4828	1.5537

4.	Projectors	2.4947	1.4861
5.	Laptop Computers	2.5918	1.5047
6.	White boards	2.3512	1.4042
7.	Tablet Computers	2.4986	1.3042
8.	Pen Drive	2.2370	1.4042
9.	Mobile Phones	3.3323	1.7346
10.	Applications like WhatsApp, Telegramme etc	2.2840	1.2357
11.	Assignment electronically	2.4251	1.2391
12.	Teleconference facilities	2.3214	1.0923
13.	Printer, scanners and photocopy machine	3.5401	1.6234
14.	Digital camera, project CDs,	2.4524	1.9261
15.	DVD players	2.4302	1.0827

Source: Field Study (2022) Key: 0-1.59 =Not Available At All (NAA); 2.00-2.59= Rarely Available (RA); 3.00-3.59= Adequately available

Table 1 is the representation of the responses of the sample of research questionnaire of the study on the available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis, Kwara State. From the table, (M= 3.3323; SD= 1.7346) and (M= 3.5401; SD= 1.6234) indicates that printer, scanners and photocopy machine and mobile phones are adequately available in upper basic schools in Ilorin West LGA, Kwara State. However, ICT tools such as Radio (M= 2.5144; SD= 1.4070), Television (M= 2.4984; SD= 1.5231), Desktop Computer sets(M= 2.4828; SD= 1.5537), Projectors(M= 2.4947; SD= 1.4861), Laptops computers (M= 2.5918; SD= 1.5047), White boards(M= 2.3512; SD= 1.4042), Tablet computers (M= 2.4986; SD= 1.3042), Pen Drive (M= 2.2370; SD= 1.4042), Teleconference facilities (M= 2.3214; SD= 1.0923) among others are rarely available for the teaching of Islamic studies in upper basic schools in Ilorin Metropolis, Kwara State.

Research Question 2: Does Islamic Studies Teachers’ use Available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis?

Table 2: Islamic Studies Teachers’ use Available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis

S/N	Items	Mean	Std.
1.	Radio	1.3143	.0306
2.	Television	1.1300	.2131
3.	Desktop Computer sets	1.4828	.0534
4.	Projectors	1.1340	.4219
5.	Laptop Computers	2.5918	.4036
6.	White boards	1.2120	.0422
7.	Tablet Computers	1.4600	.2028
8.	Pen Drive	1.1302	.3042
9.	Mobile Phones	3.0320	1.3460
10.	Applications like WhatsApp, Telegramme etc	1.2402	.2158
11.	Assignment electronically	1.2712	.2371
12.	Teleconference facilities	1.0219	.0233
13.	Printer, scanners and photocopy machine	2.4016	.4230
14.	Digital camera, project CDs,	1.1241	.3241
15.	DVD players	1.2402	.0230

Source: Field Study (2022) Key: 0-1.59 =Not Use At All (NAA); 2.00-2.59= Rarely Use (RA); 3.00-3.59= Adequately Use

Table 2 is the representation of the responses of the sample of research questionnaire of the study on the Islamic Studies Teachers’ use Available ICT Tools for Teaching at Upper Basic Schools in Ilorin Metropolis. From the table, (M= 3.0320; SD= 1.3460) indicates that only mobile phones are adequately used in upper basic schools in Ilorin West LGA, Kwara State. However, ICT tools such as radio, television, desktop computer sets, projectors, laptops computers, white boards, tablet computers, pen drive and teleconference facilities among others are not use at all for the teaching of Islamic studies in upper basic schools in Ilorin Metropolis, Kwara State.

Research Hypothesis One: There is no significant influence of gender on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis of Kwara State.

Table 1: T-test of difference in the use of available ICT tools between male and female teachers for teaching Islamic Studies in upper basic schools in Ilorin metropolis of Kwara State

Cluster	Freq.	Mean	Std.	df.	T-cal.	Table value	p.-value	Remark
Male	50	3.7326	1.03					
				1	1.23	1.96	.000	Rejected
Female	50	3.6521	1.07					

Difference is significant at t.cal. value $1.23 < \text{table value } 1.96$

Table 1 showed that calculated t. value 1.23. The t. calculation of 1.23 is greater than the table value 1.96 (t.cal. = $1.23 > \text{p.value} = 0.05$). Therefore, hypothesis H_{01} is rejected. Hence, it can be inferred that there is a difference between male and female Islamic teachers in the use of available ICT tools for teaching Islamic studies in Ilorin metropolis, Kwara State.

Research Hypothesis Two: There is no significant influence of qualification on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis, Kwara State.

Table 2: ANOVA showing influence of qualification on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis, Kwara State

Cluster	Sum of Squares	df.	Mean Squares	F.cal.	Sig.
Between Groups	8.296	3	2.765		
				2.37	0.083
Within Groups	53.784	96	1.169		
Total	62.080	99			

Table 2 shows the difference in the mean response between groups (2.77) and within groups (1.17) of the qualification on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis. From the table F-calculation is 2.365 and p-value is 0.083. F-cal. of 2.37 is higher than the p-value of 0.083 at 0.05 significant level (F-cal. = $2.37 > \text{p-value of } 0.05$). Therefore, null hypothesis 2 which says that there is no significant influence of qualification on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis, Kwara State is rejected.

Table 2.1: Post Hoc Tests: Duncan

Qualification	1	2	3	4
NCE	1.7500			
B.A Islamic		2.5862		
Masters			2.0000	
Others				1.0000

Source: field study (2022)

Table 2.1 presents the Post-Hoc test to show the level by which qualification of the Islamic Studies teachers impact the use of ICT for teaching. It shows that first degree was a significant influence qualification to use ICT tools for teaching Islamic Studies in upper basic schools.

Research Hypothesis Three: There is no significant influence of location on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis of Kwara State.

Table 3: T-test of difference in the use of available ICT tools between rural and urban for teaching Islamic Studies in upper basic schools in Ilorin metropolis of Kwara State.

Cluster	Freq.	Mean	Std.	df.	T-cal.	Table value	p.-value	Remark
Rural School Teachers	45	3.4093	1.5127					
				1	1.52	1.96	.000	Rejected
Urban School Teachers	55	3.5732	1.6149					

Difference is significant at t.cal. value $1.52 < \text{table value } 1.96$.

Table 3 showed that calculated t. value of 1.52 is greater than the table value 1.96 at 0.05 level of significant (t.cal. = $1.52 > \text{p.value} = 0.05$). Therefore, hypothesis H_{03} is rejected. Hence, it can be inferred that there is a

difference in the use of available ICT tools between rural and urban for teaching Islamic Studies in upper basic schools in Ilorin metropolis of Kwara State.

Discussion of Findings

Based on the results from the research hypotheses, the study found that printer, scanners, photocopy machine and mobile phones are adequately available. This finding was in-line with Abidoye, et al (2022) that instructional resources for teaching were not available. Farhana and Chowdhury (2019) also found that about 17% to 25% were found to be not using these ICT means. Obakhume (2012) results of the study which showed that ICT facilities are not available in most of the schools covered.

The study indicates that only mobile phones are adequately use ICT tools by Islamic studies teachers in Ilorin metropolis, Kwara State. This outcome agreed with Tella (2011) results showed low level of usage of ICT gadgets for teaching. Beak, Jung and Kim (2008) obstacles preventing teachers and students from using technology in their classrooms and thus its application in Nigerian high schools is still low. Ndudi and Chinedu (2016) stated that the problem is not about students learning but that most teachers are not prepared to use technology tools and that the majority of the existing school buildings are not equipped to integrate the new ICT especially in public high Schools. Amuchie (2015) also found out that many factors were perceived by the teachers and principals as constraints to the effective utilization of ICTs in teaching and learning in secondary schools. Adomi (2010) confirmed that unavailability of ICT components in schools hampers teachers' use of the facilities in teaching students. The study found that there is a difference between male and female Islamic teachers in the use of available ICT tools for teaching Islamic studies in Ilorin metropolis, Kwara State. This result indicates that male teachers use available ICT tools more than their female counterparts. The study found that there is significant influence of qualification on the use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis, Kwara State. This result was supported by Ogwu and Ogwu (2010) that teachers still lack the required skills and knowledge regarding how to integrate these technologies into the curricula.

The study found that there is a difference in the use of available ICT tools between rural and urban for teaching Islamic Studies in upper basic schools in Ilorin metropolis of Kwara State. This finding suggests that basic schools located in the urban center have ICT tools compare to schools in the rural areas. This result tally with Kola (2013) that majority of Science Teachers are not computer literate and have remained in that condition for long time without seminar, conferences, workshop and refresher course in computer.

Conclusion

Based on the findings, the study concluded that ICT tools such as radio television, desktop computer sets, projectors, laptops computers, white boards, tablet computers, pen drive and teleconference facilities are rarely available for the teaching of Islamic studies in upper basic schools in Ilorin Metropolis, Kwara State. The study also concluded that projectors, laptops computers, white boards, tablet computers, pen drive and teleconference facilities are not used at all. The study concluded that male Islamic teachers in the use of available ICT tools for teaching Islamic studies in Ilorin metropolis, Kwara State. The study concluded that teachers with higher qualification mostly use of available ICT tools for teaching Islamic Studies in upper basic schools in Ilorin metropolis, Kwara State. The study concluded that basic schools located in the urban center have ICT tools compare to schools in the rural areas.

Recommendations

Based on the conclusion, the study recommends that:

1. Kwara SUBEB should allocate more funds for the provision of ICT tools like radio television, desktop computer sets, projectors, laptops computers, white boards, tablet computers, pen drive and teleconference facilities are available for the teaching of Islamic studies in upper basic schools in Ilorin Metropolis, Kwara State.
2. The study recommends that Kwara State SUBEB should organise seminar on the use of ICT tools for teaching Islamic studies especially for female teachers at upper basic schools in Ilorin metropolis, Kwara State.
3. The study recommends that Kwara State SUBEB should approve in-service training for Islamic studies teachers to improve their qualification. This would help them to acquire ICTs skills and training to use it

which teaching Islamic studies.

4. The study recommends that Kwara State should prioritise the provision of that basic schools located in the rural areas with modern ICT tools. This would give Islamic teachers in the areas opportunities to use in teaching Islamic studies at upper basic schools in Ilorin metropolis.

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