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# AVAILABILITY AND ACCESSIBILITY OF ICT TOOLS IN SAUDI ARABIA SCHOOLS.

## Abstract:

Researchers noted the insufficient availability and accessibility of ICT tools in schools are  very important as the ease of availability influences accessibility and, therefore, the use of ICT in the classroom


Purpose, In this research examining  the availability and accessibility of ICT tools in intermediate schools .

Method: A mixed-method approach uses both quantitative and qualitative methodology included a questionnaire and an interview.  The former was applied to 230 participants from 73 intermediate schools and the latter involved 17 interviewees, 12 Islamic teachers and five Islamic supervisors from Riyadh, Saudi Arabia

Results: The findings from this study indicated that ICT tools were lacking in availability in intermediate schools in Riyadh, Saudi Arabia. Those most commonly available were the audio recorder and television/video. However, many ICT tools were not available, including digital projectors, interactive whiteboards, computers/laptops with internet access, classroom computers for students and visual presenters. The limited availability of ICT tools for Islamic teachers had subsequently led to a lack of access to these ICT tools. In the interviews, participants explained that they believed ICT were not available for the following reasons: firstly, because of the high cost of the technology; secondly, because the Ministry of Education does not adequately support the technological infrastructure necessary for schools today; and thirdly, because the Ministry focuses mainly on the needs of primary and high schools rather than those of intermediate schools.

Conclusion: Thus, it can be observed that any investigation of the factors that inhibit Islamic Studies teachers in their use of ICT is complex and related to issues of availability and accessibility of ICT tools and equipment, current pedagogical practices that are employed by Islamic Studies teachers and various teacher-level and school-level factors that inhibit Islamic teachers from using ICT. These three conditions are prerequisites for encouraging higher levels of ICT usage by Islamic Studies teachers. Moreover, developing strategies to motivate teachers, improving current infrastructural systems and providing more specialised training and professional development are crucial to ensuring that ICT and Islam function in a productive and collaborative frame to enhance the future educational industry in Saudi Arabia.

## Keywords:

ICT, Learning , teacher