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Article [5000 words]
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TITLE WITH A MAXIMUM OF 13 WORDS HIGHLIGHTING THE TOPICAL ISSUE IN EDUCATION.

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Abstract

This paper reports findings from a study… Abstract is a shortened version of the paper and should contain all information necessary for the reader to determine: (1) what is the aim of the study (2) the research questions of the study were; (3) how the study was done; (4) what results were obtained; (5) and the significance of the results. The abstract determines if the entire article is worth reading [120 words]

Key words: 5 *key words….key words*.

Section 1.0: Introduction and Background

Changes in information and communication technology continue to offer great and new possibilities for learning introduction, introduction

Etc. …….

1.1 Purpose of Research

Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose, Purpose,

Etc. …….

1.2 Rationale and research Problem

What is the problem, who says it is a problem, how is it a problem, When is it a problem, what should be done, where is it a problem

1.3 Research questions

The study research questions were:

1. Which digital competencies are required by teachers when integrating ICT and using e-books?
2. Why teachers have not used e-books?
3. How are the proficiency levels of teachers in ICT?

Section 2.0: Related Studies and context

This section discusses the results and conclusions of previously published related studies putting the study in context.

One of the latest research in the integration of ICT in mathematics and science classrooms found that the major crosscutting obstacle why teachers do not integrate ICT is lack of digital learning materials in the form of e-books [6] General Background on findings of related studies, findings of related studies, findings of related studies, findings of related studies, Findings of related studies, findings of related studies, findings of related studies, findings of related studies, findings of related studies, findings of related studies, findings of related studies,

Etc. …….

Section 2.1: Theoretical Perspective

The theoretical framework underpinning the study is the expectation-confirmation model, framework, framework, framework, framework, framework, framework, framework, framework, framework, framework, framework, framework, framework, and framework.

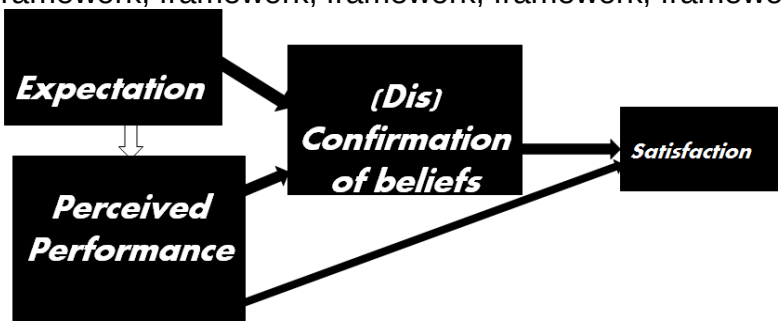

Figure 1: Expectation-Confirmation Model (ECM)

Section 3.0: Methodology of Research

3.1 Research typology

The study employed the survey research design, Research description, research description, research description, research description, research description, research description, research description, research description, research description, research description, research description,

3.2 Research Procedures

Data collection employed questionnaires and focus group discussions, research procedures, research procedures, research procedures, research procedures, research procedures, research procedures, research procedures, research procedures, research procedures, research procedures, research procedures, research procedures, research procedures, research procedures,

3.3 Data Analysis

Data was analyzed through descriptive statistics, data analysis, data analysis, data analysis, data analysis, data analysis, data analysis, data analysis, data analysis, data analysis, data analysis, data analysis, data analysis.

Section 4: Presentation of Research Results

In tandem with the conceptual framework of the study and in alignment with the research question were presented, results of research, results of research, results of research, results of research, results of research, results of research, results of research, results of research.

4.1 Results on question 1

Title of figures at the bottom or on the floor of figures

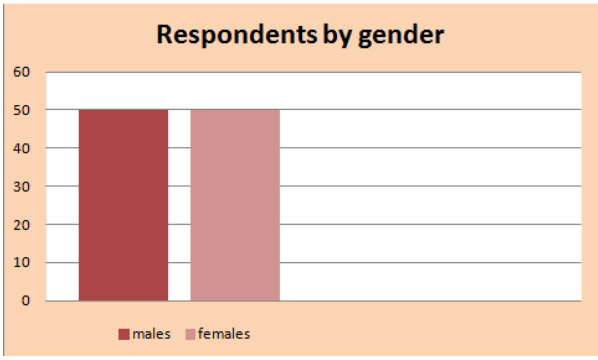

Figure 2: Description of respondents.

4.2 Results on question 2

Table titles on top of table

Table 1. Tables and figures should be valuable, relevant, and visually attractive.

Statements and domains	Cronbach-α	KMO	Stats	scale	Interpretation

4.3 Results on question 3

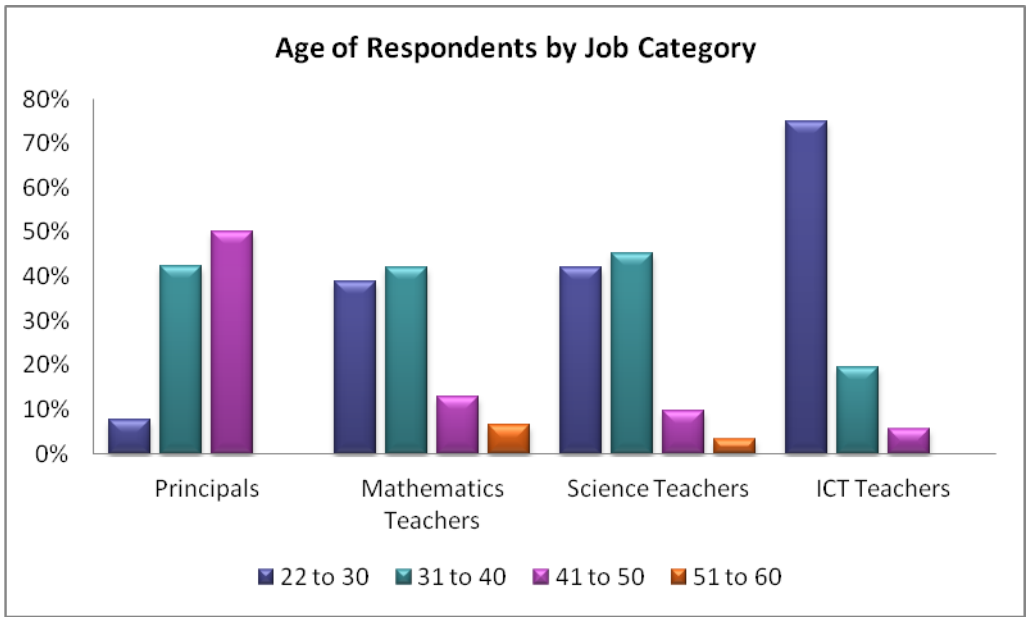

Figure 3: Description of respondents by age and job category.

Table 2: Important facilitating conditions in using E-books

Facilitating conditions	Description of construct	Variables	Response options on level of importance	Loading components yielded labels	Correlations varimax (KMO) BToS	Eigen values	Mean / SD	Final response result
School ICT committee	ICT coordinating committee	23	1 - Extremely unimportant 2 - Unimportant 3 - Not sure 4 - Important 5 - Extremely important	***Leadership***	*0.784 (*0.5)**	43	3.9 / 1.6	***Important***
ICT policy	Acceptable ICT policy	4	1 - Extremely unimportant 2 - Unimportant 3 - Not sure 4 - Important 5 - Extremely important	***Organisation***	*0.833* (0.5)	16	3.8 / 1.0	***Important***
Proficiency by teachers	Range of competencies in ICT	4	1 - Extremely unimportant 2 - Unimportant 3 - Not sure 4 - important 5 - Extremely important	***Proficiency***	*0.800* (0.5)**	7	4.0 / 1.01	***Important***
Networked computers	Computers sharing resources	3	1 - Extremely unimportant 2 - Unimportant 3 - Not sure 4 - Important 5 - Extremely important	***Communication***	*0.753* (0.6)**	5	4.2 / 0.95	***Important***
Integration of ICT	Use of ICT in subjects	3	1 - Extremely unimportant 2 - Unimportant 3 - Not sure 4 - important 5 - Extremely important	***Integration***	*0.834*	4	4.3 / 0.88	***Important***
Use of social networks for education	Social networks for educational purposes, Search engines – Google, school domain and school web page	1	1 - Extremely unimportant 2 - Unimportant 3 - Not sure 4 - Important 5 - Extremely important	***Internet Use***	*0.776*	3	4.0 / 1.08	***Important***
Working with specialists	Mentor training, Rudimental ICT skills in schools and data projectors for teachers	1	1 - Extremely unimportant 2 - Unimportant 3 - Not sure 4 - Important 5 - Extremely important	***Support***	*0.869*	3	4.5 / 2.88	***Extremely important***

*$p < 0.001$ significant correlations between items were sufficiently large for principle component analysis. ** Acceptable sample size to yield reliable factors.

Section 5: Discussion of Findings

Objective interpretation of results to support conclusions

As observed in conclusion one, discussion of findings, discussion of findings, discussion of findings, discussion of findings, discussion of findings, discussion of findings, discussion of findings, discussion of findings, discussion of findings, discussion of findings, discussion of findings, discussion of findings, discussion of findings,

Section 6: Conclusions

The study established the need to digitize, conclusions.

Section 7: Recommendations

It is strongly recommended, recommendations, recommendations, recommendations, recommendations, recommendations, recommendations, recommendations, recommendations, recommendations,

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