

# **Employing Modern Technologies in Kindergartens in Ramallah and Al-Bireh Governorate and Teachers' Beliefs Towards Employing Them.**

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## **Abstract:**

This study aimed to investigate the reality of employing modern technologies in kindergartens in Ramallah and Al-Bireh governorate and teachers' beliefs towards employing them. And determining the level of performance of kindergarten teachers in the employment of modern technologies according to variables, years of experience, specialization and scientific qualification. The researcher used the qualitative and quantitative mixed descriptive approach.

The study population consisted of all kindergarten teachers in Ramallah and Al-Bireh and the number was (618), for the academic year 2018/2019, the study sample consisted of (102) teacher of kindergarten teachers, were selected randomly, the sample also consisted of (21) Director Of the kindergarten principals in Ramallah and Al-Bireh who agreed to participate in the study.

To achieve the objectives of the study the researcher used several instruments: questionnaire about teachers' beliefs towards employing technology in kindergarten, observations and semi structured interviews for administrators.

The results of the study showed that teacher's beliefs towards the use of technologies in kindergartens had high degree, and by 78%. The results showed that (24) paragraphs were high, and (5) paragraphs achieve medium degree, and one paragraph low. "Technology recruitment contributes to encouraging children to participate in the classroom" at the highest mathematical average (4.63), followed by the paragraph "The use of techniques makes fun of the kindergarten" with an average of 4.51. The paragraph "requires the use of techniques requires a great effort of the teacher" at the minimum arithmetic mean (2.28), followed by the paragraph "the employment of techniques within the kindergarten contribute to creating chaos" with an average of (2.41).

The results showed no differences in teachers' beliefs towards the employment of technologies in kindergartens variables of scientific qualification and years of experience and specialization.

The results of the observation analysis in kindergarten that the Registrar Technology received the highest percentage of a visual 100%, followed by television by 90.9%, and then the computer by 86.4%, followed by laptop and projector by 72.7%, followed by sources room by 68.2%, and then the video by 59.1 Followed by screens with 40.9%, iPad and Smart Board at 18.2%, followed by a 9.1% independent computer room and 4.5% availability.

The results of the interviews showed that kindergarten principals supported the use of technologies in kindergartens such as computer, followed by television, and iPad .

The results also showed that children interact during visual activities on television, followed by the recorder and projector. The results showed that the activities are carried out in accordance with the daily program and at the beginning of the learning day in kindergarten and according to the nature of the learning unit that is taught in the kindergarten, as well as the nature of the activities that need to use the techniques.

The kindergartens expressed their views on the obstacles in the use of techniques in kindergartens, which are the physical conditions of kindergarten and the inability of the kindergarten to provide technologies such as iPads, computers, children's programs, smart board and other programs and techniques used in children's learning.

Kindergarten principals offered a number of suggestions: choosing the appropriate time to employ techniques to attract children and make better use of them, providing courses for teachers on how to use technologies effectively, providing financial support to kindergartens, providing electronic programs, audio-visual equipment, In kindergartens and the provision of technologies in a way that allows children to use and interact with them.

The study recommended training kindergarten teachers in Ramallah and Al-Bireh governorate on how to employ techniques, provide training programs that should be designed according to the needs of kindergarten teachers, and design a training manual for kindergarten teachers on the use of techniques.