



## **The Reality of E-learning in Kindergarten Institutions in Palestine From The Point of View of Kindergarten Managers**

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### **ABSTRACT**

The study aimed to reveal the reality of e-learning in kindergarten institutions in Palestine from the perspective of principals of kindergarten institutions, and to achieve the goals of the study, the researcher used the descriptive analytical approach, and the study sample consisted of (57) principals of kindergarten institutions in Palestine, the researcher used also the questionnaire as a study tool it contains (20) items related to e-learning, to reveal the reality of e-learning in terms of its importance, availability, and use in kindergarten institutions in Palestine. The results of the study found that the degree of importance came in a percentage (74.48%), which indicates a degree of great importance for e-learning tools, and that the degree of availability came in a percentage (45.62%), and it indicates a low degree of availability of e-learning tools, and that the degree of use came with a percentage (41.85%), which indicates the degree of little use of e-learning tools in kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza Strip. The researcher recommends the need to pay attention to and provide e-learning tools, in order to give kindergarten teachers the opportunity to use them and employ them in the educational process.

**Key words:** E-learning, kindergarten institutions.

### **INTRODUCTION**

The reality in which we live is different from ever before, so all scientific and technological developments in the various basic education stages, including kindergarten, should be followed up because of their importance in building the generation and consolidating the values and concepts, which can be acquired through e-learning resources, forms, tools and innovations of e-learning which has become in the reach of children. Therefore, scientific and technological developments imposed a new reality that the educational arena was not familiar with before, in which education technology took a pivotal role in its various stages, especially in the kindergarten stage, and modern educational trends confirm the need for educational systems to keep pace with the requirements and needs of the age of information and communication technology, in order to develop methods teaching and learning to reach the child to the information by himself, using the means and tools of e-learning (Al-Shuwai'i, Muhammad, 2014, p. 2). The kindergarten stage is an important demand, and a necessity dictated by the nature and stage of the child's development, especially the kindergarten stage, in order to allow them to develop integrated, as well as to enjoy their childhood by providing "freedom, spontaneity and sound guidance with positive behavioral habits and trends, moral and social values, and the skills necessary to live in a developed society and rapidly changing "(Al-Hassan and Abdel-Rahim, 2015, p. 55). The opinions of educators and decision-makers agree with the results of educational studies and research, that the success of the educational institution in the era of information technology depends on a large extent on the magnification of knowledge and the diversity of its sources, methods of acquisition and means of learning (Al-Shedaifat, 2015, p.171), through modern e-learning tools, which have influenced directly on children's lives and their practical behaviors in various aspects.

Nassif (2014) indicates to the ability of applying technological means in the kindergarten stage by using the modern technological means, as there was a need to develop and rehabilitate kindergarten administrations, in order to raise the level of technological skills in the use of educational computer, for effective planning and participation, in taking the necessary decisions and evaluation processes with the aim of improving the educational learning process outcomes for them. In the opinion of (Konca, Ahmet Ozel, Erdogan, Zelyurt, Hikmet, 2016), the results of many studies conducted on kindergarten teachers emphasized the need to support the positive attitudes of teachers about how to use technology in the kindergarten stage. (Stošić, 2016, p23), that teachers are concerned with the implementation of information and communication technology, within the process of educating preschool children who live and grow in the age of information technology, and that the use of computers, can help them in the process of achieving the contents of the pre-school preparatory

program .Abdul-Baqi's study (2019) indicates that it sought to uncover e-learning and its role in promoting some different aspects of children's development, from the viewpoint of female kindergarten students. As for Al-Adela's study (2018), it sought to identify the degree of application of e-learning in kindergartens in the State of Kuwait, as for the Al-Rashed study (2018), it sought to uncover the attitudes of kindergarten teachers towards the use of digital learning and the degree to which they possess digital learning skills. As for the study of Al-Sayed (2018), it sought to uncover the impact of employing digital stories on developing some health concepts in the child in the city of Al-Muzahimiyah in the Kingdom of Saudi Arabia, and as for the study of Al-Shdeifat (2015), it sought to know the training needs of kindergarten teachers in light of technological requirements, and as for the study of Konca, Ahmet Ozel, Erdogan, Zelyurt, Hikmet (2016), it sought to determine the trends of preschool teachers towards the use of technological tools. As for the study of Turkistani (2015), it sought to identify the effect of electronic games on problem-solving skills of a sample of children with hearing impairment from children enrolled in kindergarten in the city of Riyadh. As for the study of Al-Jarrah and Al-Ajlouni (2012), it sought to identify the degree of practice of kindergarten teachers with information and communication technology in kindergartens in Amman. And by looking at many kindergarten institutions and learning about the degree of interest and use of e-learning tools and innovations, through which learning can be easily and conveniently, in addition to its containing the flow of information in many forms, which can be followed up and learn through it for long hours without getting bored or tiring before children who are in the kindergarten stage. The current study sought to uncover the reality of e-learning in kindergarten institutions in Palestine, by studying several aspects related to e-learning, in terms of its degree of availability, its importance and use. Arif and Najihi (2019, p. 281), define e-learning as "education in which educational content is provided by electronic means, such as the internet, satellites, laser discs, and audiovisual tapes".

The researcher believes that e-learning is a type of education based on the preparation and design of electronic educational experiences, in order to allow the learner the opportunity to learn easily, such as websites, digital stories, virtual trips, electronic games, facebook, e-courses, electronic classes, e-books, and others, in order to meet the needs and circumstances of individual learners. Abd al-Latif also indicates that kindergarten students are "those students who enter kindergarten from between the ages of 4-6 years" (Abd al-Latif, 2014, p. 779), and (Abbasi, 2018, p.8) defines kindergartens as "institutions Specifically for children, and it is divided into two parts: the first is the orchard and the second is the introductory one, and this stage takes care of children who are 4-6 years old. The researcher believes that kindergartens are those educational institutions that contain pre-school students, who learn through e-learning tools and innovations. .

### **PROBLEM OF THE STUDY**

Most of kindergarten institutions seek to keep abreast of technological developments, especially the innovations of e-learning, represented by websites, electronic games, electronic visits and trips, and many other innovations and tools for e-learning, in order to provide educational experiences for the kindergarten category, by providing educational environments that address reality, and are based on a virtual reality that can contribute to overcoming all obstacles and difficulties that prevent obtaining the necessary knowledge and expertise, by directly dealing with it in practice. The researcher sensed a weakness and a lack of the necessary material capabilities that contribute in the activation of teaching in kindergarten institutions, especially in light of the siege imposed on the Gaza strip, and thus a survey can be conducted to know the reality of e-learning in kindergarten institutions in the Gaza strip. The current study also came in response to the recommendations of many studies and research conducted, such as the study (Al-Adela, 2018), the study (Al-Shuwai'i, and Muhammad, 2014), the study (Al-Shadifat, 2015), the study of (Al-Sayed, 2018), and the study of (Al-Jarrah and Al-Ajlouni , 2012), in the field of kindergarten, which indicated the need to pay attention to employing and introducing e-learning at the kindergarten stage. The current study seeks to know what is the reality of e-learning in kindergarten institutions in the Gaza strip? The main question is divided into the following sub-questions:

1. What is the degree of importance of e-learning in kindergartens in the Gaza strip from the point of view of kindergarten managers?
2. What is the degree of availability of e-learning in kindergarten institutions in the Gaza strip from the point of view of kindergarten managers?
3. What is the degree of use of e-learning in kindergartens in the Gaza strip from the point of view of kindergarten managers?

### **OBJECTIVES OF THE STUDY**

This study sought the following educational educational games:

1. Exposing the degree of importance of e-learning in kindergartens in the Gaza Strip from the kindergarten's point of view.

2. Disclosure of the degree of availability of e-learning in kindergartens in the Gaza Strip from the kindergarten's point of view
3. Exposing the degree of use of e-learning in kindergartens in the Gaza Strip from the kindergarten's point of view.

### METHODOLOGY

The current study relied on the descriptive approach that fits with its nature in terms of describing and analyzing the reality of e-learning in kindergarten institutions in the governorates of Gaza from the point of view of kindergarten administrators, where preparing a questionnaire to reveal the reality of e-learning in terms of its importance, availability and use by managers of kindergartens. Children in the various governorates of Gaza, Palestine.

### SAMPLE

The study sample consisted of (57) directors of kindergarten institutions in the various governorates of Gaza. The study sample was randomly selected from the directors of kindergarten institutions in the various governorates of Gaza in the second semester of the academic year 2018/2019.

### INSTRUMENTS

To achieve the objectives of the study and collect the required data, the study tool was prepared from a questionnaire, representing services, tools and innovations of e-learning. The study sample is required to respond to its paragraphs, and with a triple scale (degree of importance, degree of availability, and degree of use) for a set of e-learning tools, which it can be employed in kindergartens in the Gaza strip, and to judge the significance of percentages in the responses of the study sample, a criterion was adopted which is: (20% -36%), a very small degree, (37% -52%), a small degree, (53 % - 68%), a medium degree, (69% -84%), a large degree, (85% - 100%), a very large degree, and the researcher has benefited in building the study tool from many previous studies as a study of Al-Shuwe'i (2014) And the study of Al-Shedaifat (2015), and in light of this, its final form is made of (20) paragraphs.

### LIMITATIONS

1. Human borders: The study was limited to managers of Riyadh Al-Gaza institutions. In the Gaza Strip.
2. Spatial boundaries: The study was limited to the various governorates of the Gaza Strip.
3. Temporal limits: The study tool was applied at the end of the second semester of 2019/2020.

### RESULTS AND DISCUSSION

1. Results of the verification of the first question: The first question states: What is the degree of importance of e-learning in kindergartens in the Gaza strip from the point of view of kindergarten managers?

To answer the first question, the researcher calculated the frequencies and percentage and arranged them in the tool as a whole, as shown in the tables (1).

**Table (1): the degree of importance of e-learning in kindergartens in the Gaza Strip at the level of the tool as a whole.**

N	Paragraph	The degree of importance of E-learning			
		The number of iterations	percent age	Arra nge ment	The degree importa nce
1.	Preparing and designing targeted electronic games for kindergartens	48	%84.2	4	Big
2.	Designing virtual learning environments that meet the needs of kindergarten	47	%82.5	5	Big
3.	Provide Facebook for learning and communication in Kindergarten	42	%73.7	8	Big
4.	Providing educational programs based on multimedia for kindergartens	53	%93.0	1	Very big
5.	Providing educational electronic stories for kindergarten children	51	%89.5	2	Very big
6.	Providing a comprehensive website that meets everything related to kindergartens	53	%93.0	1	Very big

7.	Availability of electronic books related to kindergarten	41	%71.9	9	Big
8.	Providing computer laboratories in kindergartens	43	%75.4	7	Big
9.	Providing a language laboratory for teaching foreign languages in kindergartens	41	%71.9	9	Big
10.	Preparing electronic tests related to kindergarten	27	%47.4	13	Few
11.	Doing electronic trips related to kindergarten subjects	31	%54.4	12	Medium
12.	Doing electronic exercises in kindergarten subjects	40	%70.2	10	Big
13.	Conducting electronic experiments in kindergarten subjects	45	%78.9	6	Big
14.	Providing an electronic whiteboard in the kindergarten	49	%86.0	3	Very big
15.	Doing video conferencing in kindergarten	41	%71.9	9	Big
16.	Provide virtual classes for learning acquisition in Kindergarten	41	%71.9	9	Big
17.	Submit homework electronically in Kindergarten	14	%24.6	14	Very few
18.	The existence of forums to discuss important topics in kindergarten	53	%93.0	1	Very big
19.	Providing electronic courses related to kindergarten subjects	38	%66.7	11	Medium
20.	Provide a media player to listen to kindergarten topics	51	%89.5	2	Very big

It is clear from table (1) that paragraphs no. (4,5,6,14,18,20) came to a very great degree, due to the reality of e-learning in kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza strip. paragraph no. (4) stipulates "Providing educational programs based on multimedia for kindergartens." It obtained a percentage (93.0%). As for paragraph no. (5), it stipulated "Providing educational electronic stories for kindergartens" and it got a percentage (89.5%), and Paragraph no. (6) stipulated "Providing a comprehensive website It meets everything related to kindergartens, and it got a percentage (93.0%). As for Paragraph No. (14), it stipulated "providing an electronic whiteboard in kindergartens," and it got (%86.0), and as for paragraph no. (18), it stipulated "the existence of forums to discuss important topics in kindergartens," and it got a percentage (93.0%). As for paragraph no. (20), it stipulated "providing a media player to listen to kindergarten topics" and it got a percentage (89.5%), and the results of Durr agree The current policy is with the study of Schifaf (2015), which indicated the need for a number of needs related to technological requirements in e-learning and information technology. As can be seen from table (1), paragraph no. (10), which provides for "preparing electronic tests related to kindergarten," came at a rate of (47.4%), and it indicates a degree of little importance, while paragraph no. (17), which states on the "electronic delivery of assignments in kindergartens", it received the lowest degree of importance, which is to a very small degree, by (24.6%), within the reality of the importance of electronic education in kindergarten institutions from the point of view of managers of kindergartens in the Gaza strip. It is clear from table (1) that the arithmetic average of percentages of the paragraphs came in a percentage (%74.48), which indicates the degree of great importance for tools and innovations for e-learning in kindergarten institutions from the point of view of managers of kindergartens in the Gaza strip.

**2. Results of the verification of the second question: The second question states: What is the degree of availability of e-learning in kindergarten institutions in the Gaza strip from the point of view of kindergarten managers?**

To answer the second question, the researcher calculated the frequencies and percentage and arranged them in the tool as a whole, as shown in the tables (2).

**Table (2): the degree of availability of e-learning in kindergartens in the Gaza strip at the level of the tool as a whole**

No	Paragraph	The degree of availability of E-learning			
		The number of iterations	percentage	Arrangement	The degree of availability
1.	Preparing and designing targeted electronic games for kindergartens	25	%43.9	4	Very few
2.	Designing virtual learning environments that meet the needs of kindergarten	26	%45.6	5	Very few
3.	Provide Facebook for learning and communication in Kindergarten	40	%70.2	8	Big
4.	Providing educational programs based on multimedia for kindergartens	40	%70.2	1	Big
5.	Providing educational electronic stories for kindergarten children	46	%80.7	2	Big
6.	Providing a comprehensive website that meets everything related to kindergartens	45	%78.9	1	Big
7.	Availability of electronic books related to kindergarten	31	%54.4	9	Medium
8.	Providing computer laboratories in kindergartens	17	%29.8	7	Very few
9.	Providing a language laboratory for teaching foreign languages in kindergartens	16	%28.1	9	Very few
10.	Preparing electronic tests related to kindergarten	10	%17.5	13	Very few
11.	Doing electronic trips related to kindergarten subjects	15	%24.6	12	Very few
12.	Doing electronic exercises in kindergarten subjects	17	%29.8	10	Very few
13.	Conducting electronic experiments in kindergarten subjects	29	%50.9	6	few
14.	Providing an electronic whiteboard in the kindergarten	20	%35.1	3	Very few
15.	Doing video conferencing in kindergarten	25	%43.9	9	few
16.	Provide virtual classes for learning acquisition in Kindergarten	18	%31.6	9	Very few
17.	Submit homework electronically in Kindergarten	7	%12.3	14	Very few
18.	The existence of forums to discuss important topics in kindergarten	36	%63.2	1	Medium
19.	Providing electronic courses related to kindergarten subjects	22	%38.6	11	few
20.	Provide a media player to listen to kindergarten topics	36	%63.2	2	Medium

It is evident from table (2) that paragraphs no. (3,4,5,6) came to a large degree of availability regarding the reality of e-learning in kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza strip, as paragraph no. (3) states on "providing facebook for learning and communication in kindergartens" and it got a percentage (%70.2), while paragraph no. (4) stipulated "providing educational programs based on multimedia for kindergartens", and it got a percentage (70.2%) As for paragraph no. (5), it stipulates "Providing educational electronic stories for kindergartens", and it got the highest percentage (80.7%). As for paragraph no. (6), it stipulated "providing a comprehensive website that meets everything related to kindergartens. Children, and it got (78.9%), within the reality of the availability of e-learning in kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza strip. As it can be seen from table (2), paragraphs (1,2,8,9,10,11,12,14,16,17) came with very little availability within the reality of e-learning in kindergarten institutions from the point of view The directors of kindergarten institutions in the Gaza Strip considered, as paragraph no. (1) states "Preparing and designing electronic games aimed at kindergartens" which received a percentage (43.9%), and paragraph No. (2), which states "Designing environments Virtual learning that meets the needs of kindergartens ", it got a percentage (%24.6), and as for paragraph No. (8), which states" providing computer laboratories in kindergartens ", it got (29.8%), and paragraph no. (9) ), Which provides for "providing a language laboratory for teaching foreign languages in kindergartens" has obtained a rate of (%28.1), and paragraph no. (10), which states "preparing electronic tests related to kindergartens," has obtained a rate of (17.5%). As for paragraph no. (11), which stipulates "making electronic trips related to kindergarten subjects," it obtained a rate of (24.6%), and as for paragraph no. (12), which stipulates "carrying out electronic training on topics of kindergarten. " it received a rate of (29.8%), and as for paragraph no. (14), which states "providing an electronic blackboard in kindergartens," has obtained a percentage (35.1%), and

paragraph no. (16), which states “providing virtual classes to acquire learning in kindergartens,” has taken place. On the percentage of (31.6%), and paragraph No. (17), which stipulates “the existence of forums to discuss important topics in kindergartens,” has obtained a rate of (12.3%), within the availability of e-learning in kindergarten institutions from the point of view of managers of institutions Kindergartens in the Gaza strip. The current study also agrees with the study of Al-Sayed (2018), that there is a positive impact from employing digital stories in developing health concepts in pre-school children. It is evident from table (2) that the arithmetic average of percentages of the paragraphs came in a percentage (45.62%), which indicates a low degree of availability of e-learning tools and innovations in kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza strip. The results of the current study are consistent with the results of the study of Shedifat (2015: 186), which indicated that the knowledge of kindergarten teachers in the field of e-learning and information technology was low.

**3. The results of the verification of the third question: The third question states: What is the degree of use of e-learning in kindergartens in the Gaza strip from the point of view of kindergarten managers?**

To answer the third question, the researcher calculated the frequencies and percentage and arranged them in the tool as a whole, as shown in the tables (3).

**Table (3): the degree of use of e-learning in kindergartens in the Gaza strip at the level of the tool as a whole.**

No	Paragraph	The degree of use of E-learning			
		The number of iterations	percentage	Arrangement	degree of use
1.	Preparing and designing targeted electronic games for kindergartens	27	%47.4	8	few
2.	Designing virtual learning environments that meet the needs of kindergarten	28	%49.1	7	few
3.	Provide facebook for learning and communication in Kindergarten	40	%70.2	2	Big
4.	Providing educational programs based on multimedia for kindergartens	38	%66.7	3	Medium
5.	Providing educational electronic stories for kindergarten children	46	%80.7	1	Big
6.	Providing a comprehensive website that meets everything related to kindergartens	29	%50.9	6	few
7.	Availability of electronic books related to kindergarten	15	%26.3	14	Very few
8.	Providing computer laboratories in kindergartens	20	%35.1	13	Very few
9.	Providing a language laboratory for teaching foreign languages in kindergartens	16	%28.1	13	Very few
10.	Preparing electronic tests related to kindergarten	7	%12.3	17	Very few
11.	Doing electronic trips related to kindergarten subjects	13	%22.8	16	Very few
12.	Doing electronic exercises in kindergarten subjects	14	%24.6	15	Very few
13.	Conducting electronic experiments in kindergarten subjects	24	%42.1	11	few
14.	Providing an electronic whiteboard in the kindergarten	19	%33.3	12	Very few
15.	Doing video conferencing in kindergarten	24	%42.1	9	few
16.	Provide virtual classes for learning acquisition in Kindergarten	21	%36.8	12	Very few
17.	Submit homework electronically in Kindergarten	3	%5.3	18	Very few
18.	The existence of forums to discuss important topics in kindergarten	33	%57.9	5	Very few
19.	Providing electronic courses related to kindergarten subjects	20	%35.1	13	Very few

20.	Provide a media player to listen to kindergarten topics	37	%64.9	4	Medium
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It is evident from table (3) that paragraph no. (5) came to a large degree of use of the reality of e-learning in kindergarten institutions from the point of view of the directors of kindergarten institutions in the Gaza strip, as the paragraph states “providing educational electronic stories for kindergartens.” The highest rate is (80.7%). As for the paragraphs no. (4,18,20), it came to a moderate degree of use of the reality of e-learning in kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza strip. As it can be seen from table (3), paragraphs no. (7,8,9,10,11,12,14,16,17,19), which indicates the degree of use of a very anxious. The results of the current study are consistent with the study of both Al-Jarrah and Al-Ajlouni (2012), which indicated that kindergarten teachers generally have weakness in the field of using information and communication technology. As it can be seen from table (3), paragraph no. (17), which provides for “electronic delivery of homework in kindergartens,” has obtained the lowest percentage (5.3%), and it indicates a very little degree of use in studying the reality of e-learning in kindergarten institutions from viewpoint of the managers of kindergarten institutions in the Gaza strip. As shown in table (3), the arithmetic average of the percentages of the items came in a percentage (41.85%), which indicates the degree of little use of e-learning tools in kindergarten institutions from the point of view of managers of kindergartens in the Gaza strip. And she agrees with Abd al-Baqi's study (2019) that there are significant challenges in applying e-learning in kindergartens in the Jizan region, Saudi Arabia. The results of the current study differ with the study of Al-Adela (2018), which indicated a high degree in the application of e-learning in general in kindergartens in the State of Kuwait.

## DISCUSSION

The present study aimed to reveal the reality of e-learning in kindergarten institutions in Palestine from the point of view of the kindergarten managers' managers. With regard to the first question, the results of the current study showed that the degree of importance of e-learning tools and innovations came to a large degree from the point of view of managers of kindergartens in the Gaza Strip. Related to technological requirements in e-learning. This result can be attributed to the scientific and technological progress and reliance on electronic resources and tools in the learning process in the kindergarten stage, especially that the electronic education tools combine a number of effects such as text, images, pictures and video clips that are suitable for the kindergarten category to a very large extent. With regard to the second question, the results of the study showed that there is a decrease in the degree of availability of e-learning tools and innovations needed for kindergarten institutions from the point of view of kindergarten managers in the Gaza Strip, and this result is consistent with the results of the study of both Jarrah and Ajlouni (2012), which It indicated the limited availability of equipment and software in many kindergarten institutions in Amman, while it disagreed with the Al-Rashed study (2018), which indicated that the degree of availability of digital learning skills among kindergarten teachers was large, as it scored (2.56) out of (3) Degrees. This result can be attributed to the lack of experience in using e-learning tools, in addition to the lack of financial support necessary to prepare and design digital content suitable for the kindergarten category. Regarding the third question, the results of the study showed that there is a decrease in the degree of use of e-learning, which is required for kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza Strip, and this result is consistent with the results of the study of each of (Al-Jarrah and Al-Ajlouni, 2012). Which indicated the weakness of kindergarten teachers in the field of using information and communication technology, and also agreed with a study (Al-Manjourni, 2015), that the digital capabilities are not properly employed. With the study of Abd al-Baqi (2019), it indicated that there are great challenges in the use of e-learning in kindergartens in the Jizan region, Saudi Arabia, while the results of the current study differed with the study of Al-Adela (2018), which indicated a high degree in the application of e-learning in general in kindergartens. In the State of Kuwait. This result can be attributed to the limited availability of resources, technological tools, and computer expertise needed for e-learning in kindergartens, in addition to the fact that kindergarten directors and teachers do not receive training courses related to the use and employment of the technological tools and programs required for the kindergarten stage, in addition to the interest and direction of the principals. Kindergarten believes that effective learning is learning based on manual labor and learning by means of the local environment.

## CONCLUSION AND RECOMMENDATION

The results of the study showed that e-learning tools and innovations are of great importance in kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza Strip. The results of the study also showed a decrease in the degree of availability of e-learning tools and innovations needed for kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza Strip. The results of the study also showed that there is a decrease

in the degree of use of e-learning tools and innovations necessary for kindergarten institutions from the point of view of managers of kindergarten institutions in the Gaza Strip. In light of the results of the study, the researcher recommends the following:

1. The need to pay attention to electronic learning innovations through which the educational process can be enriched at the kindergarten stage in the Gaza strip.
2. The necessity of educating students and teachers about e-learning services and innovations that can be used in the process of acquiring scientific concepts and meanings for the kindergarten stage.
3. The necessity of diversifying the use of e-learning methods in learning through it, whether it is inside kindergarten institutions or in their homes after the completion of work in the kindergarten stage.

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