

## TEACHERS' ATTITUDES TOWARDS THE USE OF ICT IN EARLY CHILDHOOD EDUCATION IN TUNISIA

Po-1

**Amira Mezrigui**

*Doctoral School of Education, University of Szeged*

*Keywords:* ICT; Early Childhood Education; Kindergarten teachers

In the discussion about bringing information and communication technologies (ICT) into early childhood institutions, the perspectives, and attitudes of teachers regarding the use of ICT in teaching and learning have always been seen as key factors for successfully implementing new technologies. This study seeks to investigate teachers' attitude and belief towards the use of ICT in early childhood education. The primary focus is on identifying the key factors that influence their attitudes and examining the extent to which they are willing to incorporate ICT into their future pedagogical practices. The study is conducted in Tunisia, specifically among pre-service 25.3% and in service 74.7% early childhood teachers (N = 95), as there is limited evidence regarding ICT integration in early childhood education and teachers' views regarding ICT incorporation in Tunisia. For data collection, a partially adapted questionnaire was used, consisting of 62 items organized into 7 sections. The second section focused on the frequency of use, while the third section, adopted from Shah (2015), investigated teachers' prior ICT training. Another part, adopted by Liu et al. (2017), explored pedagogical beliefs and attitudes toward ICT. Additionally, a section concerning in-service teachers' attitudes toward ICT in the classroom, adopted from Sánchez et al. (2012), was included. The sections were on a five Likert scale. Factors analysis was also used to identify the initial set of factors KMO = .84. Findings showed that Teachers have positive attitude towards using ICT. A significant difference was identified with the frequency of ICT use and teachers' attitudes specifically with the internet  $p = .005$ , phone  $p = .005$ , and computer use  $p = .05$ . A significant difference was also identified with the frequency of use for specific purposes such as creating lessons  $p = .05$ , and tasks  $p = .05$ , for young learners. The findings also highlight that educational attainment may also have an influence on teachers' attitude specifically with teachers who have higher educational level. It was also found that an important number of teachers tend to have intentions to use ICT in their future practices.