

# **The Level of Digital Teaching Skills Possessed by Kindergarten Teachers and their Enhancement Requirements: Perspectives and Influencing Variables**

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## **Abstract**

This study aimed to assess the level of digital teaching skills possessed by kindergarten teachers and identify their enhancement requirements from their own perspectives, considering certain variables. The descriptive research method was utilized to achieve the study objectives. The study included a general framework that encompassed an introduction, problem statement, research questions, objectives, significance, scope, terminologies, previous studies, and comments. It also included a theoretical framework that presented the conceptual framework of digital education and the conceptual framework of kindergarten teachers. In the field aspect, the researcher developed a questionnaire comprising two sections. The first section assessed the level of digital teaching skills possessed by kindergarten teachers from their perspectives. The second section included statements related to the requirements necessary for enhancing the level of digital teaching skills from their perspectives. The study was conducted on a sample of kindergarten teachers, distributed according to two variables: qualification (educational/non-educational) and years of service (less than 5 years, 5 to less than 10 years, 10 years or more). The study is expected to reveal the level of digital teaching skills possessed by kindergarten teachers and provide some requirements that can contribute to their enhancement.

**Keywords:** Digital teaching, E-learning, Kindergarten teachers, Requirements.