Exploring the Knowledge, Attitudes and Perceptions of Teachers Towards the Use of Educational Technology on Early Childhood Development in Preschool of Dhaka, Bangladesh

By

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A thesis submitted to Brac Institute of Educational Development in partial fulfillment of
the requirements for the degree of
Master of Science in Early Childhood Development

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Brac University
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Approval

The thesis/project titled "**Exploring the Knowledge, Attitudes and Perceptions of Teachers Toward the Use of Educational Technology on Early Childhood Development in preschool of Dhaka, Bangladesh**" submitted by

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Ethics Statement

Title of Thesis Topic: Exploring the Knowledge, Attitudes and Perceptions of Teachers Towards the Use of Educational Technology on Early Childhood Development in Preschool of Dhaka, Bangladesh

Student name: Wasim Iqbal

1. Source of population:

   Teachers of preschool who volunteered to participate in the study

2. Does the study involve (yes, or no)

   a) Physical risk to the subjects (no)
   b) Social risk (no)
   c) Psychological risk to subjects (no)
   d) discomfort to subjects (no)
   e) Invasion of privacy (no)

3. Will subjects be clearly informed about (yes or no)

   a) Nature and purpose of the study (yes)
   b) Procedures to be followed (yes)
   c) Physical risk (yes)
   d) Sensitive questions (yes)
   e) Benefits to be derived (yes)
   f) Right to refuse to participate or to withdraw from the study (yes)
   g) Confidential handling of data (yes)
   h) Compensation and/or treatment where there are risks or privacy is involved

4. Will Signed verbal consent for be required (yes or no)

   a) from study participants   (yes)
   b) from parents or guardian   (yes)
   c) Will precautions be taken to protect anonymity of subjects? (yes)

5. Check documents being submitted herewith to Committee:

   a) Proposal (yes)
   b) Consent Form (yes)
   c) Questionnaire or interview schedule   (yes)

Ethical Review Committee:

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Abstract

The increasing use of educational technology (EdTech) in early childhood development (ECD) is driven by its potential to enhance learning outcomes and equip young children (e.g., 3-5 years old) with the skills necessary for the digital age. However, the successful integration of EdTech in preschool classrooms heavily relies on teachers' knowledge, attitudes, and beliefs about its effectiveness. This qualitative study explores the perspectives of preschool teachers in Dhaka, Bangladesh, on the use of EdTech in early childhood development. Teachers have showed positive attitudes towards educational technology even though there are various challenges in path of smooth implementation of educational technology .By examining teachers' experiences and challenges with EdTech implementation, the study aims to provide valuable insights for informing decisions and promoting effective technology-integrated teaching practices in this under-researched context.

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List of Acronyms

ECD   Early Childhood Development

GoB   Government of Bangladesh

ED-tech   Educational Technology

IDI   In Depth Interview

ECE   Early Childhood Education

FGD   Focus Group Discussion

Chapter I: Introduction & Background

Introduction

Scientific results from all fields concur that essential components of lifelong health, well-being, and productivity are formed during the early years of life(Richter et al,2019).Early childhood education (ECE) plays a pivotal role in shaping a child's cognitive, social, and emotional foundation (Pascuarello et al., 2020). The evolving landscape of education emphasizes the transformative potential of technology in creating engaging and effective learning environments (Mergendoller, 1994). However, the successful integration of educational technology (EdTech) in preschool classrooms hinges on teachers' preparedness and their beliefs about its value (Kersaint & Thompson, 2002).

While EdTech adoption is gaining momentum globally within Early Childhood Education settings (Singh et al., 2019), a critical knowledge gap exists regarding the specific context of Dhaka's preschools. Dhaka's unique sociocultural and economic environment likely influences teachers' perspectives and practices concerning technology integration (Islam, Rahman, & Islam, 2020). Understanding these dynamics is essential to harness the full potential of EdTech for optimizing early childhood development within Dhaka's diverse educational landscape.

This study aims to explore the knowledge, attitudes, and perceptions of preschool teachers in Dhaka, Bangladesh, regarding the use of EdTech. By delving into teachers' experiences and the challenges they encounter when implementing EdTech, this research seeks to provide valuable insights for informing decisions and promoting effective technology-integrated teaching practices within this under-researched context.

Statement of the Problem

The integration of technology in educational settings has become a transformative force, aligning with evolving perspectives on teaching and learning contexts. However, the preparation of pre-service teachers and their cooperating teachers to judiciously employ technology presents a complex challenge for teacher educators (Mergendoller, 1994). The role of beliefs in shaping technology integration becomes apparent in this process, emphasizing the need to explore how teachers perceive and incorporate technology in their instructional practices (Kersaint & Thompson, 2002). Despite the growing prevalence of educational technology in early childhood education globally, there exists a critical knowledge gap specific to Dhaka's preschools. The unique cultural and socioeconomic context of Dhaka may influence teachers' attitudes and practices in incorporating technology into their teaching methodologies. Understanding these dynamics is imperative for optimizing the benefits of educational technology for early childhood development in Dhaka's diverse educational landscape.

This problem significantly affects the educational system by creating disparities in technology use and effectiveness. Teachers' lack of preparation and confidence in using technology can lead to inconsistent implementation across schools (Ertmer & Ottenbreit-Leftwich, 2010). Without adequate training and support, educators may struggle to integrate digital tools meaningfully, resulting in suboptimal learning experiences for students (Hew & Brush, 2007). In Dhaka, this issue is compounded by varying levels of access to technology and resources, further exacerbating educational inequalities (Islam, Rahman & Islam, 2020).

The impact on the learning process is profound. Educational technology has the potential to enhance student engagement, motivation, and understanding of complex concepts through interactive and personalized learning experiences (Weston & Bain, 2010). However, when teachers are not well-prepared to integrate these tools, the effectiveness of technology in improving learning outcomes is diminished (Bebell & O'Dwyer, 2010). This gap in technology integration can hinder students' ability to develop essential 21st-century skills, such as digital literacy and critical thinking (Voogt et al., 2013).

Moreover, the problem affects students' ability to participate in educational activities. Inadequate use of technology can limit students' exposure to diverse learning resources and opportunities for collaboration and communication (Higgins, Xiao, & Katsipataki, 2012). For young children in Dhaka, this is particularly concerning as early exposure to technology can play a critical role in their cognitive and social development (Plowman, McPake, & Stephen, 2010). The lack of effective technology integration may also lead to a digital divide, where students from lower socioeconomic backgrounds fall behind their peers who have better access to technological tools and support (Warschauer, 2004).

Teachers' ability to teach is also significantly impacted by this problem. Educators who are not confident or skilled in using technology may resort to traditional teaching methods, missing opportunities to enhance their instructional practices with innovative digital tools (Ertmer et al., 2012). This not only affects the quality of education but also places additional stress on teachers who may feel inadequate or unsupported in their professional

roles (Prestridge, 2012). In Dhaka, where teacher training programs may not fully address technology integration, this issue is particularly pressing (Islam et al., 2020).

Furthermore, the problem impacts the broader educational process by influencing curriculum design and assessment methods. Without integrating technology effectively, schools may struggle to implement modern pedagogical approaches that leverage digital tools for formative and summative assessments (Bennett, 2011). This can lead to outdated teaching practices that do not align with current educational standards and expectations, ultimately affecting student preparedness for higher education and the workforce (Voogt & Roblin, 2012).

Overall, addressing the issue of inadequate technology integration in Dhaka's preschools is crucial for enhancing the quality of early childhood education. By understanding and addressing the specific challenges faced by educators in this context, stakeholders can develop targeted interventions that support effective technology use, improve teaching and learning outcomes, and bridge the digital divide. This will ensure that all children in Dhaka have the opportunity to benefit from the transformative potential of educational technology.

Purpose of the study

The purpose of this study is to explore the knowledge, attitudes, and perceptions of preschool teachers in Dhaka, Bangladesh, toward the use of educational technology in early childhood development.. Specifically, this research aims to understand how educators

perceive the role of technology in enhancing early learning experiences. By exploring their beliefs and attitudes, the study seeks to identify the benefits and drawbacks that educators associate with the integration of digital tools in preschool settings.

Additionally, the study aims to uncover the challenges that educators face when incorporating technology into their teaching practices. These challenges may include a lack of training, inadequate resources, or resistance due to cultural beliefs and socio-economic constraints. By identifying these obstacles, the research hopes to provide insights into the support and resources needed to facilitate effective technology integration in preschools.

Furthermore, the study seeks to examine the influence of cultural and socio-economic factors on educators' attitudes towards the use of technology. Understanding these dynamics is crucial for developing targeted interventions and policies that address the unique needs of Dhaka's diverse educational landscape. Ultimately, the findings of this study aim to contribute to the enhancement of early childhood education in Dhaka by supporting the effective use of educational technology, thereby improving teaching practices and learning outcomes for young children.

Significance of the study

This study is crucial because it addresses a significant gap in the current understanding of how educational technology is perceived and utilized by preschool teachers in Dhaka, Bangladesh. Despite the growing body of research on educational technology in early childhood education globally, there is a dearth of literature that focuses specifically on Dhaka's unique cultural and socio-economic context. Understanding these specific

dynamics is essential for optimizing the benefits of educational technology for early childhood development in Dhaka's diverse educational landscape (Plowman, McPake, & Stephen, 2010; Warschauer, 2004).

The results of this study can be utilized in several ways. Firstly, they can inform the development of targeted professional development programs for preschool teachers, focusing on building their capacity to integrate technology effectively into their teaching practices. These findings can also guide the creation of tailored educational resources that are culturally relevant and accessible to all teachers, regardless of their socio-economic background. By addressing the specific challenges identified, such as lack of training and resources, the study can contribute to more equitable and effective use of technology in early childhood education (Ertmer & Ottenbreit-Leftwich, 2010; Hew & Brush, 2007).

At the policy level, the findings of this study have the potential to influence decision-making by providing evidence-based recommendations for integrating educational technology into early childhood education curricula. Policymakers can use this information to develop comprehensive technology integration policies that ensure equitable access to digital tools and resources across all preschools in Dhaka. This can help bridge the digital divide and ensure that all children, regardless of their socio-economic status, have the opportunity to benefit from educational technology (Islam, Rahman, & Islam, 2020).

The new information generated from this research will fill the existing knowledge gap regarding the specific challenges and perceptions of preschool teachers in Dhaka. By providing detailed insights into how cultural and socio-economic factors influence technology integration, this study will contribute to a more nuanced understanding of the barriers and facilitators to effective technology use in early childhood education. This knowledge can inform the design of more effective interventions and support systems for teachers (Kersaint & Thompson, 2002).

Ultimately, the findings of this study will help improve early childhood development in Dhaka by supporting the effective integration of educational technology. By enhancing teachers' ability to use technology in their classrooms, the study will contribute to better teaching practices and improved learning outcomes for young children. This can lead to a more engaging and interactive learning environment, fostering the development of essential skills and knowledge that are crucial for children's future success (Voogt et al., 2013).

Research Questions

1. How do teachers in Dhaka perceive the role, benefits and concern of educational technology in early childhood development?

2.What are the challenges encountered by teachers in Dhaka regarding the incorporation of educational technology into their teaching practices?

3.Do cultural and socio-economic factors influence teachers' attitudes toward the use of technology in early childhood education in Dhaka?

Operational Definition

Attitudes

Teachers' general evaluations of educational technology, including their beliefs about its benefits, limitations, and appropriateness for use in early childhood education settings. (Ajzen, & Fishbein, 1980).

Perceptions

Teachers' personal understandings of educational technology, including their views of its capabilities, applications, and potential impact on early childhood development: (Neuman,2001).

Teachers

Qualified and experienced preschool teachers in Dhaka, Bangladesh.

Educational Technology

A variety of digital tools and resources, including computers, tablets, interactive whiteboards, multimedia software, and educational apps, used to support teaching and learning in early childhood education settings. (Prensky,2001)

Early Childhood Development

The physical, cognitive, social, and emotional growth and development of children from birth to age eight (Berk ,2018).

Preschools

Early childhood education institutions that provide care and instruction for children from age three to five in Dhaka, Bangladesh.

Chapter II: Literature Review

Early childhood education is universally recognized as a crucial phase in human development, laying the foundation for lifelong learning and overall well-being. Integrating educational technology into early childhood education has shown potential in enhancing learning experiences and outcomes. This literature review explores the global and Bangladeshi perspectives on the use of educational technology in preschool settings, discussing the benefits, challenges, and implications for teaching practices. It also examines the national framework of Bangladesh regarding pre-primary education and technology.

Global Perspectives on Educational Technology in Early Childhood Education

Globally, the use of educational technology in early childhood education has been extensively studied, with research highlighting its potential benefits. Educational technology can promote children's cognitive, social, and emotional development. Siraj-Blatchford & Siraj-Blatchford (2001) argue that digital tools can support young learners in acquiring foundational skills in literacy and numeracy while also fostering creativity and critical thinking. Furthermore, technology can facilitate differentiated instruction, allowing teachers to tailor educational experiences to meet individual student needs (Akcaoglu & Yildiz, 2022).

However, the adoption of educational technology in preschool settings is not without challenges. Teachers' attitudes toward technology, limited access to resources, and cultural factors often impede its effective integration. Mubarak (2018) highlights that teachers' skepticism and lack of confidence in using digital tools can hinder their willingness to

incorporate technology into their teaching practices. Additionally, socio-economic disparities can limit access to necessary technological resources, exacerbating the digital divide in early childhood education.

Research from various countries underscores the diverse contexts in which educational technology is utilized. In the United States, for example, technology is increasingly integrated into early childhood classrooms to enhance interactive learning. In the United Kingdom and Australia, digital tools are used to support play-based learning, which is central to early childhood education (Plowman, McPake, & Stephen, 2010). In contrast, countries like Portugal and China focus on using technology to strengthen parental involvement in children's education, recognizing the critical role of caregivers in supporting early learning (Nugroho et al., 2020).

Educational Technology in the Bangladeshi Context

In Bangladesh, the integration of educational technology in preschool settings is still in its nascent stages. The country's educational framework acknowledges the importance of early childhood education but faces significant challenges in implementing technology-enhanced learning. The National Education Policy of Bangladesh emphasizes the need for modernizing education through the use of technology, yet practical implementation remains limited due to infrastructural and resource constraints.

The socio-economic context of Bangladesh further complicates the integration of educational technology. Cultural norms and economic disparities influence teachers' perceptions and use of technology in the classroom. For instance, teachers in affluent urban areas may have more access to digital tools and training, whereas those in rural or

underprivileged regions often struggle with inadequate resources and support. This disparity highlights the need for targeted policies and interventions to ensure equitable access to educational technology across all preschool settings (Islam, Rahman, & Islam, 2020).

National Framework and Digital Elements in the Classroom

The Bangladeshi government has made efforts to integrate technology into the education system, including at the pre-primary level. The National Curriculum and Textbook Board (NCTB) has developed guidelines for incorporating digital content into early childhood education. These guidelines advocate for the use of multimedia resources, interactive software, and digital storytelling to enhance learning experiences. However, the implementation of these guidelines is often hindered by a lack of infrastructure and trained personnel.

Digital elements in the classroom, such as interactive whiteboards, tablets, and educational software, can transform traditional teaching methods. These tools provide interactive and engaging learning experiences that can capture young children's attention and stimulate their curiosity. Research indicates that using digital elements can improve children's engagement and motivation, leading to better learning outcomes (Ertmer & Ottenbreit-Leftwich, 2010).

Challenges and Opportunities

While the potential benefits of educational technology in early childhood education are well-documented, several challenges must be addressed to realize these benefits fully. One major challenge is the lack of professional development opportunities for teachers.

Continuous training and support are essential for teachers to develop the skills and confidence needed to integrate technology effectively into their teaching practices (Waits & Demana, 2000).

Moreover, socio-economic factors play a significant role in influencing teachers' attitudes toward technology. Teachers in lower socio-economic settings may perceive technology as an additional burden rather than a helpful tool due to limited access to resources and support. Addressing these disparities is crucial for ensuring that all children have the opportunity to benefit from educational technology (Hew & Brush, 2007).

On the other hand, the integration of technology in early childhood education offers numerous opportunities. For instance, technology can facilitate collaborative learning, allowing children to work together on projects and activities, thereby enhancing their social skills. Additionally, digital tools can provide real-time feedback and assessment, enabling teachers to monitor children's progress and tailor instruction accordingly (Voogt et al., 2013).

Parental Involvement and Support

An integral component of integrating educational technology in early childhood education is the active involvement of parents or caregivers. Research suggests that parental support can significantly enhance the effectiveness of technology-enhanced learning. Parents can reinforce learning at home by engaging with digital tools and resources, thus creating a cohesive learning environment (Nugroho et al., 2020).

In Bangladesh, engaging parents in their children's education remains a challenge due to varying levels of digital literacy and access to technology. Efforts to improve parental

involvement should focus on providing training and resources to help parents support their children's learning effectively. This approach can bridge the gap between home and school learning environments, ensuring that children receive consistent support (Siraj & Granville, 2022).

Impact on Teaching Practices

Educational technology has the potential to transform teaching practices in early childhood education. Teachers who effectively integrate technology into their classrooms can create more dynamic and interactive learning experiences. This integration can support differentiated instruction, allowing teachers to cater to the diverse learning needs of their students (Akcaoglu & Yildiz, 2022).

Furthermore, technology can facilitate professional collaboration among teachers. Digital platforms and tools enable teachers to share resources, collaborate on lesson planning, and engage in professional development activities. This collaborative approach can enhance teaching practices and contribute to a more cohesive educational environment (Hew & Brush, 2007).

Policy Implications and Future Research

The findings of this literature review highlight the need for comprehensive policies that support the integration of educational technology in early childhood education. Policymakers should focus on providing the necessary infrastructure, resources, and training to ensure that all teachers can effectively use technology in their classrooms. Additionally, policies should address socio-economic disparities to ensure equitable access

to educational technology across all regions of Bangladesh (Islam, Rahman, & Islam, 2020).

Future research should explore the long-term impacts of educational technology on early childhood development, particularly in the Bangladeshi context. Studies should examine how cultural and socio-economic factors influence the effectiveness of technology-enhanced learning and identify best practices for integrating digital tools in diverse educational settings. Such research can provide valuable insights for developing contextually relevant strategies to enhance early childhood education (Timotheou et al., 2021).

While global research highlights the benefits and challenges of using digital tools in preschool settings, the Bangladeshi context presents unique socio-economic and cultural factors that must be considered. Addressing these challenges requires targeted policies, professional development for teachers, and active parental involvement.

Chapter III: Methodology

Research Approach and Design

The study employs a qualitative research approach to explore the attitudes and perceptions of preschool teachers toward the use of educational technology in early childhood development in Dhaka, Bangladesh. Specifically, a phenomenological research design has been chosen to find the perspective of the teachers to explore their perspectives and challenges of including education technology in teaching experience.

Research Site

The study is set in two preschools across Dhaka, Bangladesh. One of them is from a lower socio economic area while the other is from middle to high socio economic area of Dhaka, Choosing two preschools from a different socio economic group will help to bring out unique experiences of a preschool teacher The physical settings includes classrooms, teacher meeting spaces, and relevant areas for example playground where teachers engage in teaching activities..

Research Participants

The study population comprises teachers involved in early childhood education within two Dhaka's preschools. Total

Participants Selection Procedure

Purposeful sampling has been employed to select participants who have substantial experience with educational technology in their teaching practices. The sample includes a

mix of teachers from various socioeconomic backgrounds, experience levels, and technological proficiency

Data Collection Tool

The data collection tool utilized in this study comprised a comprehensive guideline designed to facilitate in-depth responses during both focus group discussions (FGDs) and individual interviews (IDIs). Developed specifically for this research endeavor, the guideline served as a structured framework to guide the data collection process and ensure consistency across all interactions with participants.

Data Collection Method and Procedure

In depth interviews (IDIs), with the aim of capturing diverse perspectives and insights on the research topic. The decision to employ both FGDs and IDIs was deliberate, as each method offers unique advantages in gathering qualitative data. FGDs allow for interaction among participants, facilitating the exploration of shared experiences and group dynamics, while IDIs offer a more intimate setting for individuals to express their personal views and experiences.

Two FGDs were conducted, each lasting approximately 40 minutes. The duration was chosen to ensure sufficient time for in-depth discussion while also respecting participants' time constraints. Additionally, four in-depth interviews were carried out, with each interview lasting around 15 minutes. The shorter duration of the IDIs was intended to

accommodate participants' schedules and to maintain their engagement throughout the interview process.

The selection of FGDs and IDIs as data collection methods was based on their suitability for exploring the research questions in depth. FGDs provided an opportunity to observe group dynamics and interactions, offering insights into shared perspectives and generating rich qualitative data. On the other hand, IDIs allowed for a more focused exploration of individual experiences and perspectives, providing nuanced insights that might not have emerged in a group setting. By utilizing both methods, this study aimed to triangulate findings and enhance the credibility and richness of the data collected.

Data Management and Analysis

In this study, a combination of qualitative data analysis techniques was employed to analyze the data collected through focus group discussions (FGDs) and in-depth interviews (IDIs). For qualitative data analysis, thematic analysis was utilized to identify patterns, themes, and insights from the transcripts of the FGDs and IDIs. Thematic analysis is a flexible and widely used approach for analyzing qualitative data, allowing for the systematic identification and interpretation of themes within the data.

The analysis process involved several steps. Firstly, transcripts of the FGDs and IDIs were carefully reviewed multiple times to familiarize the researcher with the data. Next, initial codes were generated to capture key ideas, concepts, and recurring patterns within the data. These codes were then organized into broader themes and sub-themes through a process of iterative refinement and comparison across transcripts. To ensure rigor and consistency in

the analysis, inter-coder reliability checks were conducted, and any discrepancies were resolved through discussion and consensus among the research team.

Once the themes were identified, they were further refined and defined, and relevant excerpts from the transcripts were selected to illustrate each theme. The analysis process involved constant comparison and validation of findings to ensure that they accurately reflected the data collected. Finally, the identified themes were synthesized to develop a comprehensive understanding of the research topic and to draw meaningful conclusions. Throughout the analysis process, careful attention was paid to maintaining the trustworthiness and credibility of the findings through transparency, reflexivity, and adherence to established qualitative research standards.

Ethical Issues

Participants have been required to provide informed consent before participating in the study. Detailed information about the study's purpose, procedures, and potential risks and benefits has been provided to participants. Informed consent has been obtained in writing, and participants have been allowed to withdraw at any stage without consequences. All collected data, including transcripts and audio recordings, has been anonymized, with name/contact information removed. Only the research team has had access to the raw data, ensuring participants' privacy. Teachers have been assured that participation is entirely voluntary, and their decision has not impacted their professional standing. There have been no repercussions for those who have chosen not to participate. Power dynamics may have existed between participants during FGDs, given the hierarchical nature of the educational

setting often based on seniority. Teachers have been encouraged to share their views openly, emphasizing that the research aims to understand their experiences, not evaluate their performance. Reflexivity has been employed, with the researcher acknowledging his own perspectives and actively working to minimize biases.

Limitations of the Study

 One limitation of the study is the limited number of research sites visited. Originally, it was planned to visit additional sites to gather more diverse data. However, due to constraints in both time and funding, only a limited number of sites could be included. It also caused another limitation as teacher training classes were unavailable for observation for time constraint. Despite initial plans to observe these classes as part of the data collection process, no classes were scheduled in the days of data collection. This constraint hindered the researcher's ability to directly observe and contextualize certain aspects of teacher training practices. In conclusion, while every effort was made to mitigate these limitations, it is important to recognize their impact on the study's overall quality and validity. Despite these constraints, the findings still offer valuable insights into the experiences and perspectives of teachers in the educational setting under study.

Chapter IV: Results/Findings & Discussion

Results/Findings

The findings of this study are derived from thematic analysis of focus group discussions and in-depth interviews conducted with preschool teachers in Dhaka, Bangladesh. The research aimed to explore teachers' perspectives on the use of educational technology in early childhood development. The key themes identified through this analysis provide a comprehensive understanding of the benefits, challenges, and contextual factors influencing the integration of educational technology in early childhood education in Dhaka.

Teachers' Perceptions of Educational Technology

Positive Perceptions

The majority of teachers interviewed expressed positive views on the role of educational technology in enhancing early childhood development. They acknowledged that technology could facilitate a more dynamic and interactive learning environment, which is crucial for engaging young children. Teachers highlighted several benefits of using educational technology:

- **Interactive Learning**: Many teachers noted that technology allows for interactive learning experiences, which can capture the attention of young learners more effectively than traditional methods. Interactive tools, such as educational apps and digital games, can make learning more engaging and enjoyable for children.

- **Individualized Instruction**: Educational technology provides opportunities for personalized learning. Teachers emphasized that technology can help cater to the individual learning needs and paces of students. For instance, adaptive learning software can adjust the difficulty level of tasks based on a child's performance, ensuring that each child is challenged appropriately.

- **Skill Development**: Technology can support the development of various skills in young children, including cognitive, motor, and social skills. Digital tools that encourage problem-solving, critical thinking, and collaboration were particularly valued by teachers. IDI participant 3 said

"If these children are sensitized to educational technology they will learn faster, because technology is really important in their adult life"

Enhancing Engagement

Teachers in Dhaka recognized the potential of educational technology to enhance student engagement. They reported that children are generally more excited and motivated to learn when using technology. This increased engagement can lead to better retention of information and a more positive attitude towards learning.

Supporting Diverse Learners

The ability of educational technology to support diverse learners was another significant theme. Teachers highlighted that technology can address the varied learning needs of students in a preschool setting. For example, multimedia resources can appeal to visual, auditory, and kinesthetic learners, providing multiple ways to understand and interact with the content.

Challenges in Technology Integration

Limited Access to Resources

One of the most significant challenges identified by teachers was the limited access to technological resources. Many preschools in Dhaka lack the necessary infrastructure to effectively integrate technology into the curriculum. Specific challenges included:

- **Insufficient Hardware**: Schools often do not have enough computers, tablets, or other digital devices for all students. This limitation makes it difficult to implement technology-based activities on a regular basis.

- **Inadequate Internet Connectivity**: Reliable internet access is crucial for the effective use of many educational technologies. However, many preschools in Dhaka experience frequent internet connectivity issues, which disrupts the use of online resources and tools.

- **Financial Constraints**: Limited funding is a common issue, restricting the ability of schools to invest in new technology and maintain existing resources. This financial constraint also affects the ability to purchase software licenses and educational apps.

Inadequate Training

A lack of adequate training and professional development opportunities related to educational technology was another significant challenge. Many teachers felt unprepared to use technology effectively in their teaching practices due to insufficient training and support. Specific issues included:

- **Lack of Training Programs**: There are no professional development programs available that focus on the use of educational technology in early childhood

education. Teachers expressed a need for more hands-on training workshops and courses.

- **Insufficient Ongoing Support**: Beyond initial training, teachers highlighted the need for continuous support and guidance. They emphasized the importance of having access to experts who can help troubleshoot issues and provide advice on best practices. According to IDI 1,

"There is no one to reset the tv if it fails. I don't have any expertise. The peon takes care of that duty. Don't you think there should be someone designated for this support?"

- **Confidence and Competence**: Many teachers reported feeling a lack of confidence and competence in using technology. They indicated that more comprehensive training could help build their skills and confidence in integrating technology into their teaching. An older participant of FGD 2 said,

"The school authority doesn't value preschool teachers that much. So if I say I need training they might replace me with someone else"

Quality and Appropriateness of Tools

Teachers also raised concerns about the quality and appropriateness of the available educational technology tools. They emphasized the need for tools that are age-appropriate, culturally relevant, and pedagogically sound. Specific concerns included:

- **Educational Value**: Some teachers questioned the educational value of certain digital tools and apps, noting that not all technology products are designed with early childhood education principles in mind.

"I don't think it's a moral choice to introduce them to technology to children."

- **Cultural Relevance**: Teachers stressed the importance of using technology that reflects the cultural context of Dhaka and is relevant to the experiences of the children they teach.

"Kids are already watching Cocom,elon because they have nice animations and catchy sounds. I wish there were bangla rhymes or quality content ibn Bangla that kids could enjoy more. There are some videos , but their quality is not up to the mark in comparison with the English ones"

- **Pedagogical Alignment**: There was a call for technology that aligns with established pedagogical approaches and curriculum goals. Teachers wanted tools that support active learning, creativity, and critical thinking, rather than passive consumption of information.

Technical Support and Maintenance

Issues related to technical support and maintenance were also highlighted as significant challenges. Teachers faced difficulties in troubleshooting technical problems and ensuring the smooth functioning of technological tools in the classroom. Specific challenges included:

- **Lack of Technical Expertise**: Many teachers lacked the technical expertise needed to resolve issues that arise with digital devices and software. This lack of expertise can lead to significant disruptions in the use of technology. In IDI 3 the participant said,

"The school authority doesn't value preschool teachers that much. So if I say I need training they might replace me with someone else"

- **Maintenance and Upkeep**: Ensuring that devices are properly maintained and updated was another challenge. Teachers pointed out that without regular maintenance, technology can quickly become outdated or unusable.

Influence of Cultural and Socio-economic Factors

Cultural Norms and Traditional Methods

Cultural norms favoring traditional teaching methods were identified as a barrier to the adoption of educational technology. Some teachers and parents were resistant to the idea of incorporating technology into early childhood education, preferring more conventional approaches. Specific cultural factors included:

- **Perception of Technology**: In some cases, technology was viewed as a distraction rather than an educational tool. There was a belief among two of the participants in FGD 1, that, traditional methods, such as rote learning and memorization, are more effective for young children.

  "Technology is well and good, but I think it is going at a much faster pace than we imagine and making children distracted and spoilt and they can't memorize things"

- **Parental Expectations**: Teachers noted that some parents were skeptical about the benefits of technology and preferred that their children learn through traditional methods. This parental expectation influenced the willingness of schools to invest in and prioritize technology integration.

Socio-economic Disparities

Socio-economic factors played a significant role in shaping access to and attitudes towards educational technology. Disparities in access to technology were evident, with children from lower socio-economic backgrounds having less exposure to digital tools and resources. Specific socio-economic issues included:

- **Access to Devices**: Families from lower socio-economic backgrounds often cannot afford digital devices for their children. This lack of access at home can exacerbate the digital divide and limit children's exposure to technology.

- **Educational Equity**: Teachers highlighted concerns about educational equity, noting that children from disadvantaged backgrounds may be left behind in a technology-driven learning environment. Ensuring that all children have equal access to technology was seen as a critical issue.

Need for Culturally Relevant Solutions

Teachers emphasized the importance of developing culturally relevant and contextually appropriate educational technology solutions. Technology tools need to be designed with consideration for the local cultural context and socio-economic realities of Dhaka. Specific recommendations included:

- **Cultural Sensitivity**: Technology products should be culturally sensitive and reflect the values, traditions, and experiences of the children they are designed for.

- **Local Content**: There was a call for more locally developed content that is relevant to the lives and experiences of children in Dhaka. Teachers suggested that incorporating local stories, language, and cultural references could make technology more meaningful and engaging for young learners.

Support and Training Needs

Professional Development

There was a strong consensus among teachers on the need for ongoing professional development and training opportunities to build their capacity in effectively integrating educational technology into their teaching practices. Specific training needs included:

- **Hands-on Training**: Teachers expressed a desire for hands-on training workshops that provide practical skills and knowledge. They wanted opportunities to experiment with technology and learn how to use it effectively in their classrooms.

- **Continuous Learning**: Beyond initial training, teachers emphasized the importance of continuous learning and professional development. They wanted access to resources and support that would help them stay updated on new technologies and teaching methods.

Collaborative Initiatives

Suggestions were made for collaborative initiatives involving educational institutions, government agencies, and technology providers. Such collaborations could address gaps in training and support, facilitating the sharing of best practices and resources among teachers. Specific recommendations included:

- **Partnerships**: Forming partnerships between schools, government agencies, and technology companies to provide training, resources, and support for teachers.

- **Community of Practice**: Establishing communities of practice where teachers can share experiences, ideas, and resources related to educational technology.

Resource Sharing Networks

The establishment of networks for sharing best practices and resources was recommended. Teachers called for platforms where they could exchange ideas, experiences, and materials related to the use of educational technology in early childhood education. Specific suggestions included:

- **Online Platforms**: Creating online platforms where teachers can access and share resources, lesson plans, and instructional materials. They have facebook whatsapp groups between themselves but its only with

- **Workshops and Conferences**: Organizing workshops, conferences, and seminars focused on educational technology to facilitate knowledge sharing and professional development.

Future Outlook and Recommendations

Optimism About the Future

Despite the challenges, teachers expressed optimism about the future role of educational technology in early childhood education in Dhaka. They believed that with the right support and resources, technology could significantly enhance teaching and learning experiences. Specific areas of optimism included:

- **Potential for Innovation**: Teachers were excited about the potential for innovation in early childhood education through the use of technology. They saw opportunities to create more engaging, interactive, and effective learning environments.

- **Improved Learning Outcomes**: There was a belief that technology could help improve learning outcomes for young children by providing personalized, adaptive, and engaging learning experiences.

Comprehensive Technology Integration Policies

Recommendations included the development of comprehensive technology integration policies at the governmental level. These policies should provide clear guidelines for the adoption and use of educational technology in preschools. Specific policy recommendations included:

- **Curriculum Integration**: Incorporating educational technology into the early childhood curriculum framework to ensure that technology is used purposefully and effectively.

- **Funding and Resources**: Allocating sufficient funding and resources to support the implementation of technology initiatives in preschools.

Investment in Infrastructure and Resources

Significant investment in technological infrastructure and resources was deemed essential. This includes not only hardware and software but also reliable internet connectivity and ongoing technical support. Specific investment needs included:

- **Hardware and Software**: Ensuring that preschools have access to adequate hardware (e.g., computers, tablets) and software (e.g., educational apps, learning management systems).

- **Internet Connectivity**: Improving internet connectivity in preschools to enable the use of online resources and tools.

- **Technical Support**: Providing ongoing technical support to help teachers troubleshoot issues and maintain their technology infrastructure.

Establishment of Support Networks

Creating networks for sharing best practices and resources among teachers was recommended. Such networks would enable teachers to collaborate, learn from each other, and continuously improve their technology integration practices. Specific recommendations included:

- **Professional Networks**: Establishing professional networks where teachers can connect, share experiences, and access resources.

- **Mentorship Programs**: Developing mentorship programs where experienced teachers can support and guide their peers in using educational technology.

Overall, the findings of this study underscore the potential of educational technology to enhance early childhood development in Dhaka, while also highlighting the need to address significant challenges related to access, training, and cultural considerations. By prioritizing support and training for teachers, developing culturally relevant solutions, and fostering collaborative initiatives, stakeholders can work towards ensuring equitable access to quality educational technology in early childhood education across Dhaka.

Discussion

The study revealed a generally positive attitude among teachers towards the use of educational technology in early childhood education. This finding aligns with existing research suggesting that technology can enhance student engagement, motivation, and learning outcomes (Blackwell, Lauricella, & Wartella, 2014). Teachers in Dhaka recognized the value of technology in making learning more interactive and personalized, which is crucial for young children who thrive on engagement and active participation.However, while the positive perceptions are promising, the actual implementation of technology in classrooms remains limited. This gap between perception and practice highlights the need for strategies that move beyond mere recognition of technology's benefits to practical integration in daily teaching. Effective professional development and access to resources are critical to bridging this gap.

The study identified several significant challenges in integrating educational technology in Dhaka's preschools, including limited access to resources, inadequate training, and technical support issues. These challenges are consistent with global findings that resource limitations and lack of professional development are major barriers to effective technology integration (Ertmer & Ottenbreit-Leftwich, 2010). The lack of access to sufficient technological resources, such as tablets, and reliable internet connectivity, was a primary concern. This scarcity is particularly pronounced in low-income areas, exacerbating educational inequities. To address this issue, it is crucial for policymakers and stakeholders to prioritize investment in technological infrastructure. Ensuring that all preschools have basic technological tools and stable internet connections is a foundational step towards equitable access.

Inadequate training and professional development were repeatedly cited as barriers to effective technology use. Teachers expressed a desire for more hands-on training and continuous support. This need underscores the importance of comprehensive professional development programs that not only introduce teachers to new technologies but also provide ongoing learning opportunities and technical support.

According to Darling-Hammond, Hyler, and Gardner (2017), effective professional development is sustained, collaborative, and closely aligned with teachers' work. For teachers in Dhaka, professional development should be context-specific, addressing the unique challenges and opportunities of the local educational landscape.

Concerns about the quality and appropriateness of available educational technology tools were also significant. Teachers emphasized the need for age-appropriate, culturally relevant, and pedagogically sound tools. This finding suggests that technology developers

and teachers need to collaborate closely to ensure that digital tools meet the specific needs of early childhood education.Culturally relevant content is particularly important in Dhaka, where cultural norms and values significantly influence educational practices. Educational technology that reflects local culture and language can enhance relevance and engagement for young learners, making technology integration more effective.

The influence of cultural norms and traditional teaching methods emerged as a significant factor affecting teachers' attitudes towards technology. In many cases, there is a preference for conventional teaching methods, driven by a belief that these methods are more effective for young children. This cultural resistance to technology highlights the need for awareness-raising initiatives that educate parents and communities about the benefits of educational technology. Changing deeply rooted cultural perceptions requires a multifaceted approach, including community engagement, parent education programs, and showcasing successful examples of technology integration. Highlighting how technology can complement traditional methods, rather than replace them, may help in gaining broader acceptance.

Socio-economic disparities were a recurring theme, affecting both access to technology and the quality of educational experiences. Children from lower socio-economic backgrounds have less exposure to digital tools, exacerbating the digital divide. This finding aligns with global research indicating that socio-economic status significantly impacts access to and use of technology in education (Vrasidas, 2015).

Addressing these disparities requires targeted interventions that provide additional support and resources to underprivileged schools and communities. Policies should focus on equitable distribution of technology and ensuring that all children, regardless of their socio-economic background, have equal opportunities to benefit from educational technology.

The need for ongoing professional development was a unanimous finding among teachers. Effective integration of technology requires not just initial training but continuous professional development that evolves with changing technologies and pedagogical practices. This need aligns with the findings of Desimone (2009), who emphasizes that professional development should be ongoing, content-focused, and embedded in the teachers' work.

Developing professional learning communities within schools and across the education system can facilitate continuous learning and support. Such communities can provide a platform for teachers to share experiences, challenges, and solutions, fostering a collaborative approach to technology integration.

Collaborative initiatives involving educational institutions, government agencies, and technology providers were highlighted as essential. Partnerships can help address gaps in resources and training by pooling expertise and resources. Successful examples from other contexts show that collaboration between schools, technology developers, and policymakers can lead to more effective and sustainable technology integration (Means et al., 2010).

Government policies should encourage and facilitate these collaborations to maximize the benefits of educational technology. There has been no significant mention in about educational technology in existing pre school curriculum

Conclusion

In conclusion, this study highlights the potential of educational technology to enhance early childhood education in Dhaka while also identifying significant challenges and contextual factors that need to be addressed. By prioritizing support and training for teachers, developing culturally relevant solutions, and fostering collaborative initiatives, stakeholders can work towards ensuring equitable access to quality educational technology.

The findings underscore the importance of a holistic approach that considers the cultural, socio-economic, and infrastructural context of Dhaka. With the right policies, investments, and collaborative efforts, educational technology can become a powerful tool for fostering engagement, personalization, and skill development in early childhood education.

Recommendations

The findings of this study provides a perspective for enhancing the integration of educational technology in early childhood education in Dhaka. The optimistic attitudes of teachers towards technology, despite the challenges, suggest a fertile ground for innovation and improvement despite the challenges.

Comprehensive Technology Integration Policies

Developing comprehensive technology integration policies at the governmental level is crucial. These policies should provide clear guidelines on curriculum integration, funding, and resource allocation. Policymakers need to ensure that these guidelines are flexible enough to accommodate the diverse needs of different schools and communities while maintaining a standard of quality and equity.

Investment in Infrastructure and Resources

Significant investment in technological infrastructure and resources is necessary. This includes not only providing the hardware and software but also ensuring reliable internet connectivity and ongoing technical support. Such investments will lay the foundation for sustainable technology integration and address the disparities in access and quality.

Establishment of Support Networks

Creating networks for sharing best practices and resources among teachers is another key recommendation. These networks can provide a platform for continuous professional development, collaboration, and support. They can also facilitate the dissemination of successful practices and innovative solutions, helping teachers to learn from each other and improve their technology integration efforts.

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Appendix A.

Annex 1 FGD guideline

Introduction: Welcome and thank you for participating in this focus group discussion. The purpose of this discussion is to

explore your knowledge attitude and perspectives on the use of educational technology in early childhood development in Dhaka, Bangladesh. Your insights will help us understand the challenges and opportunities associated with integrating technology into teaching practices. Please remember that your responses are valuable, and there are no right or wrong answers. We encourage open and honest discussion.

1. Introduction and Warm-up Questions:

a. Can you briefly introduce yourself and share your experience working as an teacher in Dhaka?

b. What is your experience with using educational technology in early childhood education?

2. Perceptions of Educational Technology:

a. How do you perceive the role of educational technology in promoting early childhood development?

b. What are the potential benefits of integrating technology into early childhood education?

c. Are there any concerns or reservations you have regarding the use of technology in preschool settings?

3. Challenges and Barriers:

a. What challenges do you encounter when incorporating educational technology into your teaching practices?

b. Are there any technological limitations or resource constraints that hinder the effective use of technology in your classroom?

c. Do you face any resistance or skepticism from colleagues, parents, or administrators regarding the use of technology in early childhood education?

4. Cultural and Socio-economic Influences:

a. How do cultural norms and values influence your attitudes towards the use of technology in early childhood education?

b. In what ways do socio-economic factors, such as access to technology and digital literacy, impact your ability to integrate technology into teaching?

c. Do you believe there are specific cultural or socio-economic considerations unique to Dhaka that affect the adoption of educational

technology in preschools?   52

5. Support and Training Needs: a. What kind of support or training would you require to effectively integrate educational technology into your teaching practices?

b. Are there any professional development opportunities or resources you believe would be helpful in enhancing your skills in using technology for early childhood education?

6. Future Outlook:

a. How do you envision the role of educational technology evolving in early childhood education in Dhaka in the future?

b. What steps do you think should be taken to address the challenges and maximize the benefits of technology integration in preschool settings?

Closing Remarks: Thank you for your valuable insights and participation in this discussion. Your contributions will inform our understanding of teachers' perspectives on educational technology in early childhood development in Dhaka, Bangladesh. If you have any additional comments or suggestions, please feel free to share them before we conclude.

Annex 2 Consent Form

Title of Study: Exploring the Knowledge, Attitudes and Perceptions of Teachers toward the Use of Educational Technology on Early Childhood Development in preschool of Dhaka, Bangladesh

Researcher: Wasim Iqbal, Brac university

Introduction: You are invited to participate in a focus group discussion (FGD) as part of a research study exploring teachers' perspectives on the use of educational technology in early childhood development in Dhaka, Bangladesh. Before you decide whether to participate, it is important for you to understand the purpose of the study, what your participation will involve, and your rights as a participant. Please read the following information carefully, and feel free to ask any questions you may have before deciding whether to participate.

Purpose of the Study: The aim of this study is to understand teachers' perceptions, experiences, and challenges related to the integration of educational technology in early childhood education settings in Dhaka, Bangladesh. Your insights will contribute to the broader understanding of how technology can be effectively utilized to support early childhood development.

Study Procedures: If you agree to participate, you will be invited to attend a focus group discussion session lasting approximately [duration] hours. During the session, you will be asked to share your thoughts, experiences, and opinions on various aspects of educational

technology use in early childhood education. The discussion will be audio-recorded for accuracy in data analysis, but your identity will be kept confidential.

Benefits of Participation: Your participation in this study will provide valuable insights that can help inform educational practices and policies related to the integration of technology in early childhood education. Additionally, you will have the opportunity to engage in meaningful discussions with fellow teachers and contribute to the advancement of knowledge in this field.

Risks and Discomforts: Participation in the focus group discussion may involve discussing sensitive topics related to technology use and challenges faced in educational settings. While efforts will be made to create a supportive and respectful environment, you may experience some discomfort or emotional stress during the discussion. If at any time you feel uncomfortable, you may choose to withdraw from the study without penalty.

Confidentiality: Your privacy and confidentiality will be strictly protected throughout the study. Any information you provide during the focus group discussion will be anonymized and kept confidential. Audio recordings will be stored securely and accessible only to the research team. Your identity will not be disclosed in any publications or presentations resulting from this study.

Voluntary Participation: Participation in this study is entirely voluntary, and you have the right to withdraw at any time without providing a reason. Your decision to participate

or withdraw will not affect your professional relationship with the researcher or your institution.

Contact Information: If you have any questions or concerns about the study, you may contact the researcher, Wasim Iqbal at wiqbal118@gmail.com Additionally, if you have

any questions about your rights as a participant, you may contact the Institutional Review Board (IRB) at , Brac University.

Consent: I have read and understood the information provided in this consent form. I voluntarily agree to participate in the focus group discussion on teachers' perspectives on educational technology in early childhood development in Dhaka, Bangladesh. I understand that I have the right to withdraw from the study at any time without penalty. I consent to the audio recording of the focus group discussion for the purpose of data analysis.

Participant's Name: _____

Participant's Signature: _____

Date: _____

[Data collector's Name and Signature] [Date]

Annex 3

IDI 4

Interviewer: Thank you for participating in this interview. To start, could you please introduce yourself and share your experience working as a teacher in Dhaka?

Participant (Answer): Of course. My name is Aisha pseudo name) and I've been teaching in Dhaka for the past five years. I've had the pleasure of working with children in early childhood education settings, and it's been a rewarding experience witnessing their growth and development.

Interviewer: That's wonderful, Aisha. Now, let's talk about your experience with using educational technology in early childhood education. Can you share your thoughts on this?

Participant (Answer): Certainly. In Dhaka, educational technology is gradually becoming more prevalent in early childhood education. Personally, I've used interactive educational apps and digital learning platforms to supplement classroom activities. While there's still room for growth, I believe technology has the potential to enhance learning experiences for young children.

Interviewer: How do you perceive the role of educational technology in promoting early childhood development?

Participant (. Answer): I see educational technology as a valuable tool for promoting early childhood development. It provides opportunities for interactive and engaging learning experiences, helping children develop

essential skills such as problem-solving and creativity. Additionally, technology can cater to different learning styles and abilities, allowing for personalized learning experiences.

Interviewer: What are the potential benefits of integrating technology into early childhood education?

Participant (. Answer): The benefits of integrating technology into early childhood education are manifold. It can make learning more engaging and fun for children, fostering their curiosity and enthusiasm for learning. Technology also provides access to a vast array of educational resources and content, enriching the learning environment and expanding children's knowledge and understanding.

Interviewer: Are there any concerns or reservations you have regarding the use of technology in preschool settings?

Participant (. Answer): While I believe in the potential of technology, there are some concerns to consider. One concern is the need to ensure that technology is used in a developmentally appropriate manner, taking into account the unique needs and abilities of young children. There's also the challenge of balancing screen time with other forms of learning and play, as excessive screen time may have negative effects on children's health and well-being.

Interviewer: What challenges do you encounter when incorporating educational technology into your teaching practices?

Participant (. Answer): One challenge is the availability of resources and infrastructure to support the use of technology in preschool settings.

Limited access to devices and reliable internet connectivity can hinder the effective integration of technology into teaching practices. Additionally, there may be a lack of training and support for teachers to effectively utilize educational technology in their classrooms.

Interviewer: Are there any technological limitations or resource constraints that hinder the effective use of technology in your classroom?

Participant (. Answer): Yes, resource constraints can be a significant barrier to effective technology integration. Not all schools have access to the latest devices and software, making it challenging to provide equitable learning opportunities for all children. Additionally, unreliable internet connectivity can disrupt online learning activities and limit access to educational resources.

Interviewer: Do you face any resistance or skepticism from colleagues, parents, or administrators regarding the use of technology in early childhood education?

Participant There may be some resistance or skepticism from certain stakeholders regarding the use of technology in early childhood education. Some parents and educators may have concerns about the potential negative effects of excessive screen time on young children's development. It's essential to address these concerns through open communication and education about the benefits of technology when used appropriately.

Interviewer: How do cultural norms and values influence your attitudes towards the use of technology in early childhood education?

Participant : In Bangladesh, cultural norms and values play a significant role in shaping attitudes towards the use of technology in early childhood education. There may be a preference for traditional teaching methods, such as hands-on learning and storytelling, which are deeply rooted in our cultural heritage. However, as technology becomes more integrated into daily life, there's a growing acceptance of its role in education.

Interviewer: In what ways do socio-economic factors impact your ability to integrate technology into teaching?

Participant (Answer): Socio-economic factors, such as access to technology and digital literacy, can significantly impact my ability to integrate technology into teaching. Children from low-income families may have limited access to devices and the internet, making it challenging to implement technology-based learning activities. Additionally, disparities in digital literacy skills among students may affect their ability to engage effectively with technology-based resources.

Interviewer: Do you believe there are specific cultural or socio-economic considerations unique to Dhaka that affect the adoption of educational technology in preschools?

Participant (Answer): Yes, in Dhaka, there are unique cultural and socio-economic considerations that influence the adoption of educational technology in preschools. Limited access to technology and digital resources in some communities may hinder widespread adoption. Additionally, cultural preferences for traditional teaching methods may

impact attitudes towards technology integration in early childhood education.

Interviewer: What kind of support or training would you require to effectively integrate educational technology into your teaching practices?

Participant To effectively integrate educational technology into my teaching practices, I would require ongoing professional development and support. Government should come forward and do something for us. This could include training workshops on how to use specific educational apps and software

Interviewer: Are there any professional development opportunities or resources you believe would be helpful in enhancing your skills in using technology for early childhood education?

Participant Yes, access to high-quality professional development opportunities and resources would be invaluable in enhancing my skills in using technology for early childhood education. We are living on a time of tech. In pandemic I took zoom class.Online courses, webinars, and peer learning communities focused on educational technology would provide valuable insights and strategies for integrating technology into my teaching practices.

Interviewer: How do you envision the role of educational technology evolving in early childhood education in Dhaka in the future?

Participant: In the future, I envision educational technology playing an increasingly important role in early childhood education in Dhaka. With advancements in technology and digital infrastructure, there will be

greater opportunities to leverage technology to enhance learning experiences for young children. However, it's essential to ensure that technology is used in a way that complements and enhances traditional teaching methods, rather than replacing them entirely.

Interviewer: What steps do you think should be taken to address the challenges and maximize the benefits of technology integration in preschool settings?

Participant: To address the challenges and maximize the benefits of technology integration in preschool settings, several steps can be taken. This includes investing in digital infrastructure and ensuring equitable access to technology for all children. Additionally, providing ongoing professional development and support for teachers is crucial to help them effectively integrate technology into their teaching practices. Collaborative partnerships between schools, government agencies, and technology providers can also help identify innovative solutions and best practices for technology integration in early childhood education.