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Preliminary Study on The Development of An Early Childhood Educational Website for Teaching Materials to Enhance Teaching Skills for Preschool Teachers

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Abstract

The teaching skills of preschool teachers in Mogadishu require significant improvement, particularly in adapting to modern educational methodologies. Despite the growing importance of digital resources, many preschool teachers do not integrate or utilize technology during teaching practices. This preliminary study aims to conduct a needs analysis for developing an educational website focused enhancing the teaching skills of preschool teachers. Data collection was conducted through structured and unstructured interviews with 20 preschool teachers from four preschools in Mogadishu, Somalia. Participants were selected using a stratified purposeful sample and categorized by experience: 10 with < 3 years and 10 with > 3 years. This study used the ADDIE model, which includes Analysis, Design, Development, Implementation, and Evaluation. However, this study is limited to analyze stage to identify challenges in teaching materials, technology integration gaps, and the role of educational websites in addressing these needs. The study reveals that preschool teachers in Mogadishu predominantly rely on traditional teaching materials, facing significant gaps in resources, while the integration of educational technology remains limited due to insufficient training, digital skills, and technical support. Teachers expressed a strong need for accessible technology-integrated resources. More than 50% of the interviewed teachers preferred educational website for ready-made materials, though some favored offline e-books due to unreliable internet access. Thus, this study underscores the critical need to develop an educational website to enhance preschool teachers' skills in Mogadishu, addressing gaps in technology integration and access to modern teaching resources.

Keywords: ADDIE Model, Early Childhood Education, Educational Website, Needs Analysis, Preschool

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INTRODUCTION

In Somalia, early childhood education focuses on children aged 3 to 6 years, and progress in this area seems to be driven by a policy aimed at ensuring equitable access for children in their preschool year (5-6 years old) to quality Early Childhood Development programs (Ministry Of Education, 2020). According to Somalia's National Education Policy, (2020), Early Childhood Education prioritizes ensuring equal access to early learning opportunities for children aged 3 to 6. This initiative aims to address the developmental needs of young and vulnerable children,

fostering their inclusion and growth during this critical stage of life. The Ministry of Education acknowledged early childhood education as an integral part of basic education (Ministry Of Education, 2020). Globally, technology has become an integral part of early childhood education, enhancing learning experiences and teaching practices (Mertala, 2019). Similarly, Somalia, has recognized the importance of integrating technology into its educational framework to improve access, quality, and outcomes in early learning environments (Addow, 2023).

Generally, Somalia's education system faces intricate challenges that significantly impact its effectiveness specifically problems faces the basic education such as philosophical and curriculum problems, the shortage of qualified teachers, traditional teaching methods (Salad, 2022; Sheikhdon Ali, 2020). According to UNICEF, (2020) early childhood education (ECE) and preschool learning are overlooked areas within Somalia's education systems. The Early Childhood Education (ECE) subsector lagged behind other areas due to the absence of a curriculum, certification, standards, supervision, limited resources, poor compensation, and insufficiently trained teachers, because all education levels in Somalia lacks trained teachers (Ministry Of Education, 2020). To address this, the Ministry of Education has proposed steps within its in-service training policy, such as providing and promoting computer and internet skills to align with advancing technology (National Education Policy, 2020).

Preschool teachers face significant barriers to integrating technology in early childhood education, such as a lack of IT resources and training, inadequate support, and outdated equipment (Familyarskaya, 2021). Teachers also experience difficulties due to limited time and insufficient technical knowledge (Otterborn et al., 2020). Furthermore, personal attitudes and traditional educational norms often resist IT integration, compounded by organizational constraints such as funding shortages and inappropriate physical spaces for technology use (MacKay & Hall-Kenyon, 2020). These challenges and gaps need targeted interventions to support educators and enhance technology integration processes. Understanding these needs is essential for several reasons. Firstly, it enables us to identify existing challenges and limitations in the current provision of teaching materials. Secondly, by exploring the preferences, practices, and training of educators regarding the use of educational websites, we can gain insights into the factors that shape their resource choices and the extent to which they feel equipped to use technology tools effectively (Zulfikar et al., 2020). This knowledge can help in the development of targeted support systems, professional development programs, and educational websites to empower educators, improving both teaching quality and early childhood education in the region as a whole (Zulfikar et al., 2020).

Educational platforms, defined as digital tools designed to improve teaching and learning, have been shown to significantly enhance teacher-student interaction and instructional strategies. These tools foster collaboration, resource sharing, and professional development for educators. For example, in Qatar, educational websites like "Taalem TV" have been integral in supporting interactive and curriculum-based activities, emphasizing user-friendly navigation and technological design features (Ihmeideh, 2019). Globally, such platforms also empower educators by facilitating the creation of content tailored to specific classroom needs and by promoting the integration of ICT tools for enhanced learning environments (Aici, 2023; Moldagali Et Al., 2023). Moreover, platforms like Pinterest demonstrate the versatility of web-based resources for enhancing

teaching efficacy (Beahm et al., 2019). These advancements highlight the essential role of educational websites in modern pedagogy.

The importance of analyzing preschool needs in shaping educational practices is undeniable (Toklu & Hursen, 2021). In recent years, there has been increasing attention to the technology needs of early childhood preschool teachers(Chordia et al., 2019; Sulistyaningtyas et al., 2023). However, significant gaps remain in the literature: 1. few studies focus specifically on the technology needs of preschool teachers compared to studies in other educational settings; 2. much of the available research has been conducted outside Somalia, providing limited understanding of the specific needs of preschool teachers in the Somali context; (Addow, 2023) and 3. while studies on technology integration in Somalia exist, no research has specifically investigated the preschool teachers needs of educational websites for teaching materials tailored to early childhood education in Somalia.

Therefore, a preliminary investigation related to the development of educational website for teaching materials aimed enhancing the teaching skills of preschool teachers was further explored. One of the main areas being strongly emphasized in the enhancement of early childhood education is the development of effective teaching strategies for young learners. This study seeks to undertake an initial examination of the current teaching materials used by preschool teachers, challenges and the need for technology integrated gaps in educational resources in Mogadishu, Somalia, which is a key factor in enhancing teaching practices. The findings of this preliminary research can be used to inform the development of future training materials specifically tailored to the needs of preschool educators. This effort is consistent with the broader objective of improving the quality of early childhood education and contributing to long-term educational improvements.

Integrating technology into early childhood education provides preschool teachers with powerful resources to enhance their teaching skills, lesson delivery, and student engagement. Teachers play a critical role in shaping how technology is implemented in classrooms, significantly impacting its effectiveness in early learning environments (Luo et al., 2021). With access to digital tools, interactive lesson plans, and real-time progress tracking, teachers can apply data-informed strategies to address diverse learning needs, supporting differentiated instruction and fostering more inclusive classrooms (Blackwell et al., 2014). Technology-supported lesson planning tools, for example, enable teachers to curate activities that align with developmental goals, enhancing lesson structure and flow. Additionally, access to professional development resources and online educator communities allows teachers to exchange strategies, refine their skills, and stay updated with evolving educational standards (Xu & Stefaniak, 2021). Young preservice teachers are often depicted as "digital natives," equipped to leverage the pedagogical benefits of emerging technologies. However, both young preservice teachers and their older in-service counterparts share similar aspirations and concerns about integrating technology into early childhood (Mertala, 2019).

According to Lim & Wardrip, (2024), who developed the Technology Integration as a Spectrum (TIS) model, there are four types of technology use—Free Use, Guided Use, Instructional Use, and Software-directed Use. Instructional Use which is the focus of this study refers to a structured approach where teachers utilize digital tools to directly achieve specific learning objectives. In this type, the teacher initiates and guides technology use with a focus on explicit educational goals (Lim & Wardrip, 2024). Educational websites that offer structured teaching materials and resources for teachers, are excellent examples of Instructional Use as they support targeted skill development through organized,

curriculum-based content. Instructional use, adults can enhance their teaching methods and strategies by leveraging the internet to obtain additional resources (Lim & Wardrip, 2024). Integrating technology, especially educational websites, into preschool education can significantly enhance teaching skills by providing essential materials like lesson plans E-books and tips teaching skills. Research shows that digital technologies improve teachers' competencies, enabling them to use these tools effectively in educational settings (Familyarskaya, 2021). For instance, online teaching models help develop the digital competencies of future preschool educators, allowing them to create and utilize digital resources more effectively (Rad Et Al., 2023).

Technology is increasingly recognized as a valuable tool in early childhood education, offering opportunities to enhance learning and engage students in meaningful ways. Research highlights that interactive technologies, such as educational games and software, provide children with engaging platforms to explore and learn in a structured, inquiry-based manner (Rakimahwati et al., 2022). Studies also show that integrating technology in ECE can significantly impact literacy development, social interactions, and cognitive skills (Muawanah et al., 2023). Moreover, teachers are increasingly using technology to support child autonomy, encourage digital literacy, and regulate classroom behavior, although challenges remain in optimizing these tools (Chordia et al., 2019). Another study found that implementing a comprehensive technology system in early childhood settings can support not only academic learning but also transitions into formal schooling, though sustained training for educators are essential (Ivanova, 2022).

Providing high-quality materials and digital tools in the early years is crucial for fostering an engaging learning environment, promoting foundational literacy, and enhancing the overall educational experience (Moldovan et al., 2020). Preschool educators play a vital role in creating a supportive and resource-rich environment where young children can thrive. However, the availability and integration of suitable teaching materials and websites can vary across different settings in Mogadishu, and the experiences and needs of educators significantly influence their effectiveness. Teaching materials are essential for enhancing preschool educators' teaching skills, improving pedagogical practices, and fostering active learning environment (Kesuna et al., 2023).

Existing studies underscores the importance of developing educational tools and materials to enhance teaching skills in early childhood education. Hayati & Syaikhu, (2020), demonstrated the effectiveness of project-based teaching materials in aligning instructional strategies with early developmental needs. Similarly, Cam & Çam, (2023), accentuated the value of web-based pedagogical tools in improving teaching practices, particularly during the shift to online education. Additionally, Indryani et al., (2019), emphasized the effectiveness of multimedia-based learning materials in fostering engagement and instructional quality in inclusive early education settings. These findings underline the significance of technology-driven teaching tools in addressing diverse educational needs. Furthermore, they demonstrate the potential of integrating customized web-based materials to enhance the learning experiences of both educators and students (Cohen & Kalthoff, 2021).

In their research, Cam & Yılmaz Çam, (2023), underlined the importance of educational websites in improving pre-literacy skills and fostering independent work for young children, which directly contributes to the enhancement of teaching

skills for educators in early childhood settings. Similarly, Mui Pei Ern, (2022), demonstrated the positive impact of Web 2.0 platforms on professional development for early childhood educators, emphasizing their role in fostering interactive and effective teaching strategies (Mui Pei Ern, 2022). Additionally, Khambali et al., (2023), discussed the integration of internet-based applications and educational websites in early childhood learning environments, showcasing their effectiveness in enhancing teaching quality and learning outcomes. These studies collectively underscore the value of educational websites to enhance teaching practices and learning experiences in early childhood education.

METHODS

This research represents an early stage in conducting development research. According to Borg & Gall, (1984), educational research and development is an industry-based development model where research findings are used to design new methods, which are then field-tested, evaluated, and improved until they meet specific effectiveness, quality, or other criteria. This statement highlights that educational development research is a process designed to improve an existing product by applying new procedures. The new product is then assessed to ensure it meets the required standards for effectiveness, quality, and field applicability to solve existing problems. In this study, integrated technology with teaching materials for early childhood education were developed, specifically in the form of educational websites to improve teaching skills for preschool teachers in Mogadishu, Somalia. The ADDIE development model which consisted Analysis, Design, Development, Implementation, Evaluation) was used as a method for this research and development process (Branch, 2009).

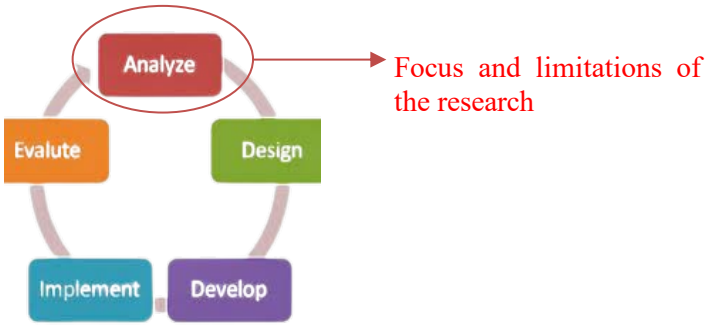

Figure 1. Steps of development using the ADDIE model

This research and development process went through three stages: Stage I: Preliminary stage, stage II: Development stage, and Stage III: Testing stage. However, this paper focused only the preliminary stage. This stage identifies the challenges, gaps, preferred learning media, and expectations of preschool teachers to ensure the final product effectively enhances their teaching skills. The population for this preliminary study consists 20 preschool teachers in Mogadishu, with a sample drawn from teachers at four different schools. The subjects of this study are preschool teachers from these schools who provided findings into their teaching

practices, the materials they currently use, and their experiences with digital tools in early childhood education. The development of research instruments was carried out using both structured and unstructured interviews to conduct a needs analysis. The needs analysis was formed based on the theory developed by Hutchinson & Waters, (1987), focusing on target needs and learning needs such as learners' goals and gaps. Data collection was performed through interviews with preschool teachers. Further, structured and unstructured interviews was collected data from 20 preschool teachers who have be selected from a stratified purposeful sample. They are categorized by experience: 10 participants with < 3 years and 10 participants with > 3 years of experience. The research took place from 20–25 November 2024 in four preschools in Mogadishu, Somalia. To maintain confidentiality, pseudonyms have been assigned to all participants, ensuring the protection of their identities throughout the study (Basdekis et al., 2023). The below table 1 shows the demographic information of the interviewed preschool teachers.

Table 1. Demographic information of interview participants – Preschool Teachers

No	Code Names	Highest Qualification	Experience	Position
1	PST01	Bachelor of Education	4 years	Preschool Teacher
2	PST02	Teaching short Course	2 Year	Preschool Teacher
3	PST03	Diploma Early Childhood	5 years	Preschool Teacher
4	PST04	Bachelor of Education	6 years	Preschool Teacher
5	PST05	High school Diploma	5 years	Preschool Teacher
6	PST06	High school Diploma	1 year	Preschool Teacher
7	PST07	Diploma of Islamic Studies	2 year	Preschool Teacher
8	PST08	Master of social studies	4 years	Preschool Teacher
9	PST09	Diploma of IT	5 years	Preschool Teacher
10	PST10	Diploma of Islamic Studies	2 Year	Preschool Teacher
11	PST11	High school Diploma	I Year	Preschool Teacher
12	PST12	Diploma of Teaching	4 Years	Preschool Teacher
13	PST13	High school Diploma	1 Year	Preschool Teacher
14	PST14	High school Diploma	1 Years	Preschool Teacher
15	PST15	Diploma of Islamic Studies	4 Years	Preschool Teacher
16	PST16	High school Diploma	2 Years	Preschool Teacher
17	PST17	High school Diploma	4 Years	Preschool Teacher
18	PST18	Teaching Short Course	2 Year	Preschool Teacher
19	PST19	Diploma of IT	5 Years	Preschool Teacher
20	PST20	Diploma of Islamic Studies	1 Year	Preschool Teacher

The data is processed and analyzed in the following steps: (1) upon completion of the interview, the researcher transcribed the audio recordings and review the transcripts. (2) Instead of solely depending on their interpretations, the researcher asked interviewee to engage in member checking to validate research findings and ensure an accurate capture of participant challenges and perspectives (Anesty et al., 2022). (3) The data obtained from the teacher interviews were organized and coded based on aspects related to Teaching Materials, Technology Integration, Challenges and Gaps and Preferred Learning Media; (4) interpreting the

results of data analysis in alignment with the research questions regarding the development of website.

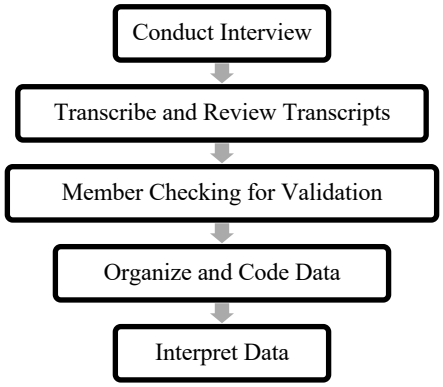

Figure 2. Flow chart illustrating steps to analyze interview questions

The interview data was collected by asking several key questions and was later analyzed to describe the responses, offering insights into how educational websites are used to improve the teaching skills of educators in Mogadishu. This study used instructional Use type which adopted to Lim & Wardrip, (2024), who developed the Technology Integration as a Spectrum (TIS) model, which has four types of technology use—Free Use, Guided Use, Instructional Use, and Software-directed Use and this educational website was based on instructional Use. Table 2 presents the interview instrument used for analyzing teacher needs.

Table 2. Teacher Needs Analysis Instrument

No	Aspects	Grid	Indicators	Instrument Number	
				Item Number	**Number of Items**
1	Teaching Materials	Types of materials used	Teachers use a variety of teaching materials (textbooks, multimedia, etc.)	1	1
			Teachers mostly use traditional materials such as text books.	2	1
			There are gaps in materials for specific topics or areas	3	1
2	Technology Integration	Educational website usage	Teachers have received training on educational technology, and it has been beneficial	4	1
			Teachers are currently using educational websites in their preschools	5	1
			Teachers believe digital resources can help improve their teaching skills	6	1
3	Challenges and Gaps	Current limitations	Teachers face challenges gaps in using current teaching methods and materials	7	1

			Teachers experience difficulties finding accessing relevant latest teaching materials	8	1
			These challenges affect teaching effectiveness and teacher performance	9	1
4	Preferred Learning Media	Desired features	Teachers prefer learning media that offers ready-made teaching materials	10	1
			Teachers would like to find lesson plans, tips interactive activities, and multimedia on the learning media	11	1
			Teachers prefer easy access educational website.	12	1
			Total Interview Questions	12	12

RESULTS & DISCUSSION

The findings and improvements from this research are in line with the five stages of the ADDIE model: analysis, design, development, implementation, and evaluation. However, this study focused exclusively on the analysis stage, as it was limited to a preliminary study. The needs analysis primarily aimed to identify the needs, challenges, gaps, and preferred learning media of Preschool teachers. The structured interview of the teachers' result regarding are presented below Table 3.

Table 3. Preschool Teachers' Need Analysis

NO	Questions	Yes (n)	No (n)	Percentage Yes (%)	Percentage No (%)
1	Teachers use a variety of teaching materials (textbooks, multimedia, etc.)	7	13	35%	65%
2	Teachers mostly use traditional materials such as text books.	16	4	80%	20%
3	There are gaps in materials for specific topics or areas.	13	7	65%	35%
4	Teachers have received training on educational technology, and it has been beneficial	9	11	45%	55%
5	Teachers are currently using educational websites in their preschools	3	17	15%	85%
6	Teachers believe digital resources can help improve their teaching skills.	17	3	85%	15%
7	Teachers face challenges gaps in using current teaching methods and materials.	10	10	50%	50%

8	Teachers experience difficulties finding accessing relevant latest teaching materials	13	7	65%	35%
9	These challenges affect teaching effectiveness and teacher performance	13	7	65%	35%
10	Teachers prefer learning media that offers ready-made teaching materials.	17	3	85%	15%
11	Teachers would like to find lesson plans, teaching tips interactive activities, and multimedia on the learning media.	16	4	80%	20%
12	Teachers prefer easy access and usability of educational website.	15	5	75%	25%

The interview results indicate that 80% of teachers predominantly rely on traditional teaching materials, while 65% (13 out of 20) reported gaps in available resources. Align with the study in the Somali region, which found preschools often lack approved curricula and essential resources, limiting learning outcomes (Haile & Mohammed, 2017). Similar issues are observed in East African countries like Tanzania, where systemic mismatches between intended and actual curricula have contributed to continued reliance on outdated teaching methods (Mligo, 2018), and Kenya, where inadequate teaching materials hinder the development of critical skills (Kesuna et al., 2023).

Despite the potential benefits of digital tools, only 15% of teachers are currently using educational technology, and 45% have received training in these tools. This finding is in line with research, which states that many preschool teachers feel underprepared to integrate ICT into their classrooms due to insufficient training and support during their professional education (Masoumi, 2021). Additionally, while teachers often possess positive attitudes toward technology, they face significant barriers such as limited digital skills, lack of technical support, and unclear curriculum guidelines (Konca & Tantekin Erden, 2021). Research in Sweden underscores that even when tools like tablets are available, their integration is limited without structured training programs (Otterborn et al., 2020). Similarly, a study in China highlights that gaps in teacher preparation and insufficient field-based experiences with digital technologies hinder educators' confidence and practical implementation (Luo et al., 2021).

Although, the usage of educational website remains limited due to various barriers, however, 85% of the interviewed preschool teachers recognize the value of digital resources provided in educational websites. In this digital era, educational websites have emerged as transformative tools for improving teaching practices and facilitating children’s learning experiences by providing diverse, flexible, and up-to-date resources (Ihmeideh, 2019). Early childhood educational websites provide significant benefits for teachers by enhancing their teaching practices and professional development. These platforms offer access to a wide array of interactive and engaging teaching materials, which support lesson planning and improve student engagement, especially in digital and blended learning environments (Cam & Çam, 2023). Furthermore, these websites foster

collaboration and reflection through features like teacher inquiry communities, encouraging innovation and the adoption of new strategies for effective early childhood education (Wagner, 2021). These advantages align with Vygotsky's Social Constructivist Theory, which emphasizes scaffolding and collaborative learning, illustrating how such platforms act as digital scaffolds that provide structured support while encouraging peer interaction and reflective practices (Xue, 2023). Additionally, these benefits are reinforced by the TPACK framework, which highlights the critical integration of technological, pedagogical, and content knowledge (Shah, 2022). The interactive and adaptive nature of these websites exemplifies how technology can be seamlessly embedded into teaching, not merely as a tool but as a transformative component that enhances pedagogy and subject delivery, ultimately redefining the educational experience (Tzavara et al., 2018).

This study found that 65% of preschool teachers face challenges in teaching effectiveness due to difficulties in finding appropriate resources. The responses from preschool teachers 50%, identify several challenges with traditional teaching methods, while 65% reported difficulty in accessing high-quality teaching materials. The teachers claimed that the traditional methods are monotonous and uninteresting, and they cannot cover a wide range of strategies to keep the students' attention. (Karki, 2021). The materials used are usually old, insufficient or not suitable for the young children's learning styles hence they lose interest easily (Kibani, 2021). Teachers also struggle with the rigidity of traditional lesson plans, which limits flexibility in adapting to students' learning needs (König et al., 2020). Furthermore, accessing high-quality teaching materials proves difficult due to financial constraints, lack of proper resources, and limited access to digital tools (Evangelou, 2023). Teachers struggle to locate high-quality, culturally appropriate, and affordable and accessible resources, which they are often forced to settle for mediocre resources or spend a lot of time modifying them to fit their classroom (Evangelou, 2023).

These issues reflect a significant gap in the availability and accessibility of effective teaching resources, which impedes teachers' ability to enhance teaching strategies of the preschools. According to respondent, *"I find it really difficult to engage my students with traditional teaching methods. The materials we use are outdated and repetitive, which makes it hard to keep the children's attention. They get bored quickly, and I can't seem to make the lessons exciting enough for them. Additionally, it's a challenge to find high-quality teaching materials that suit their age and learning needs. The resources I find online are either too expensive or not appropriate for our local context, and I don't always have the skills or technology to adapt them for my classroom (Interviewee, PST14)."*

Furthermore, 85% of the interviewed preschool teachers preferred a learning media that would give them easy access to teaching materials, emphasizing the need for more accessible, varied, and technology-integrated resources to support teachers and enhance the learning experience. Many teachers expressed a strong preference for having access to learning media tools that provide valuable teaching resources. The study by Santika et al., (2023), demonstrates the effective use of digital resources, including videos, e-books, and slideshows, in enhancing teaching delivery and student engagement in narrative writing classes. They outlined that the ability to find ready-made materials quickly is crucial, especially when it comes to

teaching and engaging children in various activities. Specifically, an educational website would be particularly beneficial because it offers an easy and accessible way to gather materials. Becerra Coba et al., (2023), found that educational websites like Educaplay provide accessible and interactive teaching resources, significantly enhancing students' vocabulary skills. They emphasized that a website simplifies the process, allowing teachers to quickly find what they need without the hassle of searching through multiple resources or waiting for physical materials. This convenience, coupled with the ability to instantly access resources, is seen as a major advantage in enhancing teaching efficiency and ensuring that children remain engaged in learning activities (Moldagali Et Al., 2023; Zhang Et Al., 2016). These findings confirm that digital tools and websites are indispensable in supporting modern teaching practices and improving overall educational effectiveness.

According to respondent, "I believe having an educational website would be incredibly helpful. As a preschool teacher, it is essential to have quick and easy access to teaching materials that can engage children and help them learn effectively. I used to get worksheets from Pinterest, and sometimes finding culturally relevant resources can be time-consuming and frustrating. It would be fruitful to have an educational website where I could access culturally appropriate materials and teaching skill tips to practice in my classroom (Interviewee, PST06)."

On the other hand, five of the preschool teachers expressed a preference for learning media that don't require internet access. These teachers point out that E-books are an excellent option, especially for those with limited or unreliable internet connectivity. E-books do not need continuous connectivity, allowing teachers to access materials anytime, regardless of their internet situation (Kaynar et al., 2020). According to respondent, *"I personally prefer easy media tools that don't rely on the internet, such as e-books. With the limited internet access we often have, e-books offer a practical solution because they can be used without needing a constant connection. For the educational websites, I'm not sure how to use them or how to get materials from them. During my training, we didn't receive any training on how to use websites (Interviewee, PST01)."*

The respondent prefers e-books, an offline-compatible solution, due to limited internet access and a lack of training in using educational websites. One of the most significant findings of this study is the gap between preschool teachers' positive perception of digital resources (85%) and their actual integration of technology in classrooms (15%), which emphasizes a substantial digital divide. This discrepancy aligns with recent study that underscores the persistent challenges in digital resource adoption due to insufficient training, limited access, and inadequate digital literacy skills among educators (Baddar & Khan, 2023). Moreover, a study on digital competence in preschool education emphasizes the need for structured training programs that enhance teachers' ability to effectively integrate technology into pedagogy (Forsling, 2022). Additionally, the findings in this study are reinforced by recent advancements in digital resource management, which suggest that effective sharing systems can significantly improve resource accessibility and usability among preschool educators (Meng, 2024). This study points out the urgent need for digital literacy programs and better access to digital platforms to bridge the gap between perception and practice in preschool education.

CONCLUSION

Based on the results of this study, it is evident that preschool teachers in Mogadishu face significant challenges in accessing high-quality teaching materials and integrating technology into their classrooms. This was identified through this preliminary study of needs analysis, which revealed gaps in available resources and digital skills. As a result, there is a clear need for accessible and technology-integrated learning media, particularly educational websites, to support teaching practices in preschools. The implication of this research is that future studies can focus on the development of an educational website tailored to these specific needs of preschool teachers, ensuring it addresses existing barriers such as limited tech skills and internet access. As part of its efforts to educate teachers, the Ministry of Education should include training programs of educational technologies. NGOs should encourage the development of digital tools, apps, and websites that offer instructional resources for preschool instructors.

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