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The Importance of Using the Electronic Story in Kindergartens from the Teachers' Point of View according to Experience and Scientific Qualification Variables

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Abstract

The study aimed to:

1. Know the purpose of using the electronic story from the point of view of kindergarten teachers in Irbid.
2. Know the goal of using the electronic story from the point of view of the kindergarten teachers according to the number of years of experience according to the questionnaire prepared by the researcher.
3. Know the goal of using the electronic story from the point of view of kindergarten teachers according to the level of scientific qualification according to the questionnaire prepared by the researcher.

For this purpose, the researcher designed a questionnaire in which she chose the three areas in which the objectives are used, and each area that was designed for several purposes, which works to develop this area and applied it to 68 kindergarten teachers in the Irbid governorate.

The researcher used the Pearson correlation coefficient to obtain the results of statistical indications to measure the validity of the internal consistency of the test. Kruskal-Walls test for the significance of differences between more than two independent groups, based on the SPSS statistical program.

It has reached the following conclusions:

There are no differences in the respondents' responses to the importance of using the electronic story due to the variable years of experience. This indicates the similarity of the views of the kindergarten teachers in the importance of using the electronic story, whatever their years of experience.

There are no differences in the responses of the sample members on the importance of using the electronic story attributed to the variable of scientific qualification. This shows the

similarity of the views of kindergarten teachers in the importance of using the electronic story, whatever their scientific qualifications.

Keywords: Electronic Story, Kindergartens, Scientific Qualification

Introduction

The interest of children and childhood does not mean attention to the present and education but it is attention to the future. It doesn't mean only interest in child and childhood but also an interest in the future of nations and peoples. The goals of programs and different educational strategies have sought to build a balanced personality and teach the child how to learn through activities presented to him. A story is considered as an educational method of the most important and oldest activities to be followed and beloved to the heart of the child. It is used in the development of various sports experiences (Ashakel, 2011) and linguistic (Gad, 2010) study and scientific (Harbats, 2012) study and technical and religious (Jeffrey, 2009) study and Motion (Mourad & Hassou, 2007) study, through which different developmental aspects of mental, emotional, and motor growth are developed.

The types of the story have developed especially with the technological and scientific development. The electronic story has emerged as a developing form of the story, benefiting from the sound and dynamic effects of various technical devices, which make it more capable of achieving the desired educational goals. The teacher is the planner and the executor of the various activities. The researcher cares about kindergarten teachers to show the importance of this activity and research addresses the importance of using the electronic story in kindergartens from the perspective of kindergarten teacher in various fields.

Theoretical framework

The story educationally: it is a learning method depends on the form of literary art, to achieve certain goals of the learners. Accompanied by procedures and activities which complement the fulfillment of their requests.

Modern educational trends have emerged to determine that the role of the story and its telling for children is no longer evaluated in the light of its place in the children's schools, but rather its function is practiced everywhere in which children are present. This is an evidence of the importance of making use of the story in education inside and outside the school (Asali, 2004).

The child begins to hear the story and enjoy it at the age of three (Asali, 2004) (Halawa,

2003). In addition to developing the language skills of young children, including harmonious words, it helps them to successfully pass the reading experience. And raises his curiosity and help him at the same time to express himself and recognize the difference between real life and what can be true or reality, and thus build his own ideas and deal with what he faces in everyday practices (Garfield, 2007).

With the diversity of the objectives of the story as a teaching method, it was: for different purposes of the lessons, of thinking. . . It has also evolved in its artistic form and in terms of indicators such as culture, class, history, and regardless of the concentration of stories or stories on one field or another, so it has been influenced by the technical development that colored educational institutions in its technical form.

Digital story is also known as " A creative form of the novel revolves around an event or person or place - can be real or imaginary- and where sound, music, sound effects, text, images, graphics, video hire to serve educational purposes." (Digital stories, 2015), and so the electronic story is originally that prose literature, which revolves around a specific idea represented by personalities in the time and a specific place and artistic form attractive to achieve various educational goals, any incomplete elements, but they hired voice in various techniques effects, taking into account the eligibility of the image motor associated expression with effects voice over dialogue to be more effective and attractive.

The electronic story employs technology to mimic the environment surrounding the elements of the real story, such as movement, sound effects, and color and musical backgrounds. This has led to the development of curiosity skills and the development of knowledge. This type of strategy would prove to be much more fertile than any program of traditional teaching skills (Kendri, 2014). When telling the story it is necessary first to create the place of space, light, ventilation. And the formation of a mechanism or way of sitting children so that the direct visual communication continues to be heard by everyone and see what they should see clearly so that the appropriate story is chosen before the novel, and employ the course of the story of various events to achieve various goals and in a timely manner, to proceed as follows:

An introduction may be a question about (function of something, idea) may be a song and a question followed by the thrill of the following: storytelling, post-story discussion of characters, events, temporal and spatial sequences, lessons, and facts. The final evaluation: which is supposed to be a visual test that takes into account the educational goals of this activity, a direct assessment of the child so the teacher to do the whole work of the story

actively by attention to monitor the following points:

- The extent to which children respond to the story.
- Interact with story events.
- Children's ability to initiate.
- Their ability to give new ideas and this point practically translates its predecessors.

Advantages and importance of the electronic story:

- The importance of reading the story as a social activity in which the child shares with the teacher and other children.
- Contrary to the technological development of the society as a kind of adaptation to its data and benefit from the level of development.
- Possibility to employ them to develop self-learning effectively
- More excitement in learning and teaching because of the child's interest and instinctively with everything new, especially with the possibility of diverse use of sound effects and movement and color.
- Opens wide horizons for communication between children in different geographical environments through the exchange of private and favorite stories.
- Take advantage of these techniques in order to overcome the large numbers in educational institutions.

On the other hand, it is necessary to pay attention to the long periods of time spent by the children in front of the equipment, and the need to follow up all the electronic stories that can be seen by himself through the post-evaluation and the discussions that follow this type of stories in order to achieve the desired educational goals.

Research Problem

Through the work of the researcher and the supervision of practical education in kindergartens where she looked at the activities applied and how to plan them and the importance of the teacher as the executor of these activities and participated in the planning she noted the variation of the use of the story in different forms and the difference used according to the objective to be applied, and kindergartens' educational policies, especially the eligibility, so the researcher went towards kindergarten teachers in governmental

kindergartens as they are subject to the same criteria and the same approach and the researcher summarized the research problem by the following question:

How important is it to use electronic story in kindergartens from teachers' point of view?

Research Importance

It has become obvious to talk about the importance of the story in kindergartens as a basic activity diversified objectives and is not hidden from anyone the teacher's the role in the implementation of activities and the achievement of different educational goals by employing the latest technologies available in all kindergartens and the importance of research comes from the following educational points:

- The importance of employing technical development in education and regular educational institutions.
- The importance of what results from the findings of the research to guide educators to adopt and develop that method based on the electronic story.
- The importance of what results from the findings of the research to guide the decision-makers to take actions that are reflected on the process of tropics in general and institutions of early childhood in particular.

Research Goals

- Build a questionnaire to monitor the importance of the electronic story from the teachers' point of view.
- Understanding the effect of the number of years of experience of kindergarten teachers on their opinion on the importance of electronic stories for the children of kindergarten.- Recognition of the impact of the level of academic qualification of kindergarten teachers on their opinion on the importance of electronic stories for the kindergarten children.

Previous Studies

The study of Al-Areenan (2015) entitled "The Effectiveness of Using the Electronic Story in Developing Some Language Skills in the Kindergarten Child", the study sample was (44) children. The researcher used the list of listening, speaking and evaluating skills and electronic stories with an accompanying guide and she found the existence of statistically significant differences in the listening and speaking skills in favor of experimental group.

Al-Kandari (2014) conducted a study entitled "Designing the electronic story for pre-school children in light of the standards of creative imagination development and its impact on the development of interpersonal skills." The study aimed at designing electronic stories based on the criteria of creative imagination and verifying their impact on the development of curiosity skills in children of the second stage The researcher concluded that the design of the electronic story according to the standards of creative imagination has added a lot to the teaching methods in kindergartens as well as to ensure the interaction of children with this method and their sense of suspense and effects. The study showed that the use of modern techniques in classrooms, which rely on the provision of information and news through the computer and will use the expression of ideas highly desired through the interconnection between graphics and images and video clips and audio accompanying the backgrounds and personalities, has achieved the highest levels of interaction "The study recommended spreading the culture of using the electronic story among the educational community, training kindergarten teachers on the rules of selecting electronic stories that suit the characteristics of the child and satisfying his needs, and the need to allocate appropriate time for children's stories in the program for the children of the Kindergarten during which the electronic story is presented to them.

Arafat's Study (2009) aimed to identify the effectiveness of a proposed program of electronic stories in the development of social concepts in pre-school children with the use of the social concepts of children of pre-school. The sample consisted of 35 children of 4-5 years old. The results revealed the effectiveness of the program in the development of social concepts, and the existence of differences between the social concepts in preschool children in terms of the degree of impact of using electronic stories through the proposed program.

Manal Al-Wondawi (2007) conducted her study at Al Mustansiriya University which aimed to identify the impact of a computer-storytelling program on the development of social behavior of the kindergarten child. It was applied to 56 children from the Rayahin kindergarten, based on the construction of a measure of social behavior: positive cooperative behavior, Negative reliability, negative frequency, and a computer program to develop those behaviors for the kindergarten children. There were statistically significant differences in the effect of the narrative program in favor of the experimental group. There were no significant differences due to the gender variable in the development of social behavior. There were also no statistically significant differences according to the variable (kindergarten, preliminary) in the development of social behavior.

Verhallen et al (2006) conducted a study entitled "The Promise of Multimedia Stories for Kindergarten Children At Risk". This study aimed to know the ability of comics in the books, when they are designed and produced well to have a positive impact, to absorb viewers of children narrative and language skills . It was applied on (60) children of 5 years of age who are learning the Dutch as a second language. The Children benefited from repeated contact with a book with fixed images but benefited more than repeated exposure with the moving images of the story. The characters were presented on the screen and the two forms contained text in the same sound but the story in the animated images have been complemented and supported by forms of multimedia such as (video, sounds, and music) with mode SAT dramatic events. And it was an impressive multimedia, in particular, to gain knowledge of the elements of the story and tacit dating back to the goals of the movement or the main story characters, explain words or story terms and syntax. It turns out that the use of comic books associated with multimedia, may provide children who come from families of low educational level and with weak learning and delayed growth of linguistic group, provided a framework for understanding the stories and helped them remember language information.

The study of Musa and Salameh (2004) aimed to evaluate the actual reality of the children's electronic stories in the pre-school stage and identify strengths and weaknesses in five kindergartens in the city of Al Ain using the observation card and the interview on 230 children and showed that the daily program of kindergarten includes A specific time for the story and this shows the interest in children's stories at this stage, and showed that the content of the story is clear by 70% and showed that the language of stories was easy and understandable and clear.

We conclude from previous studies the importance of this kind of stories where it was functioned in experimental programs to find out of their progress in children, as a study Aerynan (2015), which confirmed the effectiveness of programs of short stories activities in the development of the skills of speaking and listening, as well as Verhalin et al (2006), which demonstrated its effectiveness in remembering the language information of ordinary children and stressed the need to be used with children who are suffering from poor learning and delays in language growth. And on the other hand, it was used by Irfan study (2009) for the development of social concepts among kindergarten children , as well as Al windawi study (2007), which demonstrated the importance of this kind of stories in the development of Social behavior of children, while Kandari study (2014) focused on the effectiveness of the electronic story in the development of curiosity among kindergarten children, while Muses

and salama (2004) study confirmed the reality of the use of electronic stories.

The present study has agreed with the previous studies to take care of the electronic story. The previous studies differed from the previous studies because they dealt with the importance of the electronic story from all aspects of mental, social and kinetics, and from the point of view of the teachers as the main driver.

Research Methodology

The research followed descriptive analysis as a method that studies variables as they exist in their natural situations to determine the relationships that can occur between these changes (Mansour et al., 2009, p. 53).Research through the questionnaire depends on the importance of using the electronic story from the point of view of the teachers of Riyadh and its relation to the degree of scientific qualification, and the number of years of experience.

Research tools

A questionnaire presented to Riyadh teachers consisted of (38) items for each of the mental and social fields (13) items and for the motor field (12) items.

Building the tool

- Discussion sessions with kindergarten teachers about the story and the importance of using it in kindergartens to achieve various educational goals.
- Review the literature of the search: to design the test items and to verify its validity and reliability.
- The questionnaire was first chosen to suit the characteristics of the stage, which is part of activities that can be used on a daily basis and for the various experiences in kindergarten, as well as based on the opinions of some kindergarten teachers and their adoption by previous studies.
- This dependence is taken into consideration for all these activities: All need a computer that is usable and do not need a high cost that the kindergarten cannot meet or achieve such as leaving the kindergarten or relying on tools and expensive things.
- Adopt the activities so as not to interfere with the nature of the curriculum submitted to children and officially approved.
- Present the activities to the arbitrators in order to draw their opinions (validity of the arbitrators) and limit their opinions by adopting a general formulation of full importance in all

fields, modification of some formulations and deletion of the similar ones. The validity and reliability of the tool were verified:

Internal consistency

To verify the validity of the internal consistency of the questionnaire, Pearson correlation coefficient was used to measure the relationship between each statement and the total score of the side to which it belonged, as well as between each side and the total score of the questionnaire. The results were as follows:

Table (1): correlation coefficients of items with the total grade of the domain to which it belongs

Domain	Item	Correlation coefficient	Item	Correlation coefficient
Mental	1	**0.719	8	**0.861
	2	**0.862	9	**0.719
	3	**0.820	10	**0.821
	4	**0.621	11	**0.725
	5	**0.680	12	**0.719
	6	**0.645	13	**0.820
	7	**0.731		
Social	1	**0.663	8	**0.698
	2	**0.795	9	**0.680
	3	**0.678	10	**0.813
	4	**0.722	11	**0.720
	5	**0.858	12	**0.699
	6	**0.694	13	**0.757
	7	**0.784		
Kinetic	1	**0.698	8	**0.673
	2	**0.687	9	**0.780
	3	**0.766	10	**0.855
	4	**0.748	11	**0.880
	5	**0.687	12	**0.755
	6	**0.666	13	**0.780
	7	**0.687		

*** Significant at (0.01)*

It is clear from table (1) that all correlation coefficients between each statement and its associated side were positive and statistically significant at (0.01).

Table (2): The correlation coefficients of each side with the total degree of the questionnaire

Domain	Correlation coefficient
Mental	**0.763
Social	**0.877
Kinetic	**0.796

*** Significant at (0.01)*

It is clear from Table (2) that all the correlation coefficients between each side and the total score were statistically significant at (0.01). This indicates that all the expressions were true and measure the objective for which they were set. In order to verify the reliability of the questionnaire, the apply/reapply method was used , it was applied to a random sample of (14) parameters and after a period of two weeks they were reapplied on the same sample again. The Pearson correlation coefficient was used as follows:

Table (3): Pearson correlation coefficients for the aspects of the questionnaire and the questionnaire as a whole

Domain	Pearson correlation coefficient	Sig
Mental	0.712	0.004
Social	0.677	0.008
Kinetic	0.701	0.005
Overall Questionnaire	0.790	0.001

The above table shows that the value of correlation coefficients was high and statistically significant. This indicates that there is high reliability of the questionnaire that we can rely on.

The research sample

The researcher selected a cluster sample from Irbid kindergartens belonging to the Ministry of Education and not the Private kindergarten. In order to apply the questionnaire by the teachers, after reference to the educational statistics of the city of Irbid, where four brigades were chosen from the brigades of the province to represent each one of the four geographical directions, the brigade which were selected are Al Ramtha Brigade and Bani Obaid Brigade and the north and the middle Brigade and the Bani Kenana Brigade.

Table (4): Distribution of sample members according to educational level

educational level	Frequency	Percentage %
Diploma	6	8.8
Bachelor degree	48	70.6
Higher education	14	20.6
Total	68	100.0

Table (5): Distribution of sample members according to experience

Experience	Frequency	Percentage %
From 1-5	9	13.2
From 6-10	29	42.6
11 and above	30	44.1
Total	68	100.0

Research limits

Temporal: 2015-2016 school year

Spatial: Kindergarten Teachers at Irbid Governorate

Scientific: The capabilities of the electronic story and its importance.

Statistical Methods

The study used the statistical program SPSS to calculate the differences between the averages of the answers of the teachers on the three-dimensional Likert scale according to the variable number of years of experience and the degree of academic qualification, Alpha Krumbach for internal consistency, Pearson Correlation to measure the validity of the internal consistency of the test, (Kruskal-Walls) to determine the significance of differences between more than two independent groups.

Discussion of the Results

The following table presents the arithmetical averages, the standard deviations of each of the terms of the questionnaire, and the treatment of the research hypothesis. The following staging was used to indicate the mean responses of the sample respondents to the degree of approval:

Table (6): shows the significance of the calculation averages of the questionnaire

Mean	Degree of approval
2.34 and more	High
From 1.67 to less than 2.33	Moderate
Less than 1.67	Low

Table (7): The arithmetical means, standard deviations, and the degrees of approval of the terms and aspects of the questionnaire

Domain	N.	Items	Mean	Standard deviation	Degree of approval
Mental domain	1	I think the electronic story develops the imagination of children	2.81	0.526	High
	2	I think the electronic story is working to attract the attention of children	2.87	0.486	High
	3	I think the electronic story is working to increase the vocabulary of the child.	2.78	0.595	High
	4	I think the electronic story develops the language styles of children.	2.84	0.477	High
	5	I think the electronic story develops science fiction.	2.76	0.576	High
	6	I think the electronic story is a way to connect the child with the latest global developments.	2.75	0.557	High
	7	I think the electronic story develops the child's chronological order.	2.79	0.505	High
	8	I think the electronic story develops his spatial ranking.	2.88	0.368	High
	9	I think the electronic story develops attention, concentration and children's perception.	2.84	0.444	High
	10	I think that the electronic story earns him various information and knowledge.	2.82	0.545	High
	11	I think the electronic story develops mathematical concepts (long - short ...).	2.74	0.638	High
	12	I think the electronic story develops the acquisition of the concept of number.	2.66	0.704	High
	13	I think the electronic story develops mathematical skills (counting _ sequence _ order ...)	2.71	0.692	High
		Overall mental domain	**2.79**	**0.304**	**High**
Social domain	1	I think the e-story develops the social communication skills he has.	2.01	0.906	Moderate
	2	I think the electronic story helps children to know the habits and values of society.	2.47	0.762	High
	3	I think that the electronic story helps children to acquire the story of common human values in all societies (honesty, honesty ... cooperation)	2.41	0,777	High
	4	I think the electronic story helps to develop the moral aspect.	2.47	0.743	High

	5	I think that the electronic story helps to adopt the values of civil society (cooperation, respect for the law, and help in building society).	2.62	0.624	High
	6	I think the electronic story develops initiative on him.	2.44	0,799	High
	7	I think the electronic story helps to develop self-confidence.	2.38	0.811	High
	8	I think the electronic story develops respect for the other. And acceptance of other opinions.	2.37	0.790	High
	9	I think the electronic story develops independence and self-expression.	2.47	0.722	High
	10	I think the e-story makes him feel fun	2.74	0.638	High
	11	I think the electronic story helps to respect science and scientists.	2.79	1.410	High
	12	I think the electronic story helps him to achieve psychological balance	2.26	0.822	Moderate
	13	I think the electronic story helps to adopt the use of modern devices positively	2.72	0.619	High
		Overall social domain	**2.47**	**0.461**	High
Kinetic domain	1	I think the electronic story develops his use of modern devices (computer ..).	2.90	0.392	High
	2	I think the electronic story develops the audio-visual synergy.	2.81	0.533	High
	3	I think that the electronic story develops the kinetic audio synergy.	2.54	0.781	High
	4	I think the electronic story develops the sense of taste.	1.96	0.871	Moderate
	5	I think the electronic story develops the sense of touch.	2.10	0.866	Moderate
	6	I think the electronic story develops the sense of hearing.	2.69	0.629	High
	7	I think the electronic story develops the sense of smell.	1.99	0.855	Moderate
	8	I think the electronic story develops the fine muscles (fingers of the hand ...).	2.37	0.845	High
	9	I think the electronic story develops long muscles (arm ....).	2.10	0.917	Moderate
	10	I think the electronic story is a way to integrate him into the electronic development community	2.66	0.683	High
	11	I think the electronic story develops the sense of sight.	2.71	0.624	High
	12	I think the electronic story develops visual kinetic synergy.	2.56	0.741	High
		Overall Kinetic domain	**2.45**	**0.481**	High
		All domains	**2.57**	**0.325**	High

Table (7) shows the arithmetic means, standard deviations and approval scores for items and aspects of the questionnaire. The values of the arithmetic mean ranged from (1.96 to 2.90) Most of them were of great approval. all aspects got a great level of approval, this proved the importance of electronic as a main activity in kindergarten as confirmed by the study of Musa and Salama, the highest was the mental domain were it got a mean of (2.79) and this is confirmed by Arenan study which proved the effectiveness of the electronic story in developing the skills of listening and speaking, and the study of Verhalin and Dejung, while the study of Al-Kandari drew attention to its importance in the development of creativity domain among Kindergarten children, followed by the social domain with a mean of (2.47) in agreement with the studies of Irfan and Al-Wondawi, while the kinetic side has the lowest arithmetic mean of (2.45). This is due to the traditional view of the story as a vector of knowledge and influential on the emotional side as a tanker of experiences and on the other hand a realistic indicator of the lack of use of motor stories and the enemy of the activity of the story in the development of the sense of movement among children of Riyadh.

The table also shows that the total domains have a mean value of (2.57) and a high degree of approval. This indicates that the use of the electronic story is very important by Riyadh teachers.

Results related to the first hypothesis: (There are no statistically significant differences at significance level 0.05 in the importance of using the electronic story by the teachers of Riyadh according to experience variable).

To test this hypothesis, Kruskal-Walls test was used to determine the significance of the differences between respondents' responses to the importance of using the electronic story according to the years of experience variable. The results were as follows:

Table (8): Crosscale Wells test for the differences between respondents' responses to the importance of using the electronic story according to the variable years of experience

Domain	Academic qualification	N.	Mean of ranks	K square	Df	Sig
Mental	From 1-5	9	31.17	0.334	2	0.846
	From 6-10	29	34.86			
	11 and more	30	35.15			
Social	From 1-5	9	28.72	5.186	2	0.075
	From 6-10	29	40.76			
	11 and more	30	30.18			
kinetic	From 1-5	9	34.44	2.021	2	0.364
	From 6-10	29	38.19			
	11 and more	30	30.95			
All domains	From 1-5	9	31.22	3.744	2	0.154
	From 6-10	29	39.86			
	11 and more	30	30.30			

Table (8) shows that the values of the significance levels were greater than (0.05) in all aspects. This means accepting the hypothesis and indicating that there are no differences in the responses of the sample members on the importance of using electronic story due to the years of experience variable.

This indicates the similarity of the views of Riyadh teachers on the importance of using the electronic story, whatever their years of experience. This is due to the fact that the activities of the stories are a favorite of activities for the hearts of children in general and the existence of frequent and daily routine of kindergarten programs with the availability of computers in all educational institutions and the availability of such stories in the markets with acceptable prices.

Results related to the second hypothesis: (There are no statistically significant differences at significance level 0.05 in the importance of using the electronic story by the Riyadh teachers according to the scientific qualification variable)

To test this hypothesis, Kruskal-Walls test was used to determine the significance of the differences between respondents' responses to the importance of using the electronic story according to the scientific qualification variable. The results were as follows:

Table (9): Crosscale Wells test for the differences between respondents' responses to the importance of using the electronic story according to the variable of scientific qualification

Domain	Academic qualification	N.	Mean of ranks	K square	Df	Sig
Mental	Diploma	6	44.25	1.825	2	0.402
	Bachelor degree	48	33.33			
	Higher education	14	34.32			
Social	Diploma	6	37.33	0.709	2	0.701
	Bachelor degree	48	33.21			
	Higher education	14	37.71			
kinetic	Diploma	6	31.67	3.827	2	0.148
	Bachelor degree	48	32.20			
	Higher education	14	43.61			
All domains	Diploma	6	36.33	2.214	2	0.331
	Bachelor degree	48	32.33			
	Higher education	14	41.14			

Table (9) shows that the values of the significance levels were greater than (0.05) in all aspects. This means accepting the hypothesis and indicating that there are no differences in the responses of the sample members on the importance of using the electronic story due to the scientific qualification variable. This indicates the similarity of the views of the Riyadh teachers on the importance of using the electronic story regardless of their scientific qualifications, because dealing with children and regardless of the scientific qualification clearly imposes the interaction of children and their impact on stories, especially the benefit of the technical characteristics of sound, music and movement of the electronic stories, and does not require from the teacher that training on the use or mastery of high performance skills, especially in the presentation of the activity of the story of the proliferation of the computer

and the prevalence of its use.

Recommendations

The researcher came out with some recommendations:

- The current research recommends further empirical research to demonstrate the importance and effectiveness of electronic stories for children.
- Adopting electronic stories as an accredited activity in all schools of Riyadh.
- Encourage literary writers in the literature of the child to write electronic stories with the help of publishing houses and technical specialists.
- Conduct training courses for Riyadh teachers to be able to overcome any negative characteristic of e-stories.

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