

The Training Needs of the Kindergartens' Principals in the Gaza Governorates in the Light of the Contemporary Administrative Thought

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Abstract: *The study aimed at identifying the training needs of the kindergartens' principals in the Gaza governorates in the light of the contemporary administrative thought. The researchers used the analytical descriptive method. The study's tool was a questionnaire containing of (35) statements that are divided into five fields. The study sample consisted of (100) kindergartens' principals. The main results of the study were as the following: The training needs of the kindergartens' principals in the Gaza governorates in the light of the contemporary administrative thought had a high degree with a relative weight (%83.36), and there are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the training needs of the kindergartens' principals in the Gaza governorates in the light of the contemporary administrative thought due to the variables (the academic qualification, the years of service, the major, and the number of courses) except the (years of service) variable of the technological field that had differences for (less than 10 year). Finally, the researchers recommend the following: The Department of the Special Education in the Ministry of Education should ensure that the workers of the kindergartens have educational qualifications. Also, studying the training needs of the kindergartens' principals to enable them to work properly.*

Keywords: *Training needs, kindergartens' principals, Gaza Governorates, contemporary administrative thought.*

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I. Introduction

The early childhood is an essential stage to form the children's personalities, develop abilities, determine the tendencies and enable them to acquire the values, trends and behavioral patterns which are reflected subsequently on their lives. So, the kindergartens are responsible for protecting and caring for their children.

The kindergartens are social and educational institutions that aim at achieving the integral and balanced growth of children, including the physical, mental and social growth, also enhancing their abilities and talents through playing and free activities (Al-Assaf&Abu Latifa, 2014, p. 14).

The training and development are a comprehensive and continuous process comprising all administrative people, as well as in the recent years, some researchers consider human resources development is a critical factor that distinguishes the institution from the others. So, developing workers should be the most important priority of the institution (Durah, 2003, p. 110).

The identification of the training needs is the key element in the training conduction, where all the training process pillars and human resources development are based on. Thus, the imbalance in this structure can topple all the efforts of the institution that seek for upgrading the level, skill and efficiency of the employees (Tawfiq, 2007, p. 103).

Al-Hawali (2016, p. 24) mentioned that training needs are one of the most important training process objectives that should be achieved. Moreover, the identification of training needs helps to determine the principals who need training, the type of the required training and what is the required performance level. Also, enabling the training's supervisors to recognize the required training for the principals in the future to plan properly, determine the financial costs of training programs and design the appropriate training programs that meet the training needs.

Therefore, many educational and non-educational institutions seek to explore the views of the workers frequently to identify the training needs according to their desires and ambitions in order to improve their performance and enable them to accomplish the required works, so the effective manager who is responsible for

achieving the training objectives and activities. Moreover, identifying the training needs helps to determine who needs training courses? what are the required subjects in the training? and what is the required level of performance?

Training needs are defined as the required changes in the quantity and quality of the knowledge, skills and behaviors of the employees in order to reach the desired levels of performance and create an effective work environment inside the institution (Al-Shami, 2006, p.235).

The importance of identifying training needs:

1. They are considered an essential factor to raise the efficiency of the employees to accomplish the tasks, and they are the basis of any training activity.
2. They are the indicator that guides training to the right way.
3. Misidentifying the training needs in advance leads to waste effort, money and time.
4. Determining the training needs is very important before implementing any vocational training activity and designing training programs (Al-Sakarna, 2011, pp. 92-93).

The management of the institution is responsible for identifying the training needs of its workers, **where represents an integrated process including two stages:**

A)The initial identification of the training needs: the manager recognizes the training need that requires research and analysis by the employees through their conveyed opinions and suggestions to the manager. (Al-Ta'ani, 2010, pp. 179-180).

B) The detailed identification of the training needs: a specialist, training officer in the institution or an external consultant can deal with the training problem and study the situation to collect and analyze the data to determine the training needs accurately (Skarna, 2011, P. 95).

There are methods of identifying the training needs as Barakatstudy (2010) mentioned:

A) The organization analysis: it means that examining several administrative and organizational aspects such as the objectives, functions, policies, qualifications, competencies, human resources and the prevailing climate in the organization to determine the type of the required training. Thus, the training need will be identified accurately on the organizational structure to deal with.

B) The operations analysis: It aims at studying the tasks or works of the institution, analyzing the contents of various functions and gathering information on the necessary skills and capacities in order to determine the type of the required training, information and skills for the work. In other words, the analysis of information helps to determine the content of the training, as well as the conditions that let people joining the appropriate training program.

C) The analysis of individuals: it aims at measuring the performance of the employees in the current job through making a comparison between the skills, knowledge, trends and ideas in the current job and the required skills, knowledge, trends and ideas for the same job or other jobs in the future (Barakat, 2010, p. 10).

The skills of the kindergarten's principal:

1.The self-skills: include the physical, moral, emotional and mental characteristics of the individual, which mean the ability to self-control and the self-orientation of the impact of these characteristics individually or collectively on his/her behavior to affect on the responses of the others (Al-Amayra, 2012, p. 97).

2. The practical skills: they are related to the methods that are used by the principal during practicing the tasks and works as well as dealing with the situations. So, these skills require necessary ideas, information and knowledge associated with this profession (Abu- Kushk, 2006, pp. 105-106).

3. The humane skills: they are related to the manager's ability to deal successfully with the others and encourage them to work hard in order to increase their achievements (Mustafa, 2002, p. 33).

4.The administrative skills: the practical methods that the kindergarten's principal uses to implement the tasks of her job, deal with the various situations of the work in the educational process planning, establish a system for the educational communication, delegate the authority and distribute the duties and responsibilities on the workers (Khalil, 2009, p. 78).

The contemporary administrative thought includes all the administrative processes, functions, and practices of the leader to manage the educational institution, containing the conflict management or organizational conflict, the time management, the strategic management, the strategic planning, the crises and risks management, the change management, the information technology management and the administrative processes such as communication and decision making. Furthermore, the functions of school administration such as planning, organizing, monitoring, evaluation, following-up, coordination, guiding and implementation to achieve the goals properly (Sharaf, 2018, p. 273).

Some studies such as Jaradat's study (2014) indicated that there are training needs in the cognitive and performance competencies of the kindergartens' principals with a large degree. Nabhan's study (2009) revealed the necessity of training courses for the kindergartens' principals to train them on the supervisory tasks related to planning, evaluating and implementing the lessons. Awad's study (2014) indicated the importance of conducting training courses to develop the capacities of the kindergartens' principals on the skills of planning, evaluation and management systems.

In order to complement the previous efforts in this subject, the researchers detect that there is a necessity to study the training needs of the kindergartens' principals in the Gaza governorates to upgrade their abilities and skills.

1.1. Previous studies:

The researchers conducted a survey of the available studies according to the subject matter, and these studies were classified from the newest to the oldest, as follows: **Al-Zahra's study (2018)** aimed at identifying the effectiveness of a training program based on the principles of the total quality management in developing the administrative work of the kindergartens' principals in Lattakia governorate. The researcher used the analytical descriptive method and the Semi-empirical method. The study's tool included 2 questionnaires. Also, The study sample consisted of (32) principals. The results showed that the training needs of kindergartens in Lattakia governorate were high, and there are statistically significant differences in the years of service variable for (5-10 years). Also, there are no statistically significant differences in the training courses variable. **Jassim and Al-Muqabala study (2017)** aimed at setting a proposed training program for kindergartens' principals in Amman city in the light of administrative engineering method. The researchers used the analytical descriptive method. The study sample consisted of 75 kindergartens' principals. The study reached the use of the kindergartens' principals for the administrative engineering method was a medium. **Hassan's study (2015)** aimed at identifying the reality of the vocational development of the kindergartens' principals in Syria, Britain and America. The researcher used the analytical descriptive method (comparative), and interviews to know the opinions of experts and kindergartens' principals. The study questionnaire consisted of (134) statements. The study sample consisted of (354) principals. The results of the study were that the vocational development reality for the kindergartens' principals had a medium degree. Also, there are differences in the academic qualification variable for (Diploma and higher than Diploma), the number of training courses variable for (8 courses and more), and the years of service variable for (11-15 years). **Shidefat and Shidefat study (2015)** aimed at identifying the training needs of the kindergartens' principals for the administrative competencies from the point of view of the teachers. The study used the analytical descriptive method. The study population consisted of (138) teachers in the educational directorates in Al-Mafraq city. The researchers used the questionnaire as a study tool. The results of the study reached there are training needs with a large degree for the administrative competencies of the kindergartens' principals in all study fields. **Jaradat's study (2014)** aimed at identifying the training needs of the kindergartens' principals in Jordan in light of change project towards the knowledge economy from the point of view of the principals themselves. The analytical descriptive method was used. The researcher chose a random sample of (156) principals and used a questionnaire that consisted of (44) statements. The results of the study mentioned that there are training needs with a large degree in the fields of cognitive competencies and performance competencies. Also, there are no differences attributed to the academic qualification variable, while there are differences attributed to the ownership of the kindergarten variable for the private kindergartens, and there are differences attributed to the years of service variable for (5-10 years). **Al-Fayez's study (2012)** aimed at identifying the training needs of the kindergartens' principals in the light of the modern management trends (the Total Quality Management and the Transformational Leadership) through knowing the responsibilities of the kindergartens' principals in the light of the modern management trends. The researcher used the analytical descriptive method. the study sample consisted of (166) kindergartens' principals and supervisors in Riyadh city. The results of the study reached that the administrative and practical responsibilities in the first field had a very large degree, and there are statistically significant differences due to the academic qualification and years of service. **Pineda et al., study (2011)** aimed at evaluating the continuous training programs for female teachers in kindergartens in Spain, where the researchers focused on examining factors such as culture, motivation, some affective variables in training, satisfaction, learning, the educational suitability and transferring the impact of training. The researchers used the analytical descriptive method and

used an interview as a study tool. The study sample consisted of (1500) kindergartens' teachers and principals in Spain. The results indicated that the training was positive in the level of satisfaction, learning and educational suitability.

Commenting on Previous Studies:

The similarity and difference among the studies :

- **The method:** Most studies agreed on using the analytical descriptive method such as Jassem and Al-Muqabala study (2017), Hassan's study (2015), Shidefat and Shidefat study (2015) and (Pineda et al., 2011), while Al-Fayez's study (2012) and Jaradat's study (2014) used the survey method. Al-Zahra's study (2018) used the analytical descriptive method and a semi-empirical method.

-**The study tool:** all studies agreed on using the questionnaire as a study tool to get the data such as Al-Zahra's study (2018), Jassem and Al-Muqabala study (2017), Hassan's study (2015), Shidefat and Shidefat study (2015) and Jaradat's study (2014).

- **The population and sample:** most studies dealt with principals as a sample except Shidefat and Shidefat study (2015) and (Pineda et al., 2011), where dealt with teachers .

- **The variables:** some studies used the academic qualification and years of service variables such as Shidefat and Shidefat study (2015), Al-Fayez's study (2012) and Jaradat's study (2014), while Al-Zahra's study (2018) and Hassan's study (2015) added the training courses variable.

The advantages of this study: This study dealt with "The training needs of the kindergartens' principals in Gaza governorates in the light of the contemporary administrative thought", where the study was applied in an important educational stage. Furthermore, The researchers added a new variable which is the academic qualification.

1.2. Statement of the problem

The success of kindergarten depends mainly on implementing the management to the required tasks properly. The institutions of the higher education in the governorates of Gaza lack a major that is specialized in kindergartens in their faculties and programs. Moreover, most of the workers in the kindergartens in Gaza governorates do not have academic qualifications on the pre-school education. After a field survey of the kindergartens, the researchers noticed that the principals have a weakness in managing the kindergartens and dealing with urgent problems. Also, they need a lot of skills and experiences. So, the researchers conducted this study to reach results that support appropriate training courses for the kindergartens' principals to improve the administrative work. Hence the problem of the study involved the questions of the study as follows:

-What are the training needs of the kindergartens' principals in the Gaza governorates in the light of the contemporary administrative thought through their point of view?

- Are there statistically significant differences at ($\alpha \leq 0.05$) between the averages of the sample ratings on the training needs of the kindergartens' principals in the Gaza governorates due to the variables (the academic qualification, the years of service, the major, and the number of courses)?

1.3. Hypotheses of the Study:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample for the training needs of the kindergartens' principals in the Gaza governorates due to the academic qualification variable (Diploma and less, Bachelor and more).

2-There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample for the training needs of the kindergartens' principals in the Gaza governorates due to the major variable (scientific major and humanities major).

3-There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample for the training needs of the kindergartens' principals in the Gaza governorates due to the years of service variable (less than 10 years, 10 years and more).

4-There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample for the training needs of the kindergartens' principals in the Gaza governorates due to the number of courses variable (less than 3 courses, 3 courses and more).

1.4. The purpose of the Study

1. Identify the training needs of the kindergartens' principals.

2. Finding out the statistically significant differences if founded at ($\alpha \leq 0.05$) among the averages of the sample ratings on the training needs of the kindergartens' principals in the Gaza governorates in the light of their point of view due to the variables (the academic qualification, the years of service, the major, and the number of courses)?

1.5. The limitations of the study

The subject limit: identifying the training needs of the kindergartens' principals in the Gaza governorates on the administrative, practical, social, technological and self-needs.

The humane limit: the kindergartens' principals.

The institutional limit: all kindergartens in the governorates of Rafah and Khan-Younis.

The spatial limit: the governorates of Gaza Strip - Palestine.

The temporal limit: The study was applied in the first semester of 2017/2018.

1.6. The significance of the study

1. The study may contribute to developing some administrative practices of the kindergartens' principals.
2. The study can benefit the people who are responsible for training in the Ministry of Higher Education to set and design the training programs depending on the actual training needs of the kindergartens' principals.
3. A paucity of studies that addressed the study subject - according to the acknowledge of the researchers - in the Palestinian environment.

II. Methodology

2.1 Research design:

The researchers used the analytical descriptive method to describe the phenomenon of the study, analyze its data, detect the relationship among its components, show the opinions expressed about it, highlight the processes it contains, and indicate the effects that it causes.

2.2 Instrumentation:

After reviewing the previous studies, the researchers constructed a questionnaire consisting of (35) statements that are divided into (5) main fields: the administrative needs, the practical needs, the social needs, the technological needs and the self-needs. Each field of the questionnaire consists of (7) statements. Then Likert's scale (very large, large, medium, few, very few) was used to measure the respondents' answers on the questionnaire statements to equal the following degrees (1,2,3,4,5). All statements of the questionnaire were positive.

The questionnaire's validity:

1. The virtual validity "arbitrators validity":

The questionnaire was presented in its initial form to a group of arbitrators consisted of (6) experts that are specialized in the educational administration in the Palestinian universities.

2. The internal validity:

The internal validity of the questionnaire statements: The internal validity of the questionnaire statements has done on the exploratory sample by calculating the correlation coefficients between each statement of the questionnaire and the total degree of its related field.

Table (1): the correlation coefficients between each statement and the total degree of its related field.

No	correlation coefficient	Sig.	No	Correlation coefficient	Sig.	No	Correlation coefficient	Sig.	No	Correlation coefficient	Sig.	No	Correlation coefficient	Sig.
The administrative needs			The practical needs			The social needs			The technological needs			The self-needs		
1	0.600**	0.000	1	0.527**	0.000	1	0.558**	0.000	1	0.423**	0.000	1	0.565**	0.000
2	0.489**	0.000	2	0.331**	0.001	2	0.540**	0.000	2	0.446**	0.000	2	0.642**	0.000
3	0.613**	0.000	3	0.584**	0.000	3	0.499**	0.000	3	0.400**	0.000	3	0.607**	0.000
4	0.439**	0.000	4	0.429**	0.000	4	0.473**	0.000	4	0.303**	0.002	4	0.644**	0.000
5	0.514**	0.000	5	0.407**	0.000	5	0.579**	0.000	5	0.602**	0.000	5	0.445**	0.000
6	0.524**	0.000	6	0.643**	0.000	6	0.495**	0.000	6	0.482**	0.000	6	0.472**	0.000
7	0.572**	0.000	7	0.290**	0.003	7	0.479**	0.000	7	0.447**	0.000	7	0.401**	0.000

*The correlation is statistically significant at ($\alpha=0.05$)

Table (1): shows the correlation coefficients between each statement and the total degree of its related field, and all correlation coefficients are statistically significant at a significance level of $(0.05 \leq \alpha)$. Thus, the statements of the questionnaire are valid for what they are intended to measure.

In order to confirm the stability of the questionnaire, the Cronbach Alpha coefficient was calculated at (0.906), and the Split Half Method was calculated at (0.785). This indicates that the questionnaire is consistent with the applying for the study.

2.3 The population of the study

The study's population consists of all kindergartens' principals in Rafah and Khan-Younis governorates, totaling (275) female principals in (2018-2019) according to the formal statistics and information in the records of the Ministry of Education, as in table (2):

Table (2): The study's population that composed of all kindergartens' principals

The governorate	The number of principals
Rafah	118
Khan-Younis	157
The total	275

2.4 The sample of the study

1. The exploratory sample: A sample consisted of (15) female principals was selected randomly from the study population to standardize the study tool and verify its validity through calculating the validity and reliability by using the appropriate ways.

2. The applied sample: A random sample of the original study population was selected, totaling (100) female principals at rate of (36.36%). Thus, it is suitable for conducting the various statistical tools and tests on the sample of the study, and the following table shows the distribution of the applied sample according to the study variables.

Table (3): the distribution of the study sample according to study variables

The variable	The academic qualification	The number	%
The academic qualification	Diploma	34	34.00
	Bachelor	66	66.00
The years of service	Less than 10 years	57	57.00
	10 years and more	43	43.00
The number of courses	Less than 3 courses	14	14.00
	3 courses and more	86	86.00
The major	Scientific major	16	16.00
	Humanities major	84	84.00

The Statistical Analysis

The data were analyzed through the Statistical Package for the Social Sciences (SPSS 25), the used statistical tests as the following:

1. Pearson's Correlation Coefficient.
2. Cronbach's Alpha test and Split Half Method.
3. The arithmetic mean, relative weight, standard deviation and ranking.
4. One-Sample "T" Test and Two-Sample "T" Test.

In order to interpret the results, the following arithmetic averages were adopted as follows:

Table (4): The adopted criterion in this study

The cell length	The weighted average	The degree
From 1 to 1.80	From 20% to 36%	Very Few
More than 1.80 to 2.60	More than 36% to 52%	Few
More than 2.60 to 3.40	More than 52 to 68%	Medium
More than 3.40 to 4.20	More than 68% to 84%	Large
More than 4.20 to 5	More than 84% to 100%	Very Large

III. The results and discussion of the study

Answering to the questions

The first question is: What are the training needs of the kindergartens' principals in the Gaza governorates in the light of the contemporary administrative thought through their points of view? In order to answer this question, One-Sample T-Test was used to determine if there were statistically significant differences in the averages of the sample ratings on the intermediate (neutral) degree which is (3) according to the adopted scale in

this study. Moreover, the Arithmetic averages, standard deviation, and relative weight and ranking were calculated.

Analyzing the fields of the study :

Table (5): The arithmetic mean, relative weight, standard deviation and ranking for fields

#	The Field	Arithmetic mean	Standard deviation	Relative weight	Ranking
1.	The administrative needs	4.1843	0.50079	83.68	4
2.	The practical needs	4.3071	0.44410	86.14	2
3.	The social needs	4.3943	0.49450	87.88	1
4.	The technological needs	3.7614	0.72703	75.22	5
5.	The self-needs	4.1929	0.53544	83.85	3
The total degree of the questionnaire		4.1680	0.39667	83.36	

*"T" value at the significance level (0.05) and a freedom degree "99" equals 1.96

Table (5) shows that all arithmetic means of the whole fields were converged in their relative weights, while the total degree of the questionnaire had a relative weight (83.36%). So, this indicates that the training needs of the kindergartens' principals in the Gaza governorates in the light of the contemporary administrative thought through their points of view were large. The researchers attribute this result to the need of kindergartens' principals to get training courses to help them do their jobs perfectly. Also, most of the kindergartens' principals do not have university certifications in child education and do not have administrative qualifications to accomplish their required tasks, so they need intensified training courses.

The results of the study were agreed with the results of Zahra's study (2018), shedifat and shedifat study (2015), Jaradat's study (2014) and Al-Fayez's study (2010) which confirmed that the training needs of the kindergartens' principals had a very large. While the study differentiated from Jassem and Al-Moqabala study (2017), Hassan's study (2015) and Pineda's et al. study (2011) which had a medium degree.

The ranking of the fields according to their relative weights was as follows:

1.The third field "the social needs": had the first rank with a relative weight of (87.88%), and had a (very large) degree. The researchers attribute this result to the need of female principals for social skills to strengthen the relationships with the parents to attract their children to kindergartens. Also, the salaries of the kindergarten's teachers are very low, which leads the female principals to deal well with the teachers and strengthen the relationships with them.

2.The fourth field "the technological needs": had the last rank with a relative weight of (75.22%), and had a (large) degree. This is attributed to the kindergartens in the governorates of Gaza that lack the use of technology, and they are still using the traditional methods in the management which refers to the frequent interruption of the electricity, and the kindergarten's principals need other skills in the administrative field.

Analyzing the questionnaire's statements :

The first field "the administrative needs": One-Sample "T" Test, The arithmetic mean, the relative weight and ranking of the statements are shown in table (6).

Table (6): The arithmetic mean, relative weight, "T" value and ranking of the field statements

#	The statement	Arithmetic mean	Relative weight	"T" value	Ranking
1.	Developing the methods of motivating the teachers.	4.1300	82.60	15.696	4
2.	Developing the skill of managing the meetings in an organized scientific way.	4.1200	82.40	15.371	5
3.	Developing the decision-making skills in kindergarten.	4.3600	87.20	21.123	2
4.	Training on the skills of scientific research in the field of kindergartens.	4.0300	80.60	12.529	6
5.	The ability to set plans for the annual activities in the kindergarten.	4.4500	89.00	19.498	1
6.	Realizing the competencies of the kindergarten's teachers	4.2300	84.60	15.579	3
7.	Developing the strategic planning skills.	3.9700	79.40	11.979	7

*"T" value at the significance level (0.05), and a freedom degree "99" equals 1.96

Table (6) shows that the highest statements according to the relative weight in this field were:

1. Statement (5) which is " The ability to set plans for the annual activities in the kindergarten", had the first rank with a relative weight of (89.00%) and a (very large) degree. This result has attributed to the following of

the supervisors in the Ministry of Education for the annual plans of the kindergartens, which require the need for training about preparing the annual plan of the activities. Moreover, Most of the female principals lack the skill of preparing the annual plan of the activities, which requires an adequate experience.

2. Statement (3) which is "Developing the decision-making skills in the kindergarten", had the second rank with a relative weight (87.20%) and a (very large) degree. This result has attributed to: The decision-making process has a severe impact on the success of the kindergarten and its mission, so the principal of the kindergarten needs the skill of decision-making to manage the kindergarten. Also, the decision-making process is complicated, so it requires data collection, reflection, analysis, audit and choosing the most appropriate alternative.

Table (6) shows that the lowest statements according to the relative weight in this field were:

1. Statement (7) which is "Developing the strategic planning skills", had the last rank with a relative weight of (79.40%) and a (large) degree. This result has attributed to the principal's need for strategic planning because it represents one of the important administrative processes in the kindergarten, and helping the kindergartens' principals to determine the kindergartens needs to provide the potentials that improve the kindergarten and achieve the goals.

2. Statement (4) which is "Training on the skills of scientific research in the field of kindergartens", had the rank which is before the last one with a relative weight of (80.60%) and a (large) degree. This result has attributed to the kindergartens' principals interest in keeping up the scientific progress in the field of kindergartens development. Furthermore, most of the kindergartens' principals joined courses related to research and knowledge.

The second field "the practical needs" : One-Sample "T" Test, The arithmetic mean, the relative weight and ranking of the statements are shown in table (7).

Table (7): The arithmetic mean, relative weight, "T" value and ranking of the field statements

#	The statement	Arithmetic mean	Relative weight	"T" value	Ranking
1.	Applying the total quality standards in the kindergartens.	4.1300	82.60	16.011	6
2.	Following the public safety procedures in the kindergartens.	4.4800	89.60	23.009	1
3.	Developing the analysis and evaluation methods of the educational activities in the kindergarten.	4.3400	88.60	20.000	2
4.	Having the capacity of preparing the comprehensive plans of the kindergarten budget.	4.3600	87.20	17.043	4
5.	Knowing of the annual evaluation items that are approved by the Ministry.	4.1300	82.60	13.314	6
6.	Applying the methods of evaluation in the cognitive, emotional and psychomotor fields.	4.2900	85.80	16.769	5
7.	Applying the problem-solving method in the kindergarten.	4.4200	88.40	24.837	3

*"T" value at the significance level (0.05), and a freedom degree "99" equals 1.96

Table (7) shows that the highest statements according to the relative weight in this field were:

1. statement (2) which is "Following the public safety procedures in the kindergartens", had the first rank with a relative weight of (89.60%) and a (very large) degree. This result has attributed to: All kindergartens' principals abide by the laws and regulations that are set by the Ministry of Education in order to improve the work within the kindergarten and the performance of the principals, and all kindergartens' principals trained in the field of the public safety.

2. Statement (3) which is "Developing the analysis and evaluation methods of the educational activities in the kindergarten", had the second rank with a relative weight (88.60%) and a (very large) degree. This result has attributed to :The kindergartens ' principals know the continuous evaluation that helps in following up the development of work. Moreover, the kindergartens 'principals analyzed the educational activities in order to determine the progress of the kindergarten and the achievement of the desired goals.

Table (7) shows that the lowest statements according to the relative weight in this field were:

1. Statement (1) which is "Applying the total quality standards in the kindergartens", had the last rank with a relative weight of (82.60%) and a (large) degree. This result has attributed to: The kindergartens' principals seek to apply the total quality standards in the kindergartens because of the severe competition among the kindergartens, and the Ministry of Education follows up the obligation of the kindergartens with the accreditation and quality standards.

2. Statement (5) which is "Knowing of the annual evaluation items that are approved by the Ministry", had the rank which is before the last one with a relative weight of (82.60%) and a (large) degree. This result has attributed to seeking the kindergartens' principals to get the highest assessment which requires a knowledge of

the approved evaluation items in the Ministry, and realizing the annual evaluation process in order to achieve progress in the kindergarten work by organized ways.

The third field "the social needs": One-Sample "T" Test, The arithmetic mean, the relative weight and ranking of the statements are shown in table (11).

Table (8): The arithmetic mean, relative weight, "T" value and ranking of the field statements

#	The statement	Arithmetic mean	Relative weight	"T" value	Ranking
1.	Acquisition of the education ethics.	4.5500	91.00	25.440	1
2.	Developing the skill of social relations management with the teachers.	4.5300	90.60	23.240	2
3.	The ability to use the effective dialogue methods.	4.3500	87.00	17.234	5
4.	Developing the methods of teamwork.	4.4100	88.20	17.790	4
5.	Training on how to use the reward and punishment methods properly.	4.1800	83.60	13.957	7
6.	Having the ability to master the effective communication skills with the kindergarten's teachers.	4.5000	90.00	24.536	3
7.	Applying the ways of maintaining the discipline in emergency situations.	4.2400	84.80	17.070	6

*"T" value at the significance level (0.05), and a freedom degree "99" equals 1.96

Table (8) shows that the highest statements according to the relative weight in this field were:

1. statement (1) which is "Acquisition of the education ethics", had the first rank with a relative weight of (90.00%) and a (very large) degree. This result has attributed to: All kindergartens' principals lack educational qualifications, and they work in the kindergarten according to their experiences, and they realize the ethics which help to follow the teachers and guide them to work and deal with children properly.

2. Statement (2) which is "Developing the skill of social relations management with the teachers", had the second rank with a relative weight (90.60%) and a (very large) degree. This result has attributed to realizing the kindergartens' principals to the importance of the effective communication with the teachers which helps to improve their performance, also they have had trained in communication skills.

Table (8) shows that the lowest statements according to the relative weight in this field were:

1. Statement (5) which is "Training on how to use the reward and punishment methods properly", had the last rank with a relative weight of (83.60%) and a (large) degree. This result has attributed to: The religious sense of the principals encouraged them to follow the right ways in reward and punishment. Moreover, the principals lack the educational qualifications that led to losing the ability to use proper ways in dealing with children.

2. Statement (3) which is "Applying the ways of maintaining the discipline in the emergency situations", had the rank which is before the last one with a relative weight of (84.80%) and a (very large) degree. This result has attributed to:

-Dealing with children requires the ability to maintain the discipline in the kindergarten because of their random movement and behavior.

The fourth field "the technological needs": One-Sample "T" Test, The arithmetic mean, the relative weight and ranking of the statements are shown in table (12).

Table (9): The arithmetic mean, relative weight, "T" value and ranking of the field statements

#	The statement	Arithmetic mean	Relative weight	"T" value	Ranking
1.	The ability to use the social media.	4.2100	82.40	13.757	1
2.	Developing the ability of using the computer and Internet in education.	3.9800	79.60	9.563	2
3.	The ability to use the software such as Windows, PowerPoint and others.	3.7100	74.20	6.182	4
4.	Using the information and communication technologies in teaching (the electronic gates).	3.6700	73.40	6.597	6
5.	The ability to establish an electronic database for the kindergarten to save the records.	3.7000	74.00	6.495	5
6.	The ability to design electronic lessons for the kindergarten's teachers.	3.3000	66.00	2.736	7
7.	Training in searching via the Internet.	3.7600	75.20	7.407	3

*"T" value at the significance level (0.05), and a freedom degree "99" equals 1.96

Table (9) shows that the highest statements according to the relative weight in this field were:

1. statement (1) which is "The ability to use the social media", had the first rank with a relative weight of (82.40%) and a (large) degree. This result has attributed to the interest of the kindergartens' principals in applying the new technologies for communicating with the parents and disseminating the activities and events of the kindergarten on social media websites to attract a large number of children, and most of the kindergartens'

principals have Hotmail, Skype and others, which facilitate the communication among them, the teachers, the Ministry and the local community.

2. Statement (2) which is " Developing the ability of using the computer and Internet in the education", had the second rank with a relative weight (79.60%) and a (large) degree. This result has attributed to the kindergartens' principals interest in using the computer and its programs to improve the educational process in the kindergarten, especially the records which connect the kindergarten to the Ministry. Furthermore, the kindergartens' principals need to learn about the local, regional and international experiences to upgrade the level of their kindergartens.

Table (9) shows that the lowest statements according to the relative weight in this field were:

1.Statement (6) which is " The ability to design electronic lessons for the kindergarten's teachers", had the last rank with a relative weight of (66.00%) and a (medium) degree. This result has attributed to the courses that are important for the teachers more than the principals, also depending on the practical lessons in children's education may not be available because of the frequent interruption of the electricity for a long time.

2. Statement (4) which is "Using the information and communication technologies in teaching (the electronic gates)", had the rank which is before the last one with a relative weight of (73.40%) and a (large) degree. This result has attributed to: The Ministry of Education has included the licensed kindergartens in the websites to announce the instructions and follow-up the achievements, activities and events. Also, monitoring the evaluation of the children. This enhances the need of principals to join these courses. Furthermore, the principals realized the importance of computers in implementing the required tasks properly because using computers has a positive impact on saving time and effort and make education more enjoyable.

The fifth field "the self-needs": One-Sample "T" Test, The arithmetic mean, the relative weight and ranking of the statements are shown in table (13).

Table (10): The arithmetic mean, relative weight, "T" value and ranking of the field statements

#	The statement	Arithmetic mean	Relative weight	"T" value	Ranking
1.	Developing the skill of self-control in the emergency situations.	4.3300	86.60	19.488	1
2.	Developing the skills of motivating the employees towards the work.	4.2500	85.00	17.124	3
3.	Acquisition of creative thinking skills in managing the kindergarten.	4.3100	86.20	17.206	2
4.	Applying the scientific methodology of the advanced strategies in the work.	4.0900	81.80	13.753	6
5.	Applying the leadership skills to influence on others.	4.1200	82.40	12.119	5
6.	Developing the skills of change management.	4.0100	80.20	12.662	7
7.	Acquisition of the skill of providing different alternatives to solve problems.	4.2400	84.80	16.167	4

*"T" value at the significance level (0.05), and a freedom degree "99" equals 1.96

Table (10) shows that the highest statements according to the relative weight in this field were:

1. statement (1) which is " Developing the skill of self-control in the emergency situations", had the first rank with a relative weight of (86.60%) and a (very large) degree. This result has attributed to the methods and skills that the kindergartens' principals need to enable them to control themselves during the random behaviors of the children. Moreover, the self-control skill is very important for the leader of any institution.

2. Statement (3) which is "Developing the skills of motivating the employees towards the work", had the second rank with a relative weight (85.00%) and a (very large) degree. This result has attributed to the low salaries of the teachers in the kindergartens and the lack of the job security that lead the principals to use various methods in order to motivate them towards working and achievement. Also, improving the performance of the kindergartens' workers in competitive conditions is a very important administrative requirement for upgrading the institution.

Table (10) shows that the lowest statements according to the relative weight in this field were:

1.Statement (6) which is " Developing the skills of change management", had the last rank with a relative weight of (80.20%) and a (large) degree. This result has attributed to: Most of the kindergartens' principals seek to change the institution in line with the rapid developments in the world in order to achieve high levels in the competitive environment, and the principals believe that using traditional ways in managing the institution will not enable them to achieve the desired goals.

2.Statement (4) which is " Applying the scientific methodology of the advanced strategies in the work", had the rank which is before the last one with a relative weight of (81.80%) and (large) degree. This result has attributed to the knowledge of the kindergartens' principals about the modern developments in the educational management that is very essential to achieve the vision and mission of the institution, and the kindergartens' principals interest in improving the work in the kindergartens in order to upgrade their level.

The answer to the second question, which is:

Are there statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the training needs of the kindergartens' principals in the Gaza governorates due to the variables (the academic qualification, the years of service, the major, and the number of courses)?

Thus, There are four hypotheses to answer this question, as follows:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample for the training needs of the kindergartens' principals in the Gaza governorates due to the academic qualification variable (Diploma and less, Bachelor and more).

The researchers used the Two-Samples "T" test to detect the differences among the ratings averages of the study's sample due to the academic qualification variable.

Table (11): the results of using Two-Samples "T" test for the academic qualification variable

The fields	Academic qualification	Number	Arithmetic mean	"T" value	Sig.	Level of significance
The administrative needs	Diploma	34	4.2227	0.548	0.585	Not Sig at 0.05
	Bachelor	66	4.1645			
The practical needs	Diploma	34	4.3445	0.602	0.548	Not Sig at 0.05
	Bachelor	66	4.2879			
The social needs	Diploma	34	4.4496	0.801	0.425	Not Sig at 0.05
	Bachelor	66	4.3658			
The technological needs	Diploma	34	3.5672	-1.944	0.055	Not Sig at 0.05
	Bachelor	66	3.8615			
The self needs	Diploma	34	4.2899	1.306	0.195	Not Sig at 0.05
	Bachelor	66	4.1429			
The total degree of the questionnaire	Diploma	34	4.1748	0.122	0.903	Not Sig at 0.05
	Bachelor	66	4.1645			

*"T" value at the significance level (0.05), and a freedom degree "98" equals 1.96

Table (11) shows that the significance level of the total degree of the questionnaire equals (0.903) which is higher than the significance level (0.05), and the calculated "T" value is (0.122) which is less than the tabular "T" value that equals (1.96). This shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample due to the academic qualification variable (Diploma and less, Bachelor and more), and this is attributed to the need of all kindergartens' principals -regardless of their academic qualifications- to training courses that enable them to manage kindergartens properly. This result agreed with Jaradat's study (2014) which reached that there are no statistically significant differences due to the scientific qualification variable. However, it differs with Al-Fayez's study (2012) which reached that there are statistically significant differences due to the scientific qualification variable for the Bachelor and more, and Hassan's study (2015) reached that there are statistically significant differences for the Diploma and less.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample for the training needs of the kindergartens' principals in the Gaza governorates due to the major variable (scientific major and humanities major).

The researchers used the Two-Samples "T" test to detect the differences among the ratings averages of the study's sample due to the major variable.

Table (12): the results of using Two-Samples "T" test for the major variable

The fields	The major	Number	Arithmetic mean	"T" value	Sig.	Level of significance
The administrative needs	Scientific major	16	4.1429	-0.359	0.720	Not Sig at 0.05
	Humanities major	84	4.1922			
The practical needs	Scientific major	16	4.1696	-1.357	0.178	Not Sig at 0.05
	Humanities major	84	4.3333			
The social needs	Scientific major	16	4.2589	-1.197	0.234	Not Sig at 0.05
	Humanities major	84	4.4201			
The technological needs	Scientific major	16	3.6607	-0.603	0.548	Not Sig at 0.05
	Humanities major	84	3.7806			
The self needs	Scientific major	16	4.0446	-1.211	0.229	Not Sig at 0.05
	Humanities major	84	4.2211			
The total degree of the questionnaire	Scientific major	16	4.0554	-1.243	0.217	Not Sig at 0.05
	Humanities major	84	4.1895			

*"T" value at the significance level (0.05), and a freedom degree "98" equals 1.96

Table (12) shows that the significance level of the total degree of the questionnaire equals (0.217) which is higher than the significance level (0.05), and the calculated "T" value is (-1.243), which is less than the tabular "T" value that equals (1.96). This shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample due to the major variable (scientific major, humanities major), and this is attributed to the need of all kindergartens' principals who have scientific major or humanities major to training courses because they interest in managing the kindergartens properly under the following-up of the Ministry of Education.

3. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample for the training needs of the kindergartens' principals in the Gaza governorates due to the years of service variable (less than 10 years, 10 years and more).

The researchers used the Two-Samples "T" test to detect the differences among the ratings averages of the study's sample due to the years of service variable.

Table (13): the results of using Two-Samples "T" test for the years of service variable

The fields	Years of service	Number	Arithmetic mean	"T" value	Sig.	Level of significance
The administrative needs	Less than 10 years	57	4.1754	-0.202	0.840	Not Sig at 0.05
	10 years and more	43	4.1960			
The practical needs	Less than 10 years	57	4.3283	0.547	0.586	Not Sig at 0.05
	10 years and more	43	4.2791			
The social needs	Less than 10 years	57	4.3434	-1.188	0.238	Not Sig at 0.05
	10 years and more	43	4.4618			
The technological needs	Less than 10 years	57	3.9449	3.022	0.003	Sig at 0.05
	10 years and more	43	3.5183			
The self needs	Less than 10 years	57	4.1529	-0.858	0.393	Not Sig at 0.05
	10 years and more	43	4.2458			
The total degree of the questionnaire	Less than 10 years	57	4.1890	0.607	0.545	Not Sig at 0.05
	10 years and more	43	4.1402			

*"T" value at the significance level (0.05), and a freedom degree "98" equals 1.96

Table (13) shows that the significance level of the total degree of the questionnaire equals (0.217) which is higher than the significance level (0.05), and the calculated "T" value is (-1.243), which is less than the tabular "T" value that equals (1.96). This shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample due to the years of service variable in all fields except the technological field, there are statistically significant differences for (Less than 10 years), and this is attributed to that category of people is young and has capabilities to master and apply the modern technologies in their work. Thus, This study differs from Al-Zahra's study (2018) that reached there are differences for (5-10) years, Hassan's study (2015) reached there are differences for (11-15) years, Jaradat's study (2014) reached there are differences for (5-10) years, and Al-Fayez's study (2012) reached there are differences for (less than 5) years.

4. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample for the training needs of the kindergartens' principals in the Gaza governorates due to the number of courses variable (less than 3 courses, 3 courses and more).

The researchers used the Two-Samples "T" test to detect the differences among the ratings averages of the study's sample due to the number of courses variable.

Table (14): the results of using Two-Samples "T" test for the number of courses variable

The fields	Number of courses	Number	Arithmetic mean	"T" value	Sig.	Level of significance
The administrative needs	Less than 3 courses	14	4.1837	-0.005	0.996	Not Sig at 0.05
	3 courses and more	86	4.1844			
The practical needs	Less than 3 courses	14	4.3673	0.545	0.587	Not Sig at 0.05
	3 courses and more	86	4.2973			
The social needs	Less than 3 courses	14	4.3673	-0.219	0.827	Not Sig at 0.05
	3 courses and more	86	4.3987			
The technological needs	Less than 3 courses	14	3.9082	0.813	0.418	Not Sig at 0.05
	3 courses and more	86	3.7375			

The self needs	Less than 3 courses	14	4.1429	-0.375	0.708	Not Sig at 0.05
	3 courses and more	86	4.2010			
The total degree of the questionnaire	Less than 3 courses	14	4.1939	0.262	0.794	Not Sig at 0.05
	3 courses and more	86	4.1638			

*"T" value at the significance level (0.05), and a freedom degree "98" equals 1.96

Table (14) shows that the significance level of the total degree of the questionnaire equals (0.794) which is higher than the significance level (0.05), and the calculated "T" value is (0.262), which is less than the tabular "T" value that equals (1.96). This shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample due to the number of courses variable, and this is attributed to: All kindergartens' principals are trained in the same subjects, as well as the Ministry's keenness to involve all principals in the scientific training courses in order to improve their performances and upgrade the educational process in kindergartens. So, this study agreed with Al-Zahra study (2018), which reached there are no differences in the number of courses variable. However, it differed from Hassan's study (2015), which reached there are differences for the (8 courses and more) category.

IV. Recommendations

- ✓ Studying the training needs of the kindergartens' principals to enable them to work properly.
- ✓ The actual following up for the kindergartens' principals after finishing the training programs to ensure that they have applied the subjects of training courses.
- ✓ The Department of the Special Education in the Ministry of Education should ensure that the workers of the kindergartens have educational qualifications.
- ✓ The Ministry of Education ensures that the problems of work in the kindergartens are addressed.
- ✓ The employment and selection of the kindergartens' principals should be based on the appropriate specialization for this stage.
- ✓ Meeting the training needs of the kindergartens' principals according to the results of this study.
- ✓ Developing the appropriate training programs to handle the weakness of the vocational performance of the kindergartens' principals.
- ✓ Conducting similar studies on different variables.

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