

A Proposed Perception to Develop the Institutional Capacity of Kindergartens in Gaza Governorates in Light Of the Accreditation and Quality Standards

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Abstract: *The research aims at recognizing the institutional capacity of kindergartens in the governorates of Gaza and presents a perception to develop it in the according to quality and accreditation standards. The researcher used a descriptive analytical and constructive methods. The study population consists of (900) kindergarten teachers in Gaza city in the school year (2018). A random sample was used in this study. (120) questionnaires were distributed to the study sample and (110) were collected as valid questionnaires for analysis by (91.7%). The study most important results were: The arithmetic mean of all questionnaire statements "fields" was (68.44%) which means that there was satisfactory on the questionnaire statements generally. The "kindergartens systems" field got the highest satisfactory degree (69.25%), while the "revenue sources" got the lowest satisfactory degree (66.33%). Thus, the study recommended focusing on improving the institutional building for kindergartens through abiding by the quality and accreditation standards and the following-up of the ministry to ensure that periodically.*

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I. Introduction

Childhood is important and serious base in human life. It represents one of the most important sources of societal and future development and change. An adequate environment for pre-school children should be provided to care about them in early stages.

The Education For All Global Monitoring Report (EFA) called for fees exemption for kindergartens and providing a financial support for needy children as well as determining appropriate measures to reduce the child labour. (EFA Global Monitoring Report 2008, p. 3).

The guided summary of UNESCO emphasized on encouraging the societal participation of the non-governmental organizations, religious groups, and private sector institutions that support the government's efforts to develop the services in the field of children care and societal participation. Furthermore, there should be a participation in setting the policies and decision-making with government in planning and implementation stages (UNESCO, 2007, p. 4).

The comprehensive quality standards in kindergartens care about the quality of inputs which include qualified human cadres to deal with children and management that adopts development, renewal, cooperative parents and material resources such as construction, furniture, equipment and facilities. Procedures include plans and activities while the outputs include children meet educational goals. (Siaasla, 2010, p. 16).

According to the global challenges, the programs of education in kindergartens vary due to the diversity of the adopted philosophy. The modern educational programs can be divided into five types: the free activity programs, the intellectual activity programs, the academic activity programs, the compensatory programs and the open education programs (Bahader, 2004, p. 57).

Several surveys indicate the need of improving kindergartens performance in many aspects like Islamic Relief's study (2015) which found that the institutional capacity in kindergartens in the governorates of Gaza was vulnerable, also Shabka's study (2014) which indicated the lack of educational qualifications of kindergartens teachers. Kindergartens should meet the obligations towards childhood sector in the Palestinian society which requires the building capacities to play their role properly. Capacity building concept is considered a modern one and results in raising efficiency, seeking to overcome obstacles and sustainability in providing the best goods or services.

The institutional capacity of the kindergartens

The institution must be credible and impartial and have leadership, governance, organizing, human resources, financial and societal participation and continuous institutional evaluation that support the achievement of its declared mission and strategic goals (Mahmoud, Hamrawi, 2013, p. 37).

The American Association for Development (2016, p. 3) classified the institutional capacity into five fields: infrastructure, human structure, public structure, administrative structure and communication structure. However, Mahmoud and Hamraoui (2013, 16-17) classified it into material and human resources and societal participation, While the Egyptian National Authority for Quality Assurance and Accreditation of Education (2009, pp. 36-37) divided the institutional capacity into six fields: the organizational structure and supporting departments, leadership and governance, administrative system, material resources, societal participation and the institutional evaluation and quality management systems. The current study classification of institutional capacity depends on the classification of the Palestinian Ministry of Education (2015) and the previous classifications. The researcher suggested classifying the institutional capacity into four fields: the kindergarten systems, human and material resources, revenue sources and societal participation.

II. Statement of the problem

The apparent absence of the common culture between education and socialization in the Palestinian society, the lack of necessary funding for the pre-primary stage as well as the weak educational fundamentals related to the stages of child's development and problems show that kindergartens will not achieve the desired result without a mainstay. This mainstay is represented in a clear and specific philosophy for preparing pre-school children according to appropriate objectives to the nature of the stage and children needs, and offer an organized educational environment and highly qualified administrative and technical bodies (Shabka, 2014, p. 5). The kindergarten stage has a specificity that distinguishes it from other education stages in term of the child's proper preparation, learners' objectives and nature and they should meet the needs of achieving their goals. Based on the results of the previous studies and comprehensive survey studies such as (Islamic Relief 2015), and Daya& Abu Rish (2016), the study problem shown in the following main question:

What is the proposed perception for developing the institutional capacity of the kindergartens inthe governorates of Gaza according to accreditation and quality standards? Represented by the following questions:

What is the institutional capacity of the kindergartens inthe governorates of Gaza according to (human resources nature, systems, financial resources, societal participation)?

What is the proposed perceptionfor developing the kindergartens institutional capacity inthe governorates of Gaza according to accreditation and quality standards?

Significance of the study

The theoretical importance: it is represented in the researching necessity of the institutional capacity for kindergartens in the Gaza Strip in the four fields: the human resources, kindergartens systems, financial resources and societal participation.

The applied importance: it is represented in setting a proposed perceptionto improve and develop kindergarten's institutional capacity which contributes in improving the pre-school education quality in the governorates of Gaza. This study will benefit the following:

The Ministry of Education in regulating the accreditation process and monitoring the kindergartens performance.

The board of directors of kindergartens in implementing the proposed perception.

The supporting institutions and supervised charities in determining the forms of support and investment trends.

Objectives of the study

To identify the kindergartens institutional capacity in the governorates of Gaza.

To develop a proposed perception to upgrade the kindergartens' institutional capability inthe governorates of Gaza according to the quality and accreditation standards.

Limitations of the study

The limit of the subject: the study limited the institutional capacities fields for kindergartens which are (human resources, systems, financial resources, societal participation) basing on the accreditation criteria approved by the Palestinian Ministry of Education.

The institutional limit: it included all kindergartens inthe governorate of Gaza licensed by the Palestinian Ministry of Education.

The previous studies

After reviewing the previous studies and research that are related to the subject of the current study, the researcher shows the closest to this study objectives, arranged from the latest to the oldest as follows:

Abu Jazar's study (2018): This study aimed to know the degree of practicing human relations by the kindergartens principals in the governorates of Gaza and its relationship with the morale level of the teachers. The most important results were: the degree of practicing human relations by kindergartens principals from the point of view of the teachers had a relative weight (87%) that is very large, and the morale level of the teachers from their point of view had a relative weight (83%) that is large.

Mekhtary's study (2017) aimed to study the reality of kindergartens in Algeria, so the researcher used the descriptive analytical method. The study tools: interview, observation and administrative reports. The most important result showed the kindergartens inadequacy for the basic education requirements concerning the pre-school child because they concentrate on the financial profit and care about quantity more than quality..

Al Dayah and Abu Alreesh's study (2016): The study aimed to know the kindergartens reality in the Gaza Strip and put a proposed perception to improve their performance. The researchers used the Constructive approach. The most important results: Establishing and activating a private unit for kindergartens in the Ministry of Education departments, achieving the Contemporary concept in the provided programs.

The study of the Islamic Relief (2015) aimed to know the reality of the kindergartens needs in the governorates of Gaza. The results were: the availability of institutional capacity in the fields of human and financial resources and systems had a large degree, while the societal participation field had a moderate degree.

Awad's study (2015): The study aimed to know the estimated degrees of the kindergartens reality in the Gaza Strip in light of the era requirements. The most important result were: the total degree of the kindergartens reality according to all fields (work, activities, management and supervisors) had a large relative weight (79%).

Ige's study (2011) highlighted some challenges facing the kindergartens in Nigeria in as follows: the inefficiency of the educational facilities and basic buildings, the absence of a unified curriculum and the lack of teachers' efficiency and adequacy.

Al-kubasi's study (2011). Revealed the following results: focusing on the personal abilities like initiatives more than recognizing the facts of the curriculum, a curriculum preparation for early learning stages and preparing the required qualifications and characteristics for the young citizens in 2020.

(Galini, Efthymia, 2010) study proposed the following recommendations: restricting the social cohesion in the kindergarten's classroom, raising the rate of teacher's authoritarian practice, the cooperation between the teacher and the parent as well as the self and internal evaluation processes that are important to determine the problems.

III. Methodology and Procedures

The Study Methodology:

"The study followed the descriptive analytical approach to describe the subject of the study, analyze the data, illustrate the relations among the study components, show the opinions about the study and clarify the included processes and effects" (Abu- Hatab& Amal, 2005, p104). The researcher used the Constructive Approach defined by (Alaga&Alostaz, 1999, p83) as "The followed approach in setting and developing a program or a new cognitive structure that was not known previously in the same manner". The researcher used this approach to put a proposed perception for developing the kindergarten institutional capacity in light of the results of the first research's question.

Population and Sample:

The study population is represented in the kindergartens teachers in Gaza city in 2018 school year that is consisted of (900) teachers. The random sample was used in this study. (120) questionnaires have distributed on the study population and gotten (110) valid questionnaires for analyzing at rate of (91.7%).

The study tools:

The questionnaire was designed according to the previous studies and theoretical references consisted of (19) statements that were distributed on four fields: (the kindergartens systems, the human resources, the societal participation and the revenue sources). Then Likert's scale was used to measure the respondents' answers to the questionnaire statements.

The results of the validity and reliability tests showed that the questionnaire is valid, and highly reliable that qualifies it to be a suitable and efficient measuring tool for this study and can be applied with confidence.

Statistical methods:

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

Pearson's Correlation Coefficient.

Cronbach’s Alpha test and Split Half Method.

The arithmetic mean, relative weight, standard deviation and ranking.

The results of the study:

The answer to the first question:

What is the reality of the kindergarten’s institutional capacity in the governorates of Gaza (the human resources, the systems kinds, the financial resources and the societal participation)?

To answer this question: the researcher used the arithmetic mean, relative weight, standard deviation and ranking, as in the following table.

Table (4): show the arithmetic mean, relative weight, standard deviation and ranking for all questionnaire fields

	The field	The arithmetic mean	The standard deviation	The relative weight	The ranking
	The kindergartens systems	3.46	0.36	69.25	1
	The human resources	3.46	0.38	69.15	2
	The societal participation	3.43	0.38	68.53	3
	The revenue sources	3.32	0.45	66.33	4
	The whole statements of the fields	3.42	0.31	68.44	

Table (4) shows that the arithmetic mean for all questionnaire statements “fields” is 3.42, and the relative weight is 68.44%. This shows that there is a compatibility in the questionnaire statements in general. The field “kindergartens systems” had the highest compatibility rate (69.25%), while the field “revenue sources” had the lowest compatibility rate (66.33%). The researcher attributes this to the systems and conditions imposed by the Ministry of Education which should include human and material components adapted to the accreditation standards. In addition, the ministry obliges the kindergartens to follow its basic system in acceptance and employment processes and work environment conditions. This result agreed with Awad’s study (2015) which reached that the total degree of the kindergartens reality according to all fields (work, activities, region administration, supervisor) was large with a relative weight (79%), and the Islamic Relief study (2015) reached that the institutional capacity degree of the human and financial resources and the systems fields was large. On the other hand, this result disagreed with (Ige, 2011), Shabka (2014) and Smith (2016) studies which showed the reduction of the institutional capacity efficiency in the kindergartens.

Analyzing the statements of the "kindergartens systems" field:

To answer this question: the arithmetic mean, relative weight, standard deviation and ranking were used as in the following table.

Table (5): The arithmetic mean, relative weight, standard deviation and ranking for the statements of the “kindergartens systems” field

	The statement	The arithmetic mean	The standard deviation	The relative weight	The ranking
	The kindergarten adopts a clear vision and mission	3.70	0.48	74.00	1
	The kindergarten adopts employment procedures according to the accreditation conditions of the ministry	3.50	0.65	70.00	3
	The kindergarten has full data about children and beneficiaries	3.34	0.59	66.73	4
	The kindergarten systems include adequate administrative and financial regulations	3.10	0.65	62.02	5
	The kindergarten’s administration applies the childhood protection rules (preventing mental and psychological violence...etc.)	3.67	0.47	73.45	2

Table (5) shows that the statement “The kindergarten adopts a clear vision and mission” had the highest compatibility rate (74.00%), and the researcher attributes this to the existence of a planning culture for the kindergartens’ principals. In addition, the ministry conditions oblige each kindergarten to have a clear and announced vision and mission presented within the documents to get the accreditation and license. This result agreed with (Aldaya & Abu Alreesh, 2016) study. The statement “The kindergartens systems include adequate administrative and financial regulations” had the lowest compatibility rate (62.02%) because many kindergartens are small and consist of less than three classrooms. A survey study was conducted by the ministry about the classrooms number showed that the classrooms in the kindergarten were in the range of (2 - 18) with a

arithmetic mean (4.98), while the total number of the enrolled children in these kindergartens reached (62075) distributed on 447 kindergartens with a arithmetic mean (140.4) for each kindergarten. This leads the kindergartens' principals to depend on the simple systems that are not comprehensive and limited to some administrative and financial instructions. This result agrees with Shabka's study (2014), Galini, Efthymia's study (2010) and Mekhtary's study (2017).

Analyzing the statements of the "Human Resources" field:

To answer this question: the arithmetic mean, relative weight, standard deviation and ranking were used as in the following table.

Table (6): The arithmetic mean, relative weight, standard deviation and ranking for the statements of the "human resources" field

	The statement	The arithmetic mean	The standard deviation	The relative weight	The ranking
	The kindergarten's administration provides an efficient professional development for the cadres	3.26	0.65	65.27	6
	The kindergarten applies the evaluation and measure mechanisms for the employees' competences	3.41	0.67	68.18	4
	The kindergarten provides a suitable number of specialized teachers in the kindergartens field.	3.50	0.66	70.00	2
	The kindergarten meets the personal and professional needs of the teachers	3.39	0.61	67.82	5
	The kindergarten's principal has the appropriate management skills	3.74	0.50	74.73	1
	The kindergarten's principal has specialized scientific qualifications in kindergarten management	3.44	0.60	68.81	3

Table (6) shows that the statement "The kindergarten's principal has the appropriate management skills" had the highest compatibility rate (74.73%), and this is attributed to the existence of specifications in the Palestinian universities which grant Diploma and Bachelor in the Special Education and Pre-primary Education. Besides, the courses that are conducted by the ministry to develop the teachers' capabilities and the existence of the supervisory department in the ministry to follow-up the performance. This result agreed with Awad's study (2015) and the Islamic Relief study (2015) and agreed relatively with Abu Jazar's study (2018), while the statement "The kindergarten's administration provides an efficient professional development for the cadres" had the lowest compatibility rate (65.27%). This is attributed to the kindergarten's affiliation in the governorates of Gaza to the private sector which depends on the students' fees and self-revenue like canteens and focuses on getting much profit. In addition, depending on the qualified cadres and the ministry courses. This result agreed with Mekhtary's study (2017), Shabka's study (2014) and Ige's study (2011).

Analyzing the statements of the "the societal Participation" field:

To answer this question: the arithmetic mean, relative weight, standard deviation and ranking were used as in the following table.

Table (7): The arithmetic mean, relative weight, standard deviation and ranking for the statements of the "the societal participation" field

	The statement	The arithmetic mean	The standard deviation	The relative weight	The ranking
	The kindergarten's administration conducts periodical meetings for the parent's council	3.23	0.59	64.59	4
	The kindergarten's administration allows the efficient communication with the local community via electronic communication platforms (the kindergarten's page on social media – electronic services program...)	3.61	0.51	72.29	1
	The kindergarten announces the common achievements with the local community	3.48	0.57	69.64	2
	The kindergarten implements common projects to improve the social and material environment of the kindergarten	3.38	0.64	67.64	3

Table (7) shows that the statement “The kindergarten’s administration allows the efficient communication with the local community via electronic communication platforms (the kindergarten’s page on social media – electronic services program...)” had the highest compatibility rate (72.29%). This is attributed to the kindergarten that has a page on social media websites used for marketing its programs, presenting the achievements and contacting with beneficiaries, so this result agreed with Smith’s study (2016). On the other hand, the statement “The kindergarten’s administration conducts periodical meetings for the parent’s council” had the lowest compatibility rate (64.59%). This is attributed to the depending of kindergartens’ principals on the direct contact through writing on kids’ notebooks, mobile text messages, and social media, as well as the meetings are limited to the ceremonies or the beginning of a new school year. This result agreed with the Islamic Relief study (2015) which showed that the contacting rate with the local community institutions and organizing the common activities was 58.6%.

Analyzing the statements of the "The revenue sources" field

To answer this question: The arithmetic mean, relative weight, standard deviation and ranking were used as in the following table.

Table (8): The arithmetic mean, relative weight, standard deviation and ranking for the statements of the “the revenue sources” field

	The statement	The arithmetic mean	The standard deviation	The relative weight	The ranking
	The kindergarten has a plan to improve its financial resources	3.22	0.64	64.36	4
	The kindergarten depends on self-funding from students’ fees to support its activities	3.22	0.60	64.40	3
	The kindergarten varies its investments services to achieve the financial sustainability (the kindergarten canteen –journeys ...)	3.43	0.63	68.55	1
	The kindergarten prepares periodical financial reports to evaluate its financial performance	3.40	0.71	68.00	2

Table (8) shows that the statement “The kindergarten varies its investments services to achieve the financial sustainability (the kindergarten canteen –journeys ...)” had the highest compatibility degree (68.55%), while the statement “The kindergarten has a plan to improve its financial resources” had the lowest compatibility degree (64.36%). The researcher attributes this to the limitation of investment activities which can be followed by the kindergartens, as the revenue sources concentrate on the students’ fees with rate of (98%), and then the canteen was with rate of (35.3%), and then the supervised entity was with rate of (6.9%) because most of them follow the private sector. This result agreed with the Islamic Relief study (2015).

The answer to the second question: what is the proposed perception for the kindergartens institutional capacity in the governorates of Gaza according to the accreditation and quality standards?

To answer this question, the researcher depended on analyzing the questionnaire results and classifying the statements which had a compatibility degree less than 70% to set the goals of the perception and the achievement mechanisms. Thus, the researcher presented the perception to a group of arbitrators. The proposed perception components as follows:

The perception based on the following fundamentals:

The institutional capacity in light of the accreditation standards focuses on aspects which need to improve in a motivating way by the kindergarten’s help.

The institutional capacity in light of the accreditation standards invests the financial and human resources well.

The institutional capacity in light of the accreditation standards achieves the satisfaction with the services of the kindergartens.

The steps of building the proposed perception:

Finding out the study problem and selecting some aspects and trends.

Looking at previous educational studies that are related to the problem.

Designing a questionnaire that included the institutional capacity fields.

Analyzing the questionnaire data and recognizing the kindergartens weaknesses.

Determining the objectives of the proposed perception and dividing them.

Presenting the perception to the focus group.

Editing the perception according to the group recommendations.

The goals of the proposed perception:

Based on the previous points, the educational stage in the childhood is critical, and it is necessary to upgrade the kindergartens. Thus, this perception aims to enhance the institutional capacity role in kindergartens in the governorates of Gaza through achieving the general goals which are the following:

Developing the material resources to fit the quality standards.

Developing the human resources abilities (principals, teachers) and acquiring them the managerial and educational skills to manage the kindergarten according to the accreditation standards.

Activating the role of the Ministry of Education in developing and improving the kindergartens.

Increasing the societal participation with the kindergartens and activating its role in providing the care and funding.

Each goal has several sub goals, as follows:

The first general goal: Developing the material resources to fit the quality standards, which is emerged to sub goals:

Providing the necessary material facilities in the kindergartens.

Providing the required educational and recreational tools for children.

Each goal needs requirements, mechanisms and equipment to be achieved by a responsible party. Also, designing a performance indicator to judge the degree of achievement as in the following table:

	The sub goal	The procedures	The implementing party	The performance indicator
1.	Providing the necessary material facilities in the kindergartens.	The security and safety equipment to face the fire and natural dangers. Preparing a store to keep the teachers' possessions, children files and records. Also, a suitable place to meet children families. Providing adequate facilities supplied with water, soap, wash-basins and easily opened doors. Also, the permanent presence of supervisors to check the safety, health and cleanliness of the children. Providing the kindergarten with a garden that includes means, plants and pets. Also, an environment and science department and cold water taps. Providing the kindergarten with educational sections for games, language, science, math and arts. A carpeted hall. Providing a kitchen section that contains food activities, dining table, chairs, cooking tools, wash-basins, refrigerator and water cooler.	The kindergarten's administration	The availability of these facilities in the kindergarten and the ability to use them well.
2.	Providing the required educational and recreational tools for children.	Supplies for making teaching means like cartons, electric shear equipment, carpentry tools and other helping materials. Drawing and coloring tools, sand games, water games, clay games, cubes, composition games, projectors, audio-visual equipment, adequate and various educational toys and mattresses for jumping and playing. Beds for ill children, First Aids and a medicine cabinet. Adequate and diverse kinetics games like skating, swing and jumping games. Adequate computers and learning games. Colored books in near libraries that are accessible to the child, audio-visual materials like television, recorder and video contained educational and recreational films. Suitable clothes, masks and means for the theatrical work like platform, chairs and others.	The kindergarten's administration	The availability of these facilities in the kindergarten and the ability to use them well.

The second goal: Developing the human resources abilities (principals, teachers) and acquiring them the managerial and educational skills to manage the kindergarten according to the accreditation standards. To achieve this goal, the following detailed goals should be achieved:
 Developing the principal's ability to determine the special needs of the kindergartens.
 Setting programs to develop the teachers' abilities and skills.
 Raising the capacities of principals and teachers in education and administration.

The detailed goal	The Procedures	The implementing party	The performance indicator
Developing the principal's ability to determine the special needs of the kindergartens	Conducting training courses for the kindergartens' employees. Conducting Periodical workshops about the needs of kindergarten based on the international standards.	The Ministry of Education The Ministry of Education	The principals' familiarity with the needs of the kindergartens. The principals' familiarity with the new developments about the kindergarten's field.
Setting programs to develop the teachers' abilities and skills.	Setting combined strategies between the kindergartens and The Directorate of Education Unifying the curriculum in all directorates by the ministry. Forming experienced educational committee to view the programs used in the kindergartens.	The Ministry of Education and the principals The Ministry of Education The Ministry of Education	A realistic participation between the ministry and the kindergartens' principals. Existence of these committees on the reality.
Raising the capacities of principals and teachers in education and administration.	Training courses in managerial and educational skills for the kindergartens Periodical leaflets showing the competences.	The Ministry of Education and the principals The Ministry of Education and the principals	Using educational and managerial skills in the kindergartens. The number of distributed leaflets, the degree of applying the skills and the degree of competences availability.

The third goal: Activating the role of the Ministry of Education in developing and improving the kindergartens.
 The general goal is derived to the following sub-goals:
 Establishing and activating a private unit for the kindergartens in the Directorates of Education in the governorates of Gaza.
 Establishing a specialized center in psychological guidance and speech therapy for the children of pre-school age at the ministry level supervised by specialists.
 Establishing an institute for children teachers associated to the ministry.

The detailed goal	The procedures	The implementing party	The performance indicator
Establishing and activating a private unit for the kindergartens in the Directorates of Education in the governorates of Gaza.	Enrolling the Department of the Kindergartens in each governorate of Gaza. The partnership between the Departments of Kindergartens in all Directorates.	The Ministry of Education	The practical implementation for the unit on the reality.
Establishing a specialized center in psychological guidance and speech therapy for the children of pre-school age at the ministry level supervised by specialists.	Forming a specialized team of psychological experts to solve the problems of children. Preparing a linguistics laboratory to educate the right pronunciation for the children .	The Ministry of Education	The existence of the center accredited by the ministry.
Establishing an institute for children teachers associated with the ministry.	Find a suitable place. A specialized educational cadre. The ministry accreditation.	The Ministry of Education	The existence of the institute accredited by the ministry.

The fourth goal: "Increasing the societal participation with the kindergartens and activating its role in providing the care and funding", which is emerged to sub goals:

Activating the parents partnership with the kindergartens.

Activating the partnership with the supporting society institutions.

The detailed goal	The procedures	The implementing party	The performance indicators
Activating the parents partnership with the kindergartens	conducting different events (ceremonies, meetings, courses) with the parents. Activating the book of following-up with the parents to view their children's abilities.	The kindergarten's administration	Implementing the partnership, the number of meetings.
Activating the partnership with the supporting society institutions.	Concluding deals with the institution to get funding. Setting strategic plans about institutions funding by the ministry.	The Ministry of Education & The kindergarten's administration	The number of supporting institutions, Implementing the partnership

IV. Recommendations

- Adopting clear laws to prevent the use of violence against children and developing practical mechanisms for implementation.
- Developing the information management systems in kindergartens and computerizing all necessary data about students, parents and beneficiaries in the kindergartens.
- Improving the structure of the administrative systems such as the systems of employment, promotion and finance that are applicable currently and announcing these systems via kindergartens' Web pages.
- Preparing a study of training needs and developing the capacities of female teachers through a training program that is updated constantly.
- Developing the capabilities of the kindergartens' principals in administrative skills such as leadership skills, planning, time management and meetings management, as well as technical skills such as supervision and modern evaluation skills like a realistic assessment.
- Enhancing communication with the parents and applying modern communication techniques such as students' records to enable parents to acquaint the progress of their children.
- Enhancing communication with the civil society organizations that are related to the kindergarten work and implementing joint programs with working child institutions.
- Developing the self-financial capabilities of the kindergartens through providing additional programs and facilities to increase their revenues and improve the level of the provided services.

V. Conclusion

The institutional capacity of the kindergartens in Gaza Governorates was median with arithmetic mean of (3.42) and a relative weight of (68.44%) for all questionnaire domains. This shows that there is a compatibility in the questionnaire statements in general. The "kindergartens systems" domain got the highest satisfactory degree with a relative weight of (69.25%), followed by The "human resources" domain with a relative weight of (69.15%) and The "societal participation" domain with a relative weight of (68.53), while the "revenue sources" domain got the lowest satisfactory degree with a relative weight of (66.33%).

The institutional capacity in light of the accreditation standards focuses on aspects which need to improve in a motivating way by the kindergarten's managers.

The institutional capacity in light of the accreditation standards invests the financial and human resources well.

The institutional capacity in light of the accreditation standards achieves the satisfaction with the services provided by the kindergartens.

Based on the previous points, the researcher developed a perception to upgrade the kindergartens institutional capacity through achieving the following goals:

Developing the material resources to fit the quality standards.

Developing the human resources abilities (principals, teachers) and acquiring them the managerial and educational skills to manage the kindergarten according to the accreditation standards.

Activating the role of the Ministry of Education in developing and improving the kindergartens.

Increasing the societal participation with the kindergartens and activating its role in providing the care and funding.

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