

Constructing a Training Program for Developing the Administrative Competencies of the School Principals in Light of Training Needs and Transformational Leadership Theory and Measuring its Effectiveness

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Abstract

This study aimed at building a training program for improving school principals' administrative competencies in light of principals' training needs, and transformational leadership theory, as well as assessing the effectiveness of the proposed program.

The population of the study included 664 school principals, 16 educational superintendents, and 16 head of sections at the Ministry of Education in the West Bank/ Palestine. Meanwhile the study sample included 67 principals, who were randomly chosen, in addition to 16 superintendents and all the 16 head of sections at the ministry of education.

To achieve the aim of the study, the researcher has used two **enquiry instruments**. The first was the administrative competencies instrument composed of **36** items. The second instrument, made up of **87** items, focused on the transformational leadership competencies. To specify the participants' training needs among the administrative and transformational leadership competencies, the researcher employed the statistical methods like standard deviation, computation averages, and ranking schemes to specify the training needs of the study population in

terms of the needed competencies whether transformational leadership competencies or administrative ones.

The research came up with the following **conclusions**:

- School principals have a high level of administrative competencies regarding the domains of the study instrument, except for monitoring, evaluation, and guidance.
- The level of the transformational leadership competencies owned by the school principals can be described as a middle level.

Based on those conclusions, the researcher has suggested a training program which comprises 97 leadership competencies. The suggested program was reviewed and arbitrated by a number of education specialists from the Palestinian ministry of education as well as by experts in educational administration.

Subsequently, the researcher made the following **recommendations**:

- It is imperative to enhance school principals, as well as providing incentives to maintain a high level of administrative competencies.
- It is highly significant to develop school principals' competencies featuring the transformational leadership theory.