

## **Abstract**

### **Contribution of Early Childhood Resource Center Training Programs in the Professional Development for Kindergarten Principals and Teachers**

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The aim of this study is to identify the extent to which the Early Childhood Resource Center's training programs contributes to the professional development of the principals and the teachers in early Childhood education in Palestine and to identify the differences in the extent of this contribution depending on the following independent variables: education level, years of experience, monthly salary, place of work (governorate) for each of the principals and teachers. The study used a descriptive and qualitative approach in analyzing the data, with a description of reality through the sample of 65 principals, and 150 teachers working at the kindergartens which implemented the programs of the Early Childhood Resource Center in the governorate of Hebron, Jerusalem, Ramallah, and Nablus. The study used also four focus groups each group included between (9-11) participants. The data was collected from 2 questionnaires that were developed specifically for the purpose of this study. Each questionnaire consisted of two parts, the first part included general information about the person; the second part included paragraphs that measured each of the five dimensions of the study. The reliability for the principals, and the teachers questionnaires were (0.919, 0.982), respectively.

The study results showed that the principals indicated that the extent of the contribution of the training programs on their professional development was high with an average (4.04) which coincided with the results of the focus groups that indicated that (17 out of 19) of the principals agreed on the adequacy of the programs in meeting their needs.

The teachers also agreed that the programs contributed to their professional development but to a higher extent than the principals with an average (4.25), which

coincided with the results of the focus groups that indicated that (19 out of 21) of the teachers expressed their satisfaction with the content of the training programs and expressed their will to join them. This result indicates that the contribution of the resource center training programs in principals and teachers professional development was higher for teachers than for principals.

The results of the study did not show any significant statistical mean differences at the level of ( $\alpha < 0.05$ ) in the Early Childhood Resources Center programs for the principals, professional development that are attributable to the level of education or to the years of experience. However statistical mean differences appeared in the principals' monthly salaries and the place of their work (the district). The principals with higher salaries were more appreciative of the contribution of the programs and were more satisfied with them.

Results of the study showed significant statistical mean differences regarding the contribution of the Early Childhood Resource Center's training programs to the professional development of the teachers which can be attributed to the level of education and years of experience, where these differences were in favor of the teachers with longer years of experience and those having a better monthly salary in the Western and Northern governorates of the West Bank. There were no significant statistical mean differences in the contribution of the training programs to teachers development attributed to years of experience.