Obstacles to the application of the requirements of the technology of human performance to the principals in the State of Kuwait's schools and the proposed solutions

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Abstract- This study aimed at identifying the obstacles of applying the requirements of human performance technology among school principals in the State of Kuwait for the intermediate stage and the suggested solutions. The researcher followed the descriptive survey method. The sample consisted of 200 principals in public schools for intermediate level. In the Ahmadi Governorate in the State of Kuwait for the academic year 2018/2019.In order to achieve the objective of the study, the researcher developed a questionnaire consisting of (55) paragraphs distributed on the areas of obstacles to applying the requirements of human performance technology: the field of organizational obstacles, technical impediments, and the field of overcoming the constraints applied technology. The results of the study showed that the impediments to applying the requirements of human performance technology were high, and that there is a statistically significant relationship for all fields of study in applying the requirements of human performance technology due to gender variable and scientific qualification and experience. A positive statistical indication of the proposed solutions in the treatment of impediments to applying the requirements of human performance technology and that the relationship was positive.

Keywords- Technology, Obstacles, principals, Kuwait, solutions

I. INTRODUCTION

he era in which we live is characterized by rapid changes, due to the spread of scientific and technical knowledge and its increasing growth, and perhaps the most prominent features of this era are the great development in the means and methods of production, and the rapid change in the level of skill to perform various work, which requires the availability of qualified manpower to perform these works at the required level, In order for institutions to perform their tasks efficiently and effectively, in order to conform to the requirements of the times, it is imperative to develop the skills of their employees and organize them continuously, and given the importance of the role that the school plays as an educational institution in society, it needs someone to manage it, direct and supervise its workers, and coordinate their efforts. And it works to improve their performance, in order to achieve the goals, set for it, and thus it is possible to judge the importance of the position that the school principal occupies, which is without the slightest doubt the main pillar upon which the entire educational process is based.

The introduction of technology into educational institutions is considered one of the most important technical developments in contemporary history, which were aimed at improving the level of performance of all educational institutions, as progress in computerizing educational institutions, developing a school vision and climate, supports the effective implementation of educational programs and the development of staff performance, as well as other processes that It helps teachers develop their performance, and within this culture, the principal must be able to continuously develop learning processes and teacher development programs who face a constant and renewed challenge, namely, to bring their students to the highest levels of education (Al-Hayti, 2015).

Due to the flexibility and ability to use multi-purpose components and applications in technology, it strengthens the incitement of business organizations to face the challenges they face by the beneficiaries and end users. Information technology has changed many modern management concepts, so information technology is not an end Rather, they are the means used by computerized information systems and management information systems, in order to have a direct fundamental impact on the flow of work, the

size of the workforce, and the patterns of investment at a time when information technology is considered a capital investment in itself (Yassin, 2006).

Despite the many advantages of technology, this use is often accompanied by many obstacles that limit the effectiveness of performance, which reflects negatively on the quality of service, and many researchers and specialists have attributed that there are factors considered to be obstacles, as the obstacles include: confidence in the system And security obstacles, a lack of resources, in addition to cultural and technical obstacles, and obstacles in the technology infrastructure, and to face the continuous change, development and modernization processes, modern institutions and organizations have turned to a new concept in management concerned with human performance and its development and increasing the productivity of the individual and the organization, as this issue was One of the main and fundamental topics that stimulated the development of the human performance technology movement, and the first concepts of this approach in the fields of management science and the development of human resources were merged at this time, and it proved its usefulness in both the public and private sectors (Burett, 2009). Ideas, opinions and models - which the human performance technology movement has developed - provide researchers with an entry point to deal with these developments, whether with the problems facing the individual or with the problems facing the institution (Dora, 2011).

If we look at the Arab world in general and the State of Kuwait in particular, we will notice the rapid development of technology in most parts of the country, especially in the educational aspect. Modern schools in most Arab countries have become sophisticated schools in terms of the building, tools, and other educational aspects. Technological and technological intervention almost invaded the educational field in a clear way, especially in the State of Kuwait. In the past, it was rare that we see electronic interference in the educational equipment and tools that the teacher needs to use, and what we see now is that what has become rare is the lack of technology in the educational field. Where it became important to the student before the teacher.

As a result of the tremendous developments taking place in the field of educational administration, and the importance attached by educational institutions in the State of Kuwait to the role of school principals and to focus on it as an important element in the educational process, with its good selection, preparation, development and raising its efficiency, this requires the school principal to work on implementing the peer attention With the human element and its performance in his institution, as the Ministry has also taken care of it specifically, by applying modern organizational approaches, to reach the degree of effectiveness in production and development to achieve the required performance, and from it to achieving the goals set for education

The study of Wenhao (2009) has shown that human performance technology is able to use the inductive and deductive method in solving managers' problems, and that the application of human performance technology theory provides managers with specific ways to solve problems. Therefore, the need to use human performance technology to develop the performance of school principals in the State of Kuwait has emerged.

The study Problem

Because of the researcher's work as a teacher in the Kuwaiti Ministry of Education and her feeling of the extent of the impact of using performance technology and knowing its obstacles in taking appropriate measures and steps to develop administrative performance, and this may include measurements and review of the system and new means and equipment such as the reward system, selecting and changing employees' locations, training them, and paying attention to human resources management. The researcher suffered from administrative problems in schools due to the poor use of human performance technology by school principals. Through this, the study problem was identified in solving the problems and obstacles faced by educational institutions, by answering the following questions:

- What are the obstacles to applying human performance technology requirements for middle school principals in the State of Kuwait from the principals' point of view?

- Are there statistically significant differences at the significance level (⍺ ≤ 0.05) in the obstacles to applying human performance technology requirements for school principals in the State of Kuwait for the intermediate stage from the point of view of principals due to variables (gender, academic qualification, and experience)?

- What are the proposed solutions to overcome the obstacles to applying human performance technology requirements for school principals in the State of Kuwait for the middle school stage from the principals' point of view?

the importance of studying

The importance of the study lies in the following matters:

⬚ This study comes in response to recent trends calling for pursuing the application of human performance technology requirements to face the changes surrounding the school, making it more responsive and efficient. Therefore, this study came to shed light on the most important obstacles to the application of human performance technology requirements, and to identify the most important ways to treat them.

⬚ The results of the study can add solutions and proposals to reduce the obstacles to applying human performance technology requirements for middle school principals in the State of Kuwait.

⬚ It is hoped that the results of the current study will assist educational decision-makers in solving problems facing the application of human performance technology requirements.

Definitions

Obstacles: An obstacle is any decision or procedure that is exposed, diverted, and prevents the achievement of a specific goal. (Gibbs,2004, p76)

Technology: It means the application of procedures derived from scientific research and practical experiences to solve realistic problems. Technology here does not mean tools and machines only, but rather the theoretical and practical foundations that aim to improve human performance in the movement it deals with, which is the "human performance technology" movement. They are systematic and systematic procedures for solving practical problems. (Mortada, 2011, 32).

Human performance: It is a movement that includes a regular set of methods, procedures and strategies to solve problems, or provide opportunities related to the performance of human resources in organizations, and the theories and methods of this field can be applied to individuals, small groups, (Dora, 2011, 12)

The limits of the study:

The results of the study are determined by the following limits:

- Objective limits: confined to obstacles to applying human performance technology requirements and proposed solutions.

Human limits: the study was limited to school principals in the State of Kuwait

Spatial boundaries: The field application was carried out in the State of Kuwait in the Ahmadi Governorate.

Temporal limits: This study was applied during the 2018/2019 academic year.

Limitations of the study: The results of the study and the possibility of generalizing them are determined with the sincerity of the responses of the individuals of the study sample and the validity of the scale of the study tool.

Previous studies:

Al-Hazmi study (2002) aimed to identify the administrative, human, and technical obstacles that limit the use of computers in the administrative community, and then reveal the relationship of demographic characteristics for workers in the emirate related to their responses to the obstacles to using the computer in the administrative work in the emirate of Al Madinah Al Munawara Region The study population included all workers in the Emirate of Madinah Region, whose number is (525). The researcher used the questionnaire as a tool to collect data, and used the descriptive analytical approach. The results of the study show that there are administrative sites that limit the use of the computer in administrative work, the most prominent of which is the failure of the organizational structure to provide opportunities for growth and advancement for the user of the computer, and the existence of human obstacles that limit the use of the computer in administrative work, the most prominent of which is the

feeling of fear of the dangers of echogenic radiation Computers, and the presence of technical obstacles that limit the use of electronic computers in administrative work, the most prominent of which is the lack of specialized courses In the electronic computer.

Wenhao et al. (2009) conducted a study aimed at uncovering the preparation and development of a training program based on human performance technology, including the possibility of academic preparation for the principles of human performance technology, the dynamic interactions between stakeholders, the tools used in communication between them, and the teaching of the basics of the human performance technology project. The study concluded that human performance technology is able to use the inductive and deductive method in solving students' problems, and that the application of human performance technology theory provides students with specific ways to solve problems, and that the prepared program is able to prepare students to choose their own future projects.

Al-Rashidi (2010) conducted a study aimed at identifying the degree of school principals 'practice of human performance technology from the point of view of teachers in the State of Kuwait. The results of the studies revealed a medium degree of practice by middle school principals of human performance technology in Kuwait from the teachers' point of view, where the field of management operations came In the first place, while the field of individual development came last, and the results revealed the existence of statistically significant differences attributable to the gender variable in all fields and in the general tool, and the differences came in favor of females, and the results showed that there are no statistically significant differences attributable to the variable of specialization and scientific qualification In all areas and in a general tool.

In Li's study (2014) entitled "Relationships between human resource management practices, concepts and job performance developments based on the information of the National Institutions Questionnaire for the year (1996-1997)," where the study aimed to enhance understanding of the various aspects of human resource management and human resource management for performance. The study also evaluated the relationship between human resource management practices and measures (perceptual - sensory) of job performance, and eight human resource management practices were organized from the data obtained, namely: (recruitment, training, enrichment, job enhancement, group motivation, complaints procedures, And the internal labor market, and the horizontal pyramid), and data were collected from 196 organizations, and the study showed the following results: The interaction of training and the generalization of staff had a positive effect on the performance of the market, and the presence of an effect of the interactions of human resources management in the relative perspective.

Almee study (2019) aimed to identify the degree of availability of human performance technology requirements and their relationship to administrative creativity among secondary school principals in the State of Kuwait. The sample consisted of (648) teachers, principals and assistant directors, who were chosen in a simple random way, and a questionnaire consisting of (45) paragraphs was applied. The results indicated that the degree of availability of human performance technology requirements from the point of view of high school principals and teachers in the State of Kuwait was of a moderate degree, and the fields were ranked in descending order as follows: technical skills of the school principal, concern for work conditions, personnel development, information, management processes ... The study recommended that the Ministry of Education in the State of Kuwait form a unit to undertake in-service training for school principals, and to supervise the provision of human performance technology requirements in schools

This study agrees with all previous studies in following the descriptive approach, and it also agrees with all previous studies in using the questionnaire as a study tool. It is also consistent with the study of Al-Rashidi (2010) and it also agrees with the study (Thaari study (2019) in the field of human performance.

What distinguishes this study from previous studies is the following:

Subject: It seeks to achieve many goals that differ from all previous studies and in its uniqueness with those goals in the importance of human performance technology, and the researcher did not stop on a study that dealt with obstacles to the application of human performance technology requirements for school principals in the State of Kuwait for the intermediate level and the proposed solutions to it. The role reinforces the importance of this study

Society: The current study differed from many previous studies by choosing the population and sample of the study as it dealt with the current study of school principals as a community and a sample for the study.

Study community: The study population consisted of all the principals in the intermediate stage in Al-Ahmadi Governorate in the State of Kuwait, who numbered (2860).

The study sample: a simple random sample of (240) principals was selected.

Table (1)

Distribution of the members of the study community according to the gender variable, educational qualification and experience

	Categories	Repetition	Ratio
Sex	Mention	99	49.5%
	Female	101	50.5%
Total		200	100%
Practical qualification	M.A.	87	43.5%
	Bachelor's degree	64	32.0%
	PhD	49	24.5%
Total		200	100%
Years of Experience	Less than 5 years	71	35.5%
	5- Less than 10 years old	78	39.0%
Sex	10- Less than 15	25	12.5%
Total	15 years and over	26	13.0%
Total		200	100%

Study tool

The two researchers built the study tool after referring to the theoretical literature and previous studies, by taking the following steps:

Determine the main areas covered by the questionnaire.

Drafting the paragraphs that fall under each area.

- The questionnaire was presented in its initial form (consisting of 45 items) to a group of referees in various educational and research institutions, where they gave their opinion and gave their observations and opinions.

- Then the necessary amendments were made to it according to the opinions of the arbitrators in terms of deleting, adding and amending some paragraphs of the questionnaire.

- And based on the amendments that have been made, the questionnaire has become composed of (55) items distributed into five fields as shown in Table (2).

Table (2)

Number of paragraphs of the questionnaire aimed at detecting obstacles to the application of human performance technology requirements for school principals in the State of Kuwait for the secondary stage by field

number	Field	Number of paragraphs
1	Regulatory impediments	10

2	Technical constraints	8
3	Human blockages	7
4	Financial impediments	10
5	Proposed solutions to technology implementation constraints	20
Total paragraphs		55

Validity of the study tool

The validity of the study tool was verified by presenting it to a number of experienced and specialized faculty members in Jordanian and Kuwaiti universities, then modifications were made so that the total number of paragraphs of the questionnaire after arbitration reached (55) paragraphs

Stability of the study tool

To ensure the stability of the study tool, the test-retest method was verified, and then the Pearson correlation coefficient was calculated between their estimates both times.

The stability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, and Table (3) shows the internal consistency coefficient according to the Cronbach Alpha equation and the stability of the return for the fields and the tool as a whole. These values were considered appropriate for the purposes of this study.

Table (3)

Cronbach internal consistency coefficient alpha, repetition constancy of fields and overall score

Field	Number of paragraphs	Stability of replay	Internal consistency
Regulatory impediments	10	0.89	0.88
Technical constraints	8	0.88	0.78
Human blockages	7	0.91	0.71
Financial impediments	10	0.88	0.81
Obstacles as a whole	35	0.90	0.92
Proposed solutions to technology implementation constraints	**20**	0.92	0.85

III.   RESULTS

The first question: What are the obstacles to implementing human performance technology requirements for school principals in the State of Kuwait for the intermediate level from the principals 'point of view?

To answer this question, arithmetic averages and standard deviations of the obstacles to applying human performance technology requirements for school principals in the State of Kuwait were extracted for middle school from the point of view of principals, and the table below illustrates this.

Table (4)

Arithmetic averages and standard deviations of the obstacles to applying human performance technology requirements arranged in descending order according to the arithmetic averages

Repetition	number	the field	SMA	standard deviation	the level
1	2	Technical constraints	3.77	.54	High
2	3	Human blockages	3.75	.59	High
3	1	Regulatory impediments	3.73	.52	High
4	4	Financial impediments	3.59	.55	Middle

Repetition	number	the field	SMA	standard deviation	the level
		Obstacles as a whole	3.70	.36	High

Table (4) shows that the arithmetic averages ranged between (3.59-3.77), where the technical obstacles came in the first place with the highest arithmetic average of (3.77), while the financial obstacles came in the last place with an average of (3.59). The arithmetic means of the obstacles as a whole (3.70).

The arithmetic means and standard deviations of the estimates of the study sample individuals were calculated on the paragraphs of each field separately, as they were as follows:

The first area: technical obstacles

Table (5)

The arithmetic means and standard deviations related to the sample estimates related to technical obstacles, arranged in descending order

Repetition	number	The paragraphs	SMA	standard deviation	level
1	13	Poor technical support for electronic devices	4.36	1.18	High
2	12	Difficulty keeping pace with the speed of change in information technology	3.92	.99	High
3	11	Weak infrastructure needed to implement technology	3.88	.93	High
4	15	The difficulty of linking devices in school administrations due to their different specifications	3.82	.88	High
5	18	Weak software update applied	3.81	1.01	High
6	17	Insufficient consideration of designing laboratories in schools to suit technology techniques	3.50	1.03	Middle
7	16	Lack of clear guidelines for implementing electronic management mechanisms in schools	3.45	1.18	Middle
8	14	Nadra provides good software in Arabic language suitable for schools	3.43	1.01	Middle
		Technical constraints	3.77	.54	High

Table (5) shows that the arithmetic averages ranged between (3.43-4.36), where Paragraph No. (13) which states "Weak technical support for electronic devices" came in first place with an arithmetic average of (4.36), while Paragraph No. (13) came 14) and its text: "The scarcity of good software in the Arabic language that is suitable for schools," ranked last, with a mean of (3.43). The mean of the technical obstacles as a whole was (3.77).

The second area: the human obstacles

Table (6)

The arithmetic means and standard deviations of the sample individuals 'estimates related to human handicaps, arranged in descending order

Repetition	number	The paragraphs	mean	standard deviation	level
1	19	Low motivation (moral and material) to use	3.91	1.10	High

Repetition	number	The paragraphs	mean	standard deviation	level
		technology techniques			
1	21	Weak spread of a culture of change among teachers	3.91	1.07	High
3	20	Resistance of some school administrations to change	3.87	1.03	High
4	24	Poor English language skills of some employees	3.73	1.08	High
5	25	Poor preparation and training of employees to use electronic technologies	3.68	1.06	Middle
6	23	Administration's fear of increasing administrative tasks in schools	3.63	.99	Middle
7	22	Few of the employees accept the idea of electronic management for fear of losing their job positions	3.55	1.10	High
		Human blockages	3.75	.59	High

Table (6) shows that the arithmetic averages ranged between (3.55-3.91), as paragraphs (19 and 21) stated, "Weak motivation with the quality (moral and material) of using technology and technology," and "the weak spread of a culture of change among teachers." In the first place, with a mean of (3.91), while Paragraph No. (22), which reads: "Some employees do not accept the idea of electronic management for fear of losing their job positions," ranked last, with an average of (3.55). The mean of the human handicaps as a whole was (3.75).

The third area: organizational obstacles

Table (7)

The arithmetic means and the standard deviations related to the organizational obstacles are arranged in descending order according to the arithmetic means

Rank	number	The paragraphs	mean	standard deviation	level
1	1	The lack of proper planning for the transition process towards electronic management	4.63	.73	High
2	3	Ambiguity of the future vision for the application of technology	4.07	.90	High
3	2	Central in school administrations	3.84	.85	High
4	10	Lack of compatibility of current organizational structures with technology applications	3.64	1.10	Middle
5	4	Lack of employee participation in setting technology-related goals	3.62	1.12	Middle
6	5	Lack of a technology department in schools	3.55	1.02	Middle
7	6	Weak technology implementation policy at the Ministry of Education	3.53	1.12	Middle
8	7	Routine administrative procedures delay the transition to electronic management	3.52	1.10	Middle
9	8	Lack of awareness of the importance	3.49	1.15	Middle

Rank	number	The paragraphs	mean	standard deviation	level
		of implementing technology			
10	9	Administration's fear of confidentiality of some information in the event of technology implementation	3.46	1.14	Middle
		Regulatory obstacles	3.73	.52	High

Table (7) shows that the arithmetic averages ranged between (3.46-4.63). Paragraph No. (1) which states "the lack of proper planning for the process of transition towards electronic management" came in the first place with an arithmetic average of (4.63), while Paragraph No. (9), which reads "the administration's fear of confidentiality of some information in the event of applying technology," came last, with a mean of (3.46). The mean of the organizational impediments as a whole was (3.73).

Fourth Domain: Financial Obstacles

Table (8)

The arithmetic means and standard deviations of the sample members 'estimates related to financial obstacles, arranged in descending order

Rank	number	The paragraphs	mean	standard deviation	level
1	26	The high price of some electronic equipment	3.92	1.04	High
2	27	The high price of electronic software	3.77	1.09	High
3	35	Lack of financial management reinforcements for equipment maintenance technicians	3.74	1.22	High
4	28	Weak budgets allocated to developing computers	3.68	1.13	High
5	29	The lack of financial allocations for training programs for employees in the field of electronic management	3.60	1.17	
6	34	Scarcity of government grants to support applications of electronic devices in schools	3.49	1.18	Middle
7	30	The scarcity of financial incentives for the distinguished in the field of electronic work	3.48	1.23	Middle
8	33	Weak financial support allocated to research and studies in the field of information technology	3.47	1.19	Middle
9	32	The weak budget allocated by the schools' administration to modernize the devices	3.43	1.25	Middle
10	31	Weak government support for electronic administration applications in schools	3.34	1.14	Middle
		Financial impediments	3.59	.55	Middle

Table (8) shows that the arithmetic averages ranged between (3.34-3.92). Paragraph No. (26) which states "the rise in the prices of some electronic equipment" came in first place with an arithmetic average of (3.92), while Paragraph No. 31) and its text: "Weak government support for electronic administration applications in schools" ranked last, with an average of (3.34). The average of the financial obstacles as a whole was (3.59).

The second question: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the obstacles to applying human performance technology requirements for school principals in the State

of Kuwait for the intermediate level from the point of view of principals due to variables (gender, academic qualification, and experience)?

To answer this question, arithmetic averages and standard deviations of the obstacles to applying human performance technology requirements for middle school principals in the State of Kuwait were extracted from the point of view of principals according to the variables of gender, academic qualification, and experience, and the table below illustrates this.

Table (9)

Arithmetic averages and standard deviations of the sample members 'estimates of obstacles to the application of human performance technology according to the variables of gender, academic qualification, and experience

	Mention		Regulatory obstacles	Technical obstacles	Human obstacles	Financial obstacles	Obstacles as a whole
Sex	female	s	3.67	3.65	3.65	3.72	3.68
		P	.51	.53	.58	.46	.35
	M.A.	s	3.79	3.89	3.85	3.46	3.73
		P	.52	.52	.60	.60	.36
Practical qualification	Bachelor's degree	s	3.72	3.76	3.78	3.61	3.71
		P	.52	.55	.62	.52	.34
		s	3.69	3.84	3.78	3.52	3.69
		P	.55	.48	.58	.62	.37
	Mention	s	3.81	3.69	3.66	3.64	3.70
		P	.46	.59	.58	.50	.37
Years of Experience	Less than 5 years	s	3.73	3.79	3.76	3.57	3.70
		P	.54	.56	.56	.63	.39
	5- Less than 10 years old	s	3.67	3.73	3.63	3.62	3.66
		P	.47	.52	.62	.45	.32
	10- Less than 15	s	3.70	3.84	3.75	3.46	3.67
		P	.60	.52	.56	.61	.39
	15 years and over	s	3.95	3.76	4.09	3.68	3.86
		P	.47	.55	.56	.53	.28

Table (9) shows an apparent variation in the arithmetic averages and standard deviations of the impediments to applying human performance technology requirements for school principals in the State

of Kuwait for the intermediate stage from the directors 'point of view due to the different categories of sex variables, academic qualification, and experience.

To demonstrate the significance of the statistical differences between the arithmetic averages, multiple triple variance analysis on the domains (Table 10) and the triple variance analysis of the tool as a whole, Table (11) were used.

Table (10)

Multiple triple covariance analysis of the impact of gender, educational qualification, and experience on the barriers areas

The source of the contrast	fields	Sum ofsquares	Degrees of freedom	Average of squares	F Value	Statistical significance
Sex	Regulatory impediments	.75	1	.75	2.82	.09
Huling = 0.177	Technical constraints	3.45	1	3.45	12.42	.00
H = 0.000	Human blockages	2.47	1	2.47	7.49	.00
	Financial impediments	4.03	1	4.03	13.91	.00
Practical qualification	Regulatory impediments	.28	2	.14	.54	.58
Wilex = 0.927	Technical constraints	1.10	2	.55	1.98	.14
H = 0.068	Human obstacles	1.15	2	.57	1.75	.17
	Financial impediments	.961	2	.48	1.65	.19
Years of Experience	Regulatory impediments	1.53	3	.51	1.91	.12
Wilex = 0.890	Technical constraints	.49	3	.16	.59	.62
H = 0.033	Human blockages	4.79	3	1.59	4.83	.00
	Financial impediments	.94	3	.31	1.08	.35
The error	Regulatory impediments	51.31	193	.26		
	Technical constraints	53.63	193	.27		
	Human blockages	63.72	193	.33		

The source of the contrast	fields	Sum ofsquares	Degrees of freedom	Average of squares	F Value	Statistical significance
	Financial impediments	55.95	193	.29		
Total	Regulatory impediments	53.93	199			
	Technical constraints	58.09	199			
	Human blockages	71.36	199			
	Financial impediments	61.26	199			

- There were statistically significant differences (= 0.05) due to the effect of gender in all fields except for the area of organizational obstacles. The differences were in favor of females in technical obstacles, human obstacles, and in favor of males in financial obstacles.

- There were no statistically significant differences (= 0.05) due to the effect of practical qualification in all fields.

- There are no statistically significant differences (= 0.05) due to the effect of the number of years of experience in all fields except for the field of human obstacles, and to show the statistically significant marital differences between the arithmetic averages, the dimensional comparisons were used in a curative way as shown in Table (12).

Table (11)

An analysis of the triple variance of the impact of gender, academic qualification, and experience on the obstacles to applying human performance technology requirements

The source of the contrast	Sum of squares	Degrees of freedom	Average of squares	F Value	Statistical significance
Sex	.17	1	.17	1.32	.25
Practical qualification	.01	2	.00	.07	.93
Years of experience	.79	3	.26	2.06	.10
The error	24.78	193	.12		
Total	25.73	199			

It can be seen from Table (12) the following:

- There were no statistically significant differences (= 0.05) due to the effect of gender, as the P-value was 1,328, with a statistical significance of 0.251.

- There were no statistically significant differences (= 0.05) due to the effect of the practical qualification, as the p-value was 0.071, with a statistical significance of 0.931.

- There were no statistically significant differences (= 0.05) due to the effect of the number of years of experience, as the p-value was 2.062, with a statistical significance of 0.107.

Table (12)

Dimensional comparisons in a cured way of the impact of years of experience on the obstacles

	mean	Less than 5 years	5- Less than 10 years old	10- Less than 15	15 years and over
Less than 5 years	3.76				
5- Less than 10 years old	3.63	.12			
10- Less than 15	3.75	.01	.11		
15 years and over	4.09	.32	.45*	.33	

The third question: What are the proposed solutions to address the obstacles in applying the requirements of human performance technology for school principals in the State of Kuwait for the middle stage from the point of view of the principals?

To answer this question, the arithmetic averages and standard deviations of the proposed solutions were extracted to treat the obstacles in applying the requirements of human performance technology for school principals in the State of Kuwait for the middle stage from the point of view of the principals, and the table below shows that.

Table (13)

The arithmetic means and standard deviations related to the proposed solutions to treat the obstacles in applying the requirements of human performance technology arranged in descending order

Rank	number	The paragraphs	mean	standard deviation	level
1	37	Issuing the necessary legislations for applications of electronic administration in schools	4.30	1.08	High
2	36	Existence of support and endorsement by senior management to implement technology in schools	3.84	1.12	High
3	55	Teachers' awareness of the importance of applying electronic management in teaching operations according to the development of the era and technology	3.75	1.17	High
4	39	Training faculty members to deal with technology	3.73	.90	High
5	47	- The training courses should be at appropriate times for the faculty and students	3.64	1.06	Middle
6	44	Buying modern electronic devices and technologies	3.63	1.06	Middle
7	49	Giving privileges to schools that follow technology in the latest ways	3.62	1.02	Middle
7	51	Providing various computer programs that contribute to the application of electronic management	3.62	1.17	Middle
7	52	Providing specialists at the school to support technological development	3.62	1.15	Middle
10	45	Schools keep pace with the technological and programmatic development of electronic technologies	3.60	1.08	Middle
10	53	Clarify the clarifying guidelines for the implementation mechanisms of electronic	3.60	1.17	Middle

Rank	number	The paragraphs	mean	standard deviation	level
		management			
12	48	The use of various forms of electronic communication (e-mail, voicemail, international conferences) to know the technological development	3.58	1.10	Middle
13	42	Use of information security technologies such as (firewall software, data encryption)	3.52	1.17	Middle
13	50	Supporting schools with advanced technological devices and equipment appropriate for the application	3.52	1.13	Middle
15	46	Utilizing leisure and vacations in training faculty members on technological development	3.50	1.10	Middle
15	54	Actively engaging teachers in online forums	3.50	1.19	Middle
17	43	Organizing (courses, lectures, workshops and seminars to introduce modern technologies)	3.49	1.18	Middle
18	41	Building a single database at the school level that is accurate and comprehensive in technological development	3.39	.98	Middle
19	38	Clarify the importance of implementing electronic management in schools for employees and students	3.32	1.04	Middle
19	40	Reconstructing (organizational structures, processes, administrative procedures) in line with technology	3.32	1.16	Middle
		Overcoming technology implementation obstacles	3.60	.37	Middle

Table (13) shows that the arithmetic averages ranged between (3.32-4.30). Paragraph No. (37) which states "issuing the necessary legislation for electronic administration applications in schools" came in the first place with an arithmetic average of (4.30), while it came Paragraph No. (40), which reads "rebuilding (organizational structures, processes, administrative procedures) in line with technology," ranked last, with an arithmetic average of (3.32). The arithmetic average for overcoming obstacles to the application of technology as a whole was (3.60).

IV. DISCUSSION

Discuss the results related to the first question

The following is a discussion of all areas:

The first area: technical obstacles

The field of technical obstacles was highly appreciated, as this result indicates the weakness of technical support provided to electronic devices, and the inability of managers to keep pace with the change in information technology.

The second area: the human obstacles

The estimates of the field of human obstacles are high, and this result is explained by the fact that principals believe that there are school administrations that are not convinced of the reasons and requirements of transformation, and they also see that there are some employees who do not accept the idea of electronic management for fear of losing their job positions.

The third area: organizational obstacles

The field of organizational impediments was highly estimated, and this result can be explained by the lack of planning and coordination at the senior management level for electronic management programs, and the determination of the time when it is necessary to start implementing and implementing electronic services and information.

Fourth Domain: Financial Obstacles

The results showed that a moderate degree of estimates of the field of financial impediments, and this result is explained by the fact that managers find the lack of availability of the necessary materials for electronic management applications, the weakness of the budget allocated to the computer, and the lack of financial incentives for those who excel in electronic work.

Discuss the results related to the second question

The results showed that there were statistically significant differences (= 0.05) attributed to the effect of gender in all domains except for the area of organizational obstacles. The differences were in favor of females in technical obstacles, human obstacles, and in favor of males in financial obstacles. Because females may be less responsible and part-time knowledge of technology, and there are no statistically significant differences (= 0.05) due to the impact of scientific qualification in all fields, and this result is explained by the failure to place holders of high-level scientific qualifications, which in turn affect technology support in Schools, and the absence of statistically significant differences (⬚ = 0.05) attributed to the impact of the number of years of experience in all fields except in the field of human obstacles. This result explains that the grants provided by the government may not be sufficient to support technology in schools and the presence of weakness in the budgets allocated by the administration Schools in the modernization of their devices, and the imposition of conditions for joining the educational work is applied to the experience in using technology as required in accordance with global developments, and to provide budgets for the use of computers and modern devices in the educational process, and to hold training courses for educational staff etc, and to participate in the magazines of modern technological courses A, this study is in agreement with the study of Al-Rashidi (2010), and the study of Pullen & Gallant, 2009, which dealt with the practice of human resources management and cognitive measures of Functional ailment.

Discuss the results related to the third question

The results showed that the arithmetic averages ranged between (3.32-4.30), as Paragraph No. (37) which states "issuing the necessary legislation for electronic administration applications in schools" came in first place with an arithmetic average of (4.30). This result can be explained in Managers 'lack of finding solutions in the application of technology requirements and their impact on human performance, while Paragraph No. (40), which reads "Reconstructing (organizational structures, operations, administrative procedures) in line with technology," ranked last, with an average of (3.32). This result is explained by managers 'interest in the process of rebuilding organizational structures and their compatibility with technology. This study disagreed with Pullen & Gallant, 2009, which examined the implementation of human performance in terms of states and the importance of community and local policing

V. RECOMMENDATIONS

- The need for the government to provide grants to support electronic device applications in schools.

- The government supports the school administration to modernize the equipment.

- The need to work on developing programs and devices continuously because of their role in raising the level of performance in schools.

- Work on training principals in schools on all programs and devices because of its positive role in raising their level of performance.

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