

بسم الله الرحمن الرحيم



بحث بعنوان

واقع تخطيط وتحديد الاحتياجات التدريبية في محافظات غزة من وجهة نظر المتدربين

مقدم إلى مؤتمر

تنمية وتطوير قطاع غزة
بعد الانسحاب الإسرائيلي

2006 15 - 13

مقدم من:

2006



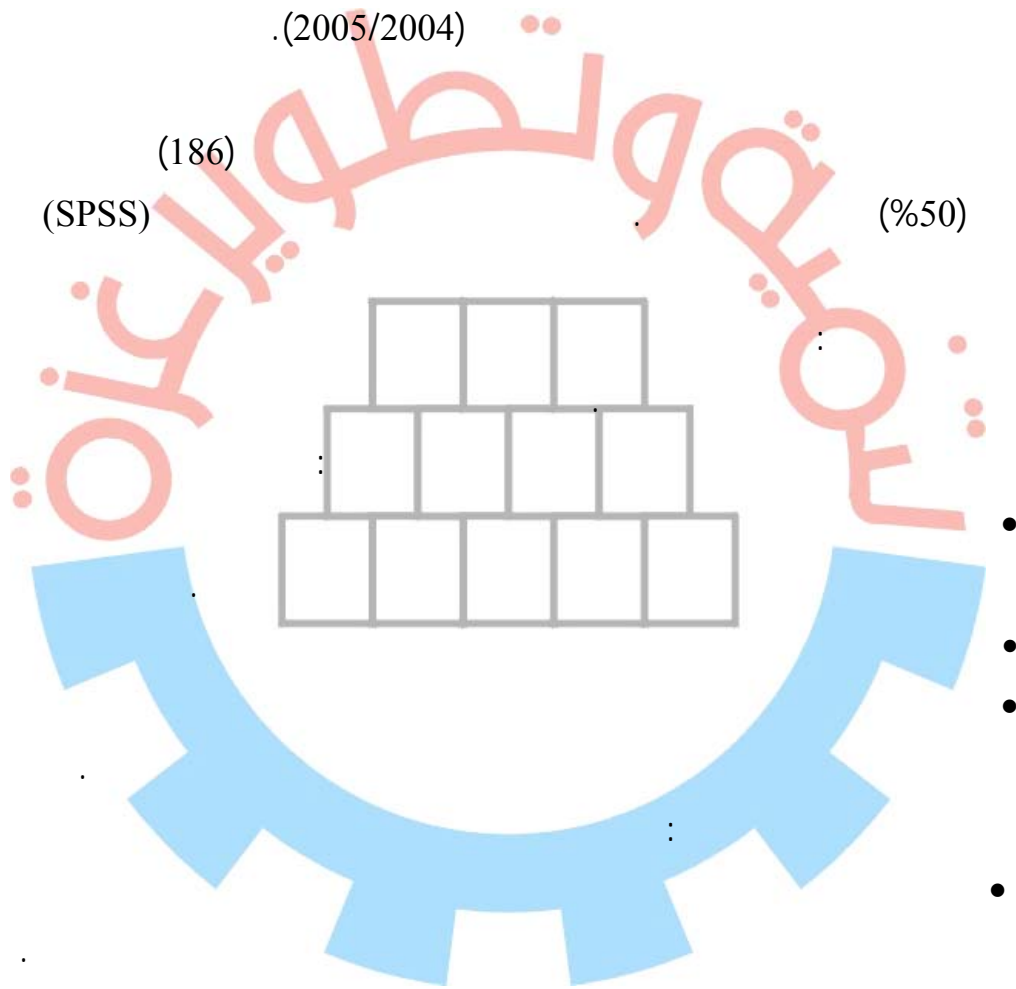
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(2005/2004).

(186)

(SPSS)

(%50)



Abstract

This study aimed to assess the training process of employees in technical colleges in the Gaza governorates from the perspective of trainees. It also assessed job-related training needs of employees, and identified the differences of training program assessment due to the following variables: sex, academic qualification, work, experience, and college. The target population of the study consisted of the entire group of employees in six technical colleges in the academic year 2004/2005.

The researcher used the descriptive analytical method to reach the study findings. For the purpose of study, the researcher constructed a questionnaire as an instrument which was applied to a stratified sample of 186 male and female employees forming 50% of the total population. In addition, the researcher used the SPSS to analyze data using Frequency, Percentage, and median. He also used such test as the Normal Distribution Test, the sign test, and 1-sample K-S, Kruskal-Wallis Test.

The study concluded with the following findings:

- There is a clear shortage of training needs assessment as job description, the results of performance assessment, promotion or assigning another job are not considered.
- The technical colleges' administrations do not have incentive and motivation raising policies in the training process.
- The training process in public, private, and UNRWA colleges is better than that conducted in governmental colleges.

Recommendations:

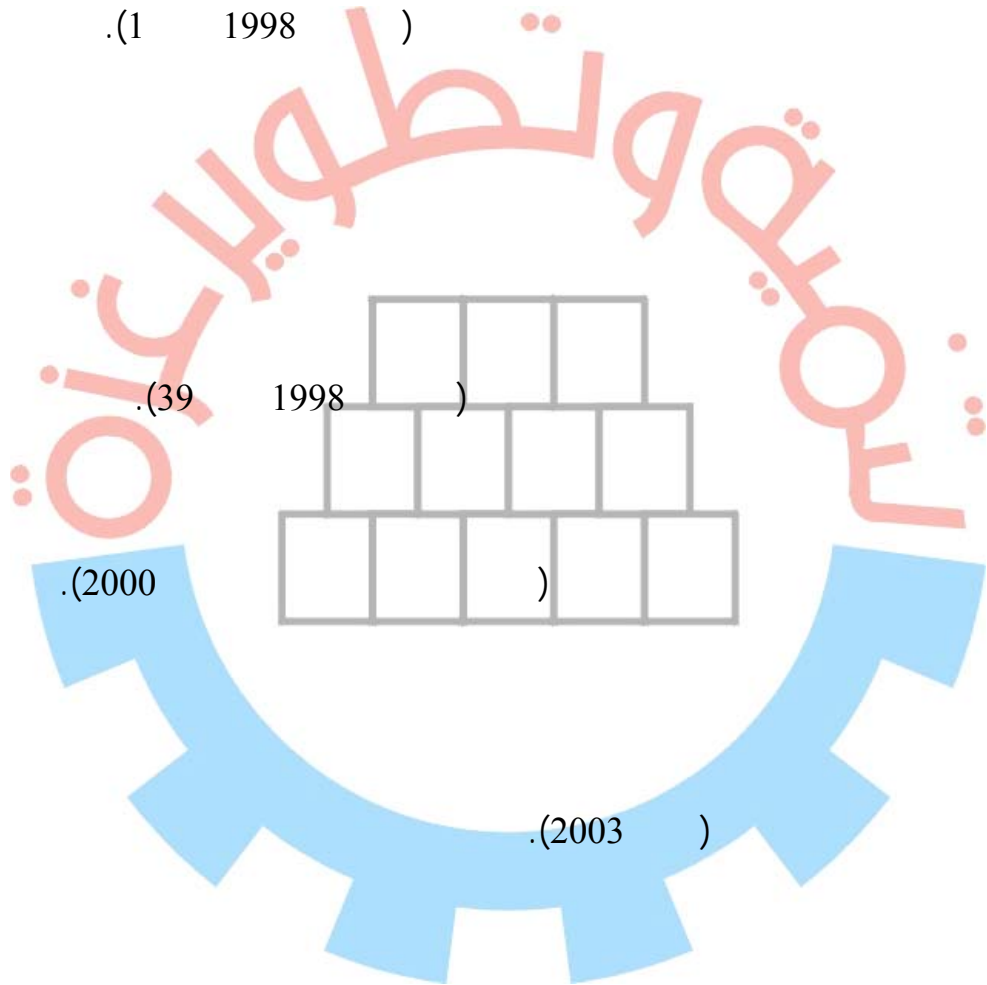
- Establishing specialized administration to take care of training and human resource development in the Ministry of Education and Higher Education to improve employees' performance and capabilities.
- Supporting training process financially and spiritually as a major instrument of development and change, and following up its impacts on the teaching-learning process efficiently.
- Linking training with salary scales, grades, and allowances.
- Adopting training as a whole system in technical colleges.



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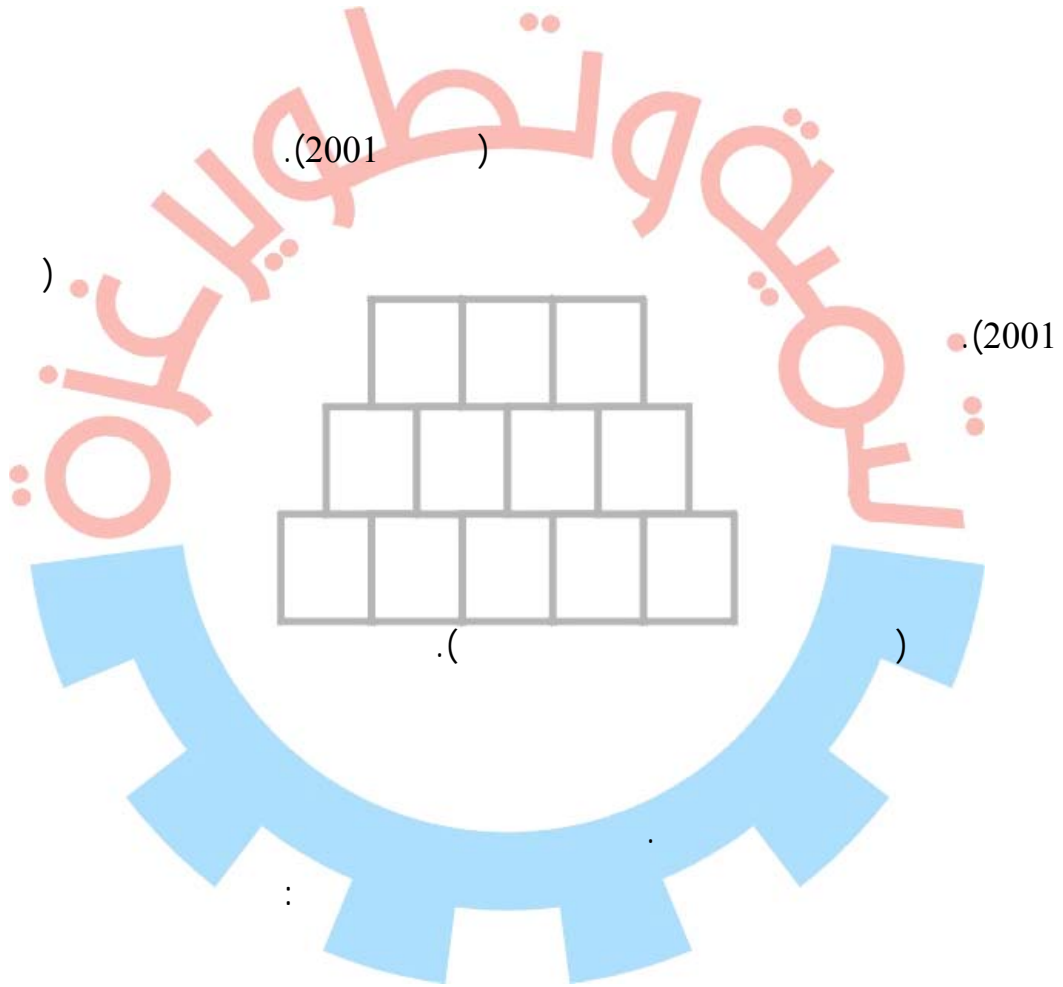
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(0.05)

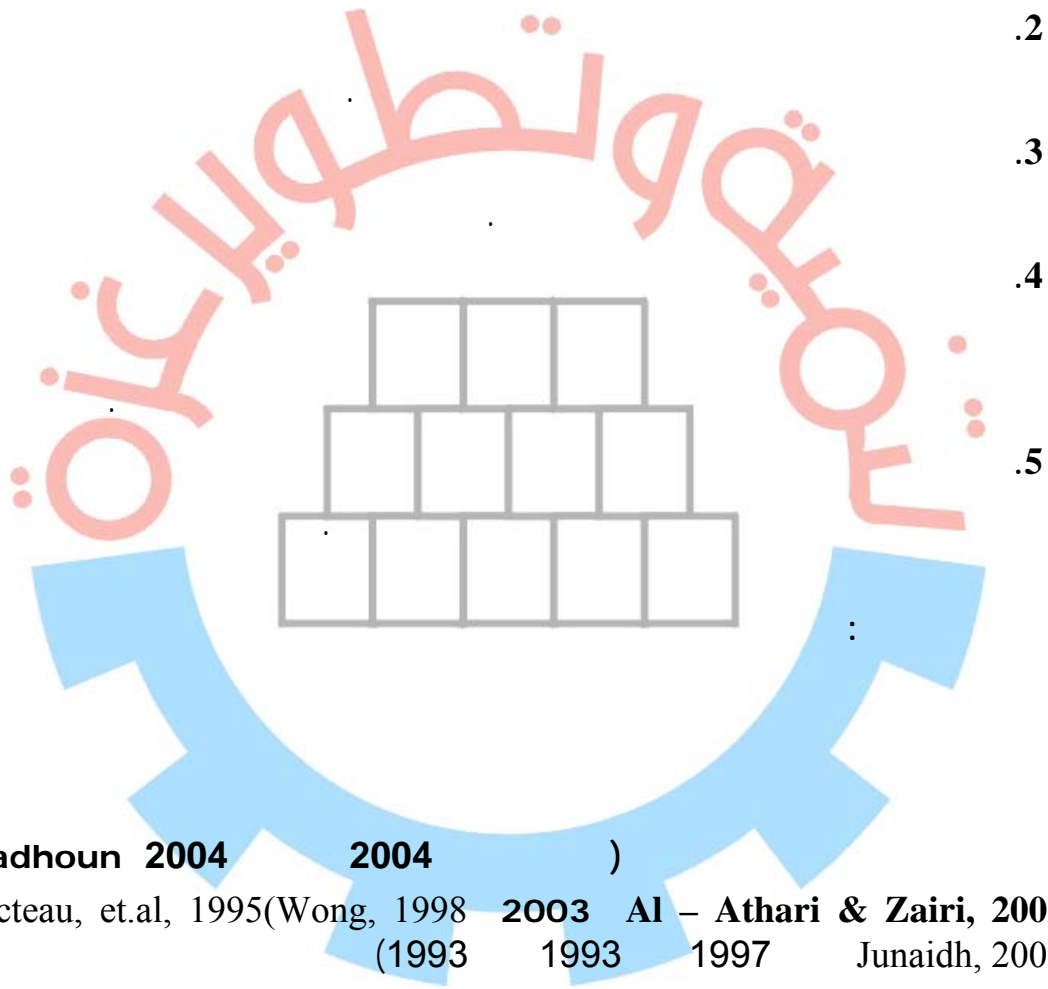
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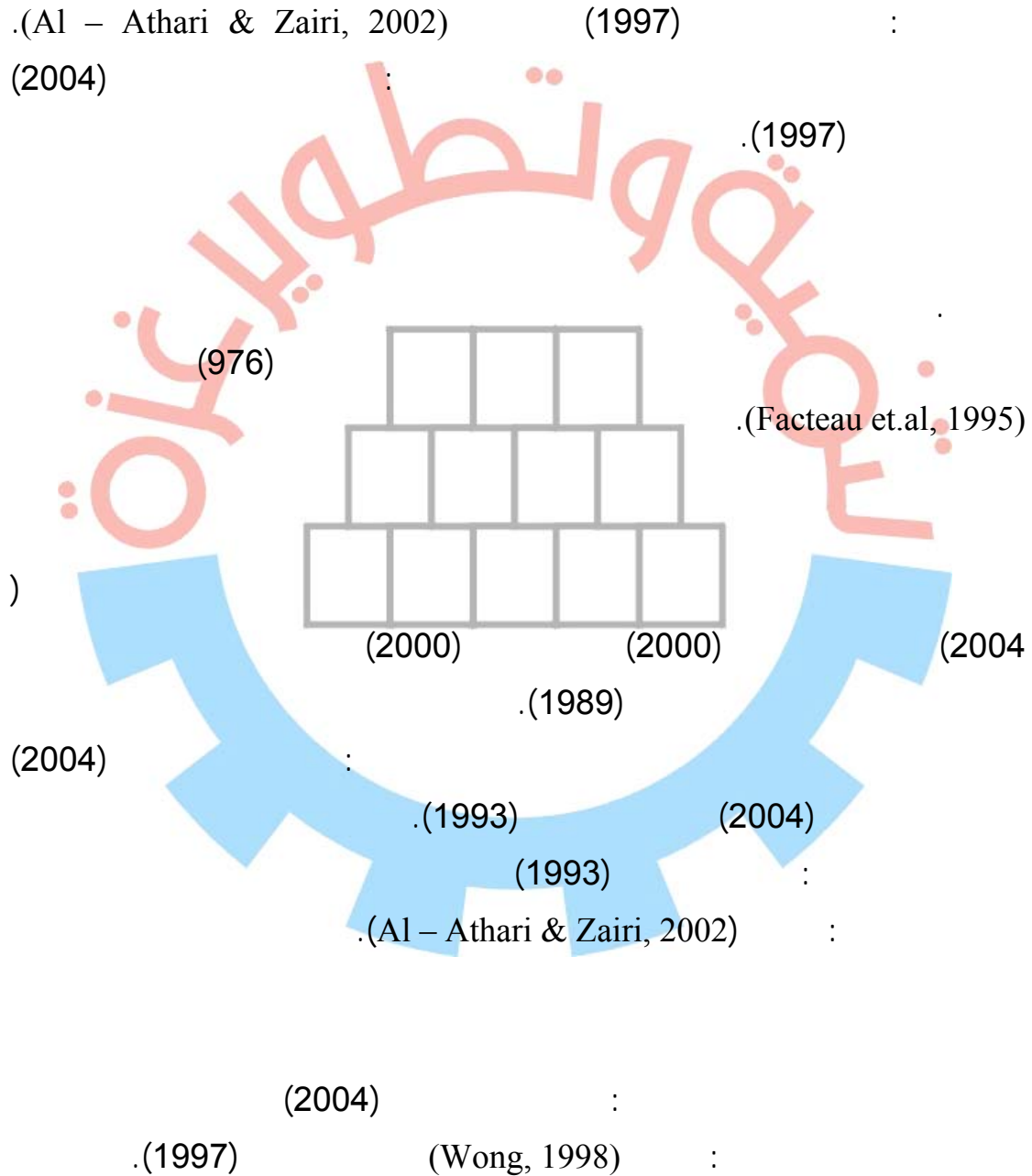
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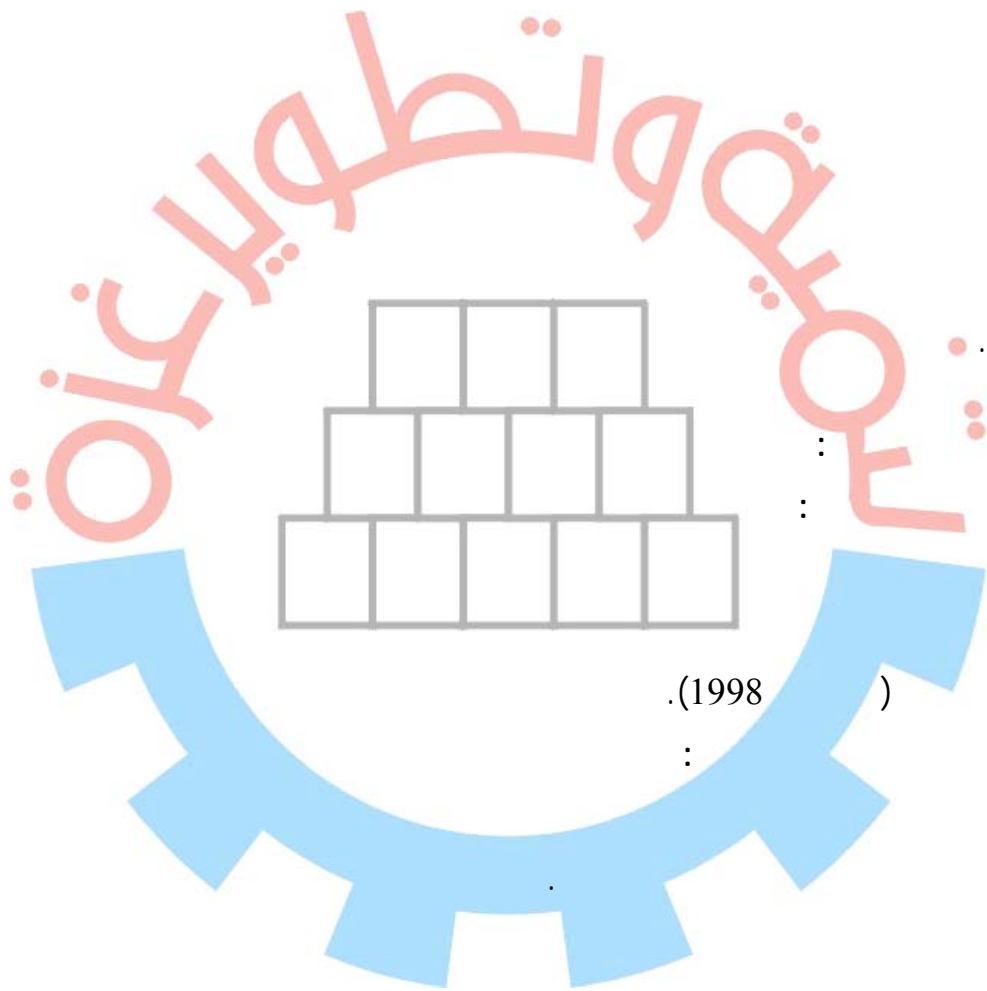
4.





(2004).





(2005/2004)



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(2005/2/14)

(470)

(1)

123	28	95	1	14	20	37	7	44	
146	30	116	7	23	18	39	5	54	
135	28	107	6	15	11	31	11	61	
50	6	44	0	7	4	8	2	29	
9	1	8	0	1	0	4	1	3	
7	4	3	0	1	3	1	1	1	
470	97	373	14	61	56	120	27	192	



(5)

(2)

(2)

	()				()				
107	11	18	9	18	6	27	1	17	
116	9	13	9	26	4	24	1	30	
113	6	12	5	18	9	39	2	22	
40	1	3	3	2	2	22	0	7	
8	0	1	0	3	1	3	0	0	
6	2	0	1	1	1	0	0	1	
390	29	47	27	68	23	115	4	77	

(Proportional Allocation)

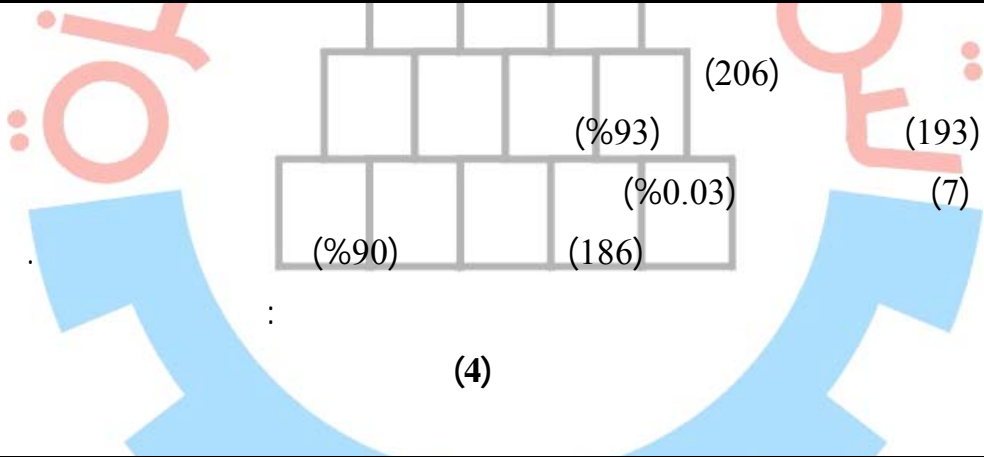
(%50)

(206)

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(3)

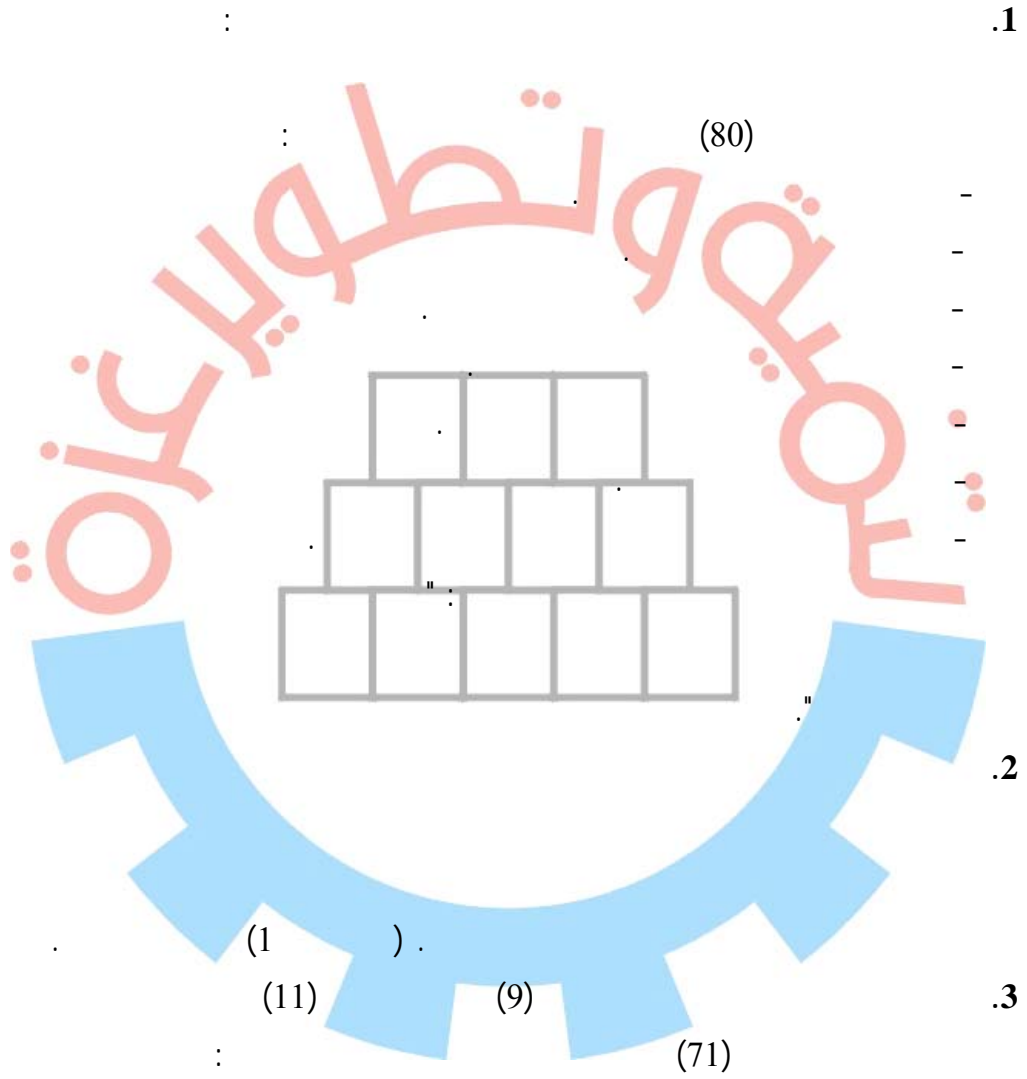
%	()				()				
55	6	9	5	9	3	14	1	8	
60	5	7	5	13	2	12	1	15	
58	3	6	3	9	5	20	1	11	
22	1	2	2	1	1	11	0	4	
6	0	1	0	2	1	2	0	0	
5	1	0	1	1	1	0	0	1	
206	16	25	16	35	13	59	3	39	



(4)

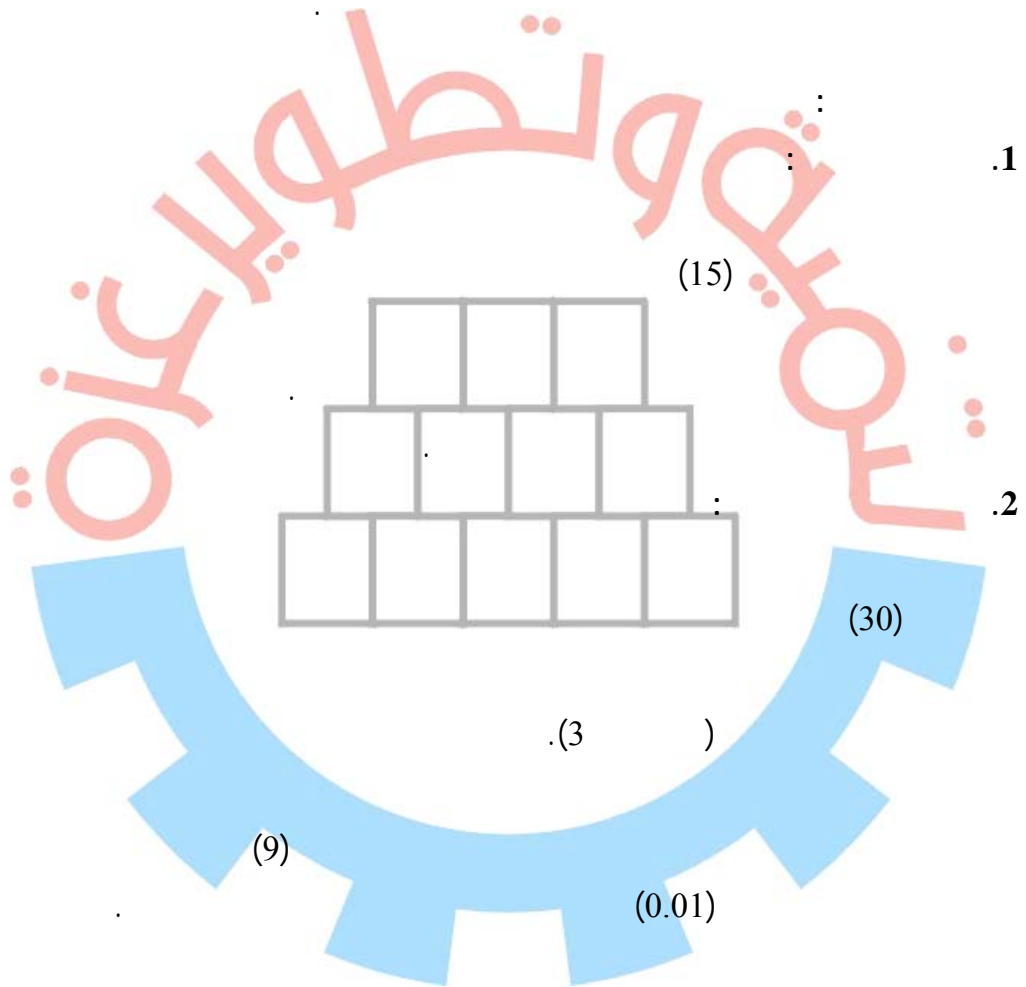
%29.56	55	0	55	55	
%27.95	52	5	57	60	
%25.26	47	2	49	58	
%11.29	21	0	21	22	
%2.68	5	0	5	5	
%3.22	6	0	6	6	
%100	186	7	193	206	





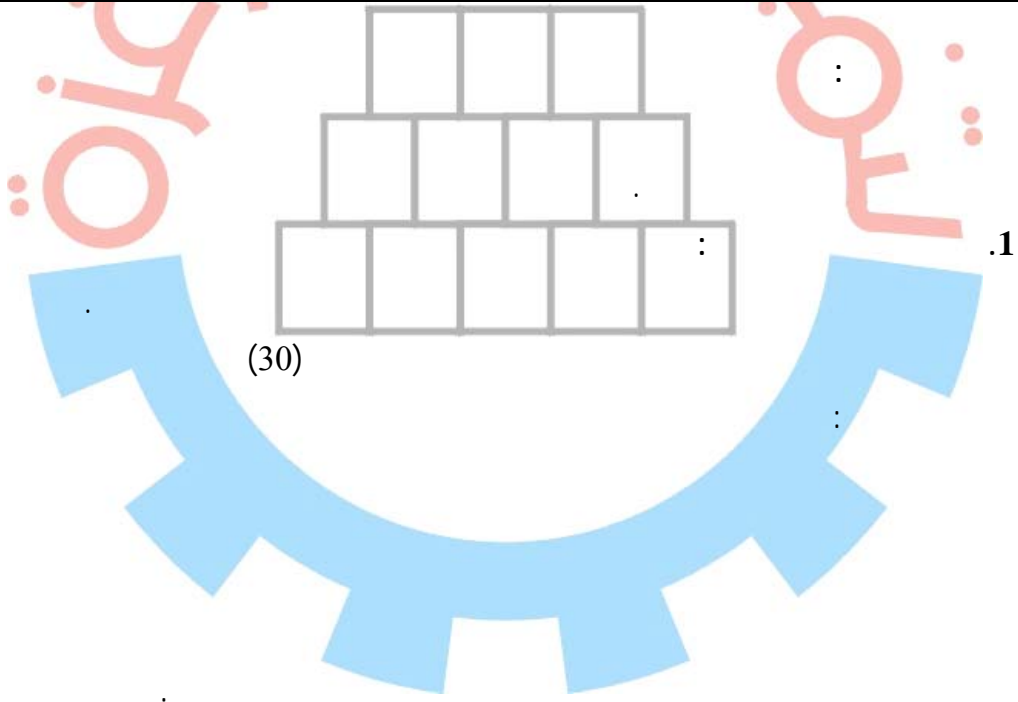
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0.000	0.876		
0.000	0.896		
0.000	0.852		
0.000	0.350		
0.000	0.853		
0.000	0.937		



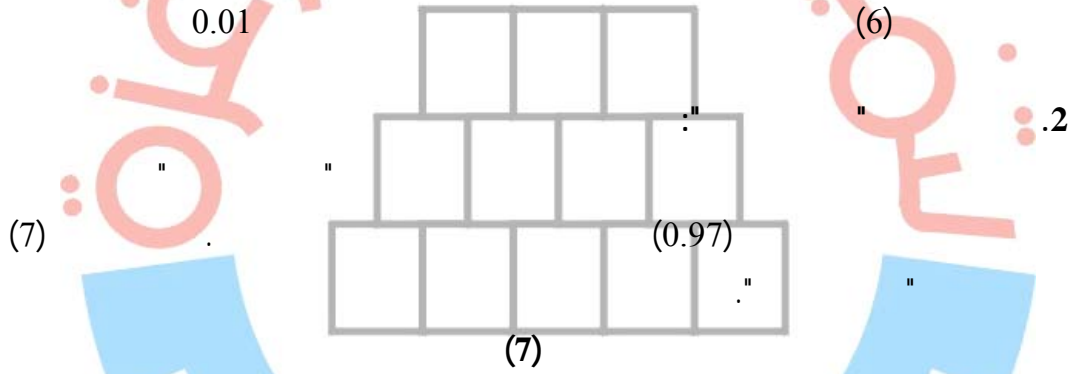
(6)

$$\frac{2r}{r+1} =$$



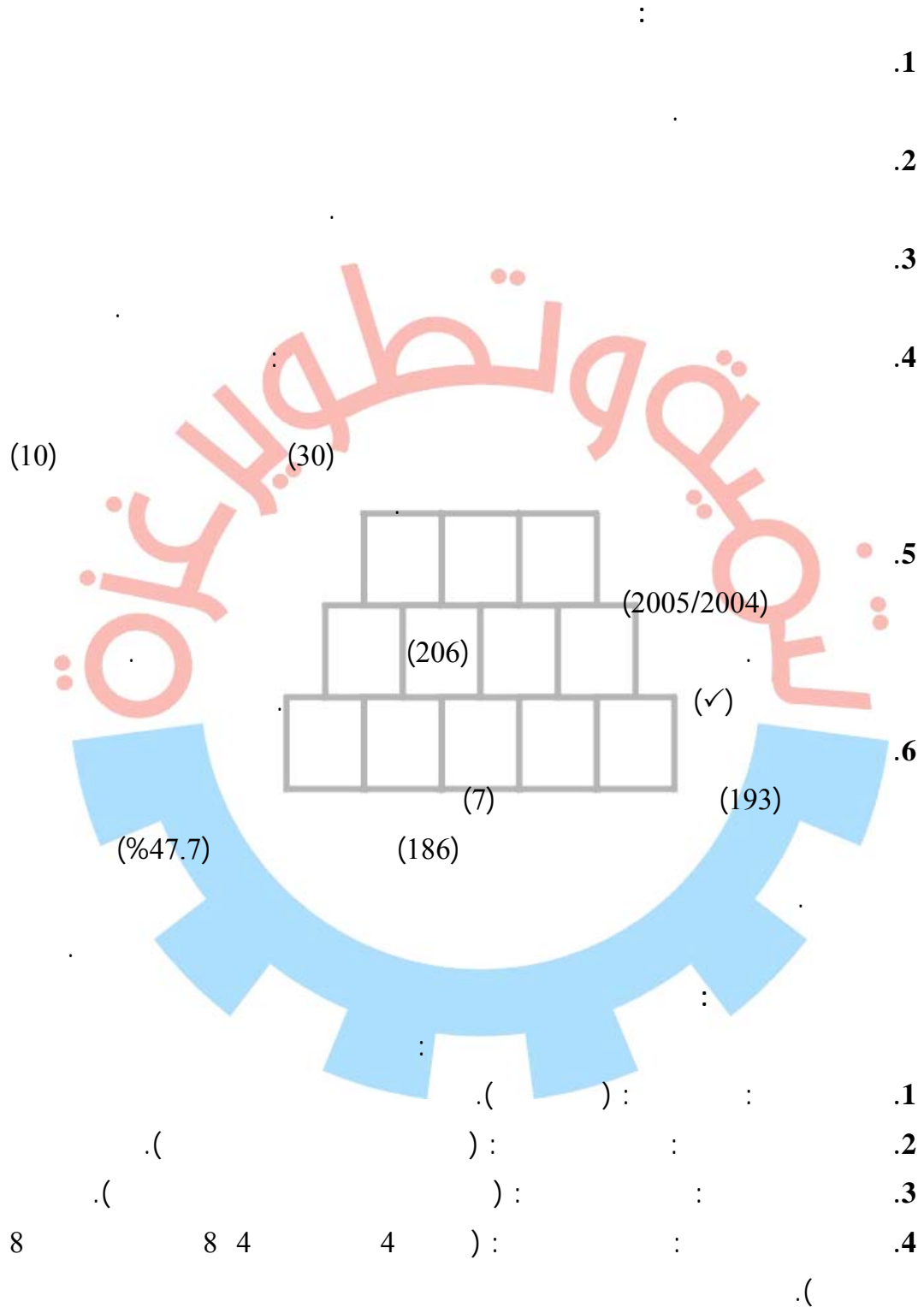
(6)

0.000	0.921	0.855	9	.1
0.000	0.945	0.896	17	.2
0.000	0.936	0.881	10	.3
0.000	0.868	0.7681	7	.4
0.000	0.910	0.835	8	.5
0.000	0.963	0.929	20	.6
0.000	0.970	0.942	71	



0.000	0.902	9	.1
0.000	0.929	17	.2
0.000	0.929	10	.3
0.000	0.704	7	.4
0.000	0.904	8	.5
0.000	0.948	20	.6
0.000	0.974	71	





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	(SPSS)		
		:	
	(Sign Test)		.1
	(1- Sample K-S)		.2
	(Kruskal – Wallis Test)		.3
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	(Mann – Whitney Test)		.6
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		:	.2
/2004)		:	(2005)
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(sig. ≤ 0.05)

(Z)

(8)

	Z			
0.014	1.574	9		.1
0.007	1.685	17		.2
0.000	2.497	10		.3
0.004	1.776	7		.4
0.030	1.451	8		.5
00.00	2.345	20		.6
0.004	1.775	71		

(Sign Test)

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(3) (0.05)
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(%60) (3)
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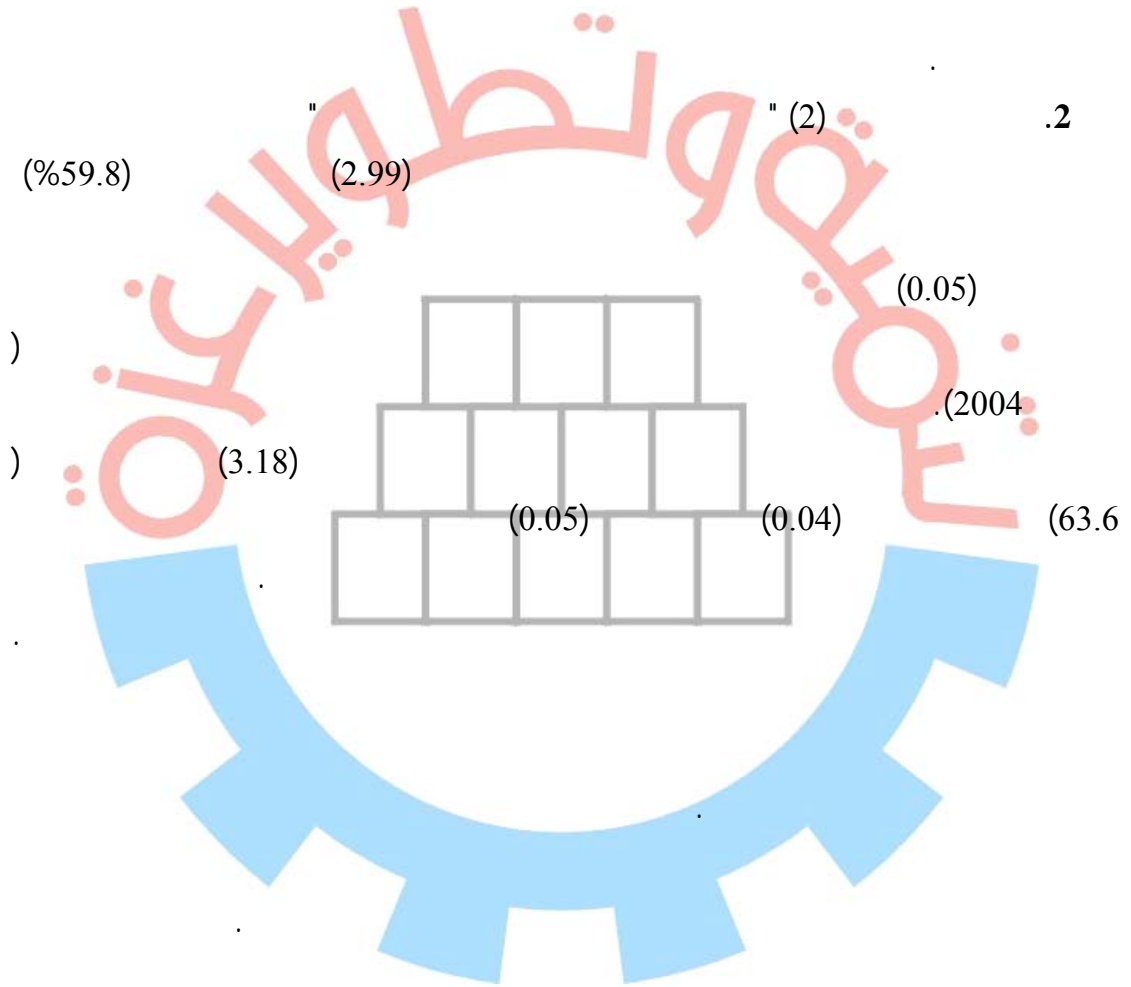
(9)

(Binomial Test)

0.054	60.6	3.03	7.0	30.1	23.7	31.7	7.5	8
0.065	59.8	2.99	7.5	29.6	26.3	29.6	7.0	9
0.024	65.2	3.26	3.8	21.5	30.6	33.3	10.8	5
0.002	63.0	3.15	2.2	22.0	37.6	34.9	3.2	6
0.033	65.4	3.27	2.7	14.0	41.4	37.6	4.3	3
0.019	65.8	3.29	2.2	18.9	37.8	30.3	10.8	2
0.104	65.4	3.27	2.2	18.6	35.5	37.2	6.6	3
0.002	63.0	3.15	5.9	17.7	38.2	31.7	6.5	6
0.004	66.2	3.31	2.7	12.9	45.2	29.0	10.2	1
0.004	63.6	3.18						



(9):
1. " (9)) (3.31) (%66.2)
(%39.2)
(%15.6)



(10)



(10)

(Binomial Test)

0.046	70.8	3.54	2.2	13.0	27.6	43.2	14.1	2
0.018	66.6	3.32	3.2	14.5	37.1	36.0	8.6	9
0.007	63.6	3.18	3.2	21.0	36.0	34.4	5.4	11
0.271	63.4	3.17	7.0	19.9	27.4	40.3	5.4	12
0.001	63.8	3.19	5.4	17.2	40.3	27.4	9.7	10
0.002	62.4	3.12	4.8	22.0	34.4	32.8	5.4	13
0.883	67.4	3.37	5.4	7.6	37.8	42.7	6.5	7
0.164	69.2	3.46	5.9	9.1	29.6	44.1	11.3	5
0.338	69.4	3.47	3.8	9.7	32.3	43.0	10.2	4
0.040	70.8	3.54	2.2	12.9	26.9	44.6	12.9	2
0.000	71.0	3.55	6.5	12.0	40.3	21.5	19.1	1



0.766	66.8	3.34	4.8	12.4	32.8	39.8	7.5	8
0.826	69.0	3.45	1.6	11.8	37.2	38.2	10.8	6
0.000	55.8	2.79	16.7	26.9	23.1	27.4	5.9	16
0.000	56.6	2.83	11.8	26.3	34.9	19.9	6.5	14
0.000	56.4	2.82	11.8	24.2	35.5	26.3	1.6	15
0.000	50.8	2.54	15.1	38.7	26.9	13.4	4.8	17
0.000	63.7	3.18						

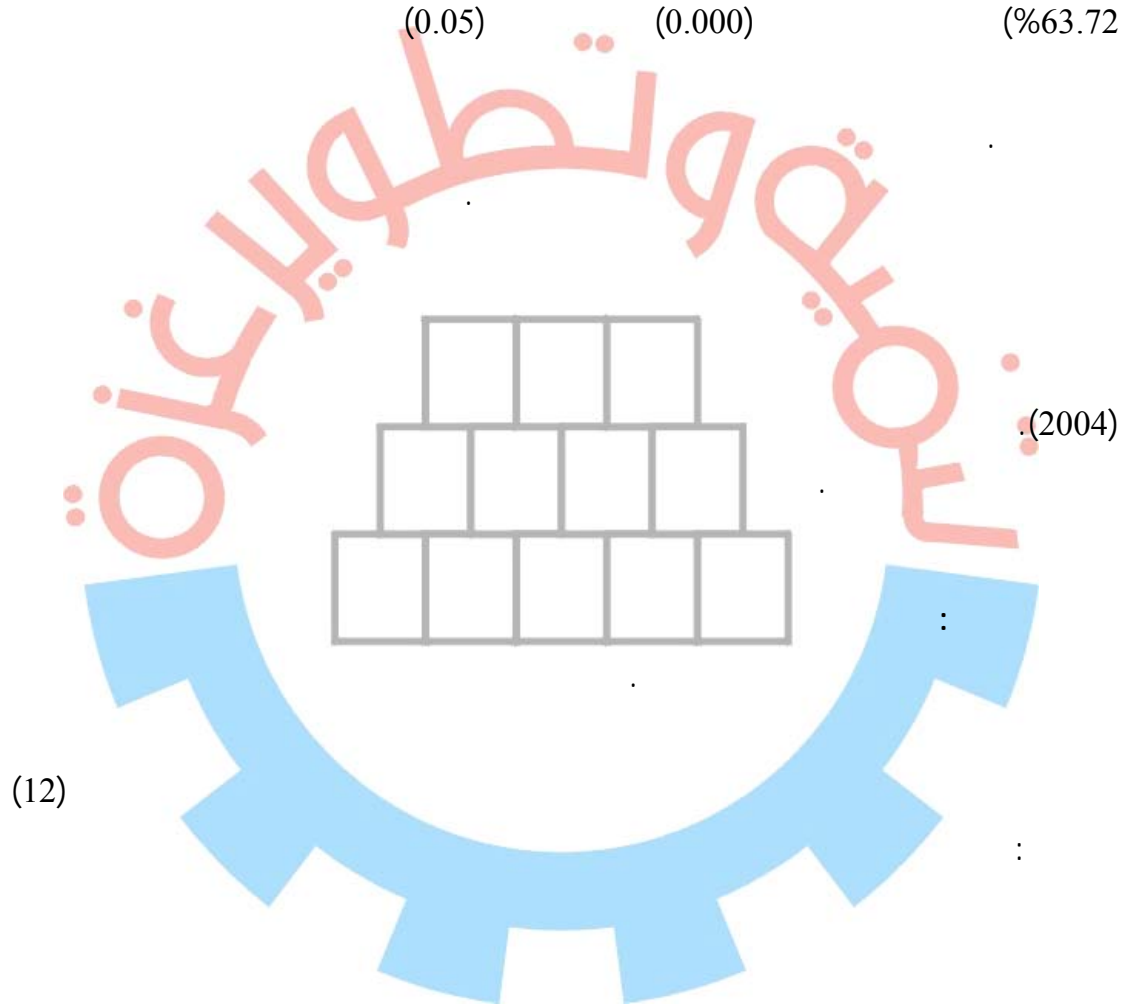
1. (10) (11) (3.55) (%40.6) (%71.0) (%18.5) (2004)

2. (17) (2.54) (%18.2) (%50.8)



(%53.8)

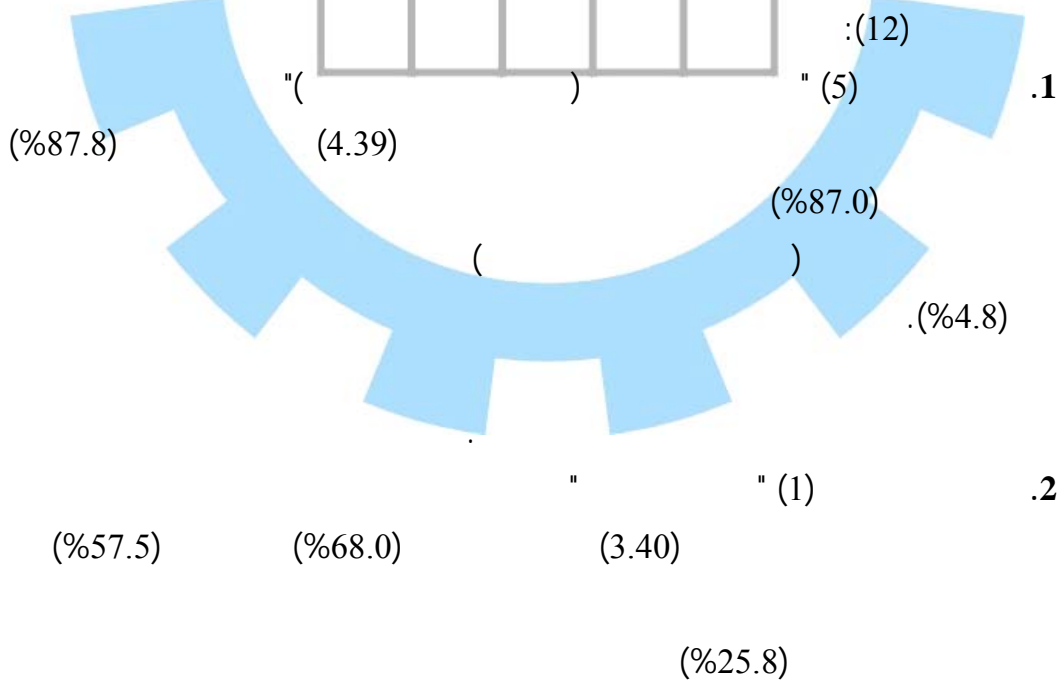
) (3.186) (0.05) (0.000) (%63.72)



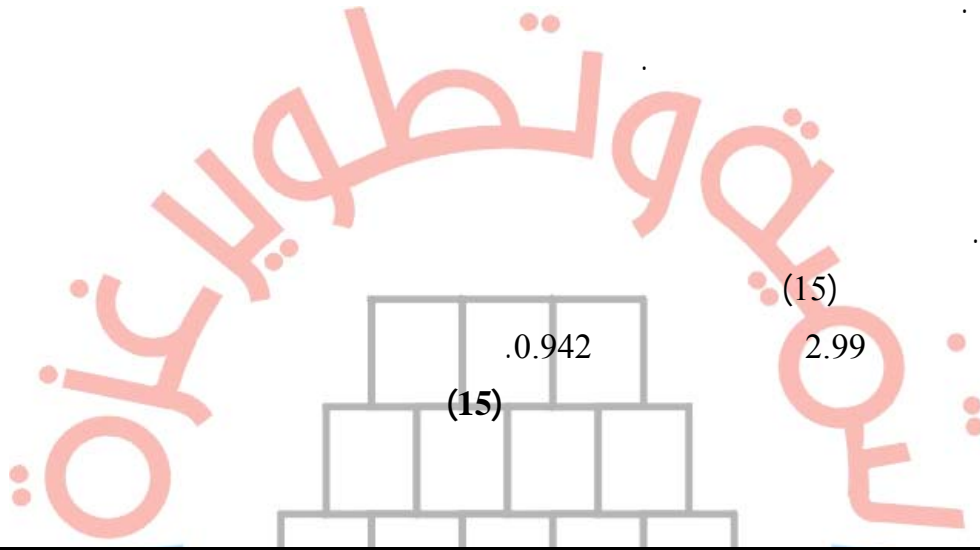
(12)

(Binomial Test)

0.027	68.0	3.40	7.5	18.3	15.1	41.9	15.6	7		
0.000	86.0	4.30	1.6	2.2	15.1	33.5	47.6	2		
0.000	77.8	3.89	4.4	6.6	17.5	38.8	32.8	5		
0.000	83.8	4.19	2.7	1.6	13.1	38.8	43.7	3		
0.000	87.8	4.39	3.2	1.6	8.1	27.0	60.0	1	.()	
0.000	79.6	3.98	1.6	5.9	16.2	45.4	30.8	4		
0.001	74.0	3.70	2.7	3.3	31.7	45.4	16.9	6		
0.000	79.6	3.98								



(1989) (1999)
) (3.981) (0.05) (0.000) (%79.62)



0.000	63.78	3.189		9		.1
0.000	63.72	3.186		17		.2
0.000	68.18	3.409		10		.3
0.000	79.62	3.981		7		.4
0.942	59.82	2.991		8		.5
0.000	64.64	3.232		20		.6
0.000	65.74	3.287		71		



(15)

.1

(%79.62)

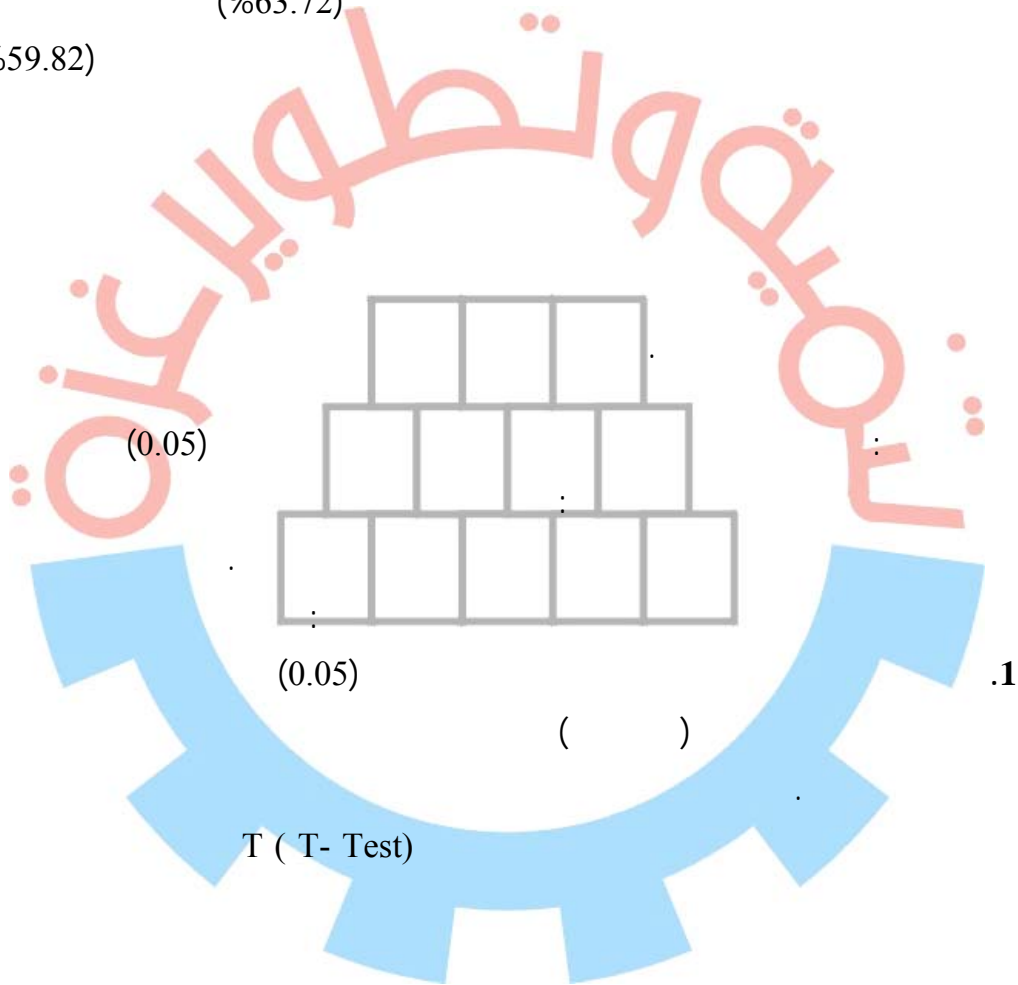
(%68.18)

(%64.64)

(%63.78)

(%63.72)

.(%59.82)



(17)



(17)

(U – Test)

(0.05)

	U				
0.662	3172.0	92.49			1
		96.42			
0.343	3008.0	91.30			2
		99.83			
0.486	3089.0	65.12			3
		88.85			
0.715	3195.5	92.93			4
		95.93			
0.830	3243.0	94.00			5
		92.06			
0.425	3056.0	95.36			6
		88.17			
0.976	3302.5	93.43			
		93.70			

(U)

(0.05)

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.2

(H – Test)



(18)

(18)

(H – Test)

(0.05)

	χ^2				
0.321	2.270	90.59			.1
		90.66			
		105.8			
0.017	8.202	97.56			.2
		85.94			
		115.1			
0.995	0.010	93.94			.3
		93.20			
		94.09			
0.006	10.14	108.4			.4
		84.03			
		111.3			
0.0329	2.225	101.6			.5
		89.04			
		100.8			
0.537	1.242	89.70			.6
		91.90			
		102.4			
0.113	4.369	94.76			
		88.29			
		109.89			

(18)

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(5.99)

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χ^2

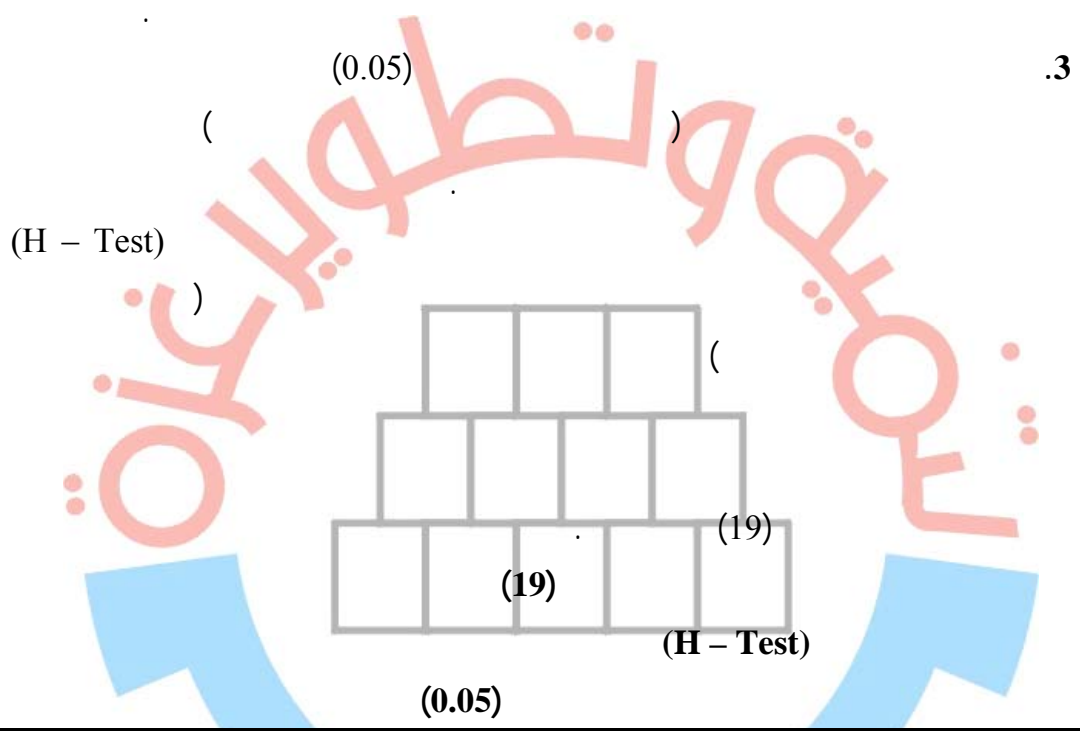
χ^2

(0.05)

(2)



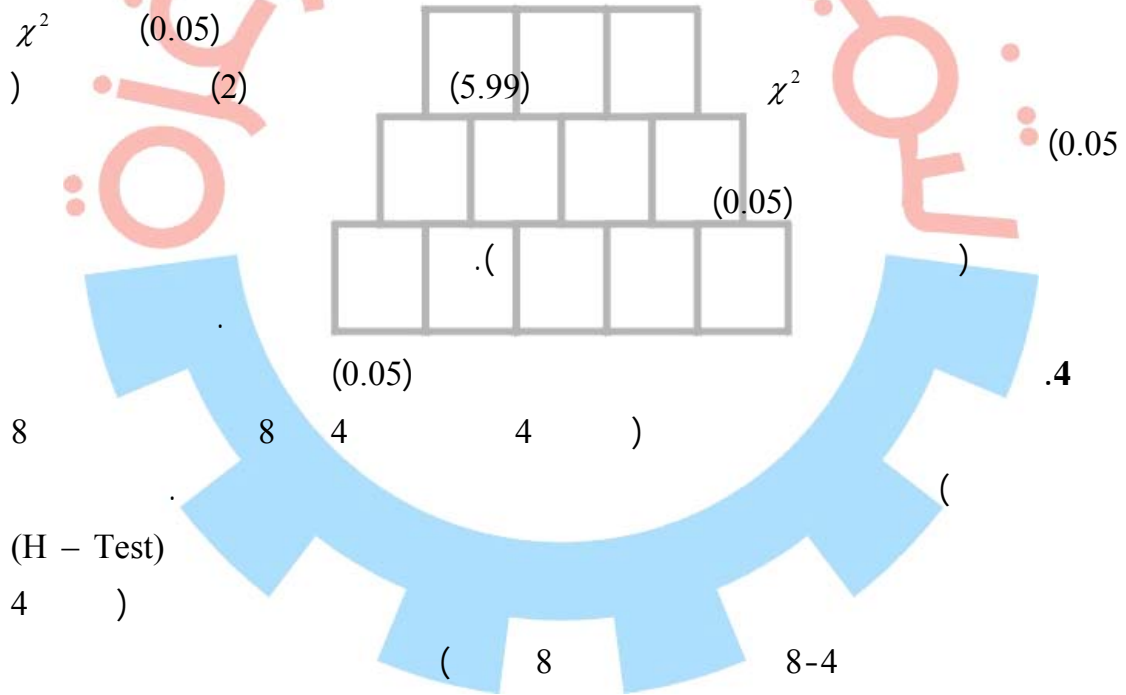
(0.05) ()
 (0.05) χ^2 χ^2



	χ^2			
0.341	2.149	86.77		.1
		99.09		
		93.57		
0.381	1.930	91.65		.2
		98.04		
		80.67		
0.069	5.345	86.89		.3
		102.5		
		78.43		
0.358	2.053	93.19		



		90.19			.4
		108.7			
0.152	3.774	87.97			.5
		101.1			
		80.74			
0.123	4.189	85.89			.6
		101.8			
		84.95			
0.227	2.965	87.75			
		100.4			
		84.31			



(20)



(20)

(H – Test)

(8 8 4 4)

(0.05)

	χ^2				
0.010	9.22	109.6	4		.1
		85.47	8-4		
		83.73	8		
0.001	14.30	112.4	4		.2
		77.12	8-4		
		89.72	8		
0.357	2.06	100.3	4		.3
		86.75	8-4		
		93.09	8		
	χ^2				
0.382	1.92	100.26	4		.4
		92.31	8-4		
		86.99	8		
0.046	6.14	105.7	4		.5
		82.53	8-4		
		91.42	8		
0.037	6.57	104.8	4		.6
		80.63	8-4		
		94.55	8		
0.005	10.43	109.8	4		
		79.86	8-4		
		89.64	8		

(20)

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(5.99)

χ^2

χ^2

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χ^2

χ^2

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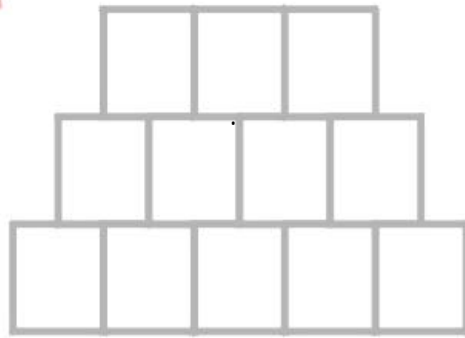
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(H - Test)

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(H – Test)

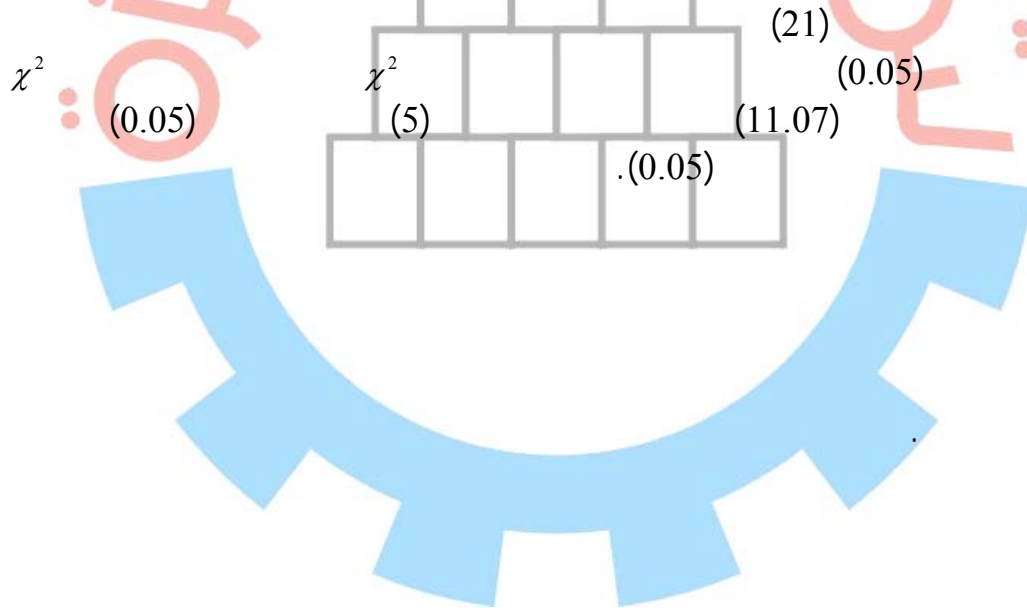
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(0.05)

	χ^2				
0.000	96.97	51.21			.1
		75.32			
		148.32			
		105.1			
		147.0			
		120.0			
0.000	48.69	61.16			.2
		82.8			
		130.5			
		107.8			
		126.5			
		112.9			
0.000	45.98	59.66			.3
		87.08			
		127.9			
		114.1			
		99.42			
		114.4			
	χ^2				
0.000	39.41	121.4			.4
		71.38			
		107.5			
		65.07			
		53.58			
		51.6			
0.000	89.93	44.75			.5
		88.52			
		140.7			



		119.1			
		131.0			
		84.30			
0.000	86.69	50.05			.6
		78.08			
		139.5			
		125.6			
		113.2			
		140.2			
0.000	92.13	50.70			
		76.51			
		146.94			
		114.6			
		124.3			
		113.1			



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(2001)

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.329	:
" (1985)	.11
" (1997)	.12
.66 7 13	" (2003)
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" (1998)	.14
.39	" (1993)
: .9 3 20	" (1993)
.121 83 2 22	" (1993)
(1997)	.17
" (2000)	.18
" (1986)	.19

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