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The matching degree of the training programs provided to staff of the Ministry of Public Works and Housing with the work requirements from the viewpoint of the supervisory authorities

Abstract

This study has aimed to examine the reality of training at the departments of the Ministry of Public Works and Housing in terms of programs and mechanisms, identification of work requirements and updates, as well as the impacts of training programs offered by the Ministry on the knowledge, expertise and skills of its staff, and to find out if these impacts vary based on sex, educational qualification, job title, years of experience and the department at which the member of the supervisory committee works, in addition to the follow up and the most important obstacles that face the training process and the identification of proposals that may improve the level of this process from the supervisory parties' perspective.

To achieve the above mentioned objectives, the researcher used the descriptive approach, where he designed a questionnaire included (118) items distributed to five areas and enjoyed a credibility and stability degree reached (0.98). The questionnaire was distributed to all of study community members, namely all members of the supervisory parties at the Palestinian Ministry of Public Works and Housing, including director generals, department directors, heads of sections and heads of sub-sections officially registered in accordance with the organizational structure approved by the General Personnel Bureau. The total number of those staff was (120), according to the structure records of (2010). The researcher sought to conduct a comprehensive survey of all members of the above-mentioned community, but for various reasons only (99) questionnaires were returned. Those questionnaires were reviewed and examined, but only (96) of which were suitable for analysis and formed the sample of this study.

After data collection and analysis, the study results showed that most of the implemented training programs at the Ministry of Public Works and Housing were specialized programs serving most of the staff of various departments such as Central Procurement Department (Project Management) and Financial Resources Department (public money), and other training programs concerned with project follow up and assessment, staff capacity building in the field of communication skills. Furthermore, the study results showed that most of the mechanisms used in the preparation of the Ministry training programs were related to coordination and follow-up, including cooperation with the Ministry's competent departments, networking with other ministries, in addition to coordination with training centers and international organizations. Other mechanisms were also specialized in work requirements such as job analysis (professions) and their requirements and the identification of points of strengths and weaknesses in performance (performance efficiency reports). The study results have also clarified that the most important requirements and developments required for jobs at the Palestinian Ministry of Public Works and Housing are health and safety, employee's ability to diagnose weaknesses in the work and to treat them, management of correspondence and report writing skills, decision-making capacity, the initiative of the employee to carry out new tasks and, finally, the ability of negotiation and persuasion. The study, moreover, showed that the most important impacts of training programs on the employees knowledge, experience and skills were developing the employees efficient performance, assisting them to use new skills linked to

the progress of work, increasing their motivation to engage in their jobs and empower them to use computer and internet technology in line with the developments of the era. However, there were many obstacles restricting training programs, conducted for the staff of the Ministry of Public Works and Housing, to meet work requirements and developments. Those obstacles, according to the supervisory parties, are represented by the lack of qualified trainers to implement the training, the routine at the various levels within the Ministry, the lack of training integrated plans in addition to the relative rigidity of regulations and rules governing work organization. Consequently, the most important proposals that could improve the role of training programs to meet work requirements and developments, according to the supervisory parties, are: objectivity in nomination for the training courses, provision of human cadres to train staff within training plans and strategies, attraction of efficient experts to train the employees as well as allocating a sufficient budget for training.

The study found out, moreover, that there are no statistically significant differences at the level of statistical evidence ($0.05=\alpha$) between the average answers of the respondents concerning the impacts of training programs on the employees of the Ministry of Public Works and Housing in terms of knowledge, experience and skills according to each of sex variable, qualification, job title, years of experience and the public administration at which the member of the supervisory party works. It was also found out that there is a positive statistical correlation between work requirements and developments and the impacts of the training courses on knowledge, experience and skills of the staff, from the supervisory parties' perspective.

Finally and in the light of the results of the study, the researcher presented a number of recommendations the most important of which are the enhancement of training programs and mechanisms to serve all categories and taking the necessary steps by the Ministry to promote the skills of staff at knowledge, administrative, technical and technological levels through regular professional and specialized training courses for the staff due to the impact of such courses on raising staff efficiency.



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	1.056	2.510	.	24	6

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	0.483	4.635		37	2
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	1.039	4.385	()	59	4
	1.263	4.343		68	5

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	1.157	4.166		50	6
	1.399	4.145		66	7
	1.183	4.010		60	8
	0.888	4.010		61	9
	1.075	3.979		69	10
	1.193	3.666		51	11
	1.177	3.656	()	54	12
	1.177	3.656	.	41	13
	1.174	3.593	()	55	14
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	0.999	3.677		95	1
	1.177	3.656		71	2
	1.085	3.645		97	3
	0.985	3.635		83	4
	1.067	3.635		82	5
	1.027	3.635		96	6

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	1.107	3.625		93	7
	1.069	3.614	.	80	8
	1.052	3.593		86	9
	0.990	3.593		87	10
	1.110	3.593	.	85	11
	1.174	3.593)	72	12
	1.042	3.583	.(81	13
	0.991	3.583		92	14
	1.033	3.572		94	15

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	1.116	3.625		114	1
	1.041	3.604		115	2
	1.112	3.562		110	3
	1.035	3.531		106	4
	1.160	3.510	()	117	5
	1.066	3.510		107	6
	1.114	3.489		109	7
	1.178	3.479		116	8

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%6.2	09		8
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3.382	3.500	3.735	

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0.507	0.684	0.762	93	70.877	0.521	2	1.043	

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3.599	3.400	3.535	3.810	

(Oneway-ANOVA)

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	F							
0.766	0.382	0.772	92	71.035	0.295	3	0.885	

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(Oneway-ANOVA)

:15.5

	F							
0.875	0.133	0.771	93	71.715	0.103	2	0.206	

(15.5)

($\alpha \leq 0.05$)

(0.875)

($\alpha \leq 0.05$)

(2007)

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" :

($\alpha \leq 0.05$)

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One)

(way- ANOVA

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3.4579		
3.8816		
3.4474		

: -16.5

3.5405		
3.5730		
3.3176		
3.9865		
3.3694		
3.1216		
2.7928		

(Oneway-ANOVA)

:17.5

	F							
0.247	1.304	0.736	86	63.282	0.960	9	8.638	

(17.5)

($\alpha \leq 0.05$)

(0.247)

($\alpha \leq 0.05$)

" : •
 $(\alpha \leq 0.05)$

"

(Pearson Correlation)

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:18.5

	Pearson Correlation	
0.869		
0.000		
96		

**Correlation is significant at the 0.05 level (2-tailed)

(18.4)

$(\alpha \leq 0.05)$

(0.05)

(0.000)

(0.869)



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(X)

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(X)

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					.()	.6
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						.8
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						.11
						.12
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						.15
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						.17
						.18
						.19
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						.21
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						.23
						.24
						.25
						.26
						.27
					()	.28
						.29
					()	.30
					(-) ()	.31
						.32
) (.33
					()	.34

(X)						:
					. ()	.35
					.	.36
					.	.37
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					.	.42
					.	.43
					.	.44
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					.	.50
					.	.51
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					.	.53
					()	.54
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					.	.57
						.58
					()	.59
						.60
						.61
						.62
						.63
						.64
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(X) :

						.70
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					.()	.72
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						.81
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						.105

(X)

						.106
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					()	.108
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						.114

						.115
						.116
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						.118



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- .5**



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104	1.3
112	2.3

32	1.2
36		2.2
	
64	1.4
64	2.4
64	3.4
65	4.4
65		5.4
	
		1.5
68		
	
		2.5
70		
	
		3.5
73		
	
		4.5
76		
	
		5.5
77		
	

		6.5
81	
		7.5
82	.....
		8.5
84	.....
	..... " "	9.5
86	.....
		10.5
87	.....
	(Oneway-ANOVA)	11.5
87	.....
		12.5
88	.....
	(Oneway-ANOVA)	13.5
89	
90	14.5

90 (Oneway-ANOVA)	15.5
91	16.5
92 (Oneway-ANOVA)	17.5
93	18.5

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1 :

1	1.1
2	2.1
2	3.1
3	4.1
4	5.1
5	6.1
6	7.1
6	8.1
6	9.1

8 :

81.2
82.2
81.2.2
92.2.2
123.2.2

134.2.2
145.2.2
141.5.2.2
15	.....	.2.5.2.2
15	.....	.3.5.2.2
15	.....	.4.5.2.2
16	.....	.6.2.2
17	.....	.7.2.2
18	.....	.8.2.2
20	.....	.9.2.2
20	.....	.10.2.2
21	.....	.11.2.2
22	.....	.1.11.2.2
23	.....	.2.11.2.2
28	.....	.3.11.2.2
28	.....( )	.12.2.2
29	.....	.1.12.2.2
30	.....	.2.12.2.2
30	.....	.3.12.2.2
31	.....	.4.12.2.2
32	.....	.5.12.2.3
33	.....	.6.12.2.2
34	.....	.7.12.2.2
34	.....	.8.12.2.2
39	.....	.3.3
39	.....	.1.3.2
41	.....	.2.3.2

43	.....	3.3.2
44 :	
44	.....	1.3
44	.....	2.3
45	.....	3.3
46	.....	4.3
46	.....	5.3
47	...	6.3
47	1.6.3
48	2.6.3
49	3.6.3
49	7.3
49	1.7.3
50	21.7.3
51	3.7.3
52	4.7.3
53	5.7.3
54	6.7.3
55	7.7.3
56	8.7.3
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57	
58	...	11.7.3
58	1.11.7.3
58		2.11.7.3

.....	
60	:
60	1.4
60	2.4
61	3.4
61	4.4
61	1.4.4
62	2.4.4
62	5.4
62	6.4
62	7.4
63 .....	.1.7.4
63 .....	.2.7.4
63	8.4
63	9.4
67	:
67	1.5
67 .....	.1.1.5
68 .....	.1.1.1.5
70 .....	.2.1.1.5
73 .....	.3.1.1.5
77 .....	.4.1.1.5

81	.....	.5.1.1.5
84	.....	.6.1.1.5
85	.....	.2.1.5
95 :	
95	.....	1.6
95	.....	2.6
96	.....	3.6
98	.....	4.6
99	.....
114	.....
115	.....
118	.....