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The fact of training process for agronomists at the Palestinian ministry of agriculture in the West Bank and the proposals of development

Abstract:

This study has been conducted during the second half of the year 2008 on samples from the whole study society including all agronomists working at the Palestinian Ministry of Agriculture (MOA) in the West Bank (WB).

Generally the study aimed at identifying the effects of applying the training process on the agronomists in the (MOA) on the ground of suitable scientific bases in order to enhance the possibility of accomplishing the ministry's goals. In addition it aims to evaluate such a process in terms of procedures and development proposals as it is the first study in Palestine uses this training process at the MOA since it was established in 1995. The researcher followed the Descriptive Method in fulfilling this vital study. Furthermore he collected data examined hypothesis by using questionnaire revising theories and previous studies and used the statistical method (SPSS) in analyzing the output of the questionnaire.

The results of study showed that the training process of the agronomists at the MOA has not been conducted according to scientific bases to enhance the achieving of ministry's goals. Whereas they emphasized negative perspective of the target group answers on the whole of the training at the ministry that showed a total average medium of (2.74).

Besides this process lacks the mechanism of defining the training needs and their link to the strategic and developing schemes of the MOA. The standards of selecting trainees and trainers were unclear or fixed; there was no comprehensive evaluation for the training process neither by internal nor neutral external authorities. It was not planned for such a process in terms of feedback. In spite of its continuity it does not produce accumulative of knowledge.

On the other hand the outputs showed the interest of decision makers in the training process which reflect its continuity. Further there has been an improvement in the environment of the training in terms of location supports methods and variety with the necessity to emphasize on the development of the practical aspects.

The most important recommendations are targeting specialized accumulative knowledge to the target group using practical programs for the sake of training studying the needs of training based on the job description and analysis reporting performance and difficulties at work that face the target group issuing periodical objective evaluation of training process as a whole with concentration on human resources management to prepare an exceptional vocational human resources cadre urging competition among target groups as to warrantee a continuous training process it should be focused on its correlation with the

strategic and development scheme of ministry once it is carried out and lastly the necessity of evaluating the quality of the training products or the outcomes of the training process and how relevant to the variable needs of the market.

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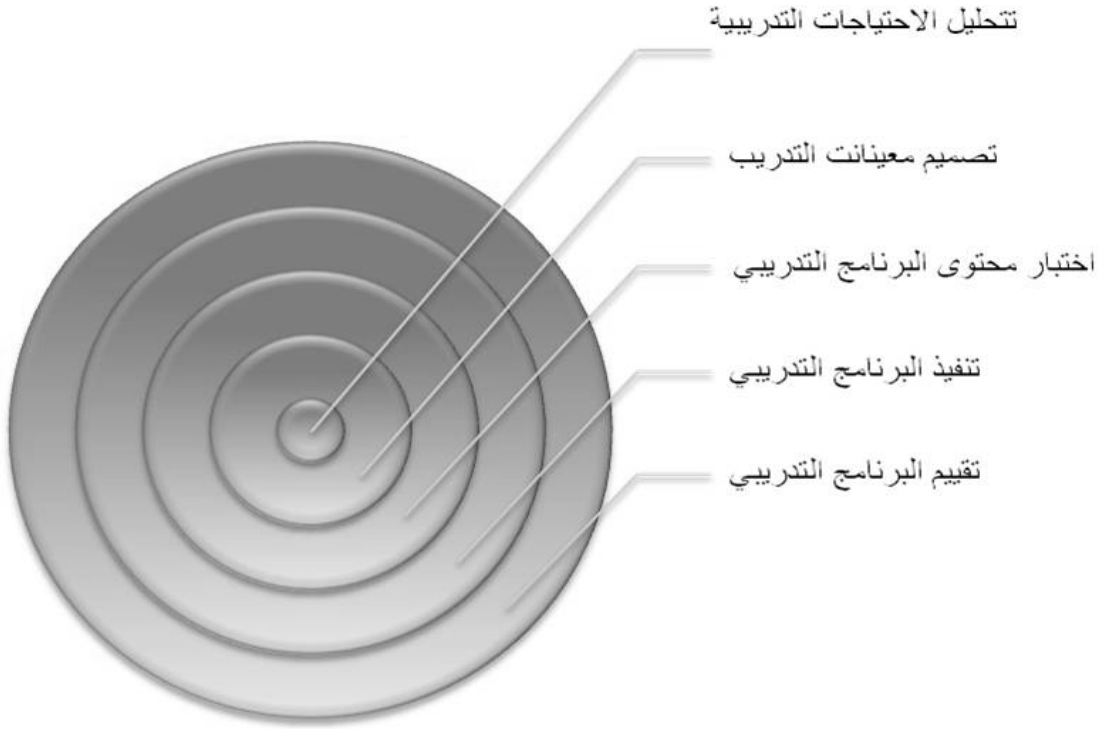
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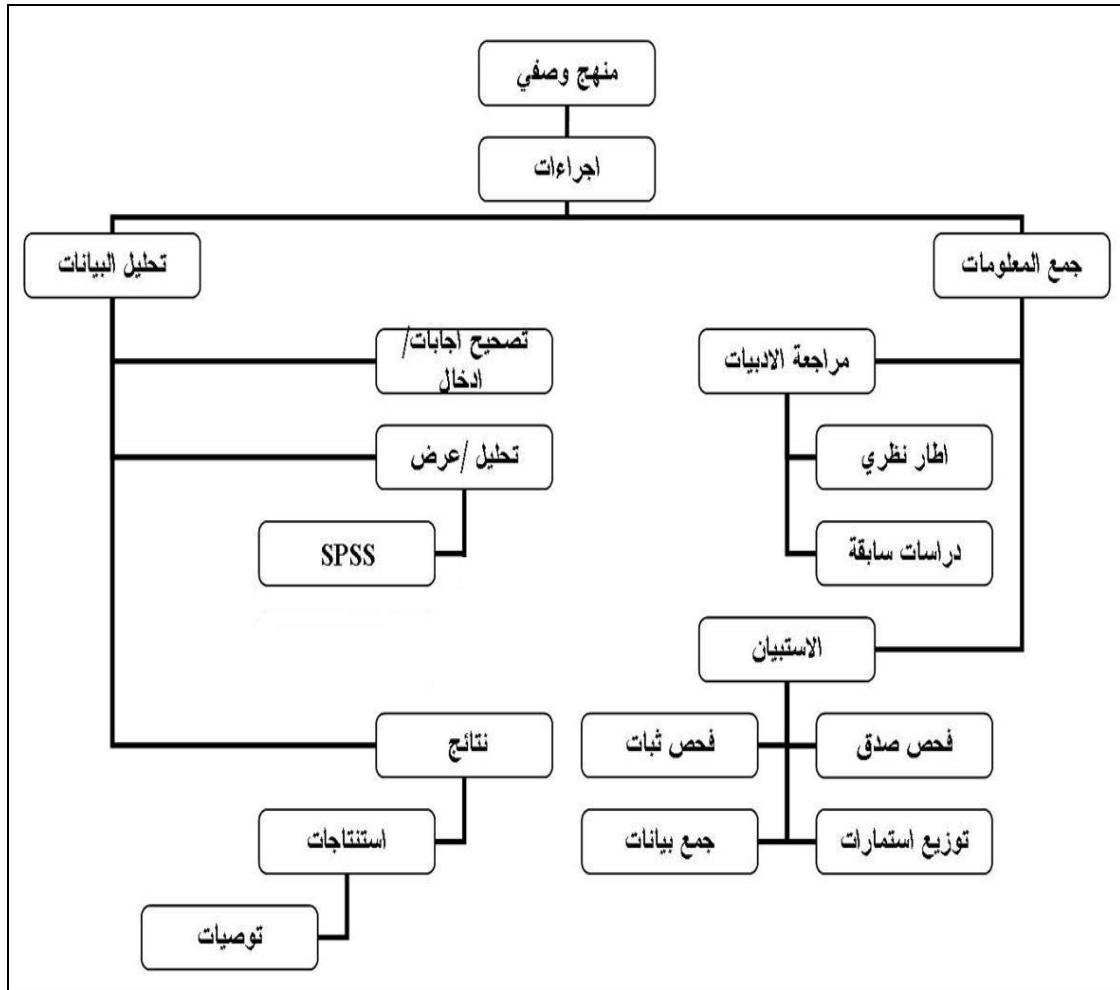
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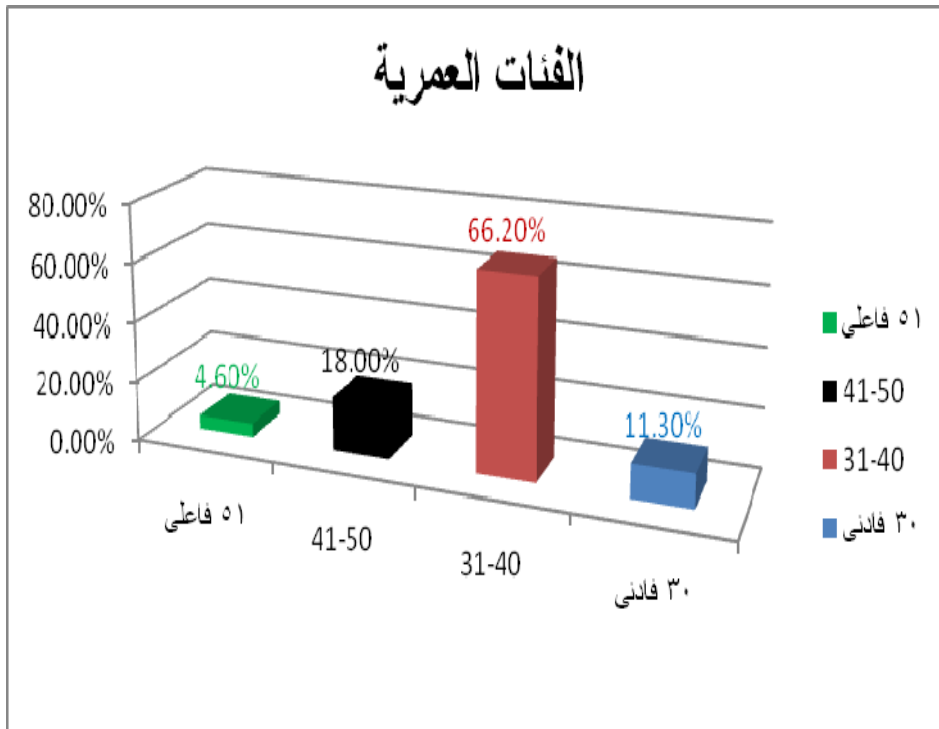
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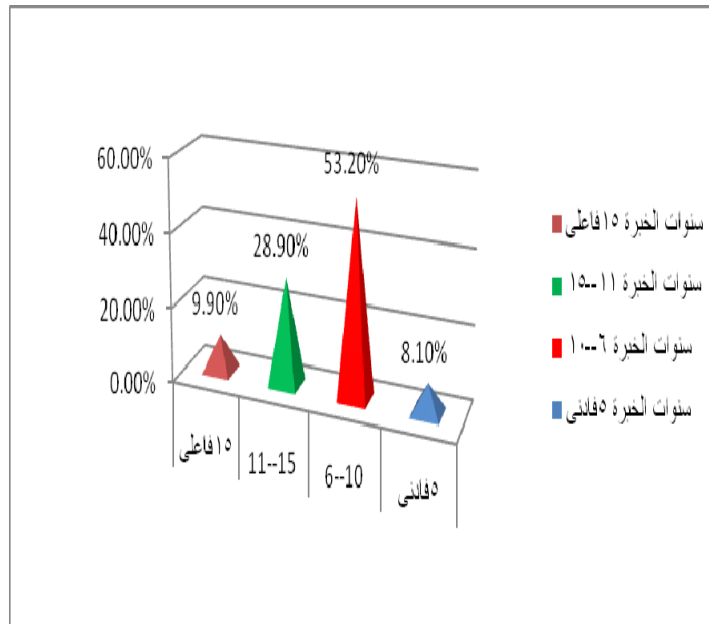
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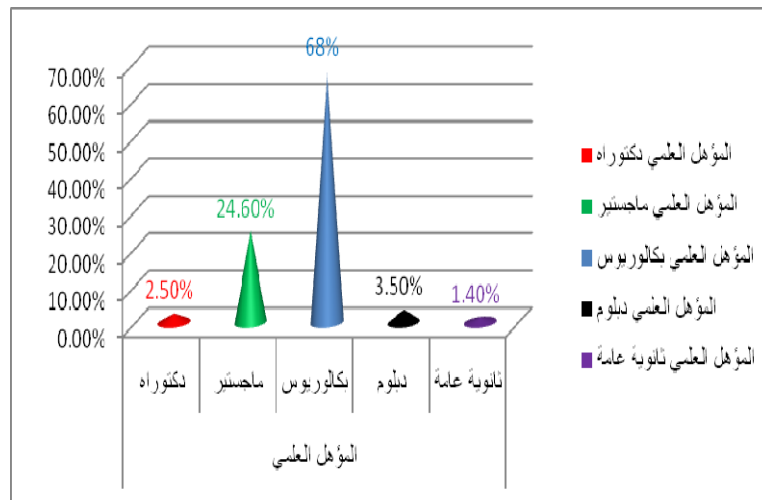
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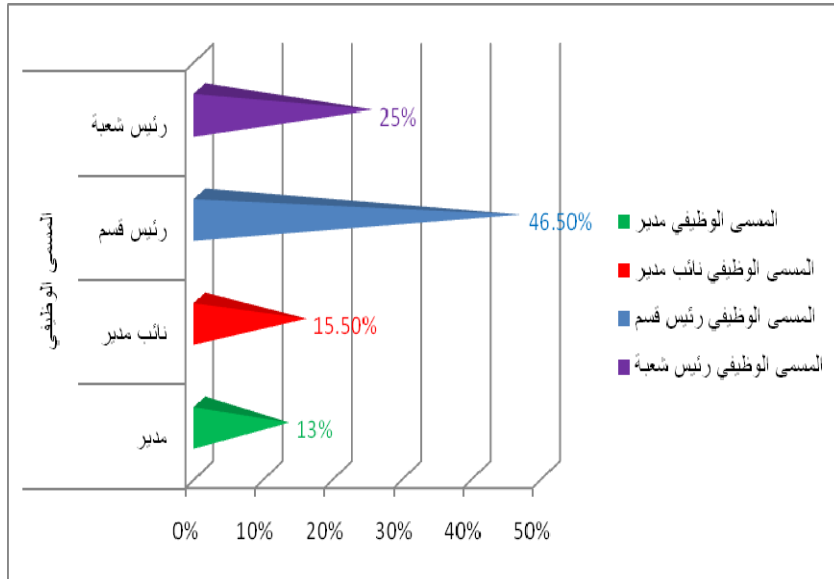
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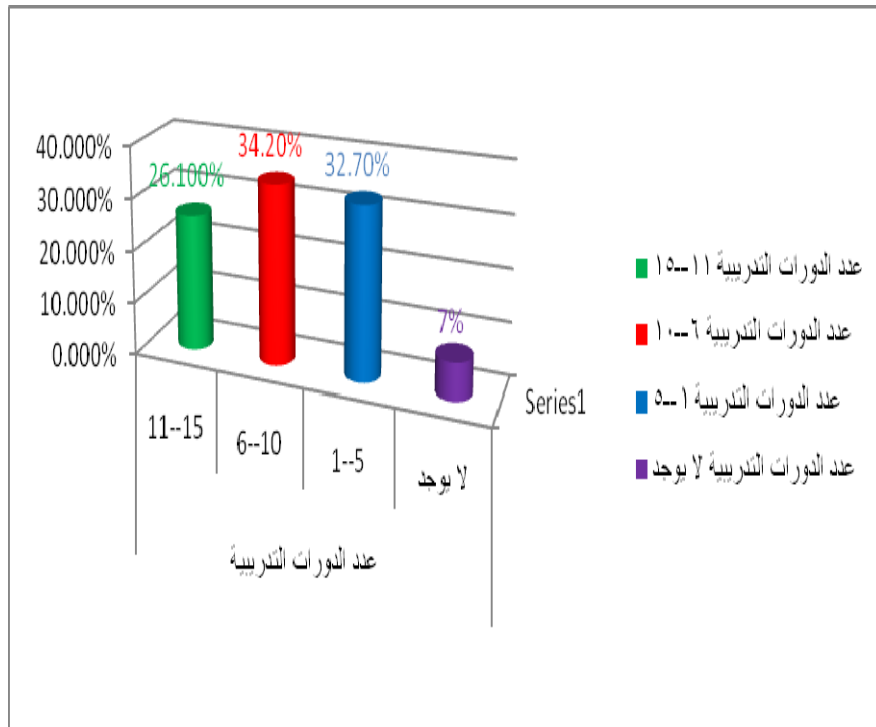
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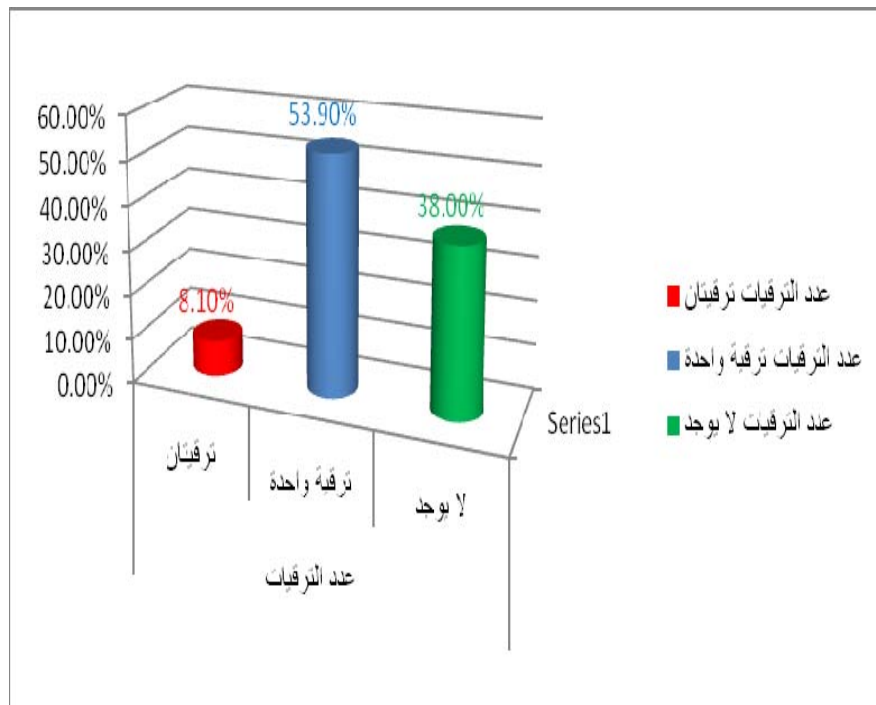
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1.137	2.02		4
1.251	2.38		5
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1.115	2.64		1
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1.210	3.23	:) .	3
1.126	2.46		4
1.231	3.30		5
1.123	3.35		6
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1.164	3.38		7
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1.205	3.51		1
0.917	4.23		2
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1.136	3.24	.	2
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1.091	3.11	.	4
1.082	3.09	.	5
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2.57	1.149	.	1
2.90	1.077	.	2
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2.55	1.064	.	4
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1.036	2.94		8
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1.114	2.77		9
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0.799	4.27		2
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1.265	2.80	:	4
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0.961	1.73	:	6
1.246	1.87	()	7
0.488	2.33	:	8
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0.458	2.27		1
0.414	2.20		2
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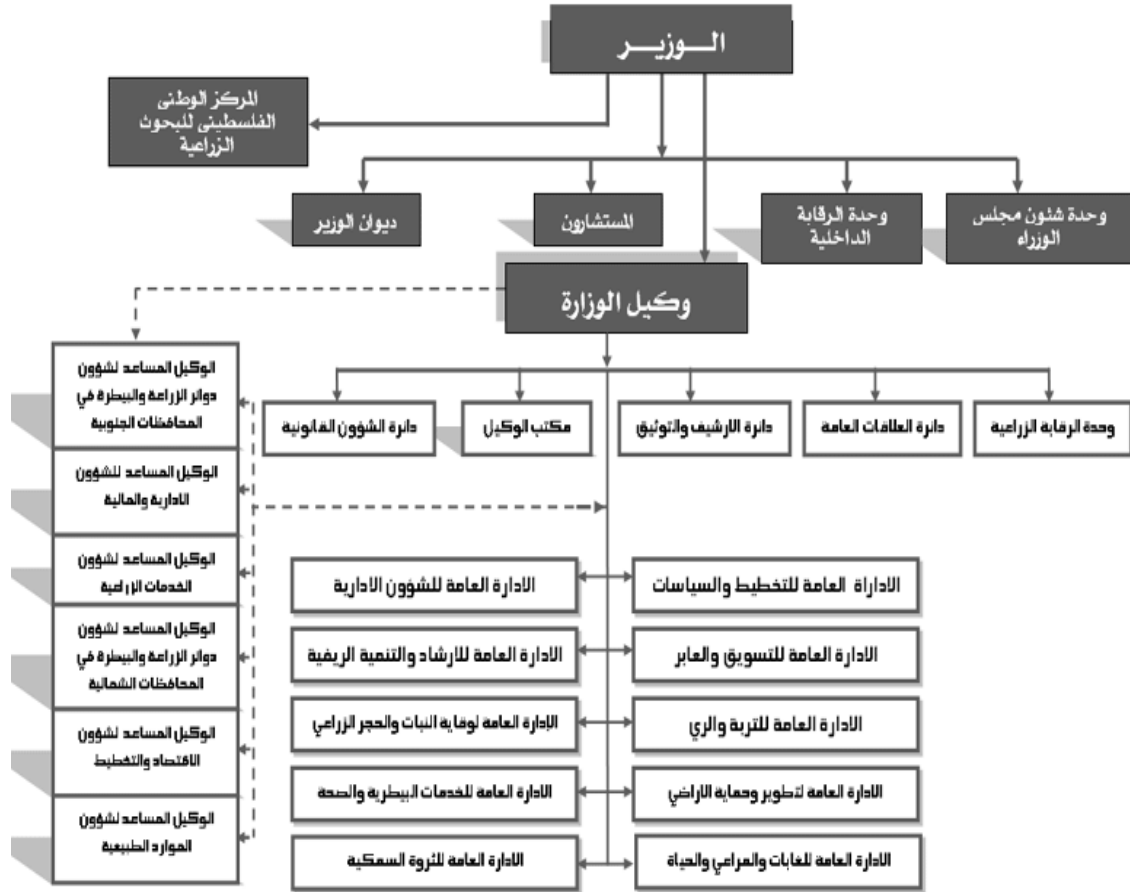
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50 - 41 □	40 - 31 □	30 □	:	.1
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15-11 □	10- 6 □	5 □	: .3
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712005	1.2
72	2.2
77	1.3
83	...	2.3

9	2008 2007	1.2
	
36	1.3
36	2.3
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39)	3.3
(2008	
45	4.3
45	5.3
47	1.4
48	2.4
49	3.4
51	4.4
51	5.4
53	6.4
54	7.4

55	8.4
56	9.4
57	10.4
59	11.4
60	12.4
60	13.4
62	-14.4
63	-14.4

22	1.2
24	2.2
37	1.3
40	2.3
41(%) ()	3.3
42(%)	4.3
42(%)	5.3
43(%)	6.3
44(%)	7.3
44(%)	8.3

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3	2.1
3	3.1
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4	5.1
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5	7.1
6	8.1

7 :

7	1.2
7	2.2
8	1.2.2
8	2.2.2
9	3.2.2

91.3.2.2
102.3.2.2
10	3.2
101.3.2
11	2.3.2
11 (2008)	4.2
12	5.2
12	.....	.1.5.2
12	.....	.2.5.2
13	.....	.3.5.2
14	.....	6.2
14	.....	.1.6.2
16	.....	.2.6.2
16	.....	.1.2.6.2
17	.....	.2.2.6.2
17	.....	.3.2.6.2
17	.....	.4.6.2
18	.....	.1.4.6.2
18	.....	.2.4.6.2
18	.....	.3.4.6.2
19	.....	5.6.2
20	.....	6.6.2
20	.....	.7.6.2
21	.....	7.2
21	.....Need Analysis	.1.7.2
22	..... Instructional Design	.2.7.2
23	..... Validation	.3.7.2
23	..... Implementation	4.7.2
23	..... Evaluation and Follow-up	5.7.2

23	.....	.1.5.7.2
24	.....	.2.5.7.2
25	.....	8.2
25	.....	9.2
27	.....	10.2
27	.....	1.10.2
27	.....	.2.10.2
28	.....	11.2
28	.....(2006)	.1.11.1
28	.....(2000)	.2.11.1
29	.....(2002)	.3.11.1
30	.....(1999)	.4.11.1
31	.....(2004)	.5.11.1
32	)	.6.11.2
	.....(2003	
33(2004)	.7.11.2
35	:
35	1.3
35	2.3
37()	3.3
37	4.3
38	5.3
38	6.3
39	7.3
40	8.3
40	9.3

	
40	:()	10.3
	
401.10.3
412.10.3
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424.10.3
435.10.3
43	6.10.3
437.10.3
45	11.3
46 :	
46	.() :	1.4
46	1.1.4
47	2.1.4
49	3.1.4
49	4.1.4
50	5.1.4
51	6.1.4
52 ()	7.1.4
54	8.1.4
55	9.1.4
56)	10.1.4
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57	2.4
57		1.2.4

