

نموذج رقم (1)

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

المعيقان المتاحات لطلاب كلية مجتمع تدريب غزة في التدريب لمبدأنا

On the Job Training obstacles facing the students of
Gaza Community/Training College

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه
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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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On-the Job Training Obstacles Facing the Students of Gaza Community/ Training College

المعيقات التي تواجه طلاب كلية مجتمع تدريب غزة في التدريب الميداني

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شؤون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ أحمد مطيع محمود الددانيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

المعيقات التي تواجه طلاب كلية مجتمع تدريب غزة في التدريب الميداني

On-the Job Training Obstacles facing the students of Gaza Community/ Training College

وبعد المناقشة التي تمت اليوم الأربعاء 09 شعبان 1436هـ، الموافق 2015/05/27م الساعة التاسعة صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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| د. إسماعيل يونس أبو جراد | مناقشاً خارجياً |

وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال. واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

.....

أ.د. فؤاد علي العاجز





(طه، 114)

Abstract

On-the job training course for the GTC students is considered a specialization requirement for attaining the diploma certificate in the required specialization, and students have to pass this course through practical training at local institutions.

This research aimed at identifying the most important on-the Job Training obstacles facing the students of Gaza Community/ Training College.

To measure this problem, the researcher used the descriptive analytical approach using two questionnaires. The first questionnaire represented the students of Gaza Training College. A sample of 120 students was chosen to fill the questionnaire. The second questionnaire represented the host training institutions. A sample of 51 respondents was chosen to fill the questionnaire.

Likert scale was utilized to measure the responses to the questionnaires' questions. The results revealed the following: The values of the correlation coefficient denoted a positive strong relationship in the first questionnaire between the areas and the overall degree of the questions. This relation was the strongest at the fourth area "Supervisors are qualified to deal with trainees and assess them well according to specific criteria." and the weakest at the first area "Institutions and organizations are strongly committed to labor law."

Finally, after analyzing the results, the researcher gave the main recommendations as follows: GTC should develop the training package according to the required quality standards by improving the preparation of the training material and the training plans. GTC should help in designing of the training contents and preparing the training curriculums according to the required quality standards. GTC should increase the efficiency of the functional performance, since it leads to getting interested in training and increase the speed of observation and understanding. Supervisors should help the trainees in the evaluation of the training outcomes, since that helps them to follow the result and correct the mistakes and deficits through software and statistics applications. Institutions and organizations should facilitate the delivery of the training materials as it helps in developing of training package.

ملخص الرسالة

يعتبر مساق التدريب الميداني متطلب تخصص لطلاب كلية مجتمع تدريب غزة للحصول على شهادة الدبلوم في التخصص المطلوب ويجب اجتيازه بنجاح من خلال التدريب العملي في المؤسسات المحلية.

هدف هذا البحث الى تحديد أهم المعوقات التي تواجه طلاب كلية مجتمع تدريب غزة في التدريب الميداني, ولتحديد وقياس هذه المشكلة استخدم الباحث المنهج الوصفي التحليلي بتطبيق استبيانين يمثل فيه طلاب كلية مجتمع تدريب غزة مجتمع الدراسة بالنسبة للاستبيان الأول, وكانت عينة الدراسة مكونة من 120 طالباً وطالبة وزع عليهم الاستبيان الأول, ومثلت المؤسسات المضيفة للتدريب مجتمع الدراسة بالنسبة للاستبيان الثاني, وكانت عينة الدراسة مكونة من 51 موظفاً وموظفة.

استخدم الباحث مقياس (ليكارث) لقياس استجابات الاستبيانين. وكانت من أهم نتائج البحث أن أظهرت قيم معامل الارتباط علاقة ايجابية قوية في الاستبيان الأول بين الحقول والدرجة الكلية للأسئلة وكانت هذه العلاقة الأقوى في الفرضية الرابعة (المشرفون مؤهلون جيداً للتعامل مع المتدربين وتقييمهم حسب معايير خاصة) , وكانت العلاقة الأضعف في الفرضية الأولى (المؤسسات والمنظمات مرتبطة بقوة وملتزمة بقانون العمل).

وبعد تحليل النتائج قام الباحث بطرح التوصيات ومن أهمها: أنه يجب على كلية مجتمع تدريب غزة تطوير رزمة تدريبية حسب معايير الجودة المطلوبة عن طريق تحسين التحضير للمادة والخطط التدريبية. كما يجب أن تساعد الكلية في تصميم محتويات التدريب وتحضير مناهج التدريب حسب معايير الجودة المطلوبة ويجب أن تزيد الكلية من كفاءة الأداء الوظيفي الذي يقود الى الاهتمام بالتدريب ويزيد سرعة الملاحظة والفهم. ويجب على المشرفين مساعدة المتدربين في تقييم نتائج التدريب وهذا يساعدهم على متابعة النتائج وتصحيح الأخطاء والنواقص من خلال التطبيقات الإحصائية والبرمجية. ويجب أن تسهل المؤسسات والمنظمات تقديم المواد التدريبية من أجل تطوير رزمة التدريب.

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All thanks be to Allah: Efforts are nothing without His Will. Praise be to Allah the Almighty, for His Mercy and Protection from bad deeds, many thanks go to Him and His last prophet Mohammed (peace be upon him)

This Endeavour could not have been completed without the cooperation and generosity of a number of individuals and organizations. It would not be possible to pay tribute to each and every one personally.

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Finally, the deepest appreciation is expressed to my wife and children for their sacrifice and endless support throughout this long journey.

DEDICATION

To those whose kindness, patience and support were the candles that enlightened my way towards success.

To My Father & Mother

To My Lovely wife & children.

To My Brothers & Sisters

To My friends

To the souls of the martyrs of the last war on the Gaza Strip who watered the land of Palestine.

To all those who lightened my way towards success...

I Dedicate My Work

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LIST OF ABBREVIATIONS

GTC : Gaza Training Center

ICDL: International Computer Driving License.

CCNA: CISCO Certified Networking Academy.

NGOs :Non – Governmental Organizations

QOU : Al-Quds Open University

MTPs : Management Training Programmers

SMEs : Small To Medium-Sized Enterprises

CHAPTER ONE

INTRODUCTION

CHAPTER (1)

INTRODUCTION

1.1 Research Background

In today's turbulent world, the organization's goals depend on the ability of employees to perform duties and adapt to a changing environment. Training of human resources with organizational change and the environment can enable individuals to do activities effectively and continue to add to their efficiency. Therefore, training, ongoing and planned efforts by the management, staff competency levels can improve organizational performance. In addition to this, training has a scientific and practical importance in productivity and profitability of organizations (Schein, 1996) .

New technologies and globalization have compelled the labor market and employers not only to look for people who possess specialized knowledge and skills but also capable of adapting to changing situations. This development requires changes in the roles of teachers and learners in the instructional process. As teachers move away from the traditional model to become facilitators, advisers or coaches (Mitchel,2003), learning approaches in the training programs need to become more student-centered, active and exploratory (Swailes and Roodhouse,2004; Cremers et al.,2005).

A key approach in vocational education training (VET) system designed to facilitate the required changes and improve the relevance of training and quality of skills is competency –based training (CBT). The aim of CBT is to ensure that the skills delivered by training systems match the skills needed by industry in the immediate and longer term (Keating, 2008). The main objectives in implementing this innovation have been to reduce unemployment rate, increase productivity and to achieve international competitiveness (Argüelles and Gonczi, 2000; Callan and Ashworth, 2004).

To work with knowledge and technologies: teachers need to be able "*to work with a wide range of areas and forms of knowledge, be prepared to analyze, reflect and transmit knowledge. Teachers' skills to use information technology enable them to effectively integrate into learning and teaching. They should be able to guide learners to use information networks, where information can be found or built*". (European Commission, 2005 cited Bumbuc, 2009).

On-the job training course for the GTC students is considered a specialization requirement for attaining the diploma certificate in the specialization required, and students have to pass this course through practical training at one of the following institutions (governmental, private, non governmental (non profitable)) where training is focused on recognizing the institution, its divisions, its nature of activity and the nature of the activity of each division in the institution in general. On-the job training aims at rehabilitating the students to encounter the practical professional reality acquiring communication skills and dealing with their colleagues and the public through dealing with the institution staff where he has been training (Abdelsalam Hamarsha and Omar Al-Remawy, 2011).

1.2 Research Importance

The research has its own significance. This significance can be highlighted by the aspects below:

1. Helping Gaza community training college and other technical centers in meeting the local labor market needs by improving the performance of trainees.
2. Providing training opportunities which can increase the students' competencies and experiences.
3. Improving the college students' level of practical experiences.
4. Supplying the society with highly professional human resources.
5. Assisting other researchers by offering some useful information about training requirements and practices for technical training discipline in the Gaza Strip.
6. This study is considered as a future and outstanding one in setting up plans for developing our country and encouraging the private sector to make use of the research outputs.

1.3 Problem Statement

Students, in general and the GTC students in particular, face many challenges and obstacles in the field training period. That's why it is necessary to tackle these obstacles and try to recognize the reasons behind them and find out the best solution. Therefore, the problem of the study can be represented in answering the following question:

What are the obstacles that face the GTC students regarding on- the job training?

The following questions are derived from the above mentioned main question:

1. What are the obstacles linked to the Commitment of institution or organisation to labour law.
2. What are the obstacles linked to on-the job training institutions?
3. What are the obstacles linked to the supervisory technical staff?
4. What are the obstacles linked to the skills of trainees?

1.4 Research Objectives

The main objective of this research is to find out **the obstacles that face the GTC students regarding on-the job training**, so that this research is being carried out with several objectives which are:

1. Finding out the importance of the obstacles on-the job training that face the GTC students in the acquisition of the required skills for high performance.
2. Identifying the suitability of on-the job training to labour market requirements.
3. Identifying the most significant obstacles that face the GTC students of the technical divisions on-the job training.
4. Increasing social awareness of the importance of on-the job training and its role in developing the GTC students' abilities and upgrading their professional levels.
5. Increasing the efficiency of on-the job training and its role in being professional in the job and obtaining self – trust.

1.5 Research Hypotheses

1. Institutions and organizations are ready and well-equipped to receive trainees and provide them with the right support.
2. Institutions and organizations are strongly committed to labour law.
3. Trainees have the required skills to meet the tasks and duties of the prospected post.
4. Supervisors are qualified to deal with trainees and asses them well according to specific criteria.

1.6 Research Questions

1. Are institutions and organizations ready and well-equipped to receive the GTC trainees and provide them with the right support?
2. Are institutions and organizations strongly committed to labour law.
3. Do trainees have the required and sufficient skills to meet the tasks and duties of the prospected post?
4. Are supervisors qualified to deal with the GTC trainees and asses them well according to specific criteria?

1.7 Research Variables

1. Commitment of institution or organisation to labour law
2. Training institution or organization (Recipient of trainees).
3. Supervisors of trainees (Technical instructors).
4. 4.Trainees Training Skills.
5. On-the job training obstacles.

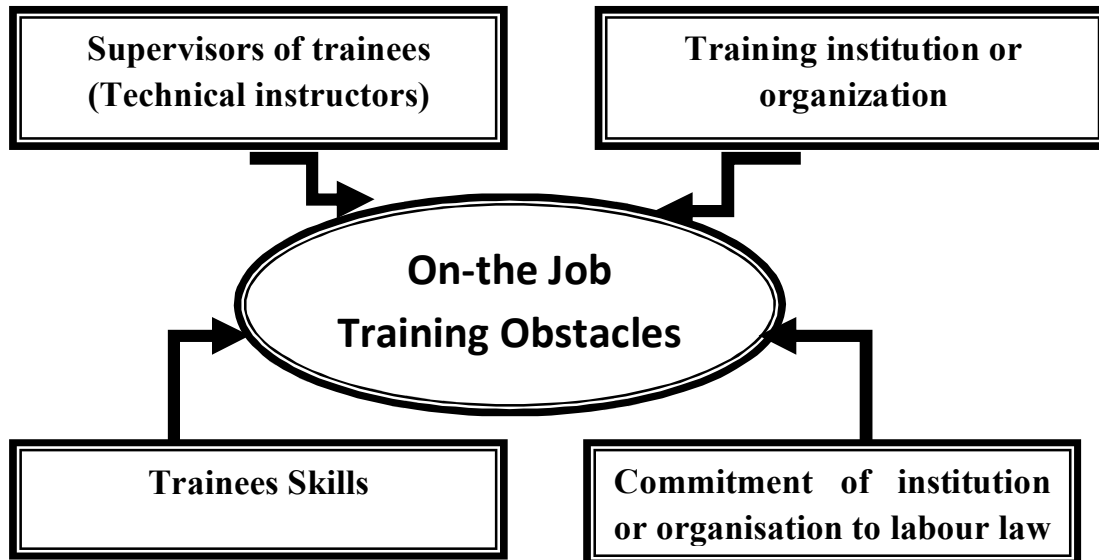


FIGURE 1.1 RESEARCH VARIABLES

CHAPTER (2)
LITERATURE REVIEW

CHAPTER(2)

LITERATURE REVIEW

2.1 Introduction :

This chapter is divided into three sections. The first section is mainly discussing training in general, the first point defines training, then the second point explains the training process, then the third point discusses the types of training according to many sub divisions and finally the first section discusses the training methods and techniques.

The second section is mainly dealing with the GTC (Gaza Training Community College) as it is, the place where the research will be applied, the first point deals with the GTC with its vision, mission and strategic objectives, then the second point discusses the GTC courses, then the third point mentions the GTC organization structure and finally this section discusses the GTC staff.

The last section is mainly dealing with previous researches related to our study. Some of them are foreign researches, Arabic researches and others are local researches.

The researcher recapitulates each of the related researches by focusing on the name of author, the year of publishing, the name of the research, the main objectives of research, the research methodology, the research main results and recommendations. And the last point in this section gives the commentary to see the similarities and the differences between the previous researches and this research. Finally this chapter gives a conclusion for the main points discussed in this chapter.

2.2 The Concept of Training

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees (Naukrihub, 2007).

It helps people to become qualified and proficient in doing some jobs, training has specific goals of improving one's capability, capacity, and performance. Usually an organization facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (Rosemary, 2005). In addition to the basic training required for a trade, occupation or profession, observers of the labour market recognize the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life (Derek, 2004). People within many professions and occupations may refer to this sort of training as professional development.

“Bringing to desired standard of performance or behaviour by instruction and practice”. What the desired standard is, and how it is achieved can clearly vary. “Training is about involving and empowering people.” (Smith, 1996).

Training is like “a tree that grows. It is a metaphor for people who develop themselves. The tree becomes a sun, which is the symbol of life.”(Sommer, 2003).

The official and on-going educational activities within an organization designed to enhance the fulfilment and performance of employees. Training and development programs offered by a business might include a variety of educational techniques and programs that can be attended on a compulsory or voluntary basis by staff (business dictionary, 2012).

While training is concerned with those activities which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations (Abdul Halim, 1997).

2.3 Training Process

Training is one of the most profitable investments an organization can make. No matter what business or industry you are in the steps for an effective training process are the same and may be adapted anywhere. If you have ever thought about developing a training program within your organization consider the following four basic training steps. You will find that all four of these steps are mutually necessary for any training program to be effective and efficient (Beardwell, 2004).

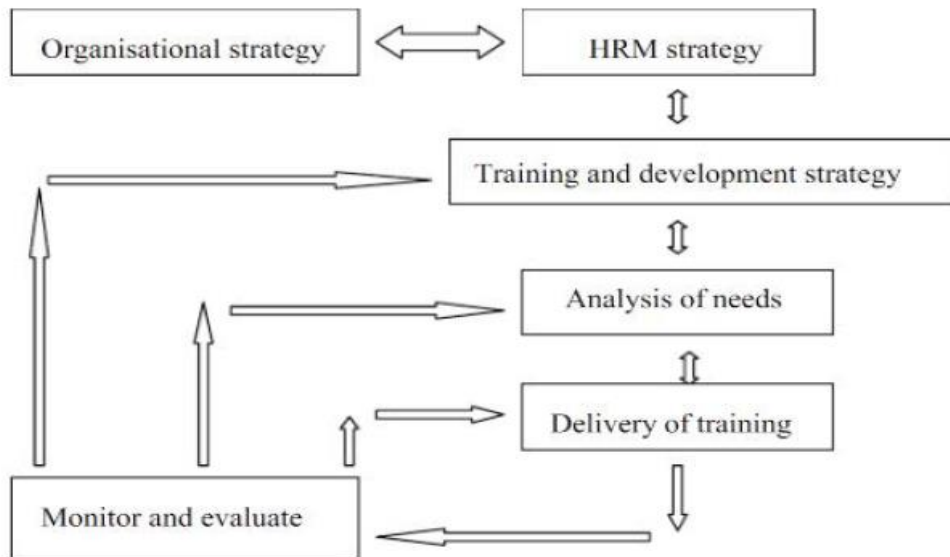


FIGURE 2.1 TRAINING PROCESS

Source: Beardwell, al. 2004, Steps in the Training Process

1. Establishing a need analysis: The first step in the training process implemented by an organization is the assessment of its objectives and strategies. What business are we in? At what level of quality do we wish to provide this product or service? Where do we want to be in the future? It is only after answering these related questions that the organization must assess the strengths and weaknesses of its human resources (Scribd, 2012).

This step identifies activities to justify an investment for training (Brown, 2002). The techniques necessary for the data collection are surveys, observations, interviews, and customer comment cards. Several examples of an analysis outlining specific training needs are customer dissatisfaction, low morale, low productivity, and high turnover.

The objective in establishing a need analysis is to find out the answers to the following questions (Rosemary, 2005):

- Why is training needed?
- What type of training is needed?
- When is the training needed?
- Where is the training needed?
- Who needs the training?
- Who will conduct the training?
- How will the training be performed?

The information gleaned from a need analysis can be used to help you define program goals. These goals can then be stated as specific teaching objectives, which in turn will function as the foundation on which to develop lesson plans, materials, tests, assignments and activities. Basically, the needs analysis will help you to clarify the purposes of your language program. (Amie, 2003).

2. Training Design: The design of the training program can be undertaken only when a clear training objective has been produced. The training objective clears what goal has to be achieved by the end of training program i.e. what the trainees are expected to be able to do at the end of their training. Training objectives assist trainers to design the training program. Establish the development of current job descriptions and standards and procedures. A complete list of standards and procedures should be established from each responsibility outlined in the job description (Naukrihub, 2007).

3. Deliver the training program: Once you have designated your trainers, the training technique must be decided. One-on-one training, on-the-job training, group training, seminars, and workshops are the most popular methods. For a training program to be successful, the trainer should be conscious of several essential elements, including a controlled environment, good planning, using of various training methods, good communication skills, and trainee participation (Armstrong, 2001). Before presenting a training session, make sure you have a

thorough understanding of the following characteristics of an effective trainer. The trainer should have (Armstrong, 2001):

- A desire to teach the subject being taught.
- A working knowledge of the subject being taught.
- An ability to motivate participants to "want" to learn.
- A good sense of humour.
- A dynamic appearance and good posture.
- A strong passion for their topic.
- A strong compassion towards their participants.
- Appropriate audio/visual equipment to enhance the training session.

4. Evaluate the training program: This step will determine how effective and profitable your training program has been by establishing of a cost/benefit analysis outlining your expenses and returns, and an increase in customer satisfaction and profits. Evaluations will provide feedback on the trainer's performance which indicate its cost-effectiveness and will determine the overall effectiveness of the training program for the employees as well as the organization. To be successful, all training must receive support from all levels of management and must be implemented by all members of the organization to be fully successful (Armstrong, 2001).

The reason for an evaluation system is simple. The evaluation of training programs is without a doubt the most important step in the training process. It is this step that will indicate the effectiveness of both the training as well as the trainer. There are several obvious benefits for evaluating a training program (Armstrong, 2001).

- a) Evaluations will provide feedback on the trainer's performance, allowing them to improve themselves for future programs.
- b) Evaluations will indicate its cost-effectiveness. Evaluations are an efficient way to determine the overall effectiveness of the training program for the employees as well as the organization.
- c) The importance of the evaluation process after the training is critical. Without it, the trainer doesn't have a true indication of the effectiveness of the training (Donald, 2009).

2.4 Types of Training

The training literature is replete with methods, tools, and techniques to help individuals learn better. Many of the newer tools are refinements that are designed to reduce training time or increase learning content. However, not all techniques work equally well in all situations. It is also important to note that not everyone responds equally well to the same types of techniques. Training may broadly be categorized into many types according to some criteria. Some of these criteria are highlighted below:

2.4.1 Service Time:

a) Pre-service training is more academic in nature and is offered by formal institutions following definite curricula and syllabuses for a certain duration to offer a formal degree or diploma (Abdul Halim, 1988).

b) In-service training, on the other hand, is offered by the organization from time to time for the development of skills and knowledge of the incumbents. “It is a program designed to strengthen the competencies of extension workers while they are on the job” (Malone, 1984).

2.4.2 Number of Trainees:

a) **Individual Training:** Occurs using a variety of methods. The decision on how to deliver individual training depends on such things as the best environment in which to learn, the complexity of the skills to be taught, and cost efficiency (Nzarmy, 2012).

b) **Team Training:** Training a team together has been shown to be a more effective way to improve the performance of a specific team. Interacting with your work team during the training is a great way to reinforce the relevance of the training. Shared team training also enables team members to learn about each others’ strengths and skills without the pressure of work deadlines (Hub, 2008).

2.4.3 Methods of Training at Work:

a) **On-the Job Training:** Takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the job training has a general reputation as most effective for vocational work (Wikipedia, 2015).

b) **Off-the Job training:** This is any form of training which takes place away from the immediate workplace. Off-the-job training includes more general skills and knowledge useful for work, as well as job-specific training. Training may be provided by specialist trainers inside or by an outside company hired to help with training. Off-the-job training is particularly effective for non-technical skills, as employees can use these across different areas of the company (Grid, 2011).

2.4.4 Training Approach:

a) **Traditional approach,** the training staff designs the objectives, contents, teaching techniques, assignments, lesson plans, motivation, tests, and evaluation. The focus in this model is intervention by the training staff (Rama, 1993).

b) **Experiential approach,** the trainer incorporates experiences where the learner becomes active and influences the training process. Unlike the academic approach inherent in the traditional model, experiential training emphasizes real or simulated situations in which the trainees will eventually operate. In this model, the objectives and other elements of training are jointly determined by the trainers and trainees. Trainers primarily serve as facilitators, catalysts, or resource persons (Abdul Halim, 1988).

c) **Performance-based approach to training,** the goal is measured through attainment of a given level of proficiency instead of passing grades of the trainees. Emphasis is given to acquiring specific observable skills for a task (David, 2011).

2.4.5 The Purpose:

- a) Orientation Training** is given immediately after employment to introduce the new extension staff members to their positions. It begins on the first day the new employee is on the job (Rogers & Olmsted, 1957). It can avoid costly mistakes by recruits not knowing the procedures or techniques of their new jobs. The length of induction training will vary from job to job and will depend on the complexity of the job, the size of the business and the level or position of the job within the business (Riley, 2011).
- b) Career or Development Training** is designed to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions. The training is arranged departmentally for successful extension workers, at all levels, for their own continuing education and professional development. Stated that “career development is the act of acquiring information and resources that enables one to plan a program of lifelong learning related to his or her work life” (Malone 1984).
- c) Motivation Training:** An important part of managing people is to let them know how they are performing. Various methods of performance appraisal can be used and an important output from this process should be an assessment of an employees training needs (Riley, 2011).

2.4.6 Target group:

- a) Managerial training** is the knowledge gained from training that improves leadership, supervising and managing. It’s more toward their interpersonal skills such as communication, thinking, decision making, leadership and many more as they are the employee who managed the organization as the first, second and top manager in the organization (Kennedy, 2012).
- b) Non-managerial employees** are the people who completed the job so their method of training is different with the managerial employee, for non-managerial their training output or objective are more toward the skill, productivity, knowledge and many more in term of field that related to their field of work (Lawson, 1988).

2.4.7 Techniques:

The majority of training techniques fall under one of three general categories (Sylvia, 2007):

- a) **Information-based techniques**, such as lectures and conferences, are designed to impart large amounts of factual information to many people simultaneously, making them very efficient and cost-effective. However, because they are usually unidirectional, they are not suitable for learning procedures or skills.
- b) **Demonstration-based methods**, such as recordings, films, and slides, are most useful for imparting procedural information. They are also especially useful for demonstrating events or procedures that cannot be recreated in the classroom. Like information-based methods, however, demonstration-based methods are unidirectional and allow no opportunity for clarification or feedback; further, depending on the topic, development costs can be quite high.
- c) **Practice-based methods**, such as role-play, and simulations, are designed to allow the learner to rehearse the material being learned, and receive feedback on his or her performance. Practice-based methods are best suited for learning interpersonal skills, complicated procedures, or the use of tools or equipment (such as an airplane or a computer). Because of the feedback and practice design, learning occurs more quickly and with better retention. However, most practice-based methods can only be used in small groups, and are usually very expensive to develop.

2.5 Training Methods and Techniques

Training methods pertain to the types of training that can be provided to employees to sharpen their existing skills and learn new skills.

1. **Lecture:** Lecture is a method in which he or she may use hand-outs, visual aids, question/answer, or posters to support the lecture, in which communication is primarily one-way: from the instructor to the audiences. Lectures are used because of their low cost and their capacity to reach many people. Lectures, which use one-way communication as opposed to interactive learning techniques, are much criticized as a training device (Lowenberg, 1998).

2. **Coaching:** When a manager takes an active role in guiding employee we refer to this activity as coaching. Process enables learning and development to occur and thus performance to improve. To be successful a coach requires knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place (Parsloe, 1999).

3. **Role playing:** A technique where trainees act out simulated roles. It is most commonly used in the training of interpersonal skills, attitude change, and decision-making. Role playing can be considered a specific type of behaviour modelling; i.e., one where the task being rehearsed is an interpersonal role. As such, it shares the same strengths and weaknesses as behaviour modelling. It is most effective in the teaching of interpersonal skills such as communication, negotiation, and conflict resolution (Goldstein IL., 1991).

4. **Programmed Instruction (PI):** These devices systematically present information to the learner and elicit a response; they use reinforcement principles to promote appropriate responses. Today the method is used for skills as diverse as air traffic control, blueprint reading, and the analysis of tax returns (Goldstein IL., 1993).

5. **Computer-Assisted Instruction (CAI):** CAI refers to any training, tutorial, or programmed instruction that is delivered by means of a computer. Because the student interacts with the computer, it is believed by many to be a more dynamic learning device. Educational alternatives can be quickly selected to suit the student's capabilities, and performance can be monitored continuously. As instruction proceeds, data are gathered for monitoring and improving performance (Goldstein IL., 1993).

6. **Audio-visual Techniques:** Both television and film extend the range of skills that can be taught and the way information may be presented. Many systems have electronic blackboards and slide projection equipment. The use of techniques that combine audio-visual systems such as closed circuit television and telephones has spawned a new term for this type of training (Salas , 1997).

7. **Simulations:** Training simulations replicate the essential characteristics of the real world that are necessary to produce both learning and the transfer of new knowledge and skills to

application settings. The main purpose of simulation is to control the training environment, safety, to introduce feedback and to reduce cost (Gall Al., 1987).

8. **Panel training:** A panel includes 3-5 instructors and 10 – 15 learners, which provides several points of view on a topic to seek alternatives to a situation, in which instructors discuss together, learners listen and make feedback when they are asked (Serfaty, 1998).

9. **Conference:** The conference is a variation of the lecture method, where a small group of participants convenes to discuss a given topic in depth. The conference overcomes several of the lecture's shortcomings by providing direct feedback, promoting individual participation, and allowing participants to clarify any material they do not understand. Because the learners enjoy more interactive participation, their learning process is more effective than with passive, one-way communication. Interactive learning promotes appropriate feedback and motivation, which is consistent with the principles of operant learning (Weiss, 1991).

10. **Business games:** A business game is a contrived situation which imbeds players in a simulated business environment where they must make management-type decisions from time to time, and their choices at one time generally affect the environmental conditions under which subsequent decisions must be made. Further, the interaction between decisions and environment is determined by a refereeing process which is not open to argument from the players (Goldstein II., 1993).

2.6 Gaza Community - Training College (GTC)

Gaza Training Centre (GTC) is located on a site of approximately 22,850 m² in the Rimal Quarter of Gaza City. It is the largest UNRWA's nine vocational training centres and the largest one in the Gaza Strip. It was inaugurated in 1953 and has come into operation since October 1954 on a day school basis with boarding section. At the time, it provided nonresidential facilities for trainees who live in Gaza town and residential facilities for trainees who live outside Gaza town. GTC began its first journey in 1953 with one trade course (Auto Mechanic) and then new courses were added bringing the number to 14 trade courses and 17 technical courses. These courses were designed to meet the impending demand of the Arab market for skilled manpower.

GTC has a vision of distinguished technical and vocational education and training that would prepare qualified graduates to have job opportunities available in the labor market and would help achieve decent living for the Palestine refugee's society (GTC Directory, 2011).

GTC has a mission of preparation and implementation of specialized and diversified technical and vocational programs to meet the needs of local and regional markets and to cope with the latest developments and provide the Palestine refugee youth with the desired knowledge, skills, and attitudes to secure suitable job opportunities (GTC Directory, 2011).

GTC has the following strategic objectives:

1. To achieve high level of harmony between programs of vocational & technical education on the one hand, and the needs of the labor market on the other.
2. To develop educational and training techniques, facilities, and resources in line with recent developments.
3. To attract and recruit highly qualified technical and administrative staff to conduct the educational and training process and to upgrade and update their competencies continually.
4. To continuously develop criteria of admission of trainees and to follow up their progress during training and after graduation .
5. To enhance the administrative and supervisory abilities of staff to enable them to cope with recent concepts in administration and supervision.
6. To provide mechanisms that would achieve cost-effectiveness in education and training and would foster high level of staff accountability and self-evaluation. (GTC Directory, 2011).

2.7 GTC Courses

GTC offers two Majors to serve the community, which are the Trade and Technical Courses.

1. Vocational Training Courses (Trade courses) (GTC Directory, 2011):

- a. **Mechanical:** Automotive:
 - i. Diesel and Construction Equipment Mechanics
 - ii. Auto Mechanics
 - iii. Auto Body Repair
- b. **Electronics:**
 - i Office Equipment and Computer Maintenance

- ii Audio/Video Equipment Maintenance
- c. **Mechanical:** Metal Works:
 - i. Smithery & welding
 - ii. Machining/welding & Aluminum Fabrication
- d. **Climatization and Sanitation:**
 - i Plumber and Central Heating
 - ii Refrigeration and Air Conditioning
- e. **Building:**
 - i Building Construction Craftsmanship
 - ii Building Finishing Decoration
 - iii Carpenter & Furniture Making
- f. **Electrical:**
 - i General Electrical installations
 - ii Auto Electrical Systems

2. Semi Professional Courses (Technical Courses) (GTC Directory, 2011):

- a. **Applied Arts:**
 - i Graphic Design
 - ii Fashion Design & Garment Production

- b. **Administrative & Financial Sciences:**
 - i Banking and Financial Management
 - ii Business and Office Practice
 - iii Executive Secretary
 - iv Commerce & Trade
- c. **Information and Communication Technology ICT:**
 - i Programming and Database
- d. **Para-Medical:**
 - i Physiotherapy
 - ii Safety & Hygiene
- e. **Architecture:**
 - i Architecture Engineering

f. Civil Engineering:

i Civil Engineering

g. Electronics:

i Industrial Electronics & Computer Technology

ii Telecommunication

iii Mechatronics Engineering

iv Computer in Technology

h. Mechanical:

i Marine Engineering

ii Services:

iii Food Processing Technology

3. Online Courses & Community Services (GTC Directory, 2011):

The College plays an effective role in the local society, through its participation to meet the training needs of individuals and institutes, whereas several types of short term courses prepared and conducted during the afternoon shift to upgrade the skills of technicians of the man power in the local community.

The G.T.C is a credible Centre at Gaza Strip to conduct Training Courses and Tests:

a. **ICDL:** International Computer Driving License.

b. **CCNA:** CISCO Certified Networking Academy.

c. Conducting different short term training courses in various vocational subjects for **NGOs** institutions and local universities.

2.8 GTC Organization Structure

Gaza Training Community College is headed by the principal who has an office secretary. Under his direction there are four sections (The Administration Office, Registration and Alumni Office, The Students' Affairs Office led by the students' consultant and the Deputy Principal Office). The administration officer is in charge of four minor sections (General services, nursing clinic, library and supply inventory). The deputy principal manages both the vocational and technical training. Also, he is responsible for the other minor sections such as the short term courses and he quality unit. The quality unit is divided into four committees which are the safety and hygiene committee, the instructional material production committee, the self-assessment committee and the research & survey studies

committee. Finally, the languages department and math & science department are directed by the deputy principal to have a wide range of activities follow up.

The following chart clarifies the center hierarchy, which shows the relationships between the different departments.

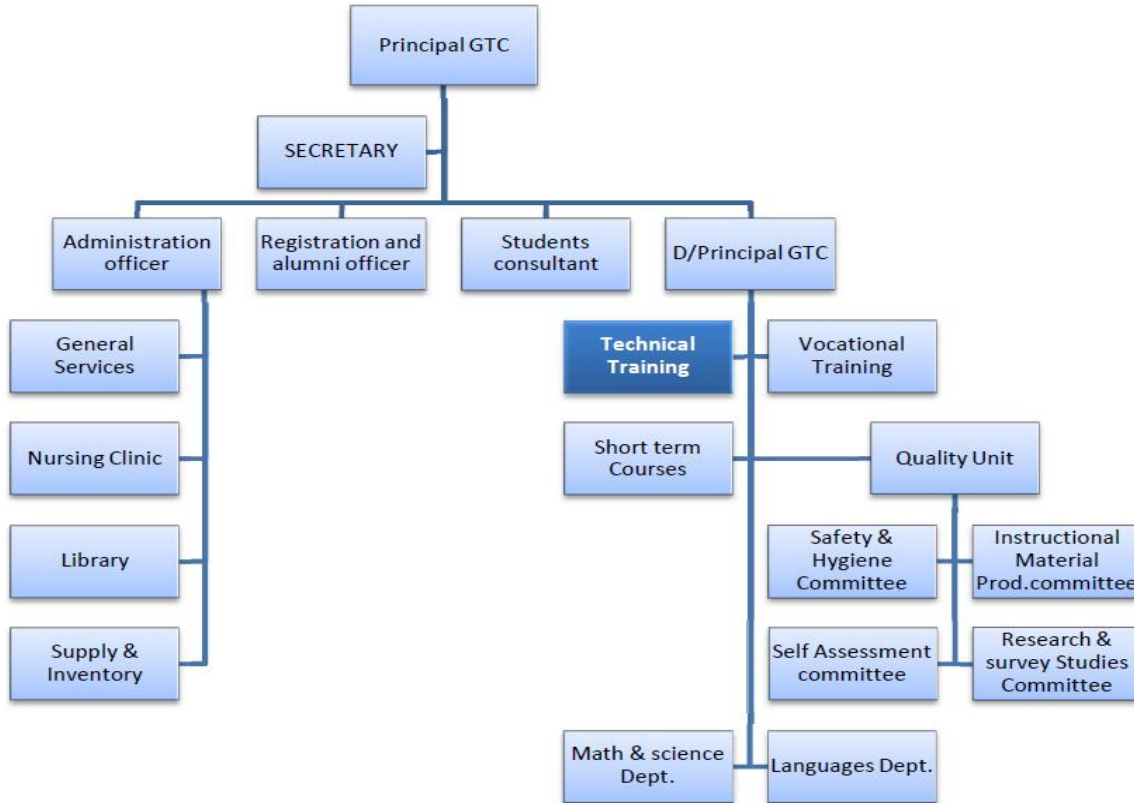


FIGURE 2.2 GTC ORGANIZATIONAL STRUCTURE

Source: GTC Directory, 2011

2.9 GTC Staff

GTC has an appropriate number of faculty members of about (170) , where (30) of them represent the supervisors for trainees during on-the job training, who are qualified in theoretical and practical issues, and they have significant culture of technical and vocational functions, as they are qualified to serve the local community, and do a pursuing search to keep up with what is new and modern in the area of specialization. They are hired in accordance with the policies of UNRWA.

The number of faculty members at the college is nearly 130 trainers classified into three area technical (for technical diploma) and trades (for Professional Diploma) and academics

(teaching different courses such as mathematics and physics, English and other disciplines as needed at each section separately).

2.10 Previous Studies

The research surveyed the review of available literature relating to various on-the job training aspects, training programmers and studies that have been undertaken in foreign countries. Research studies in Palestine soil are very few. This chapter has given a lead to proceed well with the research work concerned.

Following are some of the related previous studies:

1. (Ahmed Ibn Alhusein Ibn Alaseery, 2013) "Evaluating the field training program in police stations from the viewpoint of the students of King Fahad Security College".

The study addressed the issue of the extent to which the field training program in police stations contributed towards achieving its goals as viewed by students of King Fahad Security College. Study Objectives: To assess the extent to which students of King Fahd Security College perceive the field training program in police stations as achieving its pre-set goals. To identify the methods used to achieve the objectives of the field training program in police stations as viewed by students of King Fahd Security College. To elicit the research participants' views and suggestions for improving the field training program in police stations. To identify statistical differences in participants' responses in the light of their individual and occupational characteristics.

The population of this study included all the level-two students of King Fahd Security College, 273 in total, who underwent practical training at police stations in the Directorate of Public Security. In addition, a sample of 30 participants was selected to represent the 116 officers who supervised the implementation of the program. Research Methodology:

The methodology used was a descriptive approach based on a survey which was implemented by the researcher to gain participants' views using questionnaire as a data collection instrument. Besides, interviews were conducted with the sample selected from the officers who supervised the implementation of the field training program in police stations.

Among the main conclusions obtained, it was found that the goals set out for the field training program in police stations were achieved at an average degree. Training methods were used in the field training program in police stations at an average degree. The results

showed an agreement amongst the study participants on how the field training program in police stations might be developed.

Main Recommendations: Attention should be paid to expanding students' field participation in handling criminal incidents and security events. Develop a mechanism to ensure the movement of trainees between all divisions and units to acquire the skill to recruit advisors and methods of dealing with them as well as denial methods as a means to gather information. Pay Attention to correspondence training which is made on the case between the center and the relevant specialized agencies. Evening visits to police stations during the second year of study at King Fahd Security College should be intensified for students assigned for the Directorate of Public Security.

2. (Antony K. Sang,George M. Muthaa, Zacharia K. Mbugua,2012)"Challenges Facing Technical Training in Kenya".

The current study was designed to investigate on challenges facing skill training in Technical training institutions (T.T.Is). This study focused on the adequacy of training facilities, relevance of facilities, relevance of curriculum and the trainers' level of qualifications.

Descriptive survey research design was used for the study. Snowball sampling technique was used to identify T.T.I graduates and their employers became automatic respondents. A sample size of one hundred and sixty eight respondents was used for the study.

The study found out that training facilities used by T.T.Is are inferior to facilities used in industries and business organizations. Majority of respondents indicated that T.T.I graduates possess very irrelevant skills in relation to skill needs in industries and business organizations. This implies that training policies need to be urgently reviewed to ensure that training is market driven.

The study recommended an urgent overhaul of the training curriculum to enhance adequacy of skill training to skill needs in industries and business organizations.

3. (El Enein, N. , El Ghany, A. and Zaghoul, A., 2012) "Knowledge and performance among nurses before and after a training program on patient falls".

This study aimed at assessing the effect of educational training program on nurses' knowledge and performance regarding prevention of fall at one of the health insurance organization hospitals in Alexandria.

The study was conducted at 284 bed general hospital affiliated with the Health Insurance Organization in Alexandria. Design: A quasi-experimental design was followed. Participants: The study sample included all nurses of different ranks working at four departments namely, orthopedic, medical, surgical, ICU unit.

Among the conclusions obtained were the following: There was a significant difference regarding all factors under study before and after the educational program except for two individual factors, old age ($p = 0.84$), overall poor health status ($p = 0.38$), and two health factors, uses aids ($p = 0.50$), treatment by heparin ($p = 1.00$), and two environmental factors, poor lighting ($p = 0.34$), loose cords or wires ($p = 0.30$) and bells ($p = 0.30$), and one miscellaneous factor, patient education ($p = 0.85$) and tidy environment ($p = 0.85$). All departments showed posttest performance improvement, the total performance median for departments regarding environmental factor ($p = 0.04$) and health education ($p = 0.001$). Conclusion: Education programs should be regularly, updated in view of changing knowledge and work practices.

4. (Rami Saleh Halaweh, Abdelsalam Jaber Hussein, Mohammed Alzuboan, and Khaled Alsarhan, 2011) "Studying the Reality of Student Applying the Practicum Program in the Light of the Modern Physical Education Curricula's from the Point of View of the Student and Their Cooperative teachers".

The purpose of the current study was to study the reality of student applying the practicum program in the light of the modern physical education curricula from the point of view of the student and their cooperative teachers.

The sample consisted of (131) male and female teachers and 66 male and female students.

The results reflected that the reality of the students become in a high degree (from their perspective). The results showed that students with "very good" for the acculturated average

were better in applying the practicum program compared to those with the “good or below” accumulated average.

When comparing the practicum program of the students applying in the government at schools they were applying and doing better compared to those who applied in the private schools.

The cooperative teachers addressed a moderate degree evaluation (from their perspective) for the students reality in applying the practicum program, In addition the cooperative teachers in private schools were better in evaluating and supervising the students compared to the governmental schools.

It was recommended to take into consideration the opinion of the cooperative teachers to enhance the reality of the students who apply the practicum program in the light of the physical education curricula.

5. (Raed Abu-Latifeh and Shahinaz Isaa, 2011) "Difficulties Facing Practical Education Students at the University of Jordan at the Practical Training Program".

This study aimed at determining the problems faced by Practical Educational Student at the Practical Training program in the University of Jordan.

The sample of this study is consisted of (42) classroom teacher student, (12) principals, and (36) cooperative teachers .This study is a descriptive one.

The results revealed that there were many difficulties that faced the student teachers practical training; the most prominent were: long distance of the cooperative school from students' housing location, distribution of the student teachers to the cooperative teachers without taking their opinions, the fact that student teachers were assigned many tasks by the cooperative teachers. Furthermore, the lack of school facilities and equipment. The negative attitude that school students showed toward the student teachers at some cooperative schools. Finally, some student teachers were forced to by the text books due to the fact that the school administration refused to lend them the books.

Based on the foregoing findings the researchers recommended that the educational training program needs to consider the place of residence when student teachers apply for

cooperative schools, select appropriate schools equipped to facilitate the process of training, and select of teachers collaborating teachers based on student teachers' choices.

6. (Abed Salam Hamarsheh & Omar Rimawi, 2011) "Obstacles that Face Students of Practical Training in Department of Athlete Education in Al-Quds University Based on Students Views".

This study aimed at identifying the main obstacles that face students of practical training course in the athletic Department in Al- Quds University as viewed by students.

To achieve the aims of the study, the study was conducted on a sample of 70 students. The study also aimed at knowing the obstacles that the students face due to the variables of sex, academic level and place of the study. The two researchers used a questionnaire of (41) items distributed into 5 dimensions: athletic facilities, schools students, supervision of students field training, school administration, curriculum and program of field training. It has been shown from the study that the obstacles that face practical training students in athlete department in Alquds university based on students views has come with a median of the overall degree (2.87) and a standard deviation (0.63) .This means that the degree of obstacles has come with a median degree.

Results showed no differences of statistical significance in all of the dimensions of the study. The dimension of athletic facilities has got the highest mean (3.44) which has reflected a high degree of difficulty. The field training domain came next with a mean of 93.03) reflecting a high degree of difficulty. The total degree of difficulty was (2.87) which reflected a moderate degree of difficulty? Results of the study also showed that there were no significant differences in the obstacles that face students in field training due to the variables of sex, academic level and place of field training.

The researchers recommended that there is a need for the provision of sports gyms and other facilities, practical training and to improve the condition of the staff.

7. (Ahlam Mohammed Alfaqaawy, 2011) "Identifying the availability of criteria of evaluating the program of the field education for qualifying the basic education teacher education in the faculties of education at the universities in the Gaza Strip".

This study aimed to identify the availability of criteria of evaluating the program of the field education for qualifying the basic education teacher education in the faculties of education at the universities in the Gaza Strip in both theoretical and practical domains through answering questions and hypotheses of the study.

The researcher used the descriptive analytical approach and prepared two questionnaires to evaluate the program of practical education in both theoretical and practical domains. The sample study consisted of (279) students from university students in the Gaza Strip (Al-Azhar– Islamic univeristy-Al Aqsa - Al-Quds Open) in the academic year 2010-2011. The sample was selected by stratified random way according to the sex, the university and specialization. The researcher used the following statistical methods: "T test ", and the single analysis of variance and Hevah test.

The results of the study were as the following: The availability of criteria for evaluating education programs for the qualifying of basic education teacher in the faculties of education at universities in the Gaza Strip in the theoretical and practical domains was at 69.8%. The degree of student's satisfaction on the performance of the university supervisor, cooperating teacher and headmaster in the qualifying of basic education teacher in the faculties of education in universities in the Gaza Strip in the practical domain was at 67.2%. No statistically significant differences at the level of ($0.5 \geq \alpha$) in the estimate evaluation of the field education program for the qualifying of basic education teacher in the faculties of education at universities in the Gaza due to the gender in all areas and the total score.

No statistically significant differences at the level of ($0.5 \geq \alpha$) in the Estimate evaluation of the field education program for the qualifying of basic education teacher in the faculties of education at universities in the Gaza due to the university in all areas and the total score in favor of the University of AlAzhar. No statistically significant differences at the level of ($0.5 \geq \alpha$) in the estimate evaluation of the field education program for the qualifying of basic education teacher in the faculties of education at universities in the Gaza due to the specialization in the total score of the questionnaire in the area of the third and fourth, while showing the existence of differences in the first and the second domain the in favor of literal.

The researcher recommended the following: Teaching a new course special for the field education. Increasing the micro-teaching technique in the university. - Training students on preparation tests with good specifications. Training students on creativity of the teaching aids which suits the individual differences. Reducing the number of students for each supervisor to be able to follow better.

8. (Soud Al-khresha, Mamdouh Ashraah & Ezeldin Al-Nimie, 2010) "The Difficulties that Encounter the Practical Education Students in the Hashemite University and Al-Israa Private University".

This study aimed at identifying the difficulties that encounter the practical education students in the Hashemite University and Al-Israa Private University.

The sample of the study consisted of (133) male and female students. They were (73) students from the Hashemite University, and (60) from Al-Israa Private University who registered the first term in 2007/2008. A questionnaire was developed. It was composed of (26) items and divided into five domains: cooperative school, practical education program, student- teacher, cooperative teacher and the academic supervisor.

The results of the study showed that the most important difficulties that encountered the student teacher were as follow: the classrooms were crowded, the load of tasks on the student-teacher during the implementation of the practical education program, and the cooperative schools were far from the student-teacher residence. The results also revealed that there were statistical significant differences between the means of the difficulties due to the type of the university and was attributed to the private ones. It also showed that there were no statistical significant differences between the means of the difficulties attributed to the gender and specialty.

9. (Karim Sajer & Abdelwahhab Khader, 2010) "Practical Training In Technical College –Baghdad"

The Research aimed to investigate the situation of the practical training (academic, field) in the technical college \Baghdad.

The study was conducted on a specimen of (20) academic staff and technical trainers that are directly related to the practical training, and on (46) students in the fourth (final) year

who were randomly selected from the every scientific department in the college. The researchers used a questionnaire for the practical training.

The results showed high rating for some dimensions (like covering safety precautions in practical training, The graduation projects give better opportunities in training, field training should be continuous rather than intermittent, field training period is adequate in the summer holiday) , while other dimensions were less rated.

10. (K. Karthikeyan, 2010)” Impact of Training in Indian Banking Sector – An Empirical Investigation”.

In this study the researcher studied the existing practices of the various aspects of training program and its effectiveness in selected public and private sector banks in Tiruchirappalli District, South India. This was mainly to assess the present status of the employee effectiveness in discharging the roles and responsibilities in tune with the objectives of the bank. The aim was to assess the effectiveness of the various facets of training i.e. employee’s attitude towards training inputs; quality of training programs; training inputs and application of training inputs to the actual job.

A well-structured questionnaire was used to collect the primary data. For designing an effective questionnaire for the study, it was felt necessary to test the validity of the questionnaire. This was done by a pilot study consisting of visits to different branches of the selected six banks for this study developing a draft questionnaire and getting www.ccsenet.org/ijbm International Journal of Business and Management Vol. 5, No. 7; July 2010 Published by Canadian Center of Science and Education 79 opinion of the bank employees on the draft questionnaire. The questionnaire was finalized based on the comments and suggestions of the bank employees and also the enhanced exposure of the researcher based on the field visits to various banks. Secondary data for the study were collected from reputed journals, magazines, websites and bank records. Total sample size for this study is 512 respondents. It consists of 454 respondents of clerical cadre and 58 respondents of managerial cadre in banks.

Human Resource Management is meant “to integrate all personal activities with each other and strategically with organizational objectives”. Essentially, it first serves the organizational interest and in that context, “It’s an Investment rather than a cost to the organization”. The utilization of all other resources directly depends on efficient utilization of

human resources. Every organization needs to have well-trained and experienced people to perform the activities that have to be done. As jobs have become more complex in the banking sector, the importance of employee training has increased. In a rapidly changing society, employee training is not only an activity that is desirable but also an activity that an organization must commit resources to, if it is to maintain a viable and knowledgeable workforce. Owing to the changing banking environment, HR department should care for appropriate response in equipping people who have to perform in the new environment. In this study, when effectiveness of training increases it directly has a positive influence on growth & result of the banks. So training is really effective in all the banks that are taken for this study. In the banking sector, employee's behavior plays a vital role in improving the productivity of an organization.

11. (Wael Salama Elmasry, 2010) "Practical training Obstacles for students of sports education; an evaluation point of view".

This study aimed at identifying the obstacles facing the training students of sports Department at A I-Aqsa University of - Gaza, where to investigate that we analysis a study sample consisted of 39 students, 41 students of sport Department.

The researcher used a descriptive approach were the analytical form used an opinion poll form of male and female students constraints of practical training obstacles design by Bedoor Abdulla Almtawa,1995, a after the Palestinian environment rationing.

The most important results: An obstacle facing the students' hands-on training during their training percent of 66.52%. It produced a study of these constraints in order of importance: (Management School – studied Physical Education – academic preparation - Guidance -possibility). It also showed that there is no any significant differences in the constraints due to the variable sex.

12. (Imad Abdellatif Ishteyya,2009) “Obstacles of Reaching Comprehensive Quality in Applying Field Training Courses in Social Service Specialization at Al-Quds Open University”.

This study aimed at identifying the obstacles that arose when applying the field training courses in social service specialization, and connected these obstacles with the five major items in the field of training: social institution, social workers, student trainees, academic supervisors, and curriculum.

The study community was limited to social workers in Nablus Governorate, who supervised the students trainees in social institutions, the students enrolled in the field training courses in the second semester of the academic year 2006\2007 in Nablus Educational Region, and the academic full time and part time supervisors who supervised the field training courses in all the educational regions at Al-Quds Open University. The study sample consisted of 97 individuals and distributed as follows: 14 academic supervisors , 55 students, 28 social workers. The study sample was chosen by using the organized random method.

In order to identify these obstacles, a special questionnaire was built and basically consisted of two parts: The first part had primary information about the inspected individuals i.e, academic supervisors, students, social workers. The second part was designed to measure the obstacles that arose when applying the field training courses. After the instrument validity and reliability were verified, and after obtaining official approval, the questionnaire was distributed on the study sample and data was collected and statistically approached by the SPSS.

The results of the study were: Concerning the field training institutions, it has been found that the obstacles lied in the limited services presented from the social institutions part, which were exemplified in simple financial aids. Besides, their inability to cope with the large number of students as a result of the increasing number of the trainees is another obstacle. It has been found that the obstacles concerning the social workers resulted from the large number of the trainees who were supervised by the social worker who was overloaded by many duties and responsibilities. Concerning the academic supervisors, it has been found that the obstacles lied in the fact that there was scarcity in their visits to the social institutions to follow up their students, as well as the large number of the supervised students during the field training . Concerning the students, it has been found that the obstacles lied in the fact that the students did not have full time to learn, and so the time of training will be decreased. Consequently, the students did not participate in the activities and events that were organized by the University, e.g. exhibitions, workshops, colloquia ...etc. Concerning the curriculum, it has been found that the obstacles were mainly exemplified in the load and density of the curriculum, which required the student trainee to fulfill many duties during their training process.

13. (Shain, 2009) “Encountered Field-training Problems By Al-Quds Open University (Q.O.U) Learners in Practical Education Course”.

This study aimed at identifying the practical obstacles facing QOU learners during their training sessions in various cooperating partner schools, and the effect of some demographic variables on perceptions of these obstacles.

To realize the practical obstacles facing QOU learners during their training sessions in various cooperating partner schools, an instrument was developed that consisted of 40 indicators covering four areas of the research, and was applied to a random cluster sampling of 246 learners from five educational regions.

The results, based on learners' responses, revealed that prioritized counseling needs are dependent on the following: role of the academic supervisor, schools in which training takes place, the teaching plan, and finally the students of the cooperating school subject to the training. Results also indicated significant statistical differences between male and female learners in terms of problems they face in the field of training, where female learners indicated having more difficulties than male learners in all areas of the study; and problems encountered by learners were most severe in mathematics and Arabic language than in other fields. The result did not indicate any interaction effect between gender and specialization subject on the problems that the learners face during the application in the field.

14. (Alexandros G. Sahinidis, John Bouris, 2008) "The relationship between perceived employee training effectiveness and job satisfaction, motivation and commitment".

This study investigated the relationship between perceived employee training effectiveness and job satisfaction, motivation and commitment.

The study examined the responses of 134 employees and lower managers, of five large Greek organizations, after they had completed a training program. The questions asked contained information about the employee attitudes towards the training received, as well as their attitudes towards their employers.

The results of the study provide support to the hypotheses proposed, indicating that there is a significant correlation between the employee perceived training effectiveness and their commitment, job satisfaction and motivation. Additionally, high correlations were found between the latter three variables. The study is limited to examining employee feelings, not

taking into account their personal characteristics, which may be important. The implications of the findings of this study for managers and especially for Human Resource professionals are quite significant, given their roles in funding, designing and delivering training interventions. Not only does it appear to be important, offering training programs to one's employees but, the training program content must be perceived as effective and of value to those participating in it.

15. (Mohammed Almadhoun, 2006) "The relationship between obstacles and weaknesses facing the development of MTPs and SMEs ".

This study discussed the relationship between obstacles and weaknesses facing the development of (MTPs) management training programmers and (SMEs) small to medium-sized enterprises . In recent years many management training programmers (MTPs) of an off-the-job nature have been established in Palestine, after the peace agreement, in order to find a solution for apparent lack of managerial strength, especially amongst SMEs. To demonstrate the effects of obstacles on SMEs, different but relevant sets of variables were employed.

The logistic regression model was used to determine and analyze the effects of the independent variables on the dependent variables. To a large degree the variables established the validity of the research hypothesis that “there is a relation between some obstacles and weaknesses and SMEs' development”. However, the primary data were generated through a survey of SME managers who have participated in management development training programmers in Palestine.

It can be concluded quite clearly that generally there is a relationship between the acquisition of some obstacles and weaknesses and the development of SMEs. Moreover, managerial factors are prime determinants of the development, failure or survival of SMEs. Logistic regression shows that the relation between the development of SMEs and obstacles and weaknesses is significantly positive. Previous findings and research results can be used to enhance the strategic planning and hence the performance of small businesses. However, there is much to be done in terms of managerial development for greater efficiency.

16. (Mahmoud Ali Al-Haliq, 2005) "Evaluating the field-training program for physical education students at the Hashemite University".

The purpose of this study was to evaluate the effectiveness of the field training program as perceived by physical education students at the Hashemite University in Jordan.

Seventy-three physical education students participated in this study. They completed a survey including five subscales with (48) items.

The results indicated that three subscales achieved a high degree of effectiveness. They were supervision, evaluation, and educational competencies. Organization and facilities subscales achieved a moderate degree of effectiveness.

The results also found no significant differences ($\alpha \leq .05$) between male and female students in all subscales, except for the educational competencies subscale. Moreover, the results revealed no significant differences between third-year and fourth-year students in all subscales.

The study recommended that authorities should pay more attention and financially support schools to have more facilities and equipment.

17. (Riyaz Rainaye, 2004), "Impact of Training in Indian Banking Sector- An empirical Investigation".

This study empirically examined the training policy in two commercial banks, namely, State Bank of India and Jammu & Kashmir Bank Limited. The focus is on the various facets of training including Management's attitude towards training, training inputs, quality of training programs and transfer of training to the job. Whereas it records that the training scenario is to a large extent satisfactory. It evaluates the opinions of the employees of two cadres of both banks: in particular that it can be made fully effective only when the training needs assessment and transfer of training to the job are considerably improved, besides bringing in finer improvements in other dimensions.

To be meaningful, training has to be amalgamated with the overall HRD strategy of the banks. Training programs must be scientifically evaluated to ensure that both their content and method are precisely relevant to the needs of the banks, which in them invest effort, time and money.

In this study the researcher studied the existing practices of the various aspects of training program and its effectiveness in selected public and private sector banks in Tiruchirappalli District, South India. This was mainly to assess the present status of the employee effectiveness in discharging the roles and responsibilities in tune with the objectives of the bank. The aim was to assess the effectiveness of the various facets of training i.e. employee's attitude towards training inputs; quality of training programs; training inputs and application of training inputs to the actual job.

18. (Ahmad Al-Athari, Mohammed Zairi, 2002), "Training evaluation: an empirical study in Kuwait".

This study examined the current training evaluation activity and challenges that face Kuwaiti organizations.

The study sample was five UK organizations (recognized as best practice organizations in their T&D activities) and 77 Kuwaiti organizations (40 government and 37 private). Interviews and questionnaires were used.

The most popular evaluation tools and technique used by government and private sectors were questionnaires. The most common model used by Kuwaiti organizations was the Kirkpatrick model which is a four-level (reaction, learning, behaviour, and results) model for evaluating training programs developed by the author in 1959. While the most common level of evaluation for both government and private sector is reaction type.

The study revealed that the majority of respondents, both in government and in private sectors, only evaluated their training programmer occasionally.

19. (Orgun, 2002), "Developing Management Training Programs".

This study aimed to evaluate the management training programmer of Guinness Nigeria PLC.

With a view to determining its effectiveness, a questionnaire titled Management Training and Development questionnaire has been administered to 50 management staff of a company.

Analysis of the data obtained from the field by means of research instrument showed that, the management training programmer provided by the company has been perceived by the management staff as relevant, adequate and effective in terms of their job performance.

20. (Damodar and Dan, 2001) “Competency assessment and need identification for training”.

This study was about competency assessment and need identification for training of nine supervisors of sales officers, eight supervisors of office-in-charges, 20 supervisors of operation officers and eight supervisors of location heads evaluated the competencies of their respective subordinates on 47 dimensions. Gaps were assessed between required and existing levels of competencies.

By analyzing gaps in 10 important competencies for each work area, existing competencies of the employees were found to be lower than required competencies. Deficiencies or gaps in competencies were found in a greater number of behavioral skills compared to technical skills. Deficiencies in the three most important competencies for sales officers were planning of work, listening to others, and working with computer. For office-in-charge deficiencies were business aptitude, business decision-making, and team management. For operation officers taking initiative, managing a team, and being a team player were the deficiencies, gaps in competencies overlapped across work areas.

Deficiencies in competencies of generating creative ideas , and taking initiative were common to four work areas and deficiencies in self-motivation and team management were common to three work areas; the deficiencies in business aptitude, technical aptitude, problem analysis, networking, conflict resolution, working with computers, encouraging participation, managing a change and goal orientation were common to employees of two work areas.

2.11 Comments on the Previous Studies

Some of the previous researches have a strong relationship with this research in focusing on the obstacles, challenges and difficulties that face students while having field training such as George, Zacharia and Mbugua (2012), Hamarsheh and Rimawi (2011), Alkhresha, Ashraah and Al-Nimie (2010), Elmasry (2010), Ishteyya (2009) and Shain (2009).

Other researches match this research in evaluating the training of College and University students in the local institutions such as Alaseery (2013), Alfaqaawy (2011), Al-Haliq (2005).

Some other researches discussed the reality of students who apply the practicum program such as Halaweh, Husein and Alsarhan (2011), Karthiyan (2010) and Rainaye (2004).

Other researches focused on evaluating training empirically such as Al-Athari and Zairi (2002), Orgun (2002) and Domodar and Dan (2001).

In regard of the methodology, some of the previous researches used the descriptive analytical approach, which is the methodology of this research, while others used the empirical approach. The researches that used the descriptive analytical approach are Alaseery (2013), Abu Latifeh and Isaa (2011), Alfaqaawy (2011) and Elmasry (2010). The researches that used the empirical approach are El-Enein, El Ghany and Zaghloul (2012), Halaweh, Husein, Alzuboon and Alsarhan (2011), Shain (2009) and Damodar and Dan (2001).

The previous researches have a strong relationship with this research in using the same tool of study which is the questionnaire. The previous researches that used the questionnaire as a tool of study are: Alaseery (2013), Hamarsheh and Rimawi (2011), Alfaqaawy (2011), Al-Khresha, Ashraah and AliNimie (2010), Karthikeyan (2010), Ishteyya (2009), Al-Athari and Zairi (2002).

2.12 The Most Important Previous Studies:

No.	Name of the Study	Methodology	Tool	Results
1.	Obstacles of Reaching Comprehensive Quality in Applying Field Training Courses in Social Service Specialization at Al-Quds Open University.	Descriptive analytical approach	Questionnaire	obstacles lied in the limited services presented from the social institutions. Inability to cope with the large number of students. The large number of the trainees who were supervised by the social worker
2.	Practical training Obstacles for students of sports education; an evaluation point of view.	Descriptive analytical approach	Opinion Poll	An obstacle facing the students' hands-on training during their training percent of 66.52%. It also showed that there is no any significant differences in the constraints due to the variable sex.
3.	Encountered Field-training Problems By Al-Quds Open University(Q.O.U) Learners in Practical Education Course.	Descriptive analytical approach	Questionnaire	Female learners indicated having more difficulties than male learners in all areas of the study; and problems encountered by learners were most severe in mathematics and Arabic language than in other fields. The result did not indicate any interaction effect between gender and specialization subject on the problems that the learners face during the application in

4.	Evaluating the field training program in police stations from the viewpoint of the students of King Fahad Security College.	Descriptive analytical approach	Questionnaire	the field. The goals set out for the field training program in police stations were achieved at an average degree. The results showed an agreement amongst the study participants on how the field training program in police stations might be developed.
5.	Challenges Facing Technical Training in Kenya	Descriptive analytical approach	Snowball sampling	The training facilities used by T.T.Is are inferior to facilities used in industries and business organizations. Majority of respondents indicated that T.T.I graduates posses' very irrelevant skills in relation to skill needs in industries and business organizations.

6.	Obstacles that Face Students of Practical Training in Department of Athlete Education in Al-Quds University Based on Students Views.	Descriptive analytical approach	Questionnaire	The dimension of athletic facilities has reflected a high degree of difficulty. The field training domain reflected a high degree of difficulty. Results of the study also showed that there were no significant differences in the obstacles that face students in field training due to the variables of sex, academic level and place of field training.
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7.	Identifying the availability of criteria of evaluating the program of the field education for qualifying the basic education teacher education in the faculties of education at the universities in the Gaza Strip.	Descriptive analytical approach	Questionnaire	No statistically significant differences at the level of ($0.5 \geq \alpha$) in the Estimate evaluation of the field education program for the qualifying of basic education teacher in the faculties of education at universities in the Gaza due to the university in all areas and the total score in favor of the University of AlAzhar. No statistically significant differences at the level of ($0.5 \geq \alpha$) in the estimate evaluation of the field education program for the qualifying of basic education teacher in the faculties of education at universities in the Gaza due to the specialization in the total score of the questionnaire in the area of the third and fourth, while showing the existence of differences in the first and the second domain in favor of literal.
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2.12 Conclusion :

In this chapter, the researcher gave a literature review, where this chapter was divided into three sections .

As the researcher emphasised on training, that's why he discussed training in general and training in the GTC in particular. As the College plays an effective role in the local society, through its participation to meet the training needs of individuals and institutes, whereas several types of short term courses prepared and conducted during the afternoon shift to upgrade the skills of technicians of the man power in the local community.

The last section was mainly dealing with previous researches related to our study. Some of them are foreign researches , Arabic researches and others are local researches.

A number of published researches/papers in certified journals, and on the internet were viewed for the purpose of this research, focusing on the vital role of training and its effect in different disciplines. Few local researchers covered the role of training as no researches were found in regard to training at the GTC.

This research is a unique one as it focuses on the supervisors considering them the focal point in the training process of the technical college students. That's why analysis of supervisors is used in this research to find out whether they are well qualified or not. In this context, this research is different from all former studies dealing with the obstacles of training.

This research is special as it concentrates on the recipients (Organizations or institutions) that receive college students to provide them with the appropriate training. This research leads to identifying the real obstacles that face the technical college students in the field of on-the job training.

CHAPTER (3)
RESEARCH
METHODOLOGY

CHAPTER (3)

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is considered to be a vital research component that enables the researcher to perform the empirical aspect of the research. It also enables obtaining the needed information to perform the statistical analysis and to reach the results to be interpreted later in light of the previous literature that studied the subject.

This research uses the descriptive analytical approach. Due to the novelty of the topic in Palestine, the research relies on the primary data collected by questionnaire distributed for relevant target group. The researchers used secondary data such as books, specialized studies and journals. The research follows the descriptive analytical approach to describe the basic features of the data in a research.

Descriptive methodology is the best methodology to be used because it is non-experimental in that it deals with the relationships that exist between non-manipulated variables in a natural, rather than artificial setting. Since the events or conditions of the research interest have already been existed and practiced, the researcher focuses and selects the relevant variables for analyzing the relationships in the hypotheses.

This chapter clarifies the research methodology and population. Also, the research used two questionnaires as a tool, the first questionnaire research population represents the students of Gaza Training College. A sample of 120 students was chosen to fill the questionnaire of 15% of the whole population. The second questionnaire research population is the training centers which are about 100 institutions. A sample of 51 respondents was chosen to fill the questionnaire.

Then this chapter discusses questionnaire preparation, structuring, development, validity, and reliability.

Furthermore, the procedures to prepare the questionnaire, to collect the data and to analyze statistically are clarified.

3.2 Data Collection :

The respondents were asked to fill the questionnaire forms which were distributed to them in their working place and during their working hours. There was no duplication because distribution was performed according to list of names for the firms in the year 2015 which was delivered to the researcher from the GTC.

The data was completely collected by the researcher. The primary data was collected from the field by questionnaire. Questionnaire was designed and distributed to get responses from target group of the research. Respondents were asked to provide opinions on the variables of this research, such as hardware, software, human resources and organizational requirements of the UNRWA Technical centers and other institutions.

3.3 Questionnaire Design :

The following sections are the steps the researcher followed in the research design and implementation:

The research thesis started by preparing a proposal that included identifying and defining the problems and establishing objectives of the research and developing the research plan. After receiving approval on the proposal, the researcher began to review the literature of on - the job training.

The researcher prepared the survey on a training requirements and the impact on trainees for UNRWA-Technical Center –GTC-, the survey was reviewed and evaluated by a group of academic and professional staff, then their notes were taken carefully to overcome the deficit and weaknesses of unrelated paragraphs in the questionnaire.

After that; testing the questionnaire design was done by distributing the questionnaire in a pilot study. The purpose of the pilot research was to test and prove that the questionnaire questions are clear and answered in a way that helped to achieve the target of the research.

The researcher distributed 30 Questionnaires on 30 trainees to get their responses and have a feedback on the validity and the reliability of the questionnaire. This was done as a pilot study. Another pilot study was conducted by the researcher by distributing 20

Questionnaires on 20 employees to find out their responses and comments to check the validity and reliability of the second questionnaire. The data collection for the research focused on distributing questionnaire. This questionnaire was used to collect the required data in order to achieve the research objective.

Therefore, the data for the total graduates was discussed in order to obtain the right methodology of the research. Hence, GTC since long has been going on developing its performance as much it could , as shown in (**Appendix F**) the total graduates in the year **2004** were (137) students, then the total graduates in the year 2005 declined to (90) students, then the total graduates in the year 2006 increased to (144) students, then the total graduates in the year 2007 increased dramatically to (262) students, then the total graduates in the year 2008 were (289) students, then the total graduates in the year 2009 reduced again to (235) students, then the total graduates in the year 2010 were (2016) students, then the total graduates in the year 2011 were (199) students, then the total graduates in the year 2012 were (219) students, then the total graduates in the year 2013 were (191) students, then the total graduates in the year **2014** were (273) students . That means since 2004 till 2014 the total number of graduates raised to about double.

I think that the rise and fall in numbers depend heavily on the economic and political conditions of the Palestinian families, particularly the refugees who are the main beneficiaries of the GTC educational services.

Nevertheless, (120) of the GTC trainees participated in the research for which the survey was distributed. Each received survey was examined carefully to assure it meets the selection criteria and the surveys that did not meet the criteria were excluded before the analysis stage using SPSS. The final phase of the research was data analysis and discussion. Statistical Package for the Social Sciences, (SPSS) was used to perform the required analysis, based on the results; conclusions and recommendations were driven.

3.4 Research Methodology

According to the research nature and the objectives the researcher tried to achieve, the descriptive analytical approach was the most suitable to perform the research. The descriptive analytical approach describes the phenomenon as it is in reality and tries to describe it quantitatively and qualitatively. This approach collects information about the phenomenon and the relationships within that phenomenon. It also analyzes that relations and tries to infer some hypotheses and results that can enrich the literature about the subject (Sabbah, 2013).

Two main sources of data were utilized: The primary sources, which were used to perform the empirical aspect of the study. This was performed by two questionnaires prepared especially for this research. The first questionnaire was distributed on the students of Gaza Training College and the other was distributed on the training centers. The secondary data sources were utilized to prepare the theoretical aspect of the research. Such sources as books, journal articles, reports, websites, thesis and dissertations were utilized for that function.

3.5 Research Population and Sample

Research population can be defined as the whole things and individuals that constitute the subject of the research problem (Levine, Krehbiel and Berenson, 2010). The first questionnaire research population represents the students of Gaza Training College. A sample of 120 students was chosen to fill the questionnaire. The second questionnaire research population is the training centers. A sample of 51 respondents were chosen to fill the questionnaire.

3.6 Research Tool

The first questionnaire was distributed on 120 students Gaza Training College. The questionnaire contains four main sections:

The questionnaire is about four areas as follows:

- I. The first area: *“Institutions and organizations are ready and well-equipped to receive trainees and provide them with the right support”*. This area is about 14 questions.
- II. The second area: *“Institutions and organizations are strongly committed to labor law”*. This area is about 12 questions.

- III. The third area: *“Trainees have the required skills to meet the tasks and duties of the prospected post”*. This area is about 4 sub-areas and 39 questions.
- IV. The fourth area: *“Supervisors are qualified to deal with trainees and assess them well according to specific criteria”*. This area is about 20 questions.

The second questionnaire was distributed on the training centers. The second questionnaire is about two areas as follows:

- I. The first area: *“Institutions and organizations are ready and well-equipped to receive trainees and provide them with the right support”*. This area is about 14 questions.
- II. The second area: *“Institutions and organizations are strongly committed to labor law”*. This area is about 12 questions.

Likert scale was utilized to measure the responses to the questionnaires questions.

TABLE 3.1 LIKERT SCALE DEGREES

Response	Completely disagree	Disagree	Neutral	Agree	Completely agree
Degree	1	2	3	4	5

The degree (1) was assigned to the response “completely disagree”, so that, the relative weight will be 20% which commensurate with this response.

3.7 Research Instrument Development

The instrument in this study was adapted from the literature, which was reviewed based on the research questions, objectives and hypotheses. Literature review was performed and prior research was analyzed to construct the sections and questions of the questionnaires. Also the supervisor was consulted about the sections and questions of the questionnaires.

3.7.1 Goodness of Measure

In order to measure the goodness of data, both factor analysis and reliability analysis were carried out by SPSS version 18. Factor analysis was necessary as the range of the items

in the questionnaire was really long. This is due to the fact that the variables are many. It was necessary to conduct factor analysis because most items were developed by the researcher. According to Green, Salkind and Akey (1997), the main objective of the first stage is to make an initial decision about the number of factors underlying the variables that are to be measured in the research. Factor rotation was done to make the factors more interpretable and to finally ascertain the final number of underlying factors. After the factor analysis had been carried out, a reliability test was conducted. The reliability test indicated the extent of the measure without bias and thus offers a consistent measurement across time and across the various items in the instrument (Sekaran,2000). Cronbach's alpha was the reliability coefficient that indicated how well the items in a set were positively correlated to one another. Sekaran (2000) suggested that if the Cronbach's alpha was nearest to 1, it was better because it meant that the internal consistency reliability of factors is high. If the Cronbach's alpha is less than 0.60, it is considered poor. Those in 0.70 range are acceptable; and those over 0.80 was good in reliability. In the next section, both factor and reliability analyses are highlighted.

3.7.2 Goodness of Data

A factor analysis with varimax rotation was carried out to validate whether the respondents perceived the different items used to test the different variables in this study. The criteria used to identify and interpret the factors was used by Igbaria (1995) where each item should load 0.05 or greater on one factor and 0.35 or lower on the other factor. The results of factor analysis are shown below.

3.7.2.1 Factor Analysis – On – the job training / Special for Trainees

The factors were extracted from the principal component analysis and also Varimax rotation, which had been carried out on the 85 items measuring the on-the job training for the trainees. There were only four factors emerging in the factor analysis of on-the job training

for the trainees. Eighty-five items, which were to test different dimensions of on-the job training, were submitted to a principal components analysis with varimax rotation to test for uni-dimensionality. Four dimensions were extracted explaining a total of variance of 30.18% All items selected had MSA value, which was greater than 0.5. KMO measure of sampling adequacy. Summated scales were then created for the four extracted components. Four components were extracted with eigenvalue greater than 35.93 explaining a total of 30.18 % of the variance. Therefore, it was proven that the items were unidimensional. These factors were labeled as (1) trainees skills to meet the tasks and duties of the prospected post, (2) institution and organization readiness and being well-equipped to receive trainees and provide them with the right support, (3) supervisors' qualification to deal with trainees and assess them well according to specific criteria, and (4) institutions' strong commitment to labor law.

The rotated factors and factor loadings of the on- the job training different components are presented in table 3.2 below.

Table 3.2 Factor Analysis: On – the job training / Special for Trainees

	Component			
	1	2	3	4
He encourages me to develop self-creative thinking as a trainee.	.729			
He prepares a professional climate supporting free communication dialogue and discussion.	.726			
He talks to me each visit and plans for the coming visit.	.718			
The supervisor reviews my training plans.	.710			
He encourages me to think of my experiences.	.691			
He monitors me while training to recognize my activities each visit.	.675			
He discusses with me the formative and summative evaluations.	.675			
He provides me with continuous feedback and helps me to review my goals when necessary.	.661			
He arranges with me and the Institution the training time- table.	.656			
The supervisor visits me weekly.	.648			
He provides me with the syllabus plans which show those expectations and requirements.	.645			
He recognizes my strength points and gives me advices and regular constructive feedback.	.636			
The supervisor works with the institution to provide trainees with a suitable training.	.588			
He keeps in contact with me and welcomes calling him in emergency.	.588			
He points out his expectations and the syllabus requirements for the training experience.	.584			
He discusses the expected plans for the unit needed providing the suitable examples.	.573			
I come on time for training.		.731		
I keep to the institution's instructions and regulations.		.689		

I respect the institution's staff.		.684		
I keep to the rules of the institution.		.676		
I have a good relationship with the Institution's administration.		.609		
I do the assigned works.		.590		
I have the skill of good communication with others.		.567		
I share my colleagues' decision taking.		.530		
I can use the computer well at work.		.529		
I am punctual for training attendance and I ask for an excuse when I am absent.		.518		
The institution is well – qualified and specialized in providing on – the job training.			.683	
The Institution is committed to labor law.			.632	
The Institution answers the trainees' questions.			.621	
The Institution is efficient at providing on – the job training.			.575	
The Institution takes into account the international criteria and measurements which go on with the nature of its available specializations.			.572	
The Institution manages time effectively.			.560	
The Institution promotes staff according to efficiencies.			.527	
The Institution takes part in social works inside and outside country.			.519	
The Institution motivates trainees to learn.			.511	
The Institution keeps to the actual working hours.			.504	
The Institution provides trainees with incentives.			.503	
I take part in the Institutions' activities.				.661
I enjoy a good looking and a strong personality.				.564
I connect the syllabus with the surrounding environment and the ability of applying it in real life.				.550

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

3.7.2.2 Factor Analysis – On – the job training obstacles facing the students of Gaza Community / Training College

The factors were extracted from the principal component analysis and also Varimax rotation, which had been carried out on the 33 items measuring the on – the job training obstacles facing the students of Gaza Community / Training College. There were only two factors emerging in the factor analysis. The three items submitted to a principal components analysis with varimax rotation to test for uni-dimensionality. Two dimensions were extracted explaining a total of variance of 37.961. All items selected had MSA value, which was greater than 0.5. KMO measure of sampling adequacy. Summated scales were then created for the

four extracted components. Four components were extracted with eigenvalue greater than 37.96 % explaining a total of 12.527 % of the variance. Therefore, it was proven that the items were unidimensional. These factors were labeled as (1) institutions and organization are ready and well-equipped to receive trainees and provide them with the riht support and (2) instituions and organizationa rae strongly committed to labor law.

Table 3.3: The rotated factors and factor loadings of the on the job-training obtacles facing the students of Gaza community/ Training college

Component		
	1	2
There's good coordination between your institution and Gaza Community / Training College.	.742	
There's a clear plan presented by Gaza Community / Training College.	.671	
There's a direct supervision and follow up by Gaza Community / Training College.	.780	
There's a feedback by Gaza Community / Training College.	.582	
There's a development on the programs of Gaza Community / Training College.	.638	
The Institution takes into account the strategic plans for training devleopement	.581	
The Institution explains the concepts in a suitable and clear way.	.590	
The Institution provides trainees with the electronic communication means.	.612	
Trainees are insured for accidents at workshops.	.520	
The Institution keeps to the actual working hours.	.668	
The Institution provides trainees with safety rules and protection.	.566	
The Institution deals with trainees as real workers.	.590	
Trainees are insured for accidents at workshops.		.794
The Institution keeps to the actual working hours.		.610
The Institution provides trainees with safety rules and protection.		.824
The institution deals with trainees as real workers.		.808
The institution pays compensations for trainees' injuries.		.621
The institution pays trainees the minimum wages and benefits.		.515

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

3.7.2.3 Reliability

After all the items had been factored accordingly, Alpha Cronbach's Reliability Analysis was performed. The main purpose of this analysis was to ensure consistency and accuracy among items extracted in the earlier factor analysis. The important statistical value

in Alpha Cronbach's Reliability analysis includes scale mean, variance if item was deleted from the scale. Summary of the Alpha Cronbach's Reliability Analysis was tabulated in table

Table 3.4: Alpha Cronbach's Value for all the Studied Variables

Variable	Number of Items	Alpha
Institutions and organizations are ready and well-equipped to receive trainees and provide them with the right support	11	.879
Institutions and organizations are strongly committed to labor law	7	.847
Trainees skills to meet the tasks and duties of the prospected post	15	.919
Instituion and organization readiness and being well-equipped to receive traniees and provide them with the right support	10	.791
Supervisors' qualification to deal with trainees and aassess them well according to specific criteria	11	.814
Institutions' strong commitment to labor law.	4	.631

Alpha Cronbach values for all variables are ranging from .631 to .919. The high value of alpha Cronbach means the items used in each variable are appropriate and reliable.

3.7.3 NORMALITY DISTRIBUTION TEST

Shapiro-Wilk test was used to test for normality. Significance was measured for each area of the questionnaire and compared with $\alpha = .01$ to determine the normality. Table 4.8 shows the result of normality test

TABLE 3.5 NORMALITY

#	Area	Sig.
1	Institutions and organizations are ready and well-equipped to receive trainees and provide them with the right support.	.001
2	Institutions and organizations are strongly committed to labor law.	.061
3	Trainees have the required skills to meet the tasks and duties of the prospected post.	.000
4	Supervisors are qualified to deal with trainees and assess them well according to specific criteria.	.000

As the table shows, significance at all areas except of the second one was less than $\alpha = .01$, the thing that denotes non-normality in all three areas. Non-parametric tests will be used for the purpose of data analysis and hypotheses testing at those three areas. Parametric tests will be used to analyze the second area or hypothesis.

3.8 Internal Validity

Internal validity is the degree of correlation between each question of the questionnaire and the area that it is included in (Al-Jidaily, 2005). Table 4.9 shows the results of internal validity of the first area of the second questionnaire.

TABLE 3.6 Pearson correlation coefficient for “ Institutions and organizations are ready and well-equipped to receive trainees and provide them with the right support.

#	Question	Pearson correlation coefficient	Sig.
1	There's good coordination between your institution and Gaza Community / Training College.	.602*	.000
2	There's a clear plan presented by Gaza Community / Training College.	.605*	.000
3	There's a direct supervision and follow up by Gaza Community / Training College.	.548*	.000
4	There's a feedback by Gaza Community / Training College.	.522*	.000
5	There's a development on the programs of Gaza Community / Training College.	.486*	.000
6	The Institution motivates trainees to learn.	.498*	.000
7	Your institution's equipment is continually updated.	.465*	.001
8	The Institution answers the trainees' questions.	.528*	.000
9	Some workshops need development to match new technology.	.158	.269
10	The Institution manages time effectively.	.625*	.000
11	The Institution takes into account the strategic plans for training development.	.716*	.000
12	The Institution takes into account the international criteria and measurements which go on with the nature of its available specializations.	.591*	.000
13	The Institution allows the objective discussion.	.538*	.000
14	The Institution allows the trainee to use its own equipment.	.638*	.000
15	The institution is well – qualified and specialized in providing on – the job training.	.549*	.000
16	The Institution explains the concepts in a suitable and clear way.	.711*	.000

17	The Institution provides trainees with the electronic communication means.	.760*	.000
18	Safety and security means available at workshops .	.647*	.000
19	The Institution is efficient at providing on – the job training.	.637*	.000
20	The institution’s workshops are enough.	.643*	.000
21	The institution’s equipment is applicable to the syllabuses applied.	.676*	.000
Sig. is significance			
*Correlation is significant at the level $\alpha = .01$			

The values of correlation coefficient denote positive strong to moderate relationship between the questions and the area. This relation is the strongest at the seventeenth question and the weakest at the ninth one.

TABLE 3.7 Pearson correlation coefficient for "Institutions and organizations are strongly committed to labour law."

#	Question	Pearson correlation coefficient*	Sig.
22	The Institution is committed to labor law.	.730	.000
23	The Institution provides trainees with incentives.	.618	.000
24	The Institution is transparent in the selection of new employees.	.734	.000
25	The Institution promotes staff according to efficiencies.	.664	.000
26	The Institution has the pension system.	.471	.000
27	The Institution takes part in social works inside and outside country.	.704	.000
28	Trainees are insured for accidents at workshops.	.681	.000
29	The Institution keeps to the actual working hours.	.727	.000
30	The Institution provides trainees with safety rules and protection.	.742	.000
31	The institution deals with trainees as real workers.	.661	.000
32	The institution pays compensations for trainees’ injuries.	.616	.000
33	The institution pays trainees the minimum wages and benefits.	.523	.000
Sig. is significance			
*Correlation is significant at the level $\alpha = .01$			

The values of the correlation coefficient denote a positive strong to moderate relationship between the questions and the area. This relation is the strongest at the thirtieth question and the weakest at the twenty sixth one.

Structure validity is a measurement tool that measures the extent to which the questionnaire can achieve the objectives that it is designed for. In other words, it measures the correlation between each of the study areas and the overall degree of the questionnaire's questions (Sabbah, 2013).

TABLE 3.8 STRUCTURE VALIDITY TEST

#	Area	Pearson correlation coefficient*	Sig.
1	Institutions and organization are ready and well – equipped to receive trainees and provide them with the right support.	.939	.000
2	Institutions and organizations are strongly committed to labor law.	.880	.000
Sig. is significance *Correlation is significant at the level $\alpha = .01$			

The values of the correlation coefficient denote a positive strong relationship between the areas and the overall degree of the questions. This relation is stronger at the first area than the second one.

3.9 Normality Distribution Test

Shapiro-Wilk test was used to test for normality. Significance was measured for each area of the questionnaire and compared with $\alpha = .01$ to determine the normality. Table 4.6 shows the result of normality test.

TABLE 3.9 NORMALITY TEST

#	Area	Sig.
1	Institutions and organization are ready and well – equipped to receive trainees and provide them with the right support.	.000
2	Institutions and organizations are strongly committed to labor law.	.002

As the table shows, significance at both areas was less than $\alpha = .01$, the thing that denotes non-normality. Non-parametric tests will be used for the purpose of data analysis and hypotheses testing.

The two questionnaires were entered to and analyzed using SPSS, Statistical Package for Social Sciences. The research has utilized the following statistical tools:

- Pearson correlation coefficient was utilized to test for internal and structure validity.
- Cronbach's Alpha was used to measure reliability.
- Shapiro-Wilk test was used to test for normality
- Binomial or sign test was used for hypotheses testing to test whether the mean value of the responses = 3, or more or less.

3.10 Conclusion

This chapter has presented research methodology, data sources that depends mainly on two main sources of data: The primary sources, which were used to perform the empirical aspect of the study. This was performed by two questionnaires prepared especially for this research. The first questionnaire was distributed on the students of Gaza Training College and the other was distributed on the training centers. The secondary data sources were utilized to prepare the theoretical aspect of the research. Such sources as books, journal articles, reports, websites, thesis and dissertations were utilized for that function.

After that this chapter has presented research population and the main research tool, the questionnaires. Furthermore, the questionnaires reliability and validity were measured and the tests of normality were performed. The first questionnaire research population represents the students of Gaza Training College. A sample of 120 students was chosen to fill the questionnaire. The second questionnaire research population is the training centers. A sample of 51 respondents were chosen to fill the questionnaire.

Then the results obtained in this chapter will be presented and discussed briefly in the following chapter.

CHAPTER (4)

DATA ANALYSIS AND HYPOTHESES TESTING

CHAPTER (4)

DATA ANALYSIS AND HYPOTHESES TESTING

4.1 Introduction

This chapter undertakes data analysis and hypotheses testing through answering research questions and problems. This will enable providing results about the research variables using SPSS as the main statistical package utilized.

4.2 Data Analysis and Hypotheses Testing

Non-parametric tests were used for the purpose of testing the hypotheses that don't follow the normal distribution. Binomial test for one sample was used to test all the hypotheses except of the second hypotheses of the first questionnaire. Parametric test, one sample t-test, was used to analyze the hypothesis that follow the normal distribution that is the second area of the first questionnaire.

The researcher hypothesized that the mean of the responses equals 3, the “neutral” degree. Following are the null and alternative hypotheses, H0 and H1, respectively.

H0: The mean of the responses = 3

H1: The mean of the responses \neq 3

If significance was larger than α , we can't reject H0 and the mean response of the respondents = 3. If significance was less than α , we reject H0 and accept H1 (the mean \neq 3). In the latter case, the proportions of the responses (≤ 3 & > 3) will be used to determine the direction of response.

4.2.1 First Questionnaire Hypotheses Testing

H1: Institutions and organizations are ready and well-equipped to receive trainees and provide them with the right support at the level ($\alpha \leq 0.05$).

This hypothesis was questioned through the first area of the questionnaire and analyzed using binomial test to determine if the mean value of the response = 3 or not.

Table 4.1 Binomial test for the first hypothesis . (See Appendix G)

Question	Category	Frequency	Percent	Mean	Sig.
All questions together	<= 3	5	4%	3.91	.000
	> 3	115	96%		
	Total	120	100%		

As the table above shows, most of the means of the answers of the respondents are larger than 3 that means accepting the majority of questions. The mean of the thirtieth question denotes unaccepting the questions by respondents.

Since significance for most of the questions and for the questions together is less than $\alpha = .05$, this area is statistically significant at the level $\alpha = .05$. Therefore, we reject the null hypothesis and conclude that the mean of the responses of this area $\neq 3$ and indicates acceptance on most the questions of this area. Regarding the twelve question where significance is larger than $\alpha = .05$, we fail to reject the null hypotheses. We conclude that the mean of responses on this question =3.

Hypothesis result

The hypothesis of “*Institutions and organizations are ready and well–equipped to receive trainees and provide them with the right support*” is accepted.

(Mbugua, 2012) study aimed at investigating the challenges facing skill training in Technical training institutions (T.T.Is). This study matches the second factor of my research which handles the institutions' readiness to receive trainees and provide them with the right support. What makes this study different from mine is that the training facilities used by technical training institutions are inferior to facilities used in industries and business organizations. The majority of responses indicate that technical training institutions graduates possess very irrelevant skills in the relation to skill needs in industries and business organizations.

(Bouris, 2008) study is quite related to the second factor. Still, there is a significant difference between this study and mine in a way that this study is limited to examining employee feelings not taking into account their personal characteristics which are the core of my research.

H2: Institutions and organizations are strongly committed to labor law ($\alpha \leq 0.05$). (See Appendix G)

This hypothesis was questioned through the second area of the questionnaire and analyzed using one sample t-test to determine if the mean value of the response = 3 or not.

TABLE 4.2 INDEPENDENT SAMPLE T-TEST FOR THE SECOND HYPOTHESIS

Question	Arithmetic mean	Test value	Sig.
All questions together	3.65	12.9	.000

As the table above shows, the means of the answers of the respondents on most of the questions are larger than 3 that means accepting that questions.

Since significance for most of the questions and for all questions together is less than $\alpha = .05$, this area is statistically significant at the level $\alpha = .05$. Therefore, we reject the null hypothesis and conclude that the mean of the responses of this area $\neq 3$ and indicates acceptance on most the questions of this area. Regarding the twenty sixth question where significance is larger than $\alpha = .05$, we fail to reject the null hypotheses. We conclude that the mean of responses on this question =3. Thus, the hypothesis of **“Institutions and organizations are strongly committed to labor law at the level ($\alpha \leq 0.05$)”** is accepted.

(Rao, 2006) study is closely related to the fourth factor which focuses on the institutions' commitment to labor law. Still, this study realized that training is essential requirement to make the best use of the managerial personnel involved in the process of decision-making.

H3: Trainees have the required skills to meet the tasks and duties of the prospected post.at the level ($\alpha \leq 0.05$).

This hypothesis was questioned through the third area of the questionnaire and tested using binomial test to determine if the mean value of the response = 3 or not.

TABLE 4.3 BINOMIAL TEST FOR THE THIRD HYPOTHESIS (SEE APPENDIX G)

Question	Category	Frequency	Percent	Mean	Sig.
All questions together	≤ 3	1	1%	4.35	.000
	> 3	119	99%		
	Total	120	100%		

As the table above shows, most of the means of the answers of the respondents are larger than 4 that means accepting the majority of questions. The mean of the questions 42 & 52 denote unaccepting the questions by respondents.

Since significance for all of the questions and for the questions together is less than $\alpha = .05$, this area is statistically significant at the level $\alpha = .05$. Therefore, we reject the null hypothesis and conclude that the mean of the responses of this area $\neq 3$. Rather, it is larger than 3.

Thus, the hypothesis of: "***Trainees have the required skills to meet the tasks and duties of the prospected post***" is accepted.

(Ibn Alasery, 2013) study deals with evaluating the field training program in police stations from the viewpoint of the students of King Fahad Security College". Ibn Alasery's study is closely related to the fourth aspect of the first factor which handles the training efficiency of the trainees who should have the required skills to meet the tasks and duties of the prospected post.

(Mesleh, 2012) research handles the extent to which students-teachers at Al-Quds Open University Practice technical, administrative and social skills while teaching from the viewpoint of cooperating teachers". This study can meet the first factor of my research particularly the first three aspects which are general personality aspect, the administrative aspect and the technical aspect.

(Zaghoul, 2012) study aimed at assessing the effect of educational training program on nurses' knowledge and performance regarding prevention of patient' falls. This study is related to the first factor which handles the trainees' required skills to meet the tasks and duties of the prospected post. The relation between the two studies is quite clear in the two technical and administrative aspects.

(Alsarhan, 2011) study aimed at identifying the reality of student applying the practicum program in the light of the modern physical education curricula from the point of view of the student and their cooperative teachers. This study is closely related to the first factor of my research particularly the second and the fourth aspects which are the administrative and training efficiency aspects.

Ishteyya, 2009) study has a relationship with the first factor, the second factor and the third factor. It aims at identifying the obstacles that arose when applying the field training courses in social services specialization. Still, the differences between this study and mine

is that the latter takes into account the practical specializations rather than the social service ones as is the case in this study.

(Isa, 2011) study matches the first factor of my research. It deals with identifying the problems faced by Practical Educational Student at the Practical Training program in the University of Jordan. Still, there is a major difference between this study and mine which is the field of the practical training program which is educational. Whereas, in my research it is not educational. It is the professional and practical skill acquired by trainees to match the labor market requirements.

(Rimawi, 2011) study is closely related to the first factor of my research. It deals with the obstacles that face students of practical training in the department of athlete education. The relation is quite strong at the third and fourth aspects which are the technical and training efficiency.

(Al-Nimie, 2010) study is closely related to the first factor of my research particularly the technical and training efficiency aspects.

(Karthikeyan, 2010) study is closely related to the first factor focusing on the three main aspects which are the technical, administrative and training efficiency. Still, the difference between this study and mine is that it measures the impact of training in the Indian Banking sector through an empirical investigation.

(Elmasry, 2010) study is closely related to the first factor concentrating on the practical training obstacles facing the training students of sports. Still, the difference between this study and mine is that my study takes into account the obstacles that trainees face regarding on- the job training in the different specializations, and not restricted to the student of sports education as is the case in this study.

(Nargundkar, 2006) study is related to the first aspect of the first factor of my research which is general personality. This study focuses on the important role of informal communication which can do better than any other communication.

(Annamalai, 2006) study is closely related to the first factor of my research which focuses on the required skills of trainees to meet the tasks and duties of the prospected post. Both studies focus on the training efficiency of the trainees.

(Saxena, 2006) study has a strong relationship with the first factor of my research. What makes this study different from mine is that it assessed the impact of training focused on personal growth conducted at a large public sector bank on the behavior and performance of its officers without focusing on the other factors as is the case in my research.

H4: Supervisors are qualified to deal with trainees and assess them well according to specific criteria at the level ($\alpha \leq 0.05$).

This hypothesis was questioned through the fourth area of the questionnaire and analyzed using binomial test to determine if the mean value of the response = 3 or not.

TABLE 4.4 BINOMIAL TEST FOR THE FOURTH HYPOTHESIS (SEE APPENDIX G)

Question	Category	Frequency	Percent	Mean	Sig.
All questions together	<= 3	9	7.5%	4.02	.000
	> 3	111	92.5%		
	Total	120	100%		

As the table above shows, all the means of the answers of the respondents are larger than 3 that means accepting the questions.

Since significance for most of the questions and for the questions together is less than $\alpha = .05$, this area is statistically significant at the level $\alpha = .05$. Therefore, we reject the null hypothesis and conclude that the mean of the responses of this area $\neq 3$ and indicates acceptance on most the questions of this area. Regarding the seventy sixth question where significance is larger than $\alpha = .05$, we fail to reject the null hypotheses. We conclude that the mean of responses on this question =3.

Thus, the hypothesis of “*Supervisors are qualified to deal with trainees and assess them well according to specific criteria*” is accepted.

(Jorge,2014) research has similarities with the present research in the factor of supervisors as both researches aim at identifying the needs of the supervisor to come up with the most effective training or learning. But the differences with the present research that it deals with the needs of training of secondary school teachers to evaluate their perceptions in order to describe the social context- culture in the framework of the implementation of the English pro gram while the present research deals with supervisors for their students.

(Alfaqaawy, 2011) study is obviously related to the third factor of my research which deals with whether supervisors are qualified to deal with trainees and assess the well according to specific criteria.

(Khader, 2010) study aims at investigating the situation of the practical training (academic field) in the technical college \Baghdad. It matches the first and third factors which deal with trainees' skills and supervisors' acquisition of specific criteria to assess the trainees well.

(Shain, 2009) study is closely related to the first and third factor of my research. This study focuses on the role of the academic supervisor without mentioning the criteria of

the standard supervisor which is focused on in my research.

TABLE 4.5 BINOMIAL TEST FOR ALL THE AREAS TOGETHER (SEE APPENDIX G)

#	Area	Category	Frequency	Percent	Sig.
	All the areas together	<= 3	2	2%	.000
		> 3	118	98%	
		Total	120	100%	

As the table above shows, the most of the answers of the respondents are larger than 3 that means that their level of accepting the questions is high.

Since significance for the areas is always = .000, the areas are statistically significant at the level $\alpha = .05$. Therefore, we reject the null hypothesis and conclude that the mean of the responses on the four areas $\neq 3$ and infer acceptance on the questions of the different areas.

4.2.2 Second Questionnaire Hypotheses Testing

H1: Institutions and organization are ready and well-equipped to receive trainees and provide them with the right support at the level ($\alpha \leq 0.05$).

This hypothesis was questioned through the first area of the second questionnaire and tested using binomial test to determine if the mean value of the response = 3 or not.

TABLE 4.6 BINOMIAL TEST FOR THE FIRST HYPOTHESIS (SEE APPENDIX G)

Question	Category	Frequency	Percent	Mean	Sig.
All questions together	<= 3	4	8%	3.93	.000
	> 3	47	92%		
	Total	51	100%		

As the table above shows, the means of the answers of the respondents on all questions are larger than 3 that means accepting the questions.

Since significance for most of the questions and for all questions together is less than $\alpha = .05$, this area is statistically significant at the level $\alpha = .05$. Therefore, we reject the null hypothesis and conclude that the mean of the responses of this area $\neq 3$ and indicates acceptance on most the questions of this area. Regarding the questions 11,12 and 20 where

significance is larger than $\alpha = .05$, we fail to reject the null hypotheses. We conclude that the mean of responses on those three questions =3.

Thus, the hypothesis of “**Institutions and organization are ready and well-equipped to receive trainees and provide them with the right support**” is accepted.

H2: Institutions and organizations are strongly committed to labor law at the level ($\alpha \leq 0.05$).

This hypothesis was questioned through the second area of the questionnaire and tested using binomial test to determine if the mean value of the response = 3 or not.

TABLE 4.7 BINOMIAL TEST FOR THE SECOND HYPOTHESIS (SEE APPENDIX G)

Question	Category	Frequency	Percent	Mean	Sig.
All questions together	≤ 3	6	12%	3.81	.000
	> 3	45	88%		
	Total	51	100%		

As the table above shows, the means of the answers of the respondents on all questions are larger than 3 that means accepting the questions.

Since significance for most of the questions and for all questions together is less than $\alpha = .05$, this area is statistically significant at the level $\alpha = .05$. Therefore, we reject the null hypothesis and conclude that the mean of the responses on this area $\neq 3$ and infer acceptance on most the questions of this area. Regarding the questions 23, 28, 32 and 33 where significance is larger than $\alpha = .05$, we fail to reject the null hypotheses. We conclude that the mean of responses on those four questions =3. Thus, the hypothesis of “**Institutions and organizations are strongly committed to labor law at the level ($\alpha \leq 0.05$)**” is accepted.

TABLE 4.8 BINOMIAL TEST FOR ALL THE AREAS TOGETHER (SEE APPENDIX G)

#	Area	Category	Frequency	Percent	Sig.
	All the areas together	≤ 3	4	8%	.000
		> 3	47	92%	
		Total	51	100%	

As the table above shows, the most of the answers of the respondents are larger than 3 that means that their level of accepting the questions is high.

Since significance for the areas is always $=.000$, the areas are statistically significant at the level $\alpha = .05$. Therefore, we reject the null hypothesis and conclude that the mean of the responses of the areas $\neq 3$ and indicates acceptance on the questions of the different areas.

4.3 Conclusion

This chapter highlighted data analysis and hypotheses testing. Furthermore, the statistical analysis was performed using SPSS. Interpretation to the results of the statistical tests was provided, as well. In addition, the results of hypotheses testing were compared to the results of previous studies and some interpretations to the differences were offered.

CHAPTER (5)

CONCLUSIONS AND RECOMMENDATIONS

CHAPTER(5)

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

After presenting and discussing the findings of the research, this chapter discuss the key findings and recommendations that the researcher suggests to see whether students, in general and the GTC students in particular, face many challenges and obstacles in the on-the job training . That's why it is necessary to tackle these obstacles and try to recognize the reasons behind them and finding out the best recommendations.

5.2 Conclusions

It is hoped this research provided a reference to senior instructors and principals in the technical and vocational centers to develop effective training in order to enhance high performance.

Especially, the main objective of this research is to focus on the importance of the obstacles on-the job training that face the GTC students in the acquisition of the required skills for high performance

The conclusions of this research are as follows:

The researcher applied two questionnaires. The first questionnaire was distributed on 120 students Gaza Training College. The questionnaire contains four main sections:

Likert scale was utilized to measure the responses to the questionnaires questions.

The results of the first questionnaire were as follows:

1. Pearson correlation coefficient for **The first area: “Institutions and organizations are ready and well–equipped to receive trainees and provide them with the right support”**. This area is about 14 questions.

The values of correlation coefficient for most of the areas denote positive strong to moderate relationship between the questions and the area. This relation is the strongest at the item " **The institution is well – qualified and specialized in providing on – the job training** " and the weakest at the item "**Some workshops need development to match new technology**".

2. Pearson correlation coefficient for **the second area**: “**Institutions and organizations are strongly committed to labor law**”. This area is about 12 questions.

The values of correlation coefficient for most of the areas denote positive strong to moderate relationship between the questions and the area. This relation is the strongest at the item "**The Institution takes part in social works inside and outside country**" and the weakest at the item "**The Institution keeps to the actual working hours**".

3. Pearson correlation coefficient for **the third area**: “**Trainees have the required skills to meet the tasks and duties of the prospected post**”. This area is about 4 sub-areas and 39 questions.

The values of correlation coefficient for most of the areas denote positive strong to moderate relationship between the questions and the area. This relation is the strongest at the item "**On – the job training helped me to develop the skill of working in a team**" and the weakest at the item "I accept the constructive criticism and I learn from it".

4. Pearson correlation coefficient for **the fourth area**: “**Supervisors are qualified to deal with trainees and assess them well according to specific criteria**”. This area is about 20 questions.

The values of correlation coefficient for most of the areas denote positive strong to moderate relationship between the questions and the area. This relation is the strongest at the item "**He encourages me to develop self-creative thinking as a trainee**" and the weakest at the item "**He accepts my thoughts and contemplations in a positive way**".

5. **According to Structure validity**: It measures the correlation between each of the study areas and the overall degree of the questionnaire’s questions.

The values of the correlation coefficient denote a positive strong relationship between the areas and the overall degree of the questions. This relation is the **strongest at the fourth area** "**Supervisors are qualified to deal with trainees and assess them well according to specific criteria.**" and the **weakest at the first area** "**Institutions and organizations are strongly committed to labor law.**"

The second questionnaire was distributed on the training centers. The second questionnaire is about two areas as follows:

1. Pearson correlation coefficient for **the first area: “Institutions and organization are ready and well–equipped to receive trainees and provide them with the right support”**. This area is about 21 questions.

The values of correlation coefficient for most of the areas denote positive strong to moderate relationship between the questions and the area. This relation is the **strongest at the item "The Institution provides trainees with the electronic communication means"** and the **weakest at the item "Some workshops need development to match new technology"**.

2. Pearson correlation coefficient for **the second area: “Institutions and organizations are strongly committed to labor law”**. This area is about 12 questions.

The values of correlation coefficient for most of the areas denote positive strong to moderate relationship between the questions and the area. This relation is the strongest at the item **"The Institution provides trainees with safety rules and protection"** and the weakest at the item **"The Institution has the pension system"**.

3. **According to Structure validity**: It measures the correlation between each of the study areas and the overall degree of the questionnaire’s questions. The values of the correlation coefficient denote a positive strong relationship between the areas and the overall degree of the questions. This relation is the **strongest at the first area: “Institutions and organization are ready and well–equipped to receive trainees and provide them with the right support”** and the **weakest at the second area: “Institutions and organizations are strongly committed to labor law”**.

5.3 Recommendations

It is clear that in order to enhance and improve trainees' performance, UNRWA Technical and vocational training centers should understand obstacles that face them to overcome it:

In this regard, the recommendations are divided into three categories:

5.3.1 Recommendations for trainees :

It is strongly recommended to study the efficiency variations in Palestine middle colleges in order to evaluate the performance of our technical colleges with respect to outsiders.

1. Special attention should be devoted for the information provided in meeting the functional requirements to guarantee the quality of the job and the efficiency of outputs also, ensure instructors understand goals, specifications, and expectations.
2. The continuity of upgrading knowledge regularly to meet the needs of the work required.

The period of on – the job training should be extended to be successful.

3. Trainees should accept the constructive criticism and learn from it.
4. Trainees should be punctual for training attendance and should ask for an excuse when they are absent.
5. Trainees should have the skill of recording and writing reports.

5.3.2 Recommendations for supervisors:

1. GTC should develop the training package according to the required quality standard because of improving the preparation of the training material and the training plans.
2. GTC should help in designing of the training contents and preparing the training curriculums according to the required quality standard.
3. GTC should increase the efficiency of the functional performance, since it leads to getting interested in training and increase the speed of observation and understanding.
4. More attention should be given to the instructors' participations and opinions

and coordination should be cooperative. Since that reduces the causes of resistance, and morale.

5. Pursuing hiring qualified staff to raise the level of the productivity and quality of service.
6. Supervisors should help the trainees in the evaluation of the training outcomes, since that help them to follow the result and correct the mistakes and deficits through software and statistics applications.
7. Supervisors should lead to education pursuing via e-learning and distance learning, since that keep them in touch with what changed rapidly around the world of training issues and concerns.
8. The supervisor should accept the trainees' thoughts and contemplations in a positive way.

5.3.3 Recommendations for institutions and organizations :

1. Continuity of supplying modern applications that meet the needs of the work required and easy to use to increase the efficiency and the quality of the productivity.
2. Emphasis on the need that UNRWA - Technical training centers should adopt and implement more advanced technology in training process as a tool of training and impact on the performance directly and facilitate the work required.
3. Ensuring the use of the modern devices to support the whole training activities.
4. Institutions and organizations should ensure the use of the updated software to support the whole training activities.
5. Institutions and organizations should facilitate the delivery of the training materials, as they help in developing the training package according to the required quality standard and facilitating the follow up of the training delivery.
6. Institutions and organizations should show a positive attitude toward the health and the safety requirements, since UNRWA centers provide a suitable environment that meets the training nature.

7. More attention should be given to upgrade the institutions and supervisors' capabilities to meet the duties needs and overcome the cut and the break down.
8. Pursuing the delegation policy for conducting plans and training programs to increase the loyalty and commitment.
9. Pursuing the meet of the health and the safety needs of training environment to ensure the safety of human beings.
10. Some workshops need development to match new technology.
11. The continuity of the need to keep abreast of developments in the field of training to increase the quality of the work.
12. The Institution should have a pension system.
13. The Institution should keep to the actual working hours.

5.4 Further research

1. Escalating the *research* scope to involve other variables and plotting factors may impact on implementing Training inside the society organizations and research its impact in other disciplines.
2. Future research should cover the challenges and limitations of implementing high performance training.
3. Future research should continue to examine attitude and acceptance factors on the job training.
4. Future research can be done through comparing the obstacles faced by students of different colleges regarding on-the job training.

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APPENDICES

APPENDIX (A)



The Islamic University/Gaza

Deanship of Higher Studies

Faculty of Commerce

Business Administration Division



تطبيق استبيان

أخي المتدرب...أختي المتدربة....

السلام عليكم ورحمة الله وبركاته

يقوم الباحث إن شاء الله بدراسة بعنوان:

" المعوقات التي تواجه طلاب كلية مجتمع تدريب غزة في التدريب الميداني "

علما بأن هذه الاستبانة وضعت بغرض التعرف على المعوقات التي تواجه طلاب كلية مجتمع تدريب غزة في التدريب الميداني لتحسين مستوى الطلاب العملي. لذا نتشرف من خلالكم الحصول على البيانات المتعلقة بالموضوع, من أجل ذلك تم تصميم الاستبانة لتطبيقها والاستفادة من تغذيتكم الراجعة بغرض زيادة الاستفادة من فترة التدريب الميداني لمواكبة احتياجات سوق العمل. كلنا ثقة من أن تعاملكم بدقة وموضوعية سيساعد في الوصول الى نتائج وتوصيات تساعد في الوصول الى المعوقات الحقيقية التي تواجه طلاب الكلية في التدريب الميداني, آخذين بعين الاعتبار أن هذه البيانات والمعلومات لن تستخدم إلا لأغراض البحث العلمي فقط. لذا أرجو من سيادتكم التكرم بإبداء آرائكم بوضع اشارة (×) في الخلية التي تختارونها أمام كل فقرة من فقرات الاستبانة.

شاكرين لكم حسن تعاونكم ،،،،،

الباحث

أحمد مطيع محمود الددا

بيانات خاصة بالمتدرب/ة	
الجنس	
اسم المؤسسة / الشركة التي تدرب/ت بها	
عنوان المؤسسة / الشركة التي تدرب/ت بها	
اسم المشرف من المؤسسة / الشركة التي تدرب/ت بها	
المسمى الوظيفي الذي تدربت عليه	

استبانة (خاصة بالمتدرب/ة) ... التدريب الميداني

الرقم	العناصر	التقدير				
		بشدة موافق	موافق	م	موافق	بشدة موافق
(5)	(4)	(3)	(2)	(1)		
المحور الأول: المؤسسة جاهزة ومعدة بشكل جيد لاستقبال المتدربين وتزويدهم بالدعم المناسب						
1.	تتوافق التجهيزات في المؤسسة مع المناهج المطبقة حالياً.					
2.	تثير المؤسسة دافعية المتدربين للتعلم.					
3.	تجيب المؤسسة على أسئلة المتدربين.					
4.	تحتاج بعض الورش الى تطوير لمواكبة التكنولوجيا.					
5.	تدير المؤسسة وقت التدريب بفاعلية.					
6.	تراعي المؤسسة في الورش المقاييس والمعايير الدولية التي تتلاءم مع طبيعة التخصصات المتوفرة فيها.					
7.	تسمح المؤسسة بالنقاش الموضوعي.					
8.	تسمح للمتدرب استخدام الوسائل الخاصة بها.					
9.	تشجع المؤسسة المتدربين على طرح أفكارهم.					
10.	تعتبر المؤسسة متخصصة ومؤهلة لتقديم التدريب الميداني.					

الرقم	العناصر	التقدير				
		بشدة موافق	موافق	مبايد	موافق غير	بشدة موافق غير
		(5)	(4)	(3)	(2)	(1)
11.	توضح المؤسسة المفاهيم بشكل مناسب وصريح.					
12.	توفر المؤسسة وسائل الاتصال الالكترونية للمتدربين.					
13.	ضعف وسائل وتجهيزات الأمن والسلامة في مكان التدريب.					
14.	المؤسسة تمتاز بالكفاءة في تقديم التدريب الميداني.					
المحور الثاني : المؤسسة ملتزمة بشكل قوي بقانون العمل						
15.	تلتزم المؤسسة بقانون العمل.					
16.	تعمل المؤسسة على نظام الحوافز للمتدربين.					
17.	تعمل المؤسسة على الشفافية في الوظائف الجديدة.					
18.	تعطي المؤسسة الترفقيات للعاملين بناء على الكفاءات .					
19.	تعتمد المؤسسة نظام التقاعد.					
20.	تشارك المؤسسة في العمل الاجتماعي داخل الوطن وخارجه.					
21.	يتوفر نظام تأمين ضد الحوادث للمتدربين في أماكن التدريب.					
22.	تلتزم المؤسسة بساعات العمل الفعلي.					
23.	توفر المؤسسة أنظمة السلامة والوقاية للمتدربين.					
24.	تتعامل المؤسسة مع المتدربين كعاملين فعليين.					
25.	تقوم المؤسسة بدفع التعويضات للمتدربين عند اصابتهم بالعمل.					
26.	تقوم المؤسسة بدفع الحد الأدنى من الأجور أو الفوائد للمتدربين.					
المحور الثالث : لدى المتدربين المهارات المطلوبة لتلبية حاجات ومهام الوظيفة المتوقعة						
أولاً : الشخصية العامة :						
27.	أتحمل ضغط العمل.					
28.	أقبل النقد البناء وأتعلم منه.					
29.	أكيف مع المواقف المتغيرة وما يستجد أثناء التدريب.					
30.	أتمتع بالاتزان الانفعالي في المواقف المحرجة.					
31.	أتمتع باللباقة والنظر الناقد للأمور.					

الرقم	العناصر	التقدير				
		بشدة موافق	موافق	مبايد	موافق غير	بشدة موافق غير
		(5)	(4)	(3)	(2)	(1)
32.	أتمتع بمظهر وقوة شخصية.					
ثانياً :- الجانب الإداري :						
33.	أقبل الأعمال الإضافية بروح طيبة.					
34.	أقبل التوجيهات بنفس راضية.					
35.	أحترم العاملين في المؤسسة.					
36.	أشارك زملائي في اتخاذ القرار.					
37.	أقيم علاقة جيدة مع إدارة المؤسسة.					
38.	أقيم علاقة طيبة مع المشرفين وأجذب اهتمامهم.					
39.	ألتزم بمواعيد التدريب وأعتذر إن تغيبت.					
ثالثاً :- الجانب الفني:						
40.	أتاحت بيئة التدريب الميداني في المؤسسة / الشركة المستضيفة تطبيق المفاهيم و المعارف النظرية بشكل عملي .					
41.	كانت فترة التدريب الميداني ناجحة.					
42.	رفعت فترة التدريب مستوى اللغة الانجليزية لدي.					
43.	ساعدت فترة التدريب على التعرف على أهم المشكلات في بيئة العمل و كيفية التعامل معها.					
44.	ساعدت فترة التدريب على تطوير مهارات التنسيق و تنظيم أنشطة العمل.					
45.	ساعدت فترة التدريب على تطوير مهارة إدارة الوقت بشكل فعال.					
46.	ساعدت فترة التدريب على تنمية روح الالتزام بالعمل.					
47.	ساعدت فترة التدريب على فهم بيئة الأعمال.					
48.	ساعدت فترة التدريب على فهم متطلبات سوق العمل المحلي .					
49.	عملت فترة التدريب على تطوير مهارة العمل ضمن فريق.					
50.	عملت فترة التدريب على تقليص الفجوة بين متطلبات سوق العمل و الدراسة الأكاديمية بالكلية.					
51.	عملت فترة التدريب على تنمية مهارة المرونة و التواصل مع الآخرين					

الرقم	العناصر	التقدير				
		بشدة موافق	موافق	مبايد	موافق غير	بشدة موافق غير
		(5)	(4)	(3)	(2)	(1)
52.	قمت بتطوير أفكار تخدم بيئة الأعمال خلال فترة تدريبي.					
رابعاً :- الكفاية التدريبية:						
53.	أتابع الخطط العلاجية بعد تنفيذها.					
54.	أتأكد من تحقيق أهداف التدريب الميداني.					
55.	أجيد استخدام الحاسوب في العمل.					
56.	أمتلك مهارة الاتصال الجيد مع الآخرين					
57.	لدي مهارة التسجيل وكتابة التقارير					
58.	أربط بين المنهاج والبيئة المحيطة وإمكانية تطبيقه في الحياة.					
59.	أستفيد مما درست نظرياً وأطبقه عملياً.					
60.	أشارك في الأنشطة المؤسسية .					
61.	أقوم بإنجاز الأعمال الموكلة إلي.					
62.	ألتزم بالقوانين المعمول بها في المؤسسة.					
63.	ألتزم بتعليمات المؤسسة وأنظمتها .					
64.	أواظب على الحضور في مواعيد التدريب.					
65.	لدي قدرة على تشخيص المشكلة بنجاح.					
المحور الرابع : المشرفون مؤهلون للتعامل مع المتدربين وتقييمهم جيداً بحسب معايير خاصة						
66.	يقوم المشرف بتهيئة المتدرب للعمل في المؤسسة.					
67.	يقوم المشرف بالاجتماع بالمتدربين الذين يشرف عليهم.					
68.	يقوم المشرف بالتعاون مع المؤسسة بتهيئة مناخ مناسب لتدريب المتدربين.					
69.	يقوم بالزيارة دورياً لملاحظتي ومقابلتي.					
70.	يقوم باستعراض ومراجعة تخطيطي للتدريب.					
71.	يقوم بملاحظتي وأنا أقوم بالتدريب ويتعرف على أنشطتي أثناء كل زيارة.					
72.	يتحاور معي أثناء كل زيارة ويخطط معي للزيارات القادمة.					

التقدير					العناصر	الرقم
موافق بشدة	موافق	محايد	موافق بجزء	موافق بشدة		
(5)	(4)	(3)	(2)	(1)		
					73.	يناقش معي تقييمه لي كل أسبوع كما يناقش معي التقييم النهائي.
					74.	يساعدني إذا ظهرت حاجات تعليمية خاصة لبعض المتدربين.
					75.	يوضح لي توقعاته ومتطلبات المقرر المحددة للخبرة التدريبية .
					76.	يزودني بخطط المقررات مكتوبة والتي تظهر تلك التوقعات والمتطلبات.
					77.	ينفق معي ومع المؤسسة على الجدول الزمني للتدريب.
					78.	يقوم بمناقشة الخطط والطرق المقترحة للتخطيط للوحدة التي يحتاجها برنامجي ويقدم لي الأمثلة حسب الحاجة.
					79.	يهيئ مناخاً مهنيًا يدعم التواصل الحر والحوار والمناقشة.
					80.	يتعرف على نقاط القوة لدي ويقدم النصائح و التغذية الراجعة البناءة بشكل منتظم.
					81.	يظل على اتصال بي بين الزيارات ويرحب باتصالي به في حالة الطوارئ.
					82.	يشجعني على التقدم المهني وتنمية مهارات التفكير الذاتي كمتدرب في مرحلة التدريب.
					83.	يشجعني على التفكير في خبراتي.
					84.	يقدم التغذية الراجعة المستمرة ويساعدني على مراجعة أهدافي عند الضرورة.
					85.	يتقبل أفكارني وتأملاتي بطريقة إيجابية ويعززها .

APPENDIX (B)



The Islamic University/Gaza

Deanship of Higher Studies

Faculty of Commerce

Business Administration Division



تطبيق استبيان

أخي الموظف...أختي الموظفة....

السلام عليكم ورحمة الله وبركاته

يقوم الباحث إن شاء الله بدراسة بعنوان:

" المعوقات التي تواجه طلاب كلية مجتمع تدريب غزة في التدريب الميداني "

علما بأن هذه الاستبانة وضعت بغرض التعرف على المعوقات التي تواجه طلاب كلية مجتمع تدريب غزة في التدريب الميداني لتحسين مستوى الطلاب العملي. لذا نتشرف من خلالكم الحصول على البيانات المتعلقة بالموضوع, من أجل ذلك تم تصميم الاستبانة لتطبيقها والاستفادة من تغذيتكم الراجعة بغرض زيادة الاستفادة من فترة التدريب الميداني لمواكبة احتياجات سوق العمل. كلنا ثقة من أن تعاملكم بدقة وموضوعية سيساعد في الوصول الى نتائج وتوصيات تساعد في الوصول الى المعوقات الحقيقية التي تواجه طلاب الكلية في التدريب الميداني, آخذين بعين الاعتبار أن هذه البيانات والمعلومات لن تستخدم إلا لأغراض البحث العلمي فقط. لذا أرجو من سيادتكم التكرم بإبداء آرائكم بوضع اشارة (×) في الخلية التي تختارونها أمام كل فقرة من فقرات الاستبانة.

شاكرين لكم حسن تعاونكم ،،،،،

الباحث

أحمد مطيع محمود الددا

استبانة (خاصة بالمؤسسة) ... التدريب الميداني

الرقم	العناصر	التقدير				
		موافق بشدة	موافق	مباين	موافق غير بشدة	غير موافق
(1)	(2)	(3)	(4)	(5)		
المحور الأول: المؤسسة جاهزة ومعدة بشكل جيد لاستقبال المتدربين وتزويدهم بالدعم المناسب						
1.	يوجد تنسيق جيد بين المؤسسة وكلية مجتمع تدريب غزة.					
2.	توجد خطة واضحة مقدمة من كلية مجتمع تدريب غزة الى المؤسسة.					
3.	توجد متابعة وإشراف مباشر من كلية مجتمع تدريب غزة.					
4.	توجد تغذية راجعة من قبل مؤسساتكم مقدمة الى كلية مجتمع تدريب غزة.					
5.	يوجد تطوير على البرامج من كلية مجتمع تدريب غزة.					
6.	تثير مؤسساتكم دافعية المتدربين للتعلم.					
7.	تجهيزات مؤسساتكم يتم تحديثها بشكل مستمر.					
8.	تجيب المؤسسة على أسئلة المتدربين.					
9.	تحتاج بعض الأقسام في المؤسسة الى تطوير لمواكبة التكنولوجيا.					
10.	تدير المؤسسة وقت التدريب بفاعلية.					
11.	تراعي المؤسسة الخطط الاستراتيجية لتطوير التدريب.					
12.	تراعي المؤسسة في الورش المقاييس والمعايير الدولية التي تتلاءم مع طبيعة التخصصات المتوفرة فيها.					
13.	تسمح المؤسسة بالنقاش الموضوعي مع المتدرب.					
14.	تسمح للمتدرب باستخدام الوسائل الخاصة بها.					
15.	تعتبر المؤسسة متخصصة ومؤهلة لتقديم التدريب الميداني.					
16.	توضح المؤسسة المفاهيم بشكل مناسب وصريح.					
17.	توفر المؤسسة وسائل الاتصال الالكترونية للمتدربين.					
18.	تتوفر وسائل وتجهيزات الأمن والسلامة في أماكن التدريب.					
19.	تمتاز المؤسسة بالكفاءة في تقديم التدريب الميداني.					
20.	الورش الفنية في المؤسسة كافية العدد.					
21.	تتوافق التجهيزات في المؤسسة مع المناهج المطبقة للتدريب.					

الرقم	العناصر	التقدير				
		موافق بشدة	موافق	محايد	موافق غير بشدة	غير موافق
(1)	(2)	(3)	(4)	(5)		
المحور الثاني : المؤسسة ملتزمة بشكل قوي بقانون العمل						
22.	تلتزم المؤسسة بقانون العمل.					
23.	تعمل المؤسسة على نظام الحوافز للمتدربين.					
24.	تعمل المؤسسة على الشفافية في الوظائف الجديدة.					
25.	تعطي المؤسسة الترفيحات للعاملين بناء على الكفاءات .					
26.	تعتمد المؤسسة نظام التقاعد.					
27.	تشارك المؤسسة في العمل الاجتماعي داخل الوطن وخارجه.					
28.	يتوفر نظام تأمين ضد الحوادث للمتدربين في الورش.					
29.	تلتزم المؤسسة بساعات العمل الفعلية.					
30.	توفر المؤسسة أنظمة السلامة والوقاية للمتدربين.					
31.	تتعامل المؤسسة مع المتدربين كعاملين فعليين.					
32.	تقوم المؤسسة بدفع التعويضات للمتدربين عند اصابتهم بالعمل.					
33.	تقوم المؤسسة بدفع الحد الأدنى من الأجور أو الفوائد للمتدربين.					

APPENDIX (C)

The Islamic University / Gaza
Deanship of Higher Studies
Faculty of Commerce
Business Administration Division
Dear Trainee



Peace be upon you

The researcher is preparing a study entitled:

On the job training obstacles facing the students of Gaza Community / Training College

This questionnaire is prepared for the object of recognizing the obstacles facing the students of Gaza Community / Training College to improve their practical level.

We are honored by receiving the data regarding this research. That's why this questionnaire is designed to be applied and make use of your feedback to increase the benefit of on-the job training period to match the labor market.

We are fully trusted in your cooperation and objectivity to attain real results and recommendations for the research. The data acquired out of this questionnaire is used for scientific research only.

Please be accurate and objective while answering the questions and put () in front of the selected choice.

Thank you for your cooperation

Researcher

Ahmed Mutie Mahmoud El – dada

April, 2015

Trainee's Data	
Name of host institution	
Address of host Institution	
Name of host supervisor	
Training Job Title	

On – the job training / Special for Trainees

No.	Item	Value				
		strongly disagree	disagree	neutral	agree	strongly agree
		(1)	(2)	(3)	(4)	(5)
First factor: Trainees have the required skills to meet the tasks and duties of the prospected post						
First: General Personality						
1.	I can stand the work pressure.					
2.	I accept the constructive criticism and I learn from it.					
3.	I adapt myself with various situations and all that comes out during training.					
4.	I enjoy emotional balance in critical situations.					
5.	I enjoy tactfulness and deep perception of things.					
6.	I enjoy a good looking and a strong personality.					
Second: the administrative aspect:						
7.	I accept extra works with high spirit.					
8.	I accept instructions with content.					
9.	I respect the institution's staff.					
10.	I share my colleagues' decision taking.					
11.	I have a good relationship with the Institution's administration.					
12.	I have a good relationship with the supervisors and I attract their attention.					
13.	I am punctual for training attendance and I ask for an excuse when I am absent.					
Third: the technical aspect						
14.	The institution's environment of training helped me to practise theoretical concepts and knowledge.					
15.	The period of on – the job training was successful.					
16.	On – the job training upgraded my English level.					

No.	Item	Value				
		strongly disagree	disagree	neutral	agree	strongly agree
		(1)	(2)	(3)	(4)	(5)
17.	On – the job training helped me to recognize the most important problems of the work environment and the way to deal with them.					
18.	On – the job training helped me to develop coordination skills and organizing the work activities.					
19.	On – the job training helped me to develop the skill of time management effectively.					
20.	On – the job training helped me to develop the spirit of work commitment.					
21.	On – the job training helped me to understand the work environment.					
22.	On – the job training helped me to understand the local labor market requirements.					
23.	On – the job training helped me to develop the skill of working in a team.					
24.	On – the job training helped me to minimize the gap between the labor market requirements and the academic study at the College.					
25.	On – the job training helped me to develop the flexibility skill and communication with others.					
26.	I developed ideas to serve the work environment during my training					
Fourth: The training efficiency.						
27.	I follow up the remedial plans after carrying them out.					
28.	I make sure that on – the job training goals are fulfilled.					
29.	I can use the computer well at work.					
30.	I have the skill of good communication with others.					
31.	I have the skill of recording and writing reports.					
32.	I connect the syllabus with the surrounding environment and the ability of applying it in real life.					
33.	I make use of what I had studied theoretically and I apply it.					
34.	I take part in the Institutions' activities.					
35.	I do the assigned works.					
36.	I keep to the rules of the institution.					
37.	I keep to the institution's instructions and regulations.					

No.	Item	Value				
		strongly disagree	disagree	neutral	agree	strongly agree
		(1)	(2)	(3)	(4)	(5)
38.	I come on time for training.					
39.	I have the ability to diagnose the problem successfully.					
Second Factor: institutions and organization are ready and well – equipped to receive trainees and provide them with the right support.						
40.	The institutions equipment matches the syllabuses applied now.					
41.	The Institution motivates trainees to learn.					
42.	The Institution answers the trainees' questions.					
43.	Some workshops need development to match new technology.					
44.	The Institution manages time effectively.					
45.	The Institution takes into account the international criteria and measurements which go on with the nature of its available specializations.					
46.	The Institution allows the objective discussion.					
47.	The Institution allows the trainee to use its own equipment.					
48.	The Institution encourages trainees to present their ideas.					
49.	The institution is well – qualified and specialized in providing on – the job training.					
50.	The Institution explains the concepts in a suitable and clear way.					
51.	The Institution provides trainees with the electronic communication means.					
52.	Safety and security means at workshops are weak.					
53.	The Institution is efficient at providing on – the job training.					
Third Factor: supervisors are qualified to deal with trainees and assess them well according to specific criteria.						
54.	The supervisor prepares the trainee to work at the Institution.					
55.	The supervisor meets his trainees.					
56.	The supervisor works with the institution to provide trainees with a suitable training.					
57.	The supervisor visits me weekly.					
58.	The supervisor reviews my training plans.					
59.	He monitors me while training to recognize my activities each visit.					

No.	Item	Value				
		strongly disagree	disagree	neutral	agree	strongly agree
		(1)	(2)	(3)	(4)	(5)
60.	He talks to me each visit and plans for the coming visit.					
61.	He discusses with me the formative and summative evaluations.					
62.	He helps me if there are educational needs for some trainees.					
63.	He points out his expectations and the syllabus requirements for the training experience.					
64.	He provides me with the syllabus plans which show those expectations and requirements.					
65.	He arranges with me and the Institution the training time- table.					
66.	He discusses the expected plans for the unit needed providing the suitable examples.					
67.	He prepares a professional climate supporting free communication dialogue and discussion.					
68.	He recognizes my strength points and gives me advices and regular constructive feedback.					
69.	He keeps in contact with me and welcomes calling him in emergency.					
70.	He encourages me to develop self creative thinking as a trainee.					
71.	He encourages me to think of my experiences.					
72.	He provides me with continuous feedback and helps me to review my goals when necessary.					
73.	He accepts my thoughts and contemplations in a positive way.					
Fourth Factor: institutions and organizations are strongly committed to labor law.						
74.	The Institution is committed to labor law.					
75.	The Institution provides trainees with incentives.					
76.	The Institution is transparent in the selection of new employees.					
77.	The Institution promotes staff according to efficiencies.					
78.	The Institution has the pension system.					
79.	The Institution takes part in social works inside and outside country.					
80.	Trainees are insured for accidents at workshops.					
81.	The Institution keeps to the actual working hours.					
82.	The Institution provides trainees with safety rules and protection.					

No.	Item	Value				
		strongly disagree	disagree	neutral	agree	strongly agree
		(1)	(2)	(3)	(4)	(5)
83.	The Institution deals with trainees as real workers.					
84.	The Institution compensates trainees for work accidents.					
85.	The Institution pays trainees minimum wages or benefits.					

APPENDIX (D)

The Islamic University / Gaza
Deanship of Higher Studies
Faculty of Commerce
Business Administration Division



Dear employee,

Peace be upon you

The researcher is preparing a study entitled:

On the job training obstacles facing the students of Gaza Community / Training College

This questionnaire is prepared for the object of recognizing the obstacles facing the students of Gaza Community / Training College to improve their practical level.

We are honored by receiving the data regarding this research. That's why this questionnaire is designed to be applied and make use of your feedback to increase the benefit of on-the job training period to match the labor market.

We are fully trusted in your cooperation and objectivity to attain real results and recommendations for the research. The data acquired out of this questionnaire is used for scientific research only.

Please be accurate and objective while answering the questions and put () in front of the selected choice.

Thank you for your cooperation

Researcher

Ahmed Mutie Mahmoud El – dada

April, 2015

No.	Item	Value				
		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
		(5)	(4)	(3)	(2)	(1)
First Factor: institutions and organization are ready and well – equipped to receive trainees and provide them with the right support.						
1.	There's good coordination between your institution and Gaza Community / Training College.					
2.	There's a clear plan presented by Gaza Community / Training College.					
3.	There's a direct supervision and follow up by Gaza Community / Training College.					
4.	There's a feedback by Gaza Community / Training College.					
5.	There's a development on the programs of Gaza Community / Training College.					
6.	The Institution motivates trainees to learn.					
7.	Your institution's equipment is continually updated.					
8.	The Institution answers the trainees' questions.					
9.	Some workshops need development to match new technology.					
10.	The Institution manages time effectively.					
11.	The Institution takes into account the strategic plans for training development.					
12.	The Institution takes into account the international criteria and measurements which go on with the nature of its available specializations.					
13.	The Institution allows the objective discussion.					
14.	The Institution allows the trainee to use its own equipment.					
15.	The institution is well – qualified and specialized in providing on – the job training.					
16.	The Institution explains the concepts in a suitable and clear way.					
17.	The Institution provides trainees with the electronic communication means.					
18.	Safety and security means available at workshops .					
19.	The Institution is efficient at providing on – the job training.					
20.	The institution's workshops are enough.					
21.	The institution's equipment is applicable to the syllabuses applied.					
Second Factor: institutions and organizations are strongly committed to labor law.						
22.	The Institution is committed to labor law.					
23.	The Institution provides trainees with incentives.					

No.	Item	Value				
		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
		(5)	(4)	(3)	(2)	(1)
24.	The Institution is transparent in the selection of new employees.					
25.	The Institution promotes staff according to efficiencies.					
26.	The Institution has the pension system.					
27.	The Institution takes part in social works inside and outside country.					
28.	Trainees are insured for accidents at workshops.					
29.	The Institution keeps to the actual working hours.					
30.	The Institution provides trainees with safety rules and protection.					
31.	The institution deals with trainees as real workers.					
32.	The institution pays compensations for trainees' injuries.					
33.	The institution pays trainees the minimum wages and benefits.					

APPENDIX (E)

List of Academic and Professional Referee's Names

No.	Referee	Place of Work
1.	Dr. Noha Ibrahim Shatat	Al-Aqsa University
2.	Dr. Hani Asaad Dakka	Al-Quds Open University
3.	Dr. Faraj Abo Shammala	Gaza Community Training College
4.	Mr. Nabil Salha	Gaza Community Training College
5.	Mr. Mohammed Al-Ashqar	Gaza Community Training College
6.	Mr. Wajdi Muheisen	Gaza Community Training College
7.	Eng. Malek Mohammed Abo Warda	Gaza Community Training College
8.	Eng. Hasan Zughbor	Gaza Community Training College

APPENDIX (F)

Host institutions for the GTC trainees

1	Ministry of health	37	Dar Almanara bookshop and Publishing House
2	Abdelsalam Yaseen Company	38	Deir Albalah Technical Collegel
3	Alalamy Carpentry	39	Dhoha Factory
4	Alawda Factories Company	40	Electricity Company
5	Al-Azhar Univercity	41	Hanicapped Rehabilitation Association
6	Albader Factory	42	Jabalia Health Center
7	Albureij Municipality	43	Jabalia Municipality
8	Alkurd Carpentry	44	Jawwal Company
9	Almashharawy Company for Electronics	45	Jreis Company for Furniture
10	Almeezan Center for Human Rights	46	Kindhearts Association
11	Almultazem Insurance Company	47	Ministry of Communication
12	Alnour Center	48	Ministry of Education
13	Alnour Impaired Center	49	Ministry of Labour
14	Alnusairat Municipality	50	Ministry of National Economy
15	Alqattan Center	51	Moden Gaza Carpentry
16	Alquds Hospital	52	Namaa College
17	Alquds Open University	53	Palestine International University
18	Alsaafeen Carpentry	54	Palestine Nursing College
19	Alsaftawy Health Center	55	Palestine Technical College
20	Alsalah Association	56	Qurtoba Association
21	Alsalah Association	57	Rafah Municipality
22	Alshawwa Publishing House	58	Rawafed for advertising
23	Alshefaa Hospital	59	Salsabil Institution
24	Alshorouq for Furniture	60	Sharaf Factory
25	Alsiksik Company	61	Sharp Co. for Electronics

26	Alsousy Company for Furniture	62	Taha for doors
27	Alsweedy Health Center	63	The Arab Company for Woods
28	Altaweel Company for Furniture	64	The Govenmental Computer
29	Alwafaa Company for Accountancy	65	The Housing Bank
30	Alyazjy Company for Soft Drinks	66	The Industrial School
31	Alyazjy Group	67	The Interior Ministry
32	Amideast	68	The Islamic Bank
33	Amwaj for advertising	69	The Islamic University
34	Bader Institution	70	The Refugees Association
35	Beit Hanoun Municipality	70	Utopia Company
36	Community College	72	Zawaya for Carpentry

APPENDIX (G)

STATISTICS OF GAZA TRAINING CENTER GRADUATES SINCE 2004																			
Year	Total Graduates	Business & Office Practice	Physiotherapy	Ind. Electronics	Asst. Const.	Bank.&Fan. Management	Asst. Architecture	Graphic Design	Computer Information	Telecommunication	Safety & Hygiene	Executive Secretary	Commerce & Trade	Fashion Design	Mechatronics	Computer in Tech.	Food Processing	Marine Engineering	M.E
2004	137	25	20	20			22		25	25									
2005	90	21	0	12	17	21	0	19	0	0									
2006	144	24	21	19	0	0	17	0	23	15	25								
2007	262	25	0	23	14	23	0	24	0	0	0	24	25	23	19	25	24	13	
2008	289	21	23	19	0	0	22	0	23	23	21	24	24	18	13	23	15	20	
2009	235	23	0	20	19	21	1	23	0	0	0	17	22	14	22	20	21	12	
2010	216	20	22	8		1	16		16	14	16	21	12	24	14	19	11	2	
2011	199	18		19	12	15		19				22	18	18	17	14	16		11
2012	219	44	17	9			13		14	22		40		17	13	11	10		9
2013	191	42			21			16				37		14	16	19	13		13
2014	273	45	21	16			19		17	21		43		22	18	22	16		13
Total	2255	308	124	165	83	81	110	104	118	120	62	228	101	150	132	153	126	47	46

APPENDIX (H)

TABLE 4.1 BINOMIAL TEST FOR THE FIRST HYPOTHESIS

Question	Category	Frequency	Percent	Mean	Sig.
1. The institutions equipment matches the syllabuses applied now.	<= 3	21	17.5%	4.02	.000
	> 3	99	82.5%		
	Total	120	100%		
2. The Institution motivates trainees to learn.	<= 3	15	12.5%	4.18	.000
	> 3	105	87.5%		
	Total	120	100%		
3. The Institution answers the trainees' questions.	<= 3	7	6%	4.54	.000
	> 3	113	94%		
	Total	120	100%		
4. Some workshops need development to match new technology.	<= 3	34	29%	3.89	.000
	> 3	82	71%		
	Total	116	100%		
5. The Institution manages time effectively.	<= 3	28	23%	3.96	.000
	> 3	92	77%		
	Total	120	100%		
6. The Institution takes into account the international criteria and measurements which go on with the nature of its available specializations.	<= 3	43	36%	3.73	.002
	> 3	77	64%		
	Total	120	100%		
7. The Institution allows the objective discussion.	<= 3	18	15%	4.06	.000
	> 3	101	85%		
	Total	119	100%		
8. The Institution allows the trainee to use its own equipment.	<= 3	26	22%	4.18	.000
	> 3	92	78%		
	Total	118	100%		
9. The Institution encourages trainees to present their ideas.	<= 3	23	19%	4.14	.000
	> 3	96	81%		
	Total	119	100%		
10. The institution is well – qualified and specialized in providing on – the job training.	<= 3	23	19%	4.03	.000
	> 3	96	81%		
	Total	119	100%		
11. The Institution explains the concepts in a suitable and clear way.	<= 3	21	18%	4.04	.000
	> 3	96	82%		
	Total	117	100%		
12. The Institution provides trainees with the electronic communication means.	<= 3	53	45%	3.64	.335
	> 3	64	55%		
	Total	117	100%		

13. Safety and security means at workshops are weak.	<= 3	101	85%	2.41	.000
	> 3	18	15%		
	Total	119	100%		
14. The Institution is efficient at providing on – the job training.	<= 3	31	26%	3.9	.000
	> 3	89	74%		
	Total	120	100%		
All questions together	<= 3	5	4%	3.91	.000
	> 3	115	96%		
	Total	120	100%		

TABLE 4.2 INDEPENDENT SAMPLE T-TEST FOR THE SECOND HYPOTHESIS

Question	Arithmetic mean	Test value	Sig.
15. The Institution is committed to labor law.	4.41	22.29	.000
16. The Institution provides trainees with incentives.	3.31	3.01	.003
17. The Institution is transparent in the selection of new employees.	3.58	6.81	.000
18. The Institution promotes staff according to efficiencies.	3.64	7.43	.000
19. The Institution has the pension system.	3.31	2.98	.004
20. The Institution takes part in social works inside and outside country.	3.85	8.15	.000
21. Trainees are insured for accidents at workshops.	3.59	5.72	.000
22. The Institution keeps to the actual working hours.	4.19	14.04	.000
23. The Institution provides trainees with safety rules and protection.	3.89	10.58	.000
24. The Institution deals with trainees as real workers.	4.08	12.28	.000
25. The Institution compensates trainees for work accidents.	3.20	2.14	.035
26. The Institution pays trainees minimum wages or benefits.	2.78	-1.78	.078
All questions together	3.65	12.9	.000

TABLE 4.3 BINOMIAL TEST FOR THE THIRD HYPOTHESIS

Question	Category	Frequency	Percent	Mean	Sig.
First: General Personality					
27. I can stand the work pressure.	<= 3	2	2%	4.60	.000
	> 3	118	98%		
	Total	120	100%		
28. I accept the constructive criticism and I learn from it.	<= 3	2	2%	4.59	.000
	> 3	117	98%		
	Total	119	100%		

29. I adapt myself with various situations and all that comes out during training.	<= 3	10	8%	4.35	.000
	> 3	109	92%		
	Total	119	100%		
30. I enjoy emotional balance in critical situations.	<= 3	24	20%	4.07	.000
	> 3	96	80%		
	Total	120	100%		
31. I enjoy tactfulness and deep perception of things.	<= 3	10	8%	4.48	.000
	> 3	110	92%		
	Total	120	100%		
32. I enjoy a good looking and a strong personality.	<= 3	8	7%	4.42	.000
	> 3	112	93%		
	Total	120	100%		

Second: The administrative aspect					
Question	Category	Frequency	Percent	Mean	Sig.
33. I accept extra works with high spirit.	<= 3	6	5%	4.49	.000
	> 3	114	95%		
	Total	120	100%		
34. I accept instructions with content.	<= 3	3	2.5%	4.55	.000
	> 3	117	97.5%		
	Total	120	100%		
35. I respect the institution's staff.	<= 3	3	3%	4.75	.000
	> 3	116	97%		
	Total	119	100%		
36. I share my colleagues' decision taking.	<= 3	7	6%	4.49	.000
	> 3	112	94%		
	Total	119	100%		
37. I have a good relationship with the Institution's administration.	<= 3	5	4%	4.60	.000
	> 3	115	96%		
	Total	120	100%		
38. I have a good relationship with the supervisors and I attract their attention.	<= 3	6	5%	4.62	.000
	> 3	114	95%		
	Total	120	100%		
39. I am punctual for training attendance and I ask for an excuse when I am absent.	<= 3	2	2%	4.68	.000
	> 3	118	98%		
	Total	120	100%		

Third: The technical aspect					
Question	Category	Frequency	Percent	Mean	Sig.
40. The institution's environment of training helped me to practice theoretical concepts and knowledge.	<= 3	19	16%	4.15	.000
	> 3	99	84%		
	Total	118	100%		
41. The period of on – the job training was successful.	<= 3	13	11%	4.36	.000
	> 3	107	89%		
	Total	120	100%		
42. On – the job training upgraded my English level.	<= 3	84	71%	2.91	.000
	> 3	35	29%		
	Total	119	100%		
43. On – the job training helped me to recognize the most important problems of the work environment and the way to deal with them.	<= 3	20	17%	4.15	.000
	> 3	100	83%		
	Total	120	100%		
44. On – the job training helped me to develop coordination skills and organizing the work activities.	<= 3	13	11%	4.30	.000
	> 3	106	89%		
	Total	119	100%		
45. On – the job training helped me to develop the skill of time management effectively.	<= 3	13	11%	4.30	.000
	> 3	105	89%		
	Total	118	100%		
46. On – the job training helped me to develop the spirit of work commitment.	<= 3	5	4%	4.58	.000
	> 3	115	96%		
	Total	120	100%		
47. On – the job training helped me to understand the work environment.	<= 3	7	6%	4.41	.000
	> 3	110	94%		
	Total	117	100%		
48. On – the job training helped me to understand the local labor market requirements.	<= 3	21	17.5%	4.18	.000
	> 3	99	82.5%		
	Total	120	100%		
49. On – the job training helped me to develop the skill of working in a team.	<= 3	16	13%	4.28	.000
	> 3	103	87%		
	Total	119	100%		
50. On – the job training helped me to minimize the gap between the labor market requirements and the academic study at the College.	<= 3	23	19%	4.07	.000
	> 3	96	81%		
	Total	119	100%		
51. On – the job training helped me to develop the flexibility skill and communication with others.	<= 3	5	4%	4.52	.000
	> 3	115	96%		
	Total	120	100%		

52. I developed ideas to serve the work environment during my training.	<= 3	27	23%	3.93	.000
	> 3	91	77%		
	Total	118	100%		

Fourth: The training efficiency					
Question	Category	Frequency	Percent	Mean	Sig.
53. I follow up the remedial plans after carrying them out.	<= 3	25	21%	4.03	.000
	> 3	94	79%		
	Total	119	100%		
54. I make sure that on – the job training goals are fulfilled.	<= 3	12	10%	4.26	.000
	> 3	107	90%		
	Total	119	100%		
55. I can use the computer well at work.	<= 3	5	4%	4.60	.000
	> 3	113	96%		
	Total	118	100%		
56. I have the skill of good communication with others.	<= 3	8	7%	4.51	.000
	> 3	112	93%		
	Total	120	100%		
57. I have the skill of recording and writing reports.	<= 3	25	21%	4.13	.000
	> 3	95	79%		
	Total	120	100%		
58. I connect the syllabus with the surrounding environment and the ability of applying it in real life.	<= 3	19	16%	4.18	.000
	> 3	100	84%		
	Total	119	100%		
59. I make use of what I had studied theoretically and I apply it.	<= 3	6	5%	4.50	.000
	> 3	112	95%		
	Total	118	100%		
60. I take part in the Institutions' activities.	<= 3	29	24%	4.00	.000
	> 3	91	76%		
	Total	120	100%		
61. I do the assigned works.	<= 3	1	1%	4.69	.000
	> 3	119	99%		
	Total	120	100%		
62. I keep to the rules of the institution.	<= 3	3	2.5%	4.69	.000
	> 3	117	97.5%		
	Total	120	100%		
63. I keep to the institution's instructions and regulations.	<= 3	2	2%	4.72	.000
	> 3	118	98%		

	Total	120	100%		
64. I come on time for training.	<= 3	7	6%	4.58	.000
	> 3	113	94%		
	Total	120	100%		
65. I have the ability to diagnose the problem successfully.	<= 3	20	17%	4.14	.000
	> 3	100	83%		
	Total	120	100%		
All questions together	<= 3	1	1%	4.35	.000
	> 3	119	99%		
	Total	120	100%		

TABLE 4.4 BINOMIAL TEST FOR THE FOURTH HYPOTHESIS

Question	Category	Frequency	Percent	Mean	Sig.
66. The supervisor prepares the trainee to work at the Institution.	<= 3	13	11%	4.34	.000
	> 3	107	89%		
	Total	120	100%		
67. The supervisor meets his trainees.	<= 3	35	29%	3.95	.000
	> 3	84	71%		
	Total	119	100%		
68. The supervisor works with the institution to provide trainees with a suitable training.	<= 3	22	18%	4.11	.000
	> 3	97	82%		
	Total	119	100%		
69. The supervisor visits me weekly.	<= 3	18	15%	4.33	.000
	> 3	102	85%		
	Total	120	100%		
70. The supervisor reviews my training plans.	<= 3	24	20%	4.00	.000
	> 3	95	80%		
	Total	119	100%		
71. He monitors me while training to recognize my activities each visit.	<= 3	18	15%	4.26	.000
	> 3	101	85%		
	Total	119	100%		
72. He talks to me each visit and plans for the coming visit.	<= 3	31	26%	3.98	.000
	> 3	89	74%		
	Total	120	100%		
73. He discusses with me the formative and summative evaluations.	<= 3	42	35%	3.68	.001
	> 3	78	65%		
	Total	120	100%		
74. He helps me if there are educational needs for some trainees.	<= 3	29	25%	3.97	.000
	> 3	89	75%		
	Total	118	100%		

75. He points out his expectations and the syllabus requirements for the training experience.	<= 3	32	27%	3.89	.000
	> 3	87	73%		
	Total	119	100%		
76. He provides me with the syllabus plans which show those expectations and requirements.	<= 3	50	42%	3.62	.082
	> 3	70	58%		
	Total	120	100%		
77. He arranges with me and the Institution the training time- table.	<= 3	32	27%	3.96	.000
	> 3	88	73%		
	Total	120	100%		
78. He discusses the expected plans for the unit needed providing the suitable examples.	<= 3	35	30%	3.83	.000
	> 3	83	70%		
	Total	118	100%		
79. He prepares a professional climate supporting free communication dialogue and discussion.	<= 3	27	23%	4.06	.000
	> 3	92	77%		
	Total	119	100%		
80. He recognizes my strength points and gives me advices and regular constructive feedback.	<= 3	22	18%	4.08	.000
	> 3	97	82%		
	Total	119	100%		
81. He keeps in contact with me and welcomes calling him in emergency.	<= 3	29	25%	3.93	.000
	> 3	89	75%		
	Total	118	100%		
82. He encourages me to develop self-creative thinking as a trainee.	<= 3	19	16%	4.13	.000
	> 3	99	84%		
	Total	118	100%		
83. He encourages me to think of my experiences.	<= 3	13	11%	4.17	.000
	> 3	107	89%		
	Total	120	100%		
84. He provides me with continuous feedback and helps me to review my goals when necessary.	<= 3	34	28%	3.91	.000
	> 3	86	72%		
	Total	120	100%		
85. He accepts my thoughts and contemplations in a positive way.	<= 3	10	8%	4.32	.000
	> 3	110	92%		
	Total	120	100%		
All questions together	<= 3	9	7.5%	4.02	.000
	> 3	111	92.5%		
	Total	120	100%		

TABLE 4.5 BINOMIAL TEST FOR ALL THE AREAS TOGETHER

#	Area	Category	Frequency	Percent	Sig.
1	Institutions and organizations are ready and well-equipped to receive trainees and provide them with the right support.	<= 3	5	4%	.000
		> 3	115	96%	
		Total	120	100%	
2	Institutions and organizations are strongly committed to labor law.	<= 3	13	11%	.000
		> 3	107	89%	
		Total	120	100%	
3	Trainees have the required skills to meet the tasks and duties of the prospected post.	<= 3	1	1%	.000
		> 3	119	99%	
		Total	120	100%	
4	Supervisors are qualified to deal with trainees and assess them well according to specific criteria.	<= 3	9	7.5%	.000
		> 3	111	92.5%	
		Total	120	100%	
All the areas together		<= 3	2	2%	.000
		> 3	118	98%	
		Total	120	100%	

TABLE 4.6 BINOMIAL TEST FOR THE FIRST HYPOTHESIS

Question	Category	Frequency	Percent	Mean	Sig.
1. There's good coordination between your institution and Gaza Community / Training College.	<= 3	8	16%	4.16	.000
	> 3	43	84%		
	Total	51	100%		
2. There's a clear plan presented by Gaza Community / Training College.	<= 3	15	29%	3.90	.005
	> 3	36	71%		
	Total	51	100%		
3. There's a direct supervision and follow up by Gaza Community / Training College.	<= 3	10	20%	4.24	.000
	> 3	41	80%		
	Total	51	100%		
4. There's a feedback by Gaza Community / Training College.	<= 3	14	27%	3.84	.002
	> 3	37	73%		
	Total	51	100%		
5. There's a development on the programs of Gaza Community / Training College.	<= 3	18	35%	3.84	.049
	> 3	33	65%		
	Total	51	100%		
6. The Institution motivates trainees to learn.	<= 3	3	6%	4.32	.000
	> 3	47	94%		
	Total	50	100%		

7. Your institution's equipment is continually updated.	<= 3	11	22%	3.94	.000
	> 3	38	78%		
	Total	49	100%		
8. The Institution answers the trainees' questions.	<= 3	7	14%	4.20	.000
	> 3	44	86%		
	Total	51	100%		
9. Some workshops need development to match new technology.	<= 3	15	29%	3.96	.005
	> 3	36	71%		
	Total	51	100%		
10. The Institution manages time effectively.	<= 3	7	14%	3.98	.000
	> 3	44	84%		
	Total	51	100%		
11. The Institution takes into account the strategic plans for training development.	<= 3	21	41%	3.63	.262
	> 3	30	59%		
	Total	51	100%		
12. The Institution takes into account the international criteria and measurements which go on with the nature of its available specializations.	<= 3	20	39%	3.69	.161
	> 3	31	61%		
	Total	51	100%		
13. The Institution allows the objective discussion.	<= 3	13	26%	3.88	.001
	> 3	37	74%		
	Total	50	100%		
14. The Institution allows the trainee to use its own equipment.	<= 3	7	14%	4.22	.000
	> 3	42	86%		
	Total	49	100%		
15. The institution is well – qualified and specialized in providing on – the job training.	<= 3	14	28%	3.96	.003
	> 3	36	72%		
	Total	50	100%		
16. The Institution explains the concepts in a suitable and clear way.	<= 3	15	30%	3.82	.007
	> 3	35	70%		
	Total	50	100%		
17. The Institution provides trainees with the electronic communication means.	<= 3	8	16%	3.90	.000
	> 3	43	84%		
	Total	51	100%		
18. Safety and security means available at workshops .	<= 3	12	24%	3.98	.000
	> 3	39	76%		
	Total	51	100%		
19. The Institution is efficient at providing on – the job training.	<= 3	9	18%	3.90	.000
	> 3	42	82%		
	Total	51	100%		
20. The institution's workshops are enough.	<= 3	21	41%	3.53	.262
	> 3	30	59%		

	Total	51	100%		
21. The institution's equipment is applicable to the syllabuses applied.	<= 3	18	35%	3.78	.049
	> 3	33	65%		
	Total	51	100%		
All questions together	<= 3	4	8%	3.93	.000
	> 3	47	92%		
	Total	51	100%		

TABLE 4.8 BINOMIAL TEST FOR ALL THE AREAS TOGETHER (SEE APPENDIX G)

#	Area	Category	Frequency	Percent	Sig.
1	Institutions and organization are ready and well-equipped to receive trainees and provide them with the right support.	<= 3	4	8%	.000
		> 3	47	92%	
		Total	51	100%	
2	Institutions and organizations are strongly committed to labor law.	<= 3	6	12%	.000
		> 3	45	88%	
		Total	51	100%	
All the areas together		<= 3	4	8%	.000
		> 3	47	92%	
		Total	51	100%	

SPSS OUTPUT

Factor Analysis

Notes

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	Split File	<none>
	N of Rows in Working Data File	51
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	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
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v1	1.000	.637	.641	.562	.546	.093	.238	.184	.205	.342	.431	.123	.037	.086	-.065
v2	.637	1.000	.664	.536	.562	.180	.173	.051	.260	.222	.231	.245	.103	.151	.294
v3	.641	.664	1.000	.631	.685	.181	.050	.119	.246	.307	.278	.075	-.071	.097	.091
v4	.562	.536	.631	1.000	.512	-.015	-.088	.210	.305	.317	.281	.057	.150	.290	-.054
v5	.546	.562	.685	.512	1.000	.175	.028	.098	.023	.148	.078	-.010	.055	-.005	.142
v6	.093	.180	.181	-.015	.175	1.000	.275	-.062	.059	.286	.285	-.032	.016	.020	.166
v7	.238	.173	.050	-.088	.028	.275	1.000	.475	.056	.000	.516	.243	-.031	.000	.145
v8	.184	.051	.119	.210	.098	-.062	.475	1.000	.048	.095	.257	.109	.094	.066	.068
v9	.205	.260	.246	.305	.023	.059	.056	.048	1.000	.369	.209	.256	.177	.160	.028
v10	.342	.222	.307	.317	.148	.286	.000	.095	.369	1.000	.335	-.039	-.172	.025	.037
v11	.431	.231	.278	.281	.078	.285	.516	.257	.209	.335	1.000	.385	.161	.357	.135
v12	.123	.245	.075	.057	-.010	-.032	.243	.109	.256	-.039	.385	1.000	.535	.205	.277
v13	.037	.103	-.071	.150	.055	.016	-.031	.094	.177	-.172	.161	.535	1.000	.499	.244
v14	.086	.151	.097	.290	-.005	.020	.000	.066	.160	.025	.357	.205	.499	1.000	.484
v15	-.065	.294	.091	-.054	.142	.166	.145	.068	.028	.037	.135	.277	.244	.484	1.000
v16	.297	.240	.386	.123	.209	.265	.127	.054	-.031	.143	.341	.124	.233	.390	.378
v17	.375	.233	.283	.277	.267	.357	.240	.357	.165	.439	.460	.221	.360	.347	.338
v18	.233	.287	.260	.055	.253	.313	.183	.202	.076	.259	.351	.250	.302	.540	.593
v19	.285	.185	.186	.093	.269	.390	.376	.379	.000	.315	.275	.097	.197	.247	.278
v20	.149	.343	.212	-.022	.227	.453	.380	.144	.163	.129	.235	.116	-.009	.194	.384
v21	.270	.268	.262	.053	.287	.457	.452	.241	.261	.213	.332	.136	.074	.082	.252
v22	.446	.377	.490	.228	.263	.480	.462	.265	.249	.233	.475	.327	.272	.138	.270
v23	.224	.305	.401	.315	.402	.173	.199	.119	.205	.085	.445	.107	.062	.398	.204
v24	.341	.298	.310	.182	.378	.455	.561	.258	.069	.140	.442	.198	.038	.017	.102
v25	.334	.184	.146	.015	.200	.363	.643	.303	.105	.138	.430	.177	-.003	-.101	-.080
v26	.304	.267	.353	.482	.193	.028	-.054	.106	.422	.304	.166	.172	.405	.391	.253
v27	.203	.020	.004	.163	.211	.154	.177	.241	.309	.231	.260	.279	.431	.321	.061
v28	-.086	.104	-.111	-.050	.011	.093	.157	.209	.296	.072	.081	.199	.394	.278	.249
v29	.154	-.106	-.038	-.004	.134	.341	.277	.226	.205	.155	.112	.099	.296	.023	-.211
v30	.152	.155	.020	.018	.221	.126	.430	.426	.179	.090	.184	.259	.308	.068	.134
v31	.074	.100	.092	.114	.108	.126	.395	.430	.290	.184	.150	.300	.253	.145	.121
v32	.053	.200	.106	.072	.008	.109	.183	.258	.314	.083	.003	-.012	.207	.179	.243
v33	-.070	.132	.115	.121	.037	-.101	.065	.476	.313	.041	-.013	.164	.116	.174	.423

		v16	v17	v18	v19	v20	v21	v22	v23	v24	v25	v26	v27	v28	v29	v30
Correlation	v1	.297	.375	.233	.285	.149	.270	.446	.224	.341	.334	.304	.203	-.086	.154	.152
	v2	.240	.233	.287	.185	.343	.268	.377	.305	.298	.184	.267	.020	.104	-.106	.155
	v3	.386	.283	.260	.186	.212	.262	.490	.401	.310	.146	.353	.004	-.111	-.038	.020
	v4	.123	.277	.055	.093	-.022	.053	.228	.315	.182	.015	.482	.163	-.050	-.004	.018
	v5	.209	.267	.253	.269	.227	.287	.263	.402	.378	.200	.193	.211	.011	.134	.221
	v6	.265	.357	.313	.390	.453	.457	.480	.173	.455	.363	.028	.154	.093	.341	.126
	v7	.127	.240	.183	.376	.380	.452	.462	.199	.561	.643	-.054	.177	.157	.277	.430
	v8	.054	.357	.202	.379	.144	.241	.265	.119	.258	.303	.106	.241	.209	.226	.426
	v9	-.031	.165	.076	.000	.163	.261	.249	.205	.069	.105	.422	.309	.296	.205	.179
	v10	.143	.439	.259	.315	.129	.213	.233	.085	.140	.138	.304	.231	.072	.155	.090
	v11	.341	.460	.351	.275	.235	.332	.475	.445	.442	.430	.166	.260	.081	.112	.184
	v12	.124	.221	.250	.097	.116	.136	.327	.107	.198	.177	.172	.279	.199	.099	.259
	v13	.233	.360	.302	.197	-.009	.074	.272	.062	.038	-.003	.405	.431	.394	.296	.308
	v14	.390	.347	.540	.247	.194	.082	.138	.398	.017	-.101	.391	.321	.278	.023	.068
	v15	.378	.338	.593	.278	.384	.252	.270	.204	.102	-.080	.253	.061	.249	-.211	.134
	v16	1.000	.521	.482	.441	.208	.267	.512	.328	.306	.270	.157	-.003	-.128	.044	-.031
	v17	.521	1.000	.518	.584	.350	.562	.528	.112	.285	.296	.456	.383	.006	.316	.221
	v18	.482	.518	1.000	.529	.446	.429	.402	.341	.342	.201	.276	.318	.225	.210	.240
	v19	.441	.584	.529	1.000	.357	.508	.417	.189	.261	.387	.257	.220	.120	.368	.314
	v20	.208	.350	.446	.357	1.000	.818	.411	.337	.528	.285	.196	.256	.369	.242	.323
	v21	.267	.562	.429	.508	.818	1.000	.557	.271	.490	.413	.283	.310	.193	.367	.355
	v22	.512	.528	.402	.417	.411	.557	1.000	.303	.612	.479	.276	.256	.141	.280	.320
	v23	.328	.112	.341	.189	.337	.271	.303	1.000	.546	.414	.188	.260	.090	-.009	.020
	v24	.306	.285	.342	.261	.528	.490	.612	.546	1.000	.739	.069	.429	.093	.398	.324
	v25	.270	.296	.201	.387	.285	.413	.479	.414	.739	1.000	-.161	.187	-.085	.451	.248
	v26	.157	.456	.276	.257	.196	.283	.276	.188	.069	-.161	1.000	.476	.238	.114	.178
	v27	-.003	.383	.318	.220	.256	.310	.256	.260	.429	.187	.476	1.000	.452	.546	.506
	v28	-.128	.006	.225	.120	.369	.193	.141	.090	.093	-.085	.238	.452	1.000	.342	.723
	v29	.044	.316	.210	.368	.242	.367	.280	-.009	.398	.451	.114	.546	.342	1.000	.554
	v30	-.031	.221	.240	.314	.323	.355	.320	.020	.324	.248	.178	.506	.723	.554	1.000
	v31	-.001	.250	.244	.323	.305	.328	.315	.076	.329	.283	.245	.452	.615	.620	.772
	v32	.129	.044	.219	.111	.298	.255	.214	.026	.121	.105	.177	.163	.601	.263	.493
	v33	.050	.047	.304	.069	.187	.130	.111	.114	.070	-.010	.147	.077	.452	-.052	.382

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.560
Bartlett's Test of Sphericity	Approx. Chi-Square	1033.218
	df	528
	Sig.	.000

Communalities

	Initial	Extraction
v1	1.000	.551
v2	1.000	.450
v3	1.000	.625
v4	1.000	.345
v5	1.000	.408
v6	1.000	.226
v7	1.000	.298
v8	1.000	.255
v9	1.000	.156
v10	1.000	.195
v11	1.000	.390
v12	1.000	.170
v13	1.000	.239
v14	1.000	.165
v15	1.000	.166
v16	1.000	.351
v17	1.000	.491
v18	1.000	.426
v19	1.000	.386
v20	1.000	.395
v21	1.000	.495
v22	1.000	.584
v23	1.000	.330
v24	1.000	.471
v25	1.000	.299
v26	1.000	.224
v27	1.000	.410
v28	1.000	.659
v29	1.000	.381
v30	1.000	.679
v31	1.000	.656
v32	1.000	.386
v33	1.000	.266

Communalities

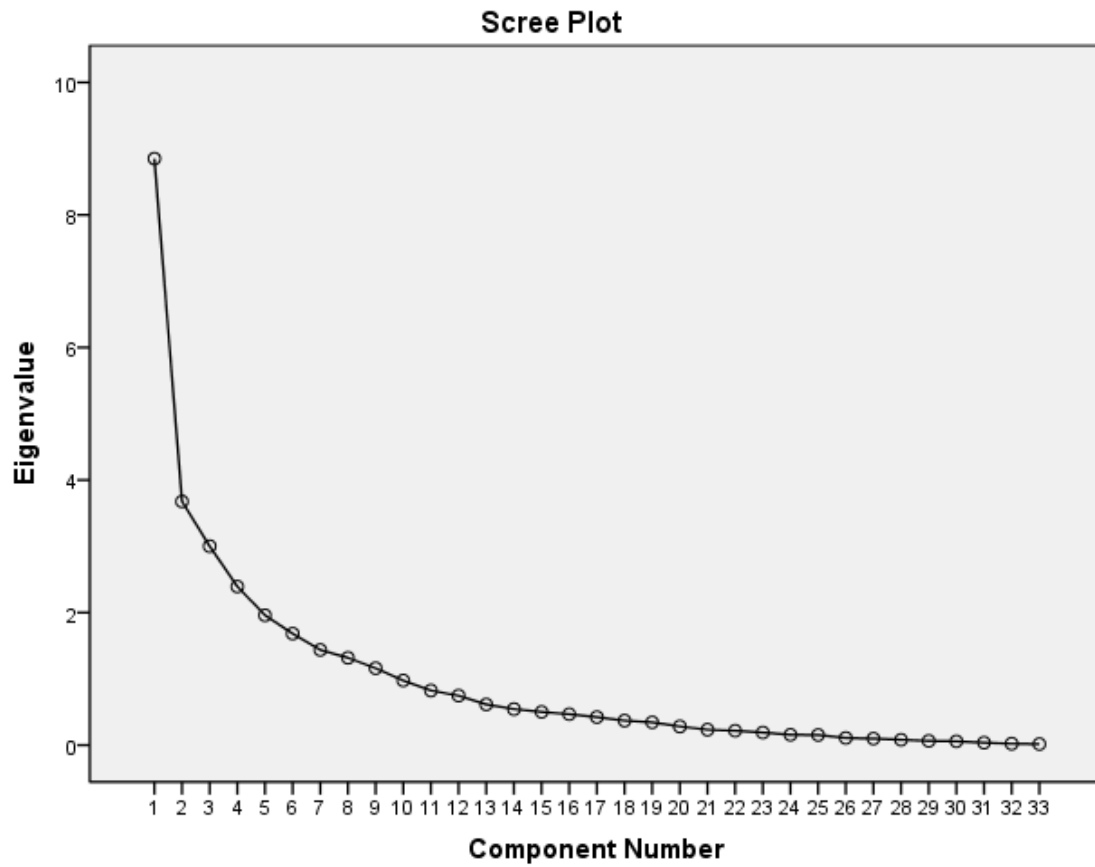
	Initial	Extraction
v1	1.000	.551
v2	1.000	.450
v3	1.000	.625
v4	1.000	.345
v5	1.000	.408
v6	1.000	.226
v7	1.000	.298
v8	1.000	.255
v9	1.000	.156
v10	1.000	.195
v11	1.000	.390
v12	1.000	.170
v13	1.000	.239
v14	1.000	.165
v15	1.000	.166
v16	1.000	.351
v17	1.000	.491
v18	1.000	.426
v19	1.000	.386
v20	1.000	.395
v21	1.000	.495
v22	1.000	.584
v23	1.000	.330
v24	1.000	.471
v25	1.000	.299
v26	1.000	.224
v27	1.000	.410
v28	1.000	.659
v29	1.000	.381
v30	1.000	.679
v31	1.000	.656
v32	1.000	.386
v33	1.000	.266

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	Variance of %	Cumulative %	Total	Variance of %	Cumulative %	Total	Variance of %	Cumulative %
1	8.851	26.821	26.821	8.851	26.821	26.821	6.584	19.950	19.950
2	3.676	11.140	37.961	3.676	11.140	37.961	5.944	18.011	37.961
3	3.002	9.098	47.059						
4	2.392	7.249	54.308						
5	1.959	5.938	60.245						
6	1.683	5.101	65.346						
7	1.436	4.353	69.699						
8	1.317	3.992	73.691						
9	1.160	3.516	77.207						
10	.975	2.955	80.162						
11	.824	2.497	82.658						
12	.746	2.261	84.919						
13	.614	1.860	86.779						
14	.544	1.649	88.428						
15	.500	1.517	89.945						
16	.466	1.412	91.357						
17	.423	1.283	92.639						
18	.369	1.119	93.759						
19	.345	1.044	94.803						
20	.281	.852	95.655						
21	.233	.707	96.362						
22	.217	.657	97.019						
23	.190	.574	97.594						
24	.156	.472	98.066						
25	.153	.465	98.531						
26	.109	.330	98.861						
27	.099	.299	99.159						
28	.081	.245	99.404						
29	.064	.193	99.597						
30	.058	.176	99.773						
31	.038	.114	99.887						
32	.021	.065	99.952						
33	.016	.048	100.000						

Extraction Method: Principal Component Analysis.



Component Matrix^a

	Component	
	1	2
v1	.533	-.517
v2	.518	-.426
v3	.502	-.611
v4	.383	-.446
v5	.463	-.439
v6	.460	-.120
v7	.529	.135
v8	.442	.243
v9	.379	.110
v10	.385	-.216
v11	.588	-.212
v12	.377	.166
v13	.369	.320
v14	.402	.059
v15	.399	.085
v16	.480	-.348
v17	.685	-.149
v18	.652	-.002
v19	.620	-.027
v20	.624	.080
v21	.703	.011
v22	.746	-.163
v23	.491	-.299
v24	.674	-.128
v25	.536	-.109
v26	.472	-.025
v27	.551	.327
v28	.401	.706
v29	.475	.394
v30	.570	.595
v31	.577	.568
v32	.400	.475
v33	.313	.410

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Rotated Component Matrix^a

	Component	
	1	2
v1	.742	-.034
v2	.671	.024
v3	.780	-.126
v4	.582	-.081
v5	.638	-.022
v6	.424	.215
v7	.307	.452
v8	.171	.475
v9	.211	.333
v10	.431	.093
v11	.581	.230
v12	.173	.374
v13	.064	.484
v14	.262	.310
v15	.243	.327
v16	.590	.056
v17	.612	.342
v18	.490	.430
v19	.483	.390
v20	.414	.473
v21	.520	.474
v22	.668	.372
v23	.566	.101
v24	.590	.351
v25	.474	.273
v26	.371	.293
v27	.196	.610
v28	-.167	.794
v29	.095	.610
v30	.033	.824
v31	.056	.808
v32	-.014	.621
v33	-.037	.515

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Rotated Component Matrix^a

	Component	
	1	2
v1	.742	-.034
v2	.671	.024
v3	.780	-.126
v4	.582	-.081
v5	.638	-.022
v6	.424	.215
v7	.307	.452
v8	.171	.475
v9	.211	.333
v10	.431	.093
v11	.581	.230
v12	.173	.374
v13	.064	.484
v14	.262	.310
v15	.243	.327
v16	.590	.056
v17	.612	.342
v18	.490	.430
v19	.483	.390
v20	.414	.473
v21	.520	.474
v22	.668	.372
v23	.566	.101
v24	.590	.351
v25	.474	.273
v26	.371	.293
v27	.196	.610
v28	-.167	.794
v29	.095	.610
v30	.033	.824
v31	.056	.808
v32	-.014	.621
v33	-.037	.515

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Reliability Statistics

Cronbach's Alpha	N of Items
.782	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
v1	33.84	26.855	.554	.752
v2	34.10	25.490	.593	.744
v3	33.76	25.984	.550	.750
v4	34.16	26.895	.498	.757
v5	34.16	27.095	.508	.757
v11	34.37	28.638	.327	.777
v30	34.12	27.306	.436	.765
v31	34.08	27.394	.466	.761
v32	34.47	27.574	.376	.773
v33	34.94	27.896	.261	.793

Reliability Statistics

Cronbach's Alpha	N of Items
.847	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
v27	22.10	22.410	.510	.839
v28	22.24	18.864	.736	.804
v29	21.94	21.936	.542	.835
v30	22.06	20.176	.789	.800
v31	22.02	21.740	.639	.822
v32	22.41	21.167	.613	.825
v33	22.88	21.466	.456	.852

Rotated Component Matrix^a

	Component			
	1	2	3	4
E82	.729			
E79	.726			
E72	.718			
E70	.710			
E83	.691			
E71	.675			
E73	.675			
E84	.661			
E77	.656			
E69	.648	.344		
E76	.645			
E80	.636		.348	
E68	.588	.350		
E81	.588			
E75	.584			
E78	.573			
E43	.485	.322		
E44	.472			.355
E66	.463	.356	.339	
E67	.427			
E50	.424			.410
E85	.411			
E74	.402			
E47	.331			
E13				
E64		.731		
E63		.689		
E35		.684		
E62		.676		
E37		.609		
E61		.590		
E56		.567		
E36		.530		
E55		.529		
E39		.518		
E33		.454		
E46	.360	.430		.310
E31		.425		.321
E34		.423		.311

E27		.402		
E29		.378		
E28		.324		
E4				
E41				
E10			.683	
E15			.632	
E3			.621	
E14			.575	
E6			.572	
E5			.560	
E18			.527	
E20			.519	
E2			.511	
E22			.504	
E16			.503	
E7			.492	
E11			.437	
E17			.418	
E25			.412	.354
E1			.384	
E12			.382	
E24			.380	
E9			.365	
E23			.328	
E8				
E19				
E60				.661
E32				.564
E58				.550
E42				.543
E40				.494
E26				.491
E65				.466
E57				.466
E51	.349	.408		.465
E52				.452
E59		.386		.447
E49	.375	.403		.435
E30				.433

E48	.378	.381		.410
E38		.330		.389
E45	.339			.363
E53				.354
E54				.332

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

Reliability Statistics

Cronbach's Alpha	N of Items
.919	15

Reliability Statistics

Cronbach's Alpha	N of Items
.814	11

Reliability Statistics

Cronbach's Alpha	N of Items
.631	4