

## **THE DEGREE OF EFFECTIVENESS OF TIME MANAGEMENT AMONG PUBLIC SCHOOL PRINCIPALS WITHIN THE GREEN LINE AND ITS RELATIONSHIP TO TEACHERS' MOTIVATION FROM THE PRINCIPALS AND TEACHERS PERSPECTIVE: PROPOSALS OF DEVELOPMENT**

**Dr. Taghrid Qadiria**

Teacher Education, ISRAEL

[Tagreed.tmk@gmail.com](mailto:Tagreed.tmk@gmail.com)

**Dr. Nadia Mussa**

[nadia.mousal@gmail.com](mailto:nadia.mousal@gmail.com)

Teacher Education, ISRAEL

**Dr. Ihab Massarwa**

Teacher Education, ISRAEL

[Ihab10.1975@gmail.com](mailto:Ihab10.1975@gmail.com)

### **Abstract**

The study aimed to identify the correlation between the degree of time management effectiveness among primary school principals within the green line and the level of teachers' motivation in those schools. The correlative descriptive approach was used, in addition to the qualitative approach through interviewing an intentional sample of principals and teachers. The study sample consisted of (284) principal and teacher who represented the available sample, after (500) electronic questionnaires were distributed through simple random sampling, while the sample of the interviews, which consisted of (20) principals and teachers, was chosen through the intentional method. To collect data, two questionnaires were developed: The first measures the degree of effectiveness of time management among principals of primary schools in the northern region within The Green Line from the point of view of principals and teachers, it consisted of four dimensions: (Planning, Management, Directing, and Control). The second questionnaire measures the level of motivation of primary school teachers within The Green Line from the point of view of principals and teachers, it consisted of three dimensions: (Ambition and Perseverance, Competitiveness, and Excellence in performance), and the validity and reliability of the two questionnaires were verified.

The results showed that the degree of time management effectiveness through its four dimensions was medium, the absence of statistically significant differences in the degree of time management effectiveness due to the effect of (Gender, Academic qualification, Experience, and Job title) variables. The results also showed that the level of teachers' motivation was medium, and the absence of statistically significant differences in the level of

motivation due to the effect of (Gender, Academic qualification, Experience, and Job title) variables. Also, the results showed the existence of a positive and statistically significant correlation between time management among principals and the level of motivation among teachers.

The results of the interviews showed that the proposals related to the development of time management among principals focused on seven categories: arranging tasks according to their priorities, setting a daily plan for work, setting time limits for performing tasks, using technology, delegation and division of tasks, setting goals, and the presence of a certain level of strictness among principals. While the proposals related to improving teachers' motivation focused on four categories, fiscal and moral incentives, professional progress, improving the work environment, and reducing the academic burden.

The study recommended conducting training courses for principals and teachers to familiarize them with the importance of time management within the school, and to give principals wider margin of freedom in planning time in their schools. The study also recommended providing moral support, improving social and fiscal situations for teachers and principals, providing them with amenities so that they can devote more time to their work, as well as providing technological tools in schools because of their impact in facilitating tasks, increasing teachers' motivation and improving their performance.

**Keywords:** Time management, Motivation, Principals, Primary schools, The Green Line.

## **CHAPTER ONE**

### **BACKGROUND AND IMPORTANCE OF THE STUDY**

#### **INTRODUCTION**

The educational system plays a fundamental and effective role in raising the generation, providing them with skills, knowledge, and capabilities that enable them to play an important role in the development and development of their society. In order for the educational system to play its distinguished role in upbringing, it is necessary to unite and interact with several factors for its success in this role, and among these factors comes the school administration, which is represented by the school principal, as management has become an important process in modern societies. Among what distinguishes management and explains its features is its use and application of various methods, including time management.

Time is one of the important resources in human life, and like other resources, it needs to be managed to benefit from it efficiently and effectively, and to know how to use it in the right way in order to prevent its waste and misuse. It is also one of the important resources required in administrative, practical, social and political life. Its importance comes from being a non-renewable resource, and it cannot be replaced, substituted, sold, bought, loaned, borrowed, or controlled. Hence the importance of managing and utilizing it to the fullest extent in an effort to make the best use of it (Al-Momani, 2017).

Management and time are two related words; Management in the general sense is operations through which it is intended to carry out work in a coordinated, effective and organized manner to achieve the goals set by the best means and the lowest costs. Time is one

of the available capabilities that are regulated for human and material resources, which are supposed to be invested effectively and fully, and partial exploitation is not sufficient; Rather, the individual must work hard to achieve the maximum possible benefit from it (Abu Al-Nasr, 2012).

The educational leadership is the main foundation upon which the educational institution's progress depends, as it deals with individuals of different cultures and multi-disciplines, which necessitates coordinating their efforts in order to achieve the set goals. Achieving these goals often depends on the skills and competencies that the educational leader possesses, including being understanding and aware of human behavior, and the multiple factors that affect it, one of which is time management and investment (Al-Suwaidi, 2018).

While recognizing that time is an important and basic resource for management in general, it is more important for time to become one of the educational administration's resources in particular, because the educational administration carries out various and intertwined processes related to planning, organizing, coordinating, directing, financing, and following up in a certain period of time, and poor time management in any of these processes necessarily reflects negatively on the results of the educational process (Al-Sakkaf & Ali, 2020).

Time is the most precious thing that an individual possesses, and it is a very limited resource whose value increases with the increase in the skill of managing it correctly. The proper management of time contributes to self-management, thus improving performance levels, and time is at the top of the evaluation elements and indicators, where success or failure to achieve the goals is linked to the time limit specified for that, and the ability to move from one task to another within the specified time (Hafiner, & Stock, 2010).

The problem of investing and organizing time in line with the available resources and the opportunities provided by the global and local competitive environment is one of the important problems facing individuals and administrative leaders in particular, this problem is further exacerbated by educational administrations, due to the nature of the work and functions of those departments, whose work is related in one way or another to modifying human behavior, in line with the needs of society (Hensley, et al., 2018).

The school director is the educational leader in his school, as he is at the top of the career hierarchy in it, and he is entrusted with performing administrative and technical tasks, which requires him to control his time, increase his effectiveness, define his goals, and work to update them constantly. The able productive principal must be keen to invest time to achieve his desired goals, and organize his time in proportion to the requirements of achieving them. The sound and effective management of time by principals works to improve the educational process in his school, improve its outputs, increase its effectiveness, and the performance of its teachers, as it constitutes a motivator for them to work, and makes good use of the available time, which is reflected in the level of their motivation to work (Al-Mhairat & Al-Bayati, 2018).

The educational process constantly seeks to stimulate the teachers' motivation to enable and encourage them to do their best in the classroom to reach solutions to the problems facing

their students and to come up with new perceptions and ideas that may enrich their knowledge and develop their creative thinking. The importance of teachers' motivation is to involve them in the decision-making process by determining their capabilities and efficiency in completing their work within a certain period of time, which is equivalent to obtaining material incentives and promotions from the administration, as motivation towards work is directly related to fiscal and moral incentives in order to encourage teachers and motivate them to continue and progress in developing their performance, which in turn is reflected in their productivity and their sense of loyalty and belonging to the work environment (Al-Ghareeb, 2020).

The behavior of the individual is affected since his birth by a number of desires that act as stimulating forces for his vital activities, and the satisfaction obtained by the individual, or the distress that afflicts him in any situation, can be estimated by the extent to which his inclinations or senses are satisfied or frustrated, as the motives that arise from inclinations or senses are a dynamic force that affects thoughts, emotions, and behavior, and the type of behavior that an individual follows to satisfy these desires is conditioned by environmental influences and experience, and these stimuli modified by experience later become the individual's motives for his tendencies, tendencies and activities (Masgoni & Tauriret, 2019).

The interest in studying motivation is an important factor in directing and activating the behavior of the individual, and his awareness of the situation, as well as helping him to understand and explain the behavior of the individual and those around him, as motivation is a basis in the individual's pursuit of himself, which raises the level of the individual's performance and productivity in various areas, and there is a significant correlation between the effectiveness of conflict management by school principals and the teachers' high motivation for achievement (Smairat & Maqablah, 2017).

Perhaps one of the most prominent means and methods used to motivate teachers towards education and the dissemination of knowledge is to push the teacher to evaluate himself and his motivation to teach, and help him set the educational goals that he seeks to achieve, which would develop his self-efficacy, and work to reduce his anxiety and tension when presenting the educational material to students, and work to remove the barriers of fear of failure to communicate new information to them, and direct him to self-regulation and self-management of the educational learning process (Ates & Buluc, 2015).

In Arab schools within the Green Line, and as a result of the difficult conditions experienced by the Arab minority, the interference of some parents in the affairs of the school, and the necessity of school principals to keep pace with the surrounding community at many times, and the presence of some sudden benefits, whether from higher administrations, or from the nature of the educational process in the school, all of which may have a direct or indirect impact on the principals' ability to manage their time effectively. Also, those exceptional living conditions, and the non-functional benefits that principals find themselves obliged to fulfill in front of society and higher administrations, may be reflected in the level of teachers' motivation in those schools.

### **STUDY ISSUE AND QUESTIONS:**

By virtue of the researcher's work in primary schools in the North region within the Green Line, and her knowledge of the methods in which school principals manage their time,

and the time wasters they encounter while performing their tasks, she has crystallized the idea of conducting this study, which comes to examine the correlation between the effectiveness of time management among school principals and the motivation of teachers, as well as access to development proposals that would improve the level of time management among principals, by answering the following questions:

1. What is the degree of effectiveness of time management among public school principals within the green Line from the point of view of principals and teachers?
2. Are there statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) in the estimations of the study sample members about the degree of time management effectiveness among public school principals within the green line due to the effect of the variables (gender, academic qualification, years of experience, and job title)?
3. What is the level of teachers' motivation in public schools within the green Line from the point of view of principals and teachers?
4. Are there statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) in the estimates of the study sample members about the level of teachers' motivation in public schools within the green line due to the effect of the variables (gender, academic qualification, years of experience, and job title)?
5. Is there a statistically significant correlation between the degree of time management effectiveness among public school principals within the green line and the level of teachers' motivation in those schools?
6. What are the development proposals that principals and teachers offer about improving the level of time management among principals and increasing the motivation of teachers?

### **STUDY OBJECTIVES:**

This study sought to achieve the following objectives:

- Identifying the degree of effectiveness of time management among public school principals within the Green Line from the point of view of principals and teachers, with the aim of identifying the educational reality and the extent of the school principals' efficiency and interest in this skill.
- Identifying the differences in the views of principals and teachers of public schools within the Green Line regarding the degree of time management effectiveness of school principals according to the variables (gender, academic qualification, years of experience, and job title), in order to identify the differences and defects (if any), in order to address and overcome them.
- Identifying the level of motivation of public school teachers within the Green Line from the point of view of principals and teachers, with the aim of identifying the factors that would raise that level to be strengthened, as well as identifying the factors that cause that level to drop (if any), treating and eliminating them.

- Identifying the differences in the views of the principals and teachers of public schools within the Green Line regarding the level of teachers' motivation according to the variables (gender, academic qualification, years of experience, and job title), with the aim of identifying the factors that may affect the level of teachers' motivation, and treat them according to their role, either by enhancing and motivating or by suppressing and overcoming them.
- Identifying the correlation between the degree of effectiveness of time management among public school principals within the Green Line and the level of teachers' motivation, in order to determine the impact of each on the other, and the implications of that impact on the educational process.
- Develop development proposals that will improve the level of time management effectiveness among school principals, which will reflect positively on the level of teachers' motivation.

### **STUDY IMPORTANCE:**

The study has two importance, theoretical and applied, and they can be summarized as follows:

#### **First: Theoretical importance:**

This study gained importance because it is one of the few studies - within the limits of the researcher's knowledge - that focuses on the relationship between the degree of time management effectiveness among public school principals within the Green Line and the level of teachers' motivation in those schools, as previous studies dealt with the nature of the relationship in different ways than what will be addressed in this study. It is hoped that it will contribute to enriching knowledge in the area of educational management by providing an appropriate theoretical framework for the importance of time management, and will contribute to its improvement, development and employment, which will positively reflect the educational process, which constitutes a new scientific addition to the educational literature in the subject of the study.

#### **Second: Applied importance:**

The importance of this study emerged in the preparation and application of the study tools and the resulting results and recommendations. The researcher hopes that all of the following will benefit from this:

- The concerned authorities and decision-makers in the higher educational administrations, by highlighting what educational planners and decision-makers can do in order to improve the effectiveness of time management to advance the educational process.
- School principals by introducing them to the importance of time management in their schools.
- Researchers and graduate students in various educational and psychological areas to research the topic on new communities and samples.



### **CONCEPTUAL AND PROCEDURAL DEFINITIONS:**

**Time management:** “The ways and means that help the individual make the most of his time in achieving his goals, and creating a balance in his life between duties, desires, and goals” (Hammadi, 2014, 76).

**Procedurally:** The researcher defined the effectiveness of time management as the achievement resulting from the investment of school work time by the director of the public school within the green line to carry out the tasks required in order to achieve the desired goals during the specified period. It was measured by the degree of the responses of the study sample members to the items of the tool that were prepared for this purpose.

**Motivation:** "A set of internal and external forces that contribute to motivating the teacher, increasing his perseverance in order to reach a state of balance, and achieve difficult goals to reach a state of psychological satisfaction" (Richardson, Karabenick, & Watt, 2014, 4).

**Procedurally:** Motivation was defined as an internal state and feeling that drives public school teachers within the Green Line towards excellence, ambition, perseverance and competition in the performance of their work, and it was measured by the total degree of responses of the study sample members to the tool that was prepared for this purpose.

**Development Proposals:** Procedurally defined as the proposals made by the principals and teachers of public schools within the Green Line, which contribute to improving the effectiveness of principals' time management in their schools, as revealed by the interviews conducted with the principals and teachers category. In this study, it was measured by the frequencies and percentages that their answers reflected in the tool that was prepared for this purpose.

### **STUDY LIMITS:**

The current study included the following limits:

**Objective limit:** the degree of time management effectiveness among public school principals within the Green Line, and the level of teachers' motivation of those schools.

**Human Limit:** The current study was limited to principals and teachers of public schools within the Green Line.

**Spatial limit:** primary schools in the North, within the Green Line.

**Time limit:** the first semester of the school year 2021-2022.

The generalization of the study results is determined by the study population, the objectivity of the study sample responses, the validity and reliability of the study tool, and the statistical processes used in data analysis.

## **CHAPTER TWO** **METHODS AND PROCEDURES**

The chapter dealt with a description of the study's methodology, population and sample, the tools that were used, their validity and reliability indicators, the determination of the study's variables, and the statistical treatments that were used to answer its questions.

### **STUDY METHODOLOGY**

The descriptive correlative approach was used in addition to the qualitative approach, for the suitability of these two approaches to the objectives of the current study.

### **STUDY POPULATION**

The study population consisted of all (131) principals and (5,369) teachers of public primary schools within the Green Line, according to the Ministry of Education's human resources statistics for the academic year 2020-2021.

### **STUDY SAMPLE**

The researcher used two methods to select the study sample, which consisted of (284) individuals, where teachers were selected in a simple random way, after (500) electronic questionnaires were distributed, while a sample consisting of (20) principals and teachers was selected in an intentional manner, from principals and teachers with experience of more than (15) years, for the purpose of interviews. Table (1) shows the distribution of the study sample according to its intermediate variables.

**Table (1):**

***Distribution of the study sample according to the intermediate variables***

<b>Variable</b>	<b>Variable level</b>	<b>Number</b>	<b>Percentage</b>
Gender	Male	65	22.9
	Female	219	77.1
	<b>Total</b>	<b>284</b>	<b>%100</b>
Academic Qualification	Bachelor and Less	63	22.2
	Postgraduate	221	77.8
	<b>Total</b>	<b>284</b>	<b>%100</b>
Experience	10 years and under	98	34.5
	More than 10 years	186	65.5
	<b>Total</b>	<b>284</b>	<b>%100</b>
Job Title	Teacher	248	3.87
	Principal	36	12.7
	<b>Total</b>	<b>284</b>	<b>100%</b>

### **STUDY TOOLS**

For the purposes of achieving the objectives of the study, three tools were developed, as follows:



### **The first tool: a questionnaire to measure the degree of effectiveness of time management among principals of public primary schools in the northern region within the Green Line from the point of view of principals and teachers.**

A questionnaire was developed to measure the degree of effectiveness of time management among principals of public primary schools in the northern region within the Green Line from the point of view of principals and teachers after referring to the theoretical literature and previous relevant studies. In its initial form, the tool consisted of (31) items, which were divided into four areas: time planning, time management, time directing, and time control.

#### **Content validity of the first study tool**

The content validity of the first study tool was verified by presenting it to a group of experienced and specialized arbitrators, with the aim of expressing their opinions about the accuracy and validity of the content of the tool in terms of: clarity of the content of the items, the soundness of its linguistic formulation, its suitability to measure what it was designed for, and its belonging to the area to which it belongs, and adding, amending or deleting what they deem appropriate to the items, as the criterion (0.80) was adopted by the arbitrators' consensus to accept the amendment.

The arbitrators' comments (according to the 80% criterion) were taken into consideration, which consisted in modifying the linguistic wording of the items, and thus the questionnaire remained in its final form consisting of (31) items, distributed among the four areas mentioned above.

#### **Construct validity of the first study tool**

To verify the construction validity of the first study tool, it was applied to an exploratory sample consisting of (40) principals and teachers, who were excluded from the study sample, in order to calculate the correlation coefficients for the relationship of items with their areas (R1), and the corrected correlation coefficients for the relationship of items with their areas (R2). As shown in Table (2).

**Table (2):**

***Correlation coefficients between the degree of the item and the total degree of its area (R1), and the corrected correlation coefficient between the degree of the item and the total degree of its area (R2).***

Area	Item	R1	R2
Time Planning	1	.75**	0.68
	2	.69**	0.59
	3	.85**	0.8
	4	.79**	0.73
	5	.84**	0.78
	6	.84**	0.78
	7	.76**	0.68

Area	Item	R1	R2
	8	.85**	0.79
Time management	9	.63**	0.51
	10	.84**	0.78
	11	.83**	0.76
	12	.85**	0.79
	13	.78**	0.69
	14	.83**	0.76
	15	.87**	0.81
Time directing	16	.80**	0.74
	17	.82**	0.76
	18	.84**	0.79
	19	.86**	0.81
	20	.87**	0.82
	21	.62**	0.49
	22	.80**	0.74
	23	.80**	0.72
Time control	24	.78**	0.58
	25	.77**	0.71
	26	.72**	0.69
	27	.75**	0.62
	28	.82**	0.68
	29	.77**	0.74
	30	.74**	0.68
	31	.78**	0.62

\*\* *Statistically significant at ( $\alpha = 0.01$ ).*

It is noted from Table (2) that the correlation coefficients (R1) between the degree of the item and the total degree of its area ranged between (0.69) and (0.85) for the area of time planning, and between (0.63) and (0.87) for the area of time management, and between (0.62) and (0.87) for the time directing area, and between (0.72) and (0.82) for the time control area, all of them are statistically significant, and higher than the cut point (0.35) indicated in (Bryman & Cramer, 1997).

The corrected correlation coefficients between the degree of the item and the total score of its area (R2) ranged between (0.59) and (0.80) for the time planning area, and between (0.51) and (0.81) for the area of time management, and between (0.49) and (0.82) for the time directing area, and between (0.58) and (0.74) for the time control area, which indicates the validity of the tool's construction.

### Stability of the first study tool

To verify the stability of the first study tool, it was re-applied to the exploratory sample two weeks after the first application, and Cronbach's alpha coefficients (internal consistency) were calculated for the areas of the questionnaire, and for the questionnaire as a whole, in addition to calculating the repetition stability coefficient, and Table (3) shows this.

**Table (3):**

**Indicators of stability of the sub-areas of the questionnaire to measure the effectiveness of time management**

Area	Cronbach Alpha	Repetition stability
Time Planning	0.92	0.85
Time management	0.91	0.87
Time directing	0.92	0.86
Time control	0.89	0.85
<b>Total</b>		<b>0.87</b>

It is noted from Table (3) that the internal consistency coefficient (Cronbach's alpha) for the area of time planning was (0.92), for the area of time management (0.91), for the area of time directing (0.92), for the area of time control (0.89), and (0.97) for the questionnaire as a whole. The repetition stability coefficient reached (0.85) for the area of time planning, (0.87) for the area of time management, (0.86) for the area of time directing, (0.85) for the area of time control, and (0.87) for the questionnaire as a whole. Accordingly, the questionnaire has a high degree of stability.

### The second tool: a questionnaire measuring the level of motivation of public school teachers within the green line from the point of view of principals and teachers.

A questionnaire was developed to measure the level of motivation of public school teachers within the Green Line from the point of view of principals and teachers after referring to the theoretical literature and previous related studies, where the questionnaire in its initial form consisted of (19) items, divided into three areas, the area of ambition and perseverance, the area of competitiveness, and the area of excellence in performance.

#### Content validity of the second study tool

The content validity of the second study tool was verified by presenting it to a group of expert and specialized arbitrators, with the aim of expressing their opinions about the accuracy and validity of the content of the tool in terms of: clarity of the content of the items, the soundness of its linguistic formulation, its suitability to measure what it was designed for, and its belonging to the area to which it belongs, and to add, modify or delete what they deem appropriate to the items, as the criterion (0.80) was adopted by the arbitrators' consensus to accept the amendment.

The arbitrators' comments (according to the 80% criterion) were taken into consideration, which consisted in modifying the language of some items, and thus the

questionnaire remained in its final form consisting of (19) items, distributed among the three areas mentioned above.

### Construct validity of the second study tool

To verify the construction validity of the second study tool, it was applied to an exploratory sample consisting of (40) principals and teachers, who were excluded from the study sample, in order to calculate the correlation coefficients for the relationship of items with their areas (R1), and the corrected correlation coefficients for the relationship of items with their areas (R2). As shown in Table (4).

**Table (4):**

***Correlation coefficients between the degree of the item and the total degree of its area (R1), and the corrected correlation coefficient between the degree of the item and the total degree of its area (R2) for the questionnaire measuring the level of motivation***

Area	Item	R1	R2
Ambition and perseverance	1	.83**	0.74
	2	.88**	0.81
	3	.90**	0.83
	4	.89**	0.82
	5	.86**	0.77
Competitiveness	6	.86**	0.8
	7	.89**	0.84
	8	.91**	0.87
	9	.87**	0.82
	10	.89**	0.83
	11	.82**	0.74
Excellence in performance	12	.78**	0.71
	13	.85**	0.8
	14	.84**	0.79
	15	.88**	0.85
	16	.84**	0.78
	17	.86**	0.81
	18	.84**	0.79
	19	.87**	0.83

**\*\* Statistically significant at ( $\alpha = 0.01$ ).**

It is noted from Table (4) that the correlation coefficients (R1) between the degree of the item and the total score for its area ranged between (0.83) and (0.90) for the area of ambition and perseverance, and between (0.82) and (0.91) for the area of competitiveness, and between

(0.78) and (0.88) for the area of excellence of performance, all of them are statistically significant, and higher than the cut point (0.35) referred to in (Bryman & Cramer, 1997).

The corrected correlation coefficients between the degree of the item and the total score of its area (t2) ranged between (0.74) and (0.83) for the area of ambition and perseverance, and between (0.74) and (0.87) for the area of competitiveness, and between (0.71) and (0.85) for the area of excellence in performance, which indicates the validity of the construction of the second study tool.

#### **Stability of the second study tool:**

To verify the reliability of the second study tool, it was re-applied to the survey sample two weeks after the first application, and Cronbach's alpha coefficients (internal consistency) were calculated for the questionnaire areas, and for the questionnaire as a whole, in addition to calculating the repetition reliability coefficient. Table (5) shows this.

#### **Table (5):**

#### ***Indicators of the stability of the sub-areas of the questionnaire measuring the level of motivation***

<b>Area</b>	<b>Cronbach Alpha</b>	<b>Repetition stability</b>
Ambition and perseverance	0.92	0.89
Competitiveness	0.94	0.81
Excellence in performance	0.94	0.87
<b>Total</b>		<b>0.9</b>

It is noted from Table (5) that the internal consistency coefficient (Cronbach's alpha) for the area of ambition and perseverance was (0.92), for the area of competitiveness (0.94), for the area of excellence in performance (0.94), and (0.97) for the questionnaire as a whole. The repetition stability coefficient was (0.89) for the area of ambition and perseverance, (0.81) for the area of competitiveness, (0.87) for the area of excellence in performance, and (0.90) for the questionnaire as a whole, and accordingly the questionnaire enjoys a high degree of reliability.

#### **CORRECTION OF THE FIRST AND SECOND STUDY TOOLS**

To answer the items of the two tools of the study, Likert scale was used, which included five alternatives: [Very high and given when correcting the item its degree of value (5), high and given when correcting the item its degree of value (4), medium and given when correcting the item its degree of value (3) , low, and given when correcting the item its degree of value (2), very low, and given when correcting the item its degree of value (1)].

For the purposes of evaluating the responses of the study sample members, the arithmetic averages of the responses of the study sample members were classified into three degrees, using the category length equation for the five-steps Likert scale, which states:

$$\text{Category length} = (\text{highest ranking} - \text{lowest ranking}) / \text{number of judgments to discuss results} \\ = (5-1) / 3 = 1.33.$$

Thus, the judgment criterion becomes as follows:

Value	Degree/level
1.00-2.33	Low
2.34-3.67	Medium
3.68-5	High

### The third tool: the interview

Based on the results of the study, a third tool was prepared for the study, which is an interview consisting of two open-ended questions about the development proposals proposed by principals and teachers to improve the degree of time management effectiveness of principals of public primary schools in the northern region within the Green Line, as well as improving the motivation of teachers in those schools, where personal interviews were conducted with (10) principals, and (10) teachers from the study sample, and the respondents were allowed to express their opinions freely.

### STUDY VARIABLES

The study included the following variables:

#### First: the main variables

- The degree of effectiveness of time management among principals of public primary schools in the North region within the Green Line from the point of view of principals and teachers.
- Motivation level of public primary school teachers in the North region within the Green Line from the point of view of principals and teachers.

#### Second: intermediate variables

- **Gender:** It has two categories: (male and female).
- **Academic qualification:** It has two levels: (Bachelor's degree or less, Master's degree or higher).
- **Years of experience:** It has two levels: (less than ten years, ten years or more).
- **Job title:** It has two categories: (Principal, Teacher).

## CHAPTER THREE

### STUDY OUTCOMES

*Outcomes of the first question: "What is the degree of effectiveness of time management among public school principals within the Green Line from the point of view of principals and teachers?"*

To answer this question, the arithmetic means, standard deviations, and the level of time management effectiveness among public school principals were calculated within the green line, and Table (6) shows this.

**Table (6):**

*Arithmetic averages, standard deviations, and practice degree of the study sample's estimates on the effectiveness of time management among public school principals within the green line.*

Area	Arithmetic average	Standard deviation	Rank	Level of agreement
Time control	3.52	0.57	1	Medium
Time Planning	3.51	0.54	2	Medium
Time directing	3.48	0.54	3	Medium
Time management	3.46	0.53	4	Medium
<b>Overall</b>	<b>3.49</b>	<b>0.5</b>		<b>Medium</b>

As it can be seen from Table (6), the arithmetic mean of the study sample estimates for the areas of time management effectiveness was (3.49) and the standard deviation was (0.50), with a medium degree, where the area of time control came in the first rank, with a medium degree, and the time planning area came in the second rank. , with a medium degree, and the time management area came in the third rank, with a medium degree, and the time management area came in the fourth rank, with a medium degree.

The arithmetic averages, standard deviations, and the degree of public school principals' practice were calculated on the items of each area separately, and the tables (7-10) show that.

#### a. Time control area

*Table (7):*

*Arithmetic averages, standard deviations, and the degree of practice of the study sample estimates about the degree to which public school principals practice the area of time control.*

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
25	The principal compares the performance achieved with the time allotted for it.	3.61	0.69	1	Medium
27	The principal uses technology to perform tasks in less time.	3.6	0.75	2	Medium
24	The Principal is keen to carry out the required work in the shortest way.	3.58	0.71	3	Medium
28	The principal follows up on the commitment of subordinates to official working hours.	3.55	0.6	4	Medium
29	The principal avoids long phone calls while working.	3.48	0.83	5	Medium
26	The principal looks for the reasons for wasting time.	3.46	0.86	6	Medium



No.	Item	Arithmetic average	Standard deviation	Rank	Degree
31	The principal avoids using work time in the service of self-interest.	3.46	0.94	6	Medium
26	The principal is looking for the reasons for wasting time.	3.46	0.86	6	Medium
30	The principal avoids receiving personal visitors during working time.	3.41	0.88	8	Medium
	<b>Total</b>	<b>3.52</b>	<b>0.57</b>		<b>Medium</b>

As it can be seen from Table (7), the total arithmetic mean of the area of control over time was (3.52) and the standard deviation was (0.57) with a medium degree, where item (25) came in the first rank with a medium degree, while item (30) came in the last rank and with a medium degree

#### b. Time planning area

*Table (8):*

*Arithmetic averages, standard deviations, and the degree of practice of the study sample estimates about the degree to which public school principals practice the area of time planning*

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
8	The principal is interested in providing alternatives in the school plans.	3.58	0.74	1	Medium
1	The principal sets the goals to be accomplished.	3.56	0.63	2	Medium
7	The Principal points out the work that wastes time.	3.56	0.78	2	Medium
4	The school principal allocates a specific time to carry out emergency work.	3.54	0.7	4	Medium
5	The Principal makes weekly and monthly plans for the completion of school work.	3.5	0.73	5	Medium
3	The principal provides an accurate description of the tasks required.	3.49	0.67	6	Medium
6	The school principal prioritizes the desired goals in proportion to the time available to achieve them.	3.48	0.74	7	Medium
2	The principal sets a ceiling for the time of receiving sudden visitors (unscheduled visits).	3.38	0.84	8	Medium

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
	<b>Total</b>	<b>3.51</b>	<b>0.54</b>		<b>Medium</b>

As it can be seen from Table (8), the total arithmetic mean of the time planning area was (3.51) and the standard deviation was (0.54), with a medium degree, where item (8) came in the first rank, with a medium degree, while item (2) came in the last rank with a medium degree.

### c. Time directing area

*Table (9):*

*Arithmetic averages, standard deviations, and practice score of the study sample estimates about the degree to which public school principals practice the area of time directing.*

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
19	The principal sets a time to perform each task.	3.7	0.67	1	High
22	The principal keeps a record of the tasks to be completed.	3.67	0.67	2	High
16	The principal simplifies the procedures for completing tasks.	3.58	0.73	3	Medium
17	The principal separates between activities that are subject to postponement and that cannot be postponed.	3.49	0.71	4	Medium
23	The principal follows up on the course of teaching according to the daily lesson program.	3.49	0.74	4	Medium
18	The principal cooperates with subordinates to complete tasks on time.	3.4	0.68	6	Medium
20	The principal explains the tasks required to avoid repeating questions about them.	3.36	0.71	7	Medium
21	The principal uses reward and punishment to urge subordinates to perform their tasks.	3.11	0.94	8	Medium
	<b>Total</b>	<b>3.48</b>	<b>0.54</b>		<b>Medium</b>

As it can be seen from Table (9), the total arithmetic mean of the time directing area was (3.48) and the standard deviation (0.54) with a medium degree, as item (19) came in the first rank, with a high degree, while item (21) came in the last rank, with a medium degree.

#### d. Time management area

**Table (10):**

*Arithmetic averages, standard deviations, and the degree of practice of the study sample estimates about the degree of time management practice by public school principals.*

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
11	The principal informs the subordinates of assignments well in advance of their due date.	3.59	0.72	1	Medium
14	The school principal schedules the required tasks so that he accomplishes a specific task in each period.	3.58	0.75	2	Medium
13	The principal focuses on completing one task at a time.	3.44	0.8	3	Medium
9	The principal delegates routine work to the school staff.	3.43	0.64	4	Medium
15	The school principal provides the needs of the subordinates to perform the tasks required of them.	3.42	0.68	5	Medium
12	The school principal accomplishes the tasks according to its priorities.	3.4	0.7	6	Medium
10	The principal devotes work time to completing school assignments.	3.36	0.69	7	Medium
	<b>Total</b>	<b>3.46</b>	<b>0.53</b>		<b>Medium</b>

As it can be seen from Table (10), the total arithmetic mean of the time management area was (3.46), the standard deviation (0.53) and with a medium degree, as item (11) came in the first rank with a medium degree, while item (10) came in the last rank, with a medium degree.

***Outcomes of the second question: “Are there statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) in the estimates of the study sample members about the degree of time management effectiveness among public school principals within the green line due to the effect of the variables (gender, academic qualification, years of experience, and job title)?”***

To answer this question, the arithmetic means and standard deviations of the responses of the study sample members to the questionnaire measuring the effectiveness of time management were calculated according to the variables of gender, academic qualification, years of experience, and job title. Table (11) shows this.

**Table (11):**

*Arithmetic averages, and standard deviations, of the responses of the study sample members to the questionnaire measuring the effectiveness of time management according to the intermediate variables.*

Area	Variable	Variable levels	Arithmetic average	Standard deviation
Time Planning	Gender	Male	3.55	0.49
		Female	3.5	0.55
	Academic qualification	Bachelor and Less	3.62	0.46
		Postgraduate	3.48	0.55
	Experience	10 years or less	3.58	0.48
		More than 10 years	3.48	0.56
	Job title	Teacher	3.49	0.56
		Principal	3.68	0.31
Time management	Gender	Male	3.51	0.57
		Female	3.44	0.52
	Academic qualification	Bachelor and Less	3.49	0.48
		Postgraduate	3.45	0.54
	Experience	10 years or less	3.46	0.55
		More than 10 years	3.46	0.52
	Job title	Teacher	3.43	0.54
		Principal	3.65	0.43
Time directing	Gender	Male	3.54	0.53
		Female	3.46	0.54
	Academic qualification	Bachelor and Less	3.57	0.48
		Postgraduate	3.45	0.55
	Experience	10 years or less	3.53	0.54
		More than 10 years	3.45	0.54
	Job title	Teacher	3.45	0.55
		Principal	3.67	0.4
Time control	Gender	Male	3.52	0.59
		Female	3.52	0.56
	Academic qualification	Bachelor and Less	3.65	0.51
		Postgraduate	3.48	0.58
	Experience	10 years or less	3.58	0.57

Area	Variable	Variable levels	Arithmetic average	Standard deviation
	Job title	More than 10 years	3.49	0.57
		Teacher	3.49	0.58
		Principal	3.73	0.39
Total	Gender	Male	3.53	0.51
		Female	3.48	0.5
	Academic qualification	Bachelor and Less	3.58	0.45
		Postgraduate	3.47	0.52
	Experience	10 years or less	3.54	0.5
		More than 10 years	3.47	0.5
	Job title	Teacher	3.47	0.52
		Principal	3.68	0.35

It is noticed from Table (11) that there are apparent differences in the arithmetic averages of the areas of time planning, time management, and time directing according to the gender variable, and in the areas of time planning, time directing, and time control according to the experience variable, and in all areas according to the job title and academic qualification variables.

To determine the statistical significance of the differences in the four areas (linear structure), (Four-way MANOVA) was used, using (Hotelling's Trace) test, and table (12) shows this.

**Table (12):**

***The results of (Hotelling's Trace) test of the effect of intermediate variables on the responses of the study sample members to a questionnaire measuring the effectiveness of time management in the four areas (linear structure)***

Variable	Value	F Value	Degree of freedom	Degree of freedom of error	Statistical significance
Gender	0.007	0.452	4	267	0.771
Academic qualification	0.005	0.317	4	267	0.867
Experience	0.017	1.154	4	267	0.332
Job title	0.004	0.294	4	267	0.882

As it is noted from Table (12), the results of the Hotelling's Trace test showed that there was no statistically significant effect on the responses of the study sample members to the time management questionnaire in the four areas (linear structure), according to the variables of gender, academic qualification, experience, and job title.

To determine the statistical significance of the differences in the four areas, separately, follow-up ANOVAs: Univariate Analysis was used, and Table (13) shows this.

**Table (13):**

***The results of the four-way analysis of variance for the areas of the time management measurement questionnaire, separately according to the intermediate variables***

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	Time Planning	0.302	1	0.302	1.072	0.301	0.004
	Time management	0.386	1	0.386	1.408	0.236	0.005
	Time directing	0.357	1	0.357	1.285	0.258	0.005
	Time control	0.541	1	0.541	1.73	0.19	0.006
Academic qualification	Time Planning	0.083	1	0.083	0.294	0.588	0.001
	Time management	0	1	0	0.001	0.973	0
	Time directing	0.026	1	0.026	0.093	0.761	0
	Time control	0.001	1	0.001	0.002	0.967	0
Experience	Time Planning	0.162	1	0.162	0.576	0.449	0.002
	Time management	0.838	1	0.838	3.054	0.082	0.011
	Time directing	0.367	1	0.367	1.319	0.252	0.005
	Time control	0.204	1	0.204	0.652	0.42	0.002
Job title	Time Planning	0.047	1	0.047	0.167	0.683	0.001
	Time management	0.005	1	0.005	0.02	0.888	0

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
	Time directing	0	1	0	0.001	0.971	0
	Time control	0.011	1	0.011	0.036	0.849	0
Error	Time Planning	75.971	270	0.281			
	Time management	74.041	270	0.274			
	Time directing	75.089	270	0.278			
	Time control	84.457	270	0.313			
Total	Time Planning	3581.156	284				
	Time management	3478.776	284				
	Time directing	3514.578	284				
	Time control	3611.703	284				

Table (13) shows that there is no statistically significant difference between the two arithmetic averages of the responses of the study sample in the areas: planning time, organizing time, directing time, and controlling time, separately, according to the variables of gender, academic qualification, experience, and job title.

To determine the statistical significance of the differences in the four areas combined (overall), four-way ANOVA was used. Table (14) shows this.

**Table (14):**

***The results of the four-way ANOVA of the responses of the study sample members to the questionnaire measuring time management in the four areas combined (overall)***

Source	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	0.392	1	0.392	1.596	0.208	0.006
Academic qualification	0.014	1	0.014	0.056	0.813	0



Source	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Experience	0.34	1	0.34	1.385	0.24	0.005
Job title	0	1	0	0.001	0.973	0
Error	66.331	270	0.246			
<b>Overall</b>	<b>3536.862</b>	<b>284</b>				

Table (14) shows that there are no statistically significant differences between the arithmetic averages of the responses of the study sample in the four areas of time management (combined) according to the variables of gender, academic qualification, experience, and job title.

***Outcomes of the third question: “What is the level of teachers’ motivation in public schools within the Green Line from the point of view of principals and teachers?”***

To answer this question, the arithmetic averages, and standard deviations, were calculated for the level of teachers’ motivation in the three areas (excellence of performance, ambition and perseverance, and competitiveness). Table (15) shows this.

***Table (15):***

***Arithmetic averages, standard deviations, and practice level of the study sample estimates about the level of teachers’ motivation in the three areas.***

Area	Arithmetic average	Standard deviation	Rank	Level
Excellence in performance	3.56	0.5	1	Medium
Ambition and perseverance	3.52	0.53	2	Medium
Competitiveness	3.49	0.54	3	Medium
<b>Overall</b>	<b>3.52</b>	<b>0.5</b>		<b>Medium</b>

As it can be seen from Table (15), the area of excellence of performance came in the first rank, with a medium level, the area of ambition and perseverance came in the second rank, with a medium level, and the area of competitiveness came in the third rank, with a medium level. The arithmetic mean of the study sample estimates for the areas of teachers' motivation level was (3.52), the standard deviation was (0.50), and with a medium level.

The arithmetic averages, standard deviations, and the level of teachers’ motivation were calculated on the items for each area separately. Tables (16-18) show this.

**a. Excellence in performance**

***Table (16):***

***Arithmetic averages, standard deviations, and the level of practice of the study sample estimates about the level of excellence in performance among teachers***

No.	Item	Arithmetic average	Standard deviation	Rank	Level
19	The teacher understands his professional responsibility and seeks to develop it.	3.62	0.54	1	Medium
12	The teacher adheres to working hours.	3.61	0.57	2	Medium
14	The teacher takes into account the opinions and observations of officials about his work.	3.58	0.56	3	Medium
15	The teacher seeks to create a suitable pedagogical environment for learners.	3.58	0.57	3	Medium
13	The teacher seeks to evaluate himself and his achievements.	3.55	0.58	5	Medium
17	The teacher seeks to share experiences with others.	3.54	0.59	6	Medium
18	The teacher is keen to participate in various activities.	3.52	0.57	7	Medium
16	The teacher stays up to date with the latest global developments in his area of specialization.	3.52	0.62	7	Medium
	<b>Total</b>	<b>3.56</b>	<b>0.5</b>		<b>Medium</b>

As it can be seen from Table (16), the total arithmetic mean of the area of excellence in performance was (3.56), the standard deviation (0.50), with a medium level, where item (19) came in the first rank, and with a medium level, while item (16) came in the last rank, with a medium level.

#### b. Ambition and perseverance

*Table (17):*

*Arithmetic averages, standard deviations, and level of practice of the study sample estimates about the level of ambition and persistence of teachers*

No.	Item	Arithmetic average	Standard deviation	Rank	Level
1	The teacher completes the work required of him on time.	3.57	0.56	1	Medium
2	The teacher challenges the work difficulties he faces.	3.55	0.59	2	Medium
5	The teacher sets future plans for himself and seeks to achieve them.	3.52	0.6	3	Medium
4	The teacher searches for alternatives to compensate for his failure to achieve one of his goals.	3.5	0.6	4	Medium

No.	Item	Arithmetic average	Standard deviation	Rank	Level
3	The teacher plans for new achievements in his work.	3.48	0.64	5	Medium
	<b>Total</b>	<b>3.52</b>	<b>0.53</b>		<b>Medium</b>

As it can be seen from Table (17), the total arithmetic mean of the area of ambition and perseverance was (3.52), the standard deviation was (0.53), and with a medium level, where item (1) came in the first rank, with a medium level, while item (3) came in the last rank, and with a medium level.

### c. Competitiveness area

**Table (18):**

*Arithmetic averages, standard deviations, and practice level of the study sample's estimates about the level of competitiveness of teachers*

No.	Item	Arithmetic average	Standard deviation	Rank	Level
9	The teacher is keen to succeed in everything he does.	3.61	0.54	1	Medium
7	The teacher strives to surpass his previous achievements.	3.52	0.62	2	Medium
8	The teacher strives to invent new ways to perform his work.	3.49	0.62	3	Medium
11	The teacher plans his work every day.	3.48	0.61	4	Medium
10	The teacher looks for new challenges in his work.	3.44	0.62	5	Medium
6	The teacher chooses works that are challenging and competitive.	3.39	0.69	6	Medium
	<b>Total</b>	<b>3.49</b>	<b>0.54</b>		<b>Medium</b>

As it can be seen from Table (18), the total arithmetic mean of the area of competitiveness for teachers was (3.49), the standard deviation was (0.54), and with a medium level, where item (9) came in the first rank, and with a medium level, while item (6) came in last rank, and with a medium level.

**Outcomes of the fourth question: “Are there statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) in the estimates of the study sample members about the level of teachers’ motivation in public schools within the green line due to the effect of the variables (gender, academic qualification, years of experience, and job title)?”**

To answer this question, the arithmetic means and standard deviations of the responses of the study sample members to the questionnaire measuring motivation in the three areas, individually and collectively (total), were calculated according to the variables of gender, academic qualification, years of experience, and job title. Table (19) shows this.

**Table (19):**

*Arithmetic averages, and standard deviations, of the responses of the study sample members to the questionnaire measuring motivation in the three areas individually and collectively (total), according to the intermediate variables.*

Area	Variable	Variable levels	Arithmetic average	Standard deviation
Ambition and perseverance	Gender	Male	3.46	0.54
		Female	3.54	0.53
	Academic qualification	Bachelor and Less	3.39	0.56
		Postgraduate	3.56	0.52
	Experience	10 years or less	3.5	0.53
		More than 10 years	3.54	0.53
	Job title	Teacher	3.54	0.54
		Principal	3.52	0.51
Competitiveness	Gender	Male	3.41	0.51
		Female	3.51	0.55
	Academic qualification	Bachelor and Less	3.36	0.59
		Postgraduate	3.52	0.52
	Experience	10 years or less	3.46	0.56
		More than 10 years	3.5	0.53
	Job title	Teacher	3.5	0.54
		Principal	3.42	0.54
Excellence in performance	Gender	Male	3.46	0.48
		Female	3.59	0.51
	Academic qualification	Bachelor and Less	3.47	0.58
		Postgraduate	3.59	0.48
	Experience	10 years or less	3.53	0.51
		More than 10 years	3.58	0.5
	Job title	Teacher	3.57	0.51
		Principal	3.52	0.49
Total	Gender	Male	3.45	0.48
		Female	3.55	0.51

Area	Variable	Variable levels	Arithmetic average	Standard deviation
	Academic qualification	Bachelor and Less	3.41	0.57
		Postgraduate	3.56	0.48
	Experience	10 years or less	3.5	0.52
		More than 10 years	3.55	0.49
	Job title	Teacher	3.53	0.5
		Principal	3.49	0.48

It is noticed from Table (19) that there are apparent differences in the arithmetic averages of the responses of the study sample members about the areas of motivation according to the variables of gender, academic qualification, experience, and job title.

To determine the statistical significance of the differences in the three areas (linear structure), a four-way MANOVA was used, using the Hotelling's Trace test. Table (20) shows this.

**Table (20):**

***The results of (Hotelling's Trace) test of the effect of intermediate variables on the responses of the study sample members to the questionnaire measuring motivation in the three areas (linear structure)***

Variable	Value	F Value	Degree of freedom	Degree of freedom of error	Statistical significance	ETA Square
Gender	0.05	4.444	3	268	0.005	0.047
Academic qualification	0.004	0.358	3	268	0.783	0.004
Experience	0.013	1.161	3	268	0.325	0.013
Job title	0.011	1.007	3	268	0.39	0.011

The results of the (Hotelling's Trace) test showed that there was a statistically significant effect due to the variable of gender, and the absence of a statistically significant effect due to the variables of academic qualification, experience, and job title.

To determine the statistical significance of the differences in the three areas, separately, follow-up ANONVAs: Univariate Analysis was used. Table (21) shows this.

**Table (21):**

***The results of the four-way ANONVA for the areas of the questionnaire measuring motivation separately (individually), according to the intermediate variables***

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	Ambition and perseverance	0.178	1	0.178	0.638	0.425	0.002
	Competitiveness	1.557	1	1.557	5.532	0.019	0.02
	Excellence in performance	0.542	1	0.542	2.163	0.143	0.008
Academic qualification	Ambition and perseverance	0.005	1	0.005	0.019	0.89	0
	Competitiveness	0.002	1	0.002	0.006	0.938	0
	Excellence in performance	0.077	1	0.077	0.307	0.58	0.001
Experience	Ambition and perseverance	0.04	1	0.04	0.144	0.705	0.001
	Competitiveness	0.048	1	0.048	0.172	0.679	0.001
	Excellence in performance	0.046	1	0.046	0.182	0.67	0.001
Job title	Ambition and perseverance	0.228	1	0.228	0.815	0.367	0.003
	Competitiveness	0.004	1	0.004	0.015	0.903	0
	Excellence in performance	0.068	1	0.068	0.274	0.601	0.001
Error	Ambition and perseverance	75.486	270	0.28			
	Competitiveness	75.986	270	0.281			
	Excellence in performance	67.621	270	0.25			
Total	Ambition and perseverance	3607.12	284				
	Competitiveness	3534.694	284				
	Excellence in performance	3680.922	284				

Table (21) shows that there is a statistically significant difference according to the gender variable in favor of females, and there are no statistically significant differences according to the variables of academic qualification, experience, and job title.

To determine the statistical significance of the differences in the three areas combined (overall), four-way ANOVA was used. Table (22) shows this.

**Table (22):**

***The results of the four-way ANOVA to compare the arithmetic averages of the responses of the study sample members to the questionnaire measuring motivation in the three areas combined (overall)***

Source	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	0.664	1	0.664	2.704	0.101	0.01
Academic qualification	0.022	1	0.022	0.09	0.764	0
Experience	0.011	1	0.011	0.046	0.83	0
Job title	0.066	1	0.066	0.267	0.606	0.001
Error	66.334	270	0.246			
<b>Overall</b>	<b>3608.654</b>	<b>284</b>				

The results related to Table (22) showed that there were no statistically significant differences between the arithmetic averages of the responses of the study sample in the three areas of motivation, according to the variables of gender, academic qualification, experience, and job title.

***Outcomes of the fifth question: "Is there a statistically significant correlation between the degree of time management effectiveness among public school principals within the green line and the level of teachers' motivation in those schools?"***

To answer this question, Pearson's correlation coefficients were extracted between the degree of time management effectiveness among public school principals within the green line and the level of teachers' motivation in those schools, and table (23) shows this.

**Table (23):**

***Pearson's correlation coefficients between the degree of time management effectiveness among public school principals within the green line and the level of teachers' motivation***

Time Management Areas	Areas of motivation			Total (motivation)
	Ambition and perseverance	Competitiveness	Excellence in performance	
Time Planning	.252**	.316**	.272**	.294**
Time management	.369**	.357**	.356**	.376**
Time directing	.365**	.362**	.324**	.362**



Time Management Areas	Areas of motivation			Total (motivation)
	Ambition and perseverance	Competitiveness	Excellence in performance	
Time control	.343**	.337**	.306**	.340**
Time Management (Total)	.357**	.369**	.338**	.368**

\*\* Significant at the level ( $P < 0.01$ ).

The results related to Table (14) showed that there is a positive and statistically significant correlation between the degree of time management effectiveness among public school principals within the green line and the level of teachers' motivation in all areas.

**Outcomes of the sixth question: “What are the development proposals that principals and teachers offer about improving the level of time management among principals and increasing the motivation of teachers?”**

To answer this question, the interviews that were conducted with (20) principals of public schools within the green Line, which investigated their proposals to develop the degree of time management effectiveness among public school principals within the Green Line, and to increase the motivation of teachers, were analyzed, and the frequencies and percentages were recorded, and then the proposals were categorized into the following categories:

**First: Proposals related to the development of time management among principals:**

- **Arranging tasks according to their priorities:** This proposal was referred to by (18) participants, with a percentage of (90%) of the participants, as one of the principals said: *"The goals and their priorities should be arranged in line with the time available to achieve them."* Another proposed, *"The principal should complete the tasks according to their priorities, devote work time to completing school tasks, and not be concerned with personal interests."* One of the teachers said: *"Always arrange the tasks, the point here is to divide them and put them in a schedule, not to walk randomly."*
- **Developing a daily plan to complete the work:** 17 participants referred to this proposal, at a rate of (85%), as one of the principals indicated this by saying: *"Planning is an essential cornerstone of time management skills, as it is essential for charting the course of your day, meeting dates, and other miscellaneous tasks."* One of the teachers said: *"It is difficult to start your business, while you do not know where to start and what to do, a daily plan of work is necessary."*
- **Determining time limits for performing tasks:** This proposal was indicated by (16) participants, at a rate of (80%), where one of the principals said: *"The principal must set time periods for work, and not exceed them, especially the time of receiving sudden visitors."* One teacher said, *"The most important thing is that a task doesn't take longer than it's worth."*
- **Use of technology:** (16) participants spoke about this proposal, at a rate of (80%), where one of the principals said: *"Using computers and mobile phones to accomplish tasks helped us a lot, especially with regard to communication between school staff and*

*exchanging information, as communication processes used to consume a lot of time, and now we use that time to accomplish other tasks.” One of the teachers said: “Using technological tools such as computers, and providing them according to the teachers’ needs, plays a major role in organizing tasks and speeding them up.”*

- **Delegation and division of tasks:** 15 participants spoke about this proposal, at a rate of (75%), as one of the principals said: *“It is appropriate to divide the tasks into smaller tasks, so that they can be accomplished by more than one individual, and thus reduce the time required to complete them.”* Another principal said, *“Big tasks can be broken down into smaller tasks, with a specific time span, and then built together like Lego pieces until the task is completed.”* A teacher said, *“There are many teachers who possess administrative skills in addition to teaching skills, and they can be delegated to complete part of the administrative tasks, each according to his specialization.”*
- **Defining goals:** 15 participants referred to this proposal, at a rate of (75%), where one of the participants said: *“The first steps to reach the goal is to define it, then find out the way to it, and nothing can be achieved by looking at the top of the pyramid, but by analyzing and dismantling it to find out the ways to achieve it”*. A teacher said: *“The school principal should clarify the tasks required to avoid repeating questions about them, and cooperate with teachers so that they can complete them on time.”* Another pointed out by saying: *“Assessing and prioritizing responsibilities and tasks is a necessary skill for successful time management, for example, one can finish the short quick tasks first and then move on to the longer ones, or finish the simple and then the more complex, or the urgent tasks before the future.”*
- **The need for a certain level of firmness on the part of principals:** 9 teachers spoke about this proposal (45%) of the total number of participants, while no principal mentioned it. One of the teachers said: *“Some principals avoid saying ‘no’ to visitors, which affects the task they are supposed to get done.”* Another teacher said: *“Some principals use their job position as a way to build relationships that are in their self-interest, which is a waste of time and negatively affects the level of achievement.”*

## **Second: Proposals related to improving teachers' motivation:**

- **Fiscal and moral incentives:** This proposal was referred to by (17) participants, with a percentage of (85%) of those interviewed, where one of them indicated this by saying: *“The level of teachers’ motivation can be improved by providing fiscal and moral incentives to teachers, because teachers' salaries are small compared to Others who have the same qualifications and work in other fields, although the teacher in the school teaches, follows up on students (shift), solves students’ problems, etc., and at home prepares for lessons, corrects exam papers, and other things, while workers in other areas do specific work, and within official working hours only, and yet their salaries are higher than the salaries of teachers.”*
- **Job advancement:** This proposal was referred to by (15) participants, and by (75%) of those who were interviewed, where one of them indicated this by saying: *“We can improve the level of teachers’ motivation by providing more opportunities for job advancement, because job progression for teachers is very slow; many teachers do not have the opportunity for job advancement so that they retire from service while still working as*

*teachers, not to mention that some teachers become colleagues with teachers who taught them in the early grades, and yet they do the same work and tasks as new teachers.”*

- **Improving the work environment:** This proposal was referred to (15) participants, 75% of the interviewees, where one of them indicated: *“Providing the appropriate school environment, which is cleanliness and a large area for the teacher to perform his work in a comfortable way are factors that improve teacher motivation to work”*. Another participant added: *“To be lenient in dealing with the teacher, because the teacher is a human being with circumstances that may not allow him to do his work as required sometimes, and exaggeration in control and laws puts psychological pressure on him, and may push him to violate them as a kind of challenge, in an expression of frustration.”*
- **Reducing the teaching load:** This proposal was referred to (13) participants, (65%) of those who were interviewed, as one of them indicated this by saying: *“The teacher’s motivation can be improved if the burdens placed on him are compatible with his ability, but in reality, the teacher is often assigned additional burdens, for example, sometimes the teacher is assigned to teach a subject outside his specialization, and sometimes he is assigned to administrative work in addition to his teaching burden, and these things all limit the teacher’s motivation”*.

#### **CHAPTER FOUR** **RECOMMENDATIONS AND OUTCOMES DISCUSSION**

***Outcomes discussion of the first question: “What is the degree of effectiveness of time management among public school principals within the Green Line from the point of view of principals and teachers?”***

The results of this question showed that the estimations of the area of time control came in the first rank, the time planning area came in the second rank, the time directing area came in the third rank, and the time management area came in the fourth rank. The estimates for the four areas were medium.

The researcher attributes this result to the principals’ interest in managing time in their schools, but schools are governed by specific dates set by the Ministry, such as exam dates, vacation dates, start and end dates of the school year, and others, and since school principals are responsible for accomplishing these tasks on schedule, we find that they are very governed by managing time in general, and controlling it in particular, according to what the Ministry decides, so that the school can accomplish its tasks on the scheduled times. Also, many school principals may not have the ability, and they do not have the competencies to manage time, in addition to the fact that the completion of tasks requires the commitment of school staff to working hours, and not being absent except for necessity; therefore, the principals are keen to follow up the working hours of the workers in their schools to ensure that the tasks are achieved and completed on time. They also follow up on giving the lessons on time according to the lessons schedule, and make sure that the exams are taken on the scheduled dates. Hence, the estimates came to a medium degree because the principals do not have complete freedom in this area. As for the coming of the area of time management in the last rank, it is not possible to underestimate the principals’ interest in it, as it came to a medium degree as well, which

highlights the principals' interest in it, to organize the workflow and ensure the completion of tasks in the hoped-for manner and on time, and they are also bound by deadlines specified in advance by the Ministry.

The researcher provides a discussion of the results of this question according to the order of its areas, as follows:

#### **a. Time control area**

The results showed that the study sample estimates about the degree to which public school principals practice the area of time control came to a medium degree, as item (25) came in the first rank and a medium degree, while item (30) came in the last rank and a medium degree.

The researcher attributes this result to the fact that the achievement should be commensurate with the time spent on it. The longer the time limit given to employees to complete a particular task, the greater the expectations that it will be accomplished in the best way, and since principals are aware of this aspect, so they compare the performance performed and the time allotted and spent on it, so that they can evaluate subordinates on the one hand, and benefit from that comparison when making plans for the next time, on the other hand, in addition to what enables them to prevent inaction among some workers. As for the coming of item (30) in the last rank, the researcher attributes it to the principals' awareness of the disadvantages of personal visits, and their negative effects on work, which may hinder it greatly, up to preventing its realization completely, as a personal visit to a teacher may prevent him from going to his class, create chaos among students, cause confusion for the principal, and may lead to students involved in the lecture dropping out. Also, the personal visit of the principal prevents him from following up on the work progress in the school, which negatively affects the course of the entire school day. However, principals cannot prevent it completely, because it may be forced by his family or the teacher's family, in addition to the difficulty of that prevention from humanitarian and social aspects in some cases, especially in Arab societies.

#### **b. Time planning area**

The results showed that the study sample estimates about the degree of public school principals' practice of time planning came to a medium degree, as item (8) came in the first rank, and with a medium degree, while item (2) came in the last rank and with a medium degree as well.

The researcher attributes this result to the principals' keenness on the success of the plans they set for the conduct of the educational process in their schools, and their complete completion on time, and to overcome what might hinder the functioning of the school plan. Here, the principal's efficiency in planning and managing time emerges, as principals provide alternatives, and develop an emergency plan, in order to ensure the success of the educational process and continuity of work, in order to achieve the desired goals. As for the coming of item (2) in the last rank, the researcher attributes it to the principals' awareness of what sudden visits by visitors, whether official or unofficial, cause obstruction to the workflow, and its impact on

it, as sudden visits take the time of the principal and workers, and limit their ability to complete assignments on time, which puts pressure on school staff in general.

### **c. Time directing area**

The results showed that the estimates of the study sample about the degree of public school principals' practice of the area of time directing came in degrees from medium to high, where item (19) came in the first rank and with a high degree, while item (21) came in the last rank and with a medium degree.

The researcher attributes this result to the principals' keenness to complete school tasks on time, for fear of accountability to the higher departments in the ministry if they are not completed at the times specified by the ministry, and accountability to the community and students' parents when they fail to educate their children. They also strive to achieve the goals that the missions are set to achieve; so they direct the time carefully and attentively by allocating sufficient and specific time to perform each task. The failure to specify a time to perform the task may lead to negligence on the part of the teachers in completing it, and may lead to a failure to complete it, or to complete it unsatisfactorily. As for the coming of item (21) in the last rank, the researcher attributes this to the principals' awareness of the importance of punishment and reward in urging subordinates to perform their tasks, as punishment is an important factor in ensuring the accomplishment of tasks, especially when there are some workers who are negligent and slack in completing their tasks, or delaying them to the end of the specified period for their completion, and they may accomplish them unsatisfactorily. The reward is also a motivating factor for employees, and pushes the laggards to imitate those who received the reward.

### **d. Time management area**

The results showed that the study sample's estimates about the degree of public school principals' practice of the area of time management came with a medium degree, as item (11) came in the first rank and a medium degree, while item (10) came in the last rank and a medium degree.

The researcher attributes this result to the principals' awareness of the need to prepare workers and inform them of the tasks before their due date in sufficient time to prepare themselves psychologically, and prepare the necessary means, tools and plans that enable them to complete the tasks entrusted to them in the shortest time and to the fullest extent, but principals may not be able to do this sometimes, because there are many emergency tasks that may occur, or the ministry requests them urgently, without there being enough time to complete them as required, which exhausts workers, constitutes a source of anxiety and inconvenience to them, limits their ability to accomplish the required task, hinders them in accomplishing their basic tasks, and in adhering to the established plans and dates set in them, and confuses principals in organizing time. As for the coming of item (10) in the last rank, the researcher attributes it to the fact that the school tasks entrusted to principals and teachers are many, and the principal cannot devote the entire work time to accomplishing school tasks, because there are many emergency tasks, problems that arise, and sudden visits, whether official visits by educational supervisors, official delegations, or informal visits by parents, are all matters that



the principal cannot ignore, and all of them reduce his ability to devote working hours to academic tasks. Teachers also cannot perform all school tasks at work time, as many of their work and tasks accompany them to their homes, such as correcting exams, setting study plans, and others. Therefore, this item came with a medium degree according to the estimates of the study sample.

***Outcomes discussion of the second question: “Are there statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) in the estimates of the study sample members about the degree of time management effectiveness among public school principals within the green line due to the effect of the variables (gender, academic qualification, years of experience, and job title)?”***

The results related to this question showed that there were no statistically significant differences between the arithmetic averages of the responses of the study sample in the four areas of time management, due to the effect of the variables of gender, academic qualification, experience, and job title.

The researcher attributes this to the fact that principals and teachers of different categories have the same interests, awareness, and keenness to manage time, as they are governed by the same instructions, plans and appointments issued by the ministry, and are exposed to the same problems and obstacles. They also seek to achieve common goals, so there were no differences in their estimates about the degree of effectiveness of time management in any of the areas according to their different categories.

***Outcomes discussion of the third question: “What is the level of teachers’ motivation in public schools within the Green Line from the point of view of principals and teachers?”***

To answer this question, the arithmetic means, and standard deviations, of the level of teachers’ motivation in the three areas (excellence of performance, ambition and perseverance, and competitiveness) were calculated. The estimates for the three areas came at a medium level.

The researcher attributes this result to the fact that if teachers have motivation, it will appear in all areas, and it cannot be or be absent in one area without being reflected in the rest of the areas. Therefore, estimates were all around the same level.

The researcher provides a presentation to discuss the results of this question according to the order of its areas, as follows:

#### **a. Excellence in performance**

The results showed that the study sample estimates about the level of excellence in performance among teachers came at a level of medium, where item (19) came in the first rank and a medium level, while item (16) came in the last rank and a medium level.

The researcher attributes this result to the teachers’ awareness of their professional responsibility, and therefore they are keen to develop it, in an effort to promote and advance in their jobs, because their excellence in their performance is the most important component of career advancement for them, as their quest for this advancement and development in their job stems from their hopes to improve their social levels, and their fiscal income to provide the necessities for a decent life for their families. As for the coming of item (16) in the last rank,

the researcher attributes it to the weakness of incentives, and the large number of family and social preoccupations and obligations that take up a lot of their time and efforts.

### **b. Ambition and perseverance**

The results showed that the estimates of the study sample about the level of ambition and perseverance among teachers came at a medium level, where item (1) came in the first rank, with a medium level, while item (3) came in the last rank, with a medium level.

The researcher attributes this result to the fact that if a person has ambition and perseverance, this will be reflected in his willingness to complete the tasks required of him, and vice versa, if his ambition declines, this will lead him to slow down and fail to accomplish his tasks. It is no secret that the teaching profession is difficult, and teachers in the Arab sector - and perhaps in most countries as well - do not have enough ambition due to the lack of incentives that push them to do so, as teachers' wage rates are lower than those in other professions that require the same academic qualifications. Also, family burdens push many of them to search for another job that provides them with additional fiscal income that contributes to providing the requirements of a decent life, in addition to the social view that does not live up to the teacher's ambition, all of this and other things make the teachers' ambition and perseverance below the required level, which made the study sample estimates for these areas average and not high. As for the advent of item (3) in the last rank, the researcher attributes it to the large number of requirements and tasks required of the teacher to be completed in a limited and specific time, in addition to the lack of motivation, whether fiscal or moral, and family and social obligations that make the teacher not interested in new achievements in his work, and satisfied with accomplishing only what is required of him.

### **c. Competitiveness area**

The results showed that the study sample estimates about the level of competitiveness of teachers came with a medium level, where item (9) came in the first rank and with a medium level, while item (6) came in the last rank and with a medium level.

The researcher attributes this result to the fact that teachers are qualified, have the necessary competencies, and are able to accomplish all the tasks that are required of them related to their work, and that the tasks and work undertaken by teachers do not bear failure, and teachers are aware of the size of the responsibility entrusted to them in raising and educating the children of their community, and they also have a moral and patriotic sense to assume those responsibilities, and their competition in this area is nothing but a positive competition driven by their affiliation, and this is what makes them eager to succeed in everything they do, and make their level of appreciation for this item great. As for the coming of item (6) in the last rank, it can be attributed to the fact that the challenge and competition require great effort and a long time, which many of them do not have, due to the large number of burdens and responsibilities placed on their shoulders.

***Outcomes discussion of the fourth question: “Are there statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) in the estimates of the study sample members about the level of teachers’ motivation in public schools within the green line due to the effect of the variables (gender, academic qualification, years of experience, and job title)?”***

The results related to this question showed that there were no statistically significant differences between the arithmetic averages of the responses of the study sample in the three areas of motivation, according to the variables of gender, academic qualification, experience, and job title.

The researcher attributes this result to the fact that principals and teachers of different categories are exposed to the same problems, have the same ambitions, and are required to have the same tasks and duties; because the incentives offered by the Ministry apply to everyone without discrimination, and the burdens that teachers bear are the same as the burdens borne by everyone, therefore, there were no differences in their estimates according to the different categories.

***Outcomes discussion of the fifth question: “Is there a statistically significant correlation between the degree of time management effectiveness among public school principals within the green line and the level of teachers’ motivation in those schools?”***

The results related to this question showed the following:

- The area of time planning has a positive, statistically significant correlation with ambition, perseverance, competitiveness, excellence of performance, and overall; this indicates that the level of teachers’ motivation increases with the increase in the level of planning time of principals.

The researcher attributes this result to the fact that time planning avoids teachers getting lost, and urges them to hurry up to complete their tasks on time; because the teacher works on perseverance, and is keen to perform his task on time, to ensure the achievement of his goals, and to avoid himself from being held accountable. It also - time planning - increases the positive competition among teachers in the speed of achieving the goals they set, especially those related to completing the course, increasing students' achievement, and improving their reputation before students and in front of the community, in addition to the impact of time planning in helping teachers to excel in their performance through their ability to complete tasks, participate in extracurricular activities, provide advice, and exchange experiences with other teachers.

- The area of time management has a positive, statistically significant correlation with ambition, perseverance, competitiveness, excellence of performance, and overall; this indicates that the level of teachers’ motivation increases with the increase in the level of time management of principals.

The researcher attributes this result to the impact of time management on teachers’ ability to be creative and distinguished when completing the task, as ensuring sufficient time for the teacher to complete his task would prompt the teacher to try to accomplish it to the fullest by preparing its requirements, studying ways to succeed, and choosing the most effective way to perform it. It also facilitates the exchange of experiences between teachers, and ensures that the principal helps facilitate its achievement by focusing on that task and giving it priority, and all this increases the teachers’ ambition and perseverance, so that their ideas are not scattered, and they unite their efforts to accomplish the required task.



- The time directing area has a statistically significant positive correlation with ambition, perseverance, competitiveness, excellence of performance, and overall; this indicates that the teachers' level of motivation increases with the increase in the time management level of the principals.

The researcher attributes this result to the fact that the principal's setting a time to perform each task, and keeping a record of the tasks to be accomplished, has a significant impact in facilitating the completion of tasks, and consequently the teachers' motivation towards their completion and cooperation in that; because the tasks in this case are not improvised, but rather are studied from all sides, and the school principal's use of reward and punishment to urge subordinates to perform their tasks pushes teachers towards the achievement of reward, through cooperation and improvement of performance, and competition in that.

- The area of time control has a positive, statistically significant correlation with ambition, perseverance, competitiveness, excellence in performance, and overall, and this indicates that the level of teachers' motivation increases with the increase in the level of time control among principals.

The researcher attributes this result to the fact that the principal's control over time contributes to the teachers' commitment to the set times to complete the tasks; By comparing the school principal's performance with the time allotted to it, he will be able to evaluate teachers according to their performance, which will push them to persevere and compete in completing tasks as quickly and as fully as possible. The use of technological means makes the task completion process faster and easier for teachers, which generates motivation towards creativity and excellence in their performance, and increases their ambition and perseverance to learn everything new.

***Outcomes discussion of the sixth question: "What are the development proposals that principals and teachers offer about improving the level of time management among principals and increasing the motivation of teachers?"***

To answer this question, the frequencies and percentages of the axes included in the participants' answers were calculated. After analyzing the results of the interviews, it was found that the proposals of principals and teachers came as follows:

#### **First: Proposals related to the development of time management among principals:**

The proposals related to the development of time management of principals focused on seven categories, namely arranging tasks according to their priorities, setting a daily plan to complete the work, setting time limits for performing tasks, using technology, delegating and dividing tasks, setting goals, and having a certain level of firmness among principals.

The researcher attributes these results to the principals' awareness of the importance of planning in managing time, as planning has a significant impact on setting goals and priorities, and thus working in a way that ensures their achievement of clarity of vision and setting goals, and thus reducing hasty arbitrary decision-making, which provides security, comfort and psychological satisfaction. Planning also plays a role in reducing expected risks, and the

principal and teachers avoiding surprises that may arise; when developing plans, principals usually study the potential problems that may encounter the progress of work, and the obstacles that hinder it, and therefore they develop solutions and means of implementation to control those obstacles. Planning also ensures the identification of available resources and capabilities, and the optimal use of them in order to achieve priorities and conform to the needs, and enables the principal to see the overall and integrated picture of his situation, which makes it easier for him to evaluate his performance and that of his subordinates in terms of positive results that lead to further development, or negative results that lead to studying ways of improvement and treatment in the area of time management.

The researcher also attributes the results to the participants' awareness of the importance of time management. It is known that one of the most important factors of failure to complete tasks is the lack of proper organization and use of time, which causes the person to lose the ability to focus, reduces his productivity, and delays the achievement of his goals; This is due to not giving enough time to complete all the work; Organizing and arranging time helps a person to accomplish all tasks, or at least most of them, without losing sight of any of them, by slowing down and giving each task its due without being preoccupied with another task, because he realizes that each task has a specific time and its role will come in the achievement. The organization of time also ensures obtaining better results, as the arrangement always provides better results than the results presented by randomness, and it inspires in the person a feeling of happiness and optimism, and gives him a sense of strength, by preventing the accumulation of things and tasks that infuse the person with negative energy, and works to frustrate him.

The results may also be attributed to the awareness of the study sample members of the importance of setting goals; Setting goals helps employees focus on the things they have accomplished in their work, so when the principal sets his goals, he must focus well on what he wants to achieve and what he aspires to reach, but if he sets goals without focusing, he will find himself wasting his time and the time of school staff on unimportant matters. Also, setting goals enhances the self-confidence of the director, and of the teachers working in the school, as efforts are focused on achieving the set goal, which is reflected in the work and increase its effectiveness, as well as increasing the capacity for endurance and self-discipline, and thus developing their organizational skill, and their ability to overcome obstacles and challenges that impede reaching that goal by developing appropriate strategies to achieve it.

The results may also be attributed to a general awareness among principals of the importance of setting priorities as a key factor in time management, as setting and identifying priorities avoids school chaos, and contributes to overcoming obstacles that may stand in the way of success. It also ensures that workers focus on the speed of completion within the specified time for fear of delay, and thus the inability to achieve the goal.

### **Second: Proposals related to improving teachers' motivation:**

Proposals related to improving teachers' motivation centered on four categories, namely fiscal and moral incentives, career advancement, improving the work environment, and reducing the study load.

The researcher attributes the emergence of these proposals as a result of the awareness of the study sample members of the importance of incentives in increasing motivation, because what justifies work is reinforcement or punishment, and since incentives, especially fiscal incentives, are one of the reinforcers if not the most important, so the participants focus on them, and on the low salaries of teachers compared to what their counterparts get in other jobs and work sites where salaries are high, and fiscal incentives and rewards are great and numerous, despite the fact that teachers make efforts that may exceed what their peers do. The importance of moral incentives, which have a significant impact on the teacher's psyche in increasing his motivation, cannot be ignored, and may be rare, and the teacher's efforts may be underestimated and belittled, whether by educational supervisors or principals.

The researcher also attributes these proposals to the sympathy of the study sample members with teachers with experience and long service who do not have opportunities for career advancement, so that they start working as teachers and reach retirement age while they are still working as teachers, and they practice the tasks in the school as their fellow new teachers, as they are not relieved of their teaching load, and they are still monitoring students (shift). Such teachers inevitably feel frustrated, and their motivation decreases, but if a small part of a job promotion is offered so that the teacher is relieved of his teaching burden after a period of work, and he is relieved of some tasks, this will make them feel appreciated and give them greater motivation. Favoritism in selecting candidates for management tasks is a factor in low motivation, because a teacher who lacks someone to lead him to an administrative position will not be benefited by his qualifications and efficiency. Hence, the availability of justice and transparency when selecting teachers for administrative positions is a factor that increases the teacher's motivation towards professional growth and career advancement. Regarding the proposal related to increasing the opportunities for teachers to be sent to universities and institutes to obtain higher qualifications, the researcher believes that obtaining higher qualifications gives the teacher a greater opportunity for career advancement, whether in improving his teaching performance at the level of methods, information and educational aspects that enable him to serve students better, or in the possibility of obtaining a higher position, or even in improving the social outlook towards him, and since many teachers may not be able to continue studying due to their fiscal situations, the increase in scholarship opportunities at the expense of the Ministry will achieve this hope for them, and increase their motivation towards their work.

The proposals may also be attributed to the study sample members' awareness and feeling of the role that the work environment plays in improving motivation, as cleanliness, spaciousness of the place, and good conditions that comfort teachers and students such as heating and air conditioning and the availability of some of the supplies they need including devices, equipment and supplies that facilitate his work, all contribute to improving teacher motivation. Also, easing some restrictions and laws, tolerance in their application, taking into account the humanitarian aspects that a teacher can go through, and not being strict in applying penalties and regulations, are all aspects that should be taken into account by administrations to increase the teacher's motivation, reduce the psychological pressures that he may go through, and prevent him from persisting in violating laws and regulations. As for the participant who indicated that there is nothing that can increase the motivation of the teacher, the researcher

may attribute this pessimistic view to the many frustrations that the teacher is exposed to in terms of working conditions, lack of incentives, increasing family burdens, and boredom that seeps into the hearts of teachers through the length of service in the same circumstances, and other aspects that may not be far from the truth.

The proposals may also be attributed to the fact that the study sample members feel that many teachers suffer from the issue of assigning them to teach subjects that are not within their specialization, which school administrations sometimes resort to to fill the shortage in the absence of a teacher specialized in the subject, or to complete the teacher's quota of lessons, and it is not hidden how difficult the teacher faces when assigning him to teach a subject that is not his specialty, because he is ignorant of its subtleties and methods of teaching it, besides that he is not familiar with it, and here the teacher is forced to make a great effort in trying to teach that subject for fear of failure, and to avoid being exposed to a question from a student that he could not answer. Also, assigning teachers to some administrative tasks is common, especially in the event that one of the administrators is absent from the school, where the teacher makes a great effort in such a case for fear of making a mistake that may be followed by accountability, such as the error in the official books, and fiscal matters related to expenses and budget. Such additional burdens overburden the teacher, and should be eliminated until his motivation improves.

### **RECOMMENDATIONS**

In light of the results, the study recommends the following:

- Inviting principals to create a sound school environment due to its positive effects in increasing teachers' motivation.
- Develop a clear plan in schools based on time management.
- Holding training courses for principals and teachers on the importance of time management within the school.
- Giving principals greater freedom in running their schools' affairs.
- Activating the incentive system on certain bases and criteria that include discrimination and creativity in performance, encouraging and rewarding creative people through their development and appreciation in schools to increase their motivation.
- Providing moral support, improving social and fiscal situations for teachers and principals, and providing them with means of comfort so that they can devote more time to their work and school.
- Providing technological tools in schools because of their impact on facilitating tasks, increasing teachers' motivation and improving their performance.
- Conducting more studies that look at time management on other variables, such as the level of the school, for example.

## **REFERENCES**

- Abu Al-Nasr, M. (2012). *Time management: concept, rules, and skills*. Cairo: The Arab Group for Training and Publishing, Egypt.
- Al-Ghareeb, T. (2020). The prevailing leadership styles of general secondary school principals in Kuwait and the United Arab Emirates and its relationship to teachers' achievement motivation level. *Journal of the College of Education - Al-Azhar University*, 1(186), 227-277.
- Al-Mhairat, N. & Al-Bayati, A. (2018). The level of time management among school principals in Amman Governorate from the point of view of teachers. *Studies, Educational Sciences*, 45(4), 1-19.
- Al-Momani, K. (2017). The effectiveness of time management among students of the Faculty of Science at the Hashemite University and its relationship to academic achievement. *Al-Manara Journal for Research and Studies*, 23(2), 433-473.
- Al-Sakaff, S. & Ali, F. (2020). The effectiveness of time management among university students and its relationship to academic achievement. *Khalduniyah Journal of Humanities and Social Sciences*, 12(2), 20-37.
- Al-Suwaidi, T. (2018). Time management and its relationship to the leadership ability of primary school principals in Kut city center from the viewpoint of male and female assistants. *Journal of the College of Education - University of Wasit*, 1(30), 640-687.
- Ates, O. & Buluc, B. (2015). The Relationship between the Emotional Intelligence, Motivation and Organizational Commitment of Primary School Teachers. *Middle Eastern and African Journal of Educational Research*, (17), 31-49.
- Bryman, A. & Cramer, D. (1997). *Quantitative data analysis with SPSS for Windows: A guide for social scientists*. London, UK: Routledge.
- Hafner, A. & Stock, A. (2010). Time management training and perceived control of time at work. *The Journal of Psychology*, 144(5), 429-447.
- Hammadi, U. (2014). *Time management and management skills*. Al Ain: University Book House, United Arab Emirates.
- Hensley, L., Wolters, C. Won, S., & Brady, A. (2018). Academic probation, time management, and time use in a college success course. *Journal of College Reading and Learning*, 48(2), 105-123.
- Masgoni, I. & Tauriret, N. (2019). Leadership styles of primary school principals and their impact on teachers' achievement motivation. *Journal of Psychological and Educational Sciences*, 5(3), 288-305.
- Richardson, P., Karabenick, S., & Watt, H. (2014). *Teacher Motivation: Theory and Practice*. London, United Kingdom: Routledge.

Smairat, S. & Maqableh, A. (2014). The degree to which private secondary school principals practice transformational leadership and its relationship to teachers' motivation towards their work. *Journal of Educational Sciences Studies*, 41(1), 513-536.