واقع جودة بيئة العمل في المدارس الحكومية والخاصة التابعة لوزارة التربية والتعليم داخل الخط الأخضر من وجهة نظر المعلمين

The Reality of Work Environment Quality in Public and Private Schools Affiliated with the Ministry of Education Inside the Green Line from the Perspective of Teachers

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الملخص:

هدفت هذه الدراسة إلى تحديد واقع جودة بيئة العمل في المدارس الحكومية والخاصة التابعة لوزارة التربية والتعليم داخل الخط الأخضر، وذلك من وجهة نظر المعلمين. وقد اعتمدت الدراسة على المنهج النوعي، حيث أجرى الباحث مقابلات مع ثلاثين معلماً ومعلمة.

كشفت نتائج المقابلات عن مجموعة من الاستراتيجيات التي اقترحها المعلمون لتحسين جودة بيئة العمل، من أبرزها: توفير بيئة عمل مرنة ومحفزة تراعي احتياجاتهم النفسية والمهنية، تعزيز ثقافة التعاون والشراكة بين المعلمين والإدارة المدرسية، تحسين البنية التحتية والمرافق المدرسية، وتنظيم ورش عمل وفعاليات للتطوير المهني المستمر في مجالات مثل إدارة الفصول الدراسية والتواصل الفعال.

الكلمات المفتاحية: جودة بيئة العمل، المدارس، الخط الأخضر.

Abstract

This study aimed to identify the reality of work environment quality in public and private schools affiliated with the Ministry of Education inside the Green Line, from the perspective of teachers. The study adopted a qualitative approach, and the researcher conducted interviews with thirty teachers.

The results of these interviews revealed that the teachers proposed a set of strategies to improve the quality of the work environment. These included providing a flexible and motivating work environment that considers the psychological and professional needs of teachers, promoting a culture of collaboration and partnership between teachers and school administration, improving school infrastructure and facilities, and organizing training workshops and continuous professional development in areas such as classroom management and effective communication.

Keywords: Work Environment Quality, Schools, Green Line.

Introduction

Schools are among the institutions responsible for the **advancement** and **development** of individuals in both personal and educational domains. This is aimed at enabling individuals to grow and elevate themselves first, and then their communities, which are integral parts of their identity and cannot be separated or fragmented. In alignment with the rapid changes, needs, and requirements emerging in the educational environment and surrounding society, individuals must be capable of performing all assigned tasks and responsibilities using the most effective modern educational strategies.

Schools comprise educational, administrative, teaching, and supervisory staff who possess high-level teaching skills and the ability to apply these skills in developing learners and enhancing their growth. These individuals—including principals, teachers, and other personnel—have a clear and defined vision aimed at utilizing available resources to support the educational and professional process (Otaibi, 2022).

Work environment quality is considered one of the most critical issues schools strive to improve in order to enhance the educational process. Employing methods and strategies that improve the work environment fosters **mutual trust** among all parties involved in education, strengthens human relationships, promotes collaboration across all dimensions, and contributes to achieving expected outcomes. This, in turn, positively impacts performance and productivity (Nassar, 2013).

The contribution of educational staff to improving the work environment has led to the refinement of teaching methods, strategies, and mechanisms used in the educational process. It has also enhanced their professional and technical growth and enabled them to harness their potential to keep pace with the rapid development of the school work environment. By investing in

the educational setting, they create a learning and working atmosphere that aligns with the needs, requirements, and goals of an effective educational system (Mutairi & Harbi, 2023).

Observations of school environments inside the Green Line reveal that educational staff require strategies that enhance work environment quality. School work environments naturally face challenges that demand swift and effective decisions to achieve educational goals. Hence, there is an urgent need to improve and refine the educational and operational environment in schools. This study was therefore conducted to explore the reality of work environment quality in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective.

Theoretical Background and Previous Studies

Several modern concepts have emerged that require attention in the field of education. These concepts have been applied across various aspects of the educational process within school work environments, where individuals perform their duties and responsibilities to overcome obstacles and solve problems in ways that are appropriate to the educational context.

Educational staff play a vital role in schools through their prompt responsiveness to development across all areas for which they are responsible. They strive to apply their academic and practical competencies and experiences within the educational system. Therefore, their **competence** is one of the most important factors that must be emphasized to enhance productivity and improve the quality and outcomes of school work across all dimensions (Raziq & Maulabakhsh, 2015).

Staff interest in the work environment is evident in their use of modern technological methods in education that align with standards and systems aimed at improving the quality of education and work. This leads to higher

levels of excellence, enhances staff efficiency and technical expertise, and makes their professional lives easier and more productive. It also enables them to contribute to the development of both internal and external environments (Bakker & Demerouti, 2007).

One of the key factors in the success of any educational system is the presence of a **high-quality work environment** and an organizational climate characterized by balance and harmony among staff. This fosters job engagement aligned with individual aspirations and helps improve teaching methods and strategies used in the educational process. As a result, it enhances the reputation and efficiency of work environments (Harbi, 2020).

Quality aims to raise awareness among individuals about the need to respond to technological developments and to create a **flexible institutional** and operational climate. This contributes to improved performance and productivity within the educational system and supports the achievement of both current and future goals, while also advocating for individual and collective interests within a framework of responsibility and collaborative work (Zahrani, 2021).

Based on the researcher's study of work environment quality in schools inside the Green Line, it is evident that certain essential requirements must be met to create a balance between the educational process and individuals' ability to adapt to modern technological developments and an effective work environment. Educational professionals invest their expertise and competencies in serving the educational process and ensuring its safe progression. They aim to achieve both current and future goals and to elevate the educational and administrative system to a high level of institutional and societal development.

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Review of Previous Studies

Many studies have addressed the topic of work environment quality, arranged chronologically from oldest to most recent:

- Azmi, Ismail, & Mubarez (2014) conducted a study aiming to explore the effectiveness of an electronic learning environment based on artificial intelligence in solving computer network maintenance problems among students of the Faculty of Specific Education in Qena. The study employed a quasi-experimental approach and included a sample of 30 female students. The results indicated a statistically significant difference between the pre- and post-test scores on both the achievement test and the observation checklist in favor of the post-test. This suggests the effectiveness of using an AI-based electronic learning environment in enhancing conceptual understanding related to computer network maintenance.

- Al-Matrood (2019) carried out a study to identify the impact of quality of work life on the practices of secondary school principals in the State of Kuwait, considering variables such as gender, academic qualification, job title, and years of experience. The study population consisted of all secondary school principals in Kuwait, and the sample included 447 principals, vice principals, and their female counterpals, selected randomly. The researcher used the descriptive survey method, which was appropriate for the nature and objectives of the study, and employed a questionnaire as the data collection tool after verifying its validity. The study concluded that the impact of quality of work life on the practices of secondary school principals in Kuwait was rated as high by the participants. Moreover, there were no statistically significant differences across all dimensions and the

overall score attributable to the study variables (gender, academic qualification, job title, years of experience).

- Hleimi (2020) conducted a study in Gaza aiming to examine the relationship between the quality of the school environment and the productivity of art education teachers. The researcher adopted a descriptive correlational survey method. The study population and sample consisted of 100 male and female art education teachers working in public schools in Gaza Governorate. A questionnaire was used as the research instrument. The findings revealed that the overall rating of the availability of school environment quality domains in public schools in Gaza was moderate. There were no statistically significant differences in the participants' ratings of the availability of school administration quality domains attributable to gender, although the differences favored male teachers. Additionally, there were no significant differences in the availability of quality domains (students, physical elements, educational resources) or the overall school environment quality attributable to gender. No significant differences were found in the availability of domains (school administration, students, educational resources) attributable to academic qualification, although differences in the availability of physical elements (school buildings, laboratories) were significant and favored teachers holding a bachelor's degree. Furthermore, there were statistically significant differences in the availability of school administration quality domains attributable to years of service, with differences favoring teachers with ten or more years of experience. However, no significant differences were found in the overall school environment quality attributable to years of service.

Commentary on Previous Studies

To the best of the researcher's knowledge, no study has directly addressed the reality of work environment quality in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective. However, most of the studies the researcher was able to access share implicit similarities with the topic of this study. It is noted that previous research has indirectly addressed the main variable of this study, but their objectives, samples, populations, and the countries in which they were conducted differ from the context and scope of the current study. These studies were nonetheless beneficial in developing the data collection tool, identifying relevant findings, comparing them with the results of the current research, applying appropriate statistical treatments, and supporting certain theoretical perspectives. What distinguishes the current study from previous ones is that it directly investigates the reality of work environment quality in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective.

Research Problem

Schools face numerous obstacles within their educational and operational environments that hinder the achievement of their core objectives. They also need to keep pace with contemporary changes through technological means and adopt strategies suitable for the school context.

Based on the researcher's observation of the reality of work environment quality, it was noted that school environments vary in their implementation of modern strategies, and that the institutional climate is inconsistent. This is due to differences in educational contexts and varying levels of work culture awareness. Many studies have confirmed disparities in work environment quality. Therefore, this study was conducted to examine the reality of work

environment quality in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective.

Research Question

This study seeks to answer the following question:

- **Main Question:** What are the ways to improve the quality of the work environment in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective?

Significance of the Study

The findings of this study are expected to benefit the following groups:

- **School Principals (Public and Private):** The study will provide feedback on ways to improve the quality of the work environment in schools, helping them develop current and future plans.

- **Teachers and Supervisors:** They will gain access to recent studies whose findings and recommendations can be used to enhance the school environment and improve its quality.

- **Educational Researchers:** The study will serve as a valuable reference for conducting similar research on the same topic, easily accessible to enrich future studies.

Objectives of the Study

This study aims to:

- Identify ways to improve the quality of the work environment in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective, in order to enhance the outcomes of the educational system.

Study Terminology

- **Work Environment Quality:** "A set of indicators that provide sufficient confidence in improving the behaviors, values, and concepts of the school and the practice of work within it, with the aim of achieving the highest level of satisfaction, acceptance, and competitive advantage" (Assaf, 2018, p. 349).

- **Operational Definition:** In this study, work environment quality refers to the integrated balance within the institution that enables educational staff to perform their duties in a manner consistent with the institutional culture, thereby increasing work efficiency.

Study Boundaries and Limitations

The results of this study are defined by the following boundaries:

- **Subject Boundary:** The study is limited to identifying ways to improve the quality of the work environment in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective.

- **Human Boundary:** The study is limited to a sample of teachers working in public and private schools.

- **Spatial Boundary:** The study was conducted in public and private schools located within the boundaries of the Green Line.

- **Temporal Boundary:** The study was carried out during the academic year 2024/2025.

- **Study Limitations:** The generalizability of the study's results is determined by the psychometric properties of its tools (validity and reliability).

Methodology and Procedures

- **Research Method:** The qualitative approach was used.

- **Study Population:** The population consisted of teachers in public and private schools during the academic year 2024/2025, totaling 15,300 teachers according to the 2021 statistics from the Ministry of Higher Education.

- **Study Sample:** The researcher selected a random sample of 30 teachers to conduct interviews aimed at answering the research question.

- **Research Instrument:** A set of interview questions was developed and administered to a sample of 30 teachers to explore ways to improve the quality of the work environment in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective.

Study Variables

- **Main Variable:** Work Environment Quality

Statistical Methods

- To answer the research question, a series of interviews were conducted with a sample of teachers. The content of these interviews was analyzed, and frequencies and percentages were extracted.

Study Results and Discussion

To answer the research question: "What are the ways to improve the quality of the work environment in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective?" The content of interviews conducted with 30 teachers was analyzed. Participants were purposefully selected to ensure representation across all schools. The paragraph content was adopted as the unit of analysis, and after

coding and compiling the responses, the researcher identified a set of proposals to improve the quality of the work environment in public and private schools affiliated with the Ministry of Education inside the Green Line from the teachers' perspective, as follows:

1. **First Proposal:** Providing a **flexible and motivating work environment** that considers teachers' psychological and professional needs. This proposal was mentioned by 28 teachers, representing 93.3% of the sample. The researcher attributes the prominence of this proposal to the high levels of work-related stress experienced by teachers, the lack of balance between professional and personal life, and the absence of psychological and administrative support in facing daily challenges, all of which negatively affect performance and job satisfaction.

2. **Second Proposal:** Promoting a culture of **collaboration and partnership** between teachers and school administration. This proposal was mentioned in various forms by 24 teachers, representing 80% of the sample. The researcher believes this reflects the teachers' need for a work environment based on mutual respect, open dialogue, and appreciation of individual and collective efforts. The absence of such a culture leads to professional isolation and a decline in initiative.

3. **Third Proposal:** Improving **infrastructure and school facilities** to meet educational work requirements. This proposal was mentioned by 22 teachers, representing 73.3% of the sample. It is attributed to the clear lack of essential equipment in some schools, such as teachers' lounges, laboratories, and sanitary facilities, which hinders the

implementation of educational activities and affects the comfort of both teachers and students.

4. **Fourth Proposal:** Organizing **training workshops and continuous professional development** for teachers in classroom management and effective communication. This proposal was mentioned by 18 teachers, representing 60% of the sample. The researcher sees this as a reflection of teachers' need to develop their pedagogical and behavioral skills, especially in light of increasing classroom challenges and the absence of systematic and ongoing training programs that align with modern educational developments.

5. **Fifth Proposal:** Integrating **modern teaching strategies** into the school work environment to enhance interaction and diversity. This proposal was mentioned by 16 teachers, representing 53.3% of the sample. It is attributed to weak classroom interaction and reliance on traditional teaching methods, which limit creativity and affect both teacher and student motivation, thereby reducing the overall quality of the educational work environment.

Researcher's Conclusion

The researcher concludes that the quality of the work environment in schools is a **pivotal factor** in enhancing educational performance and achieving learning objectives. The proposals suggested by teachers serve as a **foundational entry point** for developing the educational system and creating a healthy, motivating, and integrated school environment that reflects a positive professional culture and supports the well-being of both staff and students.

Study Recommendations

Based on the study results, the researcher recommends the following:

- **Adopting the proposals** suggested by the interview sample to overcome obstacles affecting the quality of the work environment in schools.

- Promoting a culture of **collaboration and professional support** within school work environments.

- Raising awareness about the importance of **improving school infrastructure and facilities**.

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