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Level of Need for Motivation among Administrators Working in the Ministry of Education of Gaza Strip in the Light of Some Variables

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Abstract:

This study aimed to identify the level of desire and need for motivation among administrators working in the Ministry of Education of Gaza, and also aimed to reveal the extent of these administrators' need for motivation in the light of several variables. To Measure this, a scale of psychological and social adjustment prepared by Mahid Abdel Aziz (2016) was used. The sample of the study was chosen in a stratified random manner from (100) administrators working in the Ministry of Education in Gaza, with a total number of (254) individuals. To analyze the data, the Statistical Packages for Social Sciences (SPSS) program was used. The results Found that the level of desire and need for motivation among administrators working in the Ministry of Education in Gaza is high. The study confirmed that there are statistically significant differences in the need for motivation. There are statistically significant differences in the need for motivation among administrators working in education and education in Gaza according to the educational qualification variable in favor of administrators with a university degree. The study recommended the need to develop incentive programs for workers in the Ministry of Education, which may contribute to raising the level of interaction and social communication between employees and raise their ability to build social relations and improve the level of social interaction for them, which will reflect positively on work and suggested studying the role of motivation and material incentives in alleviating pressure psychology of workers in the field of education in the Gaza Strip.

Keywords: Motivation; administrators; education.

Introduction:

The types of wages or rewards that workers always receive are one of the main reasons for working within organizations and also for improving the living conditions of those workers in society. Satisfaction, loyalty and productivity are also affected by wages and rewards when an employee is rewarded through material or moral motivation and incentives, as some thanks for the good work he did it, or in the form of prizes, benefits, promotions and financial incentives. This raises the morale of individuals and makes them productive. Officials should take care of the morale, emotions and feelings of workers and not call them snap judgments. Rather, they must be properly diagnosed and monitored more deeply to understand how they behave. They suffer from a lack of service that leads to a decrease in their level of performance and its impact on other individuals by destroying their psyche and morale (Mutahi, 2015: 14) Many studies have touched on the importance of motivation and incentives in changing behavior in the desired direction, changing the psychological state of individuals when satisfying their needs and desires and motivating individuals to accomplish work and tasks and achieve the goals of the organization. Al-Omari and Batah (2018) believes that there is a strong relationship between motivation and incentives of all kinds. it showed the organizational symmetry of the individuals working in the organization, so that motivation and incentives helped to integrate and match the internal tendencies and desires of individuals with the desires and requirements of the organization. Therefore, this study recommended the need to provide a climate of creativity and appropriate job satisfaction for workers in the directorate by activating the areas of motivation, material and moral incentives, and the study Al-Tamimi (2019, 55) indicated that material motivation and incentives affect performance to a very high degree and recommended improvement and development of the system of motivation, incentives, and promotions in terms of material and moral aspects. Abu Hamid (2020, 57) dealt with the relationship between motivation, incentives, performance and employee satisfaction.

Study Problem:

The human factor is the most important factor influencing the success of various institutions and organizations because of its direct impact on the

quality and excellence of the organization through interest in managing individuals, raising their level, and directing resources to serve them, so that it becomes a priority for organizations. Paying attention to human resources within organizations achieves sustainable competitive advantage for organizations, especially in the fields of knowledge production, its technologies and modern means of communication. This is what the past three decades have witnessed, in terms of a great trend in terms of knowledge investment among workers, the development of highly qualified human resources, empowerment, and the provision of the appropriate environment and climate, so that they can accomplish and complete tasks through the possession of knowledge and intellectual capital. The Ministry of Education, with its vast institutions in terms of universities, colleges and schools, is considered centers of scientific radiation and cultural enlightenment that are concerned with preparing human cadres and investing opportunities for the development of society in general. Developing the human element is the basis for any development (Dwaikat: 2009, 3). The perception and feeling of this problem came through the researchers' observation that if the stimulus is not used optimally, this may lead to a decline in the level of quality and performance of the educational process in a way that may affect the future of education and its workers, and we cannot ignore the reality of the bad economic conditions it is going through. The government sector suffers from a deterioration in the economic and financial situation, especially at the level of salaries and low wages. Employees in the government sector, including the administrators of the Ministry of Education in the Gaza Strip, are still receiving part of their salaries due to the financial crisis that the government is going through in Gaza and Ramallah. The psychological state of the ministry's administrators, the feeling of anxiety, fear, frustration, low morale, and a sense of insecurity and job alienation, as his motivation to work will decrease and his performance and loyalty to the organization, he works for will decrease. Therefore, this study summarizes its problem in answering the following main question:

What is the level of motivation and need for the administrators working in the Ministry of Education in the Gaza Strip? A group of the following questions arise from it:

1. Are there statistically significant differences in the need for motivation among administrators at the Ministry of Education in Gaza according to the gender variable (administrative-administrative)?
2. Are there statistically significant differences in the need for motivation among administrators at the Ministry of Education in Gaza according to the educational qualification variable (university - above university)?
3. Are there statistically significant differences in the need for motivation for administrators working in the Ministry of Education in the Gaza Strip due to the social status of the administrator (married - fresher)?

The importance of studying: Motivation, both material and moral, is one of the important issues that preoccupied scholars and specialists in psychology and management, and given the psychological, social and economic impact that accompanies the provision of motivation to workers and is reflected in turn on their psychological state, the form of their behavior and their internal balance which is reflected in the level of their performance and their affiliation with the work and the organization. Personal variables include the type of motives, needs, motivation, incentives, job level, educational level, gender, wages, and others. Every individual working in any organization has various needs, and in order to motivate workers and improve their motivation, these needs should be analyzed, the needs most important to individuals must be identified and preparing the returns and rewards system in accordance with them, and the greater the degree of compatibility and compatibility between the returns system and the needs will be. The stability of the psychological state and emotional balance among the employees of the organization increased, and as a result, motivation and productivity will rise. Therefore, identifying the internal forces, motives, and latent desires are the ones that lead the administration to motivate the individual and satisfy his desires. He abandons his work, and then his conviction in it and his continuity of work, which affects reducing fear, frustration and job alienation on the one hand, and increasing productivity on the other hand. The researchers summarized the importance of the study in the following points:

1. It is hoped that the study will contribute to strengthening the theoretical aspect of motivation and incentives and their impact on psychological adjustment in light of the scarcity of Arab and foreign studies linking these two variables.
2. The Ministry of Education and its institutions are considered one of the most important service sectors that necessarily affect the production and service sectors in any country, so this sector was targeted to apply the field study on it.
3. The study will be applied to all workers in the Ministry of Education in the Gaza Strip, and this gives a comprehensive picture of the degree of motivation and incentives and their impact on the psychological adjustment of workers in the Ministry of Education in the Gaza Strip.
3. The outputs of the current study may contribute to shedding light on the reality of administrative practice and its leadership of work teams and strategic planning, which represents a basis on which to improve human resource management strategies, especially the incentive strategy, address its weaknesses, and design and build treatment and development programs for this vital sector.
4. Researchers benefit from seeing the results of this study and recommendations when conducting new research.
5. Presenting a set of recommendations based on the results of the study to officials at the Ministry of Education, to benefit from them in raising the level of effectiveness of administrative practices with regard to caring for the human element at the level of satisfying needs and desires.

Objectives of the Study:

This study seeks to achieve the following objectives:

1. Exposing the level of desire and need of administrators in the Ministry of Education in the Gaza Strip for motivation in the workplace.
2. It revealed that there were no statistically significant differences in the need for motivation among administrators at the Ministry of Education in Gaza according to the gender variable (administrative-administrative).
3. It revealed that there were no statistically significant differences in the need for motivation among administrators at the

Ministry of Education in Gaza according to the educational qualification variable (university - above university).

Study Hypotheses:

1. The administrators of the Ministry of Education in the Gaza Strip have a high desire and need for motivation in the workplace, at a level of significance (0.05).
2. There are no statistically significant differences in the need for motivation among administrators at the Ministry of Education in Gaza according to the educational qualification variable (university - above university).
3. There are no statistically significant differences in the need for motivation among administrators at the Ministry of Education in Gaza according to the gender variable (administrative-administrative).

The Limits of the Study:

1. Objective limits: the subject of the study is limited to determining the role of motivation in raising the level of psychological adjustment among administrators at the Ministry of Education in the Gaza Strip.
2. Spatial boundaries: the study was carried out in the State of Palestine, Gaza, and the Ministry of Education.
3. Temporal limits: the study was implemented during the year 2022 AD.

Terminology of Study:

Motivation: a process aimed at stimulating the strength inherent in the individual in positive or negative ways, to bring out the best in them towards the work entrusted to him, with the aim of increasing production rates and improving performance (Al-Ajami, 2017, 182). The researchers define it procedurally as: the degree obtained by the respondents on the scale of the need for stimulation prepared by the researchers for the purpose of the current study.

Psychological and social adjustment: a dynamic, total, and continuous process through which the individual tries, by changing his behavior, to achieve harmony between him and himself and the surrounding environment in order to reach a state of psychological stability and social adjustment (Al-Kahlout, 2011: 8). He also defined: A person's ability to realistically estimate his capabilities and capabilities, so that he is able to achieve the goals that he sets, which must be beneficial to him and bring him satisfaction and happiness (Morgan,

1965: 228). The researchers define it procedurally as: the degree obtained by the respondents on the scale of psychological and social adjustment used in this study.

Gaza Strip: The Ministry of Planning and International Cooperation defines it as part of the coastal plain, located in the southeastern corner of the Mediterranean Sea, with an area of (365) square kilometers. Since the establishment of the Palestinian National Authority, the Gaza Strip has been administratively divided into five governorates: North Governorate, Gaza Governorate, and Central, Khan Yunis, and Rafah (Ministry of Planning and International Cooperation, 1997).

Brief history of the Concept of Incentives: The interest of scholars and management pioneers increased through their research and studies in the issue of motivation and incentives with the beginning of the eighteenth century, and when the scientific management movement emerged, the issue of motivation and incentives passed through three stages in its development, and it was mentioned in a study (Ataya, 2016: 54-55).

1. The traditional stage: this stage represents the traditional theories in management, where the organization is an ideal economic unit, and has nothing to do with the external environment. On stimulus and material incentives only, the school of scientific management, led by Frederick Taylor, focused on its stimulus policy on the material basis only.
2. The School of Human Relations: from the point of view of this school, the organization is a large and complex system in composition, so that it consists of different parts in performance, the most important of which is the human aspect. Feelings and sensations and works within groups, and thus we clearly see the development in the view of man and how to deal with him, as the organization in addition to being an economic unit is a social unit, so we find a diversity in granting stimulus and incentives between material and moral realms.
3. Modern Schools: represented by modern management theories such as management theory by objectives and systems theory, where this stage tried to avoid the mistakes of theories and previous stages benefiting from their experiences, and at this stage, the administrative apparatus is seen as an open

system, not closed as was the case in traditional schools, and modern schools have called for linking motivation and incentives to the results achieved and called for the need to diversify the incentives that workers receive, whether material or moral, according to performance levels. These schools indicated the need to involve workers in developing plans and making decisions.

The researchers believe that through these three stages, the human element was the most important element of work in it and the center of productivity, and from here, the departments worked in all stages to pay attention to this element due to the organizations' need for the services, capabilities and experiences of individuals. According to these reasons, diversity is present in the types of motivation and directed incentives him, which instills in his psyche a sense of loyalty and organizational belonging. The concept of motivation and incentives: many researchers have dealt with motivation and incentives by definition, as they play a major role in the work of various administrative organizations, especially in the presence of an accurate incentive system based on knowledge of the material and moral needs of workers and as an important element in stimulating their motivation and satisfaction (Tella et al., 2007).

Considering that motivation is an internal force or energy that activates individual behavior and directs it towards specific goals, Al-Omar (2003) mentions that incentives undoubtedly affect the increase in functional competence, whether financial or non-financial as they are based on human considerations in the first place. Good plans and proper organization of work do not mean that individuals will automatically do the work in the best manner and with high efficiency, so making individuals work out of desire and enthusiasm takes place only through the motivation system. Tella et al. (2007) indicates that it is known that competencies, if available, can not be worked with in isolation from the climate that provides the individual with the conditions conducive to expressing her energies and reaching the highest levels of productivity. It is necessary for these competencies to have the appropriate atmosphere, motivation and incentives to achieve their scientific aspirations, raise their level of job satisfaction, and then achieve high rates of scientific performance and productivity, which contributes to increasing the quality and effectiveness of the results and outputs (Baziz and Abu Al-Hajj, 2019: 625-626).

Theories of Motivation:

There are several theories that discussed the issue of incentives, and even most of the management theories dealt with this topic, due to its importance in terms of changing behavior and performance, and the most important of these theories are the following:

1. The Traditional Theory: the founder of this theory is Frederick Taylor, and among the goals that Taylor seeks in his theory is the compatibility between the two issues of rising workers' wages and limiting the increasing rise in production costs. He mentions (Al-Markhi, 2012: 28) that Taylor relied on two main factors: - The application of scientific methods in work may lead to sufficiency in production. - The application of stimulus and material incentives lead to increased production.
2. Psychological Needs Theory: The theory of needs of Abraham Maslow is considered one of the most famous theories that discussed the subject of incentives, and Abraham Maslow's theory is based on the assumptions of Theory (Y), which says that man by nature seeks self-realization. He published his theory entirely in 1954 in his book "Motivation and Personality." Abraham based his theory on the fact that man has motives or needs that can be arranged in a hierarchical manner, and that human needs differ according to their basic and urgent importance, and some of them are secondary and less urgent (Dawish, 2015: 1004).
3. Expectancy Theory: the foundations of this theory are the scientist Fromm, which puts the problem of motivation within the work environment, and this means that motivation is achieved when workers expect that they will be able to achieve the things they want from work as they must remember what they must do when they get the penalty and reward that may mean to them. There is a lot for them, and this theory assumes that motivating a person in his work is the outcome of three types of perceptions: expectation, the power of influence, and attraction, and from that a high degree of motivation is achieved when the three perceptions are high and vice versa (Ababsa, 2016: 43).

The researchers believe that most management theories have dealt with incentives. Some of these theories are concerned with motivation and incentives for the sake of the working individual, and others are concerned with motivation and incentives for the sake of work results and the goals of the organization. Everyone is unanimous in the importance of motivation and incentives in increasing productivity at work, regardless of the type of management school used by the organization. The first goal of any organization is always to achieve the goals and objectives for which the organization was found, and that lofty goal depends mainly on the individual worker who needs motivation. In various ways and means, this is to mobilize him and urge him to achieve the basic goal of the organization.

Conditions for the success of the incentive system: motivation and incentives are expressions of the needs of the individual, so they represent for him internal personal motives, and behavioral trends in management consider these motives as an organizational and administrative problem in the first place. Organization is a complex process, so it can be said that the goal of motivation is to direct, strengthen and continue the behavior of individuals to achieve common goals. Accordingly, motivation and incentives are only a means of gratification, and it is the tool by which gratification takes place (Farwana, 2016: 109).

Organizations must know that there are basic controls and conditions that must be taken into account when designing and implementing incentive systems to ensure the success of the motivation and incentive system in pushing individuals towards work and production; in pursuit of the goals of these organizations, most notably, what was summarized in the study (Al-Amiri, 2020: 280-281), and the study (Saada, 2016: 60-61) is as follows: - Motivation and incentives should be linked to the objectives of the organization and the employees together, and this requires building common bridges between the objectives of the employees and the objectives of the organization. - The incentive should be in line with the motives of individuals, the more the incentives given to workers are consistent with their motives in terms of quantity and quality, the more it leads to an increase in the effectiveness of the incentive system. Comprehensive motivation and incentives are for all employees at all administrative levels and not limiting it to one category over another. - The workers participate in setting and developing the

motivation and incentives system in order to increase their conviction and enthusiasm for it and maintain it so that the management can know the needs and desires of the workers; in order for it to develop the appropriate stimulus and incentives. - Clarity of the motivation and incentive system are for all employees so that each individual has a clear idea of the motivation and incentive system in force in his organization. - There is choosing an integrated mix of appropriate and effective material and moral incentives and incentives. - There is also diversifying the means of satisfaction without focusing on one method in all cases. - Flexibility is there so that it is subject to change to meet emerging requirements because the motivations of workers are constantly changing. - Direct incentives should be given to the worker after the exerted effort so that the incentive does not lose its effect in promoting and strengthening behavior. - Motivation and incentives should be fair so that motivation and incentives are commensurate with the effort exerted as failure to achieve justice leads to the individual's feeling of resentment and job alienation. - Linking the incentive system and incentives to the training program required is to transfer the employee from one job to another. - Integrity and distance from personal considerations in the incentive system is another point. - To know the factors influencing motivation and incentives is in order to estimate the appropriate motivation and incentives and to reconsider when managing development and innovation. - The actions, behavior and goals, as well as the returns, are easily measurable. - Continuous evaluation of the system ensure that it provides the same level of benefits to both management and employees. Al-Zahrani (2017: 170) intersected with Al-Amiri (2020: 280-281) in mentioning the conditions for the success of the incentive system, but it narrowed other conditions, namely: - To use incentives and incentives by the organization at the appropriate time, especially incentives and material incentives. - To move the organization maintains the continuity of motivation and incentives so that the individual has the reassurance of the continuity of those motivations and incentives in the future. - Motivation and incentives should be directly proportional to the efforts made by the workers to play their role in motivating individuals and providing more benefits so as to urge the workers to creativity and innovation. - The working individual always remembers that there is an organic relationship between good performance and

obtaining motivation. – making a close link between the motivation and the goal because motivation and incentives are what move human's motives and push them to achieve their desires.

The researchers believe that one of the most important factors success of motivation and the incentive system is the interest of senior management and decision-makers in the ministries in the working individual by activating that system through motivation and material incentives. In view of the efforts made, the distinction shown by the diligent workers in their work and the multiplied energy that they release in order to complete the work accurately and in the fastest time, the working individual is not just a machine for only plowing and working, but rather he is a human being who needs someone who appreciates him personally and morally in addition to material needs which are also important.

There are a lot of different dictionaries with diverse purposes and directions that have used the term compatibility. As for the dictionary of psychiatric terms, the term adaptation is used to describe psychological and social adaptation or the place of residence whose data is placed in the patients' history. As for the dictionary of social science terms, it has dealt with the concept as a psychological term. It is more than a sociological one, and it means the union of a relationship of consistency between an individual, or a group and a specific social position, and the term is used in the sense of adaptation at all (Hatab and Fahmy, 1984: 8); While in Al-Shamel dictionary, the concept means the way to enter into a relationship of harmony, intimacy, or balance between the person, himself, his group, and their social and cultural systems in their stability and change (Al-Saleh, 1999: 28). As for the comprehensive dictionary of psychological terms and psychoanalysis (English - English), compatibility is the coordinated balance between the object and its surroundings so that all the functions that maintain the continuity of the object work in a normal way, but it is not possible to communicate to this complete compatibility as it is just a theoretical denunciation of the communicator (gradual) of degrees of partial compatibility, and for the Lexicon of Behavioral Sciences - Wellman, compatibility was a consistent relationship with the environment as it includes the ability to satisfy most of the individual's needs and meet most of his physical and social requirements that impose themselves on him (Shazly, 2001: 71-74). The researchers believe that through the

previous definitions, the researchers tried to confirm that the concept of compatibility is closely related to the concept of a balanced, normal personality because the manifestations and characteristics of a normal personality were linked to the concept of compatibility. To harmonize between the psychological needs and desires of the individual and what is available and existing in the environment while continuing the ability to work productively and efficiently and invest personal energies efficiently, which makes the person useful in his social environment.

Previous Studies:

1. A study by **Al-Omari and Batah (2018)** entitled: Organizational Symmetry among Educational Supervisors and its Relationship to the Motivation System and Incentives Provided to Them. This study aimed to determine the degree of organizational symmetry among educational supervisors in the northern governorates of Jordan and its relationship to the incentive system and incentives provided to them. The sample consisted of (300) male and female supervisors who were selected randomly. The questionnaire was used as a tool for the study. One of the most prominent results of the study was that the degree of motivation and incentives provided to male and female supervisors was average, and there was also a positive correlation with statistical significance between the degree of organizational symmetry among educational supervisors and motivation and incentives offered to them.
2. **Al-Amiri's study (2018)** entitled: The Contribution of the Primary School Principal in Achieving Motivation and Incentives for Teachers in Al-Kharj Governorate. The study aimed to identify the contribution of the principal of the primary school in achieving stimulation and incentives in Al-Kharj Governorate, both materially and morally, and to identify the difficulties facing the principal of the primary school in achieving motivation and incentives for teachers in Al-Kharj Governorate. The study used is the questionnaire, and the study sample consisted of a random sample of primary school teachers in the Department of Education in Al-Kharj Governorate, which reached (210 teachers). There is a moderate degree of agreement among the members of the study sample on the difficulties facing the principal of the

primary school in achieving motivation and incentives for teachers in Al-Kharj Governorate, and also that there are no statistically significant differences between the average responses of the study individuals about the degree of the school principal's contribution to achieving motivation and incentives for teachers, as well as the difficulties facing the school principal in achieving motivation and incentives for teachers according to the variables of study, academic qualification, experience in the field of education and current work.

3. **Al-Zahrani's study (2017)** entitled: The Impact of Motivation and Material and Moral Incentives on the Performance of English Language Teachers in Secondary Schools in Al-Makhwah Educational Governorate. The study aimed to identify the impact of material and moral motivation and incentives on the performance of English language teachers in secondary schools in Al-Makhwah educational governorate in terms of the degree of their use, the clarity of the incentive system, and the obstacles to providing incentives. The survey with the descriptive approach was used, and the study sample consisted of (40) English language teachers. The study adopted the questionnaire as a tool for it, and one of the most prominent results of the study was the weakness of the financial resources of the educational institution, the weakness of control, the inflexibility of the administrative system and the administration's lack of belief in the importance of incentives. the material and moral incentives have a significant and effective impact on the performance of language teachers of English in secondary schools in Al-Makhwah Educational Governorate.
4. **Ataya (2016)** study entitled: Motivation and Incentives and their Relationship to Organizational Loyalty and Professional Performance. The study aimed to know the relationship between motivation, incentives and organizational loyalty on the one hand, and the relationship of motivation and incentives with professional performance on

the other hand. The study adopted the descriptive analytical approach for its suitability for research purposes. (MTN, SYRIATEL) for cellular communications in the city of Damascus. The study sample consisted of (437) male and female workers. The results showed that the order scale for the most available incentives in the two companies from the point of view of its employees was as follows: morale, then social services, then material. Also, the orderly scale of the incentive axes and material incentives most available in the two companies from the point of view of their employees was as follows: production incentives, then bonuses, then profit sharing, then allowance, then bonus, then periodic increase, and finally the salary.

Field Study Procedures:

Study Approach:

In order to achieve the objectives of the study, the researchers used the descriptive approach or the analytical method through which it tries to describe the phenomenon. The descriptive approach is defined as: "The approach that seeks to describe contemporary or current phenomena or events. It is a form of analysis and organized interpretation to describe a phenomenon or problem, and provides data on certain characteristics in reality as they are without the researcher's interference in their course, and the researcher can interact with them. He describes and analyzes it." (Al-Khatib, 6: 2006). Based on the above, the researchers used the descriptive approach - the analytical method - which is compatible with this study.

Study Community:

The study population consisted of 254 administrators working in the Ministry of Education in the Gaza Strip including 84 department heads distributed by gender (64 males and 20 females) while the number of administrators reached 170 individuals distributed by gender (126 males 44 females) all administrators working in Source: Ministry of Education in the Gaza Strip (Ministry of Education and Higher Education, Statistical Report 2022).

Table (1): Number of Members of the Study Population

	Male	Female	Total
General Director	14	0	14
Director of the Department	48	6	54
Head of the Department	64	20	84
Administrative	126	44	170
Total	252	70	322

Study Sample:

The two researchers took a sample of (40) administrators from the Ministry of Education and Higher Education in order to verify the psychometric characteristics of the study tools, it is about (15%) of the community of the study, by identifying the validity and reliability coefficients of the questionnaires. Actual sample: the study sample consisted of administrators working in the Ministry of Education in the Gaza Strip. The study sample amounted to (100) administrators. The following table shows the personal and functional characteristics of the study sample in terms of gender, years of experience, educational qualification, job title, economic level and marital status).

Study Tools:

This study used two tools to reach its objectives and validate its hypotheses, namely, first: identifying the need for motivation (prepared by the two researchers): the questionnaire aims to identify the level of need for motivation among administrators working in the Ministry of Education and Higher Education in the Gaza Strip. In its final form, the scale included (30) items. Each phrase in the scale is related to motivation and the need for it. In front of each phrase are five answers, starting with the first answer (I agree). strongly, agree, neutral, disagree, strongly disagree); the respondent puts an (x) sign in front of the statement that agrees with and expresses his feelings and all the answers are correct. One of the options in front of the statement is answered. Psychometric properties of the scale to learn about the psychometric properties of the scale, the researchers calculated the stability and validity coefficients of the scale, and the researchers will present the results. Validity coefficients for the stimulus questionnaire: to verify the validity coefficients of the scale, the researchers calculated the validity in two ways: the validity of the arbitrators, and the validity of the internal consistency; we will present them in detail through the following: internal consistency validity: The correlation coefficient was calculated between each paragraph of the scale and the total score of the scale in order to find out the extent to which each paragraph relates to the total score of the scale. The results are shown in the following table:

Table (2): Correlation Coefficients Between the Items of the Motivation Scale and the Total Score of the Scale

Paragraph	correlation coefficient	level of significance	Paragraph	correlation coefficient	level of significance
1	.752**	0.000	16	.723**	0.000
2	.785**	0.000	17	.708**	0.000
3	.691**	0.000	18	.655**	0.000
4	.672**	0.000	19	.574**	0.000
5	.706**	0.000	20	.667**	0.000
6	.763**	0.000	21	.630**	0.000
7	.766**	0.000	22	.656**	0.000
8	.751**	0.000	23	.465**	0.000
9	.669**	0.000	24	.699**	0.000
10	.738**	0.000	25	.692**	0.000
11	.758**	0.000	26	.705**	0.000
12	.729**	0.000	27	.655**	0.000
13	.814**	0.000	28	.561**	0.000
14	.800**	0.000	29	.495**	0.000
15	.774**	0.000	30	.519**	0.000

It is clear from the previous table that the paragraphs of the motivation scale have strong and statistically significant correlation coefficients at a significance level less than 0.01 as the correlation coefficients ranged between (0.46 - 0.81); this indicates that the scale and its paragraphs have a high validity coefficient. Resolution stability

coefficients: to verify the stability coefficients of the scale, the researchers calculated the stability in two ways: Cronbach's alpha method and the split half method, and we will present them in detail through the following:

- 1- Stability coefficients by alpha-Cronbach method after applying the scale, Cronbach's

alpha coefficient was calculated to measure stability. It was found that Cronbach's alpha value for the overall scale was 0.96, and this is sufficient evidence that the scale has a high stability coefficient.

- 2- Stability coefficients using the split-half method after applying the scale, stability was calculated using the split-half method where the scale items were divided into two halves where the correlation coefficient was calculated between the sum of the items of the first half and the sum of the items of the second half of the scale. The stability coefficient has become (0.80), and from the foregoing, it is clear that the scale with its paragraphs has a high stability coefficient, which indicates the validity of the scale, and thus the researchers adopted this scale as a tool for data collection and to answer the hypotheses and questions of the study.
- Second: Psychological and Social Adjustment Scale: to achieve the objectives of the second part of the study, the two researchers used the psychological and social adjustment scale prepared by Muhaid Abdel Aziz (2016). The tool, in its final form, consisted of (100) items measuring psychological and social adjustment.

Validity of the Tool:

Apparent honesty (honesty of arbitrators): this kind of honesty was achieved through the procedures followed by the researchers to ensure their suitability to the core of the study, the extent

to which these paragraphs represent the objectives of the research, and the correctness of the linguistic formulation. On the scale and its paragraphs, after that the study tool was presented to a number of arbitrators with specialization in universities and educational institutions, a group of arbitrators who are experts in educational disciplines and psychology reviewed and checked its paragraphs to determine the appropriateness of each paragraph, the extent to which it belongs to its own dimension, its linguistic integrity, and the integrity of drafting, proposing amendments, if necessary by deletion or addition. Structural validity of the scale: to verify the constructive validity of the scale, Pearson correlation coefficients were calculated between the total arithmetic mean for each dimension of the scale with the total arithmetic mean of the scale as one unit.

Presentation and Discussion of the Results of the First Hypothesis:

The text of the hypothesis: "The level of desire and need for motivation among administrators working in education in Gaza is high." To identify the desire and need of administrators working in the Ministry of Education in the Gaza Strip, the two researchers calculated the arithmetic mean, standard deviation, and relative weight of the scores of the measure of the need for administrators and workers to motivate. The result is clear through the following table:

Table (3): Descriptive Statistics, the Arithmetic mean, Standard Deviation, and the Relative Weight of the Measure of the Need for Motivation among Administrators Working in the Ministry of Education in the Gaza Strip (n = 100)

Sample Size	Average	Arithmetic Deviation	The Standard Mean	Degree of Freedom	T.Value	Level of Significance	Significance of the Difference
100	2.798	0.4875	2.874	99	2.487	1,96	0,05
							Statistically Function

The results showed that the average motivation score for administrators working in the Ministry of Education in the Gaza Strip was 119.3 degrees, with a standard deviation of 15.6, and a relative gap of 79.6%. This indicates that the level of need for motivation among administrators working in the Ministry of Education was greater than average. In order to identify the levels of need for motivation among the administrators in the ministry, it was noted that 30% of the administrators working in the Ministry of Education have a need for motivation to a moderate degree while 70% of the administrators working in the ministry have a degree of motivation to a large extent.

Table (4): Gradations of the need for motivation among the administrators working in the Ministry of Education in the Gaza Strip

Motivation Levels	N	%
Poor (30-70)	0	.0
Medium (71-110)	30	30.0
Large (110-150)	70	70.0
Total	100	100.0

The result of this hypothesis agreed with what the study literature indicated. Al-Tamimi (2019: 58-59) indicated that the subject of incentives and motivation occupies an important and prominent place in human resource management, and that incentives are among the basic influences that play an important and vital role in the behavior of individuals; through them, it is possible to find their desire to perform. Incentives represent a set of material and moral values granted to individuals working in a particular sector, which satisfy their need and guide them to a certain behavior, as all institutions work to raise the performance of their employees through several approaches, including training, development and attracting competencies, and despite the importance of the capabilities and skills of workers, this may not lead to job performance that contributes to achieving the desired organizational effectiveness, if workers are not motivated to work. In order to make workers satisfied with work, and belonging to the organizations in which they work, there must be a strong and effective system to motivate workers, no matter how diverse they are. There are many administrative levels in the organization. In the view of the two researchers, motivation can influence all human beings as it acts as a factor of enticement, motivation, and an incentive that increases the individual's movement and his desire for work, especially in this era in which people's

needs for money have increased to meet their needs, which have been exacerbated in turn; therefore, the need and desire for motivation is, in turn, in a continuous increase, and institutions must meet it with a plan and program for continuous stimulation as well. The result agreed with the result of Abu Hamid's study (2020), the results which showed that Nesma Holding Company follows an effective incentive system that achieves employee satisfaction, and there is a statistically significant relationship between employee performance, motivation and material incentives, and there is also a statistically significant relationship between employee performance, motivation and moral incentives.

Presentation and Discussion of the Results of the Second Hypothesis:

The text of the hypothesis is: "There are no statistically significant differences in the need for motivation among administrators working in the Ministry of Education in Gaza according to the gender variable (administrative-administrative)". To test the validity of this, the (T) test was used for two independent samples to study the differences in motivation levels among administrators working in the Ministry of Education and Higher Education in the Gaza Strip due to the type (administrative, administrative). The results related to this hypothesis are shown in the following table:

Table (5): T-test of two Independent Samples to Detect Differences in the Motivation Scores of Administrators Working in the Ministry of Education in the Gaza Strip due to Gender

Variable	Academic Qualification	Average	Number	Standard Deviation	(T)Value	Significance
need for stimulation	Male	122.6	15.0		2.435	**0.017
	Female	115.1	15.6			

The results showed that there are significant statistically significant differences in the degrees of need for motivation among the administrators working in the Ministry of Education and Higher Education in the Gaza Strip attributed to the gender (administrators and female). The differences are in favor of the administrators, and this indicates that male administrators need motivation more than female administrators. And since some alphabets have proven that motivation in general affects the increase in productivity - based on the decision mentioned by (Baziz and Abu Al-Hajj, 2019: 625) that incentives undoubtedly affect the increase in job efficiency whether financial or otherwise. Financial, as it is based on human considerations in the first place. Good plans and

proper organization of business does not mean that we assume that individuals will automatically do the work in the best manner and with high efficiency. Making individuals work out of desire and enthusiasm is only done through the motivation system, and it is known that competencies, if available, are not what can be worked in isolation from the climate that provides them with the conditions conducive to express their energies and reach the highest levels of productivity. it is necessary for these competencies to have the appropriate atmosphere and incentives to achieve their scientific aspirations, raise their level of job satisfaction, and then achieve high rates of scientific performance and productivity, which contributes to increasing the quality and effectiveness of the

results and outputs - the researchers see that providing incentives for male workers has a greater impact in the field of work, especially in our Arab Muslim society, which tends to favor men's work because men have great and inevitable social responsibilities that fall upon them compared to women. men are primarily responsible for building the family and maintaining its security and stability and therefore obtaining money concerns them to a greater and more important degree compared to women. The result agreed with what was reached by the study of Maani (2015) which showed the existence of a positive relationship and a statistical function between motivation and the achievement of job satisfaction among public school principals in the northern governorates of the West Bank. Attributable to the variable of gender, educational

qualification, years of experience, and the level of intervention in the total score.

Presentation and Discussion of the Result of the third Hypothesis:

The text of the hypothesis: "There are no statistically significant differences in the need for motivation among administrators at the Ministry of Education in Gaza according to the educational qualification variable (university - above university)". To test the validity of this, the (T) test was used for two independent samples to study the differences in the degrees of need for motivation among administrators working in the Ministry of Education and Higher Education in the Gaza Strip due to the educational qualification (university, postgraduate). The results related to this hypothesis are shown through the following table:

Table (6): T.Test of two Independent Samples to Detect Differences in the Need for Motivation among Administrators Working in the Ministry of Education in the Gaza Strip due to Academic Qualification

Variable	Academic Qualification	Average	Number	Standard Deviation	T. Value	Significance
need for stimulation	Undergraduate	123.12	51	13.25	2.537	0.013**
	postgraduate	115.39	49	17.05		

The results showed that there are statistically significant differences in the degrees of need for motivation among administrators working in the Ministry of Education and Higher Education in the Gaza Strip due to the academic qualification (university, postgraduate studies), the differences are in favor of those with a university degree, and this indicates that administrators who have a university degree need to motivate more administrators with a university degree. Although a number of writers have confirmed that motivation improves the productivity of workers with a sufficient degree of efficiency and effectiveness, which is reflected in the goals of organizations, there is no doubt that the appropriate incentive system will have repercussions for workers, which requires the preparation of this system carefully. Giving it a priority by the organization, especially since it affects production and productivity in general, incentives have a significant and effective role in increasing production and its quality, raising the efficiency of employees, and improving their performance. Advancing the process of increasing and diversifying production as there is a direct relationship between increased production and the interest of the worker; therefore, material incentives are considered a basic incentive in addition to the factors provided by the employer of factors of stability and reassurance to workers and the

opportunity to show their talents and expertise within the work. This is with regard to moral incentives. Incentives must be based on a realistic plan that guarantees fairness to both the worker and the organization in which he works at, encourages the continuation of coordinated efforts on the part of workers and managers, and that is commensurate with the efficiency of the individual and the outstanding effort he exerts in his work. However, the result of this hypothesis has also indicated the desire and need of a particular group for stimulation more than others, and in the view of the researchers, this depends on the status and level of that group. Motivation helps in contributing to satisfying the needs of individuals and raising their morale, contributing to reorganizing the system of individual needs and coordinating its priorities, and contributing to controlling the behavior of the individual in a way that ensures moving, strengthening, directing and modifying this behavior according to the common interest between the organization and the individual, and developing good behavioral habits and values. The organization indicates its existence among individuals, and also contributes to the individual's promotion of the organization's goals or policies, enhancing their capabilities and tendencies, developing the individual's creative energies to ensure the organization's prosperity and

excellence, and contributing to the achievement of any work or activities that the organization seeks to accomplish (Baziz and Abu Al-Hajj, 2019: 626). The result of the study differed from the result with what was reached by the study of Maani (2015) which showed that there were no statistically significant differences between the averages of the study sample responses towards the degree of availability of motivation due to the variable of gender, educational qualification, years of experience, and the level of intervention in the total score. The result agreed with the result of the study of Maani (2015) which showed the existence of a positive relationship and a statistical function between motivation and the achievement of job satisfaction among public school principals in the northern governorates of the West Bank. Academic qualification, years of experience, and income level were in the total degree.

Conclusion of Study:

Study Results:

1. The level of need and desire of administrators at the Ministry of Education in the Gaza Strip for motivation in the workplace is high.
2. There are statistically significant differences in the need for motivation among administrators at the Ministry of Education in Gaza according to the gender variable in favor of male administrators.
3. There are statistically significant differences in the need for motivation among administrators at the Ministry of Education in Gaza according to the educational qualification variable in favor of administrators with university qualifications.

Study Recommendations:

1. Work on activating competition programs and presenting awards to workers in government institutions, which may contribute to increasing motivation for work and achievement.
2. The importance of developing motivational programs for workers in the Ministry of Education, which may contribute to raising the level of interaction and social communication between employees, raising their ability to build social relationships and improving their level of social interaction, which will reflect positively on work.

3. Paying attention to diagnostic, measurement and psychological tests as part of plans to study and evaluate the psychological satisfaction of workers in government institutions in general and among workers in educational institutions in particular. Third:

Study Proposals:

1. Studying the role of motivation and material incentives in alleviating psychological stress among workers in the field of education in the Gaza Strip.
2. Studying the effectiveness of group psychological counseling in increasing workers' motivation towards work - a comparative study.
3. Studying the level of mental health and quality of life among the employees of the Ministry of Education.

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