

A Study of the Seven Habits Among Teachers of Highly Educated and Motivated People in Government Schools in Palestine

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Abstrak

Guru yang hebat dalam organisasi sekolah, karena mereka berkontribusi pada prestasi siswa, hasil sekolah, dan pertumbuhan pendidikan nasional. Penelitian ini dilakukan untuk mengkaji esensi tindakan dan motif tujuh orang yang sangat produktif di kalangan guru di Beit Lahia, Gaza. Analisis terhadap tujuh kebiasaan orang yang sangat sukses dipandang sebagai penghasut. Penelitian ini menggunakan pendekatan kuantitatif, dan 70 responden memperoleh kumpulan kuesioner. Guru sekolah negeri di Beit Lahia, Gaza, adalah responden laporan ini. Versi 24.0 dari Program Statistik Sosial Sains (SPSS) digunakan untuk mengevaluasi data yang ringkas dan inferensial. Lupakan frekuensi, persentase dan rata-rata, statistik deskriptif digunakan. Statistik inferensi yang meliputi uji-T, uji ANOVA satu arah, dan Uji Korelasi Pearson digunakan untuk menjawab semua hipotesis penelitian. Berdasarkan temuan penelitian, rata-rata rata-rata untuk tingkat praktik tujuh perilaku orang yang sangat sukses (min = 3,24) dan tingkat motivasi (min = 2) ditunjukkan. Selain itu, hasil juga mengungkapkan perbedaan substansial ($p < 0,05$) untuk praktik tujuh perilaku individu yang dipengaruhi gender yang sangat produktif. Hasil penelitian juga mengungkapkan bahwa tidak ada hubungan penting antara praktik perilaku tujuh orang yang sangat sukses dengan tingkat motivasi guru di sekolah negeri Beit Lahia, Gaza. Simpulan penelitian ini dapat menjadi penting untuk membantu guru merefleksikan dan menguraikan kinerja mereka sendiri dan menghasilkan materi pembelajaran yang baru digunakan dalam konteks mereka.

Abstract

Great teachers in a school organization, as they contribute to student achievement, school results, and national education growth. This research is conducted to examine the essence of the actions and motives of seven highly productive people among teachers in Beit Lahia, Gaza. The analysis of the seven extremely successful people's habits is seen as inciting. This research uses quantitative approaches, and 70 respondents obtained a collection of questionnaires. The government schoolteachers in Beit Lahia, Gaza, are respondents to this report. Version 24.0 of the Science Social Statistics Program (SPSS) was used to evaluate concise and inferential data. Forget frequency, percentage and mean, descriptive statistics were used. Inference statistics which included T-test, one-way ANOVA test and Pearson Correlation Test were used to address all the study hypotheses. Based on the research findings, the average mean for practice level of seven highly successful people(s) behaviors (min = 3,24) and motivation level (min = 2) was shown. Furthermore, the results also revealed substantial differences ($p < 0.05$) for the practice of seven behaviors of highly productive gender-affected individuals. The results also revealed that there is no important association between the practice of seven highly successful people (s) behaviors and the level of teacher motivation in the Beit Lahia, Gaza, state schools. The results of this study can be is important to help teachers to reflect and elaborate on their own performances and produce as a result learning material to be newly utilized in their contexts.

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INTRODUCTION

A people achievement or accomplishment in his profession and personal life represents the individual's efficacy. The effectiveness of a school is generally calculated by the school's performance, the achievement of its students in evaluating and depriving products of human resources, as well as the satisfaction of school people in performing their duties in an organization (Khairuddin et al., 2018; Yahaya, 2007). Everyone has a vision of achieving perfection, growth, and achievement in the organization's personal, culture, or business. According to (Ahmad et al.), the effectiveness of a school depends on the efficiency of the program, principles, values, environment, teamwork and community practiced by all schools including students, teachers, administrators and staff support. Teachers are very significant contributors to school performance and quality (Reeves and Lowenhaupt, 2016). As the role model for students, each person appointed as a teacher must be optimistic, productive and quality. (Costa and Garmston, 1985), he or she wants a new approach to become a successful instructor, in which they can change their mindset and choose the best.

The practice of acting in their everyday lives. Teachers need to communicate with several stakeholders in the field of education, such as students, teachers, administrators and parents, as well as the community. They therefore need a positive attitude and can be embraced by all parties, particularly students who find them a role model. (Hassan et al., 2019) It has been argued that a teacher must not only be informed about the subject or subject, but must also be constructive, sensitive, supportive, ambitious and wise in developing good relationships with students, colleagues, school administrators, parents and even their families. Stephen's book "The Seven Habits of Highly Effective People" (Tate, 2003) It's a famous and influential novel, and it's been the best-selling book for sale until this time. why an individual need to do it. The habit is to be learned, developed and improved.

The dimensions of knowledge, abilities and will also need to be taken into account in order to create healthy habits. Since the 1970s, the tradition of developing the seven habits of highly successful people has started, with Covey reading hundreds of books, essays and more. (Chappuis, 2004) is described in his book entitled. (a) Be constructive, (b) begin with the end in mind, (c) Put first things first, (d) Think win - win, (e) Look first to understand, then to understand, (f) synergize, and (g) Sharpen the saw. The book has been the most readable book of readers in the world. After its publication, more than 150 million books have been sold and translated into 38 languages. According to (Covey, 1989), these seven behaviors constitute the fundamental concepts of human effectiveness, expressed in behavioral and personality psychology.

The understanding of the values of these seven behaviors is the cornerstone of everlasting happiness and long-term prosperity. Furthermore, in order to incorporate these seven behaviors, individuals need to build a mindset that needs to shift the way they perceive, understand, make expectations and make interpretations. As a consequence, (Brown and Henry, 1992) established the roots of the seven habits of effectiveness and deemed them suitable for the teaching profession. This cornerstone needs to be implemented by teachers in order to be able to carry out assignments in an excellent way and hence, their efforts would lead to the achievement of school missions and visions. According (Rajan and Kumar), motivation is the most significant psychological factor influencing the quality of work performance. (Man et al., 2012) has reported that, "Teacher motivation has to do with the ability of teachers to engage in the educational process as well as in the school environment.

Teacher motivation obviously has to do with the attitudes of teachers towards work. According to the suggestion (Ofoegbu et al., 2013), there are two forms of needs for students, inner needs and external needs in the one hand, a teacher who is emotionally motivated can be observed to take on a task for his own good, for a sense of accomplishment and self-actualization, or for the gratification that it offers. At the other hand, an extrinsically motivated instructor can carry out an operation in order to obtain incentives, such as salary. The mission of the organization should therefore be based on and strengthen

the inner motivation of teachers to teach in an efficient manner. (Darmawan, 2015; Guskey, 1994) as well. Since motivation is important for teachers as human beings, (Branham, 1997) has suggested seven habits in his book "The Seven Habits of Highly Successful People" that are helpful for a person to become motivated by what he does. Whenever these patterns exist in the life of teachers, they will be inspired not only to teach, but also to produce students who are highly motivated to do the best. The Gaza Strip has many political problems that have influenced all aspects of life.

The cultural, social and educational rates have also been affected. When we look at these things, we find the most important and the most serious of them or in a variety of forms (Nasser et al., 2010). Public schools make up a significant proportion of the total number of schools in the Gaza Strip compared to private schools, there are 398 public schools, 50 private schools and 245 United Nations Relief and Works Agency (UNRWA) schools. Since it depends on the country, the schools that typically have the most effect on the changes in policy are public schools there is a strong decline in many areas of the Gaza Strip. The town of Beit Lahia is one of the cities most impacted by this decline. In recent years, it has contested for the top ranks in the annual celebrations, but in this decade, it has become one of the names that have never been listed in the celebrations. As a result of the war, Palestine suffers from a lack of natural resources Human capital is the only commodity for the two parts of Palestine, the West Bank and Gaza. Moreover, there are highly troubling drawbacks to the education system in Palestine. In this technological era when global competition is powered by intellectual capital, the Palestinians are seriously behind.

Without proper education, the Palestinians would not be able to set up institutions and develop the economy Situation, establish leaders, fight poverty and social issues or effectively resist occupation. (Nasser et al., 2010) argues that, sadly, investment in education is still weak and continues to follow unsuccessful classical and conservative approaches, while education in Palestine remains a site of international and regional political struggle. The modes of regulation have varied depending on the demands of the ruling imperial forces. In the post-Palestine agreement, Israeli military authorities are currently implementing approximately restrictive policies that have contributed to a decline in educational quality (Ramahi, 2015).

Politically complicated situations in Palestine, particularly in Gaza, have affected all aspects of people's lives. Education was the sector most influenced by its significance in growing the country again. With regard to the continuing conflict and the political problems surrounding Gaza, morale among all people has been affected. Teachers 'morale was the region most influenced by this. Training was, and still was, the most important aspect of the creation of nations. Education gives us ample knowledge of the world around us, and it also shows us how to turn the world into something better. In fact, our viewpoint of looking at life is changing. It allows us to create thoughts and also to provide our points of view on issues that happen in life. The importance of schooling teaches us about the significance of schooling in our lives.

Education means a great deal in everyone's life, as it promotes our learning, information and skills. It fully changes our mind and temperament, and it allows us to maintain positive attitudes. The teacher who is known to be the student mentor is the most important part of the entire education cycle. One of the key functions of a teacher is to inspire students to do better in the classroom (Law et al., 2014). It is very important to create more successful teachers as they contribute to the success of the school. Therefore, in order to create such successful teachers, not only should they be intelligent and professional, but they do need to have the right behaviors or attitudes. Regrettably, teachers in public schools in Gaza, Palestine is said to have a less successful function in producing competent, reflective, communicative, relational, trained leaders capable of creating and contributing to regional, national and global change (Ramahi, 2015). claimed that more and more people are challenging the quality of education in schools and the society, because they have not placed their faith in the school authority in matters of education.

The sluggish educational process in Gaza, Palestine, is attributed not only to the diplomatic crisis, but also to the ineffectiveness of teachers. The lethargy of the education cycle is often correlated with the causality in school administration activities that are more focused on the management in technical issues, such as staff control, wages and facilities, and inefficient practice of teachers (Ramahi, 2015). The society is starting to place a high emphasis on the quality of the education system and the consistency in academic achievement. Teachers with negative attitudes, ineffective and unable to improve are very dangerous. We can make improvements, particularly in terms of paradigm shifts, attitudes and actions, so that they can work and compete efficiently and competently.

In addition to fulfilling important duties as a teacher who is actively engaged in teaching and learning, teachers often carry out assignment tasks such as clerical tasks, filling out various details and other activities. This composite assignment is used as an extension to the workload of an instructor. This will lead to a minimum of effort to create an engaging teaching and learning process. Evidently, the unattractive approach to teaching has led to the actions of students who continue to miss school. This question should not be overlooked, as teachers and schools need to try new approaches, processes, tactics and techniques to inspire students to attend classes (Nasser et al., 2010). While many teachers have been in the teaching profession for a long time, many teachers are still not innovative in providing lessons with effective and relevant tools, approaches and strategies to students.

Failure of the teacher to attract the attention and interest of the student may lead to unhappiness that contributes to the high percentage of absentee students and to a drop-out. Motivation has been the focus of companies in enhancing the efficiency of employees. The notion of motivation and work efficiency has become a common driving force behind most effective organizations (Heitzler et al., 2008). Motivation of staff can lead to good results, while lack of motivation can generate frustration and result in poor results (Heitzler et al., 2008). Inspiration is very critical, because if people are not motivated to dedicate their time and energy to work, even though they have the requisite experience, skills and abilities, they will perform poorly (Harris, 2001). Motivation as the internal mechanisms give the action its strength and direction. Such internal processes include priorities, values, (Cestone et al., 2008; Cherrington and Thornton, 2015) attitudes and desires (Yuksel, 2006). In order to inspire students, the teacher should also be inspired to teach. Motivation has been used to inspire both teachers and students to improve the academic success of students themselves (Jones and Song, 2005). (White et al., 2016) said that the shortage of teachers is one of the most important issues facing education systems worldwide.

Recent work has sought to explain this trend in the light of generational characteristics of teachers, finding that today's teachers frequently see teaching as a short-term task, and a desire for power outside the classroom. Teachers' motivation for work is an area of study and a dynamic phenomenon that is very important for the quality of the teaching process, the performance of the students, and for introducing improvements and reforms in the area of education (Shabbir and Wei, 2015). Other research endorsed this definition, such as (Cristina-Corina and Valerica, 2012) agreeing that work motivation is a valid construction, both theoretical and practical, due to its correlation and its direct impact on success at the individual and organizational levels. It's not easy to engage an instructor to teach positively, because it looks like to receive the inspiration, it's up to the instructor to step on with the drive that will get him interested with what he does. As Collie and (Bold et al., 2017) stated that teacher motivation can be understood as the underlying reasons driving teachers' involvement in teaching.

Many researchers and scholars examined the motivation of teachers in a number of ways. (Branham, 1997) is one of those academics. He linked the motivation of the individual with seven personal habits to boost motivation among the people. It focuses on the nature of these habits within an individual to play the role of motives and to raise optimism without any pressure. Overall, it can be inferred from discussions in the form of the above-mentioned problems that the concept of the seven habits should be implemented in the lives of teachers. The presence of qualified teachers with a high standard of instruction is a component to the success of a school organization. In the ever- of Palestinian

education and the emergence of more advanced students, the efficacy of teachers as educators and the role model in school seems shaky (Nasser et al., 2010; Ramahi, 2015). Ultimately, everybody needs to be stronger and more effective in performing jobs, as well as teachers.

However, the performance of teaching duties often does not meet the standards of all parties, such as students, school and parents (Nasser et al., 2010). Several symptoms, such as (a) poor comprehension of learning techniques, can be seen, (b) low organizational skills; (c) no potential for concrete analysis or reflection; (d) weak self-discipline and commitment; and (f) poor control of resources. Unless the trend remains unattended, it can impact the teaching and learning process as well as the quality of education (Ramahi, 2015). The goal of this research is therefore to fill existing studies on the practice of seven habits of highly effective people among teachers and to identify the degree to which the seven habits of highly effective people are practiced among self-motivated teachers at government schools in Gaza, Palestine. The remaining paper has been organised in the following manner: Section 2 Materials and Method; Section 3 Results and data analyses. Section 4 Discussion. Finally, Section 5 presents the conclusions of the study.

METHODS

The survey design was used in this study with the aim of clarifying the study of the seven habits of highly effective people and the relationship with the motivation of teachers in Beit Lahia, Gaza, Palestine. This survey method was carried out using the questionnaire as the main instrument. This quantitative method was chosen by the researcher because, through the use of questionnaires, data on the practice of seven habits and motivation among teachers can be obtained effectively. In this analysis, the information collected was based on the input of the respondents via the questionnaire given with dependent variables and predetermined independent variables. External knowledge and knowledge were also gathered by researchers through additional sources in resource centers, papers, briefings and journals. This is because additional details and references are required to ensure the degree of reliability and a clear image of this study, for the purposes of this study, researchers have identified goals for the study population to be explored by researchers.

Population identification is an important aspect of the study, since population studies identify areas of concern that need to be studied (Mahyuddin et al., 2004). The population refers to the target group of the researcher while the sample of the study is a randomly selected respondent with the goal of representing the population. This study population includes all Principals and Teachers in the Kulai district of Johor, comprising a total of 72 students. Item questionnaire was designed on the Likert scale. 'Strongly Disagree (STS),' 'Disagree (TS),' 'Agree (S)' and 'Strongly Agree (SS)' are the Likert Scales used by four grades. In order to encourage respondents, the response method for Part C is simplified, with respondents only need to round up the number of answers or answers for each statement ordered in Likert Scale. The Likert scale is used in unite B and C as it can categorize findings and show significance and allow the researcher to identify the research.

The collection of questionnaire forms to be sent to the respondents is divided into three parts: A, B and C. Part A addresses demographic topics such as age, gender and length of service and it includes four sub-items. Unit B addresses 30 topics related to the most important seven subjects performing the most powerful individuals in the sense of schooling and teaching as the school's top leader. Part C addresses 30 topics relating to the dedication of principals and professors to school organizations and to the allegiance of school organizations. The traditional method was used in teaching the control group, while the seven habits of highly effective people and the relationship with the motivation of teachers was used with the experimental one in the second term of the school year (2018-2019). As a main tool for the study, the researcher used an achievement test of four domains with (7) items designed and validated to be used as a

pre and posttest. Being used as a pre-test, the achievement was meant to prove groups equivalence. Besides, it was used as a post-test to measure any possible differences between the target groups.

The collected data were analyzed and treated statistically through the use of SPSS, T-test to identify the direction of the effectiveness. Furthermore, the effect size equation was used to measure the effect size of jigsaw strategy on the experimental group in each scope of the test. The findings of the study revealed that there were significant differences in seven habits of highly effective people between both groups: the experimental and the control ones, favoring the experimental group, and this is due to using the strategy. In the light of those findings, the study recommended the necessity of implementing seven habits of highly effective people in teaching and relationship with the motivation of teachers to bring about better outcomes in students' achievement using five dimensions knowledge. Also, the researcher suggested that further research should be conducted concerning the effectiveness of using seven habits of highly effective people and the relationship with the motivation of teacher(s) skills and other school subjects as well.

RESULTS AND DISCUSSION

This section presents the findings of the study regarding the research hypotheses. These findings resulted from the analysis process which involved using T-test and Mann-Whitney Test in addition to means, standard deviations, "t" value, and Eta square " η^2 ". Table 1 followed by interpretations were also used to tabulate the data analysis.

Data analysis

Data analysis will be presented in relation to the study different hypotheses. The first hypothesis of the current study was stated as follows: There are no statistically significant differences at ($p < 0.05$) for the practice of highly productive gender-affected individuals by using seven behaviours in the mean scores of the experimental group and etching by the traditional method in the scores mean of the control one. To test this hypothesis, the means and standard deviations of the experimental and the control groups' results on the post- achievement grammar test were computed. The researcher used Independent Samples T-test to measure the significant statistical differences between the experimental and control groups in the post grammar test. Table 1 shows the results of differences between the results of the experimental and the control groups concerning the three different levels of Bloom's Taxonomy.

Data analysis of the third hypothesis findings

The government school teachers in Beit Lahia, Gaza, are respondents to this report. Version 24.0 of the Science Social Statistics Program (SPSS) was used to evaluate concise and inferential data. Forget frequency, percentage and mean, descriptive statistics were used. Inference statistics which included T-test, one-way ANOVA test and Pearson Correlation Test were used to address all the study hypotheses. Based on the research findings, the average mean for practice level of seven highly successful people(s) behaviours (min = 3,24) and motivation level (min = 2) was shown. Furthermore, the results also revealed substantial differences ($p < 0.05$) for the practice of seven behaviours of highly productive gender-affected individuals. The demographic table indicates that 4 respondents (33.33 per cent) dominated the teaching experience of the respondents under 5 years of age. The second place was that of teachers who had been teaching for more than 21 years at 4 (33.33 per cent) and then those with 11-15 experience in the third position at 3 (25 per cent). Respondents with 16-20 years of teaching experience were 1(8.33%).

Table 1. Demography of teaching experience

Teaching experience	Frequency	Percentage (%)
<5 years	4	33.33
5-10 years	0	0
11-15 years	3	25
16-20 years	1	8.33
>21 years	4	33.33
Total	12	100

Overall, this research identified approaches to the mentoring of experienced teachers in terms of professional growth. In the first research issue, mentors point out that inexperienced teachers under their supervision are highly trained in terms of their teaching methods, ethics and appearance. The second research problem aims to examine the expectations of inexperienced teachers of mentoring strategies. Novice teachers respond by saying that mentors serve as role models, advocates and experienced coaches. Five dimensions of professional growth in response to the third research question (Desimone, 2009) used as a theme, a variety of sub-themes have appeared under each theme to provide in-depth explanations on the topic under discussion. The five themes are exemplary conduct and attitude, professional development activities of teachers, role of government, mastery of teaching skills and communication skills.

Novice teachers should adhere to all measurements in order to be properly trained. The last research question is about the role of mentors in the professional development of inexperienced teachers. In the PPGB system, mentors are expected to use cognitive teaching techniques to supervise the teaching of inexperienced teachers. In this approach, mentors can use a range of techniques to promote self-learning, self-reflection and to promote resourcefulness. Cognitive teaching is inspired by (Costa and Garmston, 2002; Darmawan, 2015) and is outlined in the PPGB guidelines as the mentor's responsibility for the mentoring of inexperienced teachers. The position of mentor as cognitive coach is divided into five underlying roles in the research findings. The tasks are to foster self-effectiveness, Interdependence, knowledge, versatility, and craftsmanship. From interviews, observation and field observations, the researcher found that mentors of inexperienced teachers have four out of five positions in cognitive coaching. They have trouble fostering craftsmanship in inexperienced teachers, as such instruction is not included in the PPGB programmer.

Great teachers in a school organisation, as they contribute to student achievement, school results, and national education growth, are very significant. The assurance, protection and guarantee from the government and other parties have stimulated the imagination of teachers to change the level of individual, school organization and social life, the study found. The PPGB mentors must use cognitive coaching strategies in the mentoring process. The study found that teachers were able to assess and represent their success in order to achieve the overall goals of improved teaching practice and better student outcomes. It also showed a willingness to exercise their skills in the classroom and gave them an opportunity to communicate when faced with a question.

The participants were encouraged to solve issues related to classroom management, to learn a new curriculum, to provide new knowledge and guidance to other teachers. Teachers wanted to evaluate and represent previous teaching experiences with mentors. Initial training in methodologies, language fluency in instructional, instructional materials, and technique for classroom management needs to be achieved through discussions with the mentor. In addition, teachers assessed the most successful ways to improve student learning in order to maximize their achievement. Evaluations will offer students joyful learning. In order to broaden the appraisal of staff, managers or peer testers may also see the importance and adequacy of the support facilities.

CONCLUSION

The introduction of a successful professional development plan is a vital step to ensure that the instructor maintains a professional status. However, it needs to be accountable to the local and central government's bureaucratic structure by welfare policy, the budgeting mechanism and services based on their needs. In addition, in relation to the competence of teachers, Knowledge, skills and values, diverse learning experiences in the area of professional development must be reinforced and encouraged. Seriousness and dedication on the part of stakeholders has often been a major issue because it was just on paper. Consistency in the recruitment of teachers has encouraged creativity in teaching practice to develop staff and employment as a member of the school community. The assurance, protection and guarantee from the government and other parties have encouraged the imagination of teachers to change the level of individual, school organization and social life. In the basis of the results, mentors and inexperienced teachers need to rely on each other to ensure the success of the vocational development programmer. The role of mentors as cognitive coaches is important in order to enable inexperienced teachers to be autonomous. Novice teachers should have a positive attitude, engage in professional development programs, adhere to government policy, demonstrate mastery of teaching skills and gain teaching skills knowledge. While mentor(s) need to encourage self-efficacy, they need to be mindful of the need to enable versatility, interdependence and, finally, craftsmanship.

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