Management by Walking Around and Its Relationship with Quality of Work Life in Palestinian Schools

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Abstract **– This study investigated the correlation between *Management by Walking Around* and the quality of work life experienced by teachers within the Al-Hussein Cluster educational area in Palestine. The study population consisted of 399 teachers. The results indicated a statistically significant moderate positive relationship between management by walking around and quality of work life. The level of management by walking around practice was high, with the initiative dimension being the most prominent. Meanwhile, the level of quality of work life was moderate. The researchers recommended enhancing management by walking around practices, particularly in the areas of development and innovation, and improving the work environment by providing office and logistical facilities and fostering positive communication. Additionally, they suggested conducting similar studies in other regions, examining the relationship in different contexts, and investigating the impact of management by walking around on student performance and teachers' job satisfaction.**

Keywords **– Management by walking around, quality of work life, Palestine, education.**

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1. Introduction

The world is witnessing rapid and successive changes in an era characterized by speed and modernity, where generations collide in various aspects. There has been a tremendous development in different fields of humanities, natural sciences, and behavioral sciences, leading to the emergence of various methodologies with diverse dimensions. Humanity has entered the twenty-first century carrying an unprecedented scientific torch. The classical approach is no longer effective; instead, the world seeks transformations that enable it to confront challenges and enhance its ability to address complexities.

Management by walking around is one of the modern concepts in human resource management and job performance development. It emphasizes the role of the leader as an active partner in achieving institutional goals, particularly within the directorates of education in Palestine. Studying the impact of management by walking around on employees' quality of work life is essential, especially in light of the challenges facing the educational system.

The term "management by walking around" (MBWA) emerged in the administrative landscape due to the diversity and expansion of organizations. The increasing reliance on office-based management and the prolonged time managers spend in their offices have led to a sense of job alienation, which contributed to the development of this concept. The origins of this approach can be traced back to the Prophetic tradition, where the Prophet Muhammad (peace be upon him) managed the affairs of the Islamic community by moving across different areas, including markets and public spaces.

Management by walking around is an advanced administrative methodology that effectively addresses the shortcomings of traditional office management. This approach provides leaders with the opportunity to observe real-time events, engage informally with employees, and understand their needs without surveillance but rather with a sense of presence and participation.

It allows leaders to discuss employees' achievements, challenges, and suggestions, fostering a culture of open communication. Management by walking around adopts a strategy that promotes effective interaction between managers and employees, helping to break down formal barriers. Moreover, it serves as a primary source of organizational data and acts as a reliable mechanism for verifying the quality and credibility of such information.

If the human element is the primary factor in increasing both the quantity and quality of production, then enhancing its efficiency becomes a crucial necessity for achieving job effectiveness. In this context, incentives serve as a human-centered approach through which management can improve efficiency and stimulate individuals' motivation to perform their work more effectively. Management by walking around offers numerous benefits for both managers and employees. It enables managers to stay informed about ongoing operations and maintain direct contact with employees, allowing them to understand their actual needs and consider diverse perspectives. This engagement strengthens organizational performance and supports goal achievement. Additionally, through management by walking around, managers provide concrete and tangible evidence of senior management's genuine concern and commitment to employees, demonstrating a sincere effort to address the challenges they may encounter in their work [1].

The concept of quality is one of the contemporary notions that aligns with the continuous changes and developments across various fields of life, particularly in the context of intense competition among individuals, organizations, regions, and even nations. In its abstract sense, quality corresponds to the state of satisfaction experienced by the client or the beneficiary of a service or product. Achieving this satisfaction necessitates ensuring employee satisfaction. The quality of work life plays a crucial role in determining an organization's performance and progress. Employees who enjoy a comfortable and distinguished quality of work life tend to exhibit high performance and possess the capability to assist the organization in achieving its strategic goals, thereby securing and maintaining its competitive advantage. Therefore, quality of work life is considered a critical managerial topic in human resource management and organizational behavior due to its direct impact on employee morale and consequently on organizational performance. Achieving quality is reflected in attaining a state of self-satisfaction among service or product recipients, as they embody and internalize its principles and values [2].

The directorate of education in Hebron, plays a vital role in developing and organizing the educational system in the region. It strives to achieve high-quality education standards and enhance students' competencies. Principals and teachers within the directorate bear significant responsibilities in guiding the educational process and providing necessary support to students and their parents. The directorate has categorized schools into cluster areas, with the Al-Hussein Educational Cluster being one of the most active and student-focused, given its central location and the special attention it receives from the directorate of education. The directorate is dedicated to curriculum development and the implementation of innovative programs that enhance students' skills and instill ethical and cultural values. Additionally, it seeks to provide a safe and stimulating learning environment that encourages critical thinking and creativity. The directorate fosters communication between schools and the local community, encouraging active parental involvement in their children's education. It also aims to enhance teachers' skills by offering training workshops and professional development programs. As a cornerstone of regional development, the directorate of education in Hebron demonstrates a strong commitment to educational excellence, preparing students to achieve their goals and contribute effectively to society.

The concept of MBWA originated as a military leadership technique, where army commanders would inspect their troops and remain present on the front lines. Over time, this practice gradually transitioned into institutions, organizations, and multinational corporations. In 1982, management scholars Tom Peters and Bob Waterman introduced the concept in their renowned book In Search of Excellence. They presented new managerial approaches, including MBWA, which emphasizes the necessity for managers to step out of their offices, move continuously across departments, engage with employees, observe operations firsthand, document findings, analyze situations, provide guidance, enforce accountability, and make informed decisions. However, Peters and Waterman did not frame MBWA as a purely theoretical concept; rather, they illustrated it through diverse case studies of successful global companies whose leaders actively practiced walking around. This management style was identified as one of the key factors contributing to their success [2].

Management by walking around (MBWA) is defined as the manager's active movement from the office to actual work sites. This approach enhances the communication process by relying on direct interaction with employees, delegating authority without accompanying responsibilities, and increasing employee motivation.

As a result, employees become more dedicated to their work and more satisfied with themselves and their tasks. Additionally, MBWA helps uncover facts, allowing managers to address issues as they arise or prevent them before they occur. The approach also provides managers with feedback on employees' satisfaction with their leadership, as they can ask questions and freely converse during the administrative rounds. For MBWA to be effective, the manager must possess several traits that foster trust and encourage positive communication with employees [3].

Management by walking around (MBWA) defines as the act of senior management leaving their offices to engage directly in the work environment with the goal of observing, understanding the details of task completion, and interacting directly with employees' material and emotional needs and desires [4]. Also defines it as the movement of senior management from their offices to the work field for the purpose of observation, direct interaction, and understanding the details of task completion while engaging with the employees' material and emotional needs [5]. On other hand, MBWA defines as an organized social process aimed at enhancing communication lines by engaging directly, on the ground, with employees and stakeholders, thereby achieving the goals of senior management and fulfilling the requirements of stakeholders [6]. Also MBWA defines as the act of stepping out of the office, shortening the physical and temporal distances, living freely and instantaneously, being present in the middle areas rather than upper offices, engaging with employees face-to-face, understanding and addressing their performance, motivating them, solving their problems, and staying in constant contact with them for active interaction and achieving the desired goals [1].

The concept of MBWA refers to the continuous presence of the leader among team members, contributing to the creation of an interactive and transparent environment where the leader can directly engage with various organizational levels. This approach enables leaders to gain a deeper understanding of employees' needs and guide them more effectively. It also promotes a culture of empowerment and shared responsibility [7].

In light of the previous definitions, the researchers conclude that management by walking around is a leadership approach characterized by direct communication and effective interaction between the leader and members of the teaching team. This leadership style involves the leader moving between teachers, actively participating in various aspects of educational work, opening direct communication channels, and encouraging active participation in decision-making processes. This leads to the enhancement of team spirit and a shared sense of responsibility.

Management by walking around, as an element of Individualized Consideration (IC), plays a crucial role in fostering innovation within organizations. By engaging directly with employees and observing daily operations, leaders can better understand individual needs, challenges, and potentials. This hands-on approach promotes two-way communication and creates a supportive climate where employees feel valued as whole persons rather than merely as workers. Such interaction not only facilitates the exchange of ideas and collaborative problem-solving but also enhances coaching and mentoring opportunities, thereby encouraging innovation in work processes and improving overall organizational performance and adaptability [8].

Quality of work life is considered a fundamental concept in the field of human resource management and organizational psychology. Understanding the impact of the work environment on employee satisfaction and well-being is vital for achieving organizational goals and enhancing overall performance. Quality of work life reflects the employee's experience in the workplace and encompasses a range of factors that influence their happiness and well-being while performing their professional duties. With the evolution of modern work and professions, aspects of job quality of life have become more significant and complex. This concept includes various elements such as work-life balance, social support, recognition and appreciation, diversity and equal opportunities, and professional development opportunities. Quality of work life is influenced by several factors, including the work environment, management style, and communication within the organization. Additionally, the employee's personal role plays a major part in determining their satisfaction with their work life.

The concept of quality is considered one of the leading ideas of the current era, as it harmonizes with the ongoing change and development in various aspects of life. The essence of understanding quality lies in the self-satisfaction of the client or beneficiary of the service or product provided. To achieve this, it is essential to gain the satisfaction of employees, which naturally reflects on both the quality of work life and the overall organizational performance. The quality of work life plays a fundamental role in determining organizational performance. Individuals who enjoy a comfortable work life exhibit high performance and are capable of supporting the organization in achieving its strategic goals. Therefore, achieving quality of work life is an important part of human resource management and understanding organizational behavior. Quality has a direct impact on employee morale, which is noticeably reflected in the organization's performance. Achieving quality manifests in achieving the self-satisfaction of the service or product recipients.

The importance of the human element is embodied as a vital entity that absorbs and feels these concepts to fully understand the concept of quality of work life [2].

The term "quality of work life" was introduced in the late 1960s to highlight the importance of developing programs aimed at improving life quality in the workplace. This period focused on the impact of employment on worker health and sought to understand ways to enhance individual performance while working between 1969 and 1974. Anderson suggests that the emergence of the concept of quality of work life resulted from an increase in negative behaviors within the American work environment, such as rising absenteeism, deliberate equipment sabotage, and growing negative attitudes from employees towards supervisors [9].

Quality of work life defined as the provision of appropriate working conditions and environment that enhance job satisfaction, including the provision of rewards, job security, growth opportunities, allowing employees to participate in decision-making, promoting collaboration, achieving fairness in the wage system, and ensuring workplace safety. This leads to the satisfaction of employees' needs and desires, resulting in positive responses manifested in their efforts to increase productivity [10]. Also defined it as the activities and efforts made by the organization to create a positive work environment that targets the employees' life in order to achieve their satisfaction, which in turn positively impacts the productivity of the organization [11].

Quality of work life is also defined as the working environment within the ministry that provides material, moral, functional, financial, and health factors in a satisfactory manner, which positively impacts the employee, making them feel job satisfaction and security, thereby encouraging them to exert their utmost effort in serving the ministry [12]. It is also described as a set of comprehensive activities and programs undertaken by the organization to improve various aspects of job quality of life, which in turn influences employee satisfaction, increases organizational commitment, and contributes to the achievement of the organization's goals and those of its employees [13]. Quality of work life as a process through which the organization responds to employees' needs by developing mechanisms that allow them to participate in decision-making that affects their lives through their work [14]. On the other hand, quality of work life involves activities used by the organization to improve the quality of life for employees by providing opportunities for decision-making, responsibility, and improving overall job satisfaction, such as providing an appropriate work environment, suitable reward systems, and opportunities for growth, which leads to achieving the organization's and employees' goals [15].

In the context of the previous definitions, the researchers conclude that quality of work life represents a comprehensive concept that reflects the experience of teachers in the educational work environment.

It encompasses several aspects related to satisfaction and well-being in the work environment, such as the balance between personal and professional life, positive interaction with colleagues and management, the feeling of supervision and effective support, and opportunities for personal and professional development.

Quality of work life refers to the overall degree to which employees perceive their work environment as supportive, inclusive, and conducive to their professional and personal well-being. It encompasses factors such as appreciation, psychological support, flexibility, career development opportunities, and inclusivity within the organization. A high level of QWL fosters employees' sense of value and belonging, enhances their motivation and engagement, and contributes to reduced stress and turnover while strengthening organizational loyalty and performance [16].

The primary objectives of Quality of Work Life (QWL) center on establishing a work environment that nurtures employees' well-being, enhances job satisfaction, and maintains a healthy balance between professional and personal life. Grounded in the principles of Social Exchange Theory, QWL emphasizes reciprocal relationships between employees and employers, wherein organizations provide flexible work arrangements, supportive conditions, and opportunities for career development. In return, employees demonstrate higher levels of commitment, motivation, and performance. By addressing both the physical and psychological needs of employees, QWL fosters a sense of belonging, strengthens organizational loyalty, and contributes to the reduction of turnover while promoting mutual growth and sustained organizational success [17].

Through a review of previous studies, including, for example, the study by [6], which aims to understand the extent to which the concept of management by walking around is applied and its role in achieving institutional excellence from the perspective of supervisory levels in the civilian section of the Ministry of the Interior and National Security, the study used a descriptive analytical approach. The results showed that the application of management by walking around in the ministry's civilian section was slightly below average. The study also revealed a statistically significant positive relationship between the application of management by walking around and institutional excellence.

Regarding analyses of the study community's opinions, no statistically significant differences were found in their responses concerning the application of management by walking around or institutional excellence, except for some differences that could be attributed to certain personal and organizational variables. The study indicated that the lack of time for implementation, the lack of awareness of managers about the importance of walking around, the lack of managerial interest, and the authoritarian leadership style were some of the major obstacles facing managers in implementing management by walking around.

In terms of recommendations, the researcher recommended that managers at various administrative levels practice management by walking around and that training programs be organized to enhance their skills in this regard. It was also recommended that managers adopt management by walking around as a main approach balanced with the use of remote monitoring systems, which would contribute to enhancing areas of institutional excellence [6].

Another study by [18] aimed to evaluate the extent to which school principals in the Gaza Strip, under the United Nations Relief and Works Agency (UNRWA), practice management by walking around, and its impact on teachers' job performance from their perspective. The researcher used the descriptive analytical approach to analyze data and results. The study found that the degree of practice of management by walking around among UNRWA school principals in Gaza was high. It also revealed a statistically significant relationship between the degree of practice of management by walking around and teachers' performance. Based on these results, the study recommends spreading the concept of management by walking around as a modern and effective management approach in educational organizations and institutions. The study also emphasizes the importance of principals exchanging their experiences in applying this method and emulating successful models, both Arab and foreign, in this context [18].

In the study by [19], the aim was to examine the extent to which school principals in Irbid Governorate adopt the management by walking around approach and its effect on improving teachers' morale from their perspective. A questionnaire was designed for the study, consisting of two parts: The first to assess the extent of practicing management by walking around, and the second to measure morale levels. The results showed that teachers' evaluation of the extent to which school principals adopted the management by walking around approach was average, as was the level of teachers' morale. The study indicated a positive relationship between practicing management by walking around and improving teachers' morale.

It recommends developing effective methodologies to enhance the practice of management by walking around, especially in areas such as communication, motivation, evaluation, development, and encouraging feedback from principals [19].

In another study by [2] the aim was to examine the impact of practicing management by walking around on improving the quality of work life from the perspective of employees in Gaza Municipality. The researcher used the descriptive analytical approach. The study showed that the practice of management by walking around was high, with the communication and teamwork aspects being the most practiced. It also revealed that the quality of work life for employees in Gaza Municipality was low.

The study concluded that there is a relationship between practicing management by walking around and improving the quality of work life for employees in Gaza Municipality. The study recommended that the municipality give special attention to improving the work environment, enhancing teamwork, and developing compensation and reward systems. It also stressed the need for training programs to enhance managers' skills in management by walking around and encouraged employee participation in decision-making to enhance responsibility and boost morale [2].

Lastly, in a study by [3] the aim was to explore the reality of practicing management by walking around among deans at Al-Majmaah University. The descriptive survey method was used to achieve the set objectives. The results revealed that the degree of practicing management by walking around among deans at Al-Majmaah University was high. The study also showed that there were multiple challenges faced by university leaders in implementing management by walking around practices, such as the abundance of tasks and work pressure. Among the suggestions provided to enhance the practice of management by walking around among deans, the study recommended enhancing deans' familiarity with modern supervisory methods based on transparency and selecting competent leadership to develop the work environment. The study further indicated that there were no statistically significant differences in participants' responses regarding the degree of practicing management by walking around by deans based on the nature of the work and years of experience. Additionally, no statistically significant differences were found in the proposals provided by participants regarding their impact based on training courses in management by walking around [3].

Prior research has yielded varied findings and recommendations across numerous disciplines, consistently underscoring the importance of management by walking around and its connection to the quality of work life.

Furthermore, these studies shed light on several issues and challenges that hinder the implementation of management by walking around and its impact on work life quality. These findings have contributed to enriching knowledge on the topic of the study and guiding researchers' attention to important aspects. Additionally, the previous studies varied in their discussions of the research topic, with each researcher addressing their study based on their own perspective. Each study originated from a unique problem, through which the researcher aimed to achieve their research objectives. This diversity was a strong asset, as it provided researchers with a wide range of knowledge and new ideas on the study topic, thereby enriching its theoretical aspect.

The researchers observed, through field visits to schools in the Al-Hussein Educational Cluster area, a noticeable discontent among teachers due to irregular salary payments and an excessive workload in terms of weekly class hours for some teachers. Additionally, a clear shortage of some office and material supplies was noted. Given the researchers' awareness of the importance of management by walking around and its relationship with improving work-life quality, this study aims to understand the concept of management by walking around, the obstacles that may hinder its implementation, and its relationship with work-life quality from the perspective of teachers in the Al-Hussein Educational Cluster area in Palestine, as well as ways to address these obstacles. The core problem of the study lies in the main question: What is the nature of the relationship between management by walking around practices and the work-life quality of teachers in the Al-Hussein Educational Cluster area in Palestine, and how can this relationship be improved to enhance the educational experience?

The practical significance of this study lies in the fact that one of the researchers works as a teacher in one of the schools in the Al-Hussein Educational Cluster area and holds a Master's degree in Business Administration with administrative experience. The other researcher holds a Ph.D. in Management and holds academic and administrative positions at Lincoln University College in Malaysia. They both recognized the importance of this study in the practical context, where the value of management by walking around is evident in enhancing communication between leaders and employees through direct interaction and the exchange of ideas and opinions. It highlights the role of leadership in making employees feel valued and appreciated, encouraging creative thinking and innovation. The study also emphasizes the importance of enhancing leadership efficiency, developing strategies, understanding obstacles, and providing effective solutions, which contributes to improving work-life quality and guiding educational policies.

On the other hand, the scientific significance of the study lies in its measurement of the nature of the relationship between management by walking around practices and work-life quality among teachers in the Al-Hussein Educational Cluster in Palestine. The study aims to contribute to knowledge enrichment and a deeper understanding of educational impacts, identifying the local educational context, and directing future research towards a better understanding of the conditions of this specific educational area. The study also contributes to fostering innovation and development in the field of educational leadership, analyzing influential factors, enriching scientific discourse, and promoting constructive thinking in the context of educational development.

In conclusion, the study provides a scientific foundation that contributes to the effective utilization of resources to achieve better results and enhance the work-life quality of teachers in the area.

Given the aforementioned context, this research seeks to address the following questions:

1. Is there a statistically significant relationship between management by walking around and work-life quality from the perspective of teachers in the Husseini Cluster Educational Area in Palestine?
2. What is the level of management by walking around practices from the perspective of teachers in the Hussein Cluster Educational Area in Palestine?
3. What is the level of quality of work life from the perspective of teachers in the Al-Hussein Educational Cluster in Palestine?

2. Methodology

This section outlines the methodological framework adopted to investigate the relationship between management by walking around and quality of work life among teachers in the Al-Hussein Educational Cluster in Palestine. The research instruments were carefully developed and validated through expert review and statistical analysis. Reliability was confirmed through high Cronbach's alpha coefficients. Data analysis was conducted using SPSS, applying descriptive and inferential statistical methods to ensure the robustness and accuracy of the study findings.

2.1. Study Methodology

In this study, the researchers employed the Explanatory Sequential Design [20], utilizing unstructured interviews as a qualitative tool to explore the variables related to the study topic, particularly concerning management by walking around style and its application in the Al-Hussein Educational Cluster area, and its impact on work-life quality for teachers.

2.2. Study Population and Sample

The study's participants comprised all teachers in the Al-Hussein Educational Cluster in Palestine, a group totaling 399 educators according to data from the Palestinian Ministry of Education. Researchers employed a simple random sampling method, aiming to include all teachers within this cluster during the 2024/2025 academic year.

Ultimately, 144 valid questionnaires were collected for analysis, representing a 36% response rate from the total teacher population.

Table 1 shows the distribution of study sample members according to demographic variables.

Table 1. Distribution of sample members according to demographic variables

Variable	Category	The Number	Percentage
Gender	Male	91	63.2%
	Female	53	36.8%
	Total	144	100.0
The Age	Less than 30 years	12	8.3%
	Between 30-40 years	48	33.3%
	Between 40-50 years	60	41.7%
	More than 50 years	24	16.7%
	Total	144	100.0
Years of Experience	Less than 5 years	6	4.2%
	Between 6-10 years	18	12.4%
	Between 11-15 years	24	16.7%
	More than 16 years	96	66.7%
	Total	144	100.0
Qualification	Master's degree or higher	48	33.3%
	Bachelor's	90	62.5%
	Diploma	6	4.2%
	Total	144	100.0

2.3. Study Instruments

To achieve the study's objectives, the researchers developed a questionnaire, which was constructed and refined based on the theoretical literature and previous studies. The questionnaire consisted of 62 items, distributed across the following dimensions: (management by walking around and work-life quality). Management by walking around was divided into the following areas: (discovering facts, initiative, motivation, development and creativity, and feedback), containing 43 items. Meanwhile, work-life quality included 19 items.

2.4. Peer Review

The research instruments underwent a rigorous validation process. Initially, five expert reviewers assessed the instruments, and their feedback led to subsequent modifications, including additions and deletions of items. Furthermore, the statistical validity of the instruments was established by calculating the Pearson correlation coefficient for each item in relation to its total score, as presented in Table 2.

Table 2. Results of the Pearson correlation coefficient between each item of the study and the total score

Item Number	Correlation coefficient (R)	Statistical significance	Item Number	Correlation coefficient (R)	Statistical significance
Management by Walking Around					
1	0.671**	0.00	23	0.594**	0.00
2	0.716**	0.00	24	0.693**	0.00
3	0.588**	0.00	25	0.650**	0.00
4	0.786**	0.00	26	0.650**	0.00
5	0.570**	0.00	27	0.771**	0.00
6	0.663**	0.00	28	0.706**	0.00
7	0.746**	0.00	29	0.838**	0.00
8	0.814**	0.00	30	0.865**	0.00
9	0.800**	0.00	31	0.824**	0.00
10	0.631**	0.00	32	0.780**	0.00
11	0.640**	0.00	33	0.708**	0.00
12	0.611**	0.00	34	0.760**	0.00
13	0.566**	0.00	35	0.760**	0.00
14	0.720**	0.00	36	0.742**	0.00
15	0.718**	0.00	37	0.826**	0.00
16	0.767**	0.00	38	0.752**	0.00
17	0.757**	0.00	39	0.780**	0.00
18	0.688**	0.00	40	0.728**	0.00
19	0.608**	0.00	41	0.887**	0.00
20	0.512**	0.00	42	0.808**	0.00
21	0.556**	0.00	43	0.763**	0.00
22	0.769**	0.00			
Work-life quality					
44	0.536**	0.00	54	0.594**	0.00
45	0.486**	0.00	55	0.602**	0.00
46	0.365**	0.00	56	0.337**	0.00
47	0.429**	0.00	57	0.423**	0.00
48	0.665**	0.00	58	0.424**	0.00
49	0.408**	0.00	59	0.598**	0.00
50	0.754**	0.00	60	0.793**	0.00
51	0.670**	0.00	61	0.590**	0.00
52	0.717**	0.00	62	0.774**	0.00
53	0.763**	0.00			

*** Statistically significant at(0.01≥α)*

The findings presented in Table 2 demonstrate that all correlation matrix values between the domain items and the overall domain score are statistically significant. This signifies the robust internal consistency of the scale items, providing evidence for the validity of the tool in accurately measuring the intended constructs.

2.5. Consistency Stability

Table 3 shows that the study instrument has high reliability, as indicated by the Cronbach's alpha coefficients. The Management by Walking Around dimension achieved a Cronbach's alpha of 0.976, and the Work-Life Quality dimension scored 0.881. The overall Cronbach's alpha for the entire scale was 0.970. These high values confirm the scale's strong internal consistency and suitability for achieving the study's objectives.

Table 3. Cronbach alpha reliability coefficients

Variables	Item Numbers	Cronbach alpha
		Reliability Coefficients
Management by Walking Around	43	0.976
Work-life quality	19	0.881
Total Degree	**62**	**0.970**

2.6. Statistical Method

After administering the research instruments to the study participants, the collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). This involved a comprehensive range of statistical analyses, including the calculation of frequencies, relative weights, arithmetic means, and standard deviations.

To assess the reliability of the instruments, Cronbach's alpha was employed. Furthermore, Pearson correlation coefficients, t-tests, and one-way analysis of variance (ANOVA) were utilized to examine the relationships and differences within the data.

3. Results and Discussion

Results of the main question: Is there a statistically significant relationship between management by walking around and work-life quality from the perspective of teachers in the Hussein Cluster Educational Area in Palestine?

To answer the first question, Pearson's correlation coefficient was used to determine the relationship between management by walking around and work-life quality from the perspective of teachers in the Hussein Cluster Educational Area in Palestine, as shown in Table 4.

Table 4. Pearson correlation between management by walking around and quality of work life among male and female teachers in Al-Hussein Cluster – Palestine

Relations		Correlation coefficient	Statistical significance
Work-life quality	Discovering the facts	**0.451****	0.00
	Initiative	**0.682****	0.00
	Motivation	**0.755****	0.00
	Development and creativity	**0.563****	0.00
	Feedback	**0.488****	0.00
	Management by walking around	**0.641****	0.00

*** Statistically significant at a significance level of (α≤0.01), * Statistically significant at a significance level of (α≤0.05).*

The data presented in Table 4 indicate a statistically significant relationship between management by walking around and work-life quality from the perspective of teachers in the Hussein Cluster Educational Area in Palestine, with a significance value of (0.000), which is statistically significant. The correlation coefficient value was (0.641), indicating a moderate positive relationship with statistical significance between management by walking around and work-life quality from the perspective of teachers in the Hussein Cluster Educational Area in Palestine.

The results of the second question: What is the level of management by walking around practices from the perspective of teachers in the Hussein Cluster Educational Area in Palestine?

To answer the second question, the arithmetic means, standard deviations, and relative weights for the level of management by walking around practices from the perspective of teachers in the Hussein Cluster Educational Area in Palestine were calculated, as shown in Table 5.

Table 5. Descriptive statistics of management by walking around practices from teachers' perspective in Hussein Cluster, Palestine (n=144)

The Dimension	Paragraph	Mean	Standard Deviation
Discovering the facts	The manager regularly checks the work conditions and employees.	4.38	0.57
	The manager's walkabout enables monitoring and following up on tasks.	4.38	0.64
	The manager's walkabout helps dispel rumors and counter them.	4.25	0.52
	The manager's walkabout ensures readiness to face work obstacles.	4.17	0.69
	The manager evaluates work outcomes through direct observations.	4.17	0.75
	The manager's walkabout reveals the alignment of performance with quality standards.	4.17	0.69
	The manager's walkabout contributes to discovering errors and following up on them.	4.13	0.73
	The manager's walkabout allows gathering information from its sources and verifying its accuracy.	4.08	0.76
	The manager's walkabout objectively identifies work difficulties and problems.	4.04	0.74
Composite Score for the Domain		4.19	0.54
Initiative	The director is interested in breaking the psychological barriers between him and the teachers through roaming	4.38	0.70
	The director seeks through roaming to spread the culture of open door in his direct contact with the teachers	4.29	0.61
	The director's roaming supports teamwork and cooperation	4.29	0.61
	The director's roaming provides the possibilities that make teamwork successful	4.25	0.52
	The director's roaming encourages discussion and open communication with the teachers	4.25	0.60
	The director's roaming enhances trust with the teachers	4.25	0.60
	The director's roaming allows any teacher to communicate with him	4.25	0.60
	The director's roaming enhances the culture of teamwork among the teachers	4.21	0.71
	During the roaming, the director meets the teachers in the work environment	4.13	0.73
Composite Score for the Domain		4.25	0.46
Motivation	The principal praises the distinguished teachers in front of the students and their parents during his tour	4.43	0.63
	The principal's tour among the teachers encourages them to excel in work and performance	4.33	0.63
	The principal's continuous tour raises morale	4.32	0.63
	The principal's tour encourages building trust and breaking the barrier of fear with the teachers	4.21	0.65
	The principal's tour among the teachers makes them feel that they are partners in the work	4.13	0.67
	The principal's tour motivates the teachers to express their opinions	4.08	0.64
	During his tour, the principal involves the teachers in decision-making	4.03	0.84
	During his tour, the principal is keen to use all types of incentives	4.04	0.74
	The principal is interested in learning about the tendencies and trends of the teachers	4.00	0.77
Composite Score for the Domain		4.16	0.51
Development and creativity	The director's wandering enhances the teachers' self-confidence to raise their morale	4.17	0.55
	The director's wandering encourages creativity in completing tasks efficiently and effectively	4.13	0.78
	The director uncovers new ideas during his wandering among the teachers	4.13	0.73
	The director's wandering stimulates the latent abilities of the teachers	4.00	0.92
	The director's wandering enhances the culture of creativity among the teachers	3.92	0.70
	The director's wandering contributes to maximizing the benefit from the teachers' suggestions	3.92	0.70
	The director's wandering supports the promotion of creative activities when the teachers carry out their tasks	3.92	0.64
	The director's wandering relies on the latest methods of developing the capabilities of the teachers	3.79	0.82
Composite Score for the Domain		3.99	0.61
Feedback	The director's tour reveals the strengths and weaknesses in the performance of male and female teachers	4.08	0.64
	Through the tour, the director evaluates the performance of male and female teachers according to the standards of work systems	4.04	0.61
	The director's tour informs male and female teachers of the causes of work problems and their reflection on their work	4.00	0.71
	The director's tour gives male and female teachers more opportunities to succeed in their work	4.00	0.71
	The director's tour contributes to providing feedback to male and female teachers about their performance	4.00	0.58
	The director's tour contributes to informing male and female teachers of the results of their work	3.96	0.74
	Through the tour, the director provides guidance and advice to male and female teachers	3.92	0.87
	The director's tour presents previous mistakes as lessons and experiences that can be learned from	3.92	0.64
Composite Score for the Domain		3.98	0.57
Total Scores		4.12	0.49

The data presented in Table 5 indicate that the level of practice of management by walking around from the perspective of teachers in the Al-Hussein Educational Cluster in Palestine is high, with an overall mean score of (4.12) and a relative weight of (82.4%). These results are consistent with the study of [18] and [19], and differ from the study of [6].

It is evident from Table 5 that the "Initiative" domain ranked first with a mean score of (4.25) and a relative weight of (85.0%), followed by the "Discovery of Facts" domain in second place with a mean score of (4.19) and a relative weight of (83.8%). The "Motivation" domain came in third with a mean score of (4.16) and a relative weight of (83.2%), while the "Development and Innovation" domain ranked fourth with a mean score of (3.99) and a percentage of (79.8%).

The "Feedback" domain ranked fifth with a mean score of (3.98) and a percentage of (79.6%).

Results of the third question: What is the level of quality of work life from the perspective of teachers in the Al-Hussein Educational Cluster in Palestine? To answer the second question, the researchers calculated the arithmetic means, standard deviations, and relative weights for the level of quality of work life from the perspective of teachers in the Al-Hussein Educational Cluster in Palestine, as shown in Table 6.

The findings presented in Table 6 reveal that the quality of work life among teachers in the Al-Hussein Educational Cluster in Palestine was perceived as average, with an overall arithmetic mean of (3.16) and a relative weight of (63.2%). This aligns with previous research by [6] and [3].

Table 6. Descriptive statistics of quality of work life among teachers in Al-Hussein Cluster, Palestine (n=144)

Paragraph	Mean	Standard Deviation
The school encourages building relationships between teachers at work based on mutual respect	4.13	0.84
The school is characterized by a good physical work environment (lighting, heat, noise, bad smells, waste)	4.12	0.93
The school administration gains the trust of teachers through (justice, commitment to work rules, human relations, creativity in work)	4.05	0.74
The school provides office and logistical equipment appropriate for performing the work	4.04	0.89
The performance of teachers is evaluated based on clear, announced and written criteria and standards	3.67	0.99
The job duties are consistent with the qualifications and experience of teachers	3.63	0.76
The school provides elements of security and protection from occupational hazards in the workplace	3.63	0.95
Working time at school allows for achieving a balance between job requirements and family requirements	3.42	0.87
Clear plans are put in place to develop the career path of teachers at the school	3.29	1.06
The Ministry of Education provides appropriate vacation programs (religious, national, emergency)	3.25	1.01
The school provides elements of security and protection from occupational hazards in the workplace	3.17	0.85
There is a complaints system in the school	2.83	0.95
Teachers work in an organizational climate characterized by security and mutual trust between all parties Work	2.83	0.90
There are sufficient rest periods during work	2.79	0.96
The Ministry of Education provides appropriate salaries compared to the salaries of male and female teachers in the same field in private and national schools	2.67	0.95
The school provides social welfare programs for male and female teachers (transportation, places, rest)	2.63	1.15
The teachers in the school felt job security and stability at work	2.33	1.11
The Ministry of Education has financial resources that enable it to fulfill its financial obligations towards its male and female teachers	2.08	1.16
The Ministry of Education has a clear and appropriate reward system	1.63	0.81
Total Scores	3.16	0.54

Delving deeper into the specific aspects, the item "The school encourages building relationships between male and female teachers at work based on mutual respect" received the highest rating, with an arithmetic mean of (4.13) and a relative weight of (82.5%).

Following closely, "The school is characterized by a good physical work environment (lighting, heat, noise, bad smells, waste)" ranked second, with an arithmetic mean of (4.12) and a relative weight of (82.4%).

The statement "The school administration gains the trust of male and female teachers through justice, commitment to work rules, human relations, creativity in work" secured the third position, with an arithmetic mean of (4.05) and a relative weight of (81.0%). Finally, "The school provides appropriate office and logistical equipment to perform the work" was ranked fourth, with an arithmetic mean of (4.04) and a relative weight of (80.8%).

4. Conclusion

Based on the conclusions, it appears that management by walking around plays an important role in improving quality of work life. It is recommended that management focus on improving practices in the areas of development and creativity, as well as enhancing the provision of office and logistical supplies to achieve sustainable improvement in the quality of work life for teachers.

Regarding general recommendations, attention is drawn to the importance of improving management by walking around practices. It is suggested to allocate time for walkabouts and direct communication with teachers, as well as organize regular meetings to support their needs. Additionally, emphasis should be placed on improving the work environment by providing office and logistical supplies and enhancing positive communication.

As for recommendations for future research, it is suggested to conduct similar studies in other areas of Palestine and examine the relationship between management by walking around and quality of work life in different contexts. The impact of management by walking around on student performance and teacher job satisfaction could also be studied.

In the same context, recommendations for policymakers include incorporating management by walking around in teacher training programs and allocating budgets to support management by walking around programs in schools. Furthermore, the adoption of management by walking around practices is encouraged, and evaluative studies should be conducted to assess the impact of management by walking around programs on teachers' quality of work life.

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