The impact of the organizational climate on school library services
A field study of a sample of librarians in the secondary schools of the city of Messila.

تأثير المناخ التنظيمي على خدمات المكتبة المدرسية
دراسة ميدانية لعينة من أمناء المكتبات بالمدارس الثانوية لمدينة المسيلة

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Abstract:

This study examines the role that the organizational climate can play on school library services in service of the curriculum in order to contribute to the formation of a leading generation imbued with science and knowledge. The researcher reviewed the concept of school libraries and their basic functions, with a focus on school library services for secondary schools of all kinds, both technical and those related to cultural activities. The researcher then presented the concept of the organizational climate as one of the most important factors according to his belief in providing a quality service to students, especially in the secondary education stage. The researcher employed the descriptive analytical approach by adopting a quantitative approach based on the questionnaire tool. Eleven (11) questionnaires were distributed to the librarians responsible for the management of school libraries in the secondary schools in the city of Messila. The aim of the research through the

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field study was to measure the impact of the organizational climate on the library services provided, and to try to know the opinion of the workers in the prevailing climate in the secondary schools under study to reach the results of the field research. A clear weakness was noted in the services provided by the school libraries in those secondary schools, and it was clearly affected by the prevailing organizational climate in the secondary schools.

Keywords:

School libraries - Library services - Organizational climate – Curriculum

Résumé

Cette étude examine le rôle que le climat organisationnel peut jouer sur les services de bibliothèque scolaire au service du curriculum afin de contribuer à la formation d'une génération de premier plan imprégnée de sciences et de connaissances.Le chercheur a passé en revue le concept de bibliothèques scolaires et leurs fonctions de base, en mettant l'accent sur les services de bibliothèque scolaire pour les écoles secondaires de toutes sortes, à la fois techniques et liées aux activités culturelles. Le chercheur a ensuite présenté le concept de climat organisationnel comme l'un des facteurs les plus importants selon sa conviction de fournir un service de qualité aux élèves, en particulier au stade de l'enseignement secondaire. Le chercheur a utilisé l'approche analytique descriptive en adoptant une approche quantitative basée sur l'outil du questionnaire. Onze (11) questionnaires ont été distribués aux bibliothécaires responsables de la gestion des bibliothèques scolaires dans les écoles secondaires de la ville de Messila. L'objectif de la recherche par le biais de l'étude de terrain était de mesurer l'impact du climat organisationnel sur les services de bibliothèque fournis, et d'essayer de connaître l'opinion des travailleurs dans le climat prévalant dans les écoles secondaires à l'étude pour atteindre les résultats de la recherche de terrain. Une faiblesse évidente a été notée dans les services fournis par les bibliothèques scolaires dans ces écoles secondaires, et elle a été clairement affectée par le climat organisationnel prévalant dans les écoles secondaires.

les mots clés

Bibliothèques scolaires - Services de bibliothèque - Climat organisationnel – Curriculum

المُلخص

تتناول هذه الدراسة الدور الذي يمكن أن يؤديه المناخ التنظيمي على خدمات المكتبات المدرسية خدمة للمنهج الدراسي من أجل المساهمة في تكوين جيل رائد متشبع بالعلم و المعرفة. حيث استعرض الباحث في الجانب النظري مفهوم المكتبات المدرسية و مهامها الأساسية، مع التركيز على خدمات المكتبات المدرسية للثانويات بمختلف أنواعها، سواء التقنية أ و تلك المتعلقة بالأنشطة الثقافية. ثم تعرض الباحث لمفهوم المناخ التنظيمي باعتباره من أهم العوامل حسب اعتقاده في تقديم خدمة نوعية للتلاميذ خاصة في مرحلة التعليم الثانوي و قد وظف الباحث المنهج الوصفي التحليلي من خلال تبني مقاربة كمية اعتمد على أداة الاستبيان، حيث تم توزيع احدى عشرة (11) استبيان على المكتبيين المسؤولين على تسيير المكتبات المدرسية في الثانويات مدينة المسيلة و هدف البحث من خلال الدراسة الميدانية إلى قياس مدى تأثير المناخ التنظيمي على الخدمات المكتبية المقدمة، و محاولة معرفة رأ ي العاملين في المناخ السائد في الثانويات محل الدراسة وصولا لنتائج البحث الميداني حيث لوحظ ضعفا واضحا في الخدمات المقدمة من طرف المكتبات المدرسية بتلك الثانويات، و تأثرت جليا بالمناخ التنظيمي السائد بالثانويات .

الكلمات المفتاحية:

المكتبات المدرسية - الخدمات المكتبية - المناخ التنظيمي – المنهج الدراسي.

Introduction:

The quality of the services provided by the school library to its audience of students and teachers is also related to the existence of a prevailing organizational climate in the school (officials, supervisors, regulations, laws, administrative, communication and leadership methods) that facilitate the library's performance of its mission. On the other hand, the extent of the eligibility of school librarians and their experience in the conduct of the school library in its comprehensive dimensions.

This is what I wanted to address in this research by highlighting the importance of the organizational climate in improving the services of school libraries to provide a quality service to their users and the serious and influential contribution in serving, supporting and supporting the curriculum, which helps students in their comprehensive development physically, mentally, psychologically, socially and spiritually.

1. Problem :

Modern education, as previously shown, focuses on documenting the link between the organizational climate and school library services. Those concerned with the educational process are keen to instill a love of knowledge among students, help them achieve themselves, refine their personality and develop their basic skills. This interest in school libraries and their performance of their duties and success in their mission depends on the technical capabilities of the library and its educational qualifications and activities inside and outside the library.

Through my contact with some officials and supervisors of these educational institutions and with my colleagues in the specialization and library work, in addition to inspecting some educational institutions, I noticed a lack of interest in the role that school libraries can play as real companions in various educational processes and limited to some traditional services. Based on this, I have chosen this issue as the subject of the study

What has been the impact of the prevailing organizational climate in the seconds on school library services in the seconds of the state of Msila?

2. Hypotheses

This research, based on theoretical studies that constitute a framework for research, in addition to some previous studies that approach the topic, especially in its field aspect, deals with the answer to the following hypothesis:

The organizational climate prevailing in the seconds of the city of Messila   negatively affects the school library services of these secondary schools.

3. Research aims

The general objective of the research is to identify the library services in school libraries and to identify the shortcomings, difficulties and problems facing these libraries, and the extent of their adaptation to the new role entrusted to them and to reveal the relationship of the prevailing organizational climate in those high schools with their school libraries, and to determine the extent of its impact on those services provided by the libraries of these high schools.

4.Research Concepts

School Libraries:

It is " libraries that serve schools at all levels in all stages of pre-university education, and these libraries are one of the most important educational facilities in the school because of the cultural and social activities they provide"(Abdul Tariq Al-Latif Mahmoud Sufi Abbas, 1987 , p. 77).

It provides printed and non-printed materials to support the enrichment of the curriculum and carry out educational activities. It provides its services to members of the academic community and meets their information needs. It also trains students to use books and libraries, and provides them with library skills, and self-education skills that lead them to continuous education throughout life.

- Office services:

In library science literature, there are several definitions, most notably the definition of the Encyclopedic Dictionary of Library Science and Documentation, where it is defined as "the facilities provided by the library for the use of books and the dissemination of information." (Ghaleb,Awad Al-Nawaysah,2000, p.21)

- Organizational climate:

Regulation means the framework that includes rules, regulations and links between individuals, and defines the powers, responsibilities and duties of employees to achieve the objectives of the organization.

As for the concept of the organizational climate, Hilal Ali defines it as " a set of rules, policies, procedures, systems and regulations that determine how the work of the administrative organization will proceed in a continuous manner without interruption or disruption" (Hilal Hammoud Ali.Muhammad, 2003, p. 77)

Through this definition , it becomes clear to us that the regulatory climate refers to a set of characteristics that distinguish and describe the organization and differentiate between it

and another organization, through a set of factors that affect the behavior of workers, and other factors that affect the internal and external environment.

This research is based on the descriptive analytical approach, which is based on describing the phenomenon and focusing on the research variables through the theoretical study and analyzing them into indicators that allow measuring the variables and the relationship between them in the field.

Previous Studies:

The first study: Souad Bouanaka. School Libraries in Algeria: A Field Study on Secondaries and Complements of the City of Constantine, 1997.

The researcher Suad Bouanaka, in her Master's thesis on the subject of school libraries, identified the status of school libraries under study, and relied in her research on the survey method. One of the most important results reached is to highlight the importance of libraries and their position in the Algerian educational system, and that the mission of the school library is different from all other types of libraries, and is of great importance in the development of young people and their meeting educational, scientific, artistic and cultural needs.Souad Bouanaka , 1997, p. 21)

The second study: Sami Awad Jad Al-Rabah. The role of secondary school principals in the governorates of Gaza in improving the organizational climate in their schools and ways to develop it, 2008

The study aimed to identify the role of secondary school principals in Gaza Governorate in improving the organizational climate in their schools and ways to develop it from the point of view of teachers by answering the following questions:

What is the degree to which secondary school principals in Gaza governorate practice their role in improving the organizational climate in their schools from the point of view of teachers? (Sami Awad God , 2008,p. 44)

- The first topic: School library services and functions

1. What is a school library?

The school library is the field of personal activity to gain knowledge by its various means inside and outside the school. It includes all the publications, pictures, maps, pictures and manuscripts stored in it, which helps to achieve its educational mission for students and teachers.

Today, the library is the beating heart of every educational institution, and it is the center for learning and searching for facts and obtaining information. Educators recognize that without reading, and extensive reading, only meager learning is achieved. From this fact, the importance of the library in the school as a center for learning about various means of knowledge is highlighted, as well as being a center for information and searching for facts in various fields. Al-Saeed Mabrouk Ibrahim; Noor Al-Sayed Rashed.,2014, p. 09)

1.1- Definition of the school library

Researchers in the fields of education and library science have reached a comprehensive and modern definition of the school library as: "The structured space attached to the school, which contains organized and classified library collections of different paper, audio, visual and electronic types. This space provides its groups through internal and external secondments and directs its services to pupils, students, teachers and sometimes to parents in order to support educational programs (Mohammed Al-Rabhi; Waheed Kaddoura, 1996, p. 20).

There are many divisions for the types of school libraries, including (primary school libraries Primary school libraries, secondary school libraries, kindergarten libraries).

2-The importance of school libraries

One of the main objectives of education is to achieve the integrated growth of the school in all emotional, mental, social, behavioral and health aspects. Modern educational trends emphasize the importance of the school library and its active role in achieving the objectives of education. It is based on many educational processes and activities. The importance of school libraries can be summarized as follows:

• Cooperation with the teaching staff and administration officials in the school, where the library has become a workshop as an educational facility that provides the opportunity to practice different types of activities.

Acquiring library experiences by identifying how to find sources of information within the library and developing students' abilities to use all types of awareness and sources of information.

3-The concept of school activity

It is those programs that are developed or included by educational devices to be integrated with the educational program and that students accept according to their views and tendencies with the availability of clarification and finding incentives and motives so as to achieve educational goals .

3-1-Types of school activity

There are two main types of school activity:

I. Activity accompanying the study materials

This activity often represents the applied aspect of the materials

As an experiment, for example, science is included as one of the subjects, and students often perform this type of activity in the classroom, laboratory or workshop.

II. Activity complementary to the curriculum "Free activity"

It is called free activity, where students are left free to join the activity they are inclined to, and this type of activity is often outside the classroom, and it may be during non-working hours, and this type of activity is based on addressing some of the shortcomings or deficiencies that surround some of the academic materials, in addition to its positive role in solving the Alf Arg problem, especially in the summer holidays.

4. Library services

Library services mean the activities, processes, functions, procedures and facilities carried out by libraries, represented by staff, in order to create the appropriate conditions for the researcher or beneficiary to access the sources of information he needs in the fastest and

easiest way in order to alleviate or satisfy his needs for information (Ribhi Mustafa Alian; Hassan Ahmed Al-Momani, 2009 ,p. 47)

Among the services provided by school libraries are the following :

Encourage the use of printed materials as a source of information.

Facilitating reading for the purpose of entertainment.

Actively participates in the curriculum.

The curriculum is complemented by sharpening thinking and expanding the imagination.

Training children on the correct use of the library.

Teaching good social customs such as self-control and relying on them and respecting the property rights of others.

Helps the teaching committee members by providing them with new knowledge in the field of education.

4.1 - Functions of the school library

4 1 1 Function of the school library in the secondary stage: Preparing students for university study to prepare them for viable citizenship and providing them with the foundations and rules of scientific research and methods of extracting information to provide them with skills that help in the fruitful use of the library's contents. Thus, the library works to enrich reading tendencies and acquire information handling skills. (Ahmed Abdallah Al-Ali, 1993, p. 69.)

The second topic: Factors affecting school library services The first topic: The organizational climate in educational institutions

1- The nature of the regulatory climate

The success of organizations in achieving their goals requires the availability of a number of organizational variables in a sound manner, the most important of which is the organizational climate, as the organizational climate in the organization reflects its personality. As perceived by employees, it is also considered one of the determinants of organizational behavior, as it affects the satisfaction of employees and their level of performance.

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The importance of a healthy regulatory climate is increasing in light of the rapid environmental changes experienced by organizations, intense competition, entry into globalization and rapid technological change, which impose on the organization continuous creativity and development. (Khaled Youssef Al-Zoubi; Hussain Mohammed Al-Azab, 2007, p.67)

2.1 Definition of Regulatory Climate

Before talking about the organizational climate, it is necessary to first refer to the concept of organization or organization, which will be used in this study as mentioned above, considering that organization is an organic institutional entity, a means of achievement and not an objective in itself. It is "the mechanism through which the desired objectives are achieved" (LAROUSSE, 2004; p23).

Organizing in the simple sense means reversing chaos, which is the social processes that aim to regulate the behavior of individuals and control it in order to guide it and make it suitable for organized operations, and the concepts that dealt with the organization are as follows:

According to Jhon Pfifnerr, organization is one of the patterns through which a large number of people communicate with each other face to face in complex tasks of a coherent and rational facility in order to achieve agreed common goals. (2007.p5 Agondjo MIBOMWA, Paul-Phoenix,)

2.3 Characteristics of the Regulatory Climate

The characteristics of the organizational climate can be summarized as follows:

1-The organizational climate is a concept that expresses a set of characteristics or features related to the internal work environment, and does not reflect the external environment with its elements and variables.

2- These characteristics are characterized by a high degree of stability or relative stability, and through which it is possible to distinguish between one organization and another, and that these characteristics are the result of the interaction between the characteristics of the organization and the individual.

3-The climate of any organization expresses what its employees have seen according to their own perception and perception, and it is not necessarily what actually exists.

4- It directly affects the attitudes and values of the workers in the organization and thus their behavior.

5. The organizational climate is affected by the quality of human resources in the organization because it mediates between the requirements of the job and the needs of the individual."(REITZ, Joan M. Odlis;2002; p87)

The regulatory climate is related to work pressures only. It was noted that workers in the inappropriate regulatory climate suffer from the effects of the land arising from the mother earth associated with work pressures. Some of them are victims of the pollution of the work climate either by chronic disease or sudden death from cardiac crises. On the other hand, workers in the appropriate health regulatory climate enjoy a climate full of love, friendliness, strength, and developed success. In this climate, positive and constructive work pressures prevail.

3 Importance of Regulatory Climate

"   The behavior and effectiveness of work for workers depends on the degree of support provided by the organizational climate in their organizations, as it provides the prevailing climate on the attitudes of workers towards the prevailing relations within the organization. The researchers found that high performance and high productivity were achieved by people who were working in creative climatic conditions, because they are climates that allow them to move more"(Rota Alessandra.p23).

The importance of the organizational climate is shown through the relationship between it and leadership in the organization, and between it and management functions such as planning, especially when the goal of planning is to achieve harmony between the goals of the organization and the goals of the individual, as well as the relationship of the organizational climate with the organizational behavior of the individual, especially in the field of interaction between the individual and the organizational environment in general, as

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well as through its relationship with other organizational concepts such as the concept of organizational culture, the concept of organizational effectiveness, the concept of total quality management, the concept of total quality culture, and other modern management concepts, where the organizational climate for these concepts is the framework or teak through which these concepts grow and develop, depending on the type of the prevailing climate, so the open (good) climate is considered a prerequisite of the conditions for effective organization and the medicine of comprehensive quality management in the educational, child and other fields of life, so that it is best to provide a climate of creativity and encourage the exchange of opinions. Ibid. P. 60.).

4. Types of Regulatory Climate and its Elements

4-1Types of Regulatory Climate

There are many differences between the book in determining the types of regulatory climate, where both "Yaqoub Hussein and Jamil Omar" stated that the regulatory climate is divided into (Yaqoub Hussein Nashwan; Jamil Omar Nashwan,2004, p. 75):

The open climate and this climate is characterized by the freedom of thousands of people in their behavior, and that their behavior is real and this climate reduces the office administrative behavior and the resulting burden.

The closed climate, which is a climate that reflects the open climate and is characterized by a lack of interdependence between individuals and a lack of responsibility and frequent quarrels between individuals, where the leader imposes routine and unnecessary burdens that are considered obstacles to the work of individuals and lead to a low level of performance.

There are those who add the following species to the previous two species.(Ali Ali Mohammed Abbas. Ibid. The independent climate is characterized by an advanced sense of freedom in exercising the requirements of their roles or satisfying their social needs with the possibility of a simple degree of emancipation.

The controlled climate is characterized by the manager's behavior of control and direction, a low level of flexibility, a tendency to isolation, a low level of interest in individuals, works to

delegate responsibility in a narrow range, closer to the military style, and works to improve work at the expense of individuals.

5. Organizational climate in educational institutions (school)

If a positive organizational climate is necessary in any institution, it is very important in the educational field, because the process of educating, educating and raising the individual is supposed to take place in a healthy institutional atmosphere based on deep communication and interaction.

Through our review of the organizational climate and its types, it can be said that the best school climate is the family parental climate, which is dominated by intimate parental relations between the school administration and the audience of learners, interspersed with love, kindness, tenderness, freedom and equality between all girls and boys in treatment, and in classroom management, and that the contemporary school is the one that follows modern educational methods and participates with pupils and their parents by activating the role of the Parents Association and community participation in the educational process.

Second: Analysis of the data of the prevailing regulatory climate in the seconds

Table No. (01): The respondents' answers about the existence of legal texts and regulations that emphasize the role of the school library and its effective contribution to serving the curriculum

1- Are there legal texts and regulations that emphasize the role of the school library and its effective contribution to serving the curriculum?		
Percentage %	Frequency	Answer
54.5	06	Yes
18.2	02	No
27.3	03	* No answer.
100	11	Total

We note from Table No. (01) that the majority of the respondents, 5.54%, replied "There are legal texts and regulations that emphasize the role of the school library and its effective contributions in serving the school curriculum." At first glance, this seems to be a positive factor that serves the library and the library and an indicator in favor of the regulatory climate from a legal point of view. While we find that 2.18% denied the existence of these legal texts or regulations, 3.27% refrained from expressing their opinion, which necessarily indicates their ignorance of this issue. It was necessary to know the extent to which the office was aware of these laws or regulations, as shown in the results of Table (01) below.

Table No. (02): The extent of the respondents' access to these texts and regulations

2- If yes, are you aware of it		
Percentage %	Frequency	Answer
45.5	05	Yes
	01	No
18.2	02	The total number of respondents with "No" in the previous question
27.2	03	"No answer" in the previous question
100	11	Total
The ratios represent the frequency of answers to the open question over the number of librarians surveyed (11)		Remark

We note from Table No. (02) that 45,5% of the total number of respondents out of the 6who answered "yes" in the previous question are familiar with these texts and regulations, while

09,1% denied this. If we combine the results of tables (01 and 02), we find that about 55% of the total respondents have no idea or knowledge of the laws and regulations that emphasize the role of the school library and its effective contribution to

Serving the curriculum, and it is no secret to those interested in libraries and the educational field the importance of the existence of legal texts and regulations in the field of the school library and the role of the library, and the stimulation it can provide, and the keenness of the educational system on the success of its project related to the mission of the library to serve the curriculum as a whole.

Table No. (03): The extent to which there is interest from the secondary administration to activate the role of the library and encourage the library

3- Is there an interest on the part of the secondary administration to activate the role of the library and encourage the library?		
Percentage %	Frequency	Answer
54.5	06	Yes
36.4	04	No
	01	* No answer.
100	11	Total

We note from Table No. (03) that 5.54% of the two offices answered that the secondary administration is working to activate the role of the library and encourage them, while I see 36.4% that it is the opposite, and 1.09% refrained from answering, which are results that initially show a relative interest from the secondary administration in the library and the library, but the results of the following question shown in Table No. (04) do not confirm this.

Table (04): High School Officials' View of the Library and its Message

4- What is the view of high school officials and supervisors on the library and its mission?			
Percentage %		Frequency	Certification
45.5 Encouraging	36.4	04	Very encouraging
		01	Cheerleader
54.5 Not A cheerleader.	45.5	05	ordinary
		01	Negative
	00	00	Very negative
100	100	134	Total

We note from Table(04) that 5.45% of the two offices responded that the view of the secondary officials and supervisors of its management to the library and its message is not encouraging, while the majority of them (54.5%) believe that it is a negative or normal view, which are results that clearly reflect the reality of the situation and indicate the absence of a positive view encouraging this important facility from the secondary school, which is an indicator that the prevailing organizational climate does not encourage the library to perform its services with some kind of marginalization and indifference to the role of this latter, and what can be provided from basic services in favor of the RC curriculum and the educational system by the second.

Table (05): The view of professors and library colleagues on the status and role of the library

5- What is the view of professors and your fellow staff members on the status and role of the library?			
Percentage %		Frequency	Certification
45.5 POSITIVE	36.4	04	Very positive
		01	POSITIVE

54.5 Not POSITIVE	45.5	05	ordinary
	00	00	Negative
	00	00	Very negative
100	100	134	Total

We note from Table(05) that 5.45% of the two offices responded that the view of the professors and fellow employees is positive. While I see the majority of them 54.5% as a normal rather than positive view, which are results that somewhat reinforce the results of the previous table No. (04), and show once again the absence of a positive view of the library's status as an important and necessary facility for the success of the educational-learning act, which is another indicator added to its predecessor, and relatively indicates that the prevailing organizational climate does not encourage and does not motivate the library to perform its services, with reference to the importance of the library's personality, its preparations and its skills in providing a positive image of the library and promoting it in front of its fellow professors and employees that would enhance the positive view of officials, professors and colleagues of the importance of the library and its decisive and distinguished role in the Arsi curriculum, and thus contribute to improving the organizational climate.

Table No. (06): The Office's evaluation of the relationship of its superiors and officers with it

6- How is the relationship of your superiors and officials with you?

Percentage %		Frequency	Certification
5.54Good	36.4	04	Very good.
	18.2	02	iyi
45.5	45.5	05	ordinary
	00	00	Bad

Poor ☐	00	00	really, really awful.
100	100	11	Total

We note from Table No. (06) that 5.54% of the two offices described that the relationship of their superiors and officials with them is positive, to say the least. While others described it (45.5%) as a normal relationship, which is a percentage, although not large, but significant and not negligible ,and perhaps indicates the existence of a kind of clarity, routine and monotony that characterizes the relationship of presidents with some offices, which are results that are reinforced and believed by the loyal results presented in Table(07).

Table No. (07): The library's evaluation of the leadership style of its superiors in high school

Percentage %		Frequency	Certification
54.5	54.5	06	Democratic
45.5	18.2	02	Social Emotional
	00	00	lawless, anarchist, anarchic, chaotic, disordered, disarrayed, confused, messy, mixed up
		01	I must confess I´ve sometimes thought you a little, erm…
	18.2	02	Autoritarian
	00	00	peremptory
100	100	11	Total

We note from Table No. (07) that 5.54% of the two offices evaluated the leadership style of their superiors as a "folding headquarter" style, which is a healthy phenomenon for the majority of the studied secondary schools, while others (45.5%) evaluated it as an undemocratic style between (social, indifferent and authoritarian) with the total absence of the dictatorial or chaotic style, which are facts that clearly show the presence of a significant percentage of presidents who lack the style or leadership style of the democrat as the optimal

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and typical style, which may negatively affect the organizational climate prevailing in the second.

Table No. (08): The extent to which secondary school officials view the library as a learning resource center and as a hub for the educational and pedagogical process

Percentage%	Frequency	Answer
8- Do high school officials view the library as a learning resource center and as a hub for the educational process?		
54.5	06	Yes
18.2	02	No
27.3	03	* No answer.
100	11	Total

We note from Table No. (08) that 5.54% of the two offices answered that the secondary officials and supervisors of its management view the library as a learning resource center and as a focus of the learning process, while 18.2% of the respondents believe that it is not, and 27.3% refrained from answering; These are results that closely match the previous results, and confirm the general view of the supervisors and officials of the library that does not rise to the required level, which negatively affects the library's vision of its position and role in secondary school, which is what the results of Table No. (09) below show.

Table No. (09): The extent to which the office feels appreciated and cared for by high school officials

Percentage %	Frequency	Answer
9- Do you feel that you, as a librarian, are appreciated and cared for by high school officials?		
54.5	06	Yes
45.5	05	No
100	11	Total

We note from Table No. (09) that 5.54% of the two offices responded that they, as two offices, feel and receive appreciation and attention from their officials, while 45.5% of them do not receive appreciation and attention; these results are almost identical to their predecessors, and confirm beyond any doubt the unity of the results and the sincerity of the answers, which in their entirety were close to, equal to or slightly higher than the percentage of (50%). It reinforces the previous preliminary conclusions that there is a significant imbalance, even relatively, in the organizational climate prevailing in secondary school, which can have a strong impact on the library services provided by the library to its beneficiaries of students and professors in a way that serves the curriculum.

. research results

The researcher reached several results related to library services and the curriculum in the seconds and their relationship with the variables of formation and organizational climate, and the following is a presentation of the most important results:

Results related to the organizational climate prevailing in the secondary schools under study :

1.   The majority of librarians acknowledge the existence of legal texts and regulations that emphasize the role of the school library and its effective contribution to serving the curriculum.

2.   There is a significant percentage of the two libraries who believe that the secondary administration is working to activate and encourage the role of the library.

3.   A significant percentage of the two libraries confirms the absence of a positive and encouraging view of the library as an important secondary facility, which is a relatively indicative of the fact that the prevailing organizational climate does not encourage the library to perform its services.

4.   The majority of the respondents from the two offices believe that they need training in the field of cultural activism.

5.   Librarians emphasize that the most important reasons for the weakness of library services is their lack of training in cultural activation, then the lack of interest of officials in the library and its educational and cultural role, followed by their lack of need for training in library education and spreading information awareness and training in communication and human relations and advocacy to the library.

2.2 The result of the research hypothesis test

The aim of this hypothesis is to find out the extent to which the prevailing regulatory climate factor affects the library services provided by the secondary libraries under study.

The results showed a partial and relative impact of the prevailing regulatory climate change in the second on the provision of library services in exchange for results (3and 4) that do not suggest an impact of this factor.

Thus, we can say that the hypothesis of the study "The prevailing organizational climate in the seconds of the city of Messila   negatively affects the services of the libraries of these seconds" has been achieved relatively (partially).

4.3 Suggestions

Based on the results reached, and after the hypothesis contained in the methodological aspect of the research has been realized, the researcher submits a set of suggestions addressed to the two offices and secondary school officials, the most important of which are:

Giving a greater role to the status of the school library and its role in the 1980s, and involving it in supporting the curriculum and the educational process in order to achieve its educational mission.

The need for officials in secondary schools at different job levels to pay attention to the elements of the regulatory climate without discrimination, in order to achieve the best type of regulatory climate for this sector.

Organizing training courses for professors and librarians on the status of the library and its pivotal role in exploiting it to serve the curriculum, and instructing and training students on research methods and answering their questions by programming sensitization days on the subject.

Improvement of office services and provision of modern office means.

Give students sufficient time to visit the library, and allow them to participate in competitions, exhibitions, seminars, and organized trips to visit libraries, museums, and archive centers.

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