



## The quality of the school climate in light of the prevailing educational relations

جودة المناخ المدرسي في ظل العلاقات التربوية السائدة

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### Abstract:

The term quality is one of the most attractive terms for researchers, as it has been received by scientific, educational and research institutions of the community, and has made it a key goal that has been used to achieve all possibilities human and material, and the importance of quality when it comes to achieving a school climate of quality standards High school is an educational space characterized by life, creativity, creativity and innovation, in which actors contribute collectively, which are joined by human and pedagogical relationships.

Therefore, these educational relationships between these actors play a leading role in strengthening the school environment.

- **Keywords** : Quality- School Climate - Educational Relations

الملخص:

يعد مصطلح الجودة من المصطلحات الأكثر استقطابا للباحثين، إذ تلقت مؤسسات المجتمع العلمية والتعليمية والبحثية بشغف، وجعلته هدفا أساسيا سُخرت لتحقيقه كل الإمكانيات البشرية والمادية، وتزداد أهمية الجودة حين يتعلق الأمر بتحقيق مناخ مدرسي ذو معايير من الجودة العالية كون المدرسة فضاء تربوي يتسم بالحياة والإبداع والخلق والابتكار، يساهم الفاعلون فيها بشكل جماعي تجمعهم علاقات إنسانية تربوية. وعليه فإن لهذه العلاقات التربوية التي تربط هؤلاء الفاعلين دور بارز في تجويد المناخ المدرسي.

الكلمات المفتاحية: الجودة – المناخ المدرسي – العلاقات التربوية.

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**- Introduction:**

The concept of school climate is one of the concepts that have recently appeared in educational and psychological literature, and one of the broad concepts that have been dealt with in psychological and social sciences that are concerned with the study of man and his interaction with the environment, such as educational psychology, educational psychology, social psychology, administrative psychology, industrial psychology, war psychology, and sociology. The concept of school climate was used in several synonyms, including school environment, school life, school atmosphere, school character, school general direction, and school organizational climate.

All issues related to educational activities such as goals, programmes, methods, curricula and educational means have occupied the forefront in all educational research, discussions and seminars in order to improve and develop them and then make the best use of them to advance the educational process to the level of optimal performance that guarantees the effectiveness of any educational system. His call for improving educational practices in educational institutions in line with the social, economic and cultural progress of society, so that they are more rational, rational and better efficient, so the standards that allow for evaluating the effectiveness of these institutions differed, but nevertheless they branched out to include study and research all the overlapping elements that can lead to improving the level education in every educational institution, and even upgrading it to the level of efficiency, given that the school must not only guarantee education, but education as well. (Sheli Nora, 2014, p. 156)

It has also become important to pay attention to working teachers whose performance depends to a large extent on the factors of the prevailing school climate in the school. Satisfying teachers' needs and desires, enabling them to exploit their energies, abilities and talents, and increasing participation, cooperation and mutual trust based on honesty, firmness and affection, leads to the elimination of conflict and conflict between teachers. Teachers, and then creating a positive school climate characterized by good

human relations and active communication. The teacher, as a major element in the school climate, is professionally required through his active interaction with his students to show their creative skills, understand their capabilities, identify their needs and tendencies, and develop their creativity aspects. Therefore, the teacher is expected to teach, educate, guide and correct, and to show his ability to develop himself and to participate in modernizing the school and making it more receptive to change and interactive with it, in order to facilitate learning, in addition to developing creativity among students to meet their creative needs.

Considering that the school is the only body entrusted with important human capital, it thus constitutes an educational field in which all the elements that would contribute to achieving the goals of teaching, education and training converge, so that these elements eventually become a pedagogical triangle through which education becomes not a relationship Bipolar, where the teacher is the one who knows and the student is concerned with the delivery of knowledge, but it is a tripolar relationship (Balow.M, 1999, p. 32)

And if the educational relationship is not limited to the relationship that binds the teacher to his students, but rather extends to include the relationships that bind students to their colleagues, and that binds them to the rest of the educational actors in educational institutions, then nevertheless the educational relationship that binds the teacher and his students is the most important of all of these relationships, because of what it represents on The level of daily contact and educational interaction is of great importance. The educational relationship, according to Marcel Postic (Postic, M. 1979), is a very broad concept, as it is "the sum of the social relations that form between the educator and the individuals he educates, to strive towards achieving educational goals within a specific institutional structure, relations with specific cognitive and emotional characteristics, that live in continuity and have Date"

From this point of view, our research paper deals with one of the most important factors that make the school climate characterized by high quality,

which is the role of educational relations in that, as we touched on several concepts related to the subject such as quality, school climate and educational relations:

### **The first axis: quality**

**1- The concept of quality:**The term quality is a deep term in the concept that touches all social, economic and developmental aspects, and the concept of quality is a philosophy that every person who seeks progress and excellence in all fields should adopt a pattern that should live on and grow through, whether for individuals or institutions (Qasidi and Tayeb, 2017, p. 182)

Although all people agree to pay attention to the quality of services and products, there is no agreement among them on the definition of quality, as it is like freedom and justice, a concept that is difficult to define completely, just as there is no agreement on how to measure it. (Mujahid and Al-Zayadat, 2007, p. 15). Quality has become a global requirement, and a recipe inherent to us in all aspects and requirements of our modern life, which requires standing at this concept and getting to know it.

The concept of quality refers to *qualitas*, which means the nature of the person or the nature of the thing and the degree of solidity. (Al-Daradkeh, 2008, p. 17).

quality in language From the verb good: good: the opposite of bad. And he was serious about quality, and he was good: he came with good words or deeds. Finding something: finding it well or seeking it well (Ibn Manzur, vol. 3, p. 135). Quality in language refers to mastery, excellence, and everything that is good.

In terms of quality It was initially associated with economic institutions, then this concept moved to include various sectors and fields. And quality means fulfilling all the agreed requirements so that the customer gets the product and the product is of high quality and an acceptable economic cost. (Mona Naukal Al-Sayed, 2013, pg. 5)

Deming - the father of the term quality - defined it as referring to an expected degree of uniformity and reliability at a low cost and appropriate to the market (Al-Khalidi, 2012, p. 78)

As for the US Federal Quality Institute (1978), it was defined as performing the work correctly the first time, while relying on the evaluation of the beneficiary to know the extent of performance improvement.

- As defined by Crosby (1979) as conformity with requirements (Darwish et al., p. 03)

Rhodes (1992) defined it as: a strategic management process based on a set of values and derives its energy from information within which we can employ the talents of workers and invest their intellectual capabilities in the various levels of organization in a creative way to achieve continuous improvement of the organization (Al-Khalidi, 2012), p. 71).

ISO (1994) defines quality as meaning the integration of features and characteristics of a product or service in a way that enables it to meet specific or implicitly known needs and requirements (ibid., p. 71). Through the definitions presented, it is clear that they all agree that quality refers to perfection, and it is a process that includes inputs, processes, and outputs.

**2Quality standards and indicators:** Achieving quality in any field requires defining its standards and knowing its indicators.

Quality standards are a set of specific measures for comparison and judgment in light of the extent to which quality objectives are achieved, by which the degree of workmanship is measured.

As for quality indicators, they are statements describing behavior or measurable activity through which the amount of quality standards achieved is shown, as each standard has a number of indicators. (Darwish et al., Dr. T, p. 3).

Deming identified fourteen points which he stated as follows:

1. The goal is to constantly improve the quality of goods and services in order to survive and compete.
2. The necessity of adopting the new philosophy, which means that the administration is facing a challenge. It must take responsibility and lead the change.

3. Not relying on examination and inspection only to improve quality, but paying attention to quality from the beginning and in the early stages of work.
4. Not relying on price only as an essential element of comparison in the purchase of materials and supplies, but also taking into account the quality factor.
5. Continuous improvement of the processes that accompany the provision of goods and services to improve production quality, and thus reduce costs.
6. Adopting modern methods of training and education at all levels.
7. Finding a kind of integration between supervisory processes and enabling supervisors to work directly with workers on production lines in order to improve quality and increase productivity.
8. Feeling safe and secure at work, which means removing fear and making the activities of workers always directed towards knowing the causes of problems and working to address them.
9. Removing obstacles and breaking barriers between the different business units and making them work together as a team towards a high level of quality and productivity.
10. Abandon slogans and unrealistic goals that are difficult to achieve.
11. Move away from individual goals at the level of each factor or unit, and focus instead on collective behavior and common goals.
12. Removing obstacles in communication between management and employees at various levels.
13. Establishing training and continuing education programs for individuals and focusing on their acquisition of new skills.
14. Keeping abreast of developments and adopting new methods of work. (Shaaban, 2009, pp. 32-33)

### **The second axis: the school climate**

**Definition of school climate**Haplin says: When you visit a school, you do not have to stay for a long time until you can get to know the climate of the place. While students are noisy, teachers are shouting, and chaos prevails in one school, cooperation and intimacy prevails between teachers, and we note that students adhere to the laws and instructions in another school. (Muhammad Sadiq and others, 2001, p. 27)

The climate of educational institutions has received the attention of a large number of researchers in education and educational psychology in recent years, due to the association of climate with many variables affecting the productivity and effectiveness of the school. Principals, teachers, and researchers agree that job satisfaction, productivity, and morale of workers and all educational programs depend on the school's organizational climate. (Muhammad Sadiq and others 2001, p. 31)

The definition of the school climate differs among researchers in this field, and this difference may be due to the aspect or angle through which the researcher studies the school climate. Wreslr believes that every individual realizes that there is a leadership climate, a climate for members, and a general climate for the organization.

Tagiuri (1968) considers that the concept of school climate in general deals with the environmental character of a specific institution or organization, and the environment, from his point of view, includes the following aspects:

- The physical and material side Ecology
- . - The social aspect of the presence of individuals in the Miliew group.

The social aspect of the patterns of relationships between individuals and groups, the social system.

Moos (1974) and Ansel and Moos (1974 Moos & Inse) talk about the school climate as a social environment saturated with human interactions with the physical and non-physical aspects of the environment, and it

includes a physical aspect (geographical, engineering), a behavioral aspect (behavioral components), an organizational aspect (volume and the extent of control), personal influences (age, abilities) and functional dimensions. The environment confirms certain behaviors (Hassan Ibrahim et al., 22, 1995).

As defined by Hoy and Hoy (2005, Miskel and Hoy) as: “a set of internal characteristics that distinguish a school from others, and that affect the behavior of each member of it (185p.2005, Miskel and Hoy)

Likewise, Kottkamp (1984, Kottkamp) believes that "the school climate includes participatory values, social activities, and declared and hidden goals in the school."

Kottkamp and Tarter, Hoy (1991) see that “the school climate is a symbol of the quality of the school environment, which can be examined through the behavior of individuals in it, and the relationships that take place between these individuals (Tarter, Hoy and Kottkamp, 1991p.10)

**1 Dimensions and elements of the school climate:**Talking about the school climate dates back to the beginning of the twentieth century. Arthur Perry Arthur in 1908 AD in his book (The School City a of Management) referred to the meaning of the school climate, and stressed the importance of the environment and the school environment to support the learner. The fifties of the century witnessed Twenty renewals of the subject of the school environment, and in 1963 AD, the researchers Croft and Haplin developed a tool called the Organizational Climate Description Questionnaire, and in the seventies, the researchers Moss and Brookover and Moos developed a tool for measuring the social climate, and at the same time the researcher Walberg Herbert began developing the initial version To survey the learning environment in the school (Vanessa 2002p.29).

Perhaps the study of the two researchers (Croft and Haplin) on the organizational climate of primary schools in 1962 AD was one of the pioneering studies. Evidence of this feeling, and that the ideal managers are the ones who are held by the workers in the school.



The two researchers built a questionnaire consisting of (46) items, and called it a questionnaire describing the organizational climate, where they dealt with the institutional climate as a continuous gradation, starting with the open climate and ending with the closed climate. They reached six types of school climate, namely:

**Open climate:**The members enjoy high morale, and the principal seeks to facilitate the teachers' completion of the work entrusted to them without complication, and good social relations prevail...

**Autonomous climate:**In which the principal allows the workers almost complete freedom in the performance of their duties, and this climate helps in the emergence of leaders among the members of the school, and high morale prevails among the workers, albeit in a lesser way than in an open climate.

**Controlled climate:**Attention is given to work and achievement in the first place, even if it is at the expense of satisfying the workers' needs. The manager supervises, follows up and gives direct guidance.

**The usual climate:**Family or familial relationships prevail in it, so attention is given to social relationships in the first place, then work and achievement

**parental climate:**The school is characterized by the lack of delegation of authority, which prevents the emergence of leaders from among the members of the school, and the authority of oversight is higher than the authority of direction.

**closed climate:**Workers and students are not given any opportunity to develop their social relations, work performance is low, and morale is lacking (Haji, 1998: 127-129).

**The third axis: educational relations:**

**1- The concept of the educational relationship:**

## **The concept of the educational relationship according to Marcel Postic: Postic. M 1979**

The concept of the educational relationship is a very broad concept, as it is "the sum of the social relations that are formed between the educator and the individuals he educates, to strive towards achieving educational goals within a specific institutional structure, relations with specific cognitive and emotional characteristics, that live in continuity and have a history."

## **The concept of the educational relationship according to Jeanine Claude Philo:**

The educational relationship, as defined by "Jeanine Claude Philo", is a human interaction that takes place between individuals who exist in a collective situation, and since the place in which the act of education-learning is achieved is the school in general or the department in particular, it is noticeable that it is within this educational space , dynamic relationships are established between the teacher and the pupils that take the form of involvement in a complex communication process, communication and reception of messages, emotional exchanges, exploration and resistance processes. This relationship is characterized by:

- A human relationship, because achieving it requires the presence and interaction of the human element, represented by the teacher and the students.
- A pedagogical communication relationship because education is primarily about establishing communication with students in particular and with the school community in general.
  - A psychological and sociological relationship, because the act of education is often done within the framework of the department group, as it is of a collective nature.

And if the educational relationship is not limited to the relationship that binds the teacher to his students, but rather extends to include the

relationships that bind students to their colleagues, and that binds them to the rest of the educational actors in educational institutions, then nevertheless the educational relationship that binds the teacher and his students is the most important of all of these relationships, because of what it represents on The level of daily contact and educational interaction is of great importance.

The relationship between the students and the teachers, as Michel Jelly believes, is a very complex one. At a time when the teacher sees in the student nothing but that negative being ready to receive and receive knowledge, ignoring the other dimensions of this student, the latter sees a different vision in his school. Completely, it expresses his representation of his teacher and his expectations from him, so there is a big difference in perception and incompatibility between what each one expects from the other. (Education and Training Notebooks, pg. 11)

## **2- Classification of the educational relationship:**

If the interactions between the teacher, the learning and the learning content take place as we mentioned above within educational situations, and if each situation has characteristics that distinguish it from the rest of the other situations (the distinguishing characteristics of the situation of verbal communication of the contents of learning must differ from the specific characteristics of the situation of research and investigation ...). The educational relationship - that is, the interactions that take place between the three parties mentioned above - must in turn take multiple and varied forms, as it is certain that the nature of the interaction between the teacher and the learners and the contents of learning in the situation of dialogue and discussion, for example, will not be the same as the nature of interaction between these parties in The situation of verbal reporting or the situation of working in groups... In each of these situations, the interactions between the aforementioned parties are determined in a way that suits the roles that each of them performs.

A number of scholars have been interested in defining the patterns of the educational relationship, based on the nature of the interaction that may take place between the teacher and the learners on the one hand, and between them and the contents of learning on the other hand.

Thus, multiple and distinct classifications have been developed. We present, for example only, three of them, as follows:

**Louis Deneau classified the educational relationship into four categories:**

1- A relationship in which the teacher dominates, in which the educational and pedagogical act is self-centered, and his role is limited to providing knowledge.

2- A relationship in which the educational work is centered on the learner, so that he is called upon to rebuild and discover knowledge. As for the teacher, he works in this type of relationship to provide and organize the necessary conditions for learning, so that the basic roles in guidance and counseling are defined.

3- A relationship in which the teacher is a catalyst and facilitator of the learning process without interfering in directing or participating in it, as he is content with only meeting the needs of the learners.

4- A relationship in which the teacher becomes a learner in turn.

**J. Duclos defined the patterns of the educational relationship in three types:**

1- A relationship in which the teacher represents the main actor, and its basis is the learner's acquisition of the values of respect for the system and compliance with its rules (autocratic relationship)

2A relationship centered on the contents of learning, and its basic values are rationality and effectiveness (a technocratic relationship)

3- A relationship in which the learner forms the center of the educational process, and is based on respect for his personality and imparting to him the values of freedom, independence and creativity (a democratic relationship)

**There is a binary classification of the educational relationship in which it distinguishes between the following:**

1- A traditional educational relationship characterized by the centrality of the teacher (he is the one who possesses knowledge and controls the methods and techniques of communicating and passing it on to the learner, as well as exercising semi-absolute authority). And the interactions in this relationship take place in one direction, that is, from the teacher towards the learners.

2- A modern educational relationship characterized by the centrality of the learner or the learners (in which the teacher is merely a guide, guide and facilitator of the work, in which the learner engages in the activities of rediscovering and building knowledge). The interactions in this type of relationship are comprehensive (that is, they are mutual between the teacher and the learners themselves).

**3- Dimensions of the educational relationship:** If we look at the educational relationship in terms of its dimensions, we may distinguish between the following dimensions

- The pedagogical-didactic dimension.
- organizational dimension.
- relational dimension.

These dimensions constitute, in fact, the dimensions of the educational process itself, but since this process is in essence a complex human-educational relationship, it is necessarily characterized by the three dimensions mentioned ... and this can be explained through the following considerations:

1- Each learning act envisages acquiring contents (knowledge, skills, values, attitudes) by employing pedagogical activities and adopting

didactic gradations and appropriate tools and methods of evaluation, and this embodies its pedagogical-didactic dimension.

2- Every educational and learning act takes place within an organized framework - which may be institutional or non-institutional - that assumes the availability of certain rules of behavior, a specific organization of space and a distribution of learners, and this is what embodies its organizational dimension.

3- Any teaching-learning act constitutes a complex network of socio-emotional, which combines its two main parties (the teacher and the learners), and is determined by the aforementioned organizational framework and affected by pedagogical exchanges and affects them, and this is what embodies its relational dimension. In what follows, we will try to briefly define each of these three dimensions:

### **1- The pedagogical-didactic dimension:**

The processes, procedures and interventions issued by the teacher and aimed mainly at preparing the necessary and necessary conditions for the practice of the act of teaching and facilitating learning processes fall within the pedagogical dimension. Values and attitudes.....) or promoting and supporting them.

Thus, procedures such as planning the lesson, defining its objectives, organizing its contents, selecting activities, means and resources to facilitate the acquisition of these attempts, determining the didactic gradations by which the content will be presented based on the learners' characteristics and levels, anticipating the difficulties that may hinder the acquisition of this content, and choosing evaluation methods. Support and tools...These are all procedures that fall within the didactic pedagogical dimension.

The educational relationship at the level of this dimension is mainly based on the nature of pedagogical communication, which is a comprehensive concept that refers to the sum of the communicative processes, manifestations and processes that occur between schools and learners in the context of a specific educational-learning situation,

through which educational content is communicated or exchanged, or a process of mutual influence is achieved. Between the two sides of the teaching and learning process, communication takes other non-verbal means that enhance verbal transmission, such as movements, gestures, facial expressions, body shapes, tone of voice, and others.

Interactions within the framework of verbal communication may take multiple forms that are determined by the adopted communication model, the nature of the pedagogical methods employed and the standards - institutional or non-institutional - to which the communicative process is subject. on the learner and modern methods in general). While other models and methods may reduce these margins to the point where the lesson is the only sender, and the learner is just a recipient.

In this context, J. Piaget identified some conditions without which the pedagogical communication relationship within the learning group would not be a real relationship, saying:

- There is no real communication when the lesson is centered on itself.
- When the learner shows motivation and attention, he contributes effectively to communication.
- Pedagogical communication is based on social and human relations between the teacher and the learners.
- There are conditions for achieving communication, including: sharing language and reference, and enhancing communication through feedback and paying attention to receiver statuses.

## **2- Organizational dimension:**

The teaching and learning process - in its formal form in particular - takes place within an institutional context governed by specific rules and controls, and at the same time this context constitutes a framework in which the educational relationship takes place. Both sides of the

educational-learning process inside that space, and all these aspects affect the nature and form of the educational relationship.

The learning space (inside the classroom) is mostly organized in a traditional manner (the seating tables are arranged in vertical rows, the learners sit facing the blackboard, their inability to communicate with each other face to face...) However, there are many other various forms of organizing this space. It provides the possibility of holding panel discussions or distributing the learners in groups or otherwise.

The organization of the learning space assumes, as we have said, a certain distribution of the learners within it, and each form of this distribution requires a specific pattern of interactions between the learners on the one hand, and between them and the lesson on the other hand. It also involves specific rules and behavioral controls drawn for each A party limits its behavior. It is often difficult for the learners - within the framework of the traditional organization of the classroom space - to communicate directly and automatically with each other. Strictness and remarkable employment of the teacher's authority, which imprints the educational relationship in a centralized manner, that is, it is centered on the teacher.

But when the space organizes a more open organization (work in groups - discussion groups...), the interactions between the parties to the educational-learning process are more open and the rules of behavior are more flexible, and the communication between the learners is direct and more automatic, and thus the margins of prevention shrink and the learner becomes Or learners, the center of the act of teaching and learning.

### **3- relational dimension:**

The relational dimension is the least prominent and direct dimension of the educational relationship, given that it relates to the complex and non-explicit socio-emotional and emotional exchanges produced by the internal dynamism of the learning group. congregation.”

The relational dimension has been the subject of many researches, all of which have highlighted the importance of considering the



relational dimension in looking at the educational relationship. "How each of the teaching partners perceives the other, and the latent determinants and potential educational outcomes" and through them on the relational dimension. Thus, the teacher cares in his relationship with the learner in the cognitive aspects of the latter's personality and his attitude towards school work more than his interest in the emotional aspects (emotional and emotional) while In his awareness of the teacher, the learner focuses on the latter's ability to understand his positions, how he deals with him, and his ability to open the way for the initiative in front of him.

The relations that exist within the educational institution are rational relations, and as such, any behavior emanating from the teacher or the learner becomes formal, but this behavior does not completely obscure the subconscious motives and incentives. (Books of Education, Genesis, p. 13.14.15)

#### **4- Ways to improve educational relations:**

The ways to improve educational relations, including the provision of the necessary and basic conditions to motivate the student and make him contribute and participate positively in the creation and ownership of knowledge and the turnout for teaching and learning processes, requires a real will on the part of all actors and those interested in the field of education and training, and therefore decisive decisions because the need is urgent, whether we like it or not, for reforms Deep and profound.

Accordingly, the calls for reform have become strong, and its conditions and features have begun to loom on the horizon, and change has become possible and even required to engage in the development process and rehabilitate society and its members for the next millennium. to all social institutions and organizations.

The educational institution works to make the child "the man of tomorrow" a good citizen who is able to face the problems that he encounters in his scientific and social life, in light of the dominance of globalization, which explains the choice to adopt effective pedagogies,

active methods, and education on values in preparation for what the contemporary psychological society requires.

In order to achieve what has been referred to, it seems necessary to work on establishing a healthy and positive educational relationship within the classroom by providing an appropriate pedagogical space suitable for the teacher and establishing a code of honor that each of the educational activities ensures the preparation of, which includes the rights and duties of both the teacher and the learner, and work to implement it.

But what is well-known and correct, and what has been done, is that the educational communicative relationship that exists between the teacher and the learner does not get the required satisfaction, due to the instability that you know on the one hand, as well as the imbalances and imbalances that afflict it on the other hand, which imposes with it proposing specific and immediate solutions and working to implement them. . Accordingly, a distinction should be made between levels of solutions:

#### **level one: school life**

- Adding an atmosphere of joy and joy to school life instead of strictness and monotony.
- School life must be a desire to learn and not aversion to it.
- School life should be a source of fun for the child, giving him a sense of simplicity and a spirit of work in school work.
- Allowing the practice of dialogue in the school institution.
- Creating educational and recreational activities within the institution in partnership with students and their parents.

#### **Second Level: Student motivation**

- Involve him in an active manner in programming, preparation and organization (of activities)
- Give him enough opportunity to choose the activities that suit his inclinations and abilities, while helping and guiding him in that.
- Appreciate the efforts of the learners and motivate them to do more.
- To consolidate their sense of initiative and innovation.

- Developing their leadership trait, by having the learner lead his colleagues in some areas and follow him in others, creating educational clubs, laboratories, and workshops

**Level 3: Procedures to be made available to teachers**

- Diversifying teaching methods instead of relying on one method, which is indoctrination.
- Diversifying the means of assessment instead of adopting one method, which is the exam.
- Establishing balanced and interactive relationships between the teacher and the learner based on understanding, respect and striving to achieve common goals.
- Opening horizons of training and continuous training and activating its methods.
- Encouraging self-formation..... (Al-Hafiz Bushra, p. 57)

**a summary:**

The subject of educational relations makes it imperative for everyone who wants to research it to arm itself with reality data on the one hand, and scientific research that is specific to understanding and approaching the subject on the other hand. . Thus, translating them into behaviors that actually give a realistic picture of the prevailing school climate.

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