

Specifications of positive organisational climate in educational institutions

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Abstract:

This research paper aims to highlight the nature of the specifications of a positive organisational climate in educational institutions. It is considered as one of the topics of organisational behaviour that has received wide attention from researchers in the field of education, due to its impact on the results of the educational process and the performance of the school in general. The researchers relied on the analytical approach in which they studied and analyzed the literary heritage of the concept of organizational climate by highlighting its nature, patterns and determinants in the educational institution, citing the results of some local, Arab and foreign studies that dealt with the elements addressed in this research.

Keywords: Organisational climate, school, educational institution.

Preamble:

The political, economic and social changes that societies are experiencing and the constant dynamism of this rapidly evolving world are forcing societies to find ways and means of satisfying their present desires and future aspirations in order to ensure their survival and continuity.

Considering the educational institution as the most important of these means of adapting society to the current changes, it cannot fulfil this task without paying great attention to the conditions of the school's organisational environment and its determinants, the most important of which is the organisational climate. It is considered one of the topics of organisational behaviour that has received great attention from researchers, as it is one of the factors that help the institution to achieve its goals. It is defined as "the term that refers to the nature of the targeted and planned tasks, according to the organisational structure of the school, and the prevailing patterns of school and classroom management, and the nature of communication, work values and prevailing relationships, and the feelings of security and job satisfaction as perceived by the school members, in a way that achieves the solidarity and belonging of the members of this community, and stimulates their motivations to work in harmony and effectively to achieve the educational goals that the school seeks to achieve". (Al-Aribat, 2007: 99).

Accordingly, attention to the organisational climate of the educational institution contributes significantly to the success or failure of any change or development at the level of work performance and relations within the school, as it is the determinant of social relations between all members of the educational institution and their behaviours and actions; and the effective achievement of the educational institutions' goals depends on the level of availability of the characteristics of the positive organisational climate and the school administration's awareness of its patterns, determinants and importance.

1. The nature of organisational climate:

In this section, we will present an overview of the nature of organizational climate by exploring the definitions agreed upon by researchers in the field of organizational behavior, especially in the field of education, considering that educational institutions, like other institutions, contain all the requirements of organization and the most important characteristics that distinguish it in educational institutions and the manifestations of the relationships in which it is manifested.

1.1 Definition of organisational climate:

"Al-Amyan" (2005) provided a definition of organisational climate by stating: "It is the social environment or the whole social system of a group of employees in the same organisation, which means that the culture, values, customs, traditions, norms, behavioural patterns and social beliefs and different working methods affect the human and economic activities within the institution".

Organisational climate can also be defined in the context of education. "Halpin and Groft" have defined it as: "organisational climate is to the organisation what personality is to the individual, and climate in the educational system includes the social, psychological and human relations atmosphere of schools" (Haj, 2000: 263). It is also defined as: "the prevailing feelings in the school through which attitudes, emotions, values and social relations between individuals can be built" (Ramzi, 2003: 264).

As organisational climate is one of the organisational components, Litwin defines it as: “a set of measurable characteristics of the work environment based on the collective perceptions of the individuals who live and work in this environment, and these characteristics have shown their impact on their behaviour” (Badran, 2004: 137).

According to “Al-Otaibi”, the “organisational climate is the prevailing socio-psychological character in the school, as the ordinary person may see that schools are places where students and teachers exist for the purpose of teaching students, and therefore they are not different from each other. However, the reality is that schools differ from each other in terms of their character and the atmosphere that distinguishes them from others, and these differences are evident to the individuals within the institution, such as staff, teachers and students. The overall character is the result of the interactions and relationships between individuals within the institution” (Al-Otaibi, 2007: 16).

Meanwhile, “Ben Dridi” defined organisational climate as: “a reflection of the characteristics of the internal work environment in the conscious and unconscious awareness of employees, which drives the individual to build a certain perception of this work, and is characterised by relative stability and determines the degree of his behaviour and performance in this environment” (Ben Dridi, 2009: 28).

According to Cohen, organisational climate refers to the quality and pattern of life in the school and is based on people who have sufficient experience of school life. Organisational climate can also reflect the standards, goals, values, relationships and pedagogical practices, as well as the learning, management and organisational structure embedded in life. (Jonathan Cohen et al, 2009)

As for “Zqaoui” (2014: 51), he sees that it “includes the interactive relationships between students, teachers and administrators on the one hand, and the shared values and attitudes of employees on the other”.

As for “Sokol” et al. (Sokol.A et al., 2015), they define organisational climate as: “what the individuals working in the institution choose, and it is a concept determined by the organisational and psychological processes, which in turn affect the overall performance and good results of the school”.

From the above definitions, the organisational climate can be defined as a set of rules and behaviours that determine the nature of social relations between individuals (teachers, administrators, workers and students) within the educational institution, and which contribute significantly to the success or failure of the educational process and the overall performance of the school.

1.2 Manifestations of the organisational climate:

The manifestations of the organisational climate are reflected through the prevailing relationships between all parties involved in the educational process in educational institutions. The researcher focused on the aspects related to the student, considering the student as the central focus of the educational process, which are as follows:

1/ Student-teacher relationship: The positive relationship between the teacher and his/her students is considered to be one of the main components of an effective classroom management system. Effective teachers recognise that the first step in achieving effective classroom management is to create a supportive and positive climate.

In addition, the nature of the teacher-pupil relationship is an important factor in determining the extent to which pupils’ personal needs are met in the classroom. We all know that students spend a third of their waking hours between the ages of six and eighteen with their teachers, and since teachers are responsible for assessing student performance and shaping classroom life, they are important figures with a direct impact on students’ lives and development. (Haroun, 2003: 270)

The teacher’s positive relationship with his/her pupils indirectly influences the pupils’ behaviour through its effect on their attitude towards the teacher and the school in general. The positive relationship with the teacher contributes to the formation of positive attitudes towards school and increases the likelihood of cooperation with the teacher and compliance with school rules. A study conducted by Reed in 1983 found that teachers who had positive relationships with their students were better able to manage the classroom and prevent disciplinary problems. The positive relationship that students have with their teacher makes them reluctant to get involved in problems that would upset the teacher or affect their good relationship with him or her. The main idea here is that “love is one of the most important keys to obedience”. (Haroun, 2003: 270)

It is necessary to maintain a good relationship between the teacher and the student, because such a relationship deepens the sense of security and reassurance that the student lacks due to the violent events and family problems.

It is also necessary for the student to be familiar with the rules and regulations of the school, even in difficult circumstances, and the need to abide by them except in cases of extreme emergency, as this also gives him a sense of stability and consistency. (Al-Omairah, 2010: 86).

2/ The student’s relationship with the school administration:

Waili (2002: 21) defines school administration as “all organised, purposeful and goal-oriented activities that achieve the desired educational goals of the school, and thus it seeks to organise the educational institution and establish a movement of work on the basis that enables it to achieve its mission in educating the young generation”. It is also defined as “that organised form that interacts positively inside and outside the school, according to a general policy and educational

philosophy established by the State, in the desire to prepare young people in accordance with the objectives of society and the public good, and this requires the implementation of a coherent set of actions and activities, while providing the appropriate atmosphere for their successful completion”.

In addition to the director's awareness of his leadership role in relation to the school, he must also be aware of and fulfil his human role with teachers, students and various categories of staff, which has a significant impact on the achievement of the institution's goals. Examples of this include exchanging greetings and condolences, providing assistance, understanding circumstances, etc. It is essential that teachers feel that the Director is a brother to whom they can turn for some of their personal needs, and that the Director enjoys the trust of his colleagues. In addition, students should feel that the director understands their circumstances, feels their feelings and helps them to solve their problems (Al-Faraj, 2009: 35).

This is what Black (2010) concluded in his study, which aimed to determine the extent of the relationship between leadership practices and perceptions of organisational climate among principals and teachers in schools in Ontario, Canada. The researcher used the descriptive method, applying the Leader Behaviour Description Questionnaire (LBDQ) to assess leadership and a revised organisational climate questionnaire to a random sample of (231) teachers and principals in (15) schools. The study found a positive relationship between leadership practices and organisational climate, as principals sought to create a positive organisational climate through effective leadership in the school, which had a positive impact on students' academic achievement.

Regarding the relationship between the student and the administration, it is manifested in the practices applied by the school administration, which differ in their severity, realism and objectivity. The successful school administration is the one that is concerned with the school programmes it offers to the students. The concern for the fair application of the laws and instructions to the students will make them feel secure and reassured to the extent that they will find pleasure in school and the classroom. (Soulhi, 2014: 20) This is in line with what “Natalie” (2011) (Nathalie.Y) and others found about the perception of the organisational climate by 697 students aged 6 to 8 years in 22 French primary schools. The study found that students had a positive perception of their schools and that the majority of them enjoyed going to school, and that this positive feeling was due to the quality of social relations and the conditions of the school environment. The study proposes several recommendations, the most important of which are: to pay more attention to the link between the school environment and the social environment of the pupils, and to strengthen the relationship between the parents of the pupils and the school administration and teachers.

3/ The student's relationship with his classmates:

The life of every student in the classroom and his productivity are directly affected by the nature of the relations which bind him to his classmates. It is neither practically nor theoretically possible for the student to isolate himself from the influences of the friendly or hostile relationships that bind him to his classmates. The positive relationships that bind pupils together help to improve their attitudes towards their presence in the classroom and their learning within it. The teacher's support in helping pupils to develop positive relationships helps to meet their needs for love and belonging and strengthens their sense of acceptance and competence.

The existence of positive relationships between pupils reduces their feelings of threat and insecurity, which in turn improves their performance. In addition, the friendly relationships between pupils help to reduce the likelihood of violence and conflicts between them in school and consequently the likelihood of disciplinary problems arising from social interaction (Haroun, 2003: 282). This was the aim of the study by Cimalcilar (2010), which sought to identify aspects of social relations in schools that can have an effective impact on increasing students' sense of comfortable social relations in school that help them achieve good academic performance. The study was conducted on a sample of 799 students from public middle schools in Istanbul, Turkey. The results showed that the students were satisfied with the prevailing social relations in the schools studied as they enjoyed a positive school environment.

If educational institutions neglect the importance of positive relationships between students and the emphasis on their formation, this will lead to the emergence of classroom and school problems, including school violence and lack of discipline, which will negatively affect their academic achievement. This is confirmed by the study by “Kohout” and “Ersaf” (2010) (Kohout-D.M., Ercef) on the influence of the organisational climate on reducing the phenomenon of violence in primary schools in the Czech Republic. Through their interviews with students, their parents, teachers and primary school principals, they found that the organisational climate in Czech primary schools is influenced by the prevailing social climate in Czech society, which results in the lack of a suitable school climate that helps to provide psychological comfort for students and their teachers, which causes boredom for all parties in the educational process in Czech schools.

This is also confirmed by the study conducted by Tubbs and Garner (2008 Tubbs, & Garner) on the influence of the organisational climate on the results of primary schools in north-western Georgia, which indicates that the organisational climate can influence the results of the school through its effect on all school personnel, including students. After analysing the school environment in the mentioned schools, they found a number of results, the most important of which are: the dissatisfaction of the teachers and staff with the performance of the schools, which led to low morale and deep frustration.

In the light of the results obtained, they made a number of recommendations, the most important of which were: to create a positive working environment and a suitable school climate in order to improve the performance of the school by improving the relationship between the teaching staff and the administration, by improving the working conditions.

4/ The relationship between teachers:

The effective teacher is the one who strives to establish good relationships with others, especially with other teachers, because this means the existence of a healthy and sound climate for the educational process. However, if we look at the reality, we find that establishing such relationships is not an easy matter, because teachers are individuals from the society in which they live and they carry with them all its ideas, customs, traditions and all the contradictions that exist within the society, in addition to their human nature, characteristics and tendencies, all of which affect the nature of the relationship between teachers.

2. Patterns of organisational climate:

There are several different patterns of school climate, which are:

2.1 The controlled climate: This is the climate that serves the work rather than the social needs of individuals. It focuses primarily on the performance and completion of work, even to the detriment of the satisfaction of the needs of the employees, since the concern for work and the fulfilment of duties does not allow the possibility of taking care of the relationships between the employees.

2.2 The climate of self-management: This climate is dominated by the almost complete freedom that individuals enjoy in carrying out their work and meeting their social needs. Work is characterised by ease and ease of cooperation between members, there is little routine work and morale is high, although it does not reach the level of the open climate.

2.3 The directed climate: This climate is primarily concerned with getting the job done, to the detriment of social needs, and there is no room for social relationships among employees. The manager gives direct instructions, does not allow any deviation from the rules and insists that everything is done the way he sees it, but does not care much about the feelings of the people working with him, because the primary concern is to get the work done (concern for the task). The open climate:

2.4 The open climate: The school management is characterised by flexibility in dealing with the students, and classroom supervision is reduced, and the school management seeks to meet the needs of the staff, and the commitment of each individual to the fulfilment of his or her duties and function increases.

This is in line with the findings of the “Suli” (2014) study, which aimed to identify the relationship between organisational climate and mental health of middle and secondary school students. By examining the realities of both organizational climate and mental health in middle and secondary schools in the province of Ouargla, the study found that the prevailing organizational climate pattern in middle and secondary schools is open, and the level of mental health in middle and secondary schools is high.

This is also consistent with the findings of the study of “Al-Deihani” (2013), which aimed to determine the degree of organisational climate in secondary schools in Kuwait and its relationship with the degree of administrative creativity of principals from the perspective of teachers. The study sample consisted of (230) teachers from Farwaniya and Al-Jahra regions of Kuwait during the academic year 2012/2013. The study found that the level of organisational climate in secondary schools in Kuwait was generally moderate from the teachers’ perspective, with the dimensions of the study also at the moderate level. The highest ranked dimension was ‘focus on production’, followed by ‘drive’, then ‘belonging’, and finally ‘affinity’.

The level of administrative creativity in secondary schools in Kuwait from the perspective of teachers was also generally moderate, with all areas of the study tool at the moderate level. The highest ranked area was ‘encouraging creativity’, followed by ‘presenting creative ideas’ and ‘desire for development and change’. Based on the results of the study, the researcher recommended the development of training programmes for principals and teachers on how to practice administrative creativity, how to improve the school organisational climate, and how to develop the skills of secondary school principals. The study also recommended that administrative creativity and organisational climate be included in the evaluation processes of educational institutions.

This also agrees with the results of the study by “Ben Yamin” (2011 Benjamin,) which aimed to determine the relationship between organisational climate and academic achievement of students in elementary schools in the state of Michigan. The results showed that there is a statistically significant relationship between both open organizational climate and academic achievement of students at the level of significance (0.01). There is also a statistically significant relationship between open and closed organizational climate at the level of significance (0.01).

2.5 Closed climate: This is the opposite of the open climate, where work is characterised by routine and employees show a simple commitment to tasks and duties, with fewer opportunities for social relationships within the school, a decrease in the school's performance level and a decrease in the level of employee satisfaction. The manager here is unable to manage, direct, lead and plan, and there is an increased focus on formalities and routines, and a kind of frustration is generated among employees, and there is an increase in complaints from both teachers and administrators towards each other. (Badran et al., 2004: 83).

2.6 The family climate: The school with this climate is characterised by a family or family spirit, where social relationships and concern for social needs prevail, with a preference for work and achievement and the achievement of goals, and in these circumstances the directive role of the principal is reduced, and he does not complicate matters but rather manages them to a large extent, and everyone feels the atmosphere of the family, and the result is the emergence of new leaders and a decrease in satisfaction with performance and the achievement of goals. (Haji, 2004: 265).

We note that each pattern of organisational climate has a role in shaping and determining the nature of social relations in the educational institution, which requires the school administration to choose the most appropriate one and the one that helps to achieve educational goals.

This is confirmed by the study of "Altinkurt" (2014 Altinkurt.Y.) which aimed to explore the relationship between organisational climate and organisational silence among the teachers in the study sample. The survey research was conducted on (397) teachers in secondary schools in Kutahya, Western Turkey. Data were collected using the Organizational Climate in Schools scale and the Organizational Silence scale, and the data were analysed using t-tests, ANOVA and regression analysis. The results showed that the level of openness in these schools is low among principals and very high among teachers.

3. Determinants of organisational climate in educational institutions:

Badran et al. (2004: 77-78) identify several elements related to organisational climate, which may be the most prominent determinants in shaping the nature of organisational climate, as follows:

3.1 Relationships: The relationships between working individuals, the functional relationship between school units, and the relationship between working individuals and the school administration influence the prevailing climate pattern in the schools in which they work.

3.2 The practice of decision-making: The nature of the organisational climate depends on the extent to which the working individuals are involved in the decision-making process and the extent to which the more experienced among them benefit from the administrative affairs within the school.

3.3 Work technology: The more the technology used in the school is of a static and non-renewable nature, the more the traditional atmosphere will prevail and, consequently, the organisational climate in it will tend to be negative in the eyes of the subordinates, in addition to the lack of creativity and the unwillingness of individuals to take responsibility in accomplishing tasks.

3.4 Organisational structure: It refers to the division of work in the school into functions that include tasks, responsibilities, authorities and roles, and clarifies the relationship between them. The organisational structure of the school must be flexible in order to work effectively and have the ability to form a mutually satisfactory exchange with others. The emotional characteristics of the working environment also affect the pattern of life in the school and the development of the self as a result of the individual relationships that the individual feels and practices over time.

3.5 Communication patterns: School climate is influenced by the pattern of communication within the school. A school characterised by a vertical top-down communication pattern tends to have an unhealthy climate, whereas a school with a horizontal communication pattern tends to have a good climate.

3.6 Morale: The higher the morale of employees, the better their performance, which in turn has a positive effect on the organisational climate, making it healthier than if their morale was low.

3.7 Degree of security and risk: The extent to which staff have a reasonable degree of job security and stability has a positive effect on their psychological wellbeing, which is then reflected in their performance and the school climate.

3.8 Concern for the individual: Organisational climate is influenced by the extent to which the school administration cares about staff and seeks to meet their needs and motivations. Schools that care about their staff tend to have a healthy climate that encourages work and effort to improve performance.

3.9 The external environment: The external environmental factors related to the general educational policies at the regional level, as well as the applicable educational regulations and insurance policies, affect the educational climate and consequently the different educational levels.

The researcher Al-Araybat argues that the nature of the tasks required by the work, the degree of emphasis on excellence and creativity, the prevailing morale among employees, the level and quality of relationships among them, the degree of transparency and clarity, the emphasis on performance, the support for training and development efforts, the method of reward and punishment,

the degree of security and risk, the efficiency and flexibility of the organisation, and the satisfaction of social, emotional and psychological needs are all factors that determine the nature and level of the organisational climate, which is highly correlated with the productivity of the school, the achievement of its goals, and the goals of its employees and the beneficiaries of its services.

This is consistent with the findings of Anwar and Anis (2014) in their study, which aimed to develop the organisational climate to measure the professional relationship between teachers and principals in primary schools in Islamabad. The study was conducted on a sample of 243 primary school teachers. The psychometric study of the scale was satisfactory, which qualifies it to collect comprehensive information on various aspects of the organisational climate in order to improve the teaching and learning process and the overall effectiveness of primary schools in Pakistan. The results also showed that the professional relationships between teachers and principals were characterised by cooperation, indicating a positive school climate in the primary schools studied.

This is also consistent with the findings of a study by Gunes and Peker (2012), which aimed to understand the reality of organisational climate in secondary schools. The study was conducted on a sample of 245 teachers, and a questionnaire was used as a tool to collect information. After analysing the results using the arithmetic mean, standard deviation and one-way analysis of variance, the study found that the organizational climate in the schools studied was positive, as indicated by the positive manifestations represented by: the schools' reliance on the open communication pattern, human relations in the school, teachers' participation in solving school problems, and mutual sincerity and trust.

4. Specifications of a positive organisational climate in educational institutions:

“Nawas” believes that a positive organizational climate is characterized by several specifications that contribute to defining the organizational environment of the school, as follows:

1/ High morale: Those with high morale are characterised by optimism and are more productive.

2/ Respect: This means that students see themselves as individuals with value, believing that they have ideas and talents that are listened to, considered and respected. The same is true for teachers and school leaders who feel the same sense of respect. It is important that the school is a place where individuals have self-respect and that this respect comes from others, because in a positive climate the value of each individual in the organisation is not diminished.

3/ Trust: Trust comes from the individual's certainty that others will deal with him or her with honour and honesty, and will act on what they say in accordance with accepted standards of behaviour and the obligations of each party in the interactive process.

4/ Provide opportunities to contribute to school work and activities: The school administration provides opportunities for all individuals to participate and contribute to its activities, as each individual strives to find the opportunity that allows them to contribute their ideas with the certainty that these ideas will be considered.

5/ Care: Caring in school has aspects that affect both teachers and learners. For learners, it means that each individual feels that there is one or more people who care about them. For teachers, it means that they feel that the principal cares about them, even if some of them disagree with him, and that the principal feels that the teachers, or at least most of them, understand him, appreciate the pressures he is under, and work to support him as best they can.

6/ Cohesion (solidarity): This characteristic is measured by the person's feeling towards the school, where members must feel that the school is part of their entity, because they want to stay in it as long as possible and have the opportunity to exert their influence in it in cooperation with others.

7/ Renewal of the school: As a social institution, the school must continuously offer projects aimed at development, and it must also renew itself, i.e. grow, develop and change.

8/ Continuous academic and social growth: Each individual in the school must develop their academic skills, knowledge and attitudes within the school context, as cooperative members of a team (Nawas, 2002: 22).

We note that these characteristics of the organisational climate in the school can effectively contribute to the success of the educational institution in achieving its goals, if they are actually present.

This is what “Hendi” (2011) concluded in his study, which aimed to identify the characteristics of the organizational climate in primary schools in Zarqa Governorate from the perspective of Islamic education teachers and tenth grade students, and its relationship with the variables of the Directorate of Education, the gender of the school and its size. The results showed that the most important positive characteristics that characterize the organizational climate of primary schools in Zarqa Governorate from the perspective of teachers and students are, in order: characteristics related to the

relationship between students, the relationship between students and teachers, the relationship between students and school administration, and the relationship between teachers and school administration. As for the negative characteristics of the climate, they were represented by the existence of school problems. The results also showed that there were no statistically significant differences between the mean estimates of teachers and students regarding the characteristics of the climate of their schools, due to the influence of the variable of the Directorate of Education to which they belong, their gender and their size. In the light of these results, the study recommended a number of measures to improve the organisational climate and suggested that a number of related researches and studies on the organisational climate be carried out.

Tayim and Saowanne (2014) conducted a study to understand the extent to which organisational climate affects the job satisfaction of primary school teachers in Thailand. They administered a questionnaire to collect information on the topic with a sample of 329 teachers. After analysing the results, the researchers found that the level of organisational climate in Thai primary schools is “high”, where the characteristic of professionalism was ranked the highest in the order of teachers’ job satisfaction characteristics, while the characteristic of responsibility was ranked the lowest. In addition, some organisational climate factors were found to have a direct impact on teachers’ job satisfaction, including performance standards, responsibility, competence, striving for job success, and leadership.

Based on the above, it is necessary for educational institutions to strive for a positive organisational climate, which derives its nature from the unique characteristics of the school, in order to create a suitable environment for educational work and continuous improvement. This can be achieved through the following procedures:

1/ The school should foster an atmosphere of cooperation based on the premise that teachers and other staff are there to help students and to meet their personal and academic needs.

2/ The school should provide channels of communication between teachers and pupils at different levels, as well as effective channels of communication between teachers themselves.

3/ Decisions within the school should be made democratically on the basis of the school’s policies and values.

4/ The school’s policies should be logical and relevant to the needs of the school community, so that both students and teachers perceive them as fair and appropriate.

5/ The effective school should have a system of care in which everyone feels equal and no group of individuals feels privileged or favoured over another.

6/ The school should have clear and co-ordinated policies which are understood and communicated to everyone and, more importantly, these policies should be applied in a co-ordinated way.

7/ The school should set up a special system and working committees to deal with pupils with extreme behavioural problems, with the aim of helping pupils to improve their behaviour and helping and training teachers to deal with and adapt to such pupils.

8/ The school should provide opportunities for democratic interaction and consultation, especially on fundamental issues, and students and teachers have the right to express their views on the school system. These perspectives need to be taken into account and there should be continuous attention and review.

The study by “Somia” and “Najah” (2017) on the reality of the organisational climate in second-cycle basic education schools in the city of Damascus supports this, as they found that the organisational climate in the schools studied had achieved the criteria of a positive climate to a moderate extent, and that the research variables (gender, academic qualification, years of experience) did not affect the responses of the sample members.

“Ben Rashed” (2016), in her study aimed at understanding the reality of organizational climate and its relationship with organizational commitment from the perspective of teachers in the second cycle of basic education in the Governorate of Muscat, recommended the need to improve the organizational climate by supporting collective leadership, teachers’ professional behavior and increasing academic achievement, activating the relationship between the school and the local community and parents, and strengthening commitment in educational institutions.

As for “Al-Najabi” (2015), she believes that the importance of a positive organizational climate lies in creating a suitable working environment in educational institutions through the following procedural actions:

“It provides a psychological and human atmosphere, increases the satisfaction of employees in the organization, stimulates their creative potential, and contributes to the effective alignment of the main organizational elements (organizational structure, organizational culture, management)”.

The importance of the organisational climate is evident in its contribution to the achievement of organisational effectiveness with short-term outcome variables that can influence the development of the organisational climate, and therefore this climate can influence the long-term effectiveness of the organisation.

The importance of the organisational climate is embodied in its vital interventions in the implementation of the strategy and the resulting sub-strategies, policies, rules and multiple work procedures.

The importance of the organisational climate is effectively manifested in the process of administrative development and the resulting influence on the administrative performance of managers, their interests and their orientations towards the future.

The results of the study by Al-Maayeta (2014) confirmed that the study aimed to determine the role of the secondary school principal in improving the organizational climate in the governorates of Amman and Zarqa in the Hashemite Kingdom of Jordan, from the perspective of educational supervisors and teachers. The study found that the most common practices of the principal's role in improving the organizational climate from the perspective of supervisors are, in order: the principal's relationship with officials, then administrative work and its policies, then the school building and its facilities, then positive relationships within the school organization, followed by students' affairs and their educational needs, then the school's relationship with the local community, and finally teachers' affairs and their professional development.

The most common practices of the principal's role in improving the organizational climate from the teachers' perspective are, in order: the school building and its facilities, then the principal's relationship with officials, then administrative work and its policies, followed by student affairs and their educational needs, then the school's relationship with the local community, then positive relationships within the school organization, and finally teacher affairs and their professional development.

On the basis of the information presented on organisational climate, its patterns, determinants and the results of previous studies that have collectively emphasised its importance in the educational institution, several recommendations and suggestions can be made to create a positive organisational climate that will help the school achieve overall effectiveness, as follows:

- Adopt the open organisational climate pattern, as it is characterised by flexibility and seeks to meet the socio-psychological needs of students and teachers, which leads them to perform their duties without supervision.
- Encourage collective leadership, which improves human relations in the school.
- To involve everyone in the decision-making process of the school, each in his or her own area of specialisation.
- Encourage teamwork characterised by cooperation, consultation and respect for the opinions of others.
- Work to link the school with local community institutions.
- Encourage co-operation with parents in solving school problems.
- Undertake training programmes in the field of organisational behaviour for the principals of educational institutions.

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