The Reality Of Official Organisational Communication In Educational Institutions A Field Study At The Harshawi Mohammed School Ain Temouchent - Algeria

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ARTICLE INFO	ABSTRACT
	The success or failure of modern organisations depends on their ability to manage, prioritise and properly frame their most important resource, human capital. This resource is considered as a unique asset that organisations strive to improve and develop both in quantity and quality. Therefore, this essential resource requires interaction and coexistence within organisations and institutions, regardless of their nature. For this to happen, effective communication and interaction between active individuals within the institution is necessary. The issue of communication has been the focus of many researchers in various fields, especially within educational institutions, which represent a social, educational and administrative environment governed by new regulations in line with modern developments. This is due to the effectiveness of their partners, who have formal organisational communication skills and cognitive strategies that they try to transmit through the changes and innovations brought about by globalisation and the revolution in communication and technology. This dynamic forces teachers to turn to the communication channels they consider effective to satisfy their needs within the institution, thus shaping the intangible knowledge value inherent in each teacher belonging to a formal organisational communication reality. However, this value is also reflected in their interactions with partners and stakeholders, resulting in contributions and reactions coming from other hidden channels, such as informal communication. Given the importance of this issue, this study aims to reveal the reality of formal organisational communication within the educational institution. In doing so, we sought to understand the different strategies adopted by the educational team and management to achieve their objectives and the extent to which official communication contributes to meeting their needs.

Introduction

The success or failure of today's organisations depends on their ability to manage, prioritise and frame their most important resource, human capital. This resource is seen as a unique asset that organisations seek to enhance and develop in both quantity and quality. Consequently, this essential resource requires interaction and coexistence within organisations and institutions, regardless of their nature. For this to happen, effective communication and interaction between active individuals within the institution is necessary. Thus, the issue of communication has attracted the attention of researchers in various fields, including education, to the extent that it has become a key factor in management effectiveness. This effectiveness, represented by the school principal, depends to a large extent on the quality of communication with teachers, administrators and students. This was emphasised by Clark in his study of administrative and communicative behaviour, where he found that the most effective managers were those who communicated most frequently with teachers, administrators and parents (Shihab, 1989: 03).

Organisational communication, whether formal or informal, is not just the process of sending or receiving messages; it is an attempt to influence and persuade. When communication skills are present between management - represented by the headteacher or his/her deputy - and teachers, the results have a positive impact on individuals. This increases the sense of belonging to the educational team, thereby improving individual and collective performance through increased motivation, increased enthusiasm, a sense of school security and job satisfaction.

Methodological approach to the study and presentation of the problem

Communication is one of the social processes that emerged with the beginning of human life on Earth. It is the facilitating factor for the stability and prosperity of human life, and it deserves the greatest credit for the growth and development of human thought, as well as the progress of nations and civilisations.

Communication, therefore, involves the interaction of two or more parties about a specific event or subject, with the aim of exchanging information to achieve the desired effect on one or both parties. It serves as a means of transmitting ideas, information, viewpoints, values and attitudes (https://mawdoo3.com).

Communication is the cornerstone of all elements of the management process, including planning, organising, directing, activating, monitoring and evaluating. It is like the nervous system of the human body for the organisation. Organisational communication can be seen as the main driver in any institution, whether public or private, service or commercial. It enables individuals to achieve their goals and strengthen their relationships through the exchange of information, ideas and opinions. This subject has attracted the interest of researchers and scholars in various fields, as it is seen as the key to the success of any organisation and as a means of cohesion and cooperation. It is the lifeblood of the organisation and is of great importance for the smooth running of all processes.

Official communication is the type that operates according to the rules, standards and procedures that govern the institution.

The educational institution is a specialised socialisation institution that assists in the proper and healthy development of individuals, especially children, from an early age. It promotes the individual's physical, psychological, intellectual and social growth, preparing them to live and interact with others. The school is one of these institutions; it represents a message and guidance, serving as a space for education, teaching, citizenship, rights and laws. It attracts children from all social classes, regardless of their background, because it is an organisation that prepares them for a cohesive life that brings them together and unites them (Trozine, 2012: 01).

The school is a cultural, social and educational environment that provides individuals with basic principles and knowledge to enable them to meet the challenges of their future lives. In terms of its educational objectives, organisational principles, educational content and curricula, it is considered an educational institution that provides students with a basic education. It is a public institution that aims to serve the public interest and provide useful services, particularly in the areas of education, socialisation and qualification, and is subject to a specific legal framework. The school produces qualified individuals and responsible citizens, and serves as a key to personal development.

Communication within the educational institution is a tool for human development and the enhancement of knowledge and experience, whether social, political or operational, plays an important role in achieving this goal.

In our study we adopt an interactive comparative approach, which serves as a fundamental pillar of our theme, as it is through social interaction that individuals connect and communicate with others. One of the key figures in this field is George Herbert Mead, who argued that interaction occurs through social relations between groups created through communication. Herbert Blumer also emphasised the process of interaction through which humans engage with each other (Khaled, 2015: 123).

Based on the above, we pose the following question:
- What is the role of official organisational communication within the educational institution?
This will be explored through the following sub-questions:
1. How does communication affect the educational team within the institution?
2. How does the communication process achieve the desired objectives?
3. What is the reality of communication between active members within the educational institution?

Hypotheses:
On the basis of the questions posed, we have formulated the following hypotheses
- The educational team and the management adopt strategies of partnership, cooperation and understanding in order to comfortably achieve their goals.
- Official communication helps to meet the needs of the educational team.

Aims of the study:

- To understand the relationship between organisational communication and the educational institution.
- To determine whether there is a strong correlation between official communication (among teachers) within the research institution.
- To develop administrative leadership in the area of official organisational communication among educational staff.
- To assess the impact of communication on teachers' performance within the institution (school).
- To determine the level of awareness of communication among teachers and its impact on performance within the institution.

Terms and concepts of the study:
- **Communication**: The process by which an individual conveys ideas, information or meanings to enable the formation of relationships with others. This generates communication within the institution to facilitate the performance of its functions.
- **Organisation**: The plan that the active group within the institution follows to facilitate administrative and educational processes.
- **Formal organisation**: The organisation governed by a set of rules and laws that a group of individuals within the institution must follow, respecting the administrative hierarchy specific to that institution.
- **Organisational Communication:** The relationships and exchange of ideas and information that occur within the educational institution to create a structured communication environment, managed in a sequential manner to help the educational group achieve its goals.
- **Educational Institution: An** institution that carries out the process of socialisation of individuals, especially children from an early age, educating them mentally, physically, socially and psychologically. The school is considered as the second institution after the family, where the child learns the basic principles of education and information acquisition.

Conceptual perspective of the study:

Communication:
Communication is a dynamic social phenomenon that influences and is influenced by the components of individual behaviour and the factors that affect both parties in the communication process, which involves the transmission and exchange of information, ideas and various meanings and their understanding through a language that is understandable to both parties through specific channels (http://www.djelfa.info/vb).

Elthon Mayo defines communication as follows "Communication is the transfer of ideas between individuals and groups in any way, even if the means is silence" (Bouzyani, 2001: 14).

Nasif Fahmy Monqrious defines it as: "Communication is a joint process between two parties that aims to convey an idea, meaning, experience or specific attitude of one party represented by individuals, groups or communities to achieve clear or specific goals" (Abdul Razzaq, 2018: 41).

Nabil Ibrahim considers communication as: "A process of interaction between two parties through a specific message, which may be an idea, experience, skill, or any other communicative content through communication channels that should be aligned with the content of the message, thereby clarifying the mutual interaction between them" (Abdul Razzaq, 2018: 43).

The American Management Association defines communication as "any behaviour that results from the exchange of meaning".

From this, we can conclude that effective communication is a fundamental factor in enhancing performance and intellectual exchange between superiors and subordinates, and vice versa. It fosters deeper understanding and greater clarity among community members to achieve the organisation's goals. Good work is manifested in good communication.

Communication is a social phenomenon and a human activity with meaning and purpose, in which individuals and groups come together to strengthen relationships and exchange views. It is a two-way process involving the exchange of understanding and ideas between the parties involved. It is not a simple process of influencing behaviour to achieve organisational goals, but a complex and challenging process that involves a number of elements and steps (Chawi, 2010: 15).

Official communication:
Official communication is the method or channel that is predetermined and formally binding for all employees in the administrative organisation, which they must follow in all their communications while performing various activities within the institution. The principles governing this type of communication are characterised by stability and consistency, as it is the primary mode of communication in large administrative organisations.

Official communication often takes written form, such as reports, requests, complaints and official correspondence. However, it can also sometimes take oral forms, such as when a manager gives oral orders to an assistant or deputy (Belkhiri, 2014: 40).

Educational institution:

The school is considered to be the institution responsible for education and upbringing in the society. Any definition given to the educational institution, in its organised and authorised form, includes the school and its educational and pedagogical functions within the community. Sociologists see the school as a small society characterised by social organisation, reflected in the organised distribution of social roles and positions among its members (administrators, educators, teachers, pupils and support staff). It organises social relations among its members in order to direct social interaction towards achieving the noble goals of the educational process and the educational system, as well as the goals of society as a whole (Dakhil, 2010: 03).

The educational institution relies on what is now known as management, which involves the accomplishment of tasks through others. It is a dynamic process that involves several continuous and integrated activities, such as planning, organising and monitoring the work of others (Arit, 2013: 12).

The school is also considered by some contemporary thinkers, such as J. Dewey, as an entity that "works to develop moral values, positive attitudes, good habits, social awareness and social participation, among other traits that make an individual a good citizen and adaptable to the democratic structure" (Dakhil, 2010: 10).

Ferdinand Buisson defines it as a necessary social institution aimed at ensuring communication between the family and the state in order to prepare new generations and integrate them into social life.

Al-Najimi sees the school as an institution established by society to prepare the new generation by participating in the humanitarian activities that dominate community life. It has the function of adapting and integrating individuals within it (Dakhil, 2010: 11).

Therefore, we find that Émile Durkheim considers the school to be an exceptional expression of society, which entrusts it with the task of transmitting to children the cultural, moral and social values considered necessary for the formation of adults and their integration into their environment. It is a social institution created by society to deeply root young people in social life through education (Yahiaoui, 2014: 57).

From the above, we can see that the school is the space where a group of individuals work together to consolidate their ideas and knowledge through the institution that acts as a bridge between the information and the information holder. It is the framework in which correct and activated ideas are generated by qualified individuals with advanced degrees and diverse expertise.

Methodology and research techniques:

In this study, due to the nature of the topic, we chose a descriptive approach to describe the phenomenon. In terms of the techniques used in our study, particularly in exploratory research, we used interviews. The nature of the methodology necessitated this choice. In addition, we relied on observation, which was a fundamental tool for accurately defining the research community, and this tool was used during the interviews.

The interview questions were formulated on the basis of the problems and hypotheses presented. They consisted of two parts: the first part included four (4) questions on personal data, while the second part was divided into themes with a total of twenty-nine (29) questions. These themes related to the nature of communication between teachers and administration, the nature of the relationship between teachers and school work, and the school's attitude towards meeting teachers' needs and aspirations.

Research Community:

The study population consists of 22 female teachers, representing the entire community for the research, and the sample included the entire research community due to the small number.

Spatial and geographical scope:

The study was conducted in Harshawi Mohamed School in Ain Temouchent, which is considered one of the leading schools in the state.

Human scope:

The human scope refers to the number of staff in the school. The study at Harshawi Mohamed School in Ain Temouchent included most of the teachers between the ages of 26 and 50, who make up the majority of the teachers in the school. The total number was twenty-two (22). We worked with them as substitute teachers, which helped us gain their trust before conducting the interviews and facilitated our interaction with them. This allowed us to build relationships which made it easier to engage with them comfortably and to gather information and observations about this educational-administrative system (the school).

Temporal scope of the study:

The temporal scope refers to the period of the research, starting from the selection of the problem to the preparation of the research plan, including the definition of the methodological procedures, the preparation

of the research tools, the selection of the fields, and ending with the collection and analysis of the field data and the writing of the final research report.

The reflection on our research topic started at the beginning of the second semester of 2019, and the literary work on the theoretical aspect continued until October, when we contacted the supervisor who approved the topic. After that, we moved on to the second phase of the theoretical work, in which we looked for relevant references on the topic and drew up a preliminary plan for the construction of the theoretical framework.

We familiarised ourselves with the reality of the institution and carried out an exploratory study that lasted about 15 days, from 2 to 16 January 2020, in order to assess the suitability of the area for the study. We were received by the headmistress and interviewed a group of ten teachers who answered all the key questions. The principal gave us the total number of teachers, which was 22, and we conducted the interviews from 10 February 2020 to 10 March 2020.

We spent about a month conducting the interviews, which lasted about 25 minutes each. This delay was due to the strikes that occurred from time to time, which allowed us to get to know the respondents better and understand their moods, which made it easier to conduct the interviews as most of them remained in the teachers' lounge.

Presentation and analysis of the results of the field study:
The nature of communication between teachers and direct management:

The teacher at Harshawi Mohamed Primary School, like every teacher in the Algerian school system, has a primary goal in mind: to achieve a good success rate among his students. To achieve this, however, the administration must create the right climate and environment. This can only happen if there is communication between the administration and the teachers, fostering cooperation and responsiveness in this area. Perry M. Smith argues that "when a leader has the ability to communicate with others, communication with both the top and the bottom of the organisational structure becomes understandable, effective and meaningful. If the leader is a good speaker, he or she can influence and influence people, and if he or she is a good listener, he or she can accept opinions and criticism and receive feedback that will positively affect the organisation's performance" (Al-Kharaisheh, 2008: 122).

Through our repeated observations of the environment in which our respondents are situated and in our conversations with them, we noticed a misunderstanding among teachers. They perceive their role as merely fulfilling their professional duties. One respondent, K.F., said: "I am just here to work; I enter my classroom and then leave through the door". In contrast, another respondent, S.A., who is married, said: "I believe in the need for communication and relationships with others; we cannot live alone; it is impossible". Meanwhile, another respondent, F.B., who is divorced, remarked: "I think that communication requires intimacy between everyone, which means unity within the educational team itself".

The nature of communication between teachers and administration is educational; however, we find that teachers do not understand the meaning of formal and informal communication. Each tries to assert his or her own perspective and identity with the administration, forgetting that they are dealing with laws and regulations that meet their needs and protect them from mistakes. At the same time, they tend to overlook bulletins and instructions, which exacerbates the communication breakdown between teachers and the principal. In addition, as one respondent, W.N., a married woman, put it, "The headmaster comes to us every day with new rules, and to be honest, we don't understand anything.

From this we can see that communication is not just the process of sending and receiving messages; rather it is an attempt to influence and persuade, which has no value without bringing about change (Al-Bakri, 2008: 15).

Communication is the broad field of exchange of facts, news, opinions and messages between individuals and different groups. According to the Encyclopaedia Britannica, "communication represents the exchange of meanings between individuals through a shared system of symbols" (Darar, 23).

There are different and numerous methods of communication, including direct communication (verbal communication) and indirect communication (written communication). Most of the respondents preferred direct communication; however, some respondents preferred indirect communication. According to the respondents, direct communication is considered to be one of the most effective and useful forms of communication, as it is closest to their nature and most beneficial for work. It facilitates the exchange of ideas and information in the shortest and easiest way, saving both time and effort.

One of the respondents, S.A., stated: "Verbal communication is a two-way process that allows the sender to understand the views, positions, attitudes and reactions of the receiver. It also makes the sender aware of the recipient's reception of the message, either through verbal responses or changes in facial expressions or emotions".

Based on what the respondents mentioned, we concluded that the method of direct communication fosters a spirit of friendship and cooperation, unlike written communication. The principal may find it difficult to understand the teacher through written means, as this method takes a considerable amount of time due to the principal's preoccupation with other matters. In the school environment, a principal needs verbal communication to gather as much information as possible about various aspects of the educational process and to use it to make decisions. To achieve this, the following should be considered:

- Listening openly and patiently to the speaker and giving them enough time.
- Allow them to express their thoughts freely and occasionally ask them questions.
- Maintaining a calm dialogue, avoiding arguments and putting them aside.
This is reflected in Abdul Baqi's definition: "Communication is a behavioural process between one person and another, or between a group of people, involving information and ideas, using various methods to achieve desired goals" (Abdul Baqi, 2002: 259).

Communication among teachers in official work:

The method of communication among colleagues (i.e. teachers) in the workplace is unanimously agreed upon; communication is mainly through direct means such as internal seminars, training sessions, or meetings organised by the principal or during coordination periods. Thus, communication among colleagues tends to revolve around work-related issues only. One respondent, H.N., with three years' experience, explained: "Sometimes I don't see some teachers for a month because I feel they are distant from me; we only meet during meetings". Another respondent, M.A., said: "You know that the school has a good and reputable reputation for discipline and rigour at state level, so we do not want to tarnish this reputation by getting together and leaving our classrooms like some teachers in other schools do, especially during lessons.

Thus, the respondents take into account the external and social environment, as if they had adopted it as a form of organisational culture within the school, making themselves responsible and committed to their work. Communication is considered to be one of the essential processes in the school environment because all administrative and educational functions carried out within the educational institution - be it planning, organising, decision-making, training or guidance - depend on the communication process. "The aim of school communication is to connect the members of the school community with each other and with their external environment, and to clarify and correct information and opinions" (Al-Zahir, 2001: 52).
School meetings are seen as an essential communication tool that primary school principals cannot do without, as they provide an opportunity for the exchange of views between administrators and teachers, as well as among teachers themselves. It is here that respondents feel that the administration is close to them, which encourages them to work diligently for the success of the educational process.
Any social activity requires the exchange of information between those involved. In a community made up of individuals and groups who communicate with each other, this means that the groups must be organised in such a way as to collect useful and effective information in the first place and to disseminate it in the second. This is particularly important for those responsible for processing information in order to make informed decisions. The way in which information is exchanged can be interpreted in different ways, as all respondents preferred to receive information and communication from experienced and competent colleagues. However, one respondent, M.K., stated: "I prefer to receive information from my late mother, may she rest in peace, as she guided me in my professional life because she was a teacher".
The nature of relationships among teachers is primarily based on personal interests, as indicated by T.F.'s statement: "I only see my colleague if there is a problem with another colleague or with a student's guardian who comes to inquire about a solution, fearing that the principal or other colleagues will find out." Meanwhile, another respondent believes that "any inquiry or information should come from the principal or an experienced teacher, and it should be kept completely confidential," according to B.A.
This suggests that respondents do not communicate or share all their concerns with the administration because they feel that doing so may lead to humiliation or diminish their personal worth. As one respondent, B.S., stated, "I feel embarrassed or humiliated to raise a personal issue with a student or another teacher because the administration will think that I am a person with problems and that I don't know how to handle things and that I lack communication with others".

In contrast, the majority say that when they have a problem they go to the headteacher and sometimes to the director of education, depending on the nature of the problem. It can be said that administration is "a continuous process based on scientific concepts and methods aimed at achieving specific results with the available resources with the highest degree of efficiency and effectiveness under the prevailing objective conditions" (Salama, 2004: 15). According to the respondents, the administration contributes significantly to solving their problems.
Regarding their communication with parents, most of them stated that their relations would be better if it were not for the interference of some colleagues who incite parents in other ways. One respondent, G.F., mentioned: "I have 8 years of experience and I always face problems due to the nature of my profession. Parents always say that so-and-so teacher said you hit the pupils, that you don't know how to teach. I didn't believe them at first, but... may God guide us".

When it comes to expressing their concerns about work issues to their colleagues or the administration, they tend to avoid doing so, especially with the administration, due to their lack of knowledge of communication

laws and work rules. As a result, they shy away from this interaction and leave their concerns unresolved, resulting in conflict and a lack of transparent and clear communication.

We concluded that the relationship between teachers is a reactive one, characterised by upward and downward communication, interspersed with some disputes and disagreements. This communication is linked to a working relationship characterised by camaraderie and a primary level of respect, interspersed with moments of understanding and others of disagreement, which strengthens the bond and communication between them. Morries Herly defined administrative communication as "the framework of social communication that deals with the interactions of individuals and groups" (Baqi, 2011: 156).
Consequently, we find that the factors that influence the cohesion of teachers as a group are influenced by the following elements:
- **Group size:**The smaller the group size, the greater the cohesion and satisfaction of its members, along with increased opportunities for communication and dynamic movement.
- **Stability of group membership:**A lack of turnover of members, i.e. no teacher changes, has a positive effect on the cohesion and communication of the teaching team.
- **Competition between levels:**The objectives pursued inside or outside the school inevitably lead to greater cohesion and communication between teachers.
Stability in teacher movement: The more stable and less prone to movement teachers are, the greater the cohesion, communication and understanding among them. An important point is that the self-efficacy of the respondents strengthens the relationships within the formal organisation. During the analysis we noticed that there is a difference between the respondents in how they describe their relationships with each other. This is attributed, as mentioned earlier, to the self-efficacy and training of each teacher based on their seniority, which qualifies each respondent to develop their relationships and communication with colleagues within the institution.
Thus, communication is a necessary and purposeful process in any organisation, and effective communication is the key to the success of any institution, on which its survival depends.
Teachers make up the teaching staff and receive instructions from the principal on how to organise work and school life. However, there are always differences between them. Therefore, "the behaviour of an individual is the result of his thoughts and mental perceptions. If we want to change and modify their behaviour and actions, we must change their perceptions and thoughts, relying on the credibility of information and the power of persuasion" (Battson, 2001: 130).

The reality of problems within the formal organisation:
It is difficult to imagine the existence of an institution without some form of communication through which information is exchanged between employees, whether they are teachers or administrators. The effectiveness of communication strengthens its leading role in improving administrative and educational processes and increases the ability to coordinate between teachers and the director to achieve functional integration. This integration leads to the embodiment of strategies and future horizons for the school (institution) and ensures its survival and continued provision of optimal performance. This can only be achieved by paying attention to informal communication, i.e. the network of communication that exists between teachers and includes all information about individuals and colleagues.
Given the alignment of organisational goals with personal interests and the variety of ways and means to achieve both, while presenting personal interests shaped by interactions and both formal and informal relationships, any institution must remain cautious about the behavioural aspects of individuals, which are influenced by a range of internal and external factors. One of the most important of these factors is the creation of problems, in particular the leaking of school (institution) secrets. This leakage results from informal interactions that manifest themselves in rumours and false news within the institution. According to one respondent, A.H., who is relatively new to the school and who devoted herself to raising her children until they were grown before returning to teaching, "I didn't know that the teachers in the school put so much emphasis on rumours that they don't inform the administration about them, but they continue to circulate among themselves, to the point where I feel a kind of hypocrisy..."

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Another respondent, M.D., clarified: 'There are problems in our school, but we solve them quickly because the administration intervenes promptly by holding a meeting with the conflicting parties and bringing in the source of the false news or rumour in a closed session. This is what I like about the headmistress; as soon as she hears news that affects relations between teachers (respondents), she doesn't allow it to escalate but resolves it immediately, even if some parties leave dissatisfied. Over time, however, each of us becomes wary of the person causing the problems".

From our qualitative analysis of the interviews, we began to notice a certain type of behaviour in the institution, which one of the interviewees, H.R., referred to as the troublesome teacher: "It's always the same person who causes problems; it doesn't affect the group, but she breathes problems. I think she is unwell, she spreads rumours in an incredible way just to create confusion.

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The troublesome teacher is one who spreads rumours and circulates news among colleagues, trying to entrap them and create personal conflicts by distorting and misrepresenting conversations to provoke disagreement among peers.

Communication serves as a means for management to change the behaviour of employees by recognising their abilities, ensuring that they receive their messages and understand their content, and changing their behaviour accordingly. However, this can only happen if the communication is effective. Individuals have the freedom to select and choose the information they receive, and may also choose to disregard or ignore information that is contrary to their beliefs and opinions. Ultimately, they have the final say in determining their behaviour and responses, even when communicating with government and having access to all relevant information.

One respondent, H.R., explained: "Rumours do not affect us with the administration and colleagues; we have confidence in ourselves and have strong personalities. Even false news does not affect our work, according to my experience".

Another respondent, M.A., remarked: "If the educational staff is united and connected with each other, the person who causes these problems is someone who lacks faith in God and in himself and who cannot compete in a clean working environment. They create rumours to attract attention and try to diminish the value of others, but they only diminish their own value".

From our analysis of the questions, we conclude that good communication reduces confusion and rumours and facilitates the easy and free flow of information. This leads us to suggest that formal organisational communication within the school has a significant impact and interacts with the teaching team. Evidence of this can be found among the 22 respondents, where only one respondent disrupts this formal communication by introducing informal organisation through news and problems. Thus we see that the administration uses informal organisation to redirect the group within the educational process.

The importance of communication lies in its role as a light through which the administration can identify teachers' problems and their reactions to administrative policies. It also enables them to determine their

positions, attitudes and commitments towards work, as well as their understanding of the administration's perspective on their job performance (Al-Mousawi, 2004: 201).

Thus, the educational team is not affected by the distorted messages that come from the sender, "who is the entity that does not transmit messages of information, ideas or data to the other party with the intention of eliciting specific behaviours from them. The sender may be an individual or a group within the institution" (Vanoye, F., 1973: 131).

In some statements we feel that respondents either do not recognise or ignore their fundamental role in the institution when a problem arises, whether personal or general. It seems that they do not fully understand the nature of the messages sent by the administration in order to avoid falling into unproductive problems, which only alters the course of formal organisational communication and its realistic application within the institution. "The functional message is the one that conveys rational, technical, scientific, legal, administrative and social information, etc. In other words, functional messages convey the objective aspects of information and focus primarily on work, such as the instructions given by the principal" (Hegazi, 1982: 20).

As a result, informal communication and relationships between employees within the institution are subject to many changes due to different personal goals and the desire for recognition at work. This leads to an imbalance within the institution. For example, when some issues arise among employees, communication breaks down and they often do not accept the content of official publications and messages. So, while informal communication has its advantages, it also has disadvantages, including:

The daily transmission of news, information and rumours within the institution about work-related matters or general issues affecting the institution occurs without any oversight or formal organisation. Instead, it travels through informal channels and levels, causing problems within the institution and negatively affecting its objectives. Therefore, it is essential for all managers to pay attention to informal communication and human relations within the institution, as they have numerous advantages. Among them, "informal communication is a spontaneous expression that helps to solve many problems and issues, thus satisfying psychological needs better than formal communication" (Manal, 2000: 115).

All the interviewees agreed on one point: the conflicts that arise among the teachers receive attention and communication from the principal. The whole team wishes her success in her work and appreciates her efforts. One respondent, B.S., stated: "The principal solves problems quickly and always tries to create organisation. She tells us in meetings that organisation and communication are the keys to success, so we should stick to them".

Formal organisation and communication serve as the means or channels that link large numbers of people engaged in different activities to achieve agreed goals. They follow an administrative approach within a structured framework where tasks are distributed, levels are defined and objectives are outlined. This organisation allows for the division of labour and the establishment of authority to ensure that there is no confusion or conflict. It facilitates the establishment of a network of communication and relationships that ensures the smooth and proper functioning of individuals, clarifying differences in roles, responsibilities and positions.

It can be said that the school system defines responsibilities, tasks and the human and material resources that will make these plans a tangible reality. This requires the establishment of specific rules that help to achieve the school's objectives and also define the functions of each teacher. The school system must achieve a balance between the demands and objectives of the school and the personal needs of individuals.

Good organisation also facilitates work performance; if everyone does not know their responsibilities, they will not be able to fulfil them. In addition, the principal's attention to defining responsibilities and characteristics, as well as setting goals and plans, enables quick decisions to be made on any issue. This frees up the principal's time to deal with more complex issues and simplifies the work of administrators, ultimately leading to job satisfaction. A well-structured organisation boosts individual morale, because nothing destroys morale more than a lack of defined responsibilities and authority. Good organisation clarifies responsibilities and expectations, which also leads to a reduction in frustration.

Regarding the well-being of each teacher within the institution, most respondents agreed on one point: "The existence of well-being within the institution requires mutual understanding and respect among all individuals involved". However, one respondent expressed: "I do not feel psychologically comfortable within the institution". They also gave other varied responses, with most agreeing on the spirit of cooperation between teachers within the school, although not at a 100% level. Sometimes this cooperation is influenced by specific circumstances and the temperament of each person. The same respondent noted: "In reality, there is a spirit of cooperation, but I do not feel that I am a member of the team. This is due to the selfishness they possess and the spirit of discord that they cultivate expertly".

The role of the school in meeting the needs and aspirations of teachers:

It is essential to periodically evaluate the results of communication within the educational institution in order to ensure that communication has achieved its goals in conveying information, experiences and suggestions, thereby fulfilling the objectives of the educational process. School meetings are seen as a vital communication need that cannot be overlooked, especially by the school management, as they provide an opportunity for the exchange of views between the school management and the teachers. In this context, teachers feel the closeness of the administration, which encourages them to work diligently and contributes to the success of the communication process.

For this reason, some headteachers adopt an open-door policy, which helps them to gain a realistic understanding of what is happening in the school and to identify the main needs and problems facing teachers, so that they can work towards solving them.

By analysing the responses of the respondents, it can be inferred that the communication skills implemented in the school are influenced by various factors, such as the sensitive location of the school between military personnel, specifically between two military camps, which imposes a unique communication system on this school. One respondent, A.F., said: "I am used to respect and discipline in the school because I have been teaching here for 17 years and I have to deal with organised people who know how to talk to you and respect you. Even the way I speak is calm and modest; perhaps we have been influenced by other factors without realising it".

Thus, as a teacher's qualifications increase, so does their professional growth, self-awareness, understanding of their needs and better assessment of their communication skills (Al-Anati et al., 2007: 60). Consequently, the longer the principal lives and interacts with the teacher, the better he/she understands the teacher's needs and interests, the better he/she is able to assess the teacher's potential and to choose the appropriate time, method and skill to communicate with the teacher. The longer the teaching period and the closer the relationship with the principal and the administration, the more adaptable and cooperative the teacher will become, the better he will be able to manage his emotions and feelings, and the more he will be able to communicate effectively. If the teacher is not able to achieve this, they may find it difficult to communicate and if they cannot improve this situation, they often move to another school (Al-Asmar, 2000: 20).

The school is also proactive in fulfilling teachers' rights, with school holidays being the most valued. As one respondent noted: "I really feel that I am satisfying my psychological needs and happiness when the holidays approach, whether it is the autumn, winter or summer holidays, because the teaching process has become difficult and complicated".

M.Sh. explains: "I feel happy and that I really belong to a successful school when I see that all the pupils' results are good and they all pass at the end of the year".

The statements of some respondents reveal a kind of role conflict, characterised by the overlap or contradiction between the duties of the position held by the individual and their family responsibilities. In addition, individuals may feel that they are performing certain job tasks that they do not enjoy because these tasks conflict with their inclinations, attitudes and aspirations, leading to a lack of enjoyment in performing these tasks (Jalda, 2009: 173).

Meeting or satisfying individuals' basic and social needs contributes significantly to the emergence of informal relationships, especially in solving problems that individuals face. This leads them to form informal groups or associations to deal with issues that affect their personal interests.

In the same context, one respondent, S.A., stated: "The inspector hasn't visited me for three years, although I have contacted him several times. I am still in arrears and sometimes you feel frustrated and wonder why there is such a delay". However, recently I wrote to the headteacher about the inspector, explaining that I was late, and he came to see me and gave me the score I had been waiting for". The same respondent adds that there was a mistake in giving the inspector the information about the last visit and the last score from the administration, which has since retired.

Many members of organisations do not pay attention to communication with others within the organisation and sometimes do not even notice the presence of others within the organisation (Abdul Wahab, 2000: 189).

Teachers need to be morally uplifted, motivated and supported in all matters relating to training, promotions and visits. All these incentives drive them towards good productivity and performance, both in their classrooms with students and in their interactions with colleagues. This improves their communication in a positive and practical way. We can see this reflected in Maslow's Hierarchy of Needs, where he proposed a hierarchical structure of human needs, placing the need for self-esteem at the top of the pyramid. This need is linked to motivation for achievement, innovation and productivity. Therefore, the more work fulfils these needs, the more satisfying the work will be (Shreit, 2001: 321).

The motivations received by the respondents all contribute to the satisfaction of their needs, which increases the effectiveness of organisational communication within the institution. "The headmaster honours us every time we participate in activities in the school, praises us in meetings and thanks us a lot. This motivates us a lot and creates a sense of trust and communication between us and the administration," said B.N.

From this we can see that the internal system of the school achieves a balance between the demands and goals of the school and the personal needs of individuals. Good organisation also makes it easier to do the work; if each individual does not know his or her responsibilities, he or she will not be able to carry out the

tasks and other duties assigned to him or her. In addition, the principal's attention to defining authority and responsibility, along with setting clear goals and plans, enables quick decisions to be made on any issue.

All interviewees care about the success of their school. One respondent, B.N., said: "This school is a part of me, and I am happy and excited about its success and its achievement of top rankings in all activities at the state level. It is my second family; it represents us and we represent it".

The same respondent adds: "For me, administration is the art of cooperation and communication that unifies the relationships between the members of the educational team".

Thus, the administration is responsible for responding to their needs and coordinating their efforts to achieve goals and objectives, which ultimately leads to job satisfaction. It has implemented a series of reforms and incentives to foster a spirit of cooperation, solidarity and constant communication among teachers. Its sole aim is to improve and strengthen the institution. Most of the respondents agreed that they find their purpose and satisfy their desires and needs through various initiatives in the school, such as decoration, art in the classrooms, conducting broadcasts on the regional radio, organising celebrations, seminars, training and other features within the institution. This is because the ultimate decision-maker in all matters relating to the institution is the principal.

Consequently, the teachers' aspirations are shaped by the head of the hierarchy, the principal. "It is necessary to analyse the reasons for the lack of communication between workers and their superiors and to question the underlying reasons for their reluctance to engage in direct communication: Is it fear? Or the desire not to transgress the authority of the superior?" (Muccheilli, A., 1998: 36).

In order to meet teachers' needs, the school must adopt strategies that create an atmosphere of communication and interaction between all stakeholders, especially teachers. Based on these strategies, planning can be defined as "the process of preparing decisions to carry out a task in the future in order to achieve specific goals using highly effective means" (Zweif, 2001: 71).

All respondents agreed that the principal is a planner of the future and a distributor of human resources, serving as an educational leader who works to improve all their needs. They act as a link between the supervisory authority (the education administration) and the local community. Planning is considered an essential element of management in any field and is a necessary condition for successful administration, as scientific planning defines what needs to be done in the light of the objectives to be achieved, based on the resources available.

Good communication within the educational institution will help the director to achieve the desired objectives. It is characterised by follow-up, closely monitoring the implementation of work plans in order to see them in action, and addressing them with transparency and objectivity. This includes monitoring the work of educational staff, employees and workers and recording all observations in a special log (called the Follow-up and Processing Log). M.D. stated: "The principal has a sense of humour; she handles critical situations with calmness and composure. She is relied upon in difficult circumstances and shows good judgement in her statements, words and actions".

Most respondents agreed that the Principal respects them and builds relationships based on respect, kindness and honesty. They described her as being fair in her actions and judgments towards others, always feeling the responsibility on her shoulders. They noted that she listens carefully to understand their problems and helps to solve them. They find that she puts the public interest above her personal interests, making each individual within the school feel responsible and aware of the importance of the institution in which they work.

Furthermore, our observations show that the respondents communicate with the principal in a more formal way, as they respect all her decisions and instructions. "She is always cheerful in front of everyone and I like to see her every day because I need her for every little thing," said respondent B.A.

This has made the satisfaction of the needs of the teachers and all the staff within the institution easily accessible, respected and free from violence.

We found that the administration of this educational institution follows a good organisational communication style, both formal and informal. "It has the ability to distribute tasks among the staff in a way that suits each individual and to coordinate their efforts. The headmistress tries to understand the local environment, to understand its problems and to contribute to solving them. It feels like she has been in our school for twenty years, even though it is only two, because we work with such ease," said the same respondent.

"The school is considered a centre of radiance, characterised by initiative, quick thinking, strong personality, decisiveness, firmness, courtesy and organisational spirit" (Trozine, 2016: 158).

Thus, some researchers believe that administration plays a managerial, educational, instructive and organisational role. When administration performs its duties fairly, it creates psychological and social comfort for respondents. This has led them to observe that their needs are met in an organised way, as the organisational communication implemented by the administration has facilitated this.

In order to establish effective communication, it is essential to develop communication skills among teachers, such as speaking, listening and communicating skills, as well as thinking skills that build and

strengthen human relationships and trust between educational leadership and teachers. This is crucial for managing communication and optimising time, "which leads to increased productivity and organisational performance, helps to align the goals of individual employees with the goals of the organisation, creates positive attitudes within and outside the organisation, and helps to build an effective base for communication and investment" (Shreit, 2001: 301).

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From this we can say that the first hypothesis has been confirmed: there is indeed harmony and cooperation among the educational team, which reflects coherent strategies among the actors (the educational team) within the framework of the educational system.

Discussion of the results of the second hypothesis:

Through our analysis of the aspect related to the school's role in meeting teachers' needs, we found that they do indeed use different strategies through formal organisational communication to meet their needs. Each teacher's approach varies according to their level of education, experience and age, which reflects their stability and composure over time and continuous practice. In addition, these strategies depend on their psychological characteristics and professional status. Above all, the need for security and existence remain the most critical needs they seek to satisfy.

Communication, cooperation and working within a formal system enable them to achieve their goals and objectives and to gain respect and recognition from the administration and the social partners through various activities and participation, whether individual or collective, carried out inside or outside the school. This consequently fosters their sense of social belonging and value.

In this way, the needs articulated by the teaching team within the framework of formal organisational communication are in line with the planned objectives, such as improving the school's standing at state level and achieving good results at the end of the year. This illustrates the link between their classification and perceptions of formal organisational communication and the strategies used. We observed that informal communication served as a means to fill certain gaps that were not filled by formal organisational communication.

We can say that the second hypothesis was indeed confirmed. Therefore, we see that formal organisational communication contributes positively to the effectiveness of the school through the results achieved by the teachers. This is due to the presence of communication that leads to job satisfaction.

General conclusions:

During the field study we conducted at Harshawi Mohammed Educational Institution, which has a significant and broad interest in the area of formal organisational communication by both teachers and administration, we reached the following conclusions:

1. The institution's focus on the human element by developing and enhancing their skills, providing promotions and organising training sessions to enable teachers to improve their performance to be better and more successful.

2. The commitment of the school and the institution to meet the needs and desires of the teachers by offering the best incentives and services, manifested in communication that helps the teachers to work with

psychological comfort, thus increasing their professional performance and loyalty to the institution represented by the headmaster.

3. The school's efforts to create a spirit and atmosphere of competition among teachers, through material and moral incentives that increase the level of communication and contribute to the achievement of objectives and the completion of tasks, improving their communication and work performance, all of which contributes to the success of the institution.

4. The administration's interest in involving teachers in the decision-making process through meetings and seminars, in order to increase the level of coordination, communication, consultation and integration among all teachers. This is done by promoting the principles of participation, communication, freedom of expression and collective involvement, which contribute to the development of communication and working relationships among all staff in the school.

5. The provision of a suitable working environment by the school management, which encourages teachers to redouble their efforts to achieve their objectives efficiently and effectively, by opening channels of communication, listening to their suggestions and showing them appreciation, respect and recognition at events.

6. The administration's considerable attention to holding regular meetings based on events, needs or problems, to listen to teachers' questions and discuss their concerns, which positively influences teachers' behaviour, increases their loyalty and satisfaction, strengthens formal organisational communication and helps to develop job performance.

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