

Social mobilization and its impact on the quality of the school environment

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Abstract:

The impact of social mobilization is reflected in several dimensions. It enhances the physical environment by encouraging community contributions to school infrastructure and maintenance. It also improves the social and emotional climate of the school by fostering values of cooperation, respect, and inclusion.

Moreover, it supports better teaching and learning conditions through collective action and the exchange of ideas and resources.

In conclusion, social mobilization contributes significantly to creating a more effective, inclusive, and sustainable school environment.

When schools and communities work together, they build a culture of participation that leads to continuous improvement in the quality of education.

Keywords: Social mobilization, Quality, School environment

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1. INTRODUCTION

The school is the basic nucleus of the educational system and its existence; in its spaces, the learner spends most of his time to learn, educate, acquire knowledge and skills, including life skills, and interact in human, cognitive and educational relationships, and in the same spaces the actual materialization of the educational policy. This institution is governed or managed by an educational administration, whose governance is reinforced by some actors that contribute to the management of the school's affairs.

Through our contact with the reality within the spaces of our educational institutions, we find that the active and meaningful involvement of all direct and indirect interveners, such as civil society associations interested in children and education, the Parents' Association or other economic and social partners, such as major companies and public and private institutions, has not yet reached the level of the required structural and functional interaction, which makes us raise through this intervention the meaning of partnership as a new concept in the management and governance of educational affairs in our

educational system; to what extent the Algerian school educational management has been able to establish partnerships with some of the actors

Other questions can be asked in order to shed light on this important and essential topic in the school life of our educational institutions, such as the role of the Ministry of Education and the educational administration in the search for these partnerships and the role of civil society in activating these partnerships.

In light of this crisis situation and without elaboration, we wonder what role social mobilization can

play in improving the quality of life of the Algerian school?

2. Basic concepts

2.1 Social mobilization, concept and importance:

Social mobilization is defined in UNICEF as: "A process that brings together a wide range of partners, allies and clients to raise awareness for a specific development goal; in other words, it is a planned decentralized process that seeks to facilitate change through a group of actors involved in interconnected and integrated efforts.

We can say: Mobilization is a holistic and interconnected project, with each element contributing effectively from its position to achieve the expected goals. Or it is the process of mobilizing the in-kind, human, and monetary resources available within the community within the framework of regulations and laws in order to implement projects or instill social values for community and resource development. Or it is a process of investing available resource based on the organized participation of all individuals to ensure continuity. It is not only a process of raising funds, but creating a sense of belonging in the community to adopt community and school issues, defend them, seek to push their projects, and participate in them.

2.2 The importance of social mobilization:

While the Ministry of Education has drawn the roadmap for the desired school within the framework of the reform of the education system, it did not mention the importance of social mobilization.

The Ministry of Education in Algeria seeks, through the

reform programs, to make the national school lively through an active educational approach that goes beyond passive reception and individual action to a reliance on dialogue and community participation; by making the school open to its surroundings through an educational approach based on bringing the community into the heart of the school and out of it with all that benefits the nation, which requires weaving new relationships between the school and its environmental, social, cultural and economic space. This can only be achieved by cultivating a culture of social participation partnership that starts from the Parents' Association to various social actors, and spreading awareness that education is not limited to the school alone, and that the family is the first educational institution that greatly influences the upbringing of children, prepares them for successful schooling, and influences their academic and professional process after that. They also have a duty of care towards the school and a duty to participate in management and evaluation as stipulated by the laws of the Ministry of Education. Accordingly, it is necessary to pay attention to the issue of social mobilization around the school, which today has become everyone's task, because no system can meet all the basic needs.

2.3 The functional concept of the school:

The school is an educational institution that may be public or private, concerned with the formation, education, discipline, moralization, development of learners' intellectual abilities, elevating their emotional and value consciousness, and strengthening their sensory and motor skills, as the school is an educational space in which everyone, whether teachers or learners, is disciplined before a unified and binding normative law, in order to perform professional and school duties well, and to achieve quantitative and qualitative quality. (Hamdawi ,2011,p 47) This

definition also emphasizes the functional role of the school building and its interaction with social structures in order to achieve social integration and social adaptation through the various roles that the school provides to successive generations, as the school is a social institution that exercises the function of socialization in order to achieve a good society.

The school is a system of educational and social relations or a range of psychological and social interactions based on a set of human emotions and principles, such as love, honesty, cooperation and solidarity, or based on feelings of hatred, envy, hatred, rejection, aversion, and class and social hatred, meaning that relationships are subject to binary attraction or repulsion. (Fadil, 2013, p 32) Most researchers today tend to adopt the systems approach in defining the school and view it as a dynamic, complex and intensive social system, and within the circle of this methodological multiplicity in the definition of the school, we emphasize the structure of the school at one time and its function at another time.

It is also defined as an institution established by society to raise and educate young people on behalf of adults who are occupied by life, in addition to the complexity and accumulation of cultural heritage. (Shroukh, 2004, p92)

2.4 School environment:

The term school environment refers to the set of places, external conditions and cultures that affect students during the educational process, and this environment often has a significant impact on the outcome of the educational process, whether this impact is negative or positive.

If education is important in educating students, the school environment, among the various elements of education, has the

greatest importance in this issue, and its role is clear and obvious in this regard. (Ford & and Others, 1997, p23)

The school environment is supposed to be concerned with providing situations that make the student produce several different answers to an issue, in addition to paying attention to situations and issues that require a single

response or a single correct result, and the teacher as a key element in the school environment is professionally required to understand the abilities of his students, recognize their needs and inclinations, and develop their creativity. (Merickel, 1992, p25)

The results of Cooper's study emphasized the importance of providing rich and varied educational activities' - through the school environment - to meet the needs of creative students in the stages of general education. Teachers are expected to teach, educate, guide and evaluate, demonstrate their ability to develop themselves, and participate in modernizing the school and making it more receptive to change and interacting with it to facilitate learning, as well as the development of creativity in students. The teacher must become a guide to different sources of knowledge, a coordinator of learning processes, a corrector of learner errors, an evaluator of learning outcomes, and a guide to what suits the abilities of each learner. (Cooper,1995, p48)

There are many factors that affect the school environment, as these factors include anything related to this process, such as school policies and culture, how teachers interact with students, how students interact with each other, the tools and techniques used in teaching, and the pressures and expectations that may be imposed on students by their surroundings.

In order to define the concept of the school environment, it is necessary to identify its components, and there are five components to achieve positivity in the school environment: Security

Relationships - Curriculum and Learning process - Providing educational technologies (technological means).

3. the quality of the school environment

Defining the concept of quality in the field of education is a great challenge in itself, as it is difficult to determine a specific definition of it or look at it from one angle, as the view must be comprehensive and meet the requirements and expectations of internal and external stakeholders (students, faculty members, employers, and society).

The research literature in the field of quality in education indicates that it can be defined from several approaches as follows:

3.1 Quality in the sense of excellence:

This approach is considered the traditional concept prevailing in education, considering that the institution of education is an institution that has what distinguishes it, a high level and a special nature. The idea of excellence in education focuses on the inputs and outputs of the educational system, from determining the requirements for entry or graduation from it, such as the standard conditions for admitting students to it, the difficulty of its courses and the exams to which students are subjected. At the entrance, the concept of quality applies only to institutions and programs that practice such selectivity.

3.2 Quality in the sense of internal efficiency:

This approach enjoys great popularity, as it starts from the goals and objectives of the institution or program, and tries to ensure quality by influencing the processes that take place within the institution given the available resources to make it better achieve

the multiple goals and objectives. This approach equates quality with internal efficiency. Although this approach is characterized by the need for the institution to publicize its goals and objectives and define them precisely, it is criticized for not taking into account the point of view of the beneficiaries of education, whether students, employers, governments and other concerned stakeholders of society as a whole.

3.3 Quality in the sense of ensuring the satisfaction of beneficiaries and stakeholders:

This approach emerged following criticisms of the quality approach from the perspective of internal efficiency. It equates quality with the ability of the institution or program to meet the expectations of beneficiaries and other stakeholders. Thus, this approach is concerned with going outward and looking at all elements of the institution or program from this perspective, including evaluating goals and objectives to measure their relevance to societal needs, evaluating processes from the perspective of beneficiaries and expanding the scope of evaluation to include the quality of outputs and their relevance to the needs of the labor market.

3.4 Quality in the sense of securing minimum standards:

This input is considered as a guarantee to government authorities and society as a whole, regarding the respect of educational institutions for minimum quality requirements. This approach is distinguished from other approaches, on the one hand, by the fact that it relies on a series of clearly predefined standards that must be respected, and on the other hand, this approach requires that quality assurance processes be conducted under the supervision of external bodies independent of the education institution to ensure community confidence in these processes and their results.

4. School management:

It is a set of processes, planning, coordination, guidance, and functions that interact positively within a suitable climate inside and outside the school in accordance with a general policy made by the state in accordance with the goals of society and the state.

Al-Zubaidi defines it as: A set of executive and technical processes that are carried out through cooperative collective human action, with the intention of providing an intellectual, psychological and material climate that helps to stimulate the motivation and desire for active and organized work, whether

individual or collective, to solve issues and overcome difficulties so that the educational and social goals of the school are achieved as desired by society.

Conscious school administration aims to improve the educational process and raise the level of performance, by educating and informing school workers of their responsibilities and providing them with proper educational guidance.

4.1 The difference between educational administration and school administration:

The school administration is considered part of the educational administration and a microcosm of its organization, and the educational administration provides financial, technical and human assistance and supervision and control to ensure the safety of this implementation.

The educational administration is headed by the Minister of Education and its task is to formulate the general educational policy, while the school is headed by its director, and its task is to implement the educational policy in accordance with the educational

regulations and laws issued by the Ministry.

4.2 Components of school administration:

Inputs: This includes the school's mission, goals and philosophy, human resources such as the principal and the administrative and educational staff, and material resources and capabilities such as buildings , facilities ,equipment, funds, health, counseling and sports services.

Processes : These are the interactions and activities that transform inputs into outputs and include planning, organizing, leading and controlling.

Outputs: They are the final outcome and results of all processes and influences in the internal and external environments.....

4.3 Tasks and principles of a successful school:

Within the framework of the goals of education, the school aspires to the tasks of socialization and rehabilitation, where the school in the field of education guarantees a quality education that ensures the full, harmonious and balanced opening of the personality of students by enabling them to acquire a general cultural level as well as sufficient theoretical and applied knowledge to integrate into the knowledge society, and therefore the school must do the following:

Enrich the general culture of pupils by deepening the learning processes of a scientific, literary and artistic nature and continuously adapting them to social, cultural, technological and professional developments and revitalizing the social life of the school. (Al-Samouk, 2005, p70) Ensure that students acquire knowledge in various fields of educational subjects and control the intellectual and methodological tools of knowledge to

facilitate learning and preparation for working life.

Developing students' mental, psychological and physical abilities so that they can communicate using various forms of linguistic, artistic, symbolic and physical expression.

Linking the educational system to the comprehensive plan . (Ali Bou Anaka & Belkacem , 2008, p25)

4.4 In addition to other tasks, we mention them at length:

- Citizenship:

That is, the expected goal of the school is to produce good citizens who are equipped with the appropriate tasks and value attitudes to participate in a democratic society, these attitudes that the school should provide the individual to be a good citizen and these attitudes include practicing work independently, accepting responsibility, developing self- confidence, respecting time ... etc.

- Cognitive knowledge:

Where we find that the first and main goal of the school is to produce or graduate individuals who are equipped with empirical knowledge, skill and technological excellence. (Fahmy, 2013, p18)

- Achieving adaptation and innovation in the individual and society.

- Linking education to social life:

To facilitate the transition between school and society, which is a two-way transition:

- Transition from educational life in school to practical life in the community.

- Reverse transition, from working life in the community to education and continuing to study and follow up at any time.

- Addressing the shortcomings of the education system:

The current education system has been heavily criticized for its lack of relevance to life, its lack of meaning for young people, the effects of indifference to education, and its isolation from society. (Amer, 2014, p38)

4.5 Principles of a successful school:

They can be summarized in several points, which are as follows (Awad, 2013, p192):

- The principle of purpose: Learning is achieved through human endeavor to achieve desired goals, i.e. there must be a goal for learning to occur.
- Response Principle: Learning involves a person changing one behavior and replacing it with another behavior in response to a stimulus, i.e. doing something in exchange for getting what he wants.
- The principle of clarity: The clearer the objects, situations, and relationships between them, the greater the human ability and speed of learning.
- The principle of desire: The speed of learning is determined by how much a person wants to achieve the results he or she is seeking.
- Energy Principle: Every human being has a limited capacity to learn, meaning a certain ability to change behavior patterns.
- Coherence Principle: A person's experiences are interconnected with his concepts and attitudes, and therefore his ability to learn new learning depends on what he has already learned.
- Compatibility Principle: Human beings can transfer their experiences, i.e., learned behavior, between compatible domains.
- collectivism: Although learning is essentially an individual

process, it is positively and negatively influenced by the group to which the individual belongs.

- The principle of outcome knowledge: Knowing the results of a new behavior is an incentive to accelerate learning.

5. School and New Roles

5.1 School is an open format:

For a long time, the school was a space frequented only by teachers, students and the administrative authority, and no one else had the right to enter, see or participate in its activities and work.

However, ideas have changed in the last ten years, and the school is no longer open only to the parents of students, but the school has tried hard to integrate into the local community and be at its service, and civil society in many countries has become involved in the educational process by preparing all its human, material and institutional resources and using them for the benefit of the school.

This integration between the school and civil society makes the latter raise the value of the school and its role, and the school can benefit from civil society institutions and associations, and its human and material resources, and makes the school's projects linked to the community's environment and needs, and makes education linked to the reality of students and their local environment, and does not make everyone look at the school as a foreign body that has been transplanted into the community.

However, this integration between school and civil society does not take place unless there is a kind of education and actual experience for school principals and facilitation from local authorities to carry out information campaigns and training workshops to sensitize parents to their role towards the

school.(Ouzi, 2006, p229)

As researcher Abdelkarim Gharib pointed out: "Parental involvement is appreciated when it contributes to increasing the school's resources, but it is highly discouraged by the administration and teachers. (Gharib,2009, p3) " He also says: "Certainly, the educational act is not carried out according to a unilateral perspective, i.e. the school institution does not undertake it alone, without any intervention or participation by the family.

This means that the roles of the family and the school must be complementary in order to establish a proper educational act capable of achieving a decent social status for the individual. (Gharib, 2009, p176)

The school is a microcosm of society, reflecting its issues, contradictions, paradoxes and economic, social and political stakes, so the functions it performs cannot be understood independently of its direct and indirect surroundings and without evoking the existing balance of power within society and the competing social projects within it, nor can the issues suffered by the school be understood separately from the societal issues that directly affect the educational relationship and school life in all its dimensions. In order for the educational institution to play its role in activating social mobilization, appreciating the efforts that the human element can contribute through this institutional mechanism, and recalling the returns and effects on the proper fulfillment of these bodies' roles in the desired effectiveness, it seems useful to question the reality of accomplishing the tasks of the educational administration, and thus raise a set of questions that serve as a gateway to approach the reality of educational institutions and the reality of the environment in which these institutions are distributed.

The real activation of the role of the educational institution in social mobilization depends to a large extent on the success of the

administrative and educational work in the institutions through "the appropriate accomplishment of a set of tasks that cannot be detailed here.

It remains to be noted that: "Among the main factors that influence the determination of the work of the school, crystallize its experiences, determine the angle through which the parents of students in general view the educational institution and determine the amount of confidence that the parents of students and the local community place in the performance of the educational institution, we stop at the actual and active history of the school, that is, the history present in the conscience of people and the events circulating among them. (Wahba, 2005, p24)

5.2 Activating social mobilization around the school:

The school is no longer that ivory tower closed in the circle of specialists, as in the midst of this technological and informational debate that has swept all fields, knowledge has become readily available, which forced the institution to change the way it operates to keep pace with the accelerated pace, without this meaning that the school abandons the performance of its functions.

It is about renewing the methods of educational work in a way that makes the school beloved by students, reduces their absence or early dropout, reducing the phenomenon of school dropout, by adopting appropriate and flexible educational activities, creating educational clubs and laboratories, activating school life in all its manifestations, and making the school an open workshop for all active initiatives and contributing to the advancement of education.

The biggest challenge faced by the educational institution is the growing phenomena of violence, reluctance to study, cheating, and media manipulation, in light of the almost complete

abandonment of the family from its role in monitoring and follow-up, which makes the educational institution in search of an honorable exit that restores its consideration and mission.

5.3 The necessity of administrative communication:

The educational system is undergoing profound transformations, linking educational and administrative reform, improving the methods of administration, modernizing the means and methods of work, and developing the competencies of educational administration staff, as in addition to education, experience and personal qualifications, communicative abilities are essential requirements for accomplishing the tasks assigned to the educational administration in the administrative, educational and financial field, as the social aspect has become a cornerstone of these tasks. As the educational administration is not only a bridge to communicate and introduce new developments, but also the main tool for mobilization and motivation to engage in them through a motivating communication style." It is the task of education and school administrators to contribute to the management of a range of administrative and educational works, and to create communication with all stakeholders within the framework of the consolidation of the new concept of school functions'" It has become an urgent need to work in an atmosphere of positive communication between all partners and actors family, parents' association, teaching staff, unions.... in connection with communication with the environment that must be informed and persuaded to participate and engage. This makes us recognize and acknowledge the importance of administrative communication. Administrative communication is one of the necessary conditions for good management, and to achieve quality education, and it is also one of the constituent elements of administrative achievement. Administrative activities in

educational institutions take place through the communication process, as the main tool for objectives, decisions, directives, clarifying them to all workers, work distribution, conflict resolution, and problem solving. (Suleiman, 2005, p132)

Administrative communication creates an effective coordination network within the educational administration and the school in general. In the absence of successful communication, the administration, subject coordinators, inspectors, and other stakeholders cannot exchange information and opinions, making it difficult to make appropriate decisions.

The openness of the school to its surroundings is one of the foundations advocated by modern pedagogies and educational policies, given that the current situation requires integration and balance between all institutions of society in all its various branches and specializations, because comprehensive development is based on a holistic approach, and no matter how much we try to isolate phenomena in their various fields, we will have created a rift in an existing and confirmed membership." Talking about the educational institution and its issues does not mean completely isolating and dispensing with other societal institutions, which is what is referred to as the periphery of the institution, but rather it requires the presence and openness of that interconnection and integration with the various civil society institutions. (Al-Khadioui, 2005, p242)

The quality of school life requires the materialization of the demand for openness to the environment, and the educational administration needs to conclude partnership agreements with various actors, whether from within or outside the local environment, in order to give this openness a developmental dimension that establishes new relationships between the school

and society, based on the principle of mutual benefit and participatory involvement in the development of the environment educationally, economically and socially.

- Who are the most important partners of the school ?

A- The family and the Parents' Association:

As for the family, it is considered "the basic cell on which the building of society is based, as it provides it with members working in various fields of activity and production. To the extent that the upbringing process to which these members are subjected is tight and based on the conditions of justice and equality, it is reflected in the construction of society with strength and cohesion. (Massoud, 2000, p22)

Thus, the family intervenes as a stakeholder in tracking the educational path of its children, and this is done in a direct manner, in integration and harmony with the school, and this tracking is useful in diagnosing stumbling blocks in time, and taking appropriate measures to overcome them.

While we acknowledge that the family is the first and natural partner of the public school, the means and strategies to involve, mobilize, and urge them to engage in the reform agenda are still weak, for several reasons, including:

Failure to intensify communication and awareness programs and means with the family to inform and sensitize them to the importance of their children's schooling.

Weak participation through parents' associations, attending activities organized by the institution, or at least following the path of their children's education. Weak communication and mobilization by the school .

Therefore, mobilizing families requires opening real

channels of communication with them and involving them in a responsible manner in school life and in tracking the academic path of their children.

As for the Parents' Association, it is considered a contributing body in the organization and activation of school life, and a contributing party in its management, and its role is essential in facilitating the link between the family and the school, and participating in its activities and projects.

5.4 Fundamentals and requirements of social mobilization:

The modern school must work to involve all partners from institutions, enterprises and civil society associations in order to develop its working mechanism, and support its various projects and activities materially and morally to make it a center of radiation and for these actors to play a key role in the openness of the institution to its surroundings, some obstacles must be overcome, including:

- Lack of credibility and transparency in those working in educational institutions.
- Lack of tangible service in the educational institution.
- Lack of social responsibility among businessmen and leaders.
- Administrative obstacles in accepting donations.
- some individuals associate donations with political orientation.
- The inherited culture of individuals that donations are only for religious institutions.

5.5 The previous obstacles can be overcome through a set of mechanisms, including:

- The need for the school to announce its vision, mission, and financial position.
- Organizing field visits for local community members to the school to identify the current situation.
- Maximize participation opportunities by involving community members in school planning.
- Emphasize the importance of the role of religious leaders to urge community members to participate and support the educational process.
- The importance of the role of the media to raise awareness of the importance of volunteering and social responsibility.
- Simplify donation procedures and observe transparency .
- contracting a partnership that defines the objectives and tasks of each party in accordance with applicable laws and legislation, and in some circumstances, it may be sufficient to conclude agreements for a specific activity between the intervening party and the administration.

5.6 With requirements that must be available in the school administration:

- The availability of a transparent accounting system that allows any donor to be assured of their donation.
- The existence of a vision and mission for the school to guide the PTA and the school administration on the importance of developing and raising the quality of school life.
- The existence of a committee responsible for collecting and

developing resources.

6 . CONCLUSION :

Based on the above, it is clear that partnership is one of the mechanisms of modern administrative and educational management, organized not only between institutions and social organizations but also between individuals and groups, based mainly on the convergence of will or wills in certain areas in order to implement activities or services. In fact, the main goal of social mobilization around the school is not only to get funding, but it is a real opportunity for community members to get involved, generating a sense of belonging. The educational institution is not the only one in the community, but there are other institutions that compete with it for funding to meet their needs, with limited resources available in the community. In light of this, it is now necessary to address the strategies and methods of resource mobilization in order to raise the quality of school life in Algeria." In light of this, it is now necessary to address the strategies and methods of resource mobilization in order to raise the quality of school life in Algeria.

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