# SOCIO-PEDAGOGICAL COMMUNICATION TO ENSURE AN EFFICIENT, MODERN LEARNING ENVIRONMENT

## *LA COMMUNICATION SOCIO-PÉDAGOGIQUE POUR LA GARANTIE DE L'EFFICACITÉ ET LA MODERNITÉ DE L'ESPACE D'APPRENTISSAGE*

## *A COMUNICAÇÃO SÓCIO-PEDAGÓGICA PARA ASSEGURAR UM AMBIENTE DE APRENDIZAGEM EFICAZ E MODERNO*

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**Abstract**. Communication, as confirmed by Habermas, refers to a profound human endeavor, represented in the construction of a society based on the acceptance of others. The lack of communication, on the other hand, leads to limited interaction and dialogue, and tensions within the educational community. Among the issues adding to the woes of the Moroccan education system is the lack of pedagogical communication due to the emergence of a set of tensions and disruptions within the educational body, particularly those casting a shadow on the mechanism of performance and the effectiveness of production in recent school years. These issues are represented by the escalation of violence cases among students themselves, or between them and educational staff, leading to the phenomena of stumbling, dropping out of school, and contributing to delinquency, drug addiction, and other negative phenomena. This ongoing tragedy in our educational reality has prompted us to conduct this study in search of appropriate solutions. These solutions include making communication a subject of study, strategic behavior, and societal culture. Recognizing that educational communication is an essential functional element for those working in the field of education and a necessary process of compatibility and understanding that educators must achieve in order to attain the desired goals of the educational institution.

**Keywords:** Effective communication; role; teaching/learning; Educational space; integrated activities; curriculum.

**Resume**. La communication, comme le confirme Habermas, renvoie à un pari humain profond, qui est représenté dans la construction d'une société fondée sur l'acceptation de l'autre. Quant au manque de communication, il conduit à une faible interaction et dialogue, et à des tensions dans les relations au sein de la communauté éducative. Parmi les problèmes qui ajoutent aux peines de l'école marocaine : le manque de communication pédagogique dû à l'émergence d'un ensemble de tensions et de perturbations dans le corps éducatif, notamment celles qui assombrissent le mécanisme de la performance et l'efficacité de la production ces dernières rentrées scolaires, représentées par l'escalade des cas de violences entre élèves entre eux, ou entre eux et les cadres de l'éducation, qui entraîne le phénomène de trébuchement puis d'abandon scolaire, et conduit à la délinquance, à la toxicomanie et autres phénomènes négatifs. Ce drame, devenu flottant au-dessus de notre réalité éducative, nous a incités à réaliser cette étude pour y trouver des solutions appropriées, telles que faire de la communication un sujet d'étude, des comportements stratégiques, et de la culture sociétale... Considérant que la communication éducative est un élément essentiel fonction pour les travailleurs dans le domaine de l'éducation et un processus nécessaire de compatibilité et de compréhension que les éducateurs doivent réaliser afin d'atteindre les objectifs souhaités de l'établissement d'enseignement.

**Mots-clés.** communication efficace; rôle ; enseignement/apprentissage ; Espace éducatif ; activités intégrées ; curriculum.

**Resumo.** A comunicação, como confirmado por Habermas, refere-se a um profundo esforço humano, representado na construção de uma sociedade baseada na aceitação do outro. A falta de comunicação, por outro lado, leva a uma interação e diálogo limitados, além de tensões dentro da comunidade educacional. Entre os problemas que agravam as dificuldades do sistema educacional marroquino está a falta de comunicação pedagógica, devido ao surgimento de um conjunto de tensões e interrupções dentro do corpo educacional, particularmente aquelas que lançam uma sombra sobre o mecanismo de desempenho e a eficácia da produção nos últimos anos escolares. Esses problemas são representados pela escalada de casos de violência entre os próprios alunos, ou entre eles e o corpo docente, levando aos fenômenos da evasão escolar, abandono, e contribuindo para a delinquência, dependência química e outros fenômenos negativos. Essa tragédia contínua em nossa realidade educacional nos levou a realizar este estudo em busca de soluções adequadas. Essas soluções incluem tornar a comunicação um objeto de estudo, comportamento estratégico e cultura social, além de reconhecer que a comunicação educacional é um elemento funcional essencial para aqueles que atuam na área da educação e um processo necessário de compatibilidade e entendimento que os educadores devem alcançar para atingir os objetivos desejados da instituição educacional.

**Palavras-chave:** Comunicação eficaz; papel; ensino/aprendizagem; Espaço educativo; actividades integradas; currículo.

## 1. INTRODUCTION

Positive, healthy relationships between teachers and students can be extremely beneficial at all levels of an educational establishment, within the classroom and the school environment. From improved self-esteem to increased engagement, building positive relationships between educators and students of all ages has many benefits. Educators and students can reap these benefits by using methods that include communicating positive expectations, demonstrating goodwill and developing pride in the classroom. As positive student-teacher relationships continue to develop, the long-term effects are beneficial not only to students and teachers, but also to parents and administrators (Mark Boynton C. B., 2016).

We can clearly see that the dynamics of communication become stronger and more developed with the learner's educational/learning processes and with the evolution, not only of learning paths but also of relationships, values, and acquired skills, relationships that go beyond the specific classroom environment and will extend to encompass all the players involved (Administration, technical staff, family, society, etc.).

Although many articles deal with the communication process within educational institutions, they only study the Communication process of one party without linking it to the other main parties within the institution, e.g. studying the communication process between student/student, teacher/student or administrator/teacher, and so on.

Without the possibility of studying the type of communication and the extent of its effectiveness and impact with all parties within educational establishments: the student / the teacher / the administrator / the school space / the extent of activation of school activities.

From this point on, we raise the issue of the ability to develop and make a success of the educational institution through the institutionalization of effective communication between all the components of the school community.

This problematic is followed by several hypotheses, the most important of which are:
- The presence of interest and motivation for influencers within the educational establishment, and this requires them to have a clear objective.
- Determining an integrated annual program for communication methods, with a binding division of tasks for the players involved.
- Transferring the philosophy of effective communication through integrated activity programs (school clubs, ongoing meetings with parents, etc.) is enough to solve many of pupils' educational and psychological problems.
- Successful communication yields impressive academic results.

- In an attempt to respond to this problematic, the aim of this article is to establish a new relationship in the educational environment capable of reinforcing the indicators and factors of the efficiency and effectiveness of the Moroccan school's educational act, based on effective communication methods.

## 2. METHOD

The article is therefore linked to prospective research, as this investigation and the informative data collected should then enable us to validate or invalidate the various scenarios described with more precision than mere hypotheses. We have chosen a simple random sample (SRS), because in our research community, every sampling unit in the population has an equal chance of being included in the sample. Consequently, every possible sample also has an equal chance of being selected. (Claude., Scribbr, 2019)

Our target population All secondary schools and high schools in Martil affiliated with the M'diq Fnideq Provincial Directorate of the Ministry of National Education, Preschool and Sports.

As there are 8 educational establishments, including 5 middle schools, 2 high schools, and one middle school that contains a few high school classes (a high school core) in the same establishment. Distributed in the table as follows:

**Table 1.** Number of teachers and administrators in Martil (middle and high schools).

| INSTITUTION | TYPE | SENIOR PEDAGOCIAL STAFF | | SENIOR ADMINISTRATIVE STAFF | |
|---|---|---|---|---|---|
| | | TOTAL | Female | TOTAL | N. Female |
| IBN SINA | MIDDLE SCHOOL | 38 | 15 | 04 | ___ |
| IBN HAYTAM | MIDDLE SCHOOL | 39 | 22 | 07 | 02 |
| REYAD MARTIL | MIDDLE SCHOOL | 07 | 02 | 02 | ___ |
| IBN ROCHD | MIDDLE SCHOOL | 25 | 09 | 04 | 01 |
| TAHA HOSSAIN | MIDDLE SCHOOL | 34 | 14 | 06 | ___ |
| MOULAY RCHID | MIDDLE&HIGH SCHOOL | 45 | 22 | 04 | 01 |
| MOHAMED 6 | HIGH SCHOOL | 63 | 23 | 09 | 01 |
| IMAM LGHAZALI | HIGH SCHOOL | 43 | 22 | 05 | 01 |
| | TOTAL | 294 | 129 | 41 | 06 |

Gathering information is the most important stage in the scientific research process, where analysis of the collected data contributes to the development of an appropriate classification, and this is done according to an agreed scientific methodology so that we can finally reach accurate research data and be able to apply it.

In the data collection, we focused on tools that we consider relevant and effective for the research subject and community as well as for obtaining generalizable scientific results. The tools used are as follows:

- Direct observation, for the research community as a whole, of the level of communication between pedagogical managers, as well as between administrative managers, and then observation of the level of communication and its limits between administrative and pedagogical managers.

"The main function of the questionnaire is to give the survey a wider and to verify statistically to what extent the information and hypotheses information and hypotheses are generalizable. ". (Combessie, 2007) The questionnaires were divided into three sections:

- -One aimed at pedagogical staff.
- -The second for administrative managers. (Claude., Scribbr, 2019)

As for the sample size, it proved accurate and highly representative of the respondents as follows:

A given population:
- 294 educational managers /129 women among them.
- 41 administrative managers/ 06 women among them.

The sample size of the educational executives with precision is scientifically measured, and the result is as follows:
- Population size: 294
- Confidence level: 90
- Margin of error: 10
- Sample size: 56

We therefore focused on the surveyed sample as 60, so that the representation of men and women would be correct. Consequently, we focused on the surveyed sample as being 60, of which 29 were women so that the representation of men and women would be correct with respect to the total number of teachers in the city of Martil.

The calculations of the administrative managers' sample happened as follows:
- Population size: 41
- Confidence level: 90
- Margin of error: 10
- Sample size: 26

As for the administrative staff's sample, with a number of 26, and according to the data, the percentage of women is of 14.63%. the distribution will be as follows:
- Women: 4
- Men: 23

## 3. RESULTS

Due to the simple random sample we studied, It has the same possibility of being selected as a sample in this community; this means that all members of the population have a chance of being selected within the sample, in order to better represent the community of respondents, on the other hand, to be able to answer the problematic of the article.

### 3.1. Questions addressed to Educational Managers

Through questions addressed to educational managers, I have divided it into 4 axes:

*First AXIS: "Degrees and objectives of communication between teachers". It contains 3 sub-questions*

In this area of research, 70% of teachers do not maintain permanent contact with other colleagues in the school. Furthermore, 61.66% of teachers' meetings were not work-related.
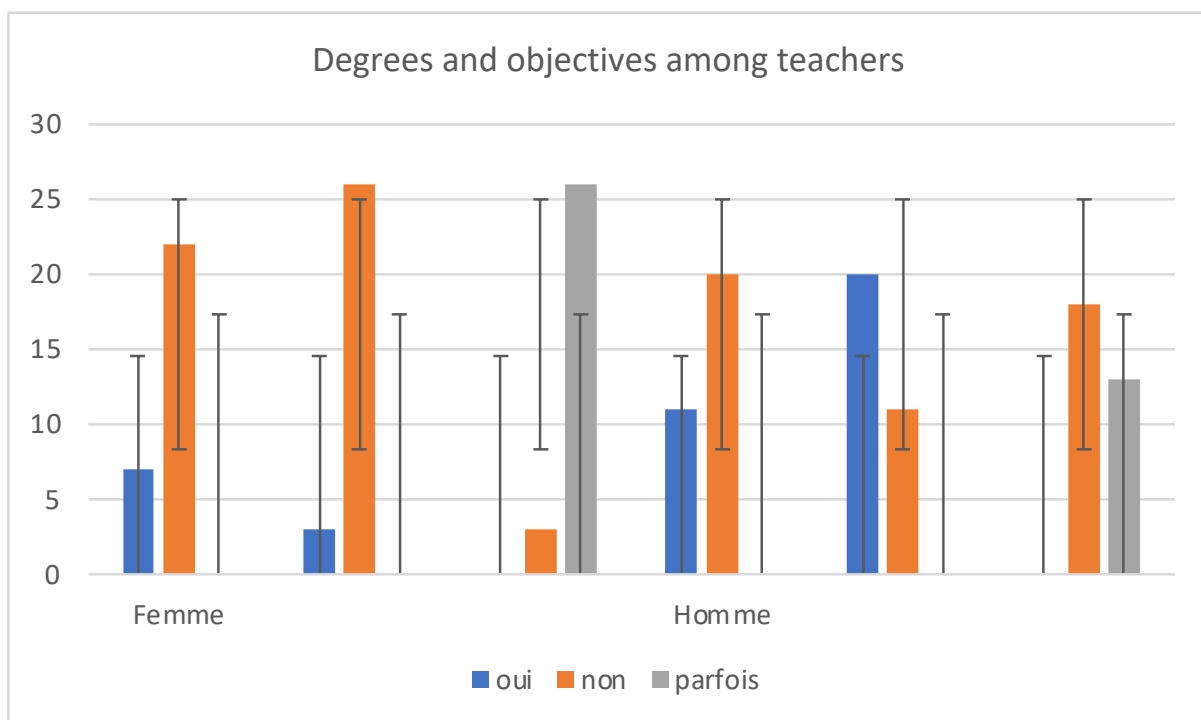
**Figure 1.** Degrees and objectives among teachers

*2nd AXIS: "Coordination of efforts between teachers". It contains 2 sub-questions*

In this area, 100% of respondents confirmed that subject teachers do not meet even once a month to coordinate their work, and that 100% of respondents do not meet regularly to monitor the implementation of the annual program planned since the start of the school year.
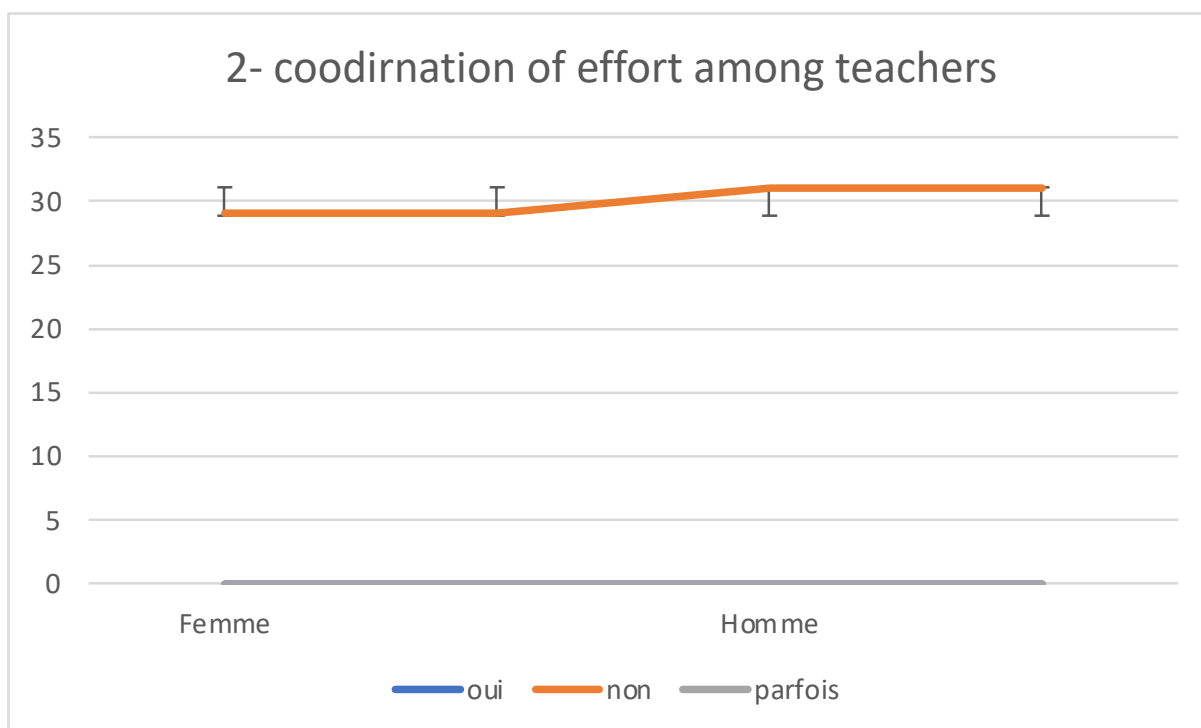


**Figure 2.** Coordination des efforts entre les professeurs

*3rd AXIS: "Communication and confidentiality". It contains 2 sub-questions*

43.33% of teachers do not discuss professional issues freely with their colleagues, while only 25% discuss pedagogical topics with their colleagues. While 41.66% stated that Communication between teachers and students focuses mainly on courses and lessons.
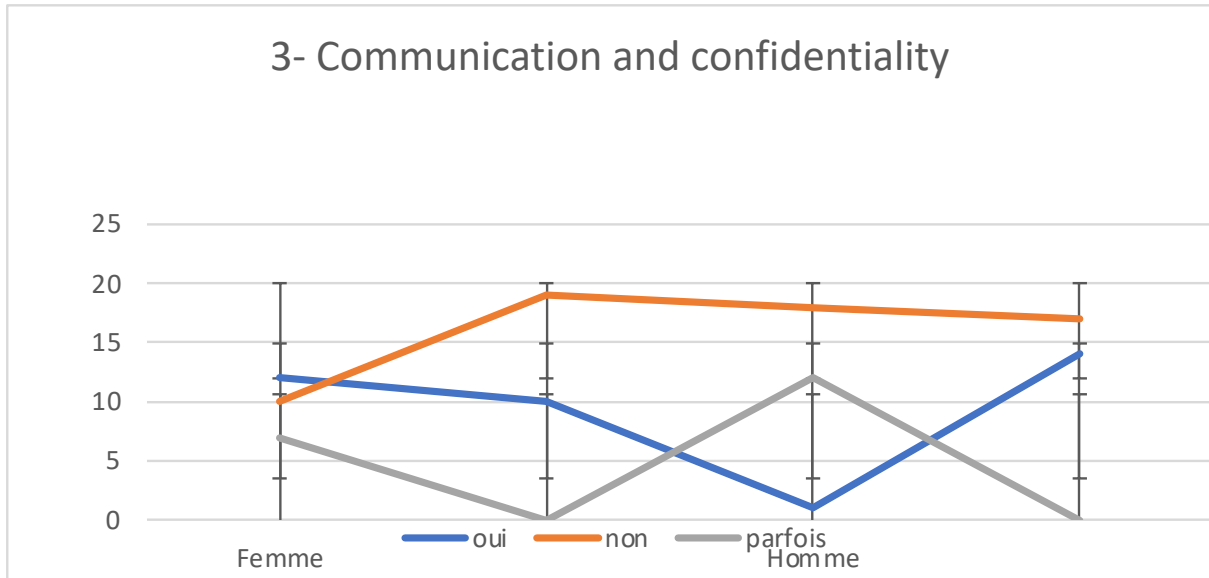


**Figure 3.** Communication and confidentiality.

*4th AXIS: "- The level of communication between teachers and administration". This axis contains 4 sub-questions*

44.66% of pedagogical managers confirmed that there is continuous communication between the administration and teachers. Whereas only 38.33% find a fluidity in communicating with the school administration. However, 100% of teachers confirm that the means of communication with the administration is mainly oral. While 48.33% also say that professional information rarely reaches us on time.
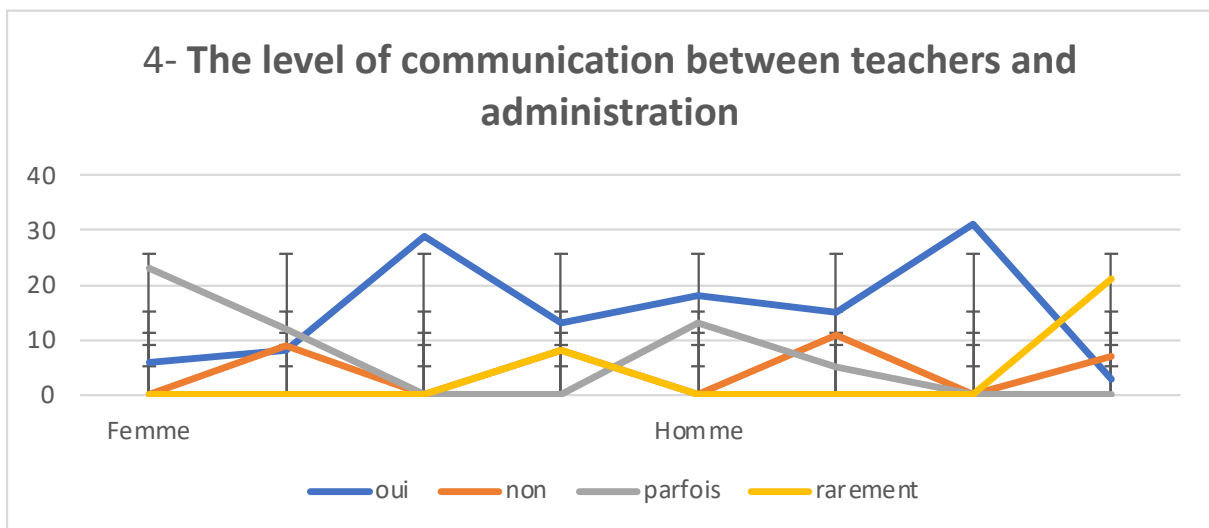


**Figure 4.** The level of communication between teachers and administration

### 3.2. Questions addressed to Pedagogical Executives

Regarding administrative managers through which the questions addressed to pedagogical executives, there are divided into into 4 axes as well.

*First AXIS: "the degrees and objectives of communication between administrative staff". It contains 2 sub-questions*

In this axis, 81.48% of administrators keep in touch with each other. And 51.85% of administrators declare that their communication is not focused on work, while the remaining 44.44% discuss work-related issues at their meetings.
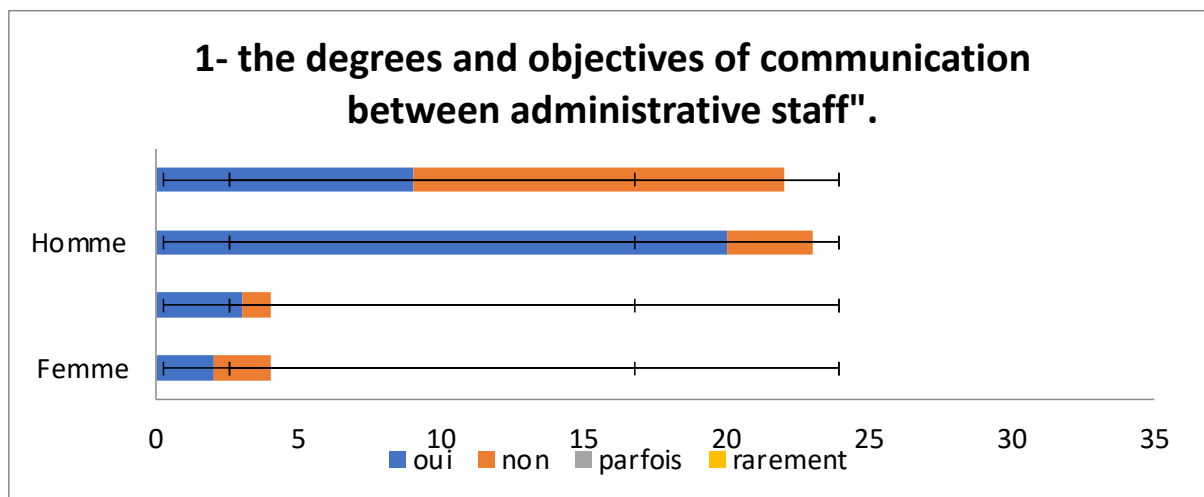


**Figure 5.** The degrees and objectives of communication between administrative staff.

*Second AXIS: "Coordination of administrative efforts". It contains 3 sub-questions.*

85.18% in this axis confirm that there are administrative meetings concerning teachers' reports on specific student cases. And as for the answer to the 2nd question "does the purpose of communication between administrative staff have to do with the development and advancement of the company? 51.85% of respondents answered "no", compared with 29.62% who said that sometimes a discussion was opened on ways to develop the institution.

Regarding the third question, 85.18% confirmed that there is no timetable for the administrative and pedagogical work to be carried out, nor is there any respect for deadlines for completing administrative tasks.
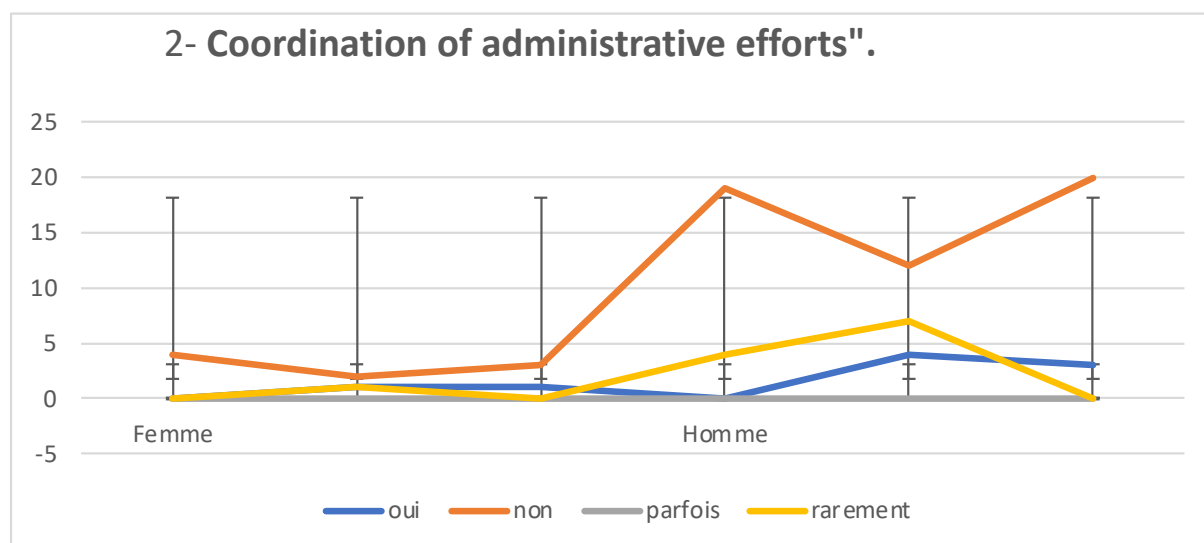


**Figure 6.** Coordination of administrative efforts".

*Third AXIS: "Communication and confidentiality". It contains 2 sub-questions.*

Concerning the first question, 92.59% of responses confirmed that there is no time allocated to receive parents and discuss student problems with them.

For the second question, 62.96% confirmed that when faced with a pedagogical problem in the school, the principal's decision is always decisive.

**Table 2.** Communication and confidentiality

|  |  | **Yes** | **No** | **Occasionally** | **Rarely** | **Total** |
|---|---|---|---|---|---|---|
| **3-1*** | **Woman** | 0 | 4 | 0 | 0 | 4 |
|  | **Man** | 3 | 20 | 0 | 0 | 23 |
|  | **Total** | 3 | 24 | 0 | 0 | 27 |
|  |  | Yes | No | Occasionally | Rarely | Total |
| **3-2*** | **Woman** | 4 | 0 | 0 | 0 | 4 |
|  | **Man** | 13 | 10 | 0 | 0 | 23 |
|  | **Total** | 17 | 10 | 0 | 0 | 27 |

*Fourth AXIS: "The level of communication between teachers and administration". This axis contains 4 sub-questions.*

In the first question, 48.14% of respondents stated that there is no ongoing communication between administration and teachers. Whereas 29.62% stated that there is constant communication between administration and teachers.

In addition, 85.18% of respondents to the second question stated that communication between directors is fluid. Concerning the third question, 100% of respondents stated that the means of communication with the administration is mainly oral. And for the last question, 92.59% of directors stated that professional information reaches us on time.
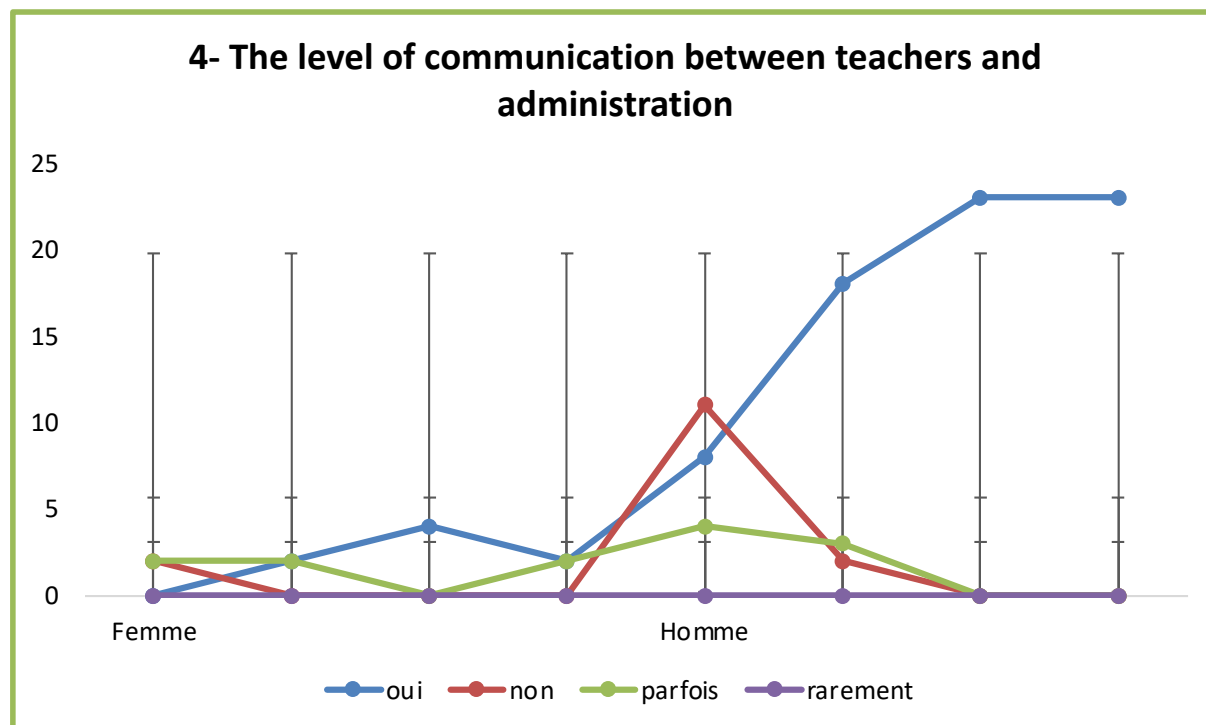


**Figure 7.** The level of communication between teachers and administration

## 4. DISCUSSION

In addition, 85.18% of respondents to the second question stated that communication between directors is fluid. Concerning the third question, 100% of respondents stated that the

means of communication with the administration is mainly oral. And for the last question, 92.59% of managers stated that professional information reaches us on time.

## 4.1. First hypothesis: The presence of interest and motivation for influencers within the educational establishment requires them to have a clear objective

Through questions addressed to educational and administrative executives, it became clear that the objectives of meetings between educational managers on the one hand, and administrative managers on the other, are not focused on students in above-average proportions. Although teachers and administrators devote a significant percentage of their time to discussing individual student cases, estimated at 65%. However, this is not exhaustive for all students, which means that some students lose the opportunity to find solutions to their problems, either because of their ability to open discussions with their teachers and administrators or for other reasons.

It can also be noted that administrators stay more in touch with each other than administrative executives, which greatly unifies their goals within the educational institution, unlike teachers. This can be attributed to the smaller number of administrators in the school, which facilitates their communication, unlike educational managers.

It can also be pointed out that administrators stay more in touch with each other than administrative executives, which greatly unifies their aims within the educational institution, unlike teachers. This can be attributed to the smaller number of administrators in the school, which facilitates their communication, unlike educational managers.

## 4.2. Second hypothesis: Determination of an integrated annual program for communication methods, with a binding division of tasks for the players involved

Based on the responses gathered from teachers and administrators, it is evident that there is no timetable for the implementation of administrative and pedagogical assignments, and deadlines for their completion are not respected. Moreover, there are no administrative meetings regarding reports from pedagogical managers on certain student cases, and the professors responsible for the subject do not meet to coordinate among themselves.

This gives the impression that most of the educational establishments in which the research was carried out are proceeding on an ad hoc basis.

## 4.3. Third hypothesis: Transferring the philosophy of effective communication through integrated activity programs (school clubs, ongoing meetings with parents, etc.) is enough to solve many students' educational and psychological problems

The responses revealed that the school management does not set dates for communication with parents. In addition, more than half the teachers focus their daily conversations with students on the course and lessons. We must not forget that the positive relationship existing between teachers and their students gives them the opportunity to learn to lead and to manage themselves.

It is certain that communicative encounters between parents and the administrative and pedagogical staff of educational establishments play a major role in advancing the educational process, especially as its nature is one of continuity, since we know that the school is seen as a partner of the home in raising and educating the student.

## 4.4. Fourth hypothesis: Successful communication yields impressive academic results.

While analyzing the respondents' answers, we noticed that there is, on the other hand, moderate communication between teachers and administrative managers, which does not constitute a group sharing many pedagogical, professional, and cognitive commonalities. Their relationship is not characterized by spontaneity and gentleness in exchanging information and solving educational problems in a fluid, proactive way. Conversely, the task of the

administrator and teacher becomes like that of a firefighter whose reaction is tied to the immediate situation. This eliminates the idea of a "peacetime" initiative. Although the relationship between educational managers and administrator managers is characterized by almost entirely oral communication. This suggests that the institution's progress is rapid and that educational affairs are going well. In this sense, there are educational problems that primarily concern the students and remain unresolved, and secondarily concern the teacher. Many interests are disrupted because of jammed communications and a lack of clarity about the plan for an effective institution.

## 5. CONCLUSION

The study of communication is crucial, for every administrative and educational function involves some form of direct or indirect communication. Whether planning and organizing or directing and supervising, school administrators communicate with and through other people.

It seems reasonable to conclude that one of the most hindering forces for organizational effectiveness is the lack of effective communication. This is emphasized by Fred C. Lunenburg in his study (Lunenburg, 2010) according to which recruiters consider communication skills to be the most important characteristic of the ideal candidate.

Communication is a component of the educational situation and plays an important role in creating an appropriate climate for good learning and the establishment of solid relationships within the educational establishment and in the classroom. Communication is a component of the educational situation and is one of the determinants of the relationships that govern the partners within the educational situation (learner, teacher, administrative staff), and a major determinant of learning outcomes at cognitive, competency and situational levels. In order to unify visions and adopt communication as a core subject in school curricula and open national debates to institutionalize the communicative approach in all educational establishments in Morocco.

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