

THE INFLUENCE OF THE PSYCHOLOGICAL CLIMATE IN THE SCHOOL ENVIRONMENT ON THE QUALITY OF EDUCATION



Kamala Salamova

*Associate Professor, DrSc. (Psychology),
Pedagogy and Psychology Department,
Sumgait State University
Sumgait, Azerbaijan*

ORCID ID: <https://orcid.org/0000-0001-2345-6789>



Sevar Mirzoeva

*Associate Professor, DrSc. (Psychology),
Pedagogy and Psychology Department,
Sumgait State University,
Sumgait, Azerbaijan*

ORCID ID: <https://orcid.org/0000-0009-6242-7575>

Abstract. The article is about the role of school-based management in the formation of psychological climate. The main idea of the article is that the emergence of climate interschool mental development is first and foremost a process that can be managed.

A lot depends on the competence of the management of the schools ability to manage. Pedagogical skill of the operator, depending on the climate there may be positive or negative psychological climate.

The style of his svork, particularly those personal characteristic director of the school of individual members of the teaching staff and pupils, school-based interaction is an important indicator of psychological climate that affect its formation.

Based on the analysis, we came to conclusion that in teaching staff governance plays an important role in the formation of the psychological climate.

Thanks to favorable psychological climate school high-level management that can be formed.

Keywords: *environment, psychological, authoritarian, intelligence, passive, liberal.*

Introduction

The role of management in creating a psychological environment in the school staff is one of the problems that is always in the spotlight. A. S. Bayramov, A. A. Alizade (1981), M. H. Hamzayev (1981), R. I. Aliyev (2006), I. V. Dubrovina und b. (1981), E. I. Rogov (1998), and others they are the authors of interesting research on the role of management in creating a psychological environment in the team. In modern times, the study of the role of management in the creation of a psychological environment in the school staff is of great importance.

The problem of creating a psychological environment in the school staff is essentially important for a modern school. Because any event that takes place within the school, first, stems from the existing school psychological environment and the network of relationships, which is the most important indicator of the psychological environment. Separate researchers at different times put forward various ideas to make the psychological environment in the school staff more favorable.

This necessity stems from the fact that the school cannot successfully perform its educational function if the psychological environment is not favorable. The basis of the psychological environment in the school staff is the desire and ability to understand people.

The psychological environment reflects the emotional state of the team.

The psychological environment of school staff is quite stable, and teachers' attitudes toward each other, including people's moods, inner worlds, and surrounding events, are relative. The psychological environment can be favorable or unfavorable, healthy or unhealthy.

Approaching the concept of psychological environment in the school staff as a key factor in interpersonal, intra-group relationships, shown below: satisfaction of all subjects of the educational process - students, teachers and parents with the main aspects of school life, the general style of communication.

The favorable psychological environment in the school depends, above all, on the mood of the teachers. Chui teachers unite education, which is a common goal.

One of the important conditions is the strength of the team and the fact that everyone in the team is committed to the common goal, understands it, and adheres to the goals and principles of the team. An unfavorable psychological environment has a serious impact on the relationship between the school staff and at the same time, the student-teacher relationship. The leader's management style plays an important role in creating a psychological environment in the school staff. It was found that the psychological environment in the school depends significantly on the style of leadership, professional and personal qualities of the leader. Although many researchers have studied the impact of leadership style on team relationships, the impact of leadership

on the psychological environment has not been sufficiently studied.

This is because in all studies, the study of professional qualities of the leader is preferred. Of course, the study of the professional qualities of a leader is an important research task, but we must not forget that management is not only a sphere of influence directed at employees subordinate to the leader, but also a sphere of subject-subject interaction.

Therefore, when exploring the nature of the problem of the psychological environment in the school staff, it is important to examine the skills and abilities of the leader not only in terms of ability to implement management decisions, but also in terms of the degree of interpersonal communication.

The change of the school principal in any school leads to a number of changes in the existing psychological environment. The school principal, who does not take into account the psychological environment in the school, considers its existence and management as a secondary job in a team of people of different classes, ages, and individual characteristics, is not at a high level. Management cannot succeed at work.

Managing the psychological environment in the school staff requires school principals to have a number of characteristics. First of all, the school principal must be a person with a democratic spirit, be able to treat others with respect, be able to anticipate any conflict, anticipate the consequences, be distinguished by foresight and understanding, and be able to win people's sympathy.

Objectivity, principledness, kindness, ability to make quick and intelligent decisions, exactingness, patience and restraint should become its main features. It should be taken into account that the success of the team, the level of the educational process, the degree of success of students directly depends on the psychological environment in the school. We believe that from the day they start school, every school principal should first try to create a favorable psychological environment, keep the issue in the center of attention, and be the main stakeholder in its management.

The main purpose of management is to achieve the goals of the staff through the planning of the work process in the school staff, the motivation of the work and the organization of control. Much depends on the leadership style in achieving the goal.

Leadership style expresses relationships with the team. When we look at different literatures, we see that there are three main types of leadership style:

1. Authoritarian;
2. Democratic;
3. Liberal.

All three types of leadership styles can be found in school teams. However, we are witnessing that the democratic leadership style is more appreciated by colleagues in any school staff. Even those members of the school staff who are not in a democratic mood and who have an authoritarian or liberal style of work often do not deny that a democratic leadership style is more appropriate, but prefer it.

The main features of the internal management of general education institutions are the importance of creating a favorable psychological environment in the team, public appreciation and respect for the work of the teacher, the establishment of interpersonal relationships within the school staff.

The psychological environment in the team means its unity:

1. Intelligence-unity of thoughts, value orientation;
2. Emotional-emotional unity of team members;
3. Willingness of the team to express their will when it is necessary to make the right decision.

The psychological environment of the team and the group should take into account the following:

- final portrait of the socio-psychological characteristics of the group of colleagues;
- psychological mood;
- predominant aspect of interaction between members;
- General assessment of the characteristics of the situation.

The level of mental compatibility of its members plays an important role in the psychological environment of the team. Mental compatibility is the building of strong relationships between members of a working group. The general orientation of the values conditioned by the psychological characteristics of the group members reflects the strong ties between the group members. The orientation of values to a common goal manifests itself in the conformity of good and evil, morality, enrichment, understanding, and other human norms.

Mental compatibility is a determining factor in the formation of the socio-psychological environment. Mental compatibility manifests itself because of effective and joint activity of team members. They distinguish the following types of mental compatibility:

1. Psychophysiological compatibility means the compatibility of intellect, emotions and desires, emotional-voluntary reactions, synchronization (compatibility) of the pace of joint action.
2. Socio-psychological compatibility means the generality of social goals, needs and interests.

The analysis of mental compatibility should take into account the types of communicative behavior determined by people's character and mental inclinations. According to the classification of the Russian scientist V. M. Shepel, the following types of people because of communicative behavior:

- Collectivists – communicative, supportive of any initiative, enterprising people;
- Individuals – those who are inclined to perform the task alone, distinguished by a high sense of personal responsibility;
- Applicants – people who tend to be ambitious. Resentful, in the spotlight in the performance of work.
- Imitators – those who avoid trouble, imitate the actions of others.
- Passive (adaptive) – weak-willed, inactive and exposed to external influences.
- Isolated – do not communicate, are tiring, annoying (Salamova, 2014).

The formation of a positive psychological environment in the school staff is a very serious moral issue. One of the important features that affect the work of a teacher in school is the constant objective assessment of personal activity. In order for a teacher to be satisfied with his or her pedagogical activity, school principals must evaluate their work from a socio-psychological point of view.

When analyzing the characteristics of the work of schoolteachers, it should be borne in mind that for many teachers, professional activity is one of the main ways of self-expression, self-realization and success in life. They check notebooks, prepare didactic and methodical materials, and prepare for lessons and various events.

The indifference of the school administration to the work of the teacher, the lack of mutual understanding, the low level of ability to create a socio-psychological

environment in the team leads to negative situations, because of which teachers are socially and professionally deprived of the school. Indifference, apathy arises.

The school principal, who is responsible for many issues that affect the comprehensive, quality work of the school and the staff, must also pay attention to the emotional state of his colleagues. However, a high level of satisfaction with one's professional activity can become a key condition for the effective organization of the educational process and an indicator of quality.

People always have an inner need to be appreciated by others for what they do. Admittedly, many do not express this desire openly. However, this does not mean that they do not have an inner need to be praised by others, especially by a manager. A sense of internal need for others to value their work is more common in school staff.

Sometimes we see a secret or open competition between teachers who teach the same subject. Every teacher tries to convey to others that he knows the subject he teaches better than his colleague teaches and instills it in his students. Sometimes it is difficult for a teacher to admit that he knows that another is stronger, more knowledgeable, and more competent than he is. It is as if teachers are struggling to assert their superiority. This is especially true for primary school teachers. It is often a competition between primary school teachers who teach in parallel classes. One tries to prove that he is superior and more educated than the other is. The resulting internal tension, emotional arousal, and the tendency to assert oneself often do not coincide with the teacher's real capabilities, leading to a number of problems.

Constant irritability, tension in relationships with people, negative feelings – envy, jealousy, insincerity, etc. replace each other. The students are the ones who suffer the most from this situation. The teacher's bad mood and constant irritability do not go unnoticed by the psychological environment in the classroom. Often students become victims of the teacher's negative emotions.

The teacher vents his anger on the students, and his irritability and negative mood spread to the students. By creating a healthy, conducive psychological environment for teachers, valuing their work, building teachers' self-esteem, and building trust between school staff, parents, students, and

school administration, principals often feel insecure and fearful of teachers because of some rude and ill-considered attitude. They should try to avoid situations they encounter.

In their management activities, school principals must perform the following psychological duties:

1. The work of the school should be organized in such a way that the teachers can communicate with each other on a regular basis.
2. There should be a general team spirit in the school staff.
3. To try to disperse the groups formed within the team, if it does not harm the common cause not necessary. Here, teachers exclude harmful conflict experiences with each other.
4. The school principal should create conditions for increasing the professional activity of teachers, including assess the social activity of the school staff outside the school.

In general, there are psychological formulas that are not complicated, applying them to the school

The director can competently manage his / her management:

1. Each member of the team improves in the process of work. As a result, professionally needs to be valued, self-esteem.
2. To protect the reputation of the teacher, to evaluate his activity, status, professional distrust and dissatisfaction with work should be avoided.
3. Favorable relationship with team members in order to protect the psychological environment in the school

It is useful to establish and maintain pleasant communication.

School teams arise, because of the integration of people with different personality traits in the work process. Changing or trying to change the character of team members often does not allow achieving the desired result. However, it is possible to influence the behavior and attitudes of team members.

This, in turn, requires a leader to have high management skills. A good leader can create the right motivation by communicating properly with each member of the team and encouraging him to work with enthusiasm. It should be noted that a lot depends on motivation in creating a favorable psychological environment in the school staff.

In this way, it is possible to involve every member of the school staff in productive activities. Members of the school staff should be provided with conditions to demonstrate their knowledge and skills should be given incentives when appropriate, should not be interfered with in their work, and should be provided with any assistance. Everyone should have detailed information about the purpose of the work and the expected result. Building self-confidence also plays a big role here.

A teacher may believe in his or her work, knowledge, and skills, but when a leader undermines that trust, his or her inner confidence may be shaken and he or she may not act as he or she wants. Everyone's attitude and behavior in the team does not pass unnoticed to others.

Research methodology. In order to determine the leadership style in the creation of a psychological environment in the school staff, a survey held conducted among 70 teachers from different schools, which included the following questions:

Are you satisfied with your relationship with the school administration?

1. Are you satisfied with the leadership style of the school principal?
2. Which style of leadership do you think the principal of your school is closest to in terms of his / her field of activity: authoritarian, autocratic, democratic or liberal?
3. What do you think the school principal values most in his / her relationship with teachers?
4. Does the school administration take into account the opinion of the staff when solving any problem?
5. Does the school administration inform you about the events, including the state of the general management system?
6. Are there frequent conflicts in the team?
7. How do you assess the pedagogical activity of the team: high, medium low?
8. When it comes to leadership, is it interested in your personal problems, your health, does it take care of you?
9. Are the management creating conditions for the development of your creative potential?
10. How does the leadership style of the school principal affect the behavior of the team members, their attitude to work, and the general psychological environment?
11. How does the school principal's leadership style affect the effective performance of the staff?

The results of the survey are given in Table 1:

Table 1.

Teachers' assessment of school leadership style.

Nº	Leadership style of school staff	Number of answers (in %)
1	Dominance of authoritarian leadership style	20
2	Dominance of democratic leadership style	48
3	Dominance of liberal leadership style	32

While answering the questions, as well as the discussions, it became clear that in schools where authoritarian leadership style prevails, the human factor, the teacher's personality and the opinion of the staff not taken into account. The main task here is to get the job done, to cope with the tasks.

The leadership style that teachers prefer and prefer is the democratic leadership style. In schools with democracy, there is a high team spirit, effective activity and a positive psychological environment. Creates conditions for revealing the creative potential of team members.

In schools with a liberal leadership style, both pedagogical activity and the creation of a favorable psychological environment neglected. Management is virtually out of work and simply passes on some of the necessary information to subordinates.

It should be borne in mind that the influence of the mood created by the leadership style of the person leading the school staff on the general psychological environment plays an important role in the formation of students as a person.

Conclusions

1. The role of management in creating a psychological environment in the school staff is not sufficiently studied. In this regard, the study of the problem is interesting and attracts attention with its urgency.
2. The presented methods and recommendations create a basis for a more favorable psychological environment in the school staff, as well as are important in terms of choosing the right direction of future activities.
3. Based on the results obtained, it is possible to significantly improve the psychological environment in schools and achieve the elimination of shortcomings.

In general, management has an invaluable role in creating a psychological environment in the school staff. When management is properly organized, everyone clearly understands the purpose of the activity, the team members are ready to perform the assigned tasks.

The occurrence of the conflict does not shake the internal determination of the team.

Usually, such groups take an active part in public life and are at the forefront of public affairs. Emotional security brings the members of the collective closer to each other; there is a kinship and psychological harmony between them.

In fact, interpersonal relationships arise and develop in the existing psychological environment. The resulting interpersonal relationships ultimately lead to the formation of an appropriate psychological environment. However, it is impossible to deny the role of management in creating a psychological environment.

Management must take into account the existing psychological environment in the team, correct the shortcomings in a timely manner and develop the strengths.

This, of course, depends on the competence of the school staff (principal, deputy principals) and their ability to cope with the work. The organization and management of management in accordance with the existing psychological climate is the most effective way for the successful development of the team. In this case, the ability of the staff to work will increase and the psychological environment in the school staff will be at any level.

References

1. Bayramov A. S., Alizade A. A. (1981). Social psychology. Baku, Gapp-Polygraph publishing house, 345 p.
2. Alizade A. A. (1980). Psychological problems of modern Azerbaijan school. Baku, Ozan publishing house, 170 p.
3. Aliyev R. I. (2006). Educational psychology. Baku, Nurlan publishing house, 185 p.
4. Hamzayev M. A. (1991). Pedagogical psychology. Baku, Maarif Publishing House, 296 p.
5. Mehrabov A. O. (2013). Psychological problems of modern education. Baku, Mütərcim publishing house, 301 p.
6. Dubrovina I. V., Akimova M. K., Borisova E.M. (1991). Workbook of school psychologist M; Prosveshche-nie, 303 p.
7. Rohov Ye. (1998). Desktop book of a practical psychologist. M: Humanitarian Publishing Center Vldos. 383 p.
8. Salamova K. B. (2013). Psychology of management. Baku. Information technology publishing house. 335p.
9. Gottwald F. T., Hovald V. M. (2000). Ayurveda in business. The system of personal health, the same place and organization. Translated from German.M. Pp. 163-167.
10. Eliseev O. P. (1994). Constructive typology and psychodiagnostics of personality. Pskov, Pp.72-75
11. Hell, D., Ziegler, N. (1997). Personality Theory, Samara. 650. (13)
12. Tracy D. (2000). Common Sense Menechment, Moscow, Pol. 209 P.