

A Guideline to Respecting the Staff Members and the Administration to Students in the Educational Stages and Its Impact on Their Motivation for Academic Achievement--A Qualitative Study

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A guideline to respecting the staff members and the administration for students in the educational stages and its impact on their motivation for academic achievement

Abstract

The current study sought to launch a guideline for how the staff and the administration members treat students respectfully in the different educational stages. Given the importance of effective communication in the educational process and achieving the goals of learning efficiently, there is a need to develop practical guidelines for how all members of the educational system deal with students since they are the target group of the educational process.

Considering the recent global changes and the successive effects on the educational system, the practices within the education system have been similarly affected. Some students refrained from completing their scientific studies due to maltreatment by the administration or some staff members in many educational institutions. Accordingly, the motivation and passion for scientific research and learning decreased. Hence, it requires interventions by those in charge of the educational system to set ethical and academic adjustments for the staff members and administration. They should be more attractive elements for students for learning and scientific research than be factors for reluctance and expulsion outside the educational organization.

Consequently, preparing a guideline that includes practices and moral situations for dealing

with the students at various educational levels may be purposeful in improving dealing with their students with respect.

Keywords: Guideline -Respect-Staff-Administration-Student.

1. Introduction

Several studies have confirmed that students' satisfaction with learning institutions is essential to achieving their learning goals. It also indicated that students who feel that they belong to the organization without fear of domination by the administration or the staff members are self-motivated to academic achievement and their sense of self-efficacy is very high (Salem2022,16). So, this makes us think carefully about the approaches to deal with students at school ages, from childhood to postgraduate studies. Each level has a unique character in dealing with students, and as students age, the approaches to dealing with them become more complex.

Many stories and real situations among students inside the schools or universities, the administration and the staff members indicate that the higher the level of respect for students by the administration and the staff members, the more the students feel psychological comfort and gratitude to them. And they remain in their memory for many years as role models (Chiu-Fan Hu,2022).

Among the key indicators of students' satisfaction with the educational institution are adaptation, active participation in all scientific, technical, and research activities, adherence to the classes or lectures appointments, emotional ties to classmates and sitting with them all the time and asking professors and the administration in scientific or managerial affairs without fear of their way of dealing or embarrass them (Smellie,2018).Accordingly, students' satisfaction degrees with the educational system have positive or negative impacts on building their personalities as future citizens (Neuman M,2022). In this way, many educational entities seek to inaugurate ethical and behavioral codes to reduce the improper practices towards students, whether from the administration or the staff members. The leaders began to think about the limits of the authority granted to the administration and the staff members (Shrif,2017). This authority awarded is to serve students and care for them to form active citizens of society, not to use it to put pressure on students or deprive them of their rights to education or not provide distinguished services for them (Al-Marimi,2016).

Among the most life situations that make students feel disrespectful of the administration or the staff members is: not allowing to talk to them except through one student who represents them, standing for long hours in front of the offices of the staff members because the professor came late without offering any apology, expelling the administrative official for students from His office when inquiring about something, mocking them when asking questions, or uttering immoral words and, showing a face of anger by some administrators or the staff members instead of smiling to the students.

According to UNICEF program of protecting children from violence in school “Far from a haven for learning and community, school can be a place of bullying, sexual harassment, corporal punishment, verbal abuse and other forms of violence” (<https://www.unicef.org/protection/violence-against-children-in-school>)

Students are not tools for venting, pressure, violence, and persecution due to the unethical practices of some officials or employees, but they are essential to the learning process, and

educational institutions work for them.

The study problem:

Thus, the current study problem arises from the mistreatment of students by the administration and the staff members in schools and universities. And its impact on their motivation to learn and academic achievement.

From the problem, the following questions identify for the study to answer: -

The study questions: -

The main research question is, to what extent can design a guideline to deal with students regarding the administration and the staff members in the different educational stages?

From this question stem the following sub-questions:

1-What are the reasons for needing a guideline to deal with students?

2-What are the procedures followed in most countries to reduce the mistreatment of students in the various stages of learning?

3-What are the features of the proposed guideline for achieving positive practices with students within educational institutions?

The study objectives

The objectives of the current study are determined as follows: -

- Recommending positive and respectful dealings with students at all educational levels.
- Launching an ethical guideline for the administration and the staff members' interaction with students.
- Urging the cessation of any verbal or physical violence or moral abuse that degrades students at all educational levels.

The Study Approach

The current study adopts one of the qualitative methods characterized by the critical analysis (Salem, 2021) of the immoral practices of the administration and the staff members with students at all academic levels. And design a guideline to reduce those practices that underestimate the value of learners and affect their motivation for learning and academic achievement.

The study key concepts

1-Respect, Cranor& Darwall have linked the word (respect) with the word (attitude), which means a tendency toward treating others with positive values and commendable behavior governed by the culture, customs, and traditions of each society. The word has its roots in Greek as the Latin root is the word (respicere) which refers to suggest respecting a person involves one's act of looking back (Giorgini,2017).

The study of Mertz and others in 2015 confirmed that respect within schools is not unilateral, which is from the students only. Although, the "horizontal respect" is positively and effectively reflected in the students' performance and attitudes. Additionally, the students' concept of authority has changed into a positive meaning, as they become more helpful and obedient when they feel respected by the authoritarians without imposing violence, abuse, or humiliation by the authority (Mertz,2015).

The term respect in the current study indicates the behavior of the administrative authorities and the academic staff members in the educational institutions towards the students and its impact on their academic achievement, either positively or negatively.

2-Staff members, the staff members are responsible for teaching, guiding, evaluating, and following up on the educational courses within the school and university educational institutions.

3-Adminstration, it means the administrative authorities that implement the current futuristic plans, determine tasks, roles, and responsibilities, and follow up on performances within the educational institutions.

4-Academic achievement, the student's academic achievement means their abilities to accomplish the assignments and tasks required, learn skills, and get experiences inside and outside the educational institution by strengthening their positive attitudes towards the school or the university.

5-Guidline, it is a framework for dealing with students in educational institutions with respect and humanity without abuse by the administration or the staff members. The purpose is self-actualization and educational goals without fear of insults, offense, or violations.

The following table presents the previous studies and its findings:

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Table 1. *The literature reviews.*

The author	Title	Findings
1-Farre´s-Tarafa M, et al (2021) (Farre´s-Tarafa M,2021).	Reliability and validity study of the Spanish adaptation of the "Student Satisfaction and Self-Confidence in Learning	1- Simulation as an innovative teaching methodology will enable the student's self-confidence and satisfaction to be assessed throughout their university education. 2-The SCLS-Spanish translation demonstrated evidence of its validity and reliability for use to understand the level of satisfaction and self-confidence of nursing students.

	Scale” (SCLS).	<p>3-Clinical simulations empower the students to increase their levels of confidence and satisfaction.</p> <p>4- Clinical simulations enable the students to build real scenarios in clinical practice better prepared and with more confidence.</p>
2- Shahram Vahedi, et al (2016) (Shahram 2016).	The effectiveness of school-wide anti bullying programs on teachers' efficacy in dealing with students' bullying behaviour	<p>1- The results indicated that the treatment was able to create significant changes in the choice of advocate assertion strategies.</p> <p>2- Anti-bullying program could be effective on bullying behaviour management strategies and teachers perceived effectiveness in classroom management.</p> <p>3- Emphasizing on the need to implement programs to prepare and promote the professional skills of teachers and school counsellors to deal effectively with behavioural problems of students.</p> <p>4- paying expertise and professional attention to the subject of teacher’s training while in service and the way to design and implement them.</p>
3- Magnus Neuman (Neuman 2022)	PISA data clusters reveal student and school inequality that affects results	<p>1-Students from a privileged socio-economic background tend to perform better in PISA and that this tendency varies between countries and private and public schools.</p> <p>2- In Portugal however, students in private schools perform significantly better than students in public schools. This is not the case in China and Spain. Some countries, such as Brazil, show large differences between public and private schools.</p> <p>3- Swedish grades are compared to PISA results, and it seemed that the higher grades in private schools are in line with the PISA results, suggesting that there is no grade inflation in this case, but differences in socio-economic background suggest that this is due to school segregation.</p>

<p>4-NeJm, A,Amal</p> <p>(NeJm, A2019)</p>	<p>Optimism and pessimism as related to life satisfaction for university student (A field study on a sample of Islamic University students in Gaza)</p>	<p>1-There is a positive correlation between optimism and all dimensions of life satisfaction and a negative relationship between pessimism and all life satisfaction.</p> <p>2-No statically significant differences can be attributed to the variables: gender, marital status, students' major, Academica level, and GPA.</p> <p>3- Reinforce optimism through associated behaviors.</p> <p>4-Supporting young people and helping them get rid of pessimism.</p> <p>5- Activating the university role professor in providing a positive atmosphere that increases the degree of youth's satisfaction with life.</p>
<p>5-</p> <p>Makki, Dina & Abu Donia, Nadia</p> <p>(Makk 2021)</p>	<p>Satisfaction of university assessment methods and learning objectives and outcomes under distance education among faculty teaching staff and their students in light of some variables</p>	<p>1-Satification of assessment methods in distance learning remained 46.9%, while satisfaction of achieving learning objectives and outcomes under distance learning was 72.96%.</p> <p>2- There are no statistically significant differences between the averages Participants' degrees of satisfaction with university assessment methods and learning objectives and outcomes under Distance education is due to the different nature of the courses (theoretical-practical).</p> <p>3- Students in the theoretical or the practical departments may expose to the same problems and ambiguous situations related to assessment methods and teaching strategies that differ from one course to another.</p>
<p>.6- Al Mabrouk Bakhit Saada, et al (2021)</p> <p>Al Mabrouk Bakhit Saada (2021).</p>	<p>Satisfaction with the academic specialization of students who are about to graduate faculty of education -Sebha</p>	<p>1-50% of the study sample is satisfied with its majors.</p> <p>2-There are statistically significant differences among students in the levels of satisfaction with the academic specialization due to the gender variable in favour of females.</p> <p>3- Universities should provide opportunities for group discussions periodically for students to raise their concerns and problems related to the study.</p> <p>4- Universities should prepare brochures or a university guide in which they present general introductions about the importance of each of the disciplines to the individual and</p>

	University	society.
7-Emran, Fatma (2020) Emran(2020).	Imposter phenomenon, perfectionism, self-efficacy, and life satisfaction in higher achieving college students: a descriptive study	1-There were statistically significant differences in imposter phenomenon and high expectation & success attribution to external factors between high and low order in favour of high order. 2-There is fear of negative assessment and difficulty in praise acceptance. 3-There were statistically significance differences in high expectations & success attribution to external factors between high & low family satisfaction in favour of high family satisfaction. 4-Perfectionism was the only variable that could predict imposter phenomenon. 5-The study recommended more studies to examine the relationship of the imposter phenomenon with other psychological variables among new samples of high abilities and academic excellence.

The benefits from the literature review:

From the above previous studies, the following essential points can glimpse: -

1-The level of students' interaction within the educational institution determines their degrees of satisfaction with life within the institution and reflects the extent of their satisfaction with themselves too.

2-The mistreatment of students through the administration or the staff members inside the educational institutions will lose the students' sense of themselves and their motivation for achievement. So, the educational process becomes a useless phenomenon.

3-Several studies have confirmed that the degrees of student satisfaction rise within the level of understanding of the majors' subjects. It also indicated that teaching and assessment methods are among the key factors that make students feel satisfied with their learning styles and treat them positively or not.

4-Some studies have confirmed that dealing with authentic students positively and the persecution of refugees or immigrant students affects their learning motivation, achievement, and mental health.

5-Some studies have emphasized; that some students have an imposter belief that perfection is the basis of satisfaction with life. And this is reflected in their situations, performance, and perceptions of everything related to study or work.

3. The reasons for needing a guideline to deal with students.

Al-Ebri's study confirmed that communication between the professor and the student has social effects, the most important of which is the continuity of values that encourage respect, moral

conduct, and high morals. It indicated that religious values do not stipulate respectful treatment for one person over the other. It boosts the mutual respect between the professor and his student, as the prophet Muhammad and all prophets used to do with his disciples with humility, wisdom, and emotional balance (Al-Ebri's,2008).

Also, many students are deeply disturbed by the maltreatment of the professors to them or the administration in different learning stages, starting from the primary to postgraduate studies. In the early beginnings of learning, students fear the teachers and obey their orders. As for the advanced stages, such as high school, university, and graduate studies, students cannot resist the mistreatment of the administration, such as expelling them from their offices or the irony from the student speech, or not responding to them in all modes of communication, e-mails, chats, telephones, a direct presence in the institution, or insult them with bad words. In such cases, many students resort to expressing abuse in written ways such as complaining on social media or in implicit ways such as bullying their colleagues as negatively defensive ploys, which is punishable by law and society.

The idea of students feeling persecuted by their colleagues, the administration, or the professors spreads more chaos and confusion within educational institutions, as happens in Norway, Belarus, and many African countries. That led to the “Students at risk” initiative in Belarus by providing European programs for exchange services to protect students from exploitation by the end of 2024. (<https://www.globalstudentforum.org/2021/12/10/student-rights-are-human-rights/>)

With the escalation of the global tensions from crises, wars, and famines, many studies recommended reducing the summative evaluation represented in the final exams, which causes fear and anxiety to the students(Fejes,2020). The studies also indicated that the formative assessment throughout the year is much better and reveals the students' actual performance more than the summative evaluation at the end of the year, which includes many psychological, administrative, and social factors which are outside the students' willingness (Kokoç, M 2021)With climate change, the duration of the final exams comes in very hot or cold weather, reflecting on the students' performance in exams. As well as the mistreatment of the observers and monitors in the examination committees will affect the students' conduct. Some observers exploit their authority to suppress with intimidation and high voices, which increases tension, riots, and anxiety over the students' future.

The problems are getting worse with releasing cheating or rioting reports for some students, depriving them of the course grades, and re-exam at another time.

Hence, the need for moral and human rights of students, not just scientific or financial, has become crucial with the misconduct of some administrations or staff members happening daily within the educational institutions in the stages of learning pre-university, in, and post-university.

4. The procedures followed in most countries to reduce the mistreatment of students in the various stages of learning.

Many countries have put effective procedures to protect children and students from insults,

extortion, and violence, whether from their colleagues, the administration, staff members, or the educational community. Some of those procedures followed in some countries can be monitored as follows: -

1-USA, USAID has designed an integrated program called approaches to train the students in dealing with gender-based violence and how to avoid it.

The guide included man's human rights, the child rights convention, a set of life skills to deal with gender-based violence, a healthy friendship, and a healthy structure.

The guide adopts the children's self-awareness approach. Such as dealing with the problems without fear, studying the structure of the human body to preserve the man's body, studying the components of the boy's & girl's bodies to understand more, and then dealing in a superior and respectful manner between them (USAID2009).

The United States of America has also developed an integrated program to reduce the violence in higher education against students. The program emphasized the prevalence of safety inside the campus. It assured students should feel they are in a place free of physical, verbal, or moral violations. It pointed to the severe violent contravention practices based on race, religion, or gender in terms of spoiling the quality of life and spreading instability, students' constant fear, and eliminating all activities that develop their abilities and intelligence (USAID 2016).

2-England, The Department of Education in England prepared a guide to protect children and students in schools and universities by raising the slogan "Working together to protect children. The guide's purpose is to engage the government, education officials, proprietors, and those dealing with children and students to understand the importance of protecting children and students within schools and universities (Department of education (2021)).

The guide indicated the basis of children safeguarding by governance and management in schools' colleges and the vital role of administrative committees in stopping all types of violence between students and the staff members or between students. It also pointed to the significance of addressing all concerns and fears of teachers, supervisors, and staff in their daily reports by searching for reasonable solutions to them.

The educational policies in England declared the fight against discrimination and the work of equal opportunity policies. Such policies reduce racism and inequality that lead to exclusion and harm learners in several interrelated ways. Students may be subject to an inappropriate curriculum, inappropriately harsh discipline, or other discriminatory practices that lead to feelings of alienation and disaffection (Osler, 2005).

3-Germany, many promising efforts are being made in Germany to protect children, youth, and adults from all forms of violence or discrimination. The educational leaders stressed the need for each employee to know their role within the school, such as educating children about others' respect and not allowing sexual or physical, verbal, or beatings abuse. The government has also established educational programs to boost the Internet's purposeful usage from early childhood in cooperation with students' parents (The federal government 2021).

The SIA in Germany is the social impact award considered the first agency in 15 European,

Asian, and African countries.

It encourages social entrepreneurship in education and community issues by providing incubation programs to address chronic social problems. The initiative has put effective measures for children and youth protection.

It has designed action forms such as safeguarding concerns, consent regarding media appearances, and case management forms. Each student will fill out those forms stating if he has been exposed to verbal or physical assault by one or some of his colleagues, teachers, employees, workers, or others.

The student should give any evidence of the accident, for instance, photos, witnesses, injuries to his body, etc (Social impact award 2022).

4-Japan, Japan has begun to take many procedural acts against sexual violence among students at the secondary and university levels through web-based learning, learning through DVD, and the lack of adolescent awareness of the dangers of sexual violence and its damages to psychological and physical health and society as well. These acts are the Domestic Violence Prevention (DV) Act and anti-stalking law act in 2015 (Nagamatsu2021). That because of the sexual violence' practices between males, females, males, or women only have spread via learning through DVD based on exchange videos between adolescents In Japan.

But these acts are no longer sufficient, and the matter requires psychological and social awareness based on the educational programs to prevent using the Internet for sexual violence. Additionally, supporting educational materials guide the adolescents to establish respectful relationships. Putting preventive actions to stop homosexuality has become prevalent, especially among adolescents of both sexes (Inter-Ministerial Committee 2021). Utilizing the Internet to provide education programs is led to facing mental and physical violence and strengthening the students' positivity. Environmental Health and Preventive Medicine programs to reduce violence should be considered a priority.

5-India, in 2020, India developed the Ending Violence Against Children (EVAC) program strategy in cooperation with UNICEF during the period when UNICEF is in the process of improving the Mid-Term Strategic Review (MTR) of the current UNICEF Country Development Program (CPD) for the period 2018-2022 (UNICEF2020).

Since 2016, India has adopted a policy of inclusion for all students, including disabilities, by adopting a comprehensive approach to learning that includes mainstreams and special needs students. The philosophy of students' inclusion assures respect and non-discrimination between mainstream students and those with special needs. The educational policies in India also stress the care for girls or women from sexual violence or exploitation, whether within the educational institution or at home through parents. The government imposed severe penalties for the sexual abuse of girls or women (J D Singh 2016).

6-Saudi Arabia, Recently, the Ministry of Interior revealed that 82% of the total incidents in the Kingdom, in general, are related to violence within the school environment. The number of incidents increased during seven years from 1,406 cases of assault to 4,528 cases of assault,

which means the assault increased by 400% during the seven years in the Riyadh region only. (<https://nshr.org.sa/infocenter/?press=%D8%A7%D9%84%D8%B9%D9%86%D9%81-%D8%A7%D9%84%D9%85%D8%AF%D8%B1%D8%B3%D9%8A-%D8%B2%D9%8A%D8%A7%D8%AF%D8%A9-400-%D8%AA%D9%87%D8%AF%D8%AF-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85-%D9%81>) Many studies have indicated that the violence between students, whether verbal or physical, is more frequent among adolescents. Consequently, the studies pointed out that the violence has moved from boys to girls' schools in Saudi Arabia (Al-Awda, 2020).

The Kingdom protects child rights and is not limited to its citizens only. The Kingdom is keen to include Yemeni and Syrian children by providing free educational services, health care, contributions, and support in operations related to relief work for children in Yemen. Including those related to education, health services, and continuous vaccinations against diseases. The Ministry of Education and the Educational Policies is making continuous efforts in Saudi Arabia to impose severe penalties on violations against children in schools from teachers, administration, or students. The state also imposes financial and legal penalties on any violent conduct perpetrated against the child by his parents, relatives, or any person (<https://www.my.gov.sa/wps/portal/snp/careaboutyou/child>).

7-Egypt, Despite the continuing emphasis of the Egyptian state to stop violence in schools from bullying, extortion, and exploitation of children, cases of violence are increasing in schools and universities between students or between students, administration, and some staff members. Many studies have indicated that the main reason for violence in schools and universities is overcrowded classrooms. The students' dissatisfaction with the educational institution stems from the poor educational services provided by some official educational institutions, including services related to the administration and its maltreatment of students, services related to teachers and professors, and their behavioral practices with students in a way that diminishes them (UNICEF2015):

The Egyptian state policies put serious procedures to protect women and children from exploitation or violence. The Ministry of Health & Population and the National Council for Childhood & Motherhood presented a strategy to protect children from violence in 2019. The Egyptian state also cares for people with special needs, merging them into the educational system, health, and society by allocating a specific budget for their care. The Egyptian state's policies furthermore are focused on the issue of street children and educating refugee children in Egyptian schools. The Egyptian state has set up a hotline to receive children's complaints from their parents or relatives to face any violence practiced against them (UNICEF 2018).

Despite all these efforts made by the Egyptian government, the interest of the pre-university and university education ministries in setting policies to reduce the moral, implicit, and physical violence against students in schools and universities is still limited and doesn't up to the required goals.

Inferred points

1-Many countries have developed policies for how departments and staff members deal with

students.

2-In Many countries, students are suffering from maltreatment by administration and staff members in schools and universities.

3- Many apparent and hidden factors referred that student in many countries felt dissatisfied with the services provided and maltreatment.

4-Theoretically, great efforts are being made in many countries to protect children, adolescents, and youth in the educational stages. Although few of these strategies existed.

5- Several studies have proven that emotional violence is more dangerous to the future and structure of students than physical violence.

6- The features of the proposed guideline for achieving positive practices with students within educational institutions

This section divides into two parts: -

The first part: The administration guideline for student well-treatment guideline.

The second part: The staff members guideline for student well-treatment guideline.

Table 2. *Part(1)*

Part 1: -The administration guideline for student well-treatment guideline.		
Be	Get	Do
Be passionate about your career.	Get training on how to deal with students.	Do smile in front of students and staff members.
Be positive in inspiring the students to learn.	Get new approaches to administrators' duties & skills.	Do creative conduct that you know will affect the students and staff members and touch their hearts and perspectives.
Always be foreseeing forthcoming events.	Get a workout on anticipating crises and conflicts.	Do assemblages to ask the learners & staff members in your organization about their troubles and dissatisfaction with the institution.
Be sure that the letdown of the staff members with the institution and the services it provides will negatively impact their performance	Get all the facilities to make the staff members and the students' content with the organization's usefulness.	Do summits with the head of departments and the staff members to know more about them and their interpretations.

with the students.		
Be humble in dealing with the staff members and students, for your presence is to serve them, not be arrogant.	Get more time to see how the best leaders deal with their employees and learn lessons from them.	Do free time to meet any staff members or students in your office, and don't delay, postpone, or reject the meeting because you are always busy. This manner will be disappointed to them.
Be convinced that delaying signatures or dues per month for the students or the staff members harm them. They will lose confidence in the organization.	Get an electronic diary to remember all the tasks you must do, the staff members, and student advantage as a priority.	Do a weekly map of things you have done and things you don't. Give rationales why you didn't accomplish some things on time.
Be a friend to all the students and staff members and not discriminate one or some against others. In short, be human.	Get the students' & staff members' databases to ensure quick access to them.	Do calls to check on students or the staff members who are sick or have a problem, or congratulate them on social occasions, ceremonies, chatting in social groups, and summer activities with students & staff members such as football, riding bikes, trips, chess games, etc.
Be honest with yourself. If you can't manage the organization, do not hesitate to step down from your position because continuing without sufficient skills will cause a lot of loss to you and everyone you deal with.		

And the administration should avoid the following: -

Table 2.1 *Part (1)*

Avoid
1-Avoid working in times of crisis only.
2-Avoid talking to students or the staff members while they are loud their voices and ask them to lower their voices to start the conversation.
3-Avoid speaking about a problem while you stand, as the matter will exacerbate more, so everyone should sit down.
4-Avoid continually blaming negligent students, staff, or employees. Being a director of the institution, you are part of this failure.
5-Avoid working in a poor atmosphere that lacks many services that facilitate everything for students and the staff members to complete their tasks without stress or boredom.
6-Avoid recruiting some employees, students, or staff members to monitor and spy on their colleagues and transfer their news.
7- Avoid punishing some students, staff members, administrators, or workers in front of their colleagues or attempting to defame them. Remember that you only punish them for the situation that happened. In rare cases, a firm stand you should take against people who try to spoil the life inside the educational institution with their unexpected deeds.

The administration should also appreciate:

Table 2.2 Part (1)

Appreciate
1--Appreciating the special needs students, ensuring their integration with the mainstream students, and welcoming them at the beginning of each academic year.
2-Appreciating and celebrating the staff members and efficient students in their specializations.
3-Appreciating the teamwork that is fruitful in an achievement that serves the institution and benefits the community.
4-Appreciating the pathological, humanitarian, and social conditions of students, staff members, workers, and employees.
5-Appreciating the employees, staff members, and students needs for leisure and social activities.

Table 3. Part (2)

Part 2: -The staff members guideline for student well-treatment guideline		
Learn	Discuss	Respect
Learn your major efficiently.	Discuss the topics with your students in attractive ways based on dialogue, not memorization.	-Always respect the students' wishes and do not refine their duties and tasks.
Learn to listen to your students.	Discuss with your students the tasks & activities and always ask them whether they can do them or need help.	-Respect students' choices in everything about sitting or during activities and their tendency to be with specific people.
Learn that the students are not in a position of weakness to put unethical pressure on them.	Discuss with your students the strategies they can improve their skills and performances.	-Respect the students' views and let them speak for themselves and what is inside them.
Learn that the students have rights	Discuss your students in	-Respect the students'

and duties, not just responsibilities.	their upcoming projects about the specialization and motivate them to provide everything creative.	minds, and not come to the lecture or the class without preparation for the topic.
Learn not to be a factor in students' expulsion from the institution.	Discuss with your students the mechanisms of dividing the class or lecture.	-Respect the students' privacy and do not ask them about things they do not want.
Learn to make the student love the process of learning permanently.	Discuss with your students when they would like to take a short break.	-Respect the students and do not utter profanity or insults in front of them, as you are a role model.
Learn new teaching methods and strategies to grasp the students.	Discuss your students in their presentations and give them the grades they deserve.	-Respect students with special needs and give them enough time to care for them.
Learn to smile in the face of your students constantly as they are not part of your problems.	-Discuss with your students how they can apply the activities in the surrounding environment inside or outside the institution.	-Respect the individual differences of the learners and discover their diverse creativity instead of blaming them for failing to do their homework or exams.
Learn that the students have the right to question, debate, and dialogue with you.	-Discuss with your students what they think about the future of the course or the major they are studying.	-Respect the students and don't disrupt the workflow by talking about your private life or accomplishments.
Learn to talk to each student directly, not through the class leader it's not his job.	-Discuss with your students how to prepare for the organization's annual competition.	-Respect the institutional rules of the institution and work to maintain order within the institution.
Learn to meet the students' needs in terms of the number of subjects	-Discuss with your students the ability to design a time	-Respect different religions and do not

according to their desires. They are the ones who will study and test.	map and an action plan to prepare for the institution's competitions.	discriminate between students based on class, religion, or color.
<p>Be honest with yourself if you do not have the ability to teach and interact with the students in a positive and respectful manner as well as with the administration and follow its instructions. It is better to stop dealing with students so as not to affect them psychologically and destroy their personalities with your unacceptable behavior with them or with the administration.</p>		

And the staff members should Stop doing the following: -

Table 3.1 Part (2)

Stop
1-Stop hurting students in grades or degrees because of personal attitude or bias.
2-Stop treating students in authoritarian ways that make them intimidated and oppressed.
3- Stop be friending to some students and not others to achieve your interests.
4-Stop harassing male or female students that are inconsistent with traditions and customs.
5-Stop distinguishing the group leader from others. His role is only to organize and not to prioritize, and it is preferable to change the group leader every month.
6- Stop punishing students in unauthorized ways such as hitting, cursing, expulsion, or violence.
7-Stop humiliating students with complex exams to punish them. The tests measure their educational level, not insult, or torture them.
8-Stop venting your anger and complex problems while dealing with students.

The staff members should reward: -

Table 3.2 Part (2)

Reward
1-Reward the hard-working students by putting their names on the honor board.
2-Reward weak students who responded to performance improvement sessions.
3-Reward the volunteer students for helping their colleagues in academic achievement by explaining lessons to them.
4- Reward the students who are keen to maintain the discipline and order within the lecture, class, and institution.
5-Reward the students who are keen on their hygiene and appearance.
6-Reward students who engage in a variety of social activities.

5. Conclusion

To conclude, the current study presented a guideline for how the administration and the staff members treat the students at all levels of education. The study also concluded that treating students with respect from the administration and the staff members; positively affects their mental health, academic, and social behavior. Additionally, the social control procedures inside the educational institution do not mean the use of cruelty and violence against students. It means using the authority granted to the administration or the staff members for guidance, system maintenance, punishing the sinner in acceptable ways, and not going beyond the scope of illegality or using power to harm students psychologically, morally, or physically. Consequently, the study presented the violence in some countries against children, adolescents, and youth. And the decisive measures are taken by most countries to protect children, adolescents, and youth from violence, abuse, and exploitation inside & outside the educational institutions.

6. Results discussion

The previous results indicated the importance of establishing ethical, psychological, and academic controls for those responsible for education and they deal with students. That agrees with the Magnus Neuman study and Makki, Dina & Abu Donia, Nadia studies. In addition to the importance of following proper practices with male and female students, especially in the late childhood, adolescence, and university stages. Also, enhancing the method of reward and encouragement for male and female students by the administration and faculty members brings more effective results and higher achievements that achieve the expected goals.

7. Recommendations

- 1- Establishing work discipline within the educational institutions on ethical codes of conduct.
- 2- Putting applicable plans to evaluate the humanistic performance of the administrative systems and the staff members, not just academically or professionally.
- 3- Choosing distinguished administrative individuals who treat the students morally and aware of the new management approaches.
- 4- Selecting academic staff members who have good relations with students through the students' periodic assessment of them in terms of humanitarian, academic, and educational interaction.
- 5- Ensuring the ongoing workout of the administration and the academic staff members on the appropriate strategies to deal with students respectively.
- 6- Activating the guidelines and ethical codes to appear in the administrator's and the academic staff members' behaviors not in form of theoretical files and folders.
- 7- Working to Step down some organizational leaders from their positions who use their authority and treat students with disrespect.
- 8- Not authorizing some staff members to deal with the students when they repeatedly abuse and harm the students psychologically and physically.
- 9 - Writing regular reports on the administration and the staff members' moral conduct toward the students.

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