

THE ROLE OF SCHOOL ENVIRONMENT IN THE REINFORCEMENT OF DIALOGUE CULTURE AMONG SECONDARY SCHOOL STUDENTS FROM THE TEACHER'S POINT OF VIEW OF ALSUWAIDI EDUCATIONAL OFFICE IN RIYADH CITY

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ABSTRACT_ *This study aimed to identify the cultural background of the dialogue concept among teachers. It also aimed to identify the role of school environment in the reinforcement of dialogue culture among students, as well as to identify the obstacles of the culture reinforcement. The study conducted with the descriptive surveyed approach, using a questionnaire as a tool to collect study data. Study participants consist of (620) teachers in Secondary public schools from ALSUWAIDI Educational Office in Riyadh city. The questionnaire has been applied at (125) teacher. Results revealed the following: The mean of the cultural background of the dialogue concept among teachers ranged between (1.85) and (3.46); as a result, the degree of the cultural background of the dialogue concept among teachers is ranging between low, medium and high. The mean of the role of school environment in the reinforcement of dialogue culture among students ranged between (2.96) and (3.62); as a result, the degree of the role of school environment in the reinforcement of dialogue culture among students is ranging between medium and high. The mean of the obstacles of the culture reinforcement ranged between (2.34) and (3.28); as a result, the degree of the obstacles of the culture reinforcement is ranging between low, medium and high. In the light of the study results, it recommended the following: Providing a motivational educational environment to hold a useful dialogue with the students. This can be achieved by reducing the number of students inside classes, providing adequate training opportunities for secondary school teachers, increasing the terms of reference of the curriculum granted for them. It also recommend studying the importance of providing a course material related to ethics, skills, principles and foundations of dialogue, as it has a deep impact on the personality of the student at the secondary stage.*

KEY WORDS: *educational environment, cultural dialogue, reinforcement.*