
Effect (love, respect, appreciation) to the student's educational achievement (An exploratory study in the schools of Baghdad governorate)**PROF.Abdul Salam Laftah SaeedHussein subhi Dawood Salman**

d.abdalsalam58@yahoo.comhussensubhy@yahoo.com

University of Baghdad / College of Administration and Economics / Department of Business Administration

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 4 June 2021**Abstract:**

The research discusses the problem of raising the scientific level of students by creating a leadership relationship between the student and the teacher governed by (love, respect, appreciation), and from here came the objectives of the research to test the relationship of influence between love, respect, appreciation and the scientific level of the student, and for that purpose a scheme was designed Hypothesis explains the nature of the relationship between its variables. In order to test the research hypotheses, it was applied based on a questionnaire that was designed to collect the required data. The sample size was 190 students in the sixth preparatory grade distributed among six different schools affiliated with the education of Baghdad / Karkh II. The effect relationship was tested using a set of statistical methods based on the statistical program (SPSS.V. 26).The research reached a set of conclusions, the most important of which is the existence of a positive statistically significant effect between (love, respect, appreciation) and the Student's academic achievement.

Keywords: love, respect, appreciation, performance, student's educational achievement.**1- Introduction:**

The terms love, respect and appreciation is one of the important terms that many writers and researchers have focused on in an effort to explain the extent of its importance and its relationship in various sciences, at the level of administrative sciences, especially in the field of leadership, its theories and patterns like Transformational leadership and servant leadership, in an effort to find an ideal leadership style that achieves the goals of the organization, through the role of the leader in motivating and influencing his subordinates to reach the best performance rates. In order to improve the performance rates of employees, the nature of the relationship between the leader and his subordinates must be governed by a set of foundations and rules such as respect, appreciation, attention, cooperation, sympathy, and others, and that the leader has a set of qualities and characteristics that make him an effective leader. Especially at the level of educational organizations, as they seek to achieve the best performance rates for students (student's educational achievement), so researchers seek to find the best leadership patterns that govern the relationship between the student and the teacher, which would motivate students to achieve maximum performance rates, and this is what the current research seeks to achieve.

2- Methodology**2.1. Research problem**

The problem of the relationship between the student and the teacher is one of the important problems that many writers and researchers have studied in search of the best formula for that relationship and what are the elements that are working to improve it in order to ensure raising the level of educational attainment of students and the educational process in general. In this field, and an attempt by the researcher to link the leadership process to the educational process in middle schools, believing that the foundations of the leadership process in the educational aspect are love, respect and appreciation, he created an innovative model for leadership styles based on these three dimensions, putting this model to the test. From the foregoing, the research problem can be formulated as follows:-

1. What is the love relationship between the student and the teacher, and how does it affect the student's academic level?

2. What is the relationship of respect between the student and the teacher, and how does it affect the academic level of the student?
3. What is the relationship of appreciation between the student and the teacher, and how does it affect the academic level of the student?

2.2. Importance

The importance of the research is manifested in four aspects:

1. Focusing on the research variables (love, respect, appreciation) and its role in raising the level of student's educational achievement.
2. Defining the educational leaders of the research variables (love, respect, appreciation) and explaining its importance to them, by improving the relationship between the teacher and the student with his positive and motivating role in increasing the student's educational achievement level.
3. Researchers specialized in the educational field, to identify the research variables (love, respect, appreciation) that would improve the relationship between teacher and student and its impact on the student's educational achievement.
4. Assisting educational leaders working in the Ministry of Education in setting development plans for school leaders, and achieving educational goals.

2.3. Objectives

1. Recognizing the concept of love from a leadership point of view to link the student and the teacher and their role in the educational process.
2. Recognizing the concept of respect from a leadership point of view to link the student and the teacher and their role in the educational process.
3. Recognizing the concept of appreciation from a leadership point of view to link the student and teacher and their role in the educational process.

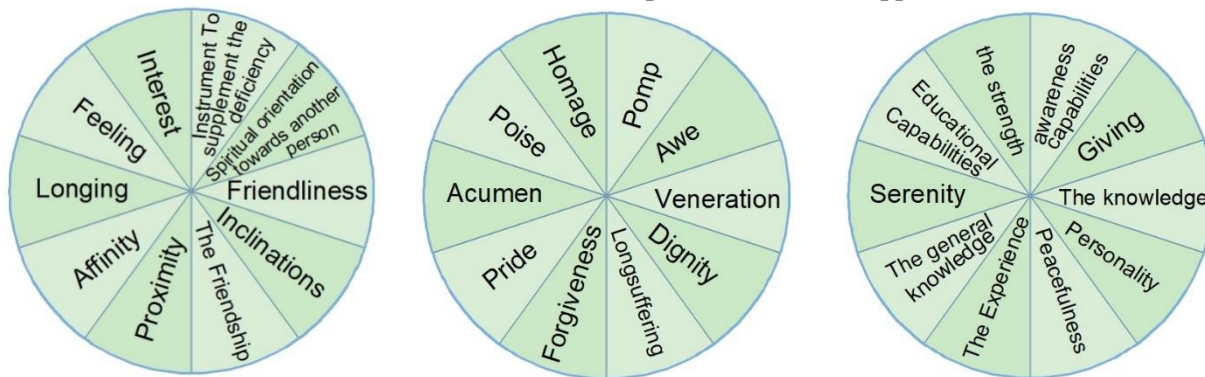
2.4. Hypotheses

The research relies on one main hypothesis indicating the existence of a multiple significant influence relationship between the research variables (love, respect, appreciation) on the one hand and the student's educational achievement on the other hand.

2.5. Sample

The hypothetical study scheme was designed, which expresses the logical relationship between the two main variables, as shown in Figure (1) and as shown below:-

Dimensions of love Dimensions of respect Dimensions of appreciation



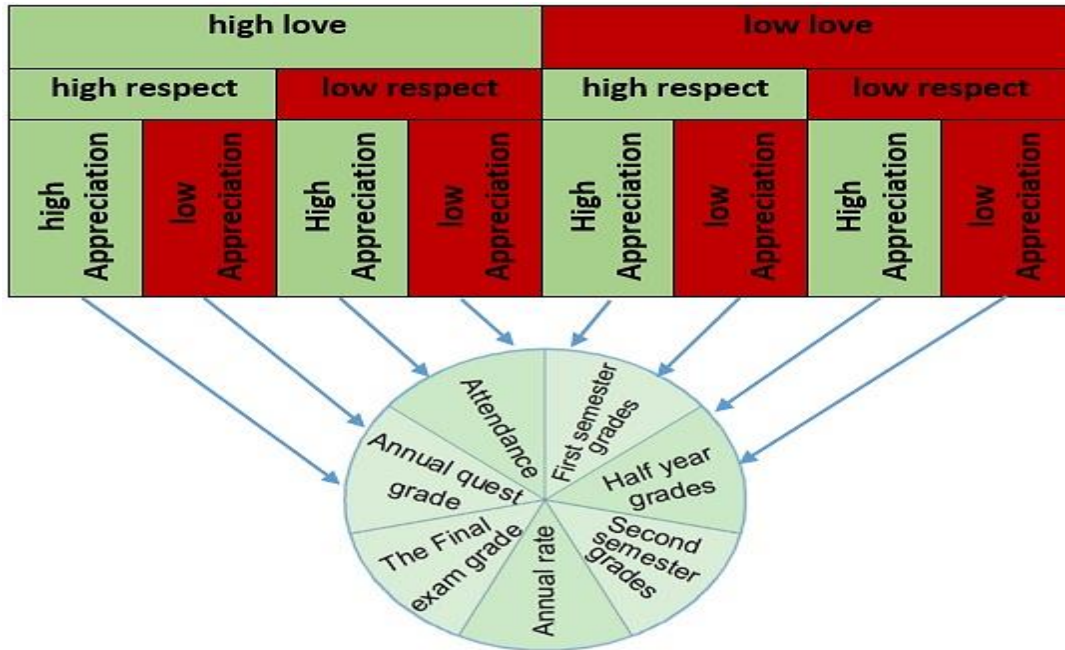


Figure (1) Hypothetical Model

2.6. Data collection tools

The researcher used the descriptive analytical method in order to conduct this research, and used the questionnaire as a means of data collection, which was prepared by the researcher. As the search scale was subjected to tests for the purpose of ensuring its ability to accurately measure, and among these tests are apparent validity, factor analysis and Cronbach's alpha. As shown in Table (1):

Table (1) Search Scale Tests

Main Dimensions	Paragraphs	search scale tests				
		Cronbach Alpha Variables	The apparent validity of the scale	Factor analysis of the study dimensions		
				love	Respect	Appreciation
love	1-10	0.91	The questionnaire was judged by (14) of the arbitrators for the purpose of evaluating the paragraphs of the scale and ensuring the correctness of its construction.	.317	.547	.626
Respect	1-10	0.91		.876	.596	.694
Appreciation	1-10	0.92		.702	.642	.751
				.827	.755	.320
				.855	.492	.351
				.605	.379	.547
				.545	.696	.915
				.802	.782	.424
				.518	.648	.691
				.575	.779	.469

Note: The questionnaire was prepared according to a relative scale, as the answer of the research sample ranged between (0-100).

3. Theoretical background

The research focused on the leadership relationship between the student and his teacher, and in an effort by the researcher to work on improving this relationship because of its profound impact on the student's educational achievement and on the educational process as a whole. And by adopting the researcher, the main dimensions

affecting this relationship are (love, respect, appreciation) will be addressed in addition to the educational achievement of the student separately.

3.1 love

The meaning of love refers to affection, and among philosophers the tendency to people or things that are dear, attractive or useful (The Arabic Language Academy, 2004: 151) There are those who defined love as a spiritual and physiological trait, represented in the longing to be next to someone (Treger et al., 2013: 1). He defined love as a strong feeling of feelings and concern for a particular person, such as kinship or friendship (Karandashev, 2019: 33). The relationship between love and leadership is a close relationship, as love is linked to the pursuit of two main objectives, namely, reaching a legitimate goal and respecting the specific duties of subordinates at work (Russell, 2017:13). Aims to achieve the welfare of working individuals and achieve their development and maturity, love respects the commitment of the leader in his quest to develop subordinates (Peck, 2002:25). Identify four qualities of love that are important in leadership: purpose-focused love. Because love strives to achieve certain goals that have a positive result and benefit for the individual himself and others. annular love. Love seeks to achieve benefit for others, as love brings benefit primarily to the loving person himself. Self-development for the benefit of others is a growth process that enables the loving individual to develop. Loving others strengthens self-love. The love of others can only be achieved through self-love to begin with. Love of self and others is an interdependent love that cannot be separated. Love is a voluntary act. It requires making an effort for the purpose of expanding the circle of benefit to include others, and therefore it is not just negative emotions. Love is a virtue that requires perseverance, it is a prerequisite in order to achieve the goal and obtain joy in our lives (Fromm, 2019:41).

3.2. respect

He defined respect as representing the value that is given to the individual and has the right to treat him appropriately and makes the individual an end in itself and not a means to others (Kant, 1992:105). And he defined respect as building foundations that emphasize the achievement of justice, equality and solidarity (Honneth, 2007:102). He also defined poise, which is one of the synonyms of the term respect, as a set of characteristics that exist in the depths of the individual, on the basis of which he is entitled to respect his basic rights (Fazio, 2010: 8). Influential leaders know that people should not only be respected, they should be made to feel that way. What is necessary for this should be provided for everyone to feel respected, and this is a necessary and important thing for organizational leaders. As spreading this atmosphere starts from the top of the organizational hierarchy, as leaders must respect their subordinates and trust them. Which leads to everyone being a winner (Hickman, 2017:24-25). The commander must respect the people who work under his command. And that the subordinates deeply love the respect of their leaders. When the leader uses respect clear and frank, this action leads to the creation of a positive work environment. A positive environment is necessary for the success of the organization (Strasser, 2014: 13). The working individuals are more effective at work when they feel job satisfaction. This feeling of satisfaction is reflected in the teaching staff in universities and schools, as this will have a better return on students (Hickman, 2017: 24-25).

3.3.Appreciation

The concept of appreciation has its origins in the term 'Oetimare' which means determination of value and an appropriate opinion of it (Desjardins, 2013: 18). Appreciation means the desire for a thing, and the imagining of its existence, and it is often used in places where the event occurs, or where words lack what completes their meaning (Al-Labadi, 1988: 181). It was defined as an effective process of Appreciation by the person that includes the physical and mental qualities, just as Appreciation is an evaluation process carried out by the individual and determined by himself and he seeks to preserve it (Khalidi, 2009: pg. 496). That is, it is the individual's sense of his worth, his deep understanding of the good and his purpose in life that deserves implementation (Laitinen, 2012: p-3). Appreciation is the acknowledgment of the value of something and the indication that it happened, whether it is a person or an act, such as the establishment of an emotional relationship. (Fagley, 2018:p-1).

There is a strong relationship between the leader and his personality characteristics, from the extent of his self-appreciation, respect and awareness, as the leader's possession of a positive self-appreciation leads to a positive reflection on his personality and his performance (Klenke, 2007:68). As appreciation plays an important and major

role in the leader's success or not, the leader with positive appreciation has a stable, balanced and coherent personality, while the leader with negative appreciation has an unstable and unbalanced personality and there is a contradiction in his behavior. If the leader has a positive appreciation, this will be reflected on his effectiveness at work and on his ability to formulate goals and strategies and work to achieve them, and urge followers to make more efforts at work, and work to solve their problems. In contrast, a leader with a negative appraisal has no or limited impact on the business (Pierce & Gardner, 2004: 593-596).

3.4. Student's academic achievement

The student's academic achievement is defined as the level of acquired knowledge, or the amount of knowledge the student acquired during the semester (Algarabel & Dasí, 2001: 44-47). It is defined as a group of students who have a certain grade or average or higher than a certain amount (Goodale, 2009: 10). It is also defined as the student's degree of proficiency and the level of benefit from the curriculum, which is reflected in his knowledge, behavior and affection (Gunawan, 2014: 44).

Average or modest academic achievement, represents the grade that the student obtains after successfully completing the school year, but with a amount or grade less than good. Poor academic achievement, this amount or grade obtained by the student, which reflects the weakness of the one who suffers from it, and the existence of a gap between the performance of the student and his colleagues in some subjects. Good or excellent educational achievement, which is the high grade or amount that the student obtains in a particular subject, and it shows the extent of his distinction over his colleagues in various aspects, whether scientific, skill and experience obtained during the academic year. (Sidi and Abdel Hadi, 2018).

The importance of the student's academic achievement stems from many reasons, including that the student's academic achievement is a means of verifying the capabilities and cognitive skills acquired during the semester, which enables the exploitation of these advantages. It is also used as an executive means to prevent mistakes, which represents one of the most important problems that people suffer from, as a result of the low level of education for students and the evasion of education. The student's academic achievement also represents a means of measuring and demonstrating the student's scientific and mental superiority. In addition, it is a means of evaluating his level, and therefore through this assessment the student knows his strengths and weaknesses (Spinath, 2012: 1-2). Parents are interested in academic achievement, as it is a way to know the level of their children and an indicator of the extent of progress and development that has occurred to them, and that students are interested in it as a means of self-realization. The importance of academic achievement comes from that it is a means of determining the efficiency of the educational process. The peoples of the world derive from the results of the education systems the necessary means to achieve their aspirations. As this result is measured through the academic achievement of the student. There is a correlation between the student's academic achievement and his success in life (Younesi, 2012: 104).

4. Application side

This topic aims to identify the most prominent results produced by the statistical tools used in analysis, interpretation and discussion to know the trends of the study variables within the concerned organization as in the following paragraphs:

4.1. Presentation, analysis and interpretation of the sample's response to the research variables

In this topic, the statistical results will be described, analyzed, and the interpretation of the response of the research sample to the independent research variable represented by (love, respect, appreciation) and the dependent variable represented by (academic achievement).

4.1.1. Presentation, analysis and interpretation of the results for the independent variable

The research sample consisted of (190) male and female students distributed over (6) schools affiliated to the General Directorate of Education in Baghdad / Al-Karkh II. Table (3) shows the arithmetic means of the research sample, the lower and upper limits, and the standard deviation for each dimension of the study, distributed according to each school of the research sample, as the sample of Al-Hussein Bin Rouh School (40) students evaluated the three relationships (love, respect, appreciation). With four teachers, they collectively obtained the arithmetic means of the three relations (76%, 78%, 75%). The value of the sample of Al-Mustafa School for the distinct was (30)

students who evaluated the three relationships (love, respect, appreciation) with three teachers, and the arithmetic mean of the three relationships amounted to (77%, 86%, 84%).

Table (3) Descriptive statistics for the independent variable (love, respect, appreciation).

School name	love			respect			Appreciation		
	Limit	Arithmetic mean	Standard deviation	Limit	Arithmetic mean	Standard deviation	Limit	Arithmetic mean	Standard deviation
Hussein bin Rouh	44-92%	76%	23%	50-96%	78%	21%	39-94%	75%	24%
Mostafa For distinct	48-92%	77%	25%	66-98%	86%	19%	63-96%	84%	21%
Mustafa Scientific	59-90%	73%	21%	59-92%	81%	16%	55-96%	78%	17%
Literary Eqila	33-87%	61%	26%	49-95%	73%	20%	43-92%	70%	23%
Karkh distinct	67-93%	79%	14%	77-97%	88%	10%	70-97%	87%	11%
Salam distinct	83-99%	92%	8%	91-99%	96%	5%	88-100%	94%	7%

The sample size of Al-Mustafa Scientific School was also (30) female students, and they evaluated the relationships (love, respect, appreciation) with three female teachers, as they collectively obtained the arithmetic means of the three relationships (73%, 81%, and 78%). As for Al-Aqeela Literary School, the sample size was (30) female students, who valued the three relationships with three female teachers. The arithmetic mean of the three relationships was (61%, 73%, and 70%). While the sample size of Al-Karkh School for distinct Students was (30) female students who valued the three relationships with three of their teachers. The arithmetic means of the three relationships were (79%, 88%, and 87%). Finally, the sample size of Al Salam School for the distinct was (30) students who evaluated the three relationships with three of their teachers, and the arithmetic means of the three relationships were (92%, 96%, 94%).

4.1.2. Presentation, analysis and interpretation of the results for the dependent variable

The data of the educational achievement of the research sample is represented by the grades of the first semester and a half years, which were obtained through the records of the schools of the research sample, and by noting the table (4) we can see the arithmetic means for each of the six schools of the research sample, in addition to the upper and lower limits and the standard deviation for each school. The students of the research sample of Al-Hussein Bin Rouh School got scores with an average of (68%). While the students of the research sample of Al-Mustafa School for the distinct obtained scores with an arithmetic average of (75%). As for the students of the research sample of Al-Mustafa Scientific School, they got scores with an arithmetic average of (68%). The students of the research sample, Al-Aqila Literary School, obtained scores with an average of (66%). The student of the research sample of Al-Karkh School for the distinct obtained scores with an average of (81%). Finally, the students of the research sample of Al-Karkh School for the distinct obtained scores with an arithmetic average of (86%).

Table (4) Descriptive analysis of the dependent variable (educational achievement)

School name	Academic achievement		
	Limit	Arithmetic mean	Standard deviation
Hussein bin Rouh	39-98%	68%	21%
Mostafa For distinct	47-90%	75%	14%
Mustafa Scientific	57-85%	68%	11%
Literary Eqila	46-87%	66%	16%
Karkh distinct	63-98%	81%	13%
Salam distinct	69-97%	86%	10%

4.2. Research Hypothesis Test

In this topic, the influence relationship between the independent variable (love, respect, appreciation) with the dependent variable (educational achievement) will be tested in a sample of Baghdad schools, through the hypothesis of the effect using simple linear regression in order. Knowing the strength of attraction and convergence between the research variables, in order to test the main research hypothesis (there is a positive, statistically significant effect of love, respect and appreciation on student's educational achievement).

The main hypothesis: There is a positive and statistically significant effect of love, respect and appreciation on the student's educational achievement

Table (5) The effect of the independent variable on the adopted variable in a number of Baghdad schools

Academic achievement						independent variable (love, respect, appreciation)
Indication	Sig.	R Square	T	F	B	
moral	.000	.168	5.008	12.549	.394	

It is clear from Table (5) related to the simple linear regression test between the independent variable (love, respect, appreciation) with the dependent variable (educational achievement) that the calculated F value for the estimated model was (12.549) at a significance level (Sig > 0.01). Accordingly, the hypothesis is accepted, and this means that there is a significant effect of statistical significance for the variables (love, respect, appreciation) on educational achievement and with a degree of confidence (99%). As shown in Table (5). Through the value of the coefficient of determination (R²) of (.168) it is clear that the variables (love, respect, appreciation) are able to explain (17%) of the changes that occur in the educational attainment of the student in the research sample, and that (83%) is attributed to other variables that were not adopted within the research model, and through the value of the marginal slope coefficient (B) of (.394) it turns out that the increase in the levels of the variables (love, respect, appreciation) by one unit will lead to an increase in educational attainment by (39%) One standard deviation, so the hypothesis is accepted.

5. Conclusions and recommendations

5.1. Conclusions

Through presenting the results and testing the hypotheses, a set of conclusions emerged, as they can be presented as follows:

1. The results of the analysis of influence relations showed the existence of a multiple influence relationship between the three main dimensions (love, respect, appreciation) on the one hand, and the educational achievement of students on the other hand.
2. It is evident from the results of the analysis that the dimension of love has an effect on the student's educational achievement, as an improvement in the relationship between the student and the teacher will lead to an improvement in the student's educational achievement.
3. From the results of the analysis, it becomes clear to us that the respect dimension has an effect on the student's educational attainment. The increase in the level of respect between the student and his teacher has an impact on the student's educational achievement and thus will lead to an improvement in the student's educational achievement level.
4. It is clear from the results of the analysis that the estimation dimension has an effect on the student's educational achievement, as increasing the level of appreciation between the student and his teacher leads to an increase in the student's educational achievement.

5.2. Recommendations

1. The necessity of the school administration's endeavor to improve the leadership relationship between the student and the teacher based on mutual (love, respect, appreciation) in order to raise the level of students' educational attainment to the highest levels and to serve the educational process in general.
2. The necessity of listening to the students' opinions regarding their teachers, in order to identify the best and least giving teachers, to evaluate the teachers' performance in order to achieve the educational goals on the one hand and the students' goals on the other hand.

3. The necessity of establishing an official evaluation mechanism by the Ministry of Education or the competent authorities in order to evaluate the performance of teachers, not based only on the students' grades, but through the students' evaluation of their teachers based on the level of love, respect and mutual appreciation among them.
4. The necessity of adopting the three main dimensions (love, respect, appreciation) as a main subject within the curriculum for preparing and training teachers in the General Directorate of Teacher Training, Training and Educational Development in order to achieve educational goals.
5. The necessity of adopting the three main dimensions (love, respect, appreciation) as a tool for evaluating and differentiating applicants for appointment as a teacher .
6. The necessity for teachers to be involved in training courses to ensure that they are trained to adopt the three variables (love, respect, and appreciation) in order to improve the relationship between the student and the teacher in a way that leads to the achievement of educational goals **Sources:**
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