



Administrative Organization and Its Role in Developing Professional Awareness among English Language Teachers

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Abstract. This study aimed to identify the impact of administrative organization on developing professional awareness among English language teachers by examining the levels of both administrative organization and professional awareness, and analyzing the nature of the relationship between them. The study employed a descriptive correlational approach and included a sample of 200 male and female teachers from schools in Dhi Qar Governorate. Two questionnaires were used to measure both administrative organization and professional awareness, and their validity and reliability were verified using appropriate scientific methods. The results showed that the level of administrative organization was high, with a mean score of 174, which is higher than the hypothetical mean of 120, indicating a clear and organized organizational environment. The results also showed that the level of professional awareness among teachers was high as well, with a mean score of 164, reflecting a high level of understanding and commitment to the requirements of the profession. Furthermore, the results revealed a statistically significant positive correlation between administrative organization and professional awareness, indicating that improved administrative organization directly contributes to enhancing professional awareness among English language teachers. This finding underscores the importance of the organizational environment in shaping teachers' professional behavior and performance. The study recommends developing administrative systems within schools, strengthening professional development programs, and improving communication channels to raise professional awareness and enhance the quality of the educational process.

Keywords: Administrative Organization, Professional Awareness, English Teachers.

1. Introduction

Administrative organization is a cornerstone of the success of educational institutions, as it forms the framework through which human and material resources are managed to ensure the efficient and effective achievement of educational goals. In the context of educational institutions, the role of administrative organization is not limited to procedural aspects alone, but extends to influencing teachers' professional performance and guiding their professional conduct towards greater commitment and development. The clearer, more flexible, and more scientifically based the administrative organization, the more positively it reflects on the school environment and the overall quality of the educational process (Robbins & Coulter, 2018; Mintzberg, 1979).

From a modern educational perspective, school administration is viewed as a dynamic system that affects all elements of the educational process, most importantly the teacher, who is the central figure. Educational literature indicates that effective administration contributes to creating a supportive environment for professional learning and enhances opportunities for teachers' self-development, which is reflected in their professional awareness and classroom practices. Studies by Hoy and Miskel also confirm that leadership and organization within educational institutions play a crucial role in improving the quality of education by enhancing teacher competence and motivation (Hoy & Miskel, 2013).

In the context of English language teaching in particular, administrative organization acquires added importance due to the nature of the subject, which requires an interactive learning environment, the provision of modern teaching tools, and continuous support for teachers. English language teachers need ongoing training and professional development programs, in addition to school administrations that encourage innovation in teaching methods and support the use of modern strategies. Educational studies have shown that effective administrative support contributes to raising the competence of language teachers and enhancing their professional practices (Day & Sachs, 2004).

Furthermore, professional awareness among teachers is a relatively new concept in the field of education. It refers to a teacher's understanding of their educational and ethical roles and responsibilities, and their ability to develop themselves and adapt to educational changes. This awareness is closely linked to the organizational environment in which teachers work, as school administration plays a pivotal role in shaping teachers' attitudes toward their profession through leadership styles, communication systems, and decision-making mechanisms. Fullan's research indicates that teachers' professional development does not occur in isolation from their organizational context, but is directly influenced by it (Fullan, 2007).

Furthermore, an administrative organization based on participation and empowerment contributes to strengthening teachers' professional identity and increases their sense of belonging to the educational institution. The more open the administration is to teachers' opinions and the more supportive it is of their initiatives, the higher their professional awareness becomes, and the more effectively they develop their ability to make educational decisions in the classroom. This is confirmed by Sachs' studies, which link organizational culture in schools to the development of teachers' professional identity (Sachs, 2001). Based on the above, it can be said that the relationship between administrative organization and professional awareness among English language teachers is complementary, with each influencing the other both directly and indirectly. Effective school management is not limited to controlling and organizing work, but extends to building a stimulating professional environment that supports teacher growth and continuous development. Hence the importance of studying this topic to understand how to improve educational performance through developing administrative systems within educational institutions (Mintzberg, 1979; Hoy & Miskel, 2013).

1.1 Research Problem

The research problem lies in determining the extent to which administrative organization impacts the development of professional awareness among English language teachers. Administrative organization is considered one of the fundamental factors that can contribute to improving educational performance and raising the level of professional competence within educational institutions. From this perspective, the research seeks to answer the following question:

Is there a relationship between administrative organization and professional awareness among English language teachers?

The importance of this question stems from the fact that administrative organization represents a fundamental pillar in developing the school environment. It provides an organized administrative framework that helps clarify roles and distribute tasks fairly, thus giving teachers a greater opportunity to focus on developing their professional skills and improving their teaching performance. Effective administrative organization also contributes to creating a stable and motivating work environment that supports creativity and innovation in teaching methods and enhances the level of professional awareness among teachers, which positively impacts the quality of the educational process.

1.2 Research Questions

In light of the research topic concerning the impact of administrative organization on the development of professional awareness among English language teachers, the research questions can be formulated as follows:

- What is the impact of administrative organization on the development of professional awareness among English language teachers?
- What is the prevailing level of administrative organization in schools from the perspective of English language teachers?
- What is the level of professional awareness among English language teachers?
- What is the nature of the relationship between administrative organization and professional awareness among English language teachers?
- Are there statistically significant differences in the level of professional awareness attributable to administrative organization?

1.3 Research Objectives

The research objectives can be formulated as follows:

- To develop a scale for administrative organization and a scale for professional awareness among English language teachers.
- To identify the level of administrative organization among English language teachers in the schools under study.
- To identify the nature of the relationship between administrative organization and professional awareness among English language teachers.

1.4 Research Significance

Theoretical Significance: To add to the knowledge about the relationship between school administration and professional awareness.

Practical Significance: To help school administrations improve their administrative organization methods to raise teacher efficiency.

1.5 Study Scope

- Human Scope: English language teachers in middle schools in Dhi Qar Governorate, Iraq.
- Spatial Scope: Middle schools.
- Temporal Scope: 2026/2027 academic year.

1.6 Definition of Terms

- **Administrative organization:** The set of procedures and regulations that govern work within the school.
- **Professional awareness:** The teacher's understanding of their educational responsibilities and their pursuit of professional development.

2. Theoretical Framework

First: The Concept of Administrative Organization in Educational Institutions

Administrative organization is defined as the process by which activities and human and material resources within an institution are arranged in a way that ensures the efficient and effective achievement of objectives. This includes defining roles, distributing responsibilities, establishing communication channels, and coordinating efforts among employees. In the educational context, administrative organization is a fundamental part of school management, which aims to improve the quality of education through the

management of human resources, primarily teachers (Robbins & Coulter, 2018)

Henry Mintzberg argues that administrative organization in institutions is based on a set of roles and structures that determine how work is carried out and decisions are made within the organization, directly impacting the overall performance of its employees (Mintzberg, 1979). In schools, administrative organization is reflected in the nature of educational work through clear policies, equitable distribution of tasks, and effective school leadership. Professional Awareness Among Teachers

Professional awareness refers to a teacher's understanding of their educational and ethical role, their deep comprehension of the requirements of their profession, and their ability to continuously develop themselves. This concept also includes a commitment to professional values, the ability to make informed educational decisions, and keeping abreast of developments in the field of education. Professional awareness is considered a key indicator of teacher performance quality and the effectiveness of the educational process (Sachs, 2001).

Educational studies confirm that professional awareness does not develop spontaneously but is influenced by multiple factors, including the organizational environment in which the teacher works. School administration plays a pivotal role in supporting or weakening this awareness through leadership styles, communication mechanisms, and professional development opportunities (Day & Sachs, 2004).

2.1 The Relationship Between Administrative Organization and Professional Awareness

Educational literature indicates a close relationship between administrative organization and teachers' professional awareness. Effective school administration contributes to creating a supportive and stimulating work environment for professional learning. The more organized and transparent the administration's policies, the greater the teacher's sense of job security and professional belonging, which positively impacts their awareness of their educational responsibilities (Hoy & Miskel, 2013). Furthermore, participatory and empowering educational leadership contributes to enhancing teacher autonomy and encourages them to take educational initiatives, thereby raising their professional awareness. Fullan noted that teachers' professional development is closely linked to the school's organizational context, and that effective

educational change cannot be achieved without a supportive organizational environment (Fullan, 2007).

2.2 Administrative Organization and the Development of English Language Teachers

Administrative organization is of particular importance in English language teaching, given the nature of the subject, which requires modern teaching strategies, an interactive classroom environment, and continuous support for professional development. English language teachers need school administrations that provide training opportunities, support the use of educational technology, and encourage the application of innovative teaching methods.

Studies indicate that schools with effective administrative organization contribute to improving the performance of English language teachers by providing ongoing professional development programs, fostering collaboration among teachers, and offering constructive feedback (Day & Sachs, 2004). This, in turn, leads to raising their professional awareness and increasing their ability to deal with classroom challenges.

2.3 The Role of School Administration in Developing Professional Awareness

School administration plays a pivotal role in building professional awareness among teachers through several mechanisms, including leadership style, internal communication systems, providing professional development opportunities, and involving teachers in decision-making. A democratic approach to administration enhances teachers' self-confidence and increases their sense of professional responsibility.

Furthermore, providing a positive organizational environment contributes to fostering a culture of lifelong learning within the school, making teachers more prepared to develop their skills and keep up with educational advancements. Sachs emphasized that the organizational culture in the school plays a crucial role in shaping the teacher's professional identity and enhancing their awareness of their educational role (Sachs, 2001).

2.4 Summary of the Theoretical Framework

It is clear from the above that administrative organization is a fundamental factor in developing professional awareness among English language teachers, as it directly impacts the school work environment and the professional development opportunities available to teachers. The relationship

between them is complementary; effective administrative organization contributes to raising the level of professional awareness, which in turn leads to improved quality of education and more effective achievement of educational goals.

2.5 Previous Studies:

- This section presents a selection of previous studies relevant to the research topic, providing a brief summary of each study outlining its objectives, methodology, and key findings. This helps to develop a comprehensive understanding of the relationship between administrative organization and teachers' professional awareness.

Mintzberg (1979) Study: This study aimed to analyze the administrative organizational structures in institutions and identify their different patterns. The researcher relied on a structural theoretical approach in studying administrative organizations. The results showed that organizational structure directly affects decision-making processes and workflow within an institution, and that flexible organization contributes to improved professional performance for employees, including in educational institutions.

- Sachs (2001) Study: This study aimed to analyze teachers' professional identity and the factors influencing its formation. The researcher used a qualitative approach by analyzing educational discourses related to the teaching profession.

The study concluded that organizational culture within the school plays a pivotal role in building the teacher's professional identity, and that participatory and empowering management styles contribute to enhancing teachers' professional awareness and increasing their sense of belonging to the profession.

Day & Sachs (2004) Study: This study addressed the topic of continuous professional development for teachers and its relationship to the school environment. The study employed a comparative analytical approach to several international models of teacher development.

The results indicated that professional development programs are more effective when supported by school administration, and that good administrative organization contributes to providing continuous training and learning opportunities for teachers, leading to increased professional competence and awareness.

- Fullan's Study (2007): This study aimed to analyze the relationship between educational change and

teachers' professional development, focusing on the role of the organizational environment in supporting this change. The researcher adopted a theoretical analytical approach by reviewing educational literature related to educational reform.

The study's findings showed that the success of any teacher professional development depends heavily on the existence of a supportive school organizational environment, and that effective school leadership is a crucial factor in promoting teachers' professional growth and raising their awareness of their educational role. The study also emphasized that change cannot succeed without teachers' participation in the decision-making process.

- **Hoy & Miskel's Study (2013):** This study aimed to clarify the impact of school administration on teachers' behavior and performance within educational institutions. The researchers used a descriptive-analytical approach by analyzing educational administration theories. The study concluded that effective administrative organization contributes to improving the school work climate and positively impacts teacher motivation and professional performance. The results also showed that good organizational leadership enhances teachers' professional commitment and raises their awareness of their educational responsibilities.

- **Robbins & Coulter (2018) Study:** This study focused on the fundamental concepts of management and organization in various institutions, including educational institutions. The study adopted a theoretical and analytical approach to explain management functions.

The results showed that effective administrative organization depends on a clear organizational structure and defined roles, which leads to improved overall employee performance. It also demonstrated that organizational clarity contributes to reducing administrative chaos and enhances professional efficiency within the institution.

2.6 Analysis of Previous Studies: Similarities and Differences

Previous studies shared a common focus on the importance of administrative organization and its impact on teachers' professional development and performance. Most studies agreed that effective school administration contributes to creating a supportive educational environment that enhances teachers' professional awareness and improves the quality of teaching. For example, the studies of Michael Fullan,

Wayne Hoy and Cecil Miskel, and Christopher Day & Judyth Sachs emphasized the role of leadership, organizational climate, and professional development in strengthening teachers' professional competence and awareness

In terms of methodology, most previous studies adopted descriptive, analytical, or theoretical approaches, relying mainly on literature reviews and conceptual analysis. Some studies, such as Sachs (2001), used qualitative methods to examine teachers' professional identity, while others, such as Hoy & Miskel (2013), focused on administrative theories and organizational behavior in schools

Despite these similarities, the studies differed in their specific objectives and areas of focus. Fullan (2007) concentrated on educational change and teacher participation in decision-making, whereas Mintzberg (1979) focused on organizational structures and their impact on institutional performance. Robbins & Coulter (2018) examined administrative organization from a general management perspective, while Day & Sachs (2004) emphasized continuous professional development and training opportunities for teachers. Another important difference lies in the educational context. Most previous studies were conducted in international or general educational settings and did not specifically address English language teachers in Iraqi schools. In addition, previous studies often focused on either administrative organization or professional development separately, whereas the current study investigates the direct relationship between administrative organization and professional awareness simultaneously

2.7 What Distinguishes the Current Study?

The current study is distinguished by its focus on the relationship between administrative organization and professional awareness among English language teachers specifically within the Iraqi educational context, particularly in schools of Thi Qar Governorate. It also combines two important variables in one empirical study and uses a descriptive correlational approach to identify the nature and strength of the relationship between them.

Unlike many previous theoretical studies, the current study relies on field data collected directly from English language teachers through validated questionnaires, which provides more realistic and practical findings related to the school environment.

3. Research Methodology

The study adopted a descriptive correlational approach as it was suitable for the nature of the research.

3.1 Research Population

The study population consisted of all English language teachers in intermediate and secondary schools in Thi Qar Governorate, Iraq.

3.2 Research Sample

A stratified random sample of (200) male and female English language teachers was selected.

3.3 Research Instruments

First: Administrative Organization Questionnaire

This questionnaire consisted of (40) items distributed across four domains:

- 1-Leadership and Administrative Supervision
- 2-Administrative Communication
- 3- Decision-Making
- 4- School Organization and Environment

Second: Professional Awareness Questionnaire

This questionnaire consisted of (40) items distributed across four domains:

- 1-Self-Development Professionalism
- 2- Teaching Competence
- 3- Professional Commitment
- 4-Educational and Technical Awareness

The researcher used a five-point scale of alternatives: strongly agree, agree, neutral, disagree, and strongly disagree.

3.4 Instrument Validity

The questionnaires were reviewed by a panel of experts to ensure their face validity.

3.5 Instrument Reliability

Reliability was calculated using Cronbach’s alpha coefficient and the result was (0.889).

Reliability was calculated using Cronbach’s alpha coefficient.

3.6 Statistical Methods

The following were used:

- Arithmetic mean and standard deviation
- Pearson correlation coefficient
- Simple linear regression analysis
- t-test or ANOVA when needed

Table (1) shows the arithmetic mean, standard deviation, and hypothetical mean of the administrative organization scale.

| Variable | Sample | Arithmetic Mean | Standard Deviation | Hypothetical Mean |
|-----------------------------|--------|-----------------|--------------------|-------------------|
| Administrative Organization | 200 | 174 | 5,660 | 120 |

The results in Table (1) indicate that the arithmetic mean for the administrative organization variable was (174), significantly higher than the hypothetical mean of (120), reflecting a high level of administrative organization among the sample. This substantial difference between the two means cannot be considered merely numerical; rather, it represents a significant indication that the respondents deeply understand the importance of organization within the work environment, whether in terms of clear roles, defined responsibilities, or adherence to established procedures and regulations.

It is also noteworthy that the standard deviation value (5.660) was relatively low, indicating a high degree of homogeneity in the responses of the sample. This means that the majority of individuals share a positive assessment of the level of administrative organization, which enhances the reliability of the results and reduces the likelihood of sharp differences in opinions. This homogeneity may be attributed to the similarity

of the organizational conditions in which the individuals work, or to the presence of clear and consistently applied administrative policies within the organization.

This high level of administrative organization can be understood in light of several interrelated factors. Modern management relies heavily on planning and organizing as two essential functions to ensure the efficient and effective achievement of objectives. When these functions are properly implemented, they directly impact employees' understanding of the nature of their work, contributing to reduced job ambiguity and enhanced organizational discipline. A clear organizational structure, effective communication channels, and a well-organized control system all contribute to instilling a sense of organizational responsibility in employees.

These findings align with Henri Fayol's theory of management, which emphasizes that organization is a

fundamental function of management, alongside planning, directing, and controlling, and that the success of any organization depends largely on the efficiency of its internal organization. They also resonate with Max Weber's theory of bureaucracy, where he demonstrated that clear rules, procedures, and hierarchical structures contribute to stability and efficiency within organizations.

Furthermore, modern literature confirms that effective organizational structure leads to improved organizational performance, increased productivity, and enhanced employee satisfaction, thanks to the well-defined work environment it provides, minimizing duplication and overlap in tasks. Good organization also facilitates decision-making and strengthens an organization's ability to adapt to environmental changes. These results can be

considered a positive indicator of the maturity of the administrative system in the study environment. A high level of administrative organization is often associated with effective leadership, well-considered administrative policies, and training programs aimed at developing human resources. This high level may also reflect the commitment of individuals to rules and regulations, indicating an organizational culture that supports discipline and institutional work.

However, it should be noted that these results, while positive, may be influenced by subjective factors such as individuals' perceptions or their tendency to respond, as well as reflecting a specific point in time. Therefore, generalizing these results requires further studies that consider other variables, such as administrative leadership, job satisfaction, and the organizational environment.

Table (2) shows the arithmetic mean, standard deviation, and hypothetical mean for the occupational awareness scale

| Variable | Sample | Arithmetic Mean | Standard Deviation | Hypothetical Mean |
|------------------------|--------|-----------------|--------------------|-------------------|
| Professional Awareness | 200 | 164 | 6,732 | 120 |

The results for the professional awareness variable reveal a high level among the sample, with a mean score of 164, significantly higher than the hypothetical mean of 120. This indicates that the individuals possess a high degree of professional awareness related to the nature of their work and responsibilities. This high score is not merely a numerical difference, but reflects an important cognitive and behavioral dimension: the individuals' understanding of the requirements of the profession and their commitment to its values and ethical standards.

Notably, the standard deviation (6.732) was relatively low, indicating a convergence in the responses of the sample members. This reflects a homogeneity in their level of professional awareness. This homogeneity can be explained by shared factors among the sample members, such as similar educational backgrounds or exposure to similar training experiences, as well as their likely affiliation with an organizational environment that adopts clear standards of professional conduct. In interpreting these results, it can be said that professional awareness is not formed randomly, but rather is influenced by several interconnected factors, most notably the level of academic qualification. Formal education contributes to solidifying professional concepts and enhancing the ability to make responsible decisions in the workplace. Practical experience also plays a pivotal role in refining this awareness, as individuals gain a deeper understanding of professional challenges and how to deal with them effectively through direct experience. Furthermore, the role of organizational culture cannot

be overlooked, as it serves as a governing framework that guides individual behavior and reinforces their commitment to professional values.

These findings align with Donald Super's theory of professional development, which emphasizes that professional awareness develops gradually throughout the stages of a career, influenced by the interaction between the individual and their environment. They also conform to John Holland's model, which highlights the importance of matching individual characteristics with the requirements of the professional environment, as this alignment leads to enhanced job satisfaction and professional awareness. Similarly, organizational psychology literature indicates that individuals with a high level of professional awareness are more committed to organizational goals and more adaptable to workplace changes. From a deeper analytical perspective, these results can be viewed as a positive indicator of the effectiveness of training programs or adopted institutional policies (if any), which may have contributed to enhancing this level of awareness. They may also reflect the nature of the work itself, especially if it requires a high degree of responsibility or adherence to rigorous professional standards, thus motivating individuals to continuously develop their awareness.

However, despite these positive results, they should be treated with scientific caution, as relying on a single measurement tool may not reflect all dimensions of professional awareness, and contextual factors (such

as the social environment or work-related pressures) may influence individuals' responses. Therefore, future studies should expand the scope of the analysis to include other relevant variables, such as job satisfaction or organizational commitment, to build a more comprehensive picture.

Based on the above, it can be said that the high level of professional awareness among the sample group represents a fundamental pillar upon which to build in order to enhance institutional performance and achieve work objectives, especially if supported by ongoing training policies and a motivating work environment.

Table (3): Correlation ship values between administrative organization and professional awareness of English language teachers

| Variable | Arithmetic Mean | Standard Deviation | Correlation coefficient | Value of (t) | | Sig |
|-----------------------------|-----------------|--------------------|-------------------------|---------------|-------------------------|-------|
| Administrative Organization | 174 | 5,660 | 9,533 | Tabular value | ¹ Calculated | 0.000 |
| Professional Awareness | 164 | 6,732 | | 11.899 | 1,899 | |

The table results show a correlation between the variables of administrative organization and professional awareness. The calculated t-value (11.899) is significantly higher than the critical value (1.987) at a significance level of 0.05. Furthermore, the significance level (Sig = 0.000) indicates that this relationship is highly statistically significant.

working within a well-organized administrative system are better able to grasp and adhere to the demands of their profession.

These results mean that the relationship between the two variables is not random, but rather a real relationship that can be generalized to the original population. Since the correlation is described as "simple," this indicates a direct relationship between the two variables without the intervention of mediating variables in this analysis.

The positive and significant relationship between administrative organization and professional awareness can be explained in light of several classical and modern frameworks and theories in the fields of management and organizational psychology. These frameworks emphasize that the organizational environment is a crucial factor in shaping individuals' behavior and professional attitudes.

Comparing the calculated t-value with the critical value reveals a significant difference in favor of the calculated value. This strengthens the statistical inference and confirms the rejection of the null hypothesis, which assumes no relationship, and the acceptance of the alternative hypothesis, which indicates a significant correlation between administrative organization and professional awareness.

In this context, Henri Fayol's theory is a significant theoretical foundation. He asserted that organization is a fundamental function of management, aiming to arrange resources and clearly define responsibilities and relationships within the organization. According to this theory, a clear organizational structure and defined roles contribute to reducing job ambiguity, which positively impacts individuals' understanding of their professional roles and, consequently, enhances their professional awareness. Max Weber's bureaucratic theory also offers an important explanation for this relationship. It posits that an organization based on clear formal rules, a defined hierarchy, and standardized procedures leads to stability and efficiency within institutions. This type of organization helps individuals understand precisely what is expected of them and reinforces their commitment to professional standards, thereby raising their professional awareness.

This significant relationship suggests that the higher the level of administrative organization within the institution, the higher the level of professional awareness among employees. This can be explained by the fact that effective administrative organization provides a well-defined work environment where roles and responsibilities are precisely defined. This helps individuals better understand the nature of their work and enhances their awareness of the required professional standards.

From a modern perspective, the literature on organizational behavior confirms that effective administrative organization contributes to creating a clear and coordinated work environment. This reduces stress and confusion among employees and increases their ability to focus on their tasks and understand their professional dimensions. Researchers Robbins and Judge argue that clear organizational structures and

Good organization also contributes to improved communication channels, clarified procedures, and reduced job ambiguity—all factors that lead to increased professional awareness. Individuals

coordinated work systems enhance individuals' awareness of the importance of their roles within the organization and increase their commitment to sound professional conduct.

Furthermore, this relationship can be explained in light of role theory, which suggests that clear roles and their associated expectations contribute to improved individual performance and increased awareness of job requirements. The clearer and more defined the administrative structure, the better equipped individuals are to understand their professional roles, resulting in more conscious and disciplined behavior.

Furthermore, administrative structure enhances communication channels within the organization, enabling effective information exchange between different management levels. This, in turn, helps individuals understand professional policies, procedures, and standards, raising their awareness and strengthening their ability to make sound professional decisions.

Therefore, the relationship between administrative structure and professional awareness is a logical and explanatory one, supported by management and organizational theories. The structure acts as a framework guiding behavior, while professional awareness reflects this framework in individuals' perceptions and actions at work.

4. Conclusions

- The results showed that the level of administrative organization among the sample members was clearly high, as the arithmetic mean exceeded the hypothetical mean by a significant margin, indicating a clear and disciplined organizational environment.
- The low standard deviation for administrative organization indicates a homogeneity in the opinions of the sample members, reflecting a general agreement on the effectiveness of the organization within the institution.
- The level of professional awareness among the sample members was also found to be high, indicating their advanced understanding of the nature of their work and their professional responsibilities.
- The convergence in the individuals' responses regarding professional awareness suggests the influence of common factors such as training, experience, and organizational culture in shaping this awareness.

- A statistically significant positive correlation exists between administrative organization and professional awareness, meaning that improving the level of administrative organization leads to enhanced professional awareness among English language teachers.
- The results confirm that a clear organizational environment, characterized by defined roles and procedures, contributes to reducing job ambiguity and increasing individuals' understanding of their job requirements. 7. The results support theoretical arguments in management and organizational psychology that view administrative organization as a fundamental factor in guiding teachers' behavior and enhancing their professional awareness.

5. Recommendations:

- The need to strengthen and develop administrative organization systems within institutions by continuously updating organizational structures and clarifying authorities and responsibilities.
- Attention should be given to preparing and implementing training programs aimed at developing employees' professional awareness and linking them to actual work needs.
- Work should be done to improve organizational communication channels to ensure the smooth flow of information and the clarity of instructions and procedures.
- The organizational culture should be strengthened to encourage commitment and professional discipline and support ethical values in the workplace.
- Future studies should be conducted that link administrative organization with other variables such as job satisfaction, institutional performance, and organizational commitment.
- Methods of continuous monitoring and evaluation should be adopted to measure the level of administrative organization and professional awareness, and work to address weaknesses.
- Administrative leaders should be encouraged to adopt modern management methods based on effective planning and organization, given their direct impact on raising employee efficiency. 8. Providing a stimulating work environment that supports creativity and initiative, which contributes to enhancing

professional awareness and improving the overall performance of the organization.

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