

The role of the school psychologist in ensuring the quality of teaching from the point of view of teachers: Field study

دور الإحصائي النفسي المدرسي في ضمان جودة التدريس من وجهة نظر الأساتذة

دراسة ميدانية

سمية بن ساعد * Somia Bensaad

Somia.bensaad@univ-constantine2.dz

Psychologie/ University of constantine2/ Alegria

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Abstract:

The study aims to Analyse the roles or contributions of the school psychologist in teaching from the point of view of teachers at a rural School in the wilaya of Batna, Algeria.

The prescriptive curriculum was used based on a group case study method and data collection through a series of half-oriented interviews with 18 teachers in middle education, aged 33 to 60, which reached the following results: The school psychologist plays a guiding role in designing lesson methods collaboratively with teachers methodological observations that contribute to enhancing teachers' higher thinking skills and improving the practice of the learning process, The school psychologist supports the innovation of modern teaching strategies and the development of critical thinking skills for teachers and thus the generation of creators in the educational context no difference between teachers in assessing the role of a school psychologist attributable to Sex and Age variables.

Keywords: School psychologist; Quality of educational Outputs; Teachers; Psychological accompaniment; Teaching.

ملخص

هدفت الدراسة الى تحليل أدوار أو مساهمات الإحصائي النفسي المدرسي في التدريس من وجهة نظر المعلمين في مدرسة ريفية بولاية باتنة الجزائر.

منهجية: تم استخدام المنهج الوصفي اعتمادا على أسلوب دراسة حالة جماعية ، و جمع البيانات من خلال اجراء مجموعة من المقابلات نصف الموجهة مع 18 معلما ومعلمة في التعليم المتوسط ، تتراوح أعمارهم بين 33 و 60 عاما .

أهم النتائج :

- يلعب المختص النفسي المدرسي دور توجيهيا في تصميم طرق الدروس بشكل تعاوني مع المعلمين.

- يقدم المختص النفسي المدرسي ملاحظات منهجية تساهم في تعزيز مهارات التفكير العليا للمعلمين وتحسين ممارسة العملية التعليمية.

- يدعم المختص النفسي المدرسي ابتكار استراتيجيات التدريس الحديثة وتطوير مهارات التفكير النقدي للمتمدرسين و بالتالي توليد المبدعين في السياق التعليمي .

- لا يوجد اختلاف بين المعلمين في تقييم دور الإحصائي النفسي المدرسي تعزى لمتغير الجنس و السن .

كلمات مفتاحية: الإحصائي النفسي المدرسي ؛ الجودة التعليمية ؛ المرافقة النفسية ؛ الأساتذة؛ التدريس.

* - Corresponding author: somia.bensaad@univ-constantine2.dz.

1-Introduction

Schools in the world are uniquely placed to meet the intellectual and behavioral needs of children and adolescents because about 95% of them, aged 6 to 17, go to school. However, little is known as the recruitment of psychosocial services professionals in schools and the highlights of their roles. Especially when their employment has become a necessity at various levels of study and composition in various situations. The school psychologist is an important component of the school, according to the results of studies in the countries of the world, that 75% of pupils who have benefited from pedagogical attendance from school psychologists have increased their results from the middle to the good level. And the role of the school psychologist is also to accompany and contribute to solving educational problems. The European countries, such as France, are concerned with psychological accompaniment through a series of national meetings and symposiums (Manor, 2003).

The main objectives of the study are to determine the perspective of teachers in schools, the direction of the school psychologist and the examination of his role in ensuring the quality of educational outputs.

*** Definition and Previous studies**

a) Definition of school psychologist:

A school psychologist is a person who works in the school field with the aim of helping students in all aspects so that they can adapt to the school environment and the surrounding community environment as well as helping them leads their academic and professional lives (Al-Tarwani, 2007:14).

A person who cares for a student in the school environment through interaction and communication with learners, their families, teachers, and school administration, focusing primarily on problems and difficulties that may hinder the teaching and learning process.

(Mohammed Bouallaq, 2010:82).

It can also be defined as the person responsible for classifying students and providing them with assistance to adapt to the school environment).

Previous studies

Study of Alzagalil and Alsharaa 1998 aims to reveal the roles that the specialist actually plays in the school and whether these roles vary according to gender variables. The sample consisted of 230 of the various directorates of education in Jordan. It was found that the most practicable roles were in the development of individual mentoring programs for students. It provides them with information, prepares guidance leaflets for students and parents and then helps them to prevent disorders and problems. It has been found that there are statistically significant differences between the scientific qualifications of the guides in the exercise of five functions and that there are

statistically significant differences in the practice of the guiding quarters according to the specialization variable (AL-zaghalil Ahmed, Al-Sharaa Hussein, 1998: 165-190).

Carol's 1993 study: aims at identifying the roles and functions of the school psychologist conducted on a volume sample of 95, from the United States, the results of which showed the most roles by school psychologists: psychological and educational counseling provided to students and parents, teachers, coordination activities, problem solving (Carole, 1993: 216-226).

Miller (1988) study aims to identify the tasks of the school psychologist in middle and high school. The sample consisted of 498, distributed according to the academic level of the schools in which they work. It also designed a questionnaire to assess the tasks performed by the mentor, which showed that the most practiced by specialists are respectively: Applying individual and collective guidance, providing professional services at the secondary level.

Fitz Gerard wasibo study aims at a professional analysis of the career behavior (work behavior) of school psychologists, the two researchers prepared a questionnaire that wishes 64 career behaviors applied to 323 school psychologists, and the problem of studying is centered about what do the guides realistically work in their jobs? What behaviors are most important for their terminated performance? The results show that the work of the school psychologist is respectively:

- Individual and collective guidance
- Training and supervising the provision of signals
- Administrative and research (Miller, 1988:88-93).

Furlong and others (1979): Comparison of Educational Guides. Roles and Functions and What They Consider to Be More Important. This study aims to discuss the previous title. The results of this study are different from those of subsequent studies, where I show that there is no difference between the guiding roles that the guide actually exercises and the roles that he sees as more important, replied (82) Guides from California State Schools to the Study Identification (14) A guiding role. The results indicated that there was a congruence between de facto guiding roles and those most important for mentors: Individual and collective counseling, psychological and educational counseling for school principals and teachers and helping students understand their potential and then helping parents understand and deal with the problems of their children. The difference between the results of this study can be explained by the order of dimensions as each dimension represents an indicative role. Each dimension contains a set of paragraphs. And views may be similar between mentors and other stakeholders to the importance of the roles to be exercised by the mentor.

2- Methods

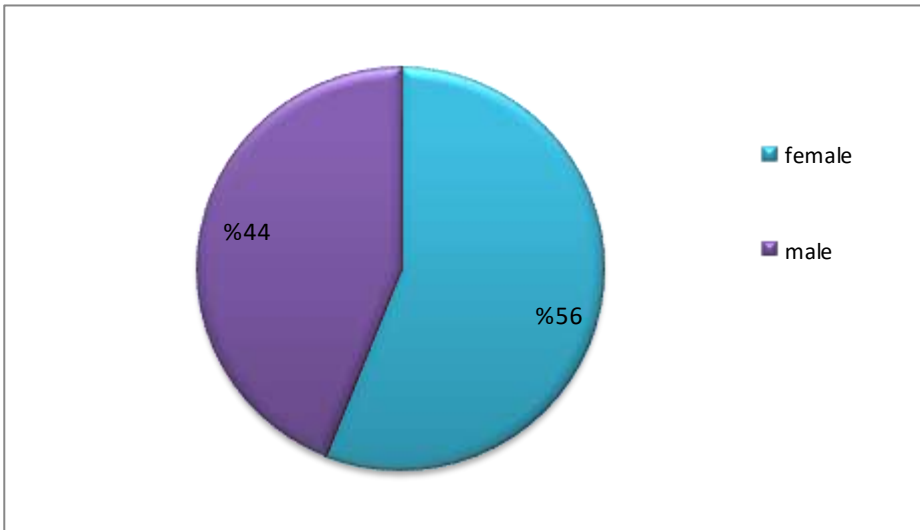
a) Curriculum:

The analytical descriptive approach has been used and the content analysis method has been used as one of the methods of qualitative analysis to analyze the data collected and open questions.

B) Participants:

The study population consists of a group of teachers in the middle school "Saghour Alarabi" in Batna, Algeria, for the academic year 2024-2025.

A sample of them was selected in a simple random way that included 18 teachers, including 10



females and 08 males.

Fig (1): the variable sex

Source: (From the preparation of the researcher based on the outputs EXCEL)

c) Tool:

In order to carry out the study and gather as much information about it, the interview instrument, one of the most used techniques in behavioral research, is a deliberate method of data collection, based on the construction of a personal relationship in a structured and meaningful oral dialogue (Mezian, 2002:102).

We note that the technique of semi-guided interviews has been adopted and applied. The category of teachers covered different ages, ranging from 33 to 60 years.

3- Results

The standard interview manual was as follows:

After welcoming and thanking the teacher, he gave us the opportunity to talk to him and to meet some information concerning his point of view according to the role of the school psychologist in Algerian schools, and to note that the purpose of these interviews is that their results will be used for scientific research. The beginning of the attempt to identify some of the teacher's general information was: Sex - age, while the second aspect is the following axes:

- The diagnostic role of the school specialist.
- Psychological escort.
- Tracking and guidance.
- Training.
- Organization of school activities.
- Therapeutic role and problem solving.

Table 1. The results of the analysis of the dimensions of the psychologist's role in the school

Dimension	Categories	Recurrence of categories	Percentage	Total Percentage
Facilities	-Diagnosis and counseling.	10	25%	40%
	-Training and supervision	09	22.5%	
	-Provide them with information.	07	17.5%	
	-Preparation of pupils guidance leaflets.	07	17.5%	
	-Preparation of guidance leaflets for parents and teachers.	07	17.5%	
Guidance	-Development of mentoring programs.	15	10.63%	40%
	-Helps them make decisions.	15	10.63%	
	-Helps them make decisions.	10	07.09%	
Problem.Solving	-Administrative Workers Assistance .	10	07.09%	35%
	-He has social relationships.	09	06.38%	
	- Focuses on pupils			

	misconduct and control.	09	06.38%	
	- Assistance in the prevention of disorders.	07	04.96%	
Creativity	-Encourages new ideas.	14	09.92%	35%
	-Has verbal ability.	11	07.80%	
	-Development of coordination activities.	10	07.09%	
Quality .Development	-Consciousness and development of the practitioner's hidden powers.	12	08.51%	31%
	-Using modern methods.	10	07.09%	
	-Master his work.	09	06.38%	

Source : (From the preparation of the researcher based on the outputs SPSS)

Comment:

After presenting the results of the content of the interviews, the results were grouped by categories of analysis into (05) conceptual categories: psychological accompaniment, guidance, and problem solving, quality and creativity development.

After analyzing the data of the overall interviews of the responses of the sample individuals using the content analysis method, which is one of the methods aimed at objective description, this is in order to give quantitative explanations and how to reach the true meanings and connotations of the phenomenon studied, the following analysis of the results reached.

4- Discussion

After conducting interviews that were half-targeted with a group of 18 teachers and we came up with a great deal of data. We disaggregated the content of the interviews using the content analysis method. In order to analyze these results, we grouped them into 05 conceptual categories of analysis, namely, catalysts (escorts, problem solving, guidance, quality and creativity).

According to the results of the research, the most answers by teachers belong to the first category of psychological accompaniment:

For the category "facilities", participants consider that a school psychologist is the person who protects pupils from certain negative and harmful psychological factors, which is consistent with the research (Ersever, O.G., 1992). On this subject, it is accepted that providing information to managers, teachers and parents on ways to deal with problematic attitudes before they occur and psychological or physical problems as pupils with special needs has useful results and a positive perception regarding these services.

After the "orientation" category, the second most, one of the main objectives of the services of the school psychologist is to help the individual know his abilities, interests and needs, and to make the most correct decisions. Among the services provided to achieve this goal is the guidance service according to the results of the study. It can be noted that the third category with the most responsive is the category of "problem solving" when considering perceptions, as well as a solution-oriented approach focused on pupils' erroneous behaviors. In many research on this, it has been noted that teachers in schools expect school psychologists and guidance counselors to help teachers solve their personal, social and educational problems (Şahin, 2010).

In the fourth category, "creativity", it was explained that the school psychologist is someone who creates awareness in people around him and makes them discover the abilities they possess. As previously stated, the ultimate goal of the school psychologist services is to help the individual know himself, to be aware of his hidden forces, and to help develop these forces to the highest level.

For the fifth category, "Quality and development", the school psychologist encourages the use of modern teaching methods that stimulate critical thinking among teachers, by guiding teachers towards T-strategies and referring other results within the scope of the study. No changes were observed among teachers when comparing the conceptual categories according to the sex or age of the employee as we found that teachers had parallel opinions about the services offered by the school psychologist,

From the teacher's point of view at the school in question, the school psychologist is an important partner in improving the quality of teaching and the educational climate. They consider that the school psychologist provides them with valuable support in several aspects, including:

- Mentoring and collaboration: The psychologist acts as a guide to assist teachers in designing and implementing effective learning strategies tailored to students' psychosocial needs, making lessons more influential and attractive.

Improving educational skills: The psychologist provides constructive and systematic feedback to teachers, helping them improve their educational practices and develop critical and creative thinking skills, thereby enhancing their ability to deal with teaching challenges.

Psychological and educational support for pupils: A psychologists play a major role in promoting students' psychological well-being, contributing to reducing behavioral problems that may affect the course of the educational process.

Help with Problem Solving: A psychologist offers practical strategies that help teachers solve problems faced by students whether behavioral, social or educational, thus making the class environment more stable. Teachers consider that the role of a school psychologist directly

contributes to enhancing the quality of teaching and achieving an ideal learning environment that helps the development of students and teachers together.

5- Conclusion

The school psychologist is a critical element in improving the quality of teaching and supporting the educational environment in general. Through his guiding and psychological role, the specialist contributes to enable teachers to develop their professional and educational skills and help them to deal with teaching challenges in more effective and creative ways. It also provides direct psychological support to pupils, helping them overcome personal and behavioral obstacles that may hinder their academic development.

Furthermore, the psychologist plays a preventive role by providing strategies to improve the school climate and reduce behavioral problems. This contributes to a healthy learning environment that enhances pupils' ability to learn and grow in the school community and so his role is not just to accompany and support psychologically. It extends to the positive impact on the quality of educational outputs by improving the overall performance of both teachers and pupils.

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