

SCHOOL PSYCHOLOGIST AND ITS POSITIVE ROLE IN EDUCATIONAL PROCESS IN SCHOOL

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ABSTRACT

The school psychologist is an integral and very important part of the school. Almost every school psychologist's role is more than necessary, not excluding the indispensable role of teachers. Recognizing how the school operates, policies and issues related to the education system, the situation chronic school typology of behavioral or learning difficulties, school psychologist identifies and intervenes in issues dealing with student behavior in school and their learning. This study aims to prove the hypothesis that: The school psychologist is an integral and very important part of the learning process at school. The aim of this study is:

- To highlight the positive role of the school psychologist as cooperative with school staff in terms of planning the school, the learning process;
- To highlight the positive role of the school psychologist in the inclusion of students with psycho - social and psychological public schools;
- The individual findings compare with the experience of studies on the role of the school psychologist in the educational process at school.

Empirical data was received through the survey method in two general schools, specifically school "Vasil Kamami", where psychological service is present and the other in "Kostandin Shpataraku", where the service is lacking. Also, they developed semi-structured interviews with teachers, students of these schools. The analysis of the study showed that the school psychologist is an integral and very important in terms of school learning process.

INTRODUCTION

The teaching process is the main link in the process of active logical acquisition of scientific knowledge, which is multilateral, multi-stakeholder and influenced by many factors. This process reaches productive function best when the relationship teacher - student - parents - community. As in every link other social activities in this process problems arise from the general to the more specific, such as problem management learning process, problems motivating learners, issues of student assessment, problem of abandonment school, problems in school violence, the different forms etc. most.

Establishment of school psychological services in Albania came as a result of the findings of a number of problems arising in our schools after 90s - to as: fear, experimentation with drugs, alcohol, suicide, abandonment of school (Manual for Schools 2007, 113), which came as a result of the many problems that arose at this time in the Albanian society, emerged from a closed society. Earlier, experts Karaj and Tamo (2006) recommended to extend the psychological service in all educational institutions and social care (Tamo and Karaj, 2006, 12).

School psychologist, based on the Manual of the School Psychologist (2008), collaborates with the teaching staff of the school, the beginning of the school year, giving his help through counselling in planning the annual program of the semester, as can a curriculum fit a case,

given the level of skills or learning skills, extracurricular hours in drafting, advising that the curriculum to fit children of different skills, as well as during the school year in modifying and improving methods teaching, orientation and attention of teachers in terms of respect for the personality of students, finding the most effective solutions to the problems of learning and behavior of students, based on the specific nature of the student or his problems in behavior.

An important role school psychologist is the counselling of students with psycho - social as well as students with disturbances of affective disorder, children with problematic behavior, students with learning disabilities, students with disabilities (in terms of their inclusion in the learning process). Since the introduction of psycho - social service in schools and pre-university system in 2008, this service operates in all schools in urban areas, while this service, so important for the overall development of students, is not able in rural schools.

METHODOLOGY

The research is based on issues dealing with the learning process at school, problems of teaching and learning, problems of relations director - teacher-students - community of parents, pedagogical introduction to the structure of the school psychologist profession, role and the concrete activities which mean this new designation for the development of a modern process in our schools settlement concerns arising from the dynamics of the learning process, as well as social and psychological factors, the real contribution of the school psychologist.

The search is carried out through the following instruments:

- 1- Use of literature;
- 2 Polls
- 3- semi-structured interviews

The literature was used to provide an overview of contemporary about the problems of general educational process, the history of the school in years in our country, the role that the school psychologist has in the learning process at school in terms of cooperation with educational staff in school, about the work that makes school psychologist with students exhibiting psycho - social and psychological, academic difficulties in school.

Surveys were made possible in the general secondary schools, the school "Vasil Kamami", where there is founded the psychological service. This school is located in an urban area and in "Kostandin Shpataraku", which lacks the psychological service. The school is located in a rural area. It surveyed a total of 300 students, 150 students surveyed in "V.Kamami" and 120 students surveyed in "K. Shpataraku ". Students surveyed belonged grades ten, eleven and twelve.

Semi-structured interviews were conducted with two head teachers, school principal, "V.Kamami" Mrs. Vojsava Kushi, director of the school in Fushe - Bual, Mr.Jonuz Beqiri. Also they interviewed two teachers from the school "V.Kamami" Luljeta Sinani, caregivers grade teacher XII B and M. Dervishi, teacher X guardian class-A and class XII student in school "V.Kamami". During the conduct of surveys and interviews they were kept strictly ethical principles. The process of data collection through the three instruments lasted six months continuously.

Limitations

But such as in every study, we also encountered here some restrictions that have hampered the collection of information. It is worth noting that this study cannot be generalized to all pre-university schools.

RESULTS AND DISCUSSION

The results obtained from the survey in general schools "Vasil Kamami" and "Kostandin Shpataraku". According to the survey, conducted in two schools, one in an urban area and another in a rural area of Manchester, and, respectively, in "Vasil Kamami" and "Kostandin Shpataraku", about the role that the psychologist school has to help the process learning - education, is as follows:

1- Regarding the question whether you have information about the school psychologist, the 150 students surveyed in "V.Kamami", 132 or 88% of them answered that they have the information, and 18 students or 12% answered negatively, although in this school has a school psychologist.

While in "Kostandin Shpataraku" of the 120 respondents, 88 students or 73% of them claim to have information, while 32 or 27% of the respondents answered that they have no information what the school psychologist.

2- Regarding the question whether psychologists have ever been to school, from 150 respondents to school "V.Kamami", only 22 students or 19% of the respondents claim to have been in the school psychologist's office, while 128 students, or 81% of them deny this.

The students of "K.Shpataraku" have answered 100% negative response, because school psychologies has lacked here.

3- It is important that, although a small number of attendance of the school psychologist's office, have managed to overcome the difficulties or concerns you have, in cooperation with the school psychologist. 22 students from the school "V.Kamami", claiming they had been to the school psychologist for help, 18 or 82% of them claim that the school psychologist assistance was provided to overcome the difficulties that they have had.

As for students of "K.Shpataraku" this question is left blank.

4- The survey data speak to the good work of the school psychologist "V.Kamami" has done in terms of prevention, conducting meetings with students, where he addressed various topics about drugs, alcohol, sexuality, relationships with parents, teachers, etc.

107 or 70% of respondents admit this fact, while 43 or 30% of their negative answer.

5 out of the question that is easier for you to talk about your intimate problems, students of "V.Kamami" gave this answer: 121 or 80% of them confirmed that they find it easier to talk with friends, 11 or 8% say that they find it easier to talk with parents and 18 or 12% of them confirmed that they find it easier to talk with a school counselor.

While students of "K.Shpataraku" about this question gave this answer: 86 respondents or 61% of them confirmed that they find it easier to talk with friends, 26 or 22% confirm that they have easier 12ose talk with parents and 17% of them confirmed that they would like to speak with the school psychologist.

6- Asked who believe their complaints about squabbling bickering between each other, respondent school "V.Kamami" give this answer: 79 or 53% companions; 45 or 30% of parents; 21 or 14 teachers and 5% or 3% of the school psychologist.

Students of "K.Shpataraku" gave this response: 57% 71ose companions; 35ose 30% parents; 11 teachers and 9% or 5 or 4% of the school psychologist.

7- When asked with whom you easier to talk about any injustice done by teachers, school respondents "V.Kamami" give these answers: 80 or 53% claim that they find it easier to talk with friends; 63 or 42% of parents and 7 or 5% with the school psychologist, and pupils of "K.Shpataraku" gave the following results: 77 or 64% claim that they find it easier to talk with friends; 26 or 22% of parents and 17 or 14% would like to speak with the school psychologist.

8- The question who is the person you need for help when you feel confused before school exams the students of "V.Kamami" give this answer: 67 or 44% claim that they seek help friends; 59 or 40% of teachers; 18 or 12 parents and 6% or 4% of the school psychologist.

Students of "K.Shpataraku" in connection with the above question say 16 or 13% claim that they require assistance to parents; 43 or 37% teachers; 61 or 50% companions.

Analysis of data obtained through surveys and interviews

The data of our study reveal that the profession of school psychologist, although new profession in Albania is known as by young people in urban areas, where psychological services serving in these schools, from young school zones areas where the service is lacking. The data reveal that information about the school psychologist school youth from "V.Kamami" (school in the urban area) is recognized to the extent of 88%, while the young school "K.Shpataraku" (school in the rural area) recognized at 73%.

But as the students attending the school psychologist's office in "V.Kamami"?

Referring to the data obtained from the survey results that attendance is at the rate of 19%. Some factors that may have contributed to this not very high percentage are:

- If we compare the problems that exist in the schools before 10 to 15 years and today we can say that these are allayed. This is confirmed by the director of the school, Mrs. Vojsava Kushi, which says: "The number of students in our school as problem comes is falling. This is due to the strengthening of discipline in the school through the rigorous implementation of the rules of the school, the best functioning of the partnership school - family; awareness to a greater extent by the youth that education is the basis for the advancement of everyone".

- Undoubtedly the introduction of psychological service in this school after four years and thanks to the work of school psychologists preliminary deal in terms of preventing problems, through the drafting of different programs for adolescents; consultation with teachers, parents, the school principal, students, finding effective solutions to learning problems; intervention by psychological counseling to help solve various problems affecting the psychological welfare of students is a factor in alleviating problems in this school. This is also confirmed by the survey, where 88% of students indicate that school psychologist has developed themes about violence, drugs, relations teacher - pupil, self-esteem, through interviews that a student of class XII, which says: "Very interesting were topics about drugs, sexuality, our school psychologist who has developed with us, along with other topics. "

Since going to the school psychologist is not our tradition, not what makes one party, the other party should do, then the school psychologist.

- Another fact in terms of the percentage of attendance of the school psychologist's office is what society for their teens remains a strong support, which teens believe their intimate secrets. This is shown by new data from the results, with a clear 81% in both schools, whether at school within the city, as well as a school in a rural area. They do not deny the role of the school psychologist in this regard as supporters, but, according to one student in class XII: "The truth about my problems have intimate easier to talk on my close friend, because I trust her more. This does not mean that I have to trust the school psychologist. The reason

that I share my problems intimate more with my friend is because they are of an age, we share with each - other our secrets, having full faith in the one - the other, and I believe that we better understand each – other " .

Since a large part in the survey and interviews of students think that more chat with peers on issues of concern, it raises the importance of cooperation with the school psychologist, as students:

- With adult emotions share their secrets;
- Confidentiality is not guaranteed by peers.

This increase raises the quality of service to the school psychologist, the circle of his interests to a large extent to help students.

It is important that the school psychologist for students who have need help. It emerges from the data, where 82% of students who have attended the psychologist's office, claiming that the school psychologist have helped in overcoming difficulties or concerns that they had. The important role of the school psychologist has been seen through the voice teacher. Here's how school teachers expressed "V.Kamami"

Luljeta Sinani, caretaker grade teacher XII B

"The role of the school psychologist was necessary at any time, not only for students but also for the teachers. Always we have been cooperating in our work. Specifically, it is worth emphasizing that provided assistance these days, when students have to fill out forms for elective courses for high schools. A few days ago the psychologist organized by topics such as students' career choice, "Recognition of youth and provision of information about the orientation of career. These aim to educate young people for independence and flexibility in making choices .The fields where they should focus, knowledge of yourself, information about the work, making decisions, planning, problem solving, etc. Also interesting was the discussion that became graduates in preparation emotional exams and elective exams, stress tests in general cause of students' stress and techniques to reduce its information and awareness of young people about factors affecting stress reduction techniques as well as his. "

M. Dervishi, caretaker teacher X-A:

"There are many interesting topics that the psychologist has developed from time to time in our school, and specifically with the early years, topics such as:" Violence brings negative effects to society and especially to adolescents"; "Improving relations with others"; "Teacher-student relations"; "Socialization and adaptation "; 'Social and emotional development. These are essential topics, because they mean the main of the work as we endeavors, and in the education of our students. Through discussion of these topics we received important information, making us more aware about the manner of behavior in relation to adolescents, with an emphasis on healthy communication, where the teacher listens needs, opinions and wishes of the children. So it was very interesting and practical issues ".

The school psychologist is essential in rural schools, as well as problems in these schools feel, regardless of the degree of intensity, when compared with urban schools. This is confirmed by the percentage of respondents, of which 73% confirms the necessity of a psychologist in the school.

It is confirmed also through interviews, obtained with school teachers, school psychologists lacking. Specifically:

Jonuz Beqiri, director of the 9-year school, Fushe Buall, who says:

"We would like to have a psychologist in our school, because here I mean our society still in transition, unconsolidated, with many economic and social problems, a dynamic and developing, children who live in the internet world, with positive consequences and negative, that this rapid development of society. School psychologist is not only a close associate of the school management, but the council of teachers, headmaster, student government, school boards, parent councils, etc. The school psychologist is a bridge between the school management and teaching staff, also an important mechanism in order to improve teaching and educational work in school. So, putting our school psychologist would give a positive impulse to the dynamic learning process at school ".

Despite that teaching is carried out in urban and rural areas, should not you be deprived students' psychological services.

CONCLUSIONS AND RECOMMENDATIONS

Through this work, my aim was to pull out the importance of the school psychologist in the educational process - education. For this initially took the literature to see how handle the role of the school psychologist by different authors. Literature used was taken from literature professors honored to UET's part of the philosophy of which is my background and in terms of educational psychology. Also I took the studies of other specialists of our country. I noticed in the literature school psychologist position in terms of the learning process is a strategic position, since it serves as a bridge between the Education Department, the school management, pedagogical council, parents, students.

What I found through literature, like it proves in practice. For this survey conducted in two different schools in an urban area, where psychological service is present and the other in a rural area, where the service was lacking. Also I was able to interview the principals, teachers and students. The analysis of the literature that I have used and empirical findings have reached the following conclusions:

- Teaching and learning in school is associated with a number of problems that need to be managed at any time wisely by teaching staff at the school. Their management becomes more productive when teachers collaborate with the school psychologist to overcome various difficulties that may arise during the teaching process - education.
- Given the need for teachers to improve the quality of teaching, the school psychologist is an important element, which cooperates with the teaching staff for creating an enabling environment for the student to school.
- The school psychologist helps with the teaching staff in the field of psychology treatments; it helps in the design of the school's annual program, the design of the learning objectives, the use of methods and techniques in school viable, given the level of skills or learning skills.
- Psychologist school teacher encourages relationships with other school structures.
- School psychologist plays a role in the implementation of mass instruction techniques in school, after school communication through the management of the scheduled time for all teaching activities, as well as climate-class management, the art itself is the work of teachers.
- The school psychologist helps in solving problems that show students during the learning process, such as in managing emotions about hyperactive children. Teacher identifies problems during the learning process and refers to the school psychologist, who intervenes in the elimination of these problems working with all parties, with the student, teacher and parents of students with problematic.

-In Individual learning about the school psychologist works as both teachers and students by encouraging the latter to increase the sense of confidence and self-evaluation of their own.

- The school psychologist works with school staff to draft specific plans for the inclusion of students with special needs in public schools.

Preliminary -Work, the school psychologist has done in terms of prevention of problems through the development of different programs for teens, education consultation with school staff, students on effective solutions to behavioral problems and learning, has mitigate problems in school.

RECOMMENDATIONS

- Since a large part in the survey and interviews of students think that more chat with peers on issues of concern, it raises the importance of cooperation with the school psychologist, as students:

- With adult emotions share their secrets;

- Confidentiality is not guaranteed by peers.

Since going to the school psychologist is not our tradition, not what makes one party, the other party should do, then the school psychologist.

This increase raises the quality of service to the school psychologist, the circle of his interests to a large extent to help students.

- Despite the fact that teaching is carried out in urban and rural areas, should not you be deprived students psychological services.

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