

The Psychological Services in Schools of Kuwait **(The Tasks and Duties of a Psychologist)**

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Abstract

This study aims at knowing the best methods and suggestions used for Development psychological service offices in Schools of Kuwait. The study sample consisted of (110) Kuwaitis and non-Kuwaitis Psychologists working in ministry of education. The researcher created two questionnaire. The study concluded the importance of the Psychologists like holding interviews with the cases and holding them and diagnosing mental retardation using the mental measures, transacting of experience with the social worker, and studying the cases of difficulty of learning like cases of slow learning. The study concluded as well some barriers against psychological service like (the number of the Psychologists especially the males, lacking of suitable offices for this purpose, the lacking of training). About the suggestions, like informing database about the psychological service and increasing the cooperation between Psychologists and social workers to solve the students' problems, and raising the salary of the Psychologists. There are some differences between males and females in (difficulties and suggestions). Females were more aware of these. Finally, these are a relation between the difficulties and the suggestions in the services in these schools.

Keywords: Psychological service, Psychologists, Tasks , Duties.

1. Introduction

The social and psychological services offices in the various schools of education are of great importance because they have played an active role in directing and guiding the students and the educational structure within the school. Rather, the competent authorities should develop psycho-social services offices, which lead to the advancement of psychologists and social workers who provide these Services (APS Professional Practice,2018)

Although many factors influence the precise roles and functions of individual school psychologists, there are commonalities of training and practice. Most school psychologists have been trained in certain basic skills, which they will use to a greater or lesser extent depending on the factors described above. There are a number of different ways of conceptualizing these basic skills. (Fagan ,2019)

Psychological service is one of the most study that are responsible of human happiness. It is necessary in Quality of life. The role of the institutions has to be increased and the categories will benefit from that have to be specified. This study submit an imagination about these categories and the institutions can be involved in this mission. (Abdel Rahman,2000).

The researcher of psychological research and studies, which has given attention to the tasks and Duties of psychological services, finds a number of previous studies such

as: (Kashkoush ,1989; Hippner & Scott , 1993; Al-Jawhary ,1996; Hassan ,1998; Justin & State, 2012; Shirley , 2004; Melykh ,2000)

1.1 The Introducing the problem

In the Last few years, caring about the importance of the psychological and social services has increased. We can see that in some studies like (Justin & State, 2012;Ocansey, &Gyimah, 2016 ;Shirley 2004) It aimed to knowing the roles and barriers against the social and psychological service .

Ambivalence in the work of Psychologists in the vision of some experts. Matthew, (1993) acknowledged the importance of the Psychologists and their missions. However, others see that he has limited the abilities for diagnosing and curing because he does not have a good training in that field. (APS Professional Practice,2018)

The researcher has found few Arabic studies focusing on the barriers and roles of the social and psychological services in Kuwait State.

The study questions can be determined as follows:

- What are the missions of the Psychologists in schools of Kuwait State?
- What are the barriers facing them?
- What are the suggestions to improve this service in schools of Kuwait State?
- Are there any differences between males and females in that field?
- Is there a relation between the barriers and the suggestions?

1.2 Review of Literature

The attention to psychological services in schools is essential to the advancement of the educational process and development, and tomorrow the psychologist in schools is the specialist psychological guidance and solve the behavioral and psychological problems suffered by students. (Sascha & Guido ,2007)

Psychological services in secondary schools differ from primary and Preparatory Schools because of the different characteristics of students at each stage and the different psychological structures. Psychological services in primary schools include counseling and the calendar, while in secondary schools include solving students' problems (Ronas; Berkson.; & Goh, 2001)

As the educational role of the teacher increases during the performance of his teaching duties, and the growing number of students in the classroom, and the number of problems and diversity in the explosion of information and technological progress, the teacher is unable to meet all the personal and and academic needs and increased the need for the presence of another professional at the school to help And provide counseling, guidance , psychological support, and help students to discover their abilities and develop their skills , solve their psychological , social problems that hinder their academic achievement and compatibility. Hence, the

importance of the need The presence of a psychologist at each school (Ronas; Berkson.; & Goh, 2001).

Psychological service is “some efforts allow to the learners some chances to show his abilities and using them well, it gives an inner peace which allows a normal and healthy growing up. (Abo Al-dyiar , 2013).

Other definitions of the Psychological service, for example Bartz and Mathews, (2001) define it as “a way seeks to following and improving manners and personalities of the learners and measuring their learning and behaviors and guide them.

Malykh & Kobozeva (2003) define it as “a process seeks to giving a help to the students and measuring the changes in their lives using the suitable measures.

Office of Psychological Diagnostic Services (2005) defines it as “the place cares of giving a service to solve problems and flourish the skills in all studying grades”.

To investigate the studies that dealt with the Duties and developments that serve the psychologist, we find that there is a relative lack thereof and those studies, Melykh 2002’s study was on a number of social workers and Psychologists in Moscow. This study concluded some suggestions such as: merging the applied studies, making a firm for the social workers and Psychologists, using technology for training and

preparing the Psychologists, finding modern ways for guidance in schools.

Shirley (2004) hold a study targeted knowing the ways of improving in the field of the social and psychological services; it was on a number of social workers and Psychologists in America. It concluded some suggestions such as: making a deal between fathers and the behaviors of their kids and discussing these matters with the teacher, the social worker and the Psychologists, cooperating among the school, the social worker and the Psychologists for meeting the needs of the students. Office of Psychological Diagnostic Services (2005) hold a study targeted to developing social and psychological services. It concluded some suggestions such as: improving the guidance rates of students, guiding students and families by making workshops to cover the needs, supporting the groups by making basis for that.

Justin & State, (2012) conduct a study targeted to knowing the barriers facing the Psychologists. It was on 62 of the American Psychologists. It concluded that one of the hardest barriers is lacking of definition of knowledge skills, which is important, and the low level of the Psychologists, and not seeking of developing himself in this field.

Educational researches section of the ministry of education has held a study targeted knowing the dealing between social workers and the families, and knowing the barriers and suggestions, it was on 278 social workers, (344)

teacher, (489) members of families from different places. The study concluded the importance of dealing between social workers and families members. It revealed as well the problem of giving other missions from the administration, on the absence of the social worker. There were some suggestions such as determining times for working on solving the students' problems.

The purpose of this study (Gertina& Holly ,2013) was to explore the status of psychological services in schools in Macao, and the role of school counselors providing these services. Adopting a qualitative approach, the researchers collected the viewpoints from three teachers and seven school counselors regarding the central question: "How do school counselors 'serve' the Macao school children and their families, and what are the most common services required?". An interpretative phenomenological analysis revealed three themes: (1) School counseling services; (2) psycho-education and mental health services; and (3) perceived needs.

On the other hand revealed a study Ocansey, & Gyimah, (2016) the various counseling needs of pupils with special needs and disabilities in one of the regions of Ghana and the specific level at which pupils require guidance and counseling services. The purposive and systematic sampling techniques were employed to select 88 pupils and three staff from three special schools from the region to provide information for the study with the use of questionnaire and interview format. The study revealed that pupils had various counseling needs

including social, emotional, career, physical and health. On the basis of the findings, some recommendations were made for intervention.

2. Methods

2.1 Sample of the Study

The psychometric sample of the study consists of (70) of the Kuwaiti and non-Kuwaiti Psychologists with age mean with a mean age (33.3) and standard deviation of (6.09) years.

The basic sample of the study consists of (110) of the Kuwaiti and non-Kuwaiti Psychologists with age mean (33.06) and standard deviation (7.73) year.

2.2 Research Design

The current study followed the descriptive research design as it is the most suitable to the nature of the study. It is designed to investigate the differences between certain variables involved in the study. Also, the descriptive research design is not confined to just the description of the phenomenon but it also clarifies the relationships among variables.

2.3 Instruments of the Study

Studying tools Consists of :

This test is prepared by Abo Al-dyiar (2014), it consists of:

- The real missions of the Psychologists.
- Barriers face the Psychologists.
- Suggestions to improve the work of the Psychologists.

Steps of making the studying instruments

A- Questionnaire about the opinions of Psychologists. In the beginning the researcher studied by asking the open question targeting knowing the missions of the Psychologists, barriers. Then he started to knowing lots of criteria and measures which hold missions the Psychologists and the barriers, such as what follows:

- Hassan (1998), the barriers. It was 48 articles, its reliability coefficient was Alfa Cronbakh 0.81, the inner honesty 0.85 level of significance 0.05
- Turkey and others 1999, Barriers. 50 articles, reliability coefficient Alfa Cronbakh 0.90, honesty 0.88, level significance 0.05
- Educational researches section of the ministry of education 2000, dealing between the experts and the families, and barriers, and suggestions. 32 article. The honesty was measured.

B- After the previous step the researcher designed questionnaire of 3 sections (missions), (barriers) and (suggestions). and he has to answer that question with accepting or refusing.

2.4 Psychometric Properties of Study Tool

2.4 .1 - Reliability of Study Tools: It was as follows:

- The first section (missions) reliability coefficient was 0.79, The correlation coefficient 0.76.
- Second section (barriers) 25 expression, reliability coefficient was 0.72, administrative difficulties 0.75,

difficulties of families 0.72, professional 0.69, Students 0.67, the correlation coefficient 0.70, administrative difficulties 0.74, families 0.70, professional 0.71, students 0.73.

- Third section (suggestions) reliability coefficient 0.84, correlation coefficient 0.81.

2.4.2 Validity of Study Tools:

- The referees honesty: this questionnaire was showed to some referees of doctors and experts in that field, it arrived to 95%, what they found unsuitable was deleted.
- Internal consistency honesty:
 - A- First section (missions): it was between 0.32 and 0.40. All correlation coefficients were on 0.01
 - B- Second section (barriers) It was for personal 0.70, administrative 0.61, families 0.68, professional 0.51, students 0.71.
 - C- Third section (suggestions) between 0.35 and 0.64, all correlation coefficients were on 0.01.

Table 1. Reliability and Validity coefficient of Study Tools

Section	Missions	Barriers					Suggestions	Questionnaire
		Personal	Administrative	Families	Supervising	Students		
Consistency--Reliability								
Alpha Cronbach	0.79	0.72	0.75	0.72	0.69	0.76	0.84	0.68
Retesting	0.76	0.70	0.74	0.70	0.71	0.73	0.81	0.65
Internal consistency	0.32 **0.40	**0.70	**0.61	**0.68	**0.51	**0.71	0.35 **0.64	0.32 **0.71

** Significant at the 0.01 level (2-tailed).

2.5 Administration Procedures:

Administration procedures were done through certain successive stages:

- The researcher applied the study instruments collectively to some students in Kuwaiti universities consisted of 130.
- The researcher gave the freedom for the sample to answer the questionnaire as desired to ensure the results.
- The special expressions were explained for the sample because they are a modern expressions and the sample members didn't face it before.
- Some applications were put aside which were moving the same way like accepting or refusing, and others, which were not having some answers. It was after that 110 applications. It took 25:35 minutes. It happened in the end of the first semester of 2015/2016 and it took about 13 days.

2.6 Statistical Analysis

Several statistical methods were used to answer questions of the study and to verify the study variables. The researcher used the statistical package of social science (SPSS) in order to work out the following:

1. Descriptive Statistics which include:

- Means and standard deviations
- Alpha Cronbach's coefficient
- Pearson correlation coefficient

2. Inferential Statistics which include:

- T-test value to assess significance of mean difference of scores.
- One a nova.

3. Results

3.1 Different missions for the Psychologists in schools of Kuwait.

Table (2) Psychoanalyst's Missions in a Descending Order

N.	Psychoanalyst's Missions in a Descending Order	Agreement with Statement		
		Accept	Not sure	Refuse
		%	%	%
1	Holding meetings	97.3	2.7	0.0
2	Transferring the needs cases	83.6	13.6	2.7
3	Talks disorders	82.7	10.9	6.4
4	Diagnosis of mental impairments cases	82.7	10.9	6.4
5	Transacting the experiences with the social worker	80.0	16.4	3.6
6	Studying the difficulties of learning cases	75.5	19.1	65.5

Table (2) shows missions of the Psychologists in schools such as: holding meetings 97.3, transferring the needs cases 83.6, Talks disorders 82.7, Diagnosis of mental impairments cases 82.7, transacting the experiences with the social worker 80.0, Studying the difficulties of learning cases 75.5.

The study concluded some missions some of them are agreed with previous studies and others are not. It revealed

(making real studies, helping to interpretation, improving the skills, guidance). It was agreed with (Jonson 1999;Huebner and Scott 1993).

3.2 Barriers facing the Psychologists

Table (3) Psychoanalyst's Barriers in a Descending Order

N	Psychoanalyst's Barriers in a Descending Order	Agreement with Statement		
		Accept	Not sure	Refuse
		%	%	%
1	Less number	91.8	1.8	6.4
2	No suitable offices	78.2	10.0	11.8
3	No suitable instruments	76.4	21.8	1.8
4	Lacking of the trainings	73.6	18.2	8.2
5	No enough time to meet the Psychologists	70.9	7.3	21.8
6	Students fear of meeting the Psychologists	70.0	8.2	21.8

Table (3) reveals some barriers such as: Less number 91.8, No suitable offices 78.2, No suitable instruments 76.4, Lacking of the trainings 73.6, No enough time to meet the Psychologists 70.9, Students fear of meeting the Psychologists 70.0.

The study concluded some barriers agreed with Barriers facing the Psychologists others and some are not. The current study agreed with Justin & State, (2012) abut lacking the instruments and the measures, and lacking the special place for the Psychologists). However it was different from (Husny

,1982; Helmy, 1989). Husny's study showed the low level of the student as a barrier, unlike this study.

3.3 Suggestions to improve working of Psychologists in schools of Kuwait

Table (4). Psychoanalyst's Suggestions in a Descending Order

N	Psychoanalyst's Suggestions in a Descending Order	Agreement with Statement		
		Accept	Not sure	Refuse
		%	%	%
1	Improving the cooperation between the Psychologists and the social worker	96.4	0.0	3.6
2	Database for the guidance	95.5	4.5	0.0
3	Raising the salary	93.6	6.4	0.0
4	Booklets about roles of Psychologists to families	92.7	7.3	0.0
5	Telling teachers to solving the students problems	91.8	8.2	0.0
6	Trainings for Psychologists	90.9	9.1	0.0
7	No additional missions	90.0	10.0	0.0
8	Giving him the freedom to take decisions	88.2	6.4	5.5

Table (4) shows some suggestions such as Improving the cooperation between the Psychologists and the social worker 96.4, Database for the guidance 95.5, raising the salary 93.6, booklets about roles of Psychologists to families 92.7, telling teachers to solving the students problems 91.8, trainings for Psychologists 90.9, no additional missions 90.0, giving him the freedom to take decisions 88.2.

The study concluded some suggestions are agreed with previous studies and some are not. The current study agreed (Melykh 2002; Shirley 2004; Psychological Diagnostic

Services ,2005) in (improving the body of studying from teachers, Psychologists, and social workers and other advisors for finding ways to mental guidance and improving trainings for the Psychologists).

3.4 Differences between males and females in Barriers and Suggestions:

Table (5). Mean scores, standard deviations and t-test values of males and females in in Barriers and Suggestions

Variable	Gender	N	Mean	Std. Devation	T
Barriers	Males	50	57.46	8.85	**5.464
	Females	60	60.20	7.21	
Suggestions	Males	50	60.6	6.83	*2.98
	Females	60	62.96	33.3	

Table (5) shows some differences between males and females of Psychologists T was 0.01. Females' degrees were more than males', which means that females have more barriers than males have.

There were also differences suggestions that (T) was 0.05. Females' degrees were higher than males', which means that females have more suggestions than males have.

This result agrees with Pryor & Knowles (2001), that females have positive missions more than males; also (Britt et al., 1994) found that females have more positive guidance than males.

The researcher interprets these results that females are more aware of theories and guidance, which is important for the Psychologists.

3.5 Relations between barriers and suggestions for the psychological service:

Table (6) Pearson correlation coefficient significance between barriers and suggestions (N=110)

Variable	Barriers
Suggestions	**0.344

**** Significant at the 0.01 level (2-tailed).**

Table (6) shows the relation between the barriers and suggestions with correlation coefficient 0.01, which means it is positive. The more barriers increase, the more suggestions increase.

This results agree with (Alsaboh 2002 ;Bremer et al., 2001) in the importance of linking the barriers to the suggestions by working and fixing the mental problems and giving guidance for the students.

The cooperation among the experts is important to achieve the goals and the working ways to the individual style (Sascha & Guido ,2007 ;Center Of Researches and Improving The Curriculums , 2000).

4. Discussion

The roles of the school psychologist are multifaceted. School psychologists are engaged in numerous activities that are all ultimately aimed at helping children. Although each role demands unique training and skills, all of the roles, from child study to intervention and from consultation to research are based upon data-based problem-solving skills and positive consultation and collaboration skills (Abo Al-dyiar , 2013).

Psychologists specialize in many tasks and roles in school, but these roles have been the subject of a wide debate and discussion among many specialists. The researchers tried to identify them in the following: Measurement and assessment, counseling, intervention, psychological counseling, conducting interviews, Educational programs in addition to the use of psychological tests in determining the abilities of students and their interests and tendencies (Johnson , 1991, Hagemeyer; Bischoff; Jacobs & Osmon, 1998)

Many specialists acknowledged that the success of psychosocial work at the school depends largely on the effectiveness of the psychologist and his communication skills and his ability to provide accurate data on students. A specialist is the person who has been scientifically and practically prepared to perform this task through his use of psychological counseling techniques and methods. This person has his characteristics, abilities and personal orientations that made him fit to practice

Therefore, the interest in activating the professional role of the psychologist in the school tomorrow is sure, which should be considered when measuring the quality of the school. (Sascha & Guido ,2007)

Hence, it is urgent to adopt a positive approach is support the psychological services provided to students, whether this support is technical or material, and to emphasize the importance of the presence of a psychologist and his active role in school, as indicated by studies (Jimerson, 2002)., Levinson, 1998)

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