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The Role of School Psychologist in Presenting Positive Development Innovations in Learning

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School psychologists are mediators and users of in-school and out-of-school psychology. When working with teachers and pupils, existing skills need to be expanded in order to be able to act independently and responsibly in terms of proper education and upbringing. School psychologists are part of every school system. They are trained and have good knowledge in mental health, child development, learning theories, motivation, educational psychology, etc. Psychologists should also have a good knowledge of learning theories and innovative developments. With their dedication, they could help teachers to keep pace with new developments, applying new forms, methods and modalities in the learning process. School psychologists are professionals who in Kosovo are part of the pedagogical service. Despite the fact that in the Kosovo legislation, in schools where the number of pupil's is over 1,000, it is foreseen to have a psychologist, however, a small number of psychologists are employed in schools. The purpose of research on this topic is to ascertain what is the support of the school psychologist for the introduction of positive innovations in learning. Survey results showed that about 61.4% of participants agree that school psychologist has a role in introducing positive developmental innovations in learning, 25.5% of them to some extent agree, while 13.1% of participants disagree that the school psychologist has a role in introducing positive developmental innovations in learning. Empirical results showed that there are statistically significant differences between teachers of different ages regarding the role of the psychologist in introducing innovations in teaching, where $F = 3.755$ and $p = 0.006 < 0.05$.

Keywords: learning, psychologist, presentation, innovation, school

Introduction

The demand for application psychologists to provide services in schools intensified after the Second World War (Eiserer, 1963) and especially, what followed (developments) in the 50s and 60s in the field of child psychology and pedagogy, contributed to the growing interest for psychology, because they have not only theoretical but also practical value for teachers and educational policy makers (Hitrec, 2019). In Kosovo, the Pedagogical-Psychological Service had started functioning in the seventies, although it was deficient, as this service was not included in many schools, while in those that were included, usually only the pedagogue was employed and the psychologist was missing. This service mainly functioned with the school pedagogue, until about 2002. The Law on Primary and Secondary Education in Kosovo, adopted in 2002, did not provide for

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pedagogical-psychological service at all (Ligji nr. 2002/2 mbi arsimin fillor dhe të mesëm në Kosovë, 2006). In that period there were many reactions for the departure of the pedagogical-psychological service and in 2003, the MEST issued the Administrative Instruction, in which, within the school staff, professional associates are also foreseen. As a professional associate in the school, this instruction foresees only the psychologist (Bytyqi-Beqiri, 2015). The current Law on Pre-University Education provides for the Pedagogical Service in the school. This is an educational and training service provided by counselors, pedagogues, psychologists in order to improve and advance the work in school (Ligji nr. 04/l-032 për arsimin parauniversitar në Republikën e Kosovës, 2011). Among the functions of the pedagogical service in Kosovo, is the direct service of the advancement of teaching work in different levels of the education system, but also through the organization of studied activities that help the advancement of teaching work, the advancement of teaching by teachers and learning by pupils (Brada, 2005). The administrative instruction, 34/2014, stipulates that the school psychologist cooperates with teachers, parents and the community. This administrative instruction stipulates that: The psychologist develops long-term, medium-term and short-term programs aimed at promoting learning and adapting pupils and school staff. He has a duty to work on the professional development of himself and the school staff. The psychologist assists teachers in their professional development, updates his knowledge, participates in trainings, seminars, etc. (Udhëzim Administrativ nr. 34/2014. Funksioni i shërbimit pedagogjik-psikologjik në shkolla, 2014).

School psychologist is the profession for which there are the most demands and expressions of need for their work and commitment. This demand and need is presented by pupils, teachers, school leaders, and various officials from local and central institutions, and political representatives who, recognizing the great need for this profession in schools, have tried to advocate for the passage of a budget lines in the Assembly of Kosovo, in order to create jobs for these professionals (Fazliu, 2019). Despite this, the number of psychologists employed in Kosovo schools is very small. But, also the profession of school psychologist is a new field and it is not defined by the legal regulation of professions.

The services provided by school psychologists vary within and between countries in response to a country's history and needs. Typical services include assessing children who may exhibit cognitive, emotional, social, or behavioral difficulties; primary development and implementation and secondary intervention programs; consultation with teachers and other relevant professionals, as well as parents; engagement in program development and evaluation; research; educating those aspiring to enter the specialty and supervising others (Jimerson et al., 2010a; Jimerson et al., 2010b; Jimerson et al., 2007).

Literature Review

Innovations in Learning

Democratic changes, modernization and technologicalization of society inevitably conditioned the introduction of changes in education and the harmonization of these changes with changes in society, and then these changes become a generator of development and education and society (Hajder, 2011).

In recent decades, innovation has generally been increasingly regarded as a crucial factor in maintaining competitiveness in a globalized economy (Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills, 2016).

The educational philosophy of the 21st century requires pupils to be formed as creative visionary forces,

capable of conceiving their own future and turning it into a new reality for the benefit of themselves and society (Vuji, 2015). In today's world, information and knowledge are growing so fast that they pose a fundamental challenge to education providers. What may seem true today may prove to be false tomorrow and the professions that pupils will enter after graduation may no longer exist. For this reason, pupils need to be taught how to process, analyze, and use information, and they need adaptive skills that they can apply in all areas of life. Simply teaching them ideas and facts, without teaching them how to use them in real life environments, is no longer enough (Ryymin, Corado, Friman, Majuri, & Viskari, 2018).

Innovative learning does not tolerate stereotyping, but requires transparency towards innovations, new methods, forms and tools that encourage the development of the pupil's creative skills and the most creative role in communicating with pupils. Innovation should be considered as such a necessary and positive tool of change. Every human action (e.g., industrial, business or educational) requires constant innovation to be sustainable (Andersone, 2020). Positive development innovations, as new positive and healthy development strategies, should be used in all segments of learning and development, in all forms of teaching, sections and extracurricular activities in order to encourage positive, healthy development and successful in the realm of cognition, emotional, social, character, creative, etc. (Hajder, 2018).

Seeking innovation in learning, we information age dwellers reflexively turn our eyes to technology, rightly so, given the great improvements technology has brought to our lives. However, innovation does not always involve a mechanical, electronic, or digital device (Redding, Twyman, & Murphy, 2013). An innovation is another way of doing something which is also a better way of doing something. In education, an innovation is a deviation from standard practice that achieves greater learning outcomes for pupils than standard practice given in equal (or less) amounts of time and resources. Innovations in education are implemented in order to realize the integration and coordination of teaching contents of different subjects, to achieve their modernization, their adaptation to the interests and abilities of pupils (Mandiq, 1985), as well as in accordance with scientific developments and technical technology. Technologies have always been the driving force of innovation and the tool in every sphere of human activity (Serdyukov, 2017). The introduction of technologies in pedagogical work, if not the goal itself, but the means of personality development, also becomes innovation if the implementation of technologies is gradual, planned and pursues a specific goal and serves the development of pupils (Šteinberga, 2018).

Innovations in education can emerge as a new pedagogical theory, methodological approach, a teaching / learning strategy, a study aid, a teaching / learning process or an institutional structure which, when implemented, brings about fundamental changes in teaching and learning for promote better learning in general. Thus, innovations in education are envisaged to increase teaching / learning efficiency and effectiveness, and / or to improve the quality of teaching / learning, to increase "learner" competencies (Andersone, 2020). Innovation is defined as the process of making changes to something set by introducing something new. Applies to radical or incremental changes of products, processes or services (Govindan, & Regina, 2018). Educational innovations can improve learning outcomes and the quality of education delivery. For example, changes in the education system or teaching methods can help personalize the educational process (Innovating Education and Educating for Innovation: The Power of Digital Technologies, 2016). One of the changes in education is learning and interactive teaching in learning, a completely different way of learning, seeking, discovering something new in the field (Hajder, 2011).

Interactive teaching, cooperative learning and discovery-research learning in interactive interest groups

develop strong curiosity and strong motivation to discover the unknown, to develop creativity as an ability and style of behavior, to strengthen concentration, to develop more vivid feelings and stronger perception (Hajder, 2018).

The Role of the School Psychologist in Introducing Innovations in School

School psychologists spend most of the day in the company of teachers and pupils (Farrell, Jimerson, Kalambouka, & Benoit, 2005). Teachers and pupils can be considered their clients, as school psychologists typically have a supportive role within the educational environment. In order for pupils to acquire the knowledge they will need in a world that is constantly changing, innovative approaches are constantly placed in education and ways are sought for the advancement of educational work. This should be done based on professional and scientific facts and knowledge (Tasevska, Butleska, & Mickovska, 2016).

The role of school psychologists within the educational environment has evolved significantly since the establishment of the profession. As the role of the school psychologist continues to change, there may be a discrepancy between teachers' perceptions of the school psychologist's role and how psychological services can be used in an effort to provide a less restrictive environment for each pupil (Krupp, 2010).

In a study conducted by Pearson, regarding the perceptions of school staff on the roles of school psychologists, it was found that they gave very high rating to the six services, i.e. assessment, special education, counseling, intervention and behavioral management (Akem, & Ukeli, 2014).

School psychologists apply their technological knowledge in order to increase the quality of the services they provide. Support and assist school staff to develop techniques or methods for assessing pupils' performance and progress (Fazliu, 2019).

School psychologists have extensive knowledge and exposure to different teaching styles, and their experiences provide a wealth of resources. Their knowledge to understand the successes and failures in the educational environment is professionally unique. Educational professionals routinely seek the knowledge, skills, and competencies of school psychologists in the areas of assessment, counseling, consultation and teaching (Lyles, 2014).

According to Wnek and associates, a critical role in being an effective school psychologist is advocating for change in the school system when change is needed (Wnek, Klein, & Bracken, in Lyles, 2014; 2008). The roles and responsibilities of school psychologists vary widely, as psychologists work in primary, secondary and urban and rural areas. They deal with pupils' problems and difficulties; collaborate with other professionals, with pupil parents, support teachers in raising results. We are now in the era where many things can change in a short period of time. School psychologists are professionals who need to follow the changes and innovations in education and interpret these innovations to school teachers, through meetings, collaborations, trainings and other forms. But an innovation is another way of doing something which is also a better way of doing something. A learning innovation occurs in a specific teaching and learning context, improving the implementation of standard practice or introducing a new practice, thus achieving greater learning outcomes (Redding, Twyman, & Murphy, 2013).

Teachers need support and advice for the most successful implementation of the educational process, although they acquire a large number of competencies even during the first years of their work. The psychologist should establish healthy relationships with teachers, respect and cooperation (Tasevska, Butleska, & Mickovska, 2016). Teachers are a key factor in school success for pupils. The psychologist can not help each pupil individually who needs help and support, but can strengthen the capacity of teachers and give them

support (Tasevska, Butleska, & Mickovska, 2016). The psychologist should be one of the professionals who follows the developments of positive innovations in the educational process. Therefore, it should undertake to present these developments to teachers, in order to increase the efficiency of educational work with pupils.

Examining the roles and functions of school psychologists, as well as how 2 teachers perceive the services they provide, is essential to ensure a clear link between the two professions and how they can work together to ensure the best outcomes for pupils (Krupp, 2010).

Psychologists, together with other professionals of the pedagogical-psychological service, such as the pedagogue, are promoters and carriers of innovations and positive changes in school and teaching. The psychologist acquaints teachers with methodological didactic innovations and help to incorporate them into practice (Dërvodeli, 2014).

So the school psychologist, as a professional staff, needs the school and teachers to provide his knowledge, in many areas, including the introduction of innovations in the teaching process.

Research Methodology

The Purpose of Research

The school psychologist provides support to school teachers in many areas. For a good teaching and effective learning, the introduction of innovations in the learning process, is essential. In this regard, the role of the psychologist to support teachers in introducing innovations in the teaching process is great and inevitable.

The purpose of research on this topic is to ascertain what is the support of the school psychologist for the introduction of positive innovations in learning. Within the overall goal, a comparison was made between teachers and psychologists, regarding the perception of the role of the psychologist in presenting positive developmental innovations in learning.

Research Questions

1. What is the perception of the role of the psychologist in promoting innovation in learning?

2. Are there differences between teachers of different ages regarding the role of the school psychologist in implementing innovations in teaching?

3. What is the correlation of school conditions, in the implementation of learning innovations by the school psychologist?

4. What is the correlation between the perception of the school staff by teachers and the evaluation of the school psychologist for the presentation of innovations in teaching?

Participants

The research population consists of all teachers of pre-university education in Kosovo, who work in schools that have a school psychologist. In Kosovo, most schools do not have a psychologist, so schools that have a psychologist have been identified so that the teachers of these schools can be surveyed. Currently, the number of psychologists in schools is around 100.

The representative group consists of 208 participants, of which 187 are pre-university teachers and 21 school psychologists. Of the total number of participants, 46 or 22.1%, work in rural schools, while 162 or 77.9%, in urban schools, 186 or 89.4% of participants work in nine-year schools, while 22 or 10.6%, in secondary schools high, 172 or 82.7%, of the participants are female, while 36 or 17.3%, are male, 32 or 15.4%, are aged up to 30 years, 73 or 35.1%, are aged 31-40 years , 52 or 25%, are aged 41-50 years, 43 or 20.7%, are

aged 51.60 years and 8 or 3.8%, are aged over 60 years. Regarding the educational preparation of the participants, 30 or 16%, have completed 3-year bachelor, 125 or 66.8%, 4-year bachelor and 32 or 17.1%, have completed the master level of studies, 38 or 18.3% of participants have up 5 years, 72 or 34.6%, have experience 6-15 years, 46 or 22.1%, have experience 16-25 years, 44 or 21.2%, have experience 26-35 years and 8 or 3.8%, have experience over 35 years.

Research Instrument

A questionnaire was used as an instrument for conducting this research. The questionnaire was used to survey teachers and psychologists.

The questionnaire is an instrument specially prepared for the needs of the study and consists of 3 parts. In the first part, the general data of teachers and psychologists (age, gender, education, etc.) are presented. In the second part, instructions for completing the questionnaire are given. In the third part of the questionnaire there are five scales with a total of 36 questions related to the role of the psychologist in presenting innovations in teaching. First level: General issues about learning innovations, consists of 10 questions, second level: Interactive and active teaching, consists of 7 questions, third level: Research teaching and problem solving, consists of 6 questions, fourth level: Innovative technologies, consists of 7 questions and the fifth level: Promoting the development of innovations, consists of 6 questions. The questionnaire is of Likert scale, with 5 scales: 1. Strongly disagree, 2. Disagree, 3. to some extent agree, 4. Agree, 5. Strongly agree. After conducting the research, the recoding was done in 3 stages: 1. I do not agree, 2. To some extent I agree, 3. I agree. After applying the questionnaires and administering them, for the purpose of more comprehensive comparison, in the SPSS program, the specific variables are grouped into five sets, based on the naming of the scales (General Issues of Learning Innovation, Interactive and Active Teaching, Teaching research and problem solving, Innovative Technologies, Promoting Innovation Development), then all grouped into a single set: The role of the psychologist in presenting innovations.

Instrument reliability. Cronbach's Alpha model was used for the reliability of the research instrument.

The total Alpha reliability coefficient of the meter, calculated in the table, is 0.973. This is a high value and indicates that the meter used is very reliable and can be used for research.

Table 1

Meter Reliability Results, According to Alfa Chronbach's Model

Reliability statistics		
Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
0.973	0.972	36

Data Collection Procedure

Before the final research was carried out, the instrument was initially piloted. The instrument was piloted in March 2021, with 30 teachers and 5 psychologists. Before the pilot was done, the schools that have psychologists were identified, and the pilot was done with teachers and psychologists of those schools. The research was organized during April 2021, at a convenient time when teachers were on vacation, while with psychologists it was easier, as they were in their offices. The questionnaires were mostly completed in the presence of the researcher, but there were participants who asked to complete the questionnaire later. At the request of these participants, the questionnaires were taken home and sent to the researcher's e-mail address or returned in physical form.

Data Analysis

The data from the research were analyzed through the Statistical Package for Social Sciences (SPSS). To test the internal consistency of the instruments, the Alpha Cronbach model was used, based on a value above 0.7, as a value that proves whether or not the questionnaire has internal consistency. The level of statistical significance 0.05 was set for the evaluation of the results of all statistical tests.

To test the hypothesis: Psychologists have a higher perception than teachers of the role of the psychologist in introducing innovations in learning, Female teachers find greater support in the school psychologist, for introducing innovations in learning, and Psychologists have a higher perception than teachers regarding the role of the psychologist in promoting innovation in learning, the parametric T-test was used. To test hypotheses: There are statistically significant differences in the perception of the role of the school psychologist, in the introduction of innovations in teaching, by teachers of different ages, Teachers who have less experience, find greater support in the school psychologist for introduction of innovations in teaching, In schools where the conditions are better, the psychologist has better opportunities in introducing innovations and Teachers who consider that schools have a professional staff for introducing innovations in teaching, have a higher appreciation for the role of psychologist for the presentation of innovations in teaching how many teachers who consider that they do not have staff, the one-way ANOVA parametric test was used. The Levene's test was used to assess the homogeneity of variances.

The Pearson Correlation Coefficient was used to estimate the correlation between the variables.

Research Results

Descriptive Results

About 71% of participants agree, 25% to some extent agree and 4% disagree about general issues of innovation in learning and the role of the psychologist, M = 4.

Based on the overall results for the scale: Interactive and active teaching, it was found that 62.1% of participants agree, 27.1%, to some extent agree and 10.8% of them disagree about the role of the school psychologist in introducing interactive and active teaching, M = 3.7.

Based on the overall results for this scale it was found that about 66.6% of participants agree that the psychologist plays a role in introducing research teaching and problem solving, 23.8% of them to some extent agree, while 9.6% of participants disagree that the psychologist has any role in presenting innovations, related to research teaching and problem solving, M = 3.8.

Overall results for the scale: Innovative technologies, showed that 43.9% of participants agree, 28.1% of them to some extent agree and 28% of participants disagree that the school psychologist plays a role in introducing technological innovations in teaching, M = 3.3.

Overall results for the scale: Promoting innovation development, showed that about 62.2% of participants agree, 24.4% of them to some extent agree and 13.4% of participants disagree that the school psychologist has an important role in promoting innovation development in learning, M = 3.7.

Based on the overall results for each degree, the overall research results were found for: The role of the school psychologist in introducing positive developmental innovations in learning. Overall research results showed that 61% of participants agree, 26% of them to some extent agree, while 13% of participants disagree that the school psychologist plays the role of presenting positive developmental innovations in learning, M = 3.7.

Table 2

The Role of the School Psychologist in Introducing Positive Developmental Innovations in Learning

The role of the school psychologist in introducing positive developmental innovations in learning	3. Agree	2. To some extent I agree	1. I do not agree	M
General issues about learning innovations	71%	25%	4%	4
Interactive and active teaching	62.1%	27.1%	10.8%	3.7
Research teaching and problem solving	66.6%	23.8%	9.6%	3.8
Innovative technologies	43.9%	28.1%	28%	3.3
Promoting innovation development	62.2%	24.4%	13.4%	3.7
Overall research results	61%	26%	13%	3.7

Correlation Results

The correlational results showed that there is a high correlation between the set: General issues about learning innovations and the role of the psychologist in introducing learning innovations, r = 0.840**. The correlation is positive, high and statistically significant, p = 0.000 < 0.05.

The relationship between interactive and active teaching and the role of the psychologist in introducing innovations in teaching, is very high, r = 0.901** and statistically significant, p = 0.000 < 0.05.

The relationship between the set: Research teaching and problem solving and the role of the psychologist in introducing innovations in teaching, is very high, r = 0.914** and statistically significant, p = 0.000 < 0.05.

Relationship between the set: Introduction of innovative technologies and the role of the psychologist in introducing innovations in teaching, is high, r = 0.901** and statistically significant, p = 0.000 < 0.05.

There is a very strong link between the set: Promoting innovation development and the role of the psychologist in introducing innovations in teaching, r = 0.917**. In addition to being strong, the correlation is also statistically significant, p = 0.000 < 0.05.

Based on these results, we can conclude that in general there is a fairly high correlation between the formed sets and the role of the psychologist in introducing innovations in teaching.

Table 3

Correlation Results

Correlations

		The role of psychologist in presenting innovations
General issue about learning innovations	Pearson correlation	0.840**
	Sig. (2-tailed)	0.000
	N	208
Interactive and active teaching	Pearson correlation	0.901**
	Sig. (2-tailed)	0.000
	N	208
Research teaching and problem solving	Pearson correlation	0.914**
	Sig. (2-tailed)	0.000
	N	208
Introduction of innovative technologies	Pearson correlation	0.901**
	Sig. (2-tailed)	0.000
	N	208
Promoting innovation development	Pearson correlation	0.917**
	Sig. (2-tailed)	0.000
	N	208

**. Correlation is significant at the 0.01 level (2-tailed).

Results Related to the Hypotheses

Hypothesis 1:

Alternative Hypothesis (HA): Psychologists have a higher perception than teachers regarding the role of the psychologist in promoting innovation in learning.

Hypothesis Zero (HO): There are no differences in the perception of psychologists and teachers regarding the role of the psychologist in promoting innovation in learning.

Based on the averages of the results, it is noticed that the highest average for the role of the psychologist in the promotion of innovations in teaching have psychologists, M = 25.21, while the average of the results of teachers, M = 21.94. In the part of Levin test, it is noticed that the value of F = 0.866, while p = 0.355, which is an indication that the variances are homogeneous. In the t-test for Equality of Means, $p < 0.05$ for both Equal variances assumed and Equal variances not assumed, indicating a difference in perceptions of the role of the school psychologist in promoting innovation among psychologists and teachers is statistically significant.

The results showed that the alternative hypothesis was supported, that psychologists have a higher perception than teachers regarding the role of the psychologist in promoting innovations in learning.

Table 4

Testing the First Hypothesis

Group statistics

	Occupation	N	Mean	Std. deviation	Std. error mean
	Teacher	67	21.94	5.393	0.659
	Psychologist	14	25.21	4.594	1.228

Independent samples test

	Levene's test for equality of variances		t-test for equality of means						
Promoting innovation development	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variances assumed	0.866	0.355	-2.114	79	0.038	-3.274	1.549	-6.357	-0.191
Equal variances not assumed			-2.350	21.219	0.029	-3.274	1.393	-6.170	-0.378

Hypothesis 2:

Alternative Hypothesis (HA): There are statistically significant differences in the perception of the role of the school psychologist, in the introduction of innovations in teaching, by teachers of different ages.

Hypothesis null (HO): There are no differences in the perception of the role of the psychologist in introducing innovations in learning by teachers of different ages.

To test this hypothesis, only teacher data were obtained. Testing was performed through the One Way ANOVA parametric test.

Empirical results showed that the highest average for assessing the role of the psychologist in the presentation of innovations in teaching have teachers aged 51-60 years, M = 149.52, then teachers aged up to 30 years, 148.62, teachers aged 31-40, M = 143.33, then teachers aged 41-50, M = 135.12, while the lowest average is held by teachers over 60 years old. Levene's test shows that the variances are not homogeneous,

since p = 0.02 < 0.05. Based on the value of F = 3.755 and p = 0.006 < 0.05, we find that the difference in perception of the role of the psychologist, by teachers of different ages is statistically significant.

Empirical results showed that the alternative hypothesis was supported, as the differences between teachers of different ages, regarding the role of the psychologist, are statistically significant.

Table 5

Testing of the Second Hypothesis

Descriptives						
Age—The role of the psychologist in presenting innovations						
	N	Mean	Std. deviation	Std. error	95% confidence interval for mean	
					Lower bound	Upper bound
Up to 30	26	148.62	18.315	3.592	141.22	156.01
31-40	61	143.33	27.914	3.574	136.18	150.48
41-50	50	135.12	21.288	3.011	129.07	141.17
51-60	42	149.52	27.233	4.202	141.04	158.01
Over 60	8	121.00	32.426	11.464	93.89	148.11
Total	187	142.30	25.883	1.893	138.57	146.04

Test of homogeneity of variances			
Age—The role of the psychologist in presenting innovations			
Levene statistic	df1	df2	Sig.
2.987	4	182	0.020

ANOVA					
Age—The role of the psychologist in presenting					
	Sum of squares	df	Mean square	F	Sig.
Between groups	9500.273	4	2375.068	3.755	0.006
Within groups	115109.353	182	632.469		
Total	124609.626	186			

Hypothesis 3:

Alternative Hypothesis (HA): In schools where conditions are best, the psychologist has better opportunities in introducing innovations.

Hypothesis null (HO): There is no correlation between school conditions and the introduction of innovations in teaching.

School conditions play an important role in introducing innovations in teaching. In schools where there are solid conditions, the opportunities for the implementation of innovations are significantly greater than in schools where basic conditions are lacking.

Empirical results showed that participants who expressed that their school has very good conditions, has the highest average, 140.92, then participants who expressed that school conditions are good, M = 134.03, while the lowest average of have participants who have expressed that school conditions are average. Based on the homogeneity test, p = 0.000 < 0.05, we notice that the variances are not homogeneous, while F = 9.665 and p = 0.000 < 0.05. Based on these results, we find that there are statistically significant differences between school participants with different conditions and that participants who consider that they have very good conditions in school, have a higher appreciation for the role of the psychologist in introducing innovations in

teaching. Empirical results showed that the alternative hypothesis was supported, that, in schools where the conditions are better, the psychologist has better opportunities in presenting innovations.

Table 6

Testing of the Third Hypothesis

Descriptives						
School opportunities for introducing innovations—The role of the psychologist in introducing innovations						
	N	Mean	Std. deviation	Std. error	95% confidence interval for mean	
					Lower bound	Upper bound
Average	31	119.13	33.405	6.000	106.88	131.38
Good	86	134.03	23.549	2.539	128.99	139.08
Very good	91	140.92	20.232	2.121	136.71	145.14
Total	208	134.83	24.918	1.728	131.42	138.23

Test of homogeneity of variances			
School opportunities for introducing innovations—The role of the psychologist in introducing innovations			
Levene statistic	df1	df2	Sig.
14.631	2	205	0.000

ANOVA					
School opportunities for introducing innovations—The role of psychologist in introducing innovations					
	Sum of squares	df	Mean square	F	Sig.
Between groups	11074.928	2	5537.464	9.665	0.000
Within groups	117454.841	205	572.950		
Total	128529.769	207			

Hypothesis 4:

Alternative Hypothesis (HA): Teachers who consider that schools have a professional staff for introducing innovations in teaching, have a higher appreciation for the role of the psychologist for introducing innovations in teaching than teachers who consider that they do not have staff.

Hypothesis null (HO): There is no correlation between the professional staff in the school and the evaluation of the role of the school psychologist in introducing innovations in teaching.

To test this hypothesis, only teacher data were obtained.

Empirical results showed that the highest average in assessing the role of the school psychologist in the presentation of innovations have teachers who fully agree that the school has a framework for introducing innovations in teaching, M = 146.78, then there are teachers who agree that the school has staff, M = 131.89, followed by teachers who to some extent agree with the school staff, M = 129.45 and the lowest average has teachers who do not agree that the school has a framework for introducing innovations in the school, M = 87.33. If we look at the Levene's test, on the homogeneity of variances, we notice that p (sig. 0.000), which is an indication that the variances are not homogeneous, the value of F = 14.270, while p = 0.000 < 0.05. Based on the findings, we can conclude that there is a statistically significant difference between the evaluation of the professional staff by teachers and the evaluation of the role of the school psychologist in introducing innovations in teaching, and the highest evaluation for the role of the school psychologist, have teachers who consider that the school has a framework for introducing innovations in teaching.

Table 7

Testing Fourth Hypothesis

Descriptives

Professional framework for introducing innovations—The role of the psychologist in introducing innovations

	N	Mean	Std. deviation	Std. error	95% confidence interval for mean	
					Lower bound	Upper bound
I do not agree	6	87.33	5.164	2.108	81.91	92.75
To some extent I Agree	40	129.45	28.325	4.479	120.39	138.51
Agree	90	131.89	23.379	2.464	126.99	136.79
Completely agree	51	146.78	18.262	2.557	141.65	151.92
Total	187	134.00	25.334	1.853	130.35	137.65

Test of homogeneity of variances

Professional framework for introducing innovations—The role of the psychologist in introducing innovations

Levene statistic	df1	df2	Sig.
7.712	3	183	0.000

ANOVA

School opportunities for introducing innovations—The role of the psychologist in introducing innovations

	Sum of squares	df	Mean square	F	Sig.
Between groups	22631.250	3	7543.750	14.270	0.000
Within groups	96742.750	183	528.649		
Total	119374.000	186			

Conclusion

Conclusions Regarding Descriptive Results

From the results of each scale, the overall results were found. From the overall results it was found that about 61.4% of participants agree that the school psychologist has an important role in introducing innovations in teaching, 25.5% of them to some extent agree, while 13.1% of participants disagree that the school psychologist has a role in introducing positive developmental innovations in learning. Based on these results and the averages of each scale, it was found that the overall average of the scores is 3.76.

From these results we can conclude that over half of the participants have a positive perception of the role of the school psychologist in presenting innovations in teaching.

Conclusions Regarding Correlational Results

After shaping the scales based on the scales, a correlation test was performed between the sets and the overall results.

Based on these results, we can conclude that in general there is a fairly high correlation between the formed sets and the role of the psychologist in introducing innovations in teaching.

Results Related to Research Hypotheses

Regarding the hypothesis: Psychologists have a higher perception than teachers regarding the role of the psychologist in promoting innovation in learning, empirical results showed that the difference in perception of the role of the school psychologist in promoting innovation, between psychologists and teachers is important and the alternative hypothesis is supported.

Regarding the hypothesis: There are statistically significant differences in the perception of the role of the school psychologist, in the introduction of innovations in teaching, by teachers of different ages, empirical results showed that the alternative hypothesis was supported, since the differences between different ages of teachers are statistically significant.

Regarding the hypothesis: In schools where the conditions are better, the psychologist has better opportunities in presenting innovations, the results showed that participants who expressed that their school has very good conditions, has the highest average. Based on the data of $F = 9.665$ and $p = 0.000 < 0.05$, we conclude that the alternative hypothesis is supported.

Regarding the hypothesis: Teachers who consider that schools have a professional staff for introducing innovations in teaching, have a higher appreciation for the role of the psychologist for introducing innovations in teaching than teachers who consider that they do not have staff, it was found that the average is High in assessing the role of the school psychologist in the presentation of innovations have teachers who fully agree that the school has a framework for introducing innovations in teaching. There is a statistically significant difference between the evaluation of the professional staff by teachers and the evaluation of the role of the school psychologist in introducing innovations in teaching, and the highest evaluation for the role of the school psychologist is given to teachers who consider that the school has a framework for introducing innovations in teaching. Therefore we can conclude that the alternative hypothesis is supported.

Empirical results showed that the school psychologist plays an important role in introducing innovations in teaching, but still needs work and involvement of more psychologists in schools, and engagement in concrete tasks, to achieve results and increase even more conviction and change perception.

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