

Speech pathologists' practitioner in institutions for persons with special needs

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Abstract

The study aimed to reveal the level of Speech pathologists' practitioner in institutions for persons with special needs.

This study was applied to a sample of Speech pathologists consisting of (42) individuals, (30) males and (12) females. They were selected using a random sampling method at the national level in the year 2022. The researchers used the descriptive, exploratory and analytical method.

The study sample was applied: Speech pathologists' practitioner Questionnaire.

The study reached the following results:

- The level of Speech pathologists' practitioner in institutions for people with special needs. Rating: average. With an arithmetic average of (2.205).
- The Speech pathologists' practitioner suffers from problems related to educational methods and equipment.
- The Speech pathologists' practitioner suffers from several problems in his professional climate.
- There are no problems facing the Speech pathologists' practitioner in the relational aspect.

Keywords: Speech pathologists' practitioner, Specialized institutions, Persons with special needs.

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1. Introduction

Speech pathologists' practitioner is one of the most important professions and jobs that the Speech pathologist occupies in his private clinic or office through the institutions in which he practices his work.

The Speech pathologist in the process of care and follow-up of Speech pathologist prepares programs according to the cases he is responsible for through several stages. He is obligated to familiarize himself with the knowledge and all the strategies that pertain to his duties in application, especially since he is assigned the task of carrying out most of the practical work in

the field, whether through Speech pathologist follow-up classes or through parental guidance classes.

There is some connection between applied practice and institutional reality, in terms of working conditions and the capabilities of the means prepared for applying and conducting treatment through classes, which make the Speech pathologist specialist to be conversant with what is around him and familiar with everything that is new in his specialty, especially in the age of technology, which makes him to be a researcher, supervisor, and preparer. And our professionals, even though the roles are multiple, the applied aspect is reflected by the institutional reality and the developments it brings that may benefit the effectiveness of the application or may interfere with it. This depends on the professional competence, the professional and academic training of the Speech pathologist specialist, and the professional and organizational climate in the institution.

2.The problem of the study:

In our current era, research and interest in the necessity of the presence of Speech pathologist in the relevant institutions has increased in light of the accelerating expansion of the service side and in light of the social, economic, technological and cultural transformations and changes, as well as with the increasing cases of follow-up and the abundance of speech, phonetic, linguistic, educational and counseling disorders that require effective Speech pathologist practice. Which led individuals to turn to Speech pathologist in search of effective re-education programs.

The need for Speech pathologist sponsorship of all kinds has become the preoccupation of many specialists in order to provide Speech pathologist sponsorship for examinees who need care and therapeutic follow-up to alleviate the pressures and pain at the level of speech, educational, linguistic and vocal disorders that they suffer from. It has become natural for significant numbers to flock to the Speech pathologist. Many individuals request this service in speech or voice correction or guidance in order to achieve psychological health for themselves.

In light of this increasing demand for Speech pathologist sponsorship, the latter still needs to achieve the quality of practice. Accordingly; This scientific paper aims to fundamentally identify the reality of Speech pathologist practice between application and institutional reality.

From this general standpoint, we define the study's problem by answering the following questions:

- 1- What is the level of Speech pathologists' practitioner in institutions for persons with special needs?
- 2- What is the level of Speech pathologists' practitioner in institutions for persons with special needs in the dimension: educational means and equipment?
- 3- What is the level of Speech pathologists' practitioner in institutions for persons with special needs in the dimension: professional climate?
- 4- What is the level of Speech pathologists' practitioner in institutions for persons with special needs in the dimension: the relational aspect?

2.1. The importance and objectives of the study:

-Discovering the most important difficulties in Speech pathologist practice in the institutions that handle cases.

- Knowing the opinion of Speech pathologist practitioners according to their own point of view.

2.2. Procedural definition of concepts:

- Speech pathologists' practitioner: We mean the examiner's reception of the examined persons inside his own office in the competent institution, where he receives the case and conducts an interview with her that begins with the anamnesis of the examined person by asking direct or indirect questions that enable him later to examine, budget, and then make a good diagnosis of the case and thus develop a solid strategy for treatment. He examines, diagnoses, and treats cases that require emergency follow-up or parental guidance. He arranges periodic meetings or sessions with his examinees.

Psychological practice is a painstaking matter, as it requires the specialist who carries out it to have extensive theoretical and applied information, along with a relational ability that allows him to establish real relationships with others and to adjust his role by understanding his attitudes and behaviors (Sillamy, 1996, p. 207).

Specialized institutions: These are public centers and schools that provide education for groups with mental retardation, the blind, autism, and the deaf-mute, affiliated with the Ministry of National Solidarity.

Persons with special needs:

They are persons who suffer from visual or hearing impairment or mental retardation.

3. Theoretical framework of the study:

Every therapist has knowledge, know-how and a interpersonal skills that he can therefore improve "over time, through his questioning, his training, his professional and personal experiences, as he grows in maturity, etc. » (Pont, 2011, p. 78)

He specializes in evaluating and treating human communication and speech disorders regarding all functions related to understanding, perception and expression of oral and written language.

According to Françoise Estienne (2004), speech therapy knowledge, corresponding to accumulated learning⁸ during studies and after, aims to follow the permanent evolution of ideas and knowledge. " A knowledge, as rich and sophisticated as it may be, must be translated into know-how" (Estienne, 2004, p. 13).

Also, The role of Speech pathologist:

- Diagnosis of linguistic and phonological disorders

- Improving linguistic performance and correcting pronunciation

-Arthroscopic examination

- Enriching the subject's linguistic knowledge with correct vocabulary that enables others to understand him

- Attending pedagogical meetings, family counseling classes, and case studies

- Work collectively and individually.

In addition, the Speech pathologist performs diagnostic tasks cases of speech difficulty:

Before starting the therapeutic work, a medical examination must be performed as an early and necessary step aimed at discovering whether there is an organic defect, and then starting the necessary medical or surgical treatment in such a case. As for the evaluation process carried out by Al-Speech pathologist, it includes - in general - four basic aspects:

- Studying the antecedents of voice disorder.
- Systematic analysis of sound, which includes analysis of pitch dimensions, loudness, sound quality and sound resonance.
- Examination of the speech apparatus from both structural and functional aspects.
- Measure some other changes (when needed) such as hearing acuity, general health status, emotional relational aspect, and vocal skills. Estienne F François., & Piérart (2006).

We explain other tasks for Speech pathologist:

Speech pathologist is a science, an art, and a practice. In order for this practice to be scientific, the researcher intends to use examination and detection tools recognized in the scientific field, which can be summarized as follows:

-Observation: It is a personal effort undertaken by Al-Speech pathologist in order to collect the largest possible number of data about a patient's sample. Observation is of two types:

-Direct observation: This is what Al-Speech pathologist conducts when he meets the patient.

In order for the observation to be good, the Speech pathologist must have several qualities, including: quick wit, attention, the ability to understand behavior, great endurance and patience, and the ability to help.

- Directed interview: The interview means the direct meeting between the Speech pathologist and the examinee. Whatever it is, certain conditions must be met by the Speech pathologist specialist so that he is able to listen, accept, be patient, and empathically participate. Appropriate conditions must also be available for the interview, which are spatial conditions (a special place for the Speech pathologist examination) and temporal (choosing a time). It is appropriate for the examinee, so it should not be at the end of the day, nor should it be at moments when the examinee refuses the interview.

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4. Previous studies:

There have been many Algerian studies - each according to its orientation and the reality of its study - in this field, which is a subject of debate and disagreement in the viewpoint of researchers. Among the most important studies we present the following:

Sahrawi's study (2021) follows. Concerning clinical practice in Algeria, she urged, at the conclusion of her article, that the psychological specialist's training should continue after graduation through training courses, training courses, conferences, and joining scientific research teams, in order to allow him to become familiar with developments and competencies. And

benefiting from theoretical and applied training by using papers, especially adapted ones, which are in line with the requirements of the Algerian reality.

Allawi's study (2018) indicated. One of the most important obstacles facing the psychologist is due to weak professional competence due to the specificity of the psychologist's academic qualification, in addition to the obstacles of the lack of diagnostic tools for the practitioner, in addition to the professional climate and the weak level of responsiveness between the job of the psychologist, teachers, parents, and guardians, due to lack of awareness and ambiguity. About the nature of psychological examination among parents and teachers, which is one of the factors causing the marginalization of the profession of psychological practice due to cultural and social fallacies.

Also, the study by Zahar and TazwaltAmrouni (2015) concluded by revealing the most important obstacles faced by the psychologist. They came in order: (composition, community culture, financial capabilities, tasks, professional relationships).

As for the study by Dabroso (2010), which confirmed through its conclusions that the most important difficulties facing the psychologist during field practice is the negative view of society towards the profession of the psychologist.

5. Methodology

The limits of the study:

-The human, spatial and temporal domain: It was conducted on a group of Speech pathologists in institutions affiliated with social activity. In the year 2022.

Study methodology and procedures:

The researchers used the descriptive, exploratory, analytical method as the most appropriate method for the current study. In terms of data collection, analysis, and statistical processing to arrive at results related to the study's questions, objectives, and nature.

Study population and sample:

The persons consisted of (42) Speech pathologist (30) females and (12) males. The sample was selected randomly.

Data collection tool:

The data collection tool is considered a means of obtaining scientific information and facts. The appropriate tool is determined in light of the research objectives, hypotheses, and the questions it seeks to answer. The researcher can use more than one tool so that he can answer all the questions posed by his study accurately.

It is among the tools that were relied upon in our current study. The questionnaire tool, which is a means of collecting information related to the subject of the research by preparing a questionnaire that is filled out by a representative sample of individuals, and the person who fills out the form is called the respondent (Rabhi Mustafa Alian, Othman Muhammad Ghoneim, 2000, p. 82).

The questionnaire was used as a basic tool in the study, and after its initial preparation, it was presented to a group of professors as arbitrators.

Finally, the questionnaire was translated into its final form, as it contains 3 basic dimensions:

- The first dimension: educational means and equipment, which includes 9 items.
- The second dimension: professional climate, consisting of 6 items.
- The third dimension: the relational aspect, and it contained 5 items.

It contained three alternatives, with their degree in the statement: Yes, with a degree of (3), sometimes with a degree of (2), and never with a degree of (1).

Psychometric characteristics of the study.

By psychometric properties of tools, we mean the extent to which the tool used for measurement has an acceptable degree of validity and reliability. To ensure the validity and reliability of the psychometric properties of the questionnaire applied in the present study, we present them in the following steps:

Validity of the tool:

It means how valid the scale is in measuring what it was designed to measure, and it is considered a necessary condition that must be met in the scale, otherwise it loses its value as a means of measuring the characteristic with which we want to measure it, and a valid scale is generally fixed (Abdul Hafeez Moghadam., 2003, p. 146). The validity of the questionnaire was measured based on:

1- Honesty of arbitrators:

This method is considered more common, and it means that the scale is presented to a group of arbitrators who have previous experience in the field for which the scale was developed, and their opinions on the scale are taken, and the scale setter adjusts his scale according to what the specialists saw. If this is done to him, the researcher considers their statements as evidence of the truthfulness of the scale. The scale he used (Ahmed Muhammad Al-Tabib, 1999, p. 212).

The researcher presented the study tool to nine arbitrators from the psychology departments.

The majority opinion was taken into account with the aim of verifying the veracity of the content, the coherence of the statements, their suitability to measure what they were designed for, their linguistic integrity and clarity, and their suitability for the field in which they were placed, either by approving the importance of the difficulty, modifying its wording, or deleting it due to its lack of importance. So that the observations agreed upon by the arbitrators by 90% or more are taken into account.

2- Content validity (internal consistency):

To verify the validity of the questionnaire, it was applied to a sample random of (45) psychologists, and internal consistency validity was used, which shows the extent to which the individual belongs to the dimension. This achieves the concept of validity by finding the correlation between the scores of the statement and the total score of the dimension, as it measures the extent to which the goals that are achieved are achieved. The tool seeks to achieve

this, and the validity of the internal consistency shows the extent to which each axis of the study tool is related to the total score of the questionnaire items combined. The Statistical Package for the Social Sciences (SPSS.23) system was used to calculate the value of the correlation coefficient for each dimension. The content validity of the questionnaire was calculated, as shown in the following table:

Table No. (1) Demonstrates internal consistency validity Dimensions of the Speech pathologists Practice Questionnaire.

Questionnaire dimensions	Sample number	The value of (r)	Level of significance
educational means and equipment	45	0.881	Sig .0,01
professional climate	45	0.952	Sig .0,01
the relational aspect	45	0.783	Sig .0,01

**correlation coefficient sign at ($\alpha \leq 0.01$)

Through Table No. (1), we find that the value of the correlation coefficient for all dimensions ranges between (0.783) and (0.952), which is statistically significant at a significance level of (0.01), which confirms that the content of the questionnaire is consistent through the correlation of all dimensions with its overall dimension, and accordingly It can be said that the Speech pathologists Practice Questionnaire. It has a high degree of honesty in terms of content.

It is considered true and consistent for what it was designed to measure.

3- Tool stability:

Reliability means the extent of accuracy, stability and consistency in the results of the tool if it is applied twice or more to the same characteristic on different occasions, and consistency in psychological measurement means ensuring that almost the same results are obtained if the measure is re-applied to the same individual or the same group of individuals (Bashir Maamriya, 2007: 167).

In order to ensure the reliability of the questionnaire applied in the current study, Cronbach's alpha was used for all dimensions of the scale and the total score, as shown below:

Table No. (2) Internal consistency of the scale dimensions and the total score according to Cronbach's alpha coefficients.

The dimension	Numbers of phases	Value of Cronbach's alpha coefficient	decision
educational means and equipment	9	0.851	Sig .0,01
professional climate	6	0.906	Sig .0,01
the relational aspect	5	0.892	Sig .0,01

**correlation coefficient sign at ($\alpha \leq 0.01$)

Through Table No. (2), we find that the value of Cronbach's alpha for the sub-dimensions of the questionnaire ranges between (0.851) and (0.906), which is a relationship that is considered high, which gives a strong indication of the validity of the scale, as there is a positive relationship between each dimension and its indicators, which indicates the existence of A statistical relationship between each dimension and its indicators. Thus, it can be said that the questionnaire has a high degree of reliability. It is a high stability coefficient that meets the purposes of scientific research.

- The statistical methods used:

- Statistical Package for the Social Sciences (SPSS 23).

-SMA.

-standard deviation.

- Likert scale (Likert 3 scale). Weights were given to the scale categories as shown in the following table:

Table No. (3) Degree of Practice.

general trend	Weighted average	Degree of Practice	Response
not agree	1-1.66	Low	no never
neutral	1.67-2.33	Average	sometimes
agree	2.34-3	high	Yes

6.Results

6.1. Presentation of the results and interpretation of the first exploratory question.

What is the level of Speech pathologists Practice in institutions for persons with special needs?

To measure this exploratory question, the arithmetic mean and standard deviation were used, as shown in the following table:

Table No. (4) Degree of the level of Speech pathologists Practice in institutions for persons with special needs.

Persons	N of items	Means	Std.Deviation	Df	Degree of Practice
42	20	2.20591	0.092517	40	Average

It is clear from the table above that the overall score of the questionnaire items is average with an arithmetic mean of (2.205), at a df of (40) and Std.Deviation of (0.0925). This shows the level of Speech pathologists' practice in institutions for persons with special needs. Rating: average.

We explain this as being due to the Speech pathologists' practice in institutions for persons with special needs. The degree of its difficulties may vary from one region to another according to the professional climate, according to the school district or state, or according to the relational aspect of the specialist, or perhaps it is due to practice due to the factor of available educational means and equipment.

The results of this hypothesis are consistent with the results of Sahrawi's (2021) study. The practice lies in benefiting from theoretical and applied training by using papers, especially adapted ones, that are in line with the requirements of the Algerian reality.

It also agrees Hypothesis results with what Allawi's study (2018) indicated. In the lack of diagnostic tools for the practitioner, the professional climate and marginalization.

Also, the results of the hypothesis are consistent with the results of the study of Zahar and TerzaultAmrouni (2015), regarding composition, tasks, and professional relationships.

6.2. Presentation of the results and interpretation of the second exploratory question.

What is the level of Speech pathologists Practice in institutions for persons with special needs?

Next: Educational means and equipment?

What is the level of Speech pathologists Practice in institutions for persons with special needs, In the dimension: educational means and equipment?

To measure this exploratory question, the arithmetic mean and standard deviation were used, as in the following table:

Table No. (5) It shows the arithmetic means and standard deviations of the research sample's responses regarding educational methods and equipment.

N	Items	Means	Std.Deviation	Degree of appreciation	Order item
1	Lack of pedagogical means.	2.7380	0.386	High	2
2	Shortage of devices, tests and tests	2.8095	0.317	High	1
3	Scarcity of updating detection and follow-up tools.	2.7142	0.421	High	3
4	Lack of training on modern methods and devices.	2.3571	0.551	High	6
5	Lack of adequate equipment in the specialist's office.	1.9761	0.557	Average	9
6	Lack of configuration of the application lounge.	2.3333	0.634	Average	7
7	Lack of budget allocated to purchasing educational materials.	2.0476	0.453	Average	8
8	Lack of a resource room in institutions.	2.5	0.619	High	5
9	Lack of Internet provision for scientific research	2.5714	0.530	High	4

It is clear from Table No. (5) that all expressions of the first dimension, in order, obtained the following arithmetic means:

(06) six phrases received a high rating, which are the phrases numbered sequentially: (2-1-3-9-8-4).

Its estimates ranged between arithmetic averages of (2.357-2.809).

I also got (03) three phrases at an average rating, the phrases are numbered sequentially: (5-7-6).

With arithmetic averages between (2.33-1.976).

All statements were arranged according to their strength and their arithmetic averages between levels: Average and high.

This part of the second question can be interpreted to mean that the Speech pathologists Practice suffers from problems related to educational means and equipment, due to the scarcity of: pedagogical means, devices, tests, tests, modernization of detection and follow-up tools, as well as Lack of training on modern methods and devices, lack of a resource room in institutions, and lack of Internet provision for scientific research. This is due to a lack of institutional preparation and equipment structures and their adaptation to the offices and clinics of the Speech

pathologists Practice, for the purpose of working with cases accurately and easily in practice in conditions that allow him the aspects of examination, diagnosis, evaluation, re-education and treatment. However, if these means are not available, then the Speech pathologist's practitioner's work will decrease and he will not be able to carry out his role and professional tasks to the fullest extent.

6.3. Presentation of the results and interpretation of the third exploratory question.

What is the level of Speech pathologists' practitioner in institutions for persons with special needs, In the dimension: Professional climate?

To measure this exploratory question, the arithmetic mean and standard deviation were used, as in the following table:

Table No. (06) It shows the arithmetic means and standard deviations of the research sample's responses regarding the professional climate.

N	Items	Means	Std.Deviation	Degree of appreciation	Order item
10	Lack of field training and internships.	2.904	0.176	High	1
11	Tired of long courier volume.	2.666	0.444	High	2
12	Fluctuation in follow-up classes due to students' preoccupation with the timing of instruction.	2.190	0.578	Average	4
13	Harassing children's parents in the work of the specialist.	1.476	0.589	Low	6
14	Lack of discipline among parents in parental guidance classes.	1.880	0.629	Average	5
15	Lack of family cooperation in following up on children's treatment.	2.452	0.599	High	3

It is clear from Table No. (06) that all expressions of the first dimension, in order, obtained the following arithmetic means:

(03) three phrases received a high rating, and they are the phrases numbered sequentially: (15-11-10).

Its estimates ranged between arithmetic averages of (2.904-2.452).

Two (02) phrases also received an average rating, which are the phrases numbered sequentially: (14-12).

With arithmetic averages between (2.19-1.88).

As for statement No. (13), it received a low rating with an average of (1.47).

All statements were arranged according to their strength and their arithmetic averages between levels: low, Average, and high.

This part of the third question can be interpreted to mean that the Speech pathologists' practitioner suffers from several problems in his professional climate, the most important of which are:

- Lack of field training and internships
- Fatigue from long hours of work
- Fluctuation in follow-up classes due to students' preoccupation with the timing of instruction
- Lack of discipline among parents in parental guidance classes
- The family's lack of cooperation in following up on the children's treatment.

This is due to the process of professional work, which increases pressure due to the workload of specialists, which reaches (30 hours per week or more when assigned to tasks or assigned to work that may not be related to the scope of the institution). As for the absence and interruption of training, this is due to the relevant ministry's structure for such training and field courses.

There is also a lack of societal culture among some parents and families in following up on their children in cases of treatment and parental guidance, which hinders the process of the Speech pathologists' practitioner classes for such cases and their progress in the re-education program for each case.

6.4.Presentation of the results and interpretation of the Forth exploratory question.

What is the level of Speech pathologists' practitioner in institutions for persons with special needs, IN the dimension: the relational aspect?

To measure this exploratory question, the arithmetic mean and standard deviation were used, as in the following table:

Table No. (07)It shows the arithmetic means and standard deviations of the research sample's responses in the relational aspect

N	Items	Means	Std.Deviation	Degree of appreciation	Order item
16	Marginalizing the role of Speech pathologists.	2.071	0.574	Average	2
17	Assigning the Speech pathologist to other tasks outside the profession.	2.357	0.520	High	1
18	Considering the work of the specialist as administrative reports and not processing.	1.261	0.386	Low	5
19	Lack of appreciation for professional	1.333	0.460	Low	4

	practice on the part of management.				
20	Professional pressure exerted by management.	1.476	0.498	Low	3

It is clear from Table No. (07) that all the expressions of the first dimension, in order, obtained the following arithmetic means:

(03) three phrases received a low rating, which are the phrases numbered sequentially: (20-19-18).

Its estimates ranged between arithmetic averages of (1.47-1.26).

As for statement No. (16), it received an average rating with an average of (2.07).

Statement No. (17) received a high rating with an average of (2.357).

All statements were arranged according to their strength and their arithmetic averages between levels: low, average, and high.

This part of the fourth question can be interpreted to mean that the relational aspect of the Speech pathologists' practitioner is not dominated by significant problems at the level of school administration, but he suffers from professional pressure in being assigned to other tasks outside the profession, and he suffers from some marginalization.

This is due to the large number of follow-up cases and cases of disturbances, and some schools may not have a specialist in education, as he carries out tasks outside the school framework in other centers, committees, or schools. But in general, there are no administrative problems that hinder his professional practice.

7. conclusions and recommendations for further research

In general, the main results of the study can be summarized as follows:

- The level of Speech pathologists' practitioner in institutions for persons with special needs. Rating: average. With an arithmetic average of (2.205).
- The Speech pathologists' practitioner suffers from problems related to educational methods and equipment.
- The Speech pathologists' practitioner suffers from several problems in his professional climate.
- There are no problems facing the Speech pathologists' practitioner in the relational aspect.

Recommendations

- The concerned authorities and principals of the relevant schools must provide educational means and equipment to improve the conditions of Speech pathologists' practitioner for the purpose of performing effective follow-up and treatment of care cases.
- Providing a professional climate that suits the performance of the duties of the Speech pathologists' practitioner at the level of the relevant institutions.
- Intensifying the training and training courses for the benefit of Speech pathologists' practitioners for the purpose of keeping pace with the modernization of information.

- Providing a scientific research space for the specialization of Speech pathologists at the level of specialized institutions.
- Intensifying parental awareness and guidance programs at the level of relevant institutions.

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