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Psychological and pedagogical principles in modern educational management: influence and development prospects

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Abstract. *Introduction.* The incorporation of psychological and pedagogical principles into school management processes significantly impacts the overall effectiveness of the educational experience. It fosters an optimal learning environment and supports the comprehensive development of students. *Aim.* This study aims to examine the influence of fundamental principles of educational psychology on the organisation of management processes within contemporary schools. *Methodology and research methods.* The representative sample comprised 96 principals from accredited secondary schools in the Casablanca-Settat region of Morocco. A combination of two questionnaires, TALIS and QADAPS, was utilised for data collection. For further analysis, the statistical ANOVA test was conducted using SPSS 28 software and Microsoft Office Excel 365. *Results.* It has been established that 85.5% of schools implement conflict resolution programmes designed to foster socio-emotional competencies among participants in interactions. A significant majority of educational leaders (94.6%) recognise that the regulation of emotional processes plays a crucial role in students' development. Additionally, 72.9% of schools actively employ cooperative practices that enhance the social and emotional growth of their students. Notably, 77.1% of administrative staff consider psychological and pedagogical principles to be foundational to the educational mission of their institutions. Furthermore, 84.4% of schools apply differentiated approaches to address the special educational needs of participants in the educational process, with 87.8% of school principals incorporating psychological principles into educational policy and practice. However, only 17.7% of schools have established policies that promote a positive school climate. *Scientific novelty.* For the first time, a study was conducted to examine the impact of psychological and pedagogical principles on administrative processes within the regional school system in Morocco. *Practical significance.* The findings of the study can be utilised to incorporate psychological and pedagogical principles into the management of a contemporary school.

Keywords: educational psychology, school climate, emotional development, educational management, schools, educational practices, socio-emotional skills

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Психолого-педагогические принципы в современном управлении образованием: влияние и перспективы развития

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Аннотация. Введение. Включение психолого-педагогических принципов в процессы управления школой влияет на эффективность образовательного процесса в целом, создает оптимальную среду обучения и способствует общему развитию учащихся. Цель – исследовать влияние фундаментальных принципов педагогической психологии на организацию процессов управления в современной школе. Методология, методы и методики. В репрезентативную выборку вошли 96 директоров квалифицированных средних школ в регионе Касабланка-Сеттат в Марокко. Использовалась комбинация двух опросников – TALIS и QADAPS. Для дальнейшего анализа применялись статистический тест ANOVA в программном обеспечении SPSS 28 и Microsoft Office Excel 365. Результаты. Установлено, что 85,5 % школ реализуют программы по разрешению конфликтов, направленные на формирование социально-эмоциональных компетенций у участников взаимодействия. Подавляющее большинство руководителей образовательных организаций (94,6 %) отмечают, что регуляция эмоциональных процессов вносит важный вклад в развитие обучающихся. Кроме того, 72,9 % школ активно внедряют практики сотрудничества, способствующие социально-эмоциональному развитию учащихся. Важно отметить, что 77,1 % административных работников рассматривают психолого-педагогические принципы в качестве фундамента для реализации образовательной миссии учреждения. 84,4% – применяют дифференцированные подходы для удовлетворения особых образовательных потребностей участников образовательного процесса, причем 87,8 % директоров школ интегрируют психологические принципы в образовательную политику и практику. 17,7 % школ проводят политику, способствующую созданию позитивного школьного климата. Научная новизна. Впервые осуществлено изучение воздействия психолого-педагогических принципов на процессы административного управления в системе регионального школьного образования в Марокко. Практическая значимость. Результаты исследования могут быть использованы для интеграции психолого-педагогических принципов в процессы управления современной школой.

Ключевые слова: педагогическая психология, школьный климат, эмоциональное развитие, управление образованием, школы, образовательные практики, социально-эмоциональные навыки

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Introduction

A school is an educational institution dedicated to the teaching and training of students. [1]. It plays a central role in the intellectual, social and moral development of students, providing them with the knowledge and skills they need to succeed in life [2]. The school is managed and run by a director who ensures a learning environment for students and a favourable working climate for the educational staff, which in turn promotes academic success [3, 4].

Educational psychology is the discipline that aims to improve teaching practices, promote student well-being and create school environments conducive to learning [5, 6]. Educational psychology plays an essential role in the development of effective and inclusive educational strategies to meet the diverse needs of learners [7, 8]. It offers tools and strategies based on scientific research to understand and optimise learning processes and school management, which is why its use in school management by principals is a crucial aspect of improving the effectiveness and quality of education [9, 10].

The study by M. Décaudain and R. Ghiglione showed that by integrating educational psychology into school management, principals can create a learning environment that is more effective, inclusive and conducive to students' holistic development [11]. Another study by N. Goyette, S. Martineau, B. Gagnon et al. confirmed that this approach better meets individual student needs, improves staff well-being and promotes a positive, productive school culture [12].

Principals need to be aware of the indispensable role of educational psychology in their schools, not only to improve the quality of teaching but also to support students' overall development, thus guaranteeing an optimal, caring educational environment [13, 14].

The main aim of our research is to highlight the positive impact of educational psychology on the management of Moroccan schools. At the same time, to encourage any school managers to make psycho-educational efforts when implementing and developing the managerial strategies used.

Research Questions

- What stops principals from incorporating educational psychology into their school management programmes?
- What challenges do school principals face when integrating educational psychology into their management strategies?
- What are the key principles of educational psychology that can be applied to the management of educational institutions?
- What impact does the application of emotional and social support strategies, derived from educational psychology, have on the success and personal development of students?

Hypothesis

- Management practices influenced by educational psychology differ positively from traditional practices in terms of staff and student satisfaction.

- School principals integrating educational psychology into their management face specific challenges, but these can be overcome with adequate resources and appropriate support.

- Principals who use educational psychology principles are perceived as more effective leaders by staff and students alike.

- Institutions that integrate educational psychology practices show higher levels of resilience and well-being among teachers, as well as significant improvements in socio-emotional skills among students.

Limitations of the Study

We opted for school principals in the Casablanca-Settat Morocco region, and would have liked to extend the sample further, but the principals' lack of use of technology somewhat restricted our possibilities. Moreover, the inability to understand the French language meant that translating the questionnaire into Arabic was an essential task.

Literature Review

Management is the set of activities and responsibilities exercised by the leaders or executives of an organisation to plan, organise, direct and control the activities of that organisation, with a view to achieving its objectives effectively and efficiently [15, 16, 17].

School management involves the organisation, direction and supervision of educational and administrative activities to ensure an effective, quality learning environment [18].

According to F. Bourgeois, successful school management depends significantly on the effective application of the principles of educational psychology [19]. According to A. Fabères, to integrate a thorough understanding of learning processes, student development and motivation into management strategies and practices [20].

However, A. Morcillo, F. Martin and B. Jeunier have mentioned that educational psychology offers valuable insights into how students learn, develop and interact in a school environment [21]. H. Paquette and C. Caouette add that by using this knowledge, school administrators can design educational programmes and policies that meet students' individual needs, foster their engagement and optimise their academic and personal success [22].

For example, by understanding learning theories such as constructivism or social-cognitive theory, managers can develop adaptive teaching methods that encourage interaction, critical thinking and collaboration among students [23, 24, 25]. Similarly, by applying principles of cognitive and emotional development, they can create favourable school environments that support students' mental and emotional well-being, essential for their optimal learning [26, 27].

Research by J. Husman, W. Lens, and A. J. Martin, agree that educational psychology also helps managers to understand students' motivations and to adopt

management approaches that reinforce intrinsic motivation and autonomy [28, 29]. By recognising the impact of psychological factors such as perceived competence, self-determination and the teacher-student relationship, schools can create a positive, inclusive climate that encourages students' active participation and promotes their overall development [30, 31].

In short, the judicious use of educational psychology in school management creates an environment conducive to learning, where students' needs are taken into account holistically [32]. This leads not only to improved academic results, but also to students' personal and social development, thus contributing to the overall, sustainable success of the school [33].

Materials and Methods

Our search relied on databases including Google Scholar, Cairn.info, ScienceDirect, PubMed, ResearchGate and the online library for the academic community to carry out an efficient scientific study. We opted for relevant keywords during the search: educational psychology, school climate, emotional development, educational management, schools, educational practices, socio-emotional skills. We also used the website of the Moroccan Ministry of National Education, Preschool and Sports to find out about schools in the Casablanca-Settat region.

Sample Characteristics

This survey was carried out in the Casablanca-Settat region of Morocco. Representative sampling was used, emphasising the importance of selecting units according to knowledge and educational sector. We dealt with 96 heads of qualifying secondary schools. Open data from the Ministère de l'éducation nationale du préscolaire et des sports representing the number of high schools in the Casablanca-Settat region enabled us to select our sample according to region [34].

Measuring Instruments

The questionnaire was handed out to school principals in their establishments to ensure their participation and understanding of the questions asked.

Ethical Considerations

Each principal who completed the questionnaire was informed that their participation in this study was voluntary and that they could choose to withdraw at any time. They were informed that their answers would be anonymous and used exclusively for academic scientific research purposes.

Tool Validation

The questionnaire used is a combination of two internationally validated questionnaires dealing with the management of educational institutions and educational psychology:

- International survey (TALIS), questionnaire for school heads. Organisation for Economic Co-operation and Development (OECD) [35].
- Questionnaire to Support Decision-Making in Adjusting Educational Pathways (QADAPS) – National Centre for Assistance to High-Potential Children and Adolescents (CNAHP), Section A: Headteacher/School Leader [36].

The questionnaire comprises 9 sections with a total of 62 questions. One section covers educational psychology, with 8 questions, while another section deals with educational management, structured into 8 sub-sections addressing specific managerial aspects.

Data Analysis Process

We analysed the responses obtained by the managers. After collecting quantitative data, we used the ANOVA statistical test in SPSS 28 software and Microsoft Office Excel 365 to code and analyse the data collected.

The information gathered was entered into Microsoft Office Excel 365 and carefully coded to guarantee the reliability of the results, before being imported into the SPSS 28 statistical software.

Results and Discussion

Descriptive Analysis

Our study focuses on all the responses collected from the questionnaire completed by school principals concerning the educational psychology section. We analysed these responses in order to derive results that will provide a better understanding of principals' perceptions and practices regarding educational psychology. These results will be beneficial for improving educational strategies and enhancing the effectiveness of pedagogical interventions in schools.

We have based ourselves on 8 questions that address the managerial aspect explicitly involving educational psychology.

Q1. In your school, you implement programmes to promote conflict resolution and social-emotional skills among your students.

Q2. Social-emotional skills, such as emotion management and conflict resolution, should be taught to students to foster their overall development.

Q3. Collaboration between the school, parents and the community is essential to support students' social and emotional development.

Q4. Educational psychology is at the heart of your educational mission, guiding your decisions and actions for the well-being and success of your students.

Q5. You adopt differentiated approaches to meet the specific needs of students, especially those with high potential or special educational needs.

Q6. Your school effectively integrates the principles of educational psychology into its educational policies and practices.

Q7. Your school's management team understands the importance of educational psychology to student success and acts accordingly.

Q8. Your school's policies promote a positive and inclusive school climate that fosters intrinsic motivation and student well-being.

The choice of these questions was based on several factors:

Thematic relevance. The questions address essential themes related to educational psychology, such as the socio-emotional development of students,

conflict resolution, and the integration of psychological principles into educational practices.

Impact on education. Each question aims to assess the impact of educational practices and policies on student well-being and success, with an emphasis on the effectiveness of educational psychological interventions.

Empirical basis. The areas explored by these questions are supported by empirical research demonstrating their importance in improving educational outcomes and school climate.

Alignment with study objectives. Each question was selected to contribute to an in-depth understanding of how educational psychology is integrated into school management, influencing policy decisions and educational practices.

Meeting the diverse needs of students. The questions also reflect the need for differentiated approaches to meet the specific needs of students, which is crucial to ensuring inclusive and equitable education.

Frequency of School Principals' Responses to Questions

Table 1 shows the percentages of principals who agreed and disagreed with the implementation of conflict resolution and socio-emotional skills development programmes in their schools. A high percentage of 85.5% of principals agreed with the idea of implementing conflict management and socio-emotional skills development programmes in their schools, 29.2% agreed and 56.3% strongly agreed, while 14.6% expressed reservations or disagreed (5.2% strongly disagreed and 9.4% disagreed).

Table 1

Implementation of conflict resolution and socio-emotional skills development programmes at your facility

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly disagree	5	5,2	5,2	5,2
	Disagree	9	9,3	9,4	14,6
	Agree	28	28,9	29,2	43,8
	Strongly agree	54	55,7	56,3	100,0
	Total	96	99,0	100,0	
Missing	System	1	1,0		
Total		97	100,0		

Table 2 deals with the transmission of socio-emotional skills, such as emotion management and conflict resolution. 94.8% of school principals were in favour of the idea, and demonstrated an awareness of the importance of promoting the overall development of pupils. Additionally, 68.8% strongly agreed with this practice, while 26% agreed. However, 5.2% disagreed, indicating that divergent perspectives on the implementation of this approach still existed.

Table 2

Teaching social-emotional skills, such as emotion management and conflict resolution, to foster students' overall development

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly disagree	1	1,0	1,0	1,0
	Disagree	4	4,1	4,2	5,2
	Agree	25	25,8	26,0	31,3
	Strongly agree	66	68,0	68,8	100,0
	Total	96	99,0	100,0	
Missing	System	1	1,0		
Total			100,0		

Harmonious collaboration between school, parents and the community plays an essential role in supporting students' social and emotional development. When these three players work together, they create an enriched environment where subjects feel supported both at school and at home.

Table 3 deals with the cooperation between the school, parents and the community that fosters the social and emotional development of students. We identified that 72.9% of principals encouraged this cooperation, of whom 39.6% strongly agreed and 33.3% agreed. On the other hand, 26.1% did not express approval of or interest in this form of collaboration (Table 3).

Table 3

Collaboration between school, parents and community to support students' social and emotional development

Frequency			Percentage	Valid percentage	Cumulative percentage
Valid	Strongly disagree	4	4,1	4,2	4,2
	Disagree	21	21,6	21,9	26,0
	Agree	32	33,0	33,3	59,4
	Strongly agree	38	39,2	39,6	99,0
	Total	96	99,0	100,0	
Missing	System	1	1,0		
Total			100,0		

Educational psychology plays a central role in the educational mission of a school principal, guiding his or her decisions and actions to promote the well-being and success of students. As can be seen from Table 4, 77.1% of school heads supported the importance and indispensability of educational psychology in the management of an educational institution (45.8% agreed and 31.3% strongly agreed). However, 23% still disagreed with the value of using educational psychology in educational management practices (4.2% strongly disagreed and 18.8% disagreed).

Table 4

Educational psychology is at the heart of your educational mission, guiding your decisions and actions for the well-being and success of your students

Frequency			Percentage	Valid percentage	Cumulative percentage
Valid	Strongly disagree	4	4,1	4,2	4,2
	Disagree	18	18,6	18,8	22,9
	Agree	44	45,4	45,8	68,8
	Strongly agree	30	30,9	31,3	100,0
	Total	96	99,0	100,0	
Missing	System	1	1,0		
Total			100,0		

The integration of differentiated approaches to meet the specific needs of students, including those with high potential or special educational needs, is essential in contemporary education. As evident from Table 5, 84.4% of principals agreed with the relevance of using this strategic adaptation in modern education (52.1% agreed and 32.3% strongly agreed). On the other hand, 15.6% disagreed for various reasons. It turns out that they are neglecting the weight of these approaches, which not only promote equity in education, but also cultivate an inclusive environment where every student can reach his or her full academic and personal potential.

Table 5

The adoption of differentiated approaches to meet the specific needs of students, including those with high potential or special educational needs

Frequency			Percentage	Valid percentage	Cumulative percentage
Valid	Strongly disagree	5	5,2	5,2	5,2
	Disagree	10	10,3	10,4	15,6
	Agree	50	51,5	52,1	67,7
	Strongly agree	31	32,0	32,3	100,0
	Total	96	99,0	100,0	
Missing	System	1	1,0		
Total			100,0		

It is notable that incorporating the principles of educational psychology into school educational policies and practices provides a solid foundation for fostering optimal student development. The results obtained in Table 6 shows that 87.5% of schools incorporated psychological principles into their educational methods. 42.7% agreed with this effective inclusion, and 44.8% strongly agreed that it guarantees an enriching and adaptable approach that promotes students' overall development. On the other hand, we still find schools that do not encourage this practice. 12.5%

of school directors, including 1% who totally disagreed, 11.5% expressed partial disagreement with this integration, which in most cases is beneficial in the short or long term.

Table 6
The effective integration of educational psychology principles into your school educational policies and practices

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly disagree	1	1,0	1,0	1,0
	Disagree	11	11,3	11,5	12,5
	Agree	41	42,3	42,7	55,2
	Strongly agree	43	44,3	44,8	100,0
	Total	96	99,0	100,0	
Missing	System	1	1,0		
Total			100,0		

Table 7 above highlights the commitment of a school management team to educational psychology, which is essential to student success and guides initiatives and strategic decisions. However, a percentage of 4.1% of principals were not convinced by the idea, of whom 3.1% strongly disagreed and 1% disagreed. In contrast, 94.8% expressed support, with 45.8% agreeing and 49% strongly agreeing that by understanding how psychological factors influence student development and performance, the management team strives to create an educational environment where every student not only has the opportunity to learn, but also to develop fully academically, socially and emotionally.

Table 7
The management team's understanding of the importance of educational psychology in student success is reflected in appropriate actions

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly disagree	3	3,1	3,1	3,1
	Disagree	1	1,0	1,0	4,2
	Agree	44	45,4	45,8	50,0
	Strongly agree	47	48,5	49,0	99,0
	Total	96	99,0	100,0	
Missing	System	1	1,0		
Total		97	100,0		

Table 8 shows the responses to the question concerning the use of policies to foster a positive, inclusive school climate that promotes intrinsic motivation and student well-being. The results show that a small percentage of 17.7% of principals

(15.6% agreed and 2.1% strongly agreed) find that creating a positive and inclusive school climate through policies that encourage intrinsic motivation and student well-being is a key priority in the school. A high percentage of 82.3% disagreed, of whom 11.5% totally disagreed and 70.8% partially disagreed.

Table 8
Promoting intrinsic motivation and student well-being through the use of policies to encourage a positive and inclusive school climate

Frequency			Percentage	Valid percentage	Cumulative percentage
Valid	Strongly disagree	11	11,3	11,5	11,5
	Disagree	68	70,1	70,8	82,3
	Agree	15	15,5	15,6	97,9
	Strongly agree	2	2,1	2,1	100,0
	Total	96	99,0	100,0	
Missing	System	1	1,0		
Total		97	100,0		

It is clear that the percentages obtained fluctuate according to the nature of the questions asked. We note that there is always a group of managers who underestimate the importance of certain essential approaches. Our study aims for objectivity by rigorously analysing the variations in the percentages obtained, and by taking into account the differences of opinion among managers. We would like to emphasise the vital importance of using educational psychology in the managerial strategies adopted by schools.

However, the questions used explore various crucial aspects of contemporary education in schools. They cover the implementation of socio-emotional development and conflict resolution programmes, the importance of collaboration between school, parents and the community, and the integration of educational psychology principles into educational practices. In addition, they examine the differentiated approach to meeting students' specific needs, the management team's understanding of and action on educational psychology, and policies aimed at creating a positive and inclusive school climate. These elements are essential to fostering students' well-being and overall success.

The principals' management visions vary according to various internal and external factors. However, it is essential to promote the general interest independently of specific influences.

We distinguish 85.5% of the principals who encourage the implementation of conflict resolution and socio-emotional skills development programmes. These principals attribute increasing recognition to the importance of these skills in the school environment. According to P. D. Stavrou and E. Kourkoutas, these programmes aim to improve student well-being, reduce interpersonal conflict and promote a positive school climate [37]. A study by A. A. Colomeischi, D. S. Duca, L. Bujor et al.

in 2022 confirms that socio-emotional skills have become increasingly relevant in education to prepare students to succeed not only academically, but also in their future personal and professional lives [38]. Thus, K. Appelqvist-Schmidlechner, A. Liski, M. Pankakoski et al. endorse the need for principals to support these initiatives to foster a more harmonious educational environment conducive to students' integral learning [39].

In addition, 94.8% favourably addressed the issue of imparting socio-emotional skills, including emotional management and conflict resolution. According to M. B. Santamaría-Villar, R. Gilar-Corbi, T. Pozo-Rico et al. this strong endorsement of socio-emotional skills by school principals reflects a growing recognition of their positive impact on school climate and student well-being [40]. M. K. Rosenthal and L. Gatt state that, by integrating programmes that teach emotion management and conflict resolution, schools aim to create an environment conducive to learning, where students feel supported and able to develop skills essential to their academic and personal success [41]. J. L. Jennings and T. A. DiPrete find that promoting students' holistic development goes beyond academic achievement; it also aims to prepare young people to face the challenges of everyday life, interact constructively with others and develop their own social-emotional identity [42]. Thus, school principals play a crucial role in supporting these initiatives, which can have a lasting impact on the overall success and well-being of students in their respective schools [43].

In addition, harmonious collaboration between school, parents and the community is fundamental to supporting students' social and emotional development [44]. D. McDermott agrees that when there is synergy between these three players, students benefit from a coherent and enriching environment, both at school and at home. She adds that this cooperation creates a framework where students feel supported, understood and encouraged to develop their socio-emotional skills, which are essential for their overall success [44].

The answers to the third question highlight the importance of this cooperation. They reveal that 72.9% of school principals actively encourage collaboration between the school, parents and the community. In the same context, 77.1% of school principals recognise the importance and indispensability of educational psychology in school management, showing a broad recognition among school leaders of the added value of a strong partnership with parents and the community.

There are several reasons why this collaboration is so widely encouraged by school principals:

Strengthening socio-emotional skills. C. Cefai, P. A. Bartolo, V. Cavioni et al. find that skills such as empathy, emotion management and conflict resolution are better integrated and reinforced when students see these values supported and practiced both at school and at home [45].

Academic support. C. F. Pop found that parents and the community can provide additional resources, academic support and learning opportunities outside school. This complements and enriches the formal education received at school [46].

Student well-being. According to S. Jacquelynne and R. W. R. Eccles, a strong support network contributes to students' general well-being. They feel valued and understood, which reduces stress and anxiety, and improves their concentration and academic engagement [46].

Promoting community involvement. T. J. Sergiovanni validates that community involvement in children's education creates a sense of belonging and shared responsibility. And that this can lead to beneficial local initiatives for the school and its students, such as mentoring programmes, extracurricular activities and community events [47].

The results showed that 87.5% of schools integrate psychological principles into their educational policies and practices. This may explain the 84.4% of principals who recognise the need for, and actively support, initiatives to integrate differentiated approaches to meet students' specific needs. This majority endorsement underlines the recognition of the importance of personalising teaching to better meet the diverse needs of students, whether they are high-potential or have special educational needs [48]. K. Perez incited on differentiated approaches as they enable the creation of an inclusive learning environment where each student can progress at their own pace and according to their own abilities [49].

By implementing differentiated teaching strategies, school principals can ensure that all students receive an equitable, quality education, thus fostering their personal development. This also contributes to a positive school climate, where the diversity of needs is recognised and valued [50, 51].

We also found that 94.8% of the principals agreed that understanding the psychological factors influencing student development and performance was crucial. This commitment guides the initiatives and strategic decisions taken by management teams to create an educational environment where every student can not only learn, but also develop fully academically, socially and emotionally [52].

M. T. Greenberg, R. P. Weissberg, M. U. O'Brien et al. noted in their study that the impact on educational initiatives lies in support programmes [53]. In addition, M. J. Elias, J. E. Zins, P. A. Graczyk et al. noted that by integrating educational psychology, management teams can develop and implement support programmes tailored to students' individual needs, such as counselling services, stress management workshops and social-emotional skills development sessions [54].

The final question indicated the use of policies to encourage a positive and inclusive school climate, fostering intrinsic motivation and student well-being. The results reveal that a small percentage of 17.7% of principals considered the creation of such a climate to be an essential priority. On the other hand, a high percentage (82.3%) did not support that idea. This discrepancy highlights a tension between the recognition of the benefits of a positive school environment and the priorities perceived by the majority of principals. The 17.7% who favour this climate understand that intrinsic motivation and student well-being are fundamental to their long-term success. However, the majority seem to prioritise other aspects of school management, perhaps due to academic pressures or resource constraints.

This situation underlines the importance of raising principals' awareness of the benefits of an inclusive and positive climate, not only for students' well-being, but also for their overall academic performance.

Conclusion

In conclusion, the use of educational psychology by school managers is essential and indispensable for effective school management [55]. This approach not only makes it possible to better understand and respond to the diverse needs of students, but also to create positive, inclusive and stimulating learning environments [56, 57]. The results have shown that the majority of principals recognise the significant benefits of educational psychology, whether it is improving the school climate, supporting students' emotional well-being, or adapting pedagogical methods to maximise everyone's potential.

However, there is still a significant proportion of institutions where these practices are not fully integrated. It is therefore crucial to encourage these institutions to adopt educational psychology in their daily policies and practices. By raising awareness and training more managers in the proven benefits of this discipline, we can hope for a positive transformation that will benefit all players in the educational community[58, 59]. Thus, the integration of educational psychology into all schools is not only desirable, but necessary to ensure a quality education that prepares students to succeed academically, socially and emotionally [60, 61].

Prospects

In the context of research with a limited sample of 96 school principals, several perspectives can be envisaged to reinforce and deepen the conclusions obtained. For future research and practical applications, we aim to expand the sample to obtain a more representative sample. This would make it possible to check whether the conclusions are applicable to a variety of contexts, and to take account of regional specificities. The deepening of qualitative data to gather varied perspectives and obtain more detailed insights into practices and perceptions concerning educational psychology. Interdisciplinary collaboration with psychologists, pedagogues and sociologists to enrich the research and benefit from cross-sectoral perspectives.

In our future research, we will explore how to encourage more widespread adoption of educational psychology in schools, as well as innovative strategies to overcome current challenges to this integration.

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