RESEARCH ARTICLE

Psychological-Social Communication as a Public Relations Activity in Improving the Relationships between Educational Institution Staff and Learners - A Field Study on a Sample of Students from Rabah Ben Daoud Secondary School in Médéa Province

Salah Eddine Brahimi	Dr.
	Amar Telidji University of Laghouat, Department of Psychology
	Algeria
	Email: Salaheddinebrahimi16@gmail.com

Abstract

This study aimed to identify the role of social and psychological communication as a public relations activity in improving the relationship between staff and students in educational institutions. The study focused on a sample of teachers and students from various educational institutions. Its significance lies in its focus on a crucial segment of society and the potential for applying its findings to address the challenges and problems faced by both teachers and students. The study sample consisted of 100 male and female students from an educational institution in the state of Medea, aged between 14 and 18 years. The study presented a theoretical framework that defined the variables of communication and public relations. To achieve the study's objectives, a questionnaire on social and psychological communication was administered to the sample. To analyze the study results, the necessary statistical analyses were conducted under the supervision of a statistical expert. The results revealed the following: There is a relationship between psychosocial communication as a public relations activity and improving the relationship between staff in educational institutions and students. The results also showed no statistically significant differences in psychosocial communication among the study sample based on gender, and that the level of psychosocial communication among the sample was low. Furthermore, direct communication plays an important role in identifying students' needs.

Introduction :

The human being is considered the fundamental wealth of every nation; therefore, developing creative and innovative capacity becomes the supreme objective of any educational system if we want society to progress and advance, and if we aim for our nation to achieve social, cultural, and economic growth. Since we live in an era characterized by cognitive, scientific, and technological explosion, as well as rapid change and accelerated progress, non-developed countries are racing in the field of advancement across various domains of life. Here emerges the organized and planned educational process aimed at developing creativity and cultural and social change, and at improving it through providing a suitable climate for creative education, which makes the teacher distinguished in thought, speech,

and practice, contributes to adding science and knowledge, and participates in building his society (Anna, 2012, p. 1).

Communication is considered the cornerstone of any type of institution, as it represents a set of relationships that depend on communication in its various forms (social, psychological, etc.). It is considered one of the most important applications addressed by modern institutions and an essential function aimed at organizing and directing all human interactions that occur within society. It has thus become essential within the institution regardless of the activity it performs in society, on the basis that it is a social unit composed of a group of individuals bound by work relationships that require organization and direction in a manner that serves the institution's activity. This can only be achieved through the use of communication as a tool to reach the desired goal.

Due to its importance in organizing relationships, the success of institutionswhether public, service-oriented, or non-service-oriented has become dependent on their ability to adapt to the environment and its various components, including employees, learners, and others with diverse orientations, needs, and aspirations.

This makes communication a central point in managing public relations within educational institutions. The educational institution must define its objectives and aspirations, which renders communication an essential element in achieving them.

In light of the foregoing, this study seeks to reveal the role of socio-psychological communication as a public relations activity in improving the relationships between employees of educational institutions and learners.

1- Research Problem:

The extensive change that has occurred in Algerian society, accompanied by the dilution of many values and ideals that individuals previously abandoned only in exceptional cases, has led many of us to feel that we are facing a real crisis. Values are considered a cultural element with effective power in regulating the behavior of individuals across different segments (age, etc.) (Al-Omar, 2004, p. 24).

Today, our society is in urgent need of education as the foundation of the social change process, since the individual who lacks a spirit of change, effective values, and the will to change derives his problem from within himself. This self requires reconstruction, strengthening of will, utilization of values, and the dissemination of a spirit of change. The problem of society today is nothing but an educational problem related to the individual, who needs the restoration of spirit and effective behavioral motivation that prepares him for reform and change. The school is merely a microcosm of the social structure it reflects, with all its contradictions and interactions.

Moreover, the educational system cannot reform itself unless reforms in the social structure precede it, because society is the driving force behind change through educational objectives and policies. On this basis, the role of education is limited to being an instrument for implementing those objectives and policies. Therefore, the school has a role in the process of change and can exert a direct influence through identifying areas of change, awakening awareness among individuals of the importance of this change, and providing them with new knowledge and attitudes that support change.

Although the topic is not new in the general sense, what gives this research its scientific novelty lies in addressing this issue in light of contemporary developments (Ali, 2012), especially when it concerns educational institutions, where the matter relates to the teacher and the learner from psychological, social, academic, and other perspectives. This necessitates the presence of effective communication in its various forms for educational and psychological processes to be successfully accomplished.

The need for communication, its modern techniques, and its various philosophies has thus become a necessary mechanism for institutions seeking to achieve their objectives particularly in teacher-learner relationships, which have become a clear threat to the smooth functioning of educational processes and the educational institution itself. Understanding learners' needs and addressing them, while considering individual differences, leads to learner comfort and stability and enhances qualitative educational productivity.

In this context, communication has evolved as a psychological and social concept and has become an effective tool in achieving the goals of educational institutions and the aspirations of their members simultaneously. In light of the above, the research problem becomes clear and can be formulated in the following questions:

• What is the role of social and psychological communication as a public relations activity in improving the relationships between employees of educational institutions and learners?

• What is the level of socio-psychological communication among the study sample?

• Does indirect communication negatively affect the teacher–learner relationship?

• Does direct communication contribute to identifying learners' needs?

• Are there statistically significant differences in the level of socio-psychological communication among the study sample according to the gender variable?

2- Research Hypotheses:

- There is a role for social and psychological communication as a public relations activity in improving the relationships between employees of educational institutions and learners.
- Indirect communication negatively affects the teacher–learner relationship.
- Direct communication contributes to identifying learners' needs.
- The level of socio-psychological communication among the study sample is low.
- There are statistically significant differences in the level of socio-psychological communication among the study sample according to the gender variable.

3- Research Objectives:

The objectives of the study can be summarized as follows:

- Identifying the role of social and psychological communication as a public relations activity in improving the relationships between employees of educational institutions and learners.
- Identifying the level of socio-psychological communication among the study sample.
- Identifying differences in the level of socio-psychological communication among the study sample according to the gender variable.
- Identifying the negative impact of indirect communication on the teacher–learner relationship.
- Identifying the contribution of direct communication to recognizing learners' needs.
- Proposing opinions and recommendations aimed at enhancing educational quality and improving teacher–learner relationships for positive change and societal preservation.

4- Importance of the Study:

The importance of the current study is reflected in the following points:

1- The study derives its importance from the significance of the topic it addresses, namely the role of socio-psychological communication as a public relations activity in improving relationships between employees of educational institutions and learners, which is a highly important topic. Society is in urgent need of changing its reality for the better and confronting its problems to overcome them and propose solutions.

2- The study addresses an important segment of society upon which progress and development depend, especially when this segment faces various problems. It is worth noting that teachers and learners mostly suffer from educational, social, economic, and psychological problems, as well as from a lack of positive communication, which affects their educational role and academic achievement, as well as their social and psychological stability. Therefore, they require further studies, attention, care, and follow-up.

3- This research may help identify and measure behavioral manifestations among teachers and learners through its tools, allowing the use of its results in educational and academic processes, whether in preventive or therapeutic contexts.

4- The study may add, through its results, certain aspects that should be considered when addressing communication-related problems between teachers and learners.

5- This study may assist researchers in conducting further similar studies related to the topic on other university samples.

6- The importance of the research is highlighted by the importance of the school and its role in developing nations scientifically, socially, and economically, and in its capacity to confront civilizational challenges. This is due to the vital role the school plays in progress and advancement by enhancing individual quality and value, and by being essential for building a modern state based on scientific production and positive change.

7- The importance of the teacher's role in supervising the learning process to achieve school adjustment among learners and guide them toward higher and more beneficial levels of knowledge, morals, and values.

8- Societys need to produce qualified individuals capable of effectively disseminating the message of education to future generations, clarifying ambiguities, producing individuals capable of advancing the nation and elevating its status, and even competing with developed countries in academic, scientific, and creative fields.

5- Study Limits:

The study is limited to the following:

A) Human and spatial limits:

The study was limited to secondary school learners enrolled in an educational institution in the Wilaya of Médéa, with variations in gender and age.

B) Temporal limits:

The field study was conducted in December 2025.

C) Subject-matter limits:

- A sample of secondary school learners.
- The socio-psychological communication questionnaire.

6- Definition of Study Concepts:

6-1- Educational Institution (School):

6-1-1- Linguistically:

The word "school" is derived from the verb *darasa*, meaning to study a book, study it repeatedly, and contend with it until it is memorized.

- Darasta: I read the books of the People of the Book.
- Dirasah: studying or revising.
- Madaris: the place where study takes place.
- School: the place of study and seeking knowledge; plural: schools (Ibn Manzur, 1988, p. 607).

6-1-2- Terminologically:

- Zaeimi defines the school as a social institution established by society to prepare young generations for social life through education.
- Mohamed Saqr defines it as a social institution of socialization whose role is to shape individuals in various aspects within an organized framework based on principles of social control.
- Esmat Matawa defines it as a social institution deliberately established by society, whose primary function is to socialize generations to make them suitable members of the society for which they are prepared (Murad, 2007, p. 124).

6-1-3- Operational definition of the school:

It is the social institution concerned with educating and teaching learners who enroll at the age of 16, providing them with broader general education and qualifying them for university education.

6-2- Socio-psychological communication (operational definition):

In this study, it refers to the process of transmitting information, ideas, attitudes, feelings, and emotions from a sender to a receiver through a specific channel, aiming to influence behavior with the presence of feedback.

6-3- Public relations:

In this study, public relations refer to a communicative activity within the institution aimed at strengthening bonds and creating distinguished relationships between the institution, its employees, and its learners, based on trust, respect, appreciation, and mutual interests.

7- Field Study Procedures:

7-1- Research methodology used:

The nature of this study required reliance on the descriptive-analytical research method to examine the extent of the role of socio-psychological communication as a public relations activity in improving relationships between employees of educational institutions and learners, through description and analysis. This method is defined as one that describes existing phenomena and interprets them, focusing on identifying and analyzing conditions on one hand and the relationships between phenomena on the other (Jaber et al., 1988, p. 134).

7-2- Study population:

The study population consists of secondary school learners of different genders, marital status, and ages, exceeding (1,800) learners and (300) teachers.

7-3- Study sample:

The research sample was selected randomly, representing a proportion reflective of the study variables (gender, marital status, age). The questionnaire was distributed to a sample of (100) students from the institution. Educational (Secondary) Institution in Médéa Province, as shown in the following tables:

Table No. (01) shows the distribution of the sample members according to the gender variable.

Gender	Frequency	Percentage
Male	30	30%
Female	70	70%
Total	100	100%

It is observed from the above table that the percentage of male learners is 30%, which is lower than the percentage of female learners, which reached 70%. The researcher noted that the number of male students in secondary school is less than the number of females. This is due to the phenomenon of male dropout from educational institutions and their early entry into the labor market.

7.4. Study Tools:
Psychological-Social Communication Questionnaire
After the researcher reviewed many Arabic and foreign scales, he chose the psychological-social communication questionnaire. The questionnaire contained 30 questions distributed over two axes (primary information, psychological communication, social communication).

- **Method of Scoring the Scale:** The scoring consists of two grades, which are the answer "Yes" or the answer "No", where "No" is scored (0), and "Yes" is scored (1) for positive statements, while negative statements are scored inversely.
- **Psychometric Properties of the Scale:** The researchers decided to apply it to a sample consisting of 100 learners, and calculated the psychometric properties as follows:

First: Validity of the Scale
To verify the validity of the scale, the researcher calculated validity using two methods as follows:
a-   Extreme Groups Comparison Validity:
b-   The Pearson correlation coefficient reached (0.69) at the statistical significance level of 0.01, as shown in Table No. (05).

Table No. (02) shows the extreme groups comparison validity of the psychological-social communication scale.

Statistical Significance	Significance Level	Correlation Coefficient	Sample Size
Statistically significant at 0.01	0.01	0.69	100

b- Self-validity: The researcher was reassured of the validity of the scale by calculating the self-validity coefficient through taking the square root of the reliability coefficient value of the scale, which was estimated at 0.75. Thus, the self-validity coefficient was 0.86, which confirms that it is a valid scale.

Second: Reliability of the Scale: It refers to the extent to which the scale gives the same scores to the same individuals when reapplied to them (Taha, 1993, p. 265).

a- Cronbach's Alpha Method:
The researcher estimated the reliability coefficient of the scale as a whole using Cronbach's Alpha method, as it is the most commonly used equation in such cases. The researcher obtained a reliability coefficient of 0.75, which is considered high, as shown in the following table:

Table No. (03) shows the reliability coefficient values of the psychological-social communication scale.

Reliability Coefficient	Scale
0.75	Psychological-Social Communication

b- Split-Half Method:
The researcher obtained a correlation coefficient of 0.73, and after correction using the Spearman-Brown formula, the researcher obtained a reliability coefficient of 0.90, which is very high.

From this, it is clear that the reliability coefficients using Cronbach's Alpha and the split-half method are high coefficients, indicating a good level of reliability and fulfilling the requirements for applying the scale to the members of the basic sample.

7.5. Statistical Processing:
A computer was used for statistical processing (SPSS) under the supervision of a statistics specialist. The processing included the following methods:
- Frequencies and percentages to describe the characteristics of the study sample.
- Pearson correlation coefficient to measure the internal consistency of the questionnaire.
- Cronbach's Alpha method to measure the reliability of the questionnaire.
- Arithmetic means and standard deviations to show the responses of the study sample members to the scale.
- Using the One Sample T-test to verify hypotheses related to studying the gender and marital status variables.

7.6. Presentation of Study Results:
First: Regarding the first hypothesis:
What are the levels of psychological-social communication between learners and teachers?

To answer this question, percentages were relied upon by extracting the frequencies representing the levels of psychological-social communication, and the following table illustrates this:

Table No. (04) shows the distribution of percentages of the basic study sample members according to psychological-social communication.

Percentage	Frequency	Level of Psychological-Social Communication
71%	71	Low level
29%	29	High level
100%	100	Total

The above table shows that the number of students who obtained high scores in psychological-social communication reached (29 students) with a percentage of (29%), while the number of students who obtained low scores in psychological-social communication was (71 students) with a percentage of (71%). Thus, we can conclude that the level of psychological-social communication among the study sample is low. This indicates weak communication between the teacher and the student, which may result in psychological, educational, and social problems due to the lack of understanding of the student's psychology, problems, and needs, which negatively affects the progress of the educational process.

Second: Regarding the second partial hypothesis:

Indirect communication negatively affects the teacher learner relationship.

Table No. (05) shows the values of statistical processing for the items of the second partial hypothesis:

Items	Arithmetic Mean	Standard Deviation	Variance
10	2.654	0.754	0.541

From the above table, it appears that the majority of the study sample answered "Yes" regarding indirect communication by teachers, with an arithmetic mean of (2.654). This may have psychological, educational, and social repercussions on the student in the classroom and may prevent achieving the goals of the educational process.

Third: Regarding the third hypothesis: Direct communication contributes to identifying learners needs.

Table No. (06) shows the values of statistical processing for the items of the third partial hypothesis:

Items	Arithmetic Mean	Standard Deviation	Variance
10	2.238	0.554	0.641

From the above table, it appears that the majority of the study sample answered "Yes" regarding direct communication and learners' needs, with an arithmetic mean of (2.238). If there is direct communication between the teacher and the learner without obstacles, this allows the discovery of learners' needs such as the need for security, love, success, and development, and helps them achieve these needs in order to reach what is known as sound and balanced psychological well-being and good academic achievemen

Fourth: Regarding the Fourth Hypothesis:

There are statistically significant differences on the psychological-social communication scale among the study sample attributable to the gender variable. To verify the validity of this hypothesis, the **t-test** was used to calculate differences in the level of psychological-social communication according to gender at the significance level of 0.05. The following table illustrates this:

Table No. (07) Results of the t-test for differences in the level of psychological-social communication among the sample members according to gender.

Gender Variable	Significance Level N 100	Arithmetic Mean	Standard Deviation	t-test Value	Degrees of Freedom (ddl)	Significance Level	Decision
Male	30	36.12	3.325	0.235	98	0.063	Not Significant
Female	70	34.37	3.689				

Table No. (07) shows that the researcher calculated the **t-test for two homogeneous independent samples**. It is observed that the t-test value was estimated at **0.235**, with **degrees of freedom (ddl = 98)** and a **significance level of 0.063**. As noted, the significance level of the t-test (0.063) is greater than the significance level (0.05), which indicates the absence of statistically significant differences in the level of psychological-social communication among the sample members according to gender. Based on this result, the hypothesis is rejected. This means that the level of psychological-social communication is similar between genders. In reality, communication between teachers and both male and female students is low, which leads to educational and psychological problems due to the lack of direct and effective communication. This hinders the progress of the educational process, whose success depends on understanding students needs, motivations, and individual differences and taking them into consideration.

Fifth: Presentation and Discussion of Results in Light of the General Hypothesis:

Through the presentation of the results, it became clear that the process of psychological-social communication plays a role in improving the teacher–learner relationship. The more direct and effective this communication is, the more it enables the teacher to identify learners' tendencies, needs, and motivations, as well as individual differences, thus achieving the objectives of the learning process and developing it, while taking into account the student's personality in the classroom.

Conclusion:

From the foregoing, it becomes clear that the process of psychological-social communication between the teacher and the learner plays an effective role in improving relationships and achieving meaningful educational goals without excluding the personality, motivations, needs, and inclinations of learners. The school ensures education in an organized and planned manner, contributing to building generations and preparing them for life. It is capable of achieving change and social adjustment for the individual through its curricula and educational programs, striving to bring about change toward the better. The teacher is considered the sole means of transmitting this progress and positive change to learners and non-learners alike, influencing members of society and attempting to regulate negative habits through correct and effective communication. The teacher also repairs what has been corrupted by technological means, plays an effective role in social reform, expands the scope of investments, and increases individuals' awareness of their rights and duties. All of this is for the sake of progress and advancement of the country morally, socially, politically, and economically. For this reason, it is necessary to study this important aspect of life with greater attention and to provide all means to uplift the nation and achieve positive change.

Recommendations:

The researchers recommend the following:

1. Future reforms should comprehensively cover education at all its stages, such that each stage leads to the next, enabling schools to achieve societal goals and the desired change.

2. Strengthening positive values and attitudes and emphasizing the importance of effective communication through the essential roles schools can play in establishing new values and achieving positive change in various fields (social, economic, psychological, cultural, etc.).

3. Identifying certain obstacles present within schools that hinder the achievement of change and development, along with continuous monitoring and renewal of education to align with the needs of the era and achieve positive social change.

4. Paying attention to the teacher, who is considered the driving force of the educational process and the primary transmitter of education and social influence. Change cannot occur without individuals who possess scientific, moral, and religious weight.

5. Giving great importance to the process of direct communication between the teacher and the learner, due to its significant role in the progress and development of the educational process.

Ethical Considerations

This study was conducted in accordance with internationally recognized ethical standards for research involving human participants. Prior to data collection, permission was obtained from the administration of the concerned educational institution. Participation in the study was entirely voluntary, and informed consent was secured from all participants and, where applicable, from their legal guardians, given that the respondents were minors. Participants were clearly informed of the purpose of the study and assured that their responses would be used solely for scientific research purposes. Confidentiality and anonymity were strictly maintained, and no personal identifiers were collected or disclosed. The study did not involve any procedures that could cause physical or psychological harm to the participants.

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Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this article. The research was conducted independently, and the results were not influenced by any institutional, financial, or personal relationships.

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