

Hemida Zahra et. al

Psychological care in the school environment- Detection and follow-up units of Médéa state as a model-

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Received: 02/2023, Published: 03/2023

Abstract:

The current study aimed to reveal the reality of psychological care in the school environment through the detection and follow-up units of the state of Medea, as well as to identify the disorders prevalent in the school environment. We relied on the analysis of the outcome of psychological care for various disorders and problems in the school environment among students sponsored at the level of these units for three years respectively (2019-2020-2021). The highest percentage of sponsorship recorded was for mental disorders, then school problems followed by other disorders, communication problems, and then cases of mental retardation, we find the rest of the problems and disorders, which are in the same order recorded during three years, even if the percentages for each disorder differ from year to year. This explains that some students need psychological care and school accompaniment so that they can achieve psychological balance with themselves and adapt to others and the external environment.

Keywords: psychological care - school environment - detection and follow-up unit for school medicine.

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Tob Regul Sci. TM 2023;9(1): 659-677

DOI: doi.org/10.18001/TRS.9.1.49

Introduction:

The school is an educational institution with a great role in the formation of students in terms of education and culture, due to the appropriate atmosphere it provides for these learners, whether in terms of the educational environment or programs, to extend its role to provide the school health necessary for their growth and proper development, as health care is the main pillar for building future generations for any society, and therefore those in charge of education are keen to provide school health that The blood of the school community of students, faculty, and staff. In the area of prevention, these units examine new students and provide them with the necessary vaccination against infectious diseases, and monitor the school environment, which includes school buildings and health facilities, to ensure that the proper health factors are available in the school environment. In the field of therapeutic services, school health units treat students from various diseases and provide them with the necessary medicine for each disease. (Fayez Abdel-Maqsoud et al., 2006:33) School health is that part of the public health program that is applied

within schools to raise the health level of the school community; it is the tool by which the school cooperates with the family to raise individuals because the family sometimes cannot carry out the process of education to acquire appropriate behaviors on its own. (Kafafi Aladdin, 2012: 87)

The formation of a healthy personality that meets all the health, psychological, mental, and sensory conditions of balance, intelligence, and the ability to accurately observe, understand, reason, analyze, and constructive objective criticism is a responsibility borne by the family, school, and social environment. Because of the importance of the issue of health in the school environment, the Ministry of National Education has recognized its responsibilities and attached importance to them, with the participation of other ministries that have established health structures and teams whose main concern is to follow up on the health of students in the school environment through detection and health care. (National Institute for Educational Users and Improvement, 38) The Official Bulletin of National Education in the Field of School Health indicated that the detection and follow-up units set up in educational institutions should continue, equip and monitor their progress in coordination with the directorates of health and population and work to activate health clubs to activate the role of health education in raising awareness of the dangers of diseases and social ills in the school environment. (Official Bulletin, 20:2016)

The detection and follow-up units have a great role played by the medical team working in them, as the psychological care carried out by the psychologist as one of this team is of great importance in the lives of learners who suffer from psychological or social problems as a result of multiple factors, and statistics issued by the World Health Organization indicate a tremendous increase in the prevalence of mental disorders in the world as a result of many interrelated psychological, biological, and social factors, as mental disorders affect large numbers of people at various stages, age, and from different economic and social levels and cause deterioration and suffering that extends its impact from the patient to the family and society. (Lotfi El-Sherbiny, 2003:10)

Accordingly, the psychologist directly practices psychological services that are based on providing psychotherapeutic services, psychological counseling, and solving various psychological problems for students within the school, as the changes that occur to learners during different periods of growth may occur to them psychological problems and may lead them to anxiety and depression, and some learners are ashamed or afraid of confrontation or suffer from mental disorders as a result of family problems or some self-problems, here lies the role of the psychologist in providing Therapeutic services and the application of psychotherapeutic methods, whether through individual therapy or group therapy. (Hamdi Abdullah, 2013:11) This is what we will try to highlight by presentation and analysis in this article, which is concerned with addressing the issue of psychological care in the school environment through detection and follow-up units and presenting the various interventions and stops provided to these learners.

1- Problematic:

The school is the official institution that educates, transmits the evolving culture, and provides the right conditions for physical, mental, emotional, and social growth. When a child begins his education at school, he has come a good way in socialization in the family, he enters the school equipped with a lot of information, social standards, values, and trends, and the school expands the circle of this information standards, values and trends in an organized form, and in the school, the student interacts with his teachers and colleagues and is affected by the curriculum in its broad sense of science and culture and his personality grows in all its aspects. (Mehdeb Rezika and Ait Mouloud Yasmina, 2016:179-180)

The school is one of the most responsible institutions in providing education to the children of society in general and health education in particular, knowing that education in its broadest sense means preparing for life, creating the appropriate environment, and providing opportunities to understand and achieve integrated fitness. This means paying attention to information, trends, healthy habits, and preventive services and enhancing the capabilities necessary to create a school environment conducive to healthy growth and development. (**National Institute for Educational Users and Improvement, 39**)

A student who suffers from anxiety due to the deterioration of the situation in his family, or the presence of family problems, or the student who is busy with his mind With his emotional problems and his failure to establish good relationships with his classmates or some of his teachers, such a student has difficulty concentrating. In class, he puts most of his attention on the lesson, so he expends his energy on thinking, his problems, and his pains, which leads to the appearance of a mismatch. His psyche and this often leads to academic delay and failure, such a group generates a sense of inferiority and shame Compared to others, self-confidence is lost and therefore a disorder occurs in their mental health. (Mehdeb Rezika and Ait Mouloud Yasmina, 2016:174) School health is one of the ways to help such students and others who need accompaniment and follow-up so that they can adapt to different life situations, which is embodied through the detection and follow-up units located across various educational institutions.

This decade has witnessed the issuance of many circulars, some of which are joint and others are not joint, trying in their entirety to develop a structural organizational vision of health within the Algerian educational institution, and perhaps the first joint ministerial circular in this regard is signed by four ministries issued on 21/11/1983, which emphasizes the need to pay attention to the health of the child and to the school environment in which he is raised. Ministerial Circular No. 05 of January 22, 1985, stresses the need to take care of the diseases detected in schools by the competent health services and the need to follow up the process in coordination with the various sectors interested in the field, such as the municipality, the health sector, the state and

ministries, especially the Ministry of Education. Then successive ministerial circulars related to the field of school health, for example, the joint ministerial decision of June 21, 1987, on the conditions of isolation and health protection in the event of an infectious disease in educational institutions.

Joint Ministerial Instruction No. 175, which includes the mandatory formation of a health board at the level of each educational institution in the state, followed by Instruction 176 issued by the Bejaia Forum in January 1989, which includes the need to establish a health record at the level of each institution. Ministerial Circular No. 01 of April 6, 1994, containing the plan for the reorganization of school health. This publication is considered a new start for the restructuring of a national health program so that it is not limited to the medical aspects of school health but should impose the concept of school health, define its objectives and provide essential staff with the necessary information and means, hence the idea of establishing detection and follow-up units, which is a new organization for school health in our country. Circulars, instructions, ministerial decisions, and forums, as well as all the above-mentioned measures, indicate a growing interest in school health and thus in the health of pupils and an attempt to upgrade and expand the health services provided to them with the help of qualified practitioners. (Zarzi Rufieh, 2018:168-169) This is to ensure that students with pedagogical, psychological, or social problems are followed up and taken care of in coordination with parents, school and vocational guidance and counseling counselors, as well as psychologists working in detection and follow-up units. (Official Bulletin, 12:2016)

Accordingly, the school health team consists of several individuals distributed according to specializations working within pre-prepared public health programs, coordinating with school health program officials in the departments of education to visit schools to examine their students within the framework of a work program specially prepared in this regard, to study and plan actions aimed at detecting and treating school health problems, and is concerned with periodic examination, either comprehensive or annual periodic within the institution. School SAT or in-school health units (UDS) are general practitioners, dentists, doctors or specialists in optometry, nurses, and clinical psychologist. In addition to the health services provided by the school health team, the clinical psychologist also provides his services, whether in terms of psychological examination or early detection of psychological problems that may appear in teachers, and take care of them before they increase, worsen and become difficult to treat. (Amina Safia and Karima Alaq, 2019:02) Therefore, based on what has already been presented, we will try in this article to answer the following question: What is the nature of psychological care in the school environment through detection and follow-up units? What are the common mental problems and disorders in the school environment?

2- The importance of the study:

Through this study , we try to highlight the importance of the role of detection and follow-up units in terms of follow-up of learners, each in his field of competence, whether in terms of health or psychological, and we focused on the role of the psychologist in terms of diagnosing disorders and problems among different learners and in various educational stages in order to clarify that the psychological aspect is of great importance in the student's life, especially if this aspect has a negative reflection on him that prevents him from compatibility with himself and the surrounding environment, including The school environment, if the student does not receive follow-up, diagnosis and care, he may be exposed to psychological problems and thus to disorders that make him deviate from the main goal, and he needs to intervene and take care of it, so it is necessary to sensitize and educate students, their parents and even teachers about the various problems and disorders that may occur and how they can be taken care of.

3 - Objective of the study:

Our goal through this study is to identify the nature of psychological care practiced through detection and follow-up units, which is part of the goals of school health, and also we wanted to know what are the cases that fall within this care and what are the problems or disorders that students suffer from, as an analytical reading to identify these problems and disorders to develop a preventive treatment plan that protects students from these frustrations and disorders to reach a safe school environment in which the student relaxes and focuses his efforts on success And superiority and excellence, not over fear, tension and escape, and this, of course, can only be achieved by the concerted efforts of all actors from the family and school.

4- Defining concepts:

4.1 Psychological Care:

Psychological care is a process that allows understanding the individual's capabilities and preparations and using them to solve his problems and develop plans for his life through his understanding of his reality and present and helping him achieve the greatest degree of happiness and efficiency and self-realization to reach a degree of compatibility. (Scheherazade Nawar, 2018:627)

The psychologist helps the student to understand himself, know his abilities, and overcome the difficulties he faces, to achieve psychological, educational, social, and professional compatibility to build a healthy personality within the framework of Islamic teachings. (Hamdi Abdallah Abdelazim, 2013: 225)

A- The importance of psychological care:

Samir Abish (2018) summarizes the importance of psychological care as follows:

- Prevention of academic and emotional problems, prevention of failure or school dropout, and work to achieve the best level of academic achievement.
- Playing the proper developmental role to achieve compatibility and mental health.
- Identify students' problems and help them solve them.
- Forming a comprehensive picture of the psychological, social, and educational conditions of students, which helps to follow them up and accompany them to succeed in their academic and professional path.
- Identify the sick and special cases of students who need follow-up and special care.
- Knowing the outstanding students academically, working to care for them, encourage them and motivate them.
- Detecting students who are behind in school and working to help them improve their academic level.
- Strengthening ties between the school and family environments by informing parents about the course of study and the problems faced by their children inside and outside the school, which helps parents to follow up on their children and provide the appropriate family atmosphere for students.
- Enable teachers to form appropriate backgrounds on the situation of students, which helps them to communicate well with students in the classroom properly. (Samir Abish, 2018:116)

B- Reasons for sponsorship within educational institutions:

- The age stage experienced by pupils, especially in the intermediate and secondary stages, is an age stage that undergoes significant changes in the physical, psychological, and mental development of pupils, and is accompanied by the emergence of many psychological and social problems faced by pupils, problems that require special care and good care so as not to affect the pupil's academic and vocational path.
- Renewal and educational changes taking place in the education sector, since the increase in the number of students within the educational system, the diversity of academic disciplines, the challenges of new curricula, and the introduction of contemporary technologies into the educational field have resulted in the emergence of anxiety, confusion and increased need for psychological care among students.
- The great changes taking place in the family in its structure, functions, and forms, the relations between its members, and the assignment of other social institutions to the family to carry out some of its basic functions, such as nurseries, have led to the emergence of many emotional and behavioral problems among children and their impact has been reflected within educational

C. Role of the psychologist: Agresta (2004,) defines the role of the psychologist in:

- Psychological tests;
- Counselling and individual psychotherapy;
- Counselling and group psychotherapy;
- Psychological counseling. (Quoted by Linda Abdul Rahim and Khadija Abdul Rahim, 16:2020)

The psychologist directly practices psychological services that are based on providing psychotherapeutic services, psychological counseling, and solving various psychological problems for students within the school, where there is a change in the psychological development of students at each stage of growth, and in those periods some students have psychological problems and changes that may lead them to anxiety and depression, as well as there are some students who are ashamed or afraid of confrontation or who suffer from mental disorders as a result of family problems or some problems Subjectivity. (Hamdi Abdallah Abdelazim, 2013: 11)

Psychologists agreed that the most important problems that concern the adolescent student at the secondary stage are: violence, problems of an emotional nature, daydreaming, rebellion, and delinquency. (Sassi Boucherit, 2012: 254)

In addition to the previous problems, Mohamed Ali Kamel (2003) believes that one of the reasons that support the need for psychological counseling in schools is the spread of other problems such as delinquency and drug abuse.

D- Individual problems and collective problems:

Any educational class, no matter how highly efficient and quality it is managed, is not without the emergence of some problems that vary in severity from one class to another, depending on the quality of classroom management and the leadership style followed by the teacher, and classroom problems sometimes appear individually and sometimes collectively.

First: Individual problems:

Since human behavior is an occasional and purposeful behavior, and each individual feels his need to belong to the group, if he encounters frustration in satisfying his need to belong, he will feel disappointed and inferior and therefore he will inevitably resort to unacceptable behaviors to satisfy that need, and Drakers and Castle have identified four behavioral patterns carried out by the individual:

- 1- Behavioral patterns to attract the attention of others.
- 2- Behavioral patterns to show power and assert authority.
- 3- Aggressive and vengeful behavioral patterns.
- 4- Behavioral patterns indicating helplessness and incompetence.

The student may follow one of the behavioral patterns mentioned or experiment with the other if he fails to follow a pattern. Here there is an incompatibility between his inner self and his external self, which makes him an unusual person, that is, with a behavioral disorder. (Rafida Hariri and Zahra Ben Rajab, 2008:18)

Second: Collective problems: Johnson and Bani identified seven types of collective problems:

- 1- **Lack of unity among students:** When there are class, sexual, or ethnic differences between students, situations of conflict, hatred, tension, and dissatisfaction with the group occurs among them.
- 2- **Non-compliance with standards of conduct and work rules:** Non-compliance occurs when the group violates the agreed regulations. By creating chaos and annoyance and speaking loudly at a time when students need to calm down and concentrate. (Rafida Hariri and Zahra Ben Rajab, 2008:19)
- 3- **Negative responses by members of the group:** This is represented by the group's hatred of those who do not accept them and causing them inconvenience, such as when a group harasses an individual for not agreeing with them to push him to go along with them.
- 4- **Approval and acceptance of bad behavior:** This happens when the students of the class encourage one of them when he makes funny or interesting moves.
- 5- **Distraction and cessation of work:** such as the group stopping an activity because they realize that the teacher is unfair to them.
- 6- **Low morale or hatred and aggressive responses:** including students forgetting to do homework, many demands, and many protests.
- 7- **Inability to adapt to the environment:** It is to show inappropriate reactions due to the change in the formation of groups or the presence of a new teacher, as the group feels threatened by its unity and cohesion. (Rafida Hariri and Zahra Ben Rajab, 2008:20)

4.2 School environment:

It is the school space in which the students, teachers, and school staff are present and includes the relationships between students and their colleagues, teachers, administration, resources,

buildings, and school facilities. Tagiuri (1988) argues that the internal environment of the school contains three dimensions:

- **Ecological or environmental dimension:** It includes the physical aspects of the school such as the size of the school, the age of the building, and the school facilities.
- **The social dimension:** It includes the characteristics of individuals within the school organization, as well as the prevailing pattern of relations between individuals and groups inside and outside the school.
- **The cultural dimension:** This dimension includes values, principles, and cognitive construction in the school, in addition to another dimension:
- **The psychological dimension:** is represented in those perceptions, sensations, feelings, and attitudes that the student holds toward the school environment. (Halima Reverse, 2015:174)

4.3 Definition of Detection and Follow-up Unit:

It is a school health subsidiary institution established by the Ministry of Education in cooperation with the Ministry of Health in Algeria concerned with the three main axes of health care, school nutrition, and physical education, located in a secondary or complementary institution, primary institution or even in the health sector and consists of a medical team consisting of general practitioner, dental surgeon, psychologist, and nurses. (Omar Ben Cherik and Nouredine Zaatar, 2014:101)

A- Tasks of the Detection and Follow-up Unit:

The Detection and Follow-up Unit shall supervise all preventive, curative, education, health, and detection activities in all its educational institutions in a manner that allows:

- Taking care of all students in the geographical school district.
- Providing some therapeutic services.
- Regular and accurate medical examination to detect diseases.
- Sensitizing educators and parents to the need to report disturbances that may occur to some students during the year.
- Develop an effective system to follow up on each pupil whose condition so requires.
- Diagnosing the disease and explaining it to the student's guardian.
- Ensure the effective care of the sick student by specialized health facilities and parents.
- Vaccinating students in coordination with the departments of epidemic control and preventive medicine and the directors of educational institutions of the Detection and Follow-up Unit.

- Ensure cleanliness and hygienic hygiene in educational institutions and school canteens.
- Directing cases of infectious diseases.
- Review and update the health book and students' files.
- Taking care of the psychosocial conditions of students.
- Strengthening communication in the school environment.
- Counting all cases of sensory deficiency (hearing, sight, speech). (Karima Faratsa and Abdelaziz Ibn Abdelmalek, 2021:175-176)

B - The role of the psychologist in the detection and follow-up unit of school medicine:

During the examination, the psychologist must pay attention to the emotional disorders of the student, most often those who pay attention to the change in the student's behavior are educational assistants within the institution, the teacher within the department, parents in the family environment, guidance counselor within the educational institution, psychologist when examining the student in a simple examination. All of them have a great and fundamental relationship in the process of caring for the student. The administration can take over and direct it to the psychologist directly at the request of the guidance counselor, professor, or parents if they notice that there is a behavior change. (Bernard jumel, 1999 :64-65)

Here comes the role of the psychologist to take care of these cases in light of the inability of the educational team to find solutions or even ways to deal with these students. For the psychologist to be able to do so, according to **Hamdi Abdullah Abdel Azim (2013)**, he must first be convinced of the importance of his role in society and its danger as well, and he must always be keen on his professional growth and development by learning about everything new in the field of psychological service, including tools, standards, tests, methods, and programs. Indicative.

Accordingly, all psychological and educational disorders require the intervention of all concerned parties such as parents, professors, guidance counselors, and the entire educational team, but very rarely does the psychologist reach the coordination of efforts, whether with parents or the educational team, and this is due to the lack of awareness of the rest of the parties of the importance of the psychologist and the difficulty of coordinating efforts as a result of his absence within educational institutions. (Sassi Boucherit, 2012:255)

C- Awareness Activities:

The Health Detection and Follow-up Unit, with the contribution of the psychologist working in it, sets a work map related to the organization of awareness activities directed to students in educational settings, where these awareness awareness campaigns are organized at the request of the directors of these institutions or at the suggestion of the work team of this unit, and the

psychologist contributes to these campaigns clearly by choosing the topics of these activities and directing them towards the desired goals in a way that suits the characteristics of Among the topics and axes of these activities are the following: (addiction to tobacco and drugs, addiction to the Internet and dangerous electronic games, awareness about the dangers of violence in the school environment, awareness about infectious and dangerous diseases and how they spread, accompanying students of exam sections, training campaigns for primary school children on hygiene) Most educational trends agree that the awareness aspect of seminars, courses, training and awareness days play an important role in psychological formation. . (Linda Abdul Rahim and Khadija Abdul Rahim, 23:2020-24)

5. Previous studies:

Zarzi Rouvia's study (2018) entitled A sociological vision of the health school environment - a field study in the detection and follow-up units of school health in the city of Sétif - Algeria, the study aimed to highlight the most important services provided to students in the school environment within the framework of school health as an embodiment of health policy within educational institutions, and this study deals with the subject of school health from the sociological aspect to clarify the participation of the health and population sectors, hospital reform and the Ministry of National Education in this task, as they are the most important sectors of the state.

- A study by **Safia Amina and Alaq Karima (2019)** entitled The reality of psychological care in the school environment in Mostaganem, a descriptive and analytical study of the psychological work within the psychological detection and follow-up units, which aimed to reveal the reality of psychological care in the school environment by describing and analyzing the psychological detection and follow-up situations of the statistics of the three semesters for the academic year 2014/2015 in the province of Jabli, which includes six (6) primary, four (4) intermediate and secondary institutions, based on psychological tests and measures used in this, trying to reach the answer to the question: What is the reality of psychological care in the school environment in Mostaganem? What are the prevalent mental disorders in this school environment?

The study found that the primary level is distinguished by the emergence of behavioral disorders in the forefront due to the privacy of a child (6-10 years), while the intermediate level is taking the lead of psychological disorders, and school difficulties by virtue of moving to a higher level and changing the institution's system, teaching methods, etc., and the same disorders take the lead at the secondary level due to the problem of guidance during this stage and the difficulties that students receive after choosing the division, and their incompatibility and achievement potential, which leads them to problems in academic achievement in various disciplines and the people and others. Most of the cases that have been detected through the Psychological Detection and Follow-up Unit are subject to care and follow-up, but some teachers refrain from this follow-up, and from attending treatment classes, either because of their shyness or because of

the irregular sponsorship dates that coincide with their study dates, which hinders the process of sponsorship and its regularity, which may cause confirmation of some disorders, such as language disorders, which remained stuck with most of those directed to ortophonie care.

- A study by **Linda Abdel Rahim and Khadija Abdel Rahim (2020)** entitled The reality of psychological services for the detection and follow-up unit - a field study for the detection unit Ibn Badis, Sidi Bel Abbes governorate, where the current study aimed to shed light on the reality of the services of the detection and follow-up unit in educational school environments, as well as the reality of psychological services provided within the framework of taking care of various psychological and behavioral problems, which are recorded in these circles in particular by addressing the role of the psychologist within the detection unit And follow-up in terms of the cases that are detected and followed up and the various disorders that we encounter in schoolchildren, their types and prevalence rates. The study concluded the diversity of services provided by the psychologist, as he diagnoses various psychological and behavioral disorders, including bedwetting, behavior disorders, learning difficulties, and others, and follows them up within the detection unit, in addition to organizing orientation and awareness days for the benefit of students at the three educational levels.

6 - Applied aspect:

6-1- Spatial boundaries of the study: The spatial boundaries of the study were represented by the detection and follow-up units of the state of Medea.

6.2 Time limits: The information was collected during the period from May to June, where we received the outcome of psychological care for three (03) years.

- The outcome of psychological care for the year 2019.

- The outcome of psychological care for the year 2020.

- The outcome of psychological care for the year 2021.

6-3- Presentation of the outcome of psychological care in the school environment for the year 2019:

Table N° (01): The outcome of the psychological care of the Detection and Follow-up Unit for the year 2019

Psychological care	Cases	Percentage
Psychiatric disorders	2307	32.58%
Eating and eating behavior disorders	236	3.33%
Sleep disorders	115	1.62%

Sexual disorders and gender identity	183	2.58%
Fecal incontinence	196	2.77%
Mental retardation	248	3.50%
Distraction	225	3.18%
Communicative or relational problems	585	8.26%
School problems	1457	20.58%
Psychosomatic diseases	183	2.58%
Mental disorders due to medical influence	67	0.95%
Conduct disorders	310	4.38%
Other disorders	968	13.67%
Total	7080	99.98%

Through the percentages shown in Table N° (01) related to the outcome of psychological care for students in various stages for the year (2019) for the detection units of the state of Medea, we find that the percentage of care for various cases was estimated at (7080) cases, and this included the percentage of various disorders and problems that students may be exposed to in the regular school environment, which prevent them from being compatible with the school environment unless this student receives psychological care and accompaniment to help him adapt to himself first and the surrounding environment second, and through Statistical reading of psychological care, we find that the highest percentage recorded for the care of mental disorders, where the percentage was estimated at: (32.58%).

Followed by school problems by a percentage estimated at: (20.58%), followed by other disorders by a percentage estimated at: (13.67%), then communication problems by a percentage of (8.26%), behavior disorder by a percentage of (4.38%), then cases of mental retardation by a percentage estimated at: (3.50%), then cases of eating disorders and nutritional behavior by a percentage estimated at: (3.33%), cases of attention deficit by a percentage of (3.18%), while the percentages ranged for each of fecal incontinence, sexual disorders, gender identity, sleep disorders and mental disorders Because of the medical impact between (2.77% - 0.95%) and therefore we find that students in various educational stages suffer from mental disorders that need to be diagnosed and taken care of as a result of the peculiarity of the developmental stage they are going through or as a result of family or social circumstances or as a result of technological development and globalization with its various repercussions.

6-4- Presentation of the outcome of psychological care in the school environment for the year 2020:

Table N° (02): Shows the outcome of the psychological care of the Detection and Follow-up Unit for the year 2020

Psychological care	Cases	Percentage
Psychiatric disorders	1038	33.20%
Eating and eating behavior disorders	13	0.41%
Sleep disorders	35	1.12%
Sexual disorders and gender identity	48	1.53%
Fecal incontinence	78	2.49%
Mental retardation	111	3.55%
Distraction	144	4.61%
Communicative or relational problems	353	11.29%
School problems	584	18.68%
Psychosomatic diseases	66	2.11%
Mental disorders due to medical influence	21	0.67%
Conduct disorders	56	1.79%
Other disorders	579	18.52%
Total	3126	99.97%

Through the statistics shown in Table N° (02) regarding the psychological care of the follow-up detection units of the state of Medea and for students in different years for the school year (2020), we find that the highest percentage of care was for students suffering from mental disorders by a percentage of (33.20%), then comes in second place to take care of students with school problems by a percentage estimated at: (18.68%) Then comes in third place other disorders with a percentage of (18.52%) to occupy the problem of communication or relational percentage estimated at (11.29%)

Then the problem of attention deficit a percentage estimated at (4.61%), we find cases of mental retardation percentage estimated at: (3.55%) to range in percentages for each fecal incontinence, disorders of nationality and gender identity, psychosomatic diseases, sleep disorders, eating disorders and nutritional behavior between (2.49% - 0.41%), to cover the process of taking care of various cases by (99.97%). Through these percentages recorded in the detection and follow-up units, we also find during the year (2020) the same order for the various disorders recorded during the year (2019), and even if the percentages differ, as psychological disorders, school problems, as well as communication problems, and other disorders are among the disorders and

problems that students suffer from, knowing that the total process of psychological care during the school year (2019) amounted to (7080)

While the sponsorship process for the year (2020) amounted to: (3126), the decrease in cases may be due to its coinciding with the Corona pandemic, which paralyzed various activities and the presence of students during the quarantine period, which made it difficult for the care process, as it can be attributed to the success of psychological care in various cases in the previous year; Accordingly, we find that the psychological aspect has a significant impact on individuals, whether they are educated or in various areas of life, and of course this aspect has a direct reflection on the individual's personality and his interaction with various life and study situations that prevent him from adapting to himself and life in general. Since school life requires motivation, self-confidence, self-efficacy, and self-esteem to deal with these activities and succeed in them, this student must be accompanied and taken care of to overcome these disorders and problems. It stands out in various fields, whether through guidance and guidance or through taking care of it and accompanying it in the school environment.

6-5 - Presentation of the outcome of psychological care in the school environment for the year 2021:

Table N° (03): The outcome of the psychological care of the Detection and Follow-up Unit for the year 2021

Psychological care	Cases	Percentage
Psychiatric disorders	1296	27.42%
Eating and eating behavior disorders	22	0.46%
Sleep disorders	78	1.65%
Sexual disorders and gender identity	66	1.40%
Fecal incontinence	104	2.20%
Mental retardation	241	5.10%
Distraction	222	4.70%
Communicative or relational problems	581	12.29%
School problems	966	20.44%
Psychosomatic diseases	131	2.77%
Mental disorders due to medical influence	55	1.16%
Conduct disorders	70	1.48%
Other disorders	894	18.92%

Total	4726	99.99%
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Table N° (03) shows the outcome of psychological care in various cases of the Detection and Follow-up Unit of the State of Medea for the year (2021), and through the percentages, we find that the largest cases of care were for students suffering from mental disorders by a percentage of (27.42%), then we find the care of students who suffer from school problems by a percentage estimated at: (20.44%), then care for other disorders by a percentage estimated at: (18.92%), then we find cases that suffer from communication problems by a percentage of (12.29%), followed by taking care of cases of mental retardation by a percentage of: (5.10%), then we find taking care of students who suffer from attention deficit by a percentage of (4.70%). While the percentages for each of the psychosomatic diseases, fecal incontinence, sleep disorders, behavior disorders, mental disorders due to medical influence, disorders of sexuality, gender identity, eating disorder, and nutritional behavior ranged between (2.77% - 0.46%), and the percentage of care for various cases for the school year was: (99.99%) of the cases of care.

What is noticeable through this percentage is that it is repeated in the same order during each school season, even if the percentages for each case or each sponsorship differ, but we find that mental disorders recorded the highest rates of intervention, which shows the importance of this aspect in life and the demand for various situations, and as we mentioned earlier, we find that the total cases of sponsorship have decreased during the years (2020-2021) compared to the year (2019) because it coincided with the health situation represented by the Corona pandemic, quarantine and reduction Teaching hours and the protocol applied in all fields, especially educational institutions, which reduced the presence of students in institutions and perhaps even attendance at psychological care classes, as can be attributed to the success of the psychological care process.

However, through our analysis of these ratios, we find that the psychological aspect and the communicative aspect are of great importance in the interaction of individuals with the surrounding environment and thus for achievement and excellence, hence it becomes clear to us the effective role of these units through the processes of sponsorship and accompaniment of these students who need specialized assistance to continue life.

In the same context, the results of the study by **Safia Amina and Alaq Karima** (2019) entitled The reality of psychological care in the school environment in Mostaganem indicated a descriptive and analytical study of psychological work within the psychological detection and follow-up units, which aimed to reveal the reality of psychological care in the school environment by describing and analyzing the psychological detection and follow-up situations of the statistics of the three semesters for the academic year 2014/2015 in the province of Jabli, which includes six (6) primary institutions, four (4) intermediate and two secondary schools.

I found that the primary level is distinguished by the emergence of behavioral disorders in the forefront due to the privacy of a child (6-10 years), while the intermediate level takes the forefront of mental disorders, school difficulties by virtue of moving to a higher level and changing the institution's system, teaching methods, etc., and the same disorders take the lead at the secondary level due to the problem of guidance during this stage and the difficulties that students receive after choosing the division, and their incompatibility and achievement potential, which leads them to problems in academic achievement in various disciplines, divisions and others, as well as Most of the cases detected through the Psychological Detection and Follow-up Unit are subject to care and follow-up, knowing that some teachers refrain from this follow-up, and from attending treatment classes, either because of their shyness or because of the irregular sponsorship dates that coincide with their study dates, which hinders the process of sponsorship and its regularity.

Through the previous presentation of the statistics on the three-year sponsorship process (2019-2020-2021), we find that the detection and follow-up units play a fundamental and very important role in diagnosing, caring and accompanying students, as we noticed through the statistics provided that the sponsorship singled out each of the mental disorders - eating disorders and nutritional behavior - sleep disorders - sexual disorders and gender identity - fecal incontinence - mental retardation - attention deficit - communication or relational problems - school problems - psychosomatic diseases - mental disorders due to medical influence - disorders Behavior and other disorders. We find that psychologists play an essential role in diagnosing and caring for recorded disorders, even if the degree of their prevalence varies, which highlights the effectiveness of these units in helping these students to overcome these problems on the one hand and help them to adapt psychologically and adapt to their surroundings on the other hand.

Conclusion:

The school is the second most important institution in the child's life and in providing him with various skills and competencies to deal with and adapt to various life situations. But this child may need psychological accompaniment and care due to being affected by internal or external factors that prevent him from adapting to school life, which we tried to highlight in this scientific paper by monitoring the most important problems that the psychologist takes care of in the school environment, which are psychological problems and disorders. Accordingly, we find that the detection and follow-up units of school medicine play a prominent two-way role, the first is to accompany this student and provide him with assistance, while the second is to achieve his psychological balance and adapt to his external environment, whether family or school, thus achieving his social adaptation as a whole.

Through the previous presentation, the importance of detection and follow-up units in the school environment, especially those related to the psychological aspect, is evident to us for their effective role in accompanying and taking care of students who suffer from various pressures,

whether in the family and school, which prevents their self-realization and school achievements, and therefore instead of investing this student in his abilities in success and excellence, we find him hostage to psychological conditions that push him either to escape and introversion or violence and delinquency, especially since the student is going through different stages of growth that reflect on him either with comfort If he finds a warm, loving supportive and supportive environment, or with stress and anxiety if he finds a frustrating and centrifugal environment.

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