

Difficulties of the Educational Team in Pedagogical Follow-Up for Students with Academic Delays and Learning Disorders

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Abstract:

The study aimed to determine the level of difficulties of the educational team in pedagogical follow-up for students with academic delays and learning disorders. Under variable lighting: gender.

This study was applied to a sample of psychologists composed of (40) persons, (15) men and (25) women. They were chosen using a purposive sampling method based on the states in which they work in 2023. The researchers used the descriptive analytical method. A questionnaire was applied to the sample studied: the difficulties of the educational team in educational monitoring.

The study resulted in the following results:

- The level of Difficulties of the educational team in pedagogical follow-up for students with academic delays and learning disorders, with a rating of: Average. a means (3.007).

- The level of difficulties which limit the practice of the educational team in terms of (management and supervision of the school, interaction of the educational team, professional climate, capacities and teaching methods). It happened as follows:

- A - The level of difficulties in the first dimension: school administration and supervision, with an **average** score, a means (2.619).

- B - The level of difficulties in the second dimension: The educational team interacted with a **low** rating a means (2.493).

- T- The level of difficulties in the third dimension: the professional climate with a **High** rating a means (3.634).

- D - The level of difficulty in the fourth dimension: teaching skills and methods, with a **High** rating a means (3.437).

- The results indicated that there are differences in the level of difficulties encountered by the psychologists of the educational team, according to gender, between men and women in favor of women, a means (77.709).

Keywords: difficulties of the educational team, educational monitoring, academic delay, educational problems.

1. Introduction

The educational team and its integration and coordination in its work are among the importance and priorities for the success and progress of education, and achieving the objectives that the educational team wishes to achieve requires cooperation between the different specializations of the educational team. From clinical psychology, education, counseling and guidance, Speech therapy. This is due to the effectiveness of the educational team in the educational process, particularly in the area of integrated educational monitoring for those who are behind in school and those who present educational disorders in the field of education. Thus, this educational team can provide a follow-up service, resolve educational problems and meet the needs of those who are behind in school and those who have educational difficulties.

Considering the value of the educational team in the educational process, (Harrington, 1994) believes that it translates into a shared sense of responsibility for the tasks required, a total commitment to the objectives and the dominant values, an emphasis on improving the quality and level of decisions, the activation of communications between members and an orientation towards improving the quality and level of decisions. The level of their skills.

The work of the educational team is characterized by integration, shared responsibility and work with transparency, clarity and objectivity. The work ends with the achievement of the desired objective, the work ends with the achievement of the desired objective, its documentation and the development of an orientation or training decision in each case of educational monitoring.

The problem of the study:

If teamwork involves unifying the vision of a group of individuals who have the desire to cooperate to achieve a specific goal, or set of goals, so that no individual can achieve that goal alone, with the need for all team members to be committed to completing all tasks, and for responsibilities to be distributed. On the other hand, the educational team works according to its specialty and according to the condition of the subject in the educational monitoring. It also requires maintaining team cohesion and cooperation.

From this general point of view, we define the problem of the study by answering the following two questions:

1-What is the level of Difficulties of the educational team in pedagogical follow-up for students with academic delays and learning disorders?

2-What is the level of difficulties which limit the practice of the educational team in terms of (management and supervision of the school, interaction of the educational team, professional climate, capacities and teaching methods)?

3-Are there significant differences in the level of difficulties encountered by psychologists in the educational team depending on gender?

The objectives of the studies:

This study aimed to:

1- Identify the level of difficulty of the educational team in the educational monitoring of persons who are behind in school and persons with educational difficulties.

2- Reveal the difficulties that limit the practice of the educational team in terms of (school management, interaction with the educational team, professional climate, teaching skills and methods).

The importance of studying:

1- The study provides information on the difficulties encountered by the educational team in the educational monitoring of persons who are behind in school and persons with educational difficulties.

2- Develop educational monitoring work and its development within the teaching team.

3- The study helps to guide future research, by arousing the interest of researchers in this area with the aim of conducting studies related to the subject of this study.

2. Literature review

In this section, we present a short literature review regarding the specific elements of this study:

1. Study terminology.

2. Previous studies.

2.1. Study terminology

Difficulties of the educational team:

Jalouk (1999) defines work teams as a unit composed of individuals who achieve their collective unity and who have the ability to work or work together to achieve a common goal in an environment that brings them together.

We define the difficulties of the educational team as: These are the obstacles and obstacles facing the work, tasks, decisions and monitoring of case studies directed by the State Committee for Guidance and Selection of a group of psychological specialists: clinical, educational, guidance, and speech therapy, where each member of this group works within the framework of his specialty and tasks, and all members participate in the discussion of the results of the study of any case of those who are late for school or those with educational disabilities.

Educational follow-up:

This is all that any psychologist does in his work to follow up on the case study addressed to him through the following important stages: the subject's history, initial examination, diagnosis, education, training, rehabilitation and rehabilitation, assessment and evaluation, and finally advice.

Those who are behind academically:

Youssef Dhiyab (2007,p35) defines it as the condition in which a student possesses at least a normal level of intelligence and may have certain abilities and talents that qualify him to excel in a specific area of life, but he does not fails to achieve a level of achievement commensurate with his or his peers' abilities, and he may fail a year or more in one or more academic subjects, and then requires special educational assistance or remedial programs in light of teachers' estimates.

We define academic delay as the student's lack of cognitive ability to learn the basic subjects of education: reading, writing and arithmetic. This is due to reasons: difficulty understanding the academic program, family neglect and poor socialization, poor school adaptation and physical, mental and emotional weakness of the student. Those who repeatedly fall behind academically fail one or more times despite their abilities which qualify them to achieve a level of academic success appropriate to their chronological age.

persons with learning disabilities:

Adas (1998, p238) defines them as: "Problems that appear in students and which become evident if children experience a disruption of psychological processes (developmental difficulties) to an obvious degree and cannot be compensated by others functions, as they then have difficulty learning to write or read. » Read or do math.

We define it Persons with educational disabilities: these are students who suffer from poor performance in academic subjects and suffer from dyslexia in reading, writing or calculations.

2.2. Previous studies

A study by Aliwat Muhammad (2017) entitled: "The reality of adapted education within the framework of the education system. » The study sample represented the total number of schools allocated to adapted education at the level of the State of Bouira, during the school year, and the number is estimated at 04 schools. The researcher used several techniques, including an interview containing an observational component, as well as a questionnaire. The results of the study obtained are as follows:

The lack of interest of primary schools in air-conditioned education during the reform period, air-conditioned education being considered one of the objectives of the educational reform pursued by the Ministry of National Education, the study however showed that the number of primary school students in which air-conditioned sections have been opened accounts for only 5 schools out of a total of 533 primary schools, with an estimated percentage of 0.93, which is a low percentage.

- The limited role of the Exploration Committee is due to the lack of measurement and testing methods, which are inappropriate and not adapted to the reality and environment of the target group.
- The problem of installing the Exploration Committee and reactivating existing committees.
- Failure to take into account the content of ministerial circulars relating to the organization of adapted education.
- The teachers assigned to adapted education are not specialized and therefore rely on regular teachers.

In Study by Allawi (2018) This study aimed to identify the qualification level of the practicing psychologist with regard to controlling the psychological examination process when dealing with the category of learning difficulties, and to identify the most important obstacles to accomplishing this task. In a school environment, revealing the level of academic training. What are the conditions conducive to carrying out a psychological examination? The study sample consisted of (03) psychologists working in certain primary education establishments in the province of Saïda. They were chosen intentionally. For this purpose, a questionnaire was designed in order to respond individually to its four items by the members of the sample.

The results of the study revealed the difficulties that a psychologist faces when carrying out a psychological examination, related to poor mastery of diagnostic tools and the ambiguity of the cognitive view of the concept of learning difficulties as a new concept in the field of special education.

Karkush's (2014) study titled Clinical Practice Between Current and Aspiration as an exploratory study seeks to know the type of difficulties that hinder the work of the psychology practitioner, as it believes that the hiring process of 'a psychologist operates in the absence of providing the necessary means that allow him to accomplish his tasks. The researcher also believes that there is attention paid to quantity to the detriment of quality at the level of clinical practice, and the administrative timing in place during the morning and evening periods 8 hours per day does not allow the psychologist to interact with specialists to develop experience, and to carry out research work to develop basic work skills and improve

productivity, in addition to the framework. The location is inappropriate, which makes it difficult to achieve lack of psychological practice, in addition to the absence of diagnostic methods.

And in Study by Helen Kasis (2015). The study aimed to investigate the relationship between the degree to which school counselors in Palestinian public schools possess counseling skills and the difficulties they face. In light of certain variables: gender, specialization, age group, years of experience, stage of study and direction in which the guide works. This study was applied to a sample of male and female guides working in the West Bank governorates, which included (333) male and female guides, including (171) male guides and (162) female guides. They were selected using a cluster sampling method according to the educational departments in which the advisor works. The researcher used the descriptive and correlational method. Two scales were applied to the sample studied: a counseling skills scale and a scale of difficulties encountered by the school educational advisor.

The study resulted in the following results:

- There is a statistically significant correlation between counseling skills and the difficulties encountered by the school educational advisor.

The level of guidance skills of educational counselors in Palestinian public schools was High.

The difficulties encountered by the guides were moderate. Difficulties linked to parents come in first place, followed by difficulties linked to the advisor's working conditions, then difficulties linked to students in third place and finally difficulties linked to the administrative and educational environment.

The results indicated that there are fundamental differences in the difficulties faced by counselors between men and women, favoring men.

Also, Study by Hazem Samih Abu Farah (2019). This study aimed to identify the obstacles faced by psychological counselors in Hebron Governorate and ways to overcome them. The study sample consisted of (221) male and female counselors from schools in Hebron Governorate. The sample was chosen randomly and the researcher used the descriptive analysis method and questionnaire as the study tool. The most important results of the study are:

- The obstacles faced by psychological counselors in Hebron Governorate were represented by the dimension (barriers related to working conditions and environment) which arrived at a High degree, and came second after (obstacles related to the professional qualification of the counselor) with a The overall degree of obstacles faced by psychological counselors in Hebron Governorate was moderate, while the dimension (obstacles related to the personality of the counselor) was moderate.

- There are no statistically significant differences in the averages of the obstacles faced by psychological counselors in the Hebron Governorate due to the gender variable, either on the total score or on the rest of the other dimensions, with the exception of dimension (personality barriers). of the advisor), where it was noted that there are differences on this dimension in favor of men.

As stated in Study by Abish (2018). The study aimed to identify the difficulties encountered by the educational and professional guidance counselor in the exercise of his guidance tasks in the school environment, on a sample of counselors present within educational establishments in the city of Touggourt, which has 28 advisors (20 women and (8) males).

The study was based on the descriptive approach, and the interview and the questionnaire constituted the study tools. The study revealed the presence of professional, relational, academic and administrative difficulties led by the guidance counselor which directly affect his work of psychological care of students within educational establishments.

Comment on previous studies:

Previous studies are considered the basis, due to their importance in scientific research. Their importance lies in broadening the knowledge and information base on the subject studied to ensure the importance of the study and the extent of its distinction from other studies. It can be used in:

-Choose the most appropriate method, which is the descriptive and analytical method, because it is one of the most common methods and used in most of these studies. - Use the appropriate tool and thus benefit from the standards used in previous studies.

- Interpret the results of this study and discuss them in light of the results of this study.

The points of similarity and difference with our current study can also be found as follows:

-Most studies have focused on the difficulties and obstacles faced by the practicing psychologist, the educational or psychological counselor within the framework of the educational system.

Our study differs from other studies in terms of sample selection, i.e. purposive sample. On the other hand, she chose a sample of various school psychologists with different specializations and different regions across Algeria. Who participate in the work of studying cases in the spirit of the educational team for cases of academic delay and those with educational disorders in the joint process between the educational sector and the social activity sector according to each State.

The similarities between the studies and our current study lie in the objectives and emphasis that most studies relied on to analyze and interpret the phenomenon, as well as the data collection tools. Most of them used interviews and questionnaires, and that's what we relied on. On in this study.

3. Research approach

As this research is focused on a novel combination of topics, an descriptive analytical approach was taken, covering a variety of concepts, with an aim of finding clues for more in-depth follow-up research.

3.1. Limitations of the study

-**The human domain:** It was carried out with a group of psychological specialists: clinicians, pedagogical, guidance, speech therapy, in centers affiliated with social activity and psychological specialists affiliated to state education directorates from: Oued - Ouargla - Tougourt - Relizane - Oran - Tissemsilt - Tébessa - Batna.

- **Spatial and temporal scope:** It was carried out with a group of psychologists affiliated with the education directorates of the States of: Oued - Ouargla - Tougourt - Relizane - Oran - Tissemsilt - Tébessa - Batna. In 2023.

3.2. Methodology

The researchers used the descriptive analytical method as the most appropriate method for the present study. In terms of data collection, analysis and statistical processing to arrive at results related to the questions, objectives and nature of the study. Such samples are used when data are available for a limited group of the population initially studied.

The population studied was made up of (40) individuals from psychology specialists in various specializations (25) women and (15) men: clinical psychologist, educational, guidance, speech therapy. They were chosen intentionally, due to the presence of certain characteristics in them, which work in the

spirit of an educational team and work with study cases, whether they go through the state committees or through a specialist who is a member of the state committee and keeps abreast of such cases.

Table 1

Distribution of frequencies of individuals studied according to their specializations in the educational team by State

The state	Type of specialty and number of psychologist specialty in each specialty by state				Total
	clinical	educational	guidance	speech therapy	
Oued	2	1	1	1	5
Touggourt	2	1	1	1	5
Ouregla	2	1	1	1	5
Oran	2	1	1	1	5
Relizane	1	1	2	1	5
Tissemsilt	1	1	2	1	5
Tébessa	2	1	1	1	5
Batna	1	2	1	1	5
Totals	13	9	10	8	40

It can be seen from the previous table that several specializations participate in the educational team according to each state, since it is clear that there is a difference between the state number in terms of the total number of specialists and this is due to the number of centers or because of the number of case studies directed by state committees to specialists.

Table 2

Frequency distribution for study members by gender of educational team specialist by state

State	State Type and number in each psychologist specialty by gender								Total	
	clinical		educational		guidance		speech therapy			
	man	woman	Man	woman	Man	woman	Man	woman	Man	woman
Oued	1	1	1	0	1	0	0	1	3	2
Touggourt	0	2	0	1	0	1	0	1	0	5
Ouregla	0	2	0	1	0	1	0	1	0	5
Oran	1	1	1	0	0	1	0	1	2	3
Relizane	0	1	1	0	1	1	0	1	2	3
Tissemsilt	0	1	1	0	1	1	0	1	2	3
Tébessa	1	1	1	0	1	0	0	1	3	2
Batna	0	1	1	1	1	0	1	0	3	2
Totals	03	10	06	03	05	05	01	07	15	25

It appears from the previous table that the number of psychologists; women (25), and men (15). According to the specializations of the educational team by state, as it is clear that there is There is a difference between the number of persons in the state in genders.

3.3. Data collection

Data collection tool is considered as a means of obtaining scientific information and facts, and it can be defined as: “the means used by the researcher in his investigation or to obtain the required information from the relevant sources in his research” (Mohamed Khalil Abbas et al., 2007, p. 237).

The appropriate tool is determined based on the research objectives, hypotheses, and questions it seeks to answer. The researcher can use more than one tool to be able to accurately answer all the questions posed by his study.

It is one of the tools we relied on in our current study. The questionnaire tool, which is a way of collecting information related to the research topic by preparing a questionnaire which is filled by a representative sample of individuals, and the person who fills the form is called the respondent

(Rabhi Mustafa Alian et al., 2000, p. 82).

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

Finally, the questionnaire was translated into its final form, because it contains 4 fundamental dimensions:

- The first dimension: difficulties linked to school management and supervision (9 items).
- The second dimension: difficulties linked to the interaction of the educational team (8 items).
- The third dimension: difficulties linked to the professional climate (8 items).
- The fourth dimension: Difficulties linked to teaching abilities and methods (6 items).

It contained five alternatives, their degree in the positive statement: always with a degree of (5) - often with a degree of (4) - sometimes with a degree of (3) - rarely with a degree of (2) - never with a degree of (1).

As for its degree in the negative statement: These are: Always with a score of (1) - Often with a score of (2) - Sometimes with a score of (3) - Rarely with a score of (4) - Never with a score of (5).

3.4. Psychometric characteristics of the study

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

Validity of the tool:

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

- Honesty of referees:

This method is considered more common and means that the scale is presented to a group of referees who have prior experience in the area for which the scale was developed, and their opinions on the scale are taken, and the ladder manager adjusts his ladder. According to what the specialists have seen, if this is done to him, the researcher considers their statements as proof of the veracity of the scale he used (Ahmed Muhammad Al-Tabib, 1999, p. 212).

The researcher presented the study tool to ten referees from the departments of psychology, educational sciences and speech therapy (see appendix no. (01)).

The majority opinion was taken into account in order to verify the veracity of the content, the interdependence of the expressions, their ability to measure what they were designed to do, their linguistic integrity and clarity, as well as their appropriateness to the domain in which they were placed either agreeing on the importance of the difficulty, changing its wording, or removing it due to its lack of importance. So that the observations agreed by the referees to the tune of 80% or more.

- Content validity (internal consistency):

To check the validity of the questionnaire, it was applied to a random sample of (40) psychologists and the internal consistency validity was used, which shows to what extent the individual belongs to the dimension. Correlation between the statement scores and the total dimension score, as it measures the extent to which the goals achieved are achieved. The tool seeks to achieve this, and internal consistency validity shows how well each axis of the study tool relates to the total score of the questionnaire items combined. In used Statistical Software System for Social Sciences (22, SPSS) was used to calculate the r value for each dimension. The content validity of the questionnaire was calculated as shown in the following table:

Table 3
Demonstrates the internal consistency validity of the dimensions of the questionnaire of the difficulties of the educational team in educational monitoring.

Questionnaire dimensions	Sample number	The value of (r)	Level of significance
Difficulties linked to school management and supervision	40	0.827	Sig .0,01
Difficulties related to the interaction of the educational team	40	0.856	Sig .0,01
Difficulties linked to the professional climate	40	0.913	Sig .0,01
Difficulties related to teaching skills and methods	40	0.902	Sig .0,01

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

Thanks to table, we see that the value of the correlation coefficient (r) for all dimensions is between (0.827) and (0.913), and that it is statistically significant at the significance level of (0.01), which confirms that the content of the questionnaire is coherent by the correlation of all its dimensions with its overall dimension, we can therefore say that the questionnaire of the difficulties of the educational team in educational monitoring. It has a high degree of honesty in terms of content. Therefore, they are considered true and consistent axes, for what they were designed to measure.

- Tool stability:

Reliability means the degree of accuracy, stability and consistency of the results of the tool if it is applied two or more times to the same characteristic on different occasions, and consistency of psychological measurement means ensuring that almost the same results are obtained if the measurement is repeated. - applied to the same individual or the same group of individuals (Bashir Maamriya, 2007, p. 167).

And to be sure Reliability of the questionnaire applied in the present study. Cronbach's alpha was used for all dimensions of the scale and the total score, as shown below:

Table 4

Internal consistency of the dimensions of the scale and the total score according to Cronbach's alpha

The dimension	Numbers of phases	Value of Cronbach's alpha coefficient	decision
Difficulties linked to school management and supervision	9	0.815	Sig .0,01
Difficulties linked to the interaction of the educational team	8	0.683	Sig .0,01
Difficulties linked to the professional climate	8	0.766	Sig .0,01
Difficulties linked to teaching skills and methods	6	0.754	Sig .0,01
Total questionnaire	31	0.913	Sig .0,01

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

Through table 4, we see that the value of Cronbach's alpha for the sub-dimensions of the questionnaire is between (0.683) and (0.815), which is a relationship considered High, which gives a strong indication of the validity of the scale, as there is a positive relationship between each dimension and its indicators, which indicates the existence of a statistical relationship between each dimension and its indicators. What confirms this is the overall Cronbach's alpha value for the questionnaire, i.e. the degree of internal consistency between the questionnaire items was (0.913), which constitutes a strong positive relationship between the items which make up the questionnaire, and can therefore be stated that the questionnaire had a High degree of reliability. This is a High stability coefficient which meets the objectives of scientific research.

The researcher also calculated the reliability coefficient using the split-half method, where the items of each questionnaire were divided into two equal halves (upper/lower), then calculated the Pearson correlation coefficient between the two halves, then calculated the "Pearson" correlation. Coefficient between individuals' scores on individual items, and their scores on the items. Then, the correlation coefficient obtained is modified with the "Spearman-Brown" corrective equation, and the results are as follows:

Table 5

Reliability of the questionnaire according to the split-half method

Statistical indicators	Calculated (r) value	Df	Significance level
Before Pearson modification	0.648	38	Sig. 0,01
After the Spearman-Brown	0.786		

From table 5, we notice that the value of r calculated before the Pearson adjustment is equal to (0.648). In fact, the value of (r) expressed expresses the value of the correlation coefficient between the two

halves of the questionnaire. The length equation needs to be corrected, so we get the true value of (r) after the Spearman-Brown adjustment equal to (0.786) is significant at a significance level of (0.01), and hence we can say that the questionnaire has a High degree of reliability.

- The statistical methods used:

After collecting the results, we analyzed them using the Statistical Package for the Social Sciences (SPSS), version 22, as required by the study hypotheses. We also used the Excel program. For the purposes of statistical analysis, we used the following methods:

- arithmetic mean. -Standard deviation. - Independent Samples Test.- Range

- Range:

It was extracted by subtracting the higher alternative from the lower alternative, i.e. $5-1 = 4$.

Category length: to extract the length of the category

The Range is divided by the Highest alternative, i.e. $4 \div 5 = 0.8$.

Add the length of the lowest weight category, then the rest of the weights.

According to the Likert 5 scale, weights were assigned to the scale categories as shown in the following table:

Table 6

Weighted average value	Degree of existence Difficulty	Points Likert 5 scale
1,8 – 1	Very Low	1
1,81-2,6	Low	2
2,61-3,4	Average	3
3.41-4.20	high	4
4.21-5	Very High	5

4. Results

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

What is the level of Difficulties of the educational team in pedagogical follow-up for students with academic delays and learning disorders?

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

Table 7

The level of Difficulties of the educational team in pedagogical follow-up for students with academic delays and learning disorders.

Persons	N of items	Means	Std.Deviation	Df	Degree of appreciation
40	31		0.140808	38	Average

It is clear from the table above that the overall score of the questionnaire items is average with an arithmetic mean of (3.007), at a df of (38) and Std.Deviation of (0.140). It appears that the level of

Difficulties of the educational team in pedagogical follow-up for students with academic delays and learning disorders is assessed as: **average**.

We explain this by the fact that the difficulties of the educational team can vary in degree from one region to another, according to the supervisory authorities, according to the school directors, the interaction between the educational team, the professional climate of the educational team and the educational environment. capabilities and methods. As the responses of the studied sample showed in full, most of the greenhouses are related to educational capabilities and methods.

We can also explain this hypothesis based on the experience and expertise of specialists and their differences according to the type of difficulties they encounter and the degree of influence that fundamentally hinders the work of the educational team.

The results of this hypothesis are consistent with the results of the study individuals (Samir Abish, 2018). in that there are professional, relational, academic and administrative difficulties led by the guidance counselor that directly affect their care work psychology of students in schools. establishments.

This also agrees with the results of the study (Hazem, 2019) on the obstacles faced by psychological counselors working in Hebron Governorate, as they were of a moderate degree.

The results of this hypothesis are also consistent with the results of study (Helen Kasis's, 2015) in that the level of difficulties that hinder the performance of school counselors in Palestinian public schools, from the counselors' point of view, is moderate. Especially since one of the most important difficulties is linked to the working conditions of the advisor, and linked to the administrative and teaching pedagogic.

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

What is the level of difficulties which limit the practice of the educational team in terms of (management and supervision of the school, interaction of the educational team, professional climate, capacities and teaching methods)?

In order to measure this exploratory question, the arithmetic mean and the standard deviation. As following:

- **First dimension: Difficulties linked to school management and supervision**

Table 8

It shows the arithmetic means and standard deviations of the research sample's responses regarding difficulties related to school management and supervision.

N	Items	Means	Std.Deviation	Degree of appreciation	Order item
1	There is a gap in the working style between school principals and the educational team	2.55	0.973	Low	7
2	Lack of coordination with the educational team in educational monitoring	2.425	0.971	Low	8
3	Negative trends in relationships with the educational team among school principals	1.675	0.685	Very Low	9
4	School principals are not enthusiastic about working with the special education services educational team	2.575	0.770	Low	6

5	Lack of experience of directors in interacting with the educational advice of the educational team	2.825	0.833	Average	3
6	Inability of school directors to respond to the decisions of the educational team in terms of educational supervision	2.575	1.021	Low	5
7	Lack of interest from tutors and school principals in the concerns of the educational team	2.6	0.768	Low	4
8	Scarcity of educational sessions between school principals, tutors and the educational team	2.925	0.787	Average	2
9	The directors facilitate the process of detecting delays and academic disorders	3.425	0.997	High	1
	Total for all dimension instructions	2.619	0.1239	Average	

It is clear from table 8. All the expressions of the first dimension, in order, obtained the following arithmetic averages: One sentence received a very low score, namely sentence N. (3). Which States: (Negative trends in relationships with the educational team among school principals). With an arithmetic average of (1.675).

Then (05) five statements received a low score, with arithmetic means between (2.6 and 2.425). Statements (5 and 8) also received an average score, with arithmetic means between (2.925 and 2.825), respectively. The sentence: N. (9) in its initial sequence, which reads: "The directors facilitate the process of detecting delays and academic disorders", obtained the highest arithmetic mean of (3.425). With a High degree of appreciation.

All statements were classified according to their strength and arithmetic averages, between levels: very weak, weak, medium and High. The overall score for all statements in the first dimension was an average score, with an arithmetic mean of (2.619).

This part of the second question can be interpreted as saying that there is coordination between the administration and the educational team, that there is an interest on the part of tutors and school directors in the concerns of the educational team and that there is a facilitation of the case detection process. of academic delay and educational problems on the part of school principals. However, principals may have less experience in interacting with educational advice from the educational team, and educational sessions between school principals, supervision and the educational team may decrease on average. This is due to the concern of supervisory authorities and school directors in the education and social activity departments in order to create an effective spirit of initiative to activate the process of air-conditioned departments and facilitate the tasks of the team educational institution that monitors, detects, examines, diagnoses and treats cases of academic delay and academic disorders.

This is perhaps due to the support to which the competent authorities of the education and social activity directorates attach importance by organizing from time to time educational advice and field and practical missions of specialists in psychology with air-conditioned educational departments and by examining the cases and concerns of specialist teachers.

The results of this part of the question differ from the results of the study (Daoud, Rahmoun, 2021), because the difficulties which slow down the psychologist's performance are partly linked to the director and department heads.

- **The second dimension: the difficulties linked to the interaction of the educational team**

Table 9

It shows the arithmetic means and standard deviations of the research sample's responses to difficulties related to the interaction of the educational team.

N	Items	Means	Std. Déviation	Degree of appreciation	Order item
1	Some team members focus on their own interests at the expense of the team's work	2.9	0.888	Average	1
2	Frequent discussions between members of the educational team on educational work points	2.2	0.812	Low	6
3	Frequent disagreements arise between members of the educational team	2.325	0.932	Low	5
4	Lack of coordination and interaction between members of the educational team	2.025	0.851	Low	7
5	Indifference in making and controlling final decisions in case studies	2	0.774	Low	8
6	Excessive external mediation and interference in the decisions of members of the educational team	2.925	0.905	Average	2
7	The state committee meets regularly with the teaching team.	2.85	1.194	Average	3
8	All members of the state psycho-medical committee are involved and summoned	2.725	0.865	Average	4
	Total for all dimension instructions	2.49375	0.128	Low	

It is clear from table 9. that all the dimension expressions, in order, obtained the following arithmetic means:

Where (04) four statements received a low score, which are the statements numbered: (5-6-7-8) with arithmetic means between (2-2.325). Four (04) other phases also received an average rating, which are the phases numbered (1-4) with arithmetic means between (2.725-2.9), respectively.

The sentence: N. (5) in its sequence according to the second dimension, which reads: "Indifference in making and controlling final decisions in case studies", obtained the lowest arithmetic mean of (2). With a low rating.

The sentence: N. (1) in its sequence according to the second dimension, which reads: " Some team members focus on their own interests at the expense of the team's work ", received the greatest arithmetic average of (2.9). With an average rating.

All statements were classified according to their strength and their arithmetic averages, between levels: weak and medium. The overall estimate for all statements in the second dimension was low, with an arithmetic mean of (2.493).

This part of the second question can be interpreted to mean that the educational team acquires the dynamism of interaction and team spirit and engages in the tasks assigned to it. Perhaps some things almost constitute obstacles, even to a significant extent, depending on what the respondents see, such as the interest of some team members in their own interests at the expense of the abundance of external mediations and interference in decisions.

team members. Educational, and sometimes also fluctuation in the meetings of the state committee with the educational committee team and involving and convening all members of the state psycho-medical committee. Accordingly, periodic meetings should be activated and all specialists should be formally informed of any emergency or action related to cases of academic delay and those with academic disorders. This is an assessment of the cooperation between the specialist, the educational team, the state committee or any educational intervention specific to case management.

- **The third dimension: difficulties linked to the professional climate**

Table 10

It shows the arithmetic means and standard deviations of the research sample's responses to professional climate.

N	Items	Means	Std. Déviation	Degree of appreciation	Order item
1	The poor working climate at school harms the accomplishment of the tasks of the educational team	2.5	1.072	Low	8
2	There is cooperation between management supervision, the educational team and workers	4.225	0.724	High Very	1
3	There is interaction between teachers of air-conditioned departments and the educational team	3.175	0.997	Average	6
4	There is freedom of initiative in decision-making	2.675	0.647	Average	7
5	The lack of incentives and the large number of professional responsibilities exhaust the spirit of the educational team	4.075	0.984	High	5
6	Imbalance between the timing of the specialist's work at his place of origin and the tasks assigned to him by the supervision	4.125	0.953	High	4
7	The large number of professional obligations in my original workplace exhausts me in dealing with the teaching team to continue studying solutions	4.125	0.842	High	3
8	Difficulty moving between work, place of residence and accommodation	4.175	0.862	High	2
	Total for all dimension instructions	3.634	0.144	High	

It is clear from table. (10) that all the expressions of the third dimension, in order, obtained the following arithmetic means:

One statement received a low score, it is statement N. (1) which specifies: "The poor working climate at school harms the accomplishment of the tasks of the educational team", with an average of (2.5).

Then, two statements received an average score: (3) and (4) with arithmetic means between (2.675 and 3.175). Four (04) other phases were also rated High, which are the phases numbered (5 to 8) with arithmetic means between (4.175-4.075).

The sentence: N. (2) in its sequence according to the third dimension, which reads as follows: "There is cooperation between management supervision, the educational team and workers", obtained the highest arithmetic average of (4.225). With a very High degree of appreciation.

All statements were classified according to their strength and arithmetic averages, between levels: low, medium, high and very high. The overall rating for all statements in the third dimension was High with an arithmetic mean of (3.634).

This part of the second question, in its dimension linked to the professional climate, is explained by the fact that there are difficulties, most of which are represented by the cooperation between management supervision, the educational team and the workers. The lack of incentives and the large number of professional responsibilities exhaust the spirit of the educational team. And the lack of balance between the timing of the specialist's work in his original place and the tasks entrusted to him by the supervision. Then, the large number of professional obligations in my original workplace exhausts me in dealing with the teaching team to continue studying solutions, as well as the difficulties of traveling between work and place of residence and of accommodation.

This makes the specialists' tasks tiring and reduces the motivation for the initiative and work of the educational team, due to the lack of interest in the professional and organizational climate of the specialists and in their living and material conditions. We support this view by the study's (Smialek, 2002), (Tom, 1998) (Ababneh, 1997) consider appropriate for the success of school work teams, including taking into account the abilities of specialists when distributing work among them. And the coordination process. Facilitation and cooperation.

The results of this part agree with the conclusions of the study (Daoud, Rahmoun, 2021), which underlines the existence of difficulties linked to the situation of the school psychologist in terms of professional pressure, numerous obligations and the personal situation of the psychologist.

- **The fourth dimension: difficulties linked to teaching skills and methods**

Table 11

It shows the arithmetic means and standard deviations of the research sample's responses to difficulties related to teaching skills and methods.

N	Items	Means	Std. Déviation	Degree of appreciation	Order item
1	The heads of special services are keen to equip the rooms prepared for educational monitoring with the tools necessary for the work	2.8	1.0049	Average	6
2	Lack of scientific requirements and equipment necessary for the work of the teaching team	4.325	0.685	Very High	1
3	Scarcity of teaching methods for the educational monitoring of case studies	4.225	0.851	Very High	2
4	Lack of equipment for the offices of the educational team specialists	2.925	0.848	Average	4
5	Meet the needs of psychologists through educational evaluation tests for educational monitoring in schools.	3.425	1.222	High	3
6	Poor air conditioning and preparation in training and treatment rooms for case studies	2.925	1.081	Average	5
	Total for all dimension instructions	3.437	0.192	High	

It is clear from table 11. that all the expressions of the fourth dimension, in order, obtained the following arithmetic means:

When (03) the statements received an average score, they are the statements numbered (1-4-6) with arithmetic means between (2.925-2.8).

Next, one statement received a High rating, namely statement no. (5), with an arithmetic mean of (3.425). Statements No. (2) and No. (3) respectively received a Very High rating, with arithmetic averages between (4.325 and 4.225).

The sentence: N. (2) in its sequence according to the fourth dimension, which reads as follows: "Lack of scientific requirements and equipment necessary for the work of the teaching team", obtains the greatest arithmetic average of (4.325). With a very High degree of appreciation.

The lowest arithmetic average was obtained by sentence N. (1) in its sequence according to the fourth dimension, which reads as follows: "The heads of special services are keen to equip the rooms prepared for educational monitoring with the tools necessary for the work", On the largest arithmetic mean of (2.8). With an average rating.

All statements were classified according to their strength and their arithmetic averages, between levels: medium, high and very high. The overall score for all fourth-dimension statements was a high score with an arithmetic mean of (3.437).

This part of the second question, in its dimension linked to teaching abilities and methods, can be explained by the fact that there are difficulties, most of which are represented by the lack of scientific requirements and equipment necessary for the work of the educational team, and the scarcity of educational resources in the educational monitoring of case studies. Also, the needs of psychologists in terms of evaluations and educational measurement tests for educational monitoring in schools are satisfied, which indicates poor appropriate conditions and a lack of means, requirements and educational capacities, or even their absence.

These results reflect the lack of interest of actors, tutors and school directors in the educational field to allow specialists in psychological practice and the educational team that follows the study of cases of academic delay and people with educational disabilities to play their role. Fully in the file processing process.

This indicates that these difficulties that hinder the work of the educational team are due to the lack of commitment of the authorities concerned to ensure the requirements for psychological examination, and this is also due to the lack of institutional and social organization that takes management of cases of academic delay and people with educational disorders in the educational community.

It also joins the conclusions of the study by study's (Nouredine Taouriret, 2010), who highlighted that one of the most important obstacles to psychological work is the weakness of the capacities available for psychological work, which makes it difficult to carry out the psychological practice.

The results of this part of the second question are also consistent with what was found in the study of (Allawi Muhammad, 2018), according to which one of the most important obstacles that hinder the task of the psychologist in the school environment during carrying out the psychological examination process is linked to poor mastery of diagnostic tools.

The results of this part in the dimension of educational capacities and means are consistent with the conclusions of the study (Daoud, Rahmoun, 2021) noting that there are difficulties linked to the

insufficiency of the work office, and the lack of financial means and capacities, all difficulties which hinder the work of the school psychologist.

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

Are there significant differences in the level of difficulties encountered by psychologists in the educational team depending on gender?

To measure this exploratory question, the arithmetic mean and standard deviation were used in the level of difficulties encountered by the psychologists of the educational team, depending on gender.

Application of the t-test as shown in the following results:

Table 12

It shows the level of difficulties encountered by the psychologists of the educational team, according to gender.

Gender	N	Means	Std.Deviation	Df	Sig
Men	15	42.580	0.113	38	Sig. 0,01
Women	25	77.709	0.0967		

The results obtained are presented in table 12. There are statistically significant differences at the level of significance (0.01) in the level of difficulties encountered by the psychologists of the educational team, according to gender, in favor of women, with a mean of (77.709) and df (38).

Based on the previous results, we can explain that the level of difficulties experienced by the female group of psychologists is due to the explanation of this, taking into account the difference in the psychological nature of women who do not tolerate hardship and do faced with difficulties during practice, or with regard to the arduousness of travel, or the professional climate in general, or even the quality of relationships and interactions with the administration and the educational team, as well as living conditions and family or social obligations that increase the severity of work pressures in women more than in men, are not to the extent that men are distinguished by their physical capabilities and their broader possibilities to interact with the administration, the professional climate and the nature of work in the field.

5. conclusions and recommendations for further research

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

- The level of Difficulties of the educational team in pedagogical follow-up for students with academic delays and learning disorders, with a rating of: **Average**. With an arithmetic average of (3.007).
- The level of difficulties which limit the practice of the educational team in terms of (management and supervision of the school, interaction of the educational team, professional climate, capacities and teaching methods). It happened as follows:

A - The level of difficulties in the first dimension: school administration and supervision, with an **average** score, with an arithmetic average of (2.619).

B - The level of difficulties in the second dimension: The educational team interacted with a **low** rating with an arithmetic average of (2.493).

T- The level of difficulties in the third dimension: the professional climate with a **High** rating with an arithmetic average of (3.634).

D - The level of difficulty in the fourth dimension: teaching skills and methods, with a **High** rating with an arithmetic average of (3.437).

-The results indicated that there are differences in the level of difficulties encountered by the psychologists of the educational team, according to gender, between men and women in favor of **women**, with a means (77.709).

Recommendations

-Tutors and school principals should intensify their effective efforts to improve the working conditions of the educational team in order to achieve better educational results.

- Support the educational team with the supervisory authorities to overcome the difficulties they face, whatever their nature.

-The educational team must strive to make an effort to overcome and overcome difficulties for a higher purpose, which is that of monitoring cases and improving their effectiveness in rehabilitation, rehabilitation and educational treatment.

-The educational team must submit suggestions to the guardian authorities and the people affected by the decision to reduce these difficulties which hinder educational monitoring.

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Appendix No. (01)

existing Arbitrated professors

the number	the name	Specialization	university
01	Prof. Dr. Karima Yazidi	Psychology	Oran. Algeria
02	Prof. Dr. Mansour Hamel	psychology	Oran. Algeria
03	Prof. Dr. Abbas Al-Jubouri	educational Sciences	Al-Qadisiyah. Iraq
04	Prof. Dr. Ali Mahdi Kazem	educational measurement	Sultan Qaboos. Oman
05	Prof. Dr. imad Al-Murshedy	Educational psychology	Babylon. Iraq
06	Prof. Dr. Saad Ali Zayer	psychology	Baghdad. Iraq
07	Dr. Souad Marghem	School psychology	Shelef. Algeria
08	Dr. Malika bin Sheddah	School psychology	Oran. Algeria
09	Dr. Ahmed Sharfi	Family psychology	Relizane. Algeria