The level of psychological, pedagogical, and social Accompaniment for students with special needs integrated. from the perspective of school guidance counselors.
" A field study in the of Wilaya Bordj Bou Arreridj".

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Abstract: The study aimed to reveal the level of psychological, pedagogical and social support for integrated students with special needs, from the point of view of school guidance and counselling counsellors, using the descriptive analytical approach, and applying the questionnaire for accompanying integrated students at school, prepared by (Bourgdad, 2020), on a sample of (43) male and female school guidance and counselling counsellors affiliated with the Guidance Centre in the state of Bordj Bou Arreridj, during the year (2024-2025). The following results were reached:
- The level of psychological support among integrated students with special needs, from the perspective of guidance counselors, was high. The Sig value was (0.000) and the T.test value was (4.97), with an arithmetic mean of (42.12) and a hypothetical mean of (34).
- The level of pedagogical support among integrated students with special needs, from the perspective of guidance counselors, was high. The Sig value was (0.000) and the T.test value was (5.17), with an arithmetic mean of (39.20) and a hypothetical mean of (30).
-The level of social support among integrated students with special needs, from the perspective of guidance counselors, was low. The Sig value was (0.032) and the T.test value was (1.02), with an arithmetic mean of (19.07) and a hypothetical mean of (22).
- **Keywords :** Psychological support, Pedagogy, Social. School integration. with special needs. Guidance Counselors.

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1 – Introduction :

1-1- Problematic: Many advanced societies concerned with humanitarian aspects have adopted the principle of integrated education and the right of students with special needs to study with their normal peers in the same classes or institution. This was confirmed by the United Nations when it declared 1981 the International Year of Disabled Persons under the slogan "Equality and Full Participation." The Universal Declaration of Education for All then came to urge everyone to protect people with special needs from discrimination and to give them the same rights to education (Al-Saeed, 2012, p. 23). Like other countries, Algeria has adopted this principle, i.e., the school for all, as it is the primary space for activating and preserving these rights. This has been embodied in regulatory and legislative texts that grant rights and privileges to this category, such as Ministerial Circular No. 771 of October 21, 2010, which includes care for students with special needs in the school environment; the joint ministerial circular of March 13, 2014, which specifies the procedures for opening special classes within public educational institutions affiliated with the National Education Sector; Circular No. 1022 of June 17, 2018, which specifies an exceptional procedure for the transition from primary education to middle education and from middle education to secondary education for students with special educational needs; and Joint Ministerial Circular No. 01 of September 30, 2019, which includes a reminder of the measures and arrangements related to the schooling and training of students with special needs. Specialized provincial committees have also been established to address the issue of school integration. Among their members is a school and vocational guidance counselor representing the Ministry of National Education, as their university qualifications in the social sciences, in various specialties, are appropriate for the requirements and demands of the school integration process. Therefore, they have been assigned tasks and roles focused primarily on caring for and accompanying students in the school environment. From the above, we find a genuine interest in the educational system's literature regarding this group, but reality may not reflect this theorizing and interest. Counselors have emphasized the inherent problems of translating conceptual and methodological knowledge into practice (Sakiz et al., 2015).

Therefore, our current study sought to uncover the level of psychological, pedagogical, and social support for integrated students with special needs, from the perspective of school guidance counselors, by answering the following questions:

- What is the level of psychological support for integrated students with special needs, from the perspective of school guidance counselors?
- What is the level of pedagogical support for integrated students with special needs, from the perspective of school guidance counselors?
- What is the level of social support for integrated students with special needs, from the perspective of school guidance counselors?

1-2- Hypotheses: The hypothesis is considered a temporary solution until its validity is verified, following the steps of the scientific method, based on the nature of the topic, and by referring to previous studies on the subject. To answer the questions, the hypotheses of the current study were formulated as follows:

- There are no statistically significant differences between the arithmetic mean and the hypothetical mean in psychological support for integrated students with special needs, from the perspective of school guidance and counseling counselors; at an alpha value of ($\alpha = 0.05$), ($H0=\bar{x}1=\bar{x}2$).
- There are no statistically significant differences between the arithmetic mean and the hypothetical mean in pedagogical support for integrated students with special needs, from

the perspective of school guidance and counseling counselors; at an alpha value of (α = 0.05), (H0=$\bar{x}1=\bar{x}2$).

- There are no statistically significant differences between the arithmetic mean and the hypothetical mean in social support for integrated students with special needs, from the perspective of school guidance and counseling counselors; At an alpha value of ($\alpha = 0.05$), (H0=$\bar{x}1=\bar{x}2$).

1-3- Significance of the Study: This study derives its importance from its ability to shed light on the reality of students with special needs who have been integrated into regular schools or classes. It addresses a topic that is frequently discussed in the school environment regarding how to deal with students with special needs and the procedures for their support. It enables school and vocational guidance counselors to develop support mechanisms and training levels that meet the needs of this group. The practical importance of this study lies in the results and recommendations it may produce, which will enable us to uncover the reality of the support provided to students integrated into educational institutions within the framework of the various processes undertaken by school and vocational guidance counselors.

1-4- Objectives of the Study: This study aims to: examine the validity of the hypotheses, as well as answer the questions by: revealing the level of psychological, pedagogical, and social support for students with special needs who are integrated, from the perspective of school guidance counselors.

1-5- Defining the basic concepts of the study:

1-5-1- Psychological, pedagogical, and social accompaniment:

- **Linguistically**, the term "accompaniment" is derived from the verb "to accompany" (ḥarāqa), which means to accompany (muḥarāfa), and the subject is "murāfaq." To accompany someone means to accompany them on their travels or journeys (Omar, 2008, p. 920).

- **Technically, accompaniment:** The concept of accompaniment carries several meanings, and it is difficult to define a precise definition for it. It carries several connotations, such as supervision, guardianship, psychological support, and academic guidance (Haroun, 2010).

Hamed Abdel Salam Zahran (1980) defines it as a counseling process that involves continuous follow-up aimed at ensuring the continued progress of the case, identifying the most important opportunities that are most helpful to the client, and determining the value and success of the counseling process, the degree of progress, and the client's benefit from counseling experiences (Khamis, 2018, p. 104).

It is also defined as an organized process through which assistance is provided to the individual, through self-awareness and the ability to choose what is appropriate for them, with the goal of defining their future personal project. Accompaniment is primarily based on supporting the student to develop a constructive vision and achieve their academic and professional project. This is achieved by accompanying them throughout their academic career, taking into account their aptitudes and abilities. However, not all definitions refer to accompaniment of students integrated into the school environment, given the recent introduction of integration processes and the adoption of this policy by governments (Bourghadad, 2020, p. 27).

Accompaniment can be addressed through its dimensions:

- Psychological accompaniment: These are the services provided by a school and career guidance counselor, expressed through the behavioral indicators included in the psychological accompaniment dimension, which assist the student integrated into school and respond to their psychological needs. These include ensuring fluid information and

guidance consistent with their personal project, ensuring proper interaction with the school environment, and taking into account their specificities during follow-up and guidance.

- **Pedagogical support:** These are the services provided by the school and vocational guidance counselor, expressed through the behavioral indicators included in the pedagogical support dimension. These services assist the integrated student and respond to their pedagogical needs. These services include collaborating with teachers on the educational concerns of integrated students related to studying and preparation, modifying strategies and methods, employing special learning tools, and fully managing guidance procedures to suit their specific needs.

- **Social support:** These are the services provided by the school and vocational guidance counselor, expressed through the behavioral indicators included in the social support dimension. These services assist the integrated student and respond to their social needs, such as breaking isolation, adjusting attitudes, cooperating with family and community, and assisting in engaging in various sports and cultural activities. - Procedural support: This refers to the overall score achieved by guidance counselors within the sample through their responses to the dimensions and statements of the psychological, pedagogical, and social support questionnaire for students with integrated special needs, prepared by Bourgdad (2020).

1-5-2- School integration:

- **Linguistically, integration**: to integrate, to integrate, so it is integrating, and the subject is integrated. To integrate two or more things: to make them one, to unite them tightly.

- **Technically, school integration:** The word integration is used in the field of special education to refer to the interaction between normal and disabled children in the same educational settings. Accordingly, children with disabilities are integrated into regular schools and classes and assisted in learning using special techniques (Rakab, 2013, p. 45). Students are considered to be in a state of integration when they spend any part of the school day with their peers in the regular classroom. A typical inclusion program is characterized by children with special needs in regular classrooms participating in social activities alongside regular students and usually receiving additional instruction outside the regular classroom from a special educator, such as a resource room teacher.

(Lewis & Doorlag, 1987). Inclusion can be defined by its types:

- **Full inclusion: (Comprehensive inclusion):** "It means integrating children with disabilities into regular school programs, while providing supportive and personalized services for these students. It also requires modifying regular curriculums as much as possible to meet the needs of students with disabilities, while providing regular classroom teachers with the necessary assistance" (Shash, 2016, p. 69).

- **Partial inclusion:** It means integrating students with special needs into one or more subjects with their regular peers within regular classrooms (Bradley, 2000).

- **Procedurally integrated students:** These are students with special needs who have been integrated into public educational institutions and are actively pursuing their studies during the 2024/2025 school year, according to Joint Ministerial Circular No. 01 dated September 3, 2019.

1-5-3- School Guidance and Counseling Advisor: "He is one of the employees of the education sector who oversees the implementation of his annual program inspired by the program of the School Guidance Center and applies it according to a specific timetable that serves the interest of the student. (Dahdouh, 2017, p. 3). In the current study, they are the school guidance and counseling advisors who are in active service during the

2024/2025 academic year affiliated with the Guidance Center in the state of Bordj Bou Arreridj.

2- Method and Tools:

2-1- Study Methodology: The nature of the subject and the purpose of the study determine the methodology. The current study attempts to uncover the level of psychological, pedagogical, and social support for integrated students with special needs, from the perspective of school guidance and counseling counselors. Therefore, the appropriate methodology for this research is the descriptive method (a descriptive-analytical study), as it examines the extent and level of the characteristic under study.

2-2- Study Limits:

- Temporal Limits: The current study was conducted during the academic year (2024-2025).

- Spatial Limits: The current study was conducted at the Guidance Center in Bordj Bou Arreridj.

- Human Limits: The current study was conducted among school guidance and counseling counselors who were in active service during the 2024/2025 academic year affiliated with the Guidance Center in Bordj Bou Arreridj.

2-3- Study Population and Sample:

- Study Population: The study population consisted of (96) male and female school guidance and counseling counselors distributed across secondary and middle schools in Bordj Bou Arreridj. Those in active service during the 2024/2025 academic year affiliated with the Guidance Center in Bordj Bou Arreridj.

- Study Sample: Based on the nature of the topic and its objective, and to draw the study sample, we relied on a non-probability (non-random) sampling method and a purposive sampling type, which were accessible in the aforementioned field of study. The primary sample size was (43) male and female school guidance counselors affiliated with the Guidance Center in Bordj Bou Arreridj.

2-4- Data Collection Tool and its Psychometric Properties: To collect data, the questionnaire for the accompaniment of integrated students at school, prepared by Bourgdad (2020), was applied.

2-4-1- Description of the questionnaire in its original version: The questionnaire for the accompaniment of integrated students at school, consists of 43 items distributed across three dimensions. The psychological dimension: Items 1 to 17. The pedagogical dimension: Items 18 to 32. The social dimension: Items 33 to 43. Three alternatives were adopted and corrected as follows:

Table No. (1) shows the questionnaire alternatives and the correction method.

Alternatives	Always	Sometimes	Rarely
assessment	1	2	3

Source: Bourgdad (2020, p78)

2-4-2- Psychometric Properties of the Original Version:

2-4-1-1- Validity: First, the validity of the (arbitrators): (Borghaddad Najib) presented the preliminary version of the questionnaire for the support of integrated students to a group of 12 arbitrators specializing in psychology and educational sciences and practicing the profession of school guidance and counseling. The arbitration results revealed that all items achieved a degree of agreement between the arbitrators, ranging from (100% to 95%) for all statements.

- Second, the validity of internal consistency: This was verified by correlating the dimensions and items with the total score of the questionnaire, according to the following results:

Table 2: Shows the correlation of the dimensions and items with the total score of the questionnaire

number	item	Correlation coefficient
	First Dimension: Psychological Support	**840****
1	I prepare information materials to raise awareness of the rights of integrated students.	**510***
2	I give information sessions explaining the concept and objectives of school integration	**783****
3	I allocate a special space during National Information Week for integrated students.	**348***
4	I propose guidance for integrated students that is tailored to their specific needs	**417***
5	I organize periodic meetings between the institution and parents of integrated students	**333***
6	I discuss with parents of integrated students their choices regarding their children's guidance.	**446***
7	I ensure the provision of information materials at the level of the documentation and information unit on the topic of school integration	**79**7**
8	I help create an atmosphere of positive interaction between regular students and integrated students	**248**
9	I review the files of new students to identify students with special needs	**451***
10	I develop a special guidance program for integrated students	**417***
11	I seek regular consultations from specialists (detection, follow-up, and social activity units)	**375***
12	I conduct group interviews to achieve the goal of acceptance between regular and integrated students	**651****
13	I conduct individual interviews to achieve the goal of acceptance between regular and integrated students	**783****
14	I use the aptitude and interest questionnaire to identify the needs of integrated students	**573***
15	I take into account the specific needs of integrated students when they are being cared for by the Psychological and Educational Listening and Follow-up Unit	**559***
16	I take into account the specific needs of integrated students when they are being cared for by the Guidance and Follow-up Committee	**451***
17	I use psychological measures to diagnose the personality traits of integrated students	**600****
	Second Dimension: Pedagogical Support	**933****
18	I encourage teachers to engage in self-training in the field of school integratio	**612****
19	I collaborate with teachers and discuss the cases of integrated students in their classes	**410***
20	I inform parents and integrated students of the academic specializations that suit them according to each school level	**451***
21	I take into account the specific needs of integrated students when directing them to study streams that suit their specific needs	**417***
22	I handle appeals from integrated students regarding their assignment to streams that do not suit their needs	**375***
23	I propose study methods that take into account the specific needs of integrated students	**364***
24	I suggest modifying the school environment to suit the needs of integrated students (courses, classrooms, and seating)	**774****
25	I use class meetings to discuss the situation of integrated students	**328***
26	I monitor the implementation of procedures for integrated students during official exams (providing a reading or writing resource)	**365***
27	I highlight the importance of providing educational media in delivering lessons (Braille, illustrations)	**284**
28	I study the academic path of integrated students to evaluate the integration process	**436***
29	I refer to the status of integrated students in periodic activity reports	**354***
30	I derive indicators for evaluating the results of integrated students in school-based semester exams	**464****
31	I derive indicators for evaluating the results of integrated students in school-based official exams	**287**
32	I coordinate with the career guidance and assessment advisor to integrate integrated students into the vocational path	**533****
	Third dimension: Social support	**836****
33	I conduct social awareness campaigns to raise awareness of school integration	**546****
34	I invite parents of integrated students to seminars and workshops on school integration	**486****

35	I sensitize members of the educational community about the significant cost of transporting students to specialized centers	**484****
36	I direct parents to familiarize themselves with the legislation regulating school integration	**587****
37	I direct the administration and teachers to familiarize themselves with the legislation regulating school integration	**364**
38	I help integrated students engage in cultural and sports activities	**866****
39	I schedule cultural and sports courses and activities between educational institutions for those who have been integrated into school	**346***
40	seek to exchange experiences with my colleagues to strengthen my skills in accompanying integrated students	**444****
41	I conduct awareness-raising activities for the Parents' Association to provide financial support for programs that improve the educational conditions of integrated students	**178**
42	I inform parents and integrated students about the prospects for vocational and professional specializations that suit them	**284**
43	I suggest referring integrated students to specialists as needed (orthodontist, motor rehabilitation specialist)	**375***

Source: Bourgdad (2020, p118)

Through the results, we concluded that most items had an acceptable correlation with the total score.

2-4-1-2- Reliability: First‹ using the Cronbach's alpha method; This method relies on the consistency of an individual's performance from one item to the next. The results were as follows:

Table No. (3) shows the reliability value according to the Cronbach's alpha method.

	Number of items	Cronbach's alpha coefficient
Total Degree	43	0.963
First Dimension: Psychological Support	17	0.925
Second Dimension: Pedagogical Support	15	0.946
Third dimension: Social support	11	0.919

Source: Bourgdad (2020, p 78)

The table shows that the instrument has high reliability.

Second Split-half method: This method divides the instrument into two halves, with the correlation coefficient between the two halves.

- Table (4) shows the fiabilité value according to the split-half method.

Statistiques de fiabilité			
Alpha de Cronbach	Partie 1	Valeur	,933
		Nombre d'éléments	22a
	Partie 2	Valeur	,953
		Nombre d'éléments	21b
	Nombre total d'éléments		34
	Corrélation entre les sous-échelles		,697
Coefficient de Spearman-Brown	Longueur égale		,690
	Longueur inégale		,690
	Coefficient de Guttman		,819

Source: Bourgdad (2020, p 79)

The table shows that the correlation value between the two sections of the test was estimated at 0.697. After correcting for the length of the test using the Spearman-Brown coefficient (in the case of unequal test sections), the correlation value became 0.822, which is a high value, indicating that the instrument has a high degree of reliability.

- Significance of the response to the questionnaire:

- Psychological dimension: Items 1 to 17. The raw sum of the individual scores ranges between (17) points, which is the lowest, in the view of school guidance and counseling counselors, regarding the level of psychological support for integrated students, and (51)

points, which is the highest, according to the view of school guidance and counseling counselors, in this dimension. That is, with a hypothetical average of (17 points + 51 points = 68 points / 2 = 34 points as a hypothetical average: The higher the individual's performance or the sample's average performance is above the hypothetical average, the higher the level of psychological support for integrated students with special needs, from the perspective of school guidance and counseling counselors. The lower the individual's performance or the sample's average performance is below the hypothetical average, the lower the level of psychological support for integrated students with special needs, from the perspective of school guidance and counseling counselors. If the individual's performance or the sample's average performance is equal to the hypothetical average, the level of psychological support for integrated students with special needs, from the perspective of school guidance and counseling counselors, is average.

- Pedagogical dimension: Its items range from 18 to 32; that is, (15 items). The total raw score for the individual ranges between (15 points), which is the lowest, from the perspective of school guidance and counseling counselors, for the level of pedagogical support for integrated students, and (45 points), which is the highest, from the perspective of school guidance and counseling counselors in this dimension. That is, with a hypothetical average of (15 points). 1 degree + 45 degrees = 60 degrees / 2 = 30 degrees as a hypothetical average: The higher the individual's performance or the sample's average performance is above the hypothetical average, the higher the level of pedagogical support for integrated students with special needs, from the perspective of school guidance and counseling counselors. The lower the individual's performance or the sample's average performance is below the hypothetical average, the lower the level of pedagogical support for integrated students with special needs, from the perspective of school guidance and counseling counselors. If the individual's performance or the sample's average performance is equal to the hypothetical average, the level of pedagogical support for integrated students with special needs, from the perspective of school guidance and counseling counselors, is average.

- Social dimension: Items 33 to 43 (11 items) range in total. The total individual scores range between 11 degrees, which, from the perspective of school guidance and counseling counselors, is the lowest level of psychological support for integrated students, and 33 degrees, which is the highest estimate from the perspective of school guidance and counseling counselors in this dimension. That is, a hypothetical average of 11 degrees + 33 degrees = 44 Score/2 = 22 points as a hypothetical average: Whenever an individual's performance or the sample's average performance exceeds the hypothetical average, the level of social support for integrated students with special needs is high, according to the school guidance counselors. Whenever an individual's performance or the sample's average performance is lower than the hypothetical average, the level of social support for integrated students with special needs is low, according to the school guidance counselors. If an individual's performance or the sample's average performance is equal to the hypothetical average, the level of social support for integrated students with special needs is average, according to the school guidance counselors.

2-5- Statistical Methods Used: Data processing to determine a one-sample t-test.

3- Results and Discussion:

3-1- Verifying the Normality of Distribution: To conduct statistical processing of the hypotheses, it was confirmed whether the nature of the data was normally distributed or not. In order to select appropriate statistical methods, the Kolmogorov-Smirnov Test and Shapiro-Wilk Test were used to confirm this. The results of this verification showed that

the data from the perspective of school guidance counselors regarding the level of psychological, pedagogical, and social support for integrated students with special needs were normally distributed. This allowed the use of parametric tests to process the data collected from the primary sample to answer the questions and test the hypotheses, according to Table No. (5):

- Table No. (5): The normal distribution shows the perspective of school guidance counselors regarding the level of psychological, pedagogical, and social support for integrated students with special needs.

Tests de normalité

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistiques	ddl	Sig.	Statistiques	ddl	Sig.
the perspective of school guidance counselors regarding the level of psychological, pedagogical, and social support for integrated students with special needs.	0,118	42	0,171	0,921	42	0,088

a. Correction de signification de Lilliefors

Through Table No. (05), the results of the statistical analysis of the data of the school guidance and counselling counsellors' point of view regarding the level of psychological, pedagogical and social support for integrated students with special needs are shown. It was estimated that the significance value (Sig=0.171) according to (Kolmogorov-Smirnov Test), and that the significance value (Sig=0.088) according to (Shapiro-Wilk Test), i.e. greater than (0.05), and thus the data collected from the study sample follow the normal distribution.

3-2- Presentation and analysis of the results of the first hypothesis: which stated that there were no statistically significant differences between the arithmetic mean and the hypothetical mean for the level of psychological support among integrated students with special needs, from the perspective of school guidance counselors; at an alpha value (α=0.05), (H0=$\bar{x}1=\bar{x}2$). To verify the validity of this hypothesis, a single-sample t-test was used after ensuring the conditions for its application. The results are shown in Table No. (6):

- Table No. (6): shows the (t) value for the significance of the differences between the hypothetical mean and the arithmetic mean for the level of psychological support among integrated students with special needs, from the perspective of school guidance counselors.

Variable	N	Valeur de test	Moyenne	Ecart type	t	ddl	Sig. (bilatéral)	Significance Level	decision
Psychological support	43	34	42,12	5,22	4,97	42	,000	0.05	Significant

It is clear from Table No. (06) that the calculated "t" value for the differences between the hypothetical mean and the arithmetic mean of the level of psychological support for integrated students with special needs, from the point of view of school guidance and counselling counsellors, is estimated at (4.97) and a degree of freedom of (42), at a significance level (α=0.05). The probability sig value was estimated at (0.000), which is less than the value of the approved significance level (α=0.05), which indicates the existence of statistically significant differences between the hypothetical mean and the arithmetic mean in the level of psychological support for integrated students with special needs, from the point of view of guidance counsellors, in favour of the arithmetic mean,

with a difference between the means estimated at (8.12). This is also evident from the divergence in the values of the means, as we find that the hypothetical mean is (34), while the arithmetic mean is (42.12). The calculated "t" value also falls within the rejection area of the null hypothesis (H0=$\bar{x}1=\bar{x}2$) . Hence, the null hypothesis H0 is rejected and the alternative hypothesis (H1=$\bar{x}1\neq\bar{x}2$) is accepted, stating that there are statistically significant differences at an alpha value (α=0.05) between the hypothetical mean and the mean in the level of psychological support among integrated students with special needs, from the perspective of guidance counselors.

- Therefore, the first hypothesis was not met, i.e., the level of psychological support among integrated students with special needs, from the perspective of guidance counselors, is high, because the arithmetic mean is greater than the hypothetical mean, and the significance of the differences between them reached a value of Sig (0.000) and a value of T.test (4.97), at the significance level of alpha (α=0.05). The arithmetic mean reached (42.12) and the hypothetical mean reached (34).

3-2- Presentation and analysis of the results of the second hypothesis: which stated that there are no statistically significant differences between the arithmetic mean and the hypothetical mean for the level of pedagogical support among integrated students with special needs, from the perspective of school guidance counselors; at an alpha value (α=0.05), (H0=$\bar{x}1=\bar{x}2$) To verify the validity of this hypothesis, a single-sample t-test was used after ensuring the conditions for its application. The results are shown in Table No. (7):

- Table No. (7): shows the (t) value for the significance of the differences between the hypothetical mean and the arithmetic mean for the level of pedagogical support among integrated students with special needs, from the perspective of guidance counselors.

Variable	N	Valeur de test	Moyenne	Ecart type	t	ddl	Sig. (bilatéral)	Significance Level	decision
pedagogical support	43	30	39,20	5,17	9,23	42	,000	0.05	Significant

It is clear from Table No. (07) that the calculated "t" value for the differences between the hypothetical mean and the arithmetic mean of the level of pedagogical support, for integrated students with special needs, from the point of view of guidance counselors, is estimated at (5.17) and a degree of freedom of (42), at a significance level (α=0.05). The probability sig value was estimated at (0.000), which is less than the value of the adopted significance level (α=0.05), which indicates the existence of statistically significant differences between the hypothetical mean and the arithmetic mean in the level of pedagogical support, for integrated students with special needs, from the point of view of guidance counselors, in favor of the arithmetic mean, with a difference between the means estimated at (9.20). This is also evident from the divergence in the values of the means, as we find that the hypothetical mean is (30), while the arithmetic mean is (39.20). The calculated "t" value also falls within the rejection area of the null hypothesis (H0=$\bar{x}1=\bar{x}2$). Hence, the null hypothesis H0 is rejected and the alternative hypothesis (H1=$\bar{x}1\neq\bar{x}2$) is accepted, stating that there are statistically significant differences at an alpha value (α=0.05) between the hypothetical mean and the mean in the level of pedagogical support for integrated students with special needs, from the perspective of guidance counselors.

- Therefore, the first hypothesis was not met, i.e., the level of pedagogical support for integrated students with special needs, from the perspective of guidance counselors, is high, because the arithmetic mean is greater than the hypothetical mean, as well as the significance of the differences between them, as the Sig value reached (0.000) and the

T.test value reached (5.17), at the significance level of alpha (α=0.05), with an arithmetic mean of (39.20) and a hypothetical mean of (30).

3-3- Presentation and analysis of the results of the third hypothesis: which stated that there were no statistically significant differences between the arithmetic mean and the hypothetical mean for the level of social support among integrated students with special needs, from the perspective of school guidance counselors; at an alpha value (α=0.05), (H0=$\bar{x}1=\bar{x}2$). To verify the validity of this hypothesis, a single-sample t-test was used after ensuring the conditions for its application. The results are shown in Table No. (8):

- Table No. (8): shows the (t) value for the significance of the differences between the hypothetical mean and the arithmetic mean for the level of social support among integrated students with special needs, from the perspective of guidance counselors.

Variable	N	Valeur de test	Moyenne	Ecart type	t	ddl	Sig. (bilatéral)	Significance Level	decision
social support	43	22	19,07	4,89	1,02	42	,032	0.05	Significant

It is clear from Table No. (07) that the calculated "t" value for the differences between the hypothetical mean and the arithmetic mean of the level of social accompaniment, among integrated students with special needs, from the point of view of guidance counselors, is estimated at (1.02) and a degree of freedom of (42), at a significance level (α=0.05). The probability sig value was estimated at (0.032), which is less than the value of the adopted significance level (α=0.05), which indicates the existence of statistically significant differences between the hypothetical mean and the arithmetic mean in the level of social accompaniment, among integrated students with special needs, from the point of view of guidance counselors, in favor of the hypothetical mean, with a difference between the means estimated at (2.93). This is also evident from the values of the means, where we find that the hypothetical mean is (22), while the arithmetic mean is (19.07). The calculated "t" value also falls within the rejection area of the null hypothesis (H0=$\bar{x}1=\bar{x}2$). Hence, the null hypothesis H0 is rejected and the alternative hypothesis (H1=$\bar{x}1\neq\bar{x}2$) is accepted, stating that there are statistically significant differences at an alpha value (α=0.05) between the hypothetical mean and the mean in the level of social support among integrated students with special needs, from the perspective of guidance counselors.

- Therefore, the first hypothesis was not met; that is, the level of social support among integrated students with special needs, from the perspective of guidance counselors, is low, because the arithmetic mean is less than the hypothetical mean, as well as the significance of the differences between them, as the Sig value reached (0.032) and the T.test value reached (1.02), at the significance level of alpha (α=0.05), with an arithmetic mean of (19.07) and a hypothetical mean of (22).

3-4- Discussion and Interpretation of Results: The results showed that there is high support for integrated students in school, both psychologically and pedagogically, but low support in the social dimension, unlike the first two dimensions. This is primarily due to the primary mission of guidance counselors, which is to embody psychological and pedagogical support for learners, represented by: Developing a guidance plan by conducting a comprehensive survey of students with special needs at school; Classifying students with special needs according to their needs and type; Implementing guidance programs and developmental and preventive services through screening, diagnosis, referral, care, and treatment by specialists and by leveraging the experiences and expertise of colleagues; Preparing the necessary reports on special needs in school; Taking all

possible measures to educate students and provide teachers with information to assist students; and Benefiting from institutions that provide care or treatment for students with special needs. In addition to the ongoing training that counselors receive in the psychological and pedagogical fields, particularly the psychological aspect, while carrying out their duties, through coordination meetings, seminars, and forums organized by guardianships and inspection bodies to provide support and mechanisms for psychological care for students, especially those with special needs. This is in addition to direct cooperation and interaction with specialists in detection and follow-up units and neighborhood listening cells, as well as forums such as the national training forum, in which (60) specialists in psychological and educational counseling from various academic specialties participated, working in listening and follow-up cells, with the aim of training specialists in accompaniment and guidance mechanisms. Since most guidance and counseling counselors undergo a single training program and work in coordination while performing their primary duties of accompaniment in particular and guidance in general, the counselor's awareness of this category of students, who require psychological care and support, may require special attention due to their exceptional situation. This explains the high level of accompaniment in the psychological and pedagogical dimension. Meanwhile, the role of guidance counselors is limited to the social sphere, especially outside of educational institutions. Parental follow-up and concern for this category of students also enable guidance counselors to provide them with the necessary psychological and pedagogical care and support. 10. The completion of periodic reports on activities and their evaluation by the psychological and educational listening and follow-up cell located at each secondary level, and the guidance and follow-up committee located in middle schools. This also explains the presence of high-level pedagogical support for integrated students, given that these cells and guidance and follow-up committees operate within a collective framework consisting of professors, health and vocational training specialists. The school and vocational guidance and counseling counselor prepares periodic reports on the cases taken care of and those who received support and follow-up. In addition, there is coordination between the guidance counselor and the educational staff in educational institutions through the councils held, especially the department councils, in which cases and students suffering from various difficulties and disabilities are presented, and the results of the follow-up and the indicators derived from them are presented. Among the possible explanations, since the psychological support index was at a high level, it is natural that the pedagogical support index would be the same, due to their connection and mutual influence. Both the psychological and pedagogical dimensions are closely related, and one cannot be achieved without the other, unlike the social sphere, which extends to families and society as a whole, which is not reached by the guidance counselors' support. Media interviews conducted by counselors with teachers and raising their awareness of the unique characteristics of this group of students in the learning process can also have a significant impact on achieving this outcome. In this regard, a study (Khamis 2018), which aimed to explore the attitudes of school and vocational guidance counselors toward psychological and educational support in secondary education institutions, confirmed that support has been a practice in most secondary education institutions for many years and is an essential component of the counselor's work. It is essential to have a high level of psychological and pedagogical support, especially in media and school guidance activities. A study (Sayyad 2010) also indicated the need to activate the teacher's role in supporting students, with the participation of other stakeholders from the student's family and school environment (institutional administration, psychologist, family). This demonstrates coordination

among the educational stakeholders involved in improving the support process. Conversely, the results obtained in the social dimension revealed that the level of support was limited compared to psychological and pedagogical support. The weakness of social support is due to the absence of a culture among parents and society as a whole in seeking assistance to care for this category of learners, or a lack of awareness of the role of the guidance counselor, as well as a lack of interaction with the institution. This is what was indicated by the study (Becky 2000), which confirmed that the results of support are linked to the real demand from parents who register students to benefit from the support mechanisms. There are also difficulties that hinder the work of the guidance counselor, especially in the aspect of communication with parents and active associations in society that are interested in people with special needs, as well as the failure to activate the regulatory texts related to people with special needs by the educational community, considering that the guidance counselor is a member of the institution and his work is not immune to helping others.

4- Conclusion:

Based on the theoretical and practical aspects of this study, it can be stated that psychological, pedagogical, and social support is manifested in the set of services provided to learners with the aim of helping them realize their potential, inclinations, motivations, personal problems, and environmental conditions. This support enables them to solve the problems they face and achieve psychological and social harmony with themselves and others, with the goal of achieving their maximum potential for growth and development. This support for students with special needs is evident in its various dimensions in the tasks of school guidance and counseling counselors: addressing the special needs of students by conducting a comprehensive survey of students with special needs in the school. Classifying students with special needs according to the severity and type of their needs. Implementing guidance programs, services, preventive, and therapeutic services through specialists and by drawing on the experiences and expertise of their colleagues. Preparing the necessary reports on special needs in the school. Taking all possible measures to educate students and provide teachers with information to assist the student. Providing vocational guidance that suits their needs. Benefit from institutions that provide care or treatment for people with special needs.

Finally, the following proposals could be included:

- Scheduling training courses for school and vocational guidance counselors on support mechanisms, particularly for integrated students.
- Activating periodic meetings between representatives of social activity departments and national education departments.
- Activating the work of a specialized committee (psychological, pedagogical, medical) to monitor the integration process.
- Assigning specialized committees to monitor the needs of this group at the beginning of each school year.
- Directing university students, particularly those in psychology and educational sciences, to conduct further research and in-depth studies on the mechanisms for supporting people with special needs integrated into public schools.
- Raising awareness among the family, school, and community about their essential role in the success of the school integration process.
- The need for concerted efforts among all educational actors (guidance counselors, teachers, principals, administrators, parents) to improve the level of support provided to integrated students.

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