

Psychopathologies the Students in School Context

Introduction

The awareness that education and self formation are the main factors of identification, integration, social promotion and self-fulfilment, have always been prescribing agents of equal opportunities and have played an essential role in the personal, social and professional emancipation. Nowadays the concept of development is connected to the appreciation of human resource, particularly in its ability to acquire and use fundamental ethical principles.

There are in our schools, students with other psychopathologies which are not included in the special educational needs, such as: hyper-activity disorder, inattention, behavioural problems, feeding disorders, anxiety disorders, mood changes, stress, and sleeping disorders.

Objectives

This project intends to find out if educational professionals identify these psychopathologies in a school context, if they deal with them accordingly and if schools' organizations are sensitive to this thematic, answering assertive and satisfactorily to students' needs, bearing in mind the ethical principles.

Materials and Methods

To accomplish this investigation project we chose the development of an exploratory study, descriptive and transversal based in a quantitative analysis.

The descriptive study aimed at distinguishing the decisive factors or concepts that may be eventually associated to the analysed phenomenon. The method of data harvest corresponded to the measuring instrument used to obtain information and be able to give an answer to the investigation's objectives, being this instrument the questionnaire prepared according to the ethical precepts.

Results

Most students in our schools hasn't looked for help in the psychology and school orientation services yet. These services are difficult to access, owing to the low number of professionals who work in this area, in a school environment, and the high number of students waiting for help for the most different motives, problems or psychopathologies.

The teachers identify most frequently in the students hyperactivity, concentration deficit, behavioural problems, anxiety perturbation and stress. The detected psychopathologies are largely to blame for the output, progress and students' school success, as well as a pleasant classroom atmosphere.

According to the school psychology services the most frequent psychopathologies are: anxiety, hyperactivity, concentration deficit, behavioural problems, eating problems, mood and stress.

Conclusions

Schools should develop in their midst reflection and debate systems that will allow to recognize exclusion and inequality processes in its dynamics, such as the fairest proceedings to accomplish a more democratic, plural and inequality leveller (mainly towards those who have some kind of psychopathology). School should consider each human being's personal differences as a starting point, taking diversity as a positive value, providing an anti-exclusion orientation compensating inequalities and respecting individuality. By fighting inequality causes, school should ensure the real access to fundamental rights, accepting and valuing diversity, always bearing in mind the ethical principles.