

Link Psychopathology and School Performance of Students Aged From 10 to 18 Years Old

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Abstract: Our study wants to highlight, the relationship that can exist between link pathology and the academic performances at the learners. Our hypothesis is that the more the learner experiences psychoaffective difficulties, the less efficient he is. Our study is based on a sample of 513 students aged from 10 to 18 from form 1, 2 and 3, both genders.

The results showed that there is a significant relationship between link pathology and learners' academic performance.

We can conclude that the research devoted to the psychopathology of link and students' academic performance highlights psycho-emotional problems, the links with the parents, the siblings and the society.

Key words: psychopathology, psychoaffective, learner, students' test

1. Introduction

School performance varies from one child to another. It all depends on the student's psychological behavior. The school performance of some children is questioned for several reasons. Either because they have cognitive and mental disorders, thus, psychopathology or other variables are the explanatory causes.

Among these disorders, we can quote, the school phobia which, according to Le Heuzey (2006), the child is sick to the idea of going to school. On this topic, Cordié (2001) explains that the phobic object is, as any symptom, carrying multiple representations, it is, for a given subject, a condensed meaning.

The frequency of school phobias seems to be related to the place given to school and to the valorization of studies in the society (According to Catheline, 2007). In Japan, for example, where competition is the rule, school refusals for anxiety represent 60 to 70% of cases in some consultation centers. In some cases, school phobia may be triggered by trauma in school life: aggression, harassment, threats. This is called post-traumatic stress syndrome. In the last case, performance anxiety can be the cause of the child's phobic behavior. Facing difficulties at school and under parents' pressure, the child is suffering.

All adolescent-related disorders can be understood from the perspective of the development of dependence

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(Jeammet & Corcos, 2005). The more children approach puberty with stable and differentiated internalizations, the less dependency problems will be felt. The development of dependence can be done by psychic defense mechanisms, especially the oldest. The behavioral and pathological disorders of the action are most clearly expressed in the consequences of the relationship of dependence and the situation of paradox generated by instinctual narcissistic antagonism. The act, then, comes to offer a way of discharge instead of psychic work, which it replaces. The response by the act gives a possibility of control over the necessary object and reverses the situation of passivity in active role, by recreating the conditions of a recovered identity. The possible characterization of depression by the following basic cognitive hypothesis: "the depressed person is abused by poorly processing information" (Blackburn & Cottraux, 2001). Two main models of reference: Beck's theory of the essential role of cognitive schemas and that of Bower using the notion of networks. Other researchers involve the school itself in the origin of students' failures. The highlight of the importance of the place occupied by the student in the acquisition of knowledge (Rousvoal, 2000). As the student moves away from the teacher, the message is shrinking and this translates into a noticeable drop in academic performance between the students in the front of the class and those in the back. In short, none of the factors alone justifies school performance. Each situation is justified by the student's environmental situation. Rousvoal and Zapata (2001) focus that: the quality of school performance is no longer simply linked to internal or external factors to the school. It is now part of an interactionist process whose actions are co-responsible. For this reason, it seems pertinent to think, as Fortin and Strayer (2000), that adaptation and academic success are the result of an interactive process between personal factors and environmental factors. The insistence that: the quality of school performance is no longer simply linked to internal or external factors to the school (Zapata, 2001, p. 70). It is now part of an interactionist process whose actions are co-responsible. For this reason, it seems pertinent to think, like Fortin and Strayer (2000), that adaptation and academic success are the result of an interactive process between personal factors and environmental factors. The symptom of these adolescents has to do with an absence of symbolic debt (Delaroche, 2013). Indeed, sharing Lacan (1938) idea, he explains that at the time of the Oedipus, the child is, initially, the object the mother's desire, and, that, in a second time, the father intervenes like privator of the mother, as representative of the law and castrating his incestuous desire, thus ensuring his paternal function. This metaphorical action of the father allows the child, now freed from the maternal hold, to desire an object: himself. This is how he contracts a debt that he can solve in his own way, by working at school for example, then responding to his parents' desires for him in what this desire has sublimated. For Delaroche, school phobias remained fixed at the first stage, hence their omnipotence.

When economists venture into the core of the educational process, which is rare, they only consider the student's performance as the result of their interactions with the teacher or their attention during the course. For example, in two recent major theoretical articles on the teaching process (Lazear, 2001), Bosworth and Caliendo (2007), the main variable of the models proposed to explain learning is the teacher's time allocation, not student's work.

Parental absenteeism and lack of family cohesion explain affective disorders (Lambert, 2009).

Does the link psychopathology in relation with the academic performance of learners, highlight psycho-emotional problems, links with parents, siblings and society? Our research aims to identify and analyze the relationships that exist between link psychopathology and the performance of learners.

Two hypotheses guide this study:

- The more the child masters his psychopathology the better he is.

- The more psychoaffective difficulties the learner experiences, the less effective he is.

2. Methodology

Sites and participants

The study was carried out in Abidjan, precisely in Attécoubé in Lycée municipal Attécoubé. It is located in Abobodoumé bordering the lagoon not far from the national Navy.

Our sample consists of 513 students including 318 boys and 195 girls. We put on one side the students of form 1, form 2 and form +3. These pathologies are:

- Anguish
- stress
- Phobia
- Depression

For data collection, the requirements of our independent variable led us to retain learners aged from 10 to 18 years old. We used the questionnaire and the semi-structured interview with each of the students, receiving them individually and this, according to their availability. Thanks to these two steps, we obtained two groups: one mastering their pathology and the other not mastering their pathology. After the first term's compositions, we referred to each student's individual report cards to collect the term's average. Psychological tests enabled us to obtain information on the psychoaffective dispositions of the students subjected to psychological tests. These are: the drawing test of Corman, Stein and T.A.T.

The administration of SPSS allowed us to obtain Pathology (SP) scores from the subjects of our sample, allowing us to classify them:

- Positive pathology (P +)
- Negative pathology (P-).

School performance (SP00) is the average obtained by each student in the first term.

The data analysis methods we used are:

- Content analysis method: This method focuses on the results of the questionnaires, interviews and psychological tests. It allowed us to collect data on the results of the specific links that exist between psychopathological problems and students' learning difficulties.

- The quantitative method: this method requires that the data collected be of high quality and be contained in tables and quantified by means of statistical analysis.

The questionnaire was administered to all the students of our sample. It consists of 3 items divided into 3 three parts A-B-C. Part A deals with the identification variables, Part B deals with the different pathologies and Part C deals with the relationship between pathology and academic performance.

3. Results

Presentation of the sample

Table 1 shows a total of 513 students, all with pathology. It is made up of 80 girls and 97 boys, making a total of 177 students in form 1. We have 88 girls and 86 boys in form 2, 174 in total. In form 3, we have 71 girls and 91 boys, 162 in total.

According to the table above, we have 34.502% in form 1, 33.918% in form 2 and 31.578% in form 3. We

note through this table a high rate of students with pathology.

Table 1 Distribution of Students According to Pathological Problems According to Gender and Level of Study

	Form 1		Form 2		Form 3		Total	
	G	B	G	B	G	B	G	B
Number of students	80	97	88	86	71	91	239	274
rate	15,59	18,908	17,153	16,764	13,840	17,738	46,588	53,411
Total	177		174		162		513	
rate	34,502		33,918		31,578		99,98%	

Table 2 Detailed Distribution of Learners According to the Mastery or Not of the Psychological Problems

		Form 1		Form 2		Form 3		Total	
		G	B	G	B	G	B	G	B
Pathology Mastered	Number of students	41	57	45	59	33	63	119	179
	rate	13,75	19,127	15,106	19,798	11,073	21,140	39,932	60,067
	Total	98		104		96		298	
	rate	32,885		34,899		32,214		99,99%	

Pathology not mastered		Form 1		Form 2		Form 3		Total	
	Number of students	39	40	43	27	38	28	120	93
	rate	18,139	18,604	20,187	12,558	17,674	13,023	55,813	43,255
	Total	79		70		66		215	
	rate	36,744		32,558		30,697		99,99	
		177		174		162		513	

We find that out of the 513 students with all pathologies, we have 119 girls and 179 boys. A total of 298 students mastering their pathology against 215 students who do not master their pathology: 120 girls and 93 boys. We note that the students who master their pathology are more numerous than those who do not master their pathology. We have 98 students in form 1, 104 students in form 2 and 96 students in form 3, for those who master their pathology. On the other hand 79 pupils in form 1, 70 pupils in form 2 and 66 pupils in form 3, for those who do not control their pathology.

4. Sociodemographic Characteristics According to Pathologies

Table 3 Distribution of Students According to Controlled Pathologies

Emotional deprivation	Form 1	Form 2	Form 3	Total	Rate
Depression	20	97	16	73	24,496
Stress	23	16	27	66	22,147
Phobia	27	25	31	83	27,852
Anxiety	28	30	18	76	25,503
Total	98	100	96	298	99,998
Rate	98	104		58,089	

This table presents the number of learners mastering their pathology. They number is 298 including 73 depressed students, 66 stressed, 83 anxious and 76 distressed.

Table 4 Distribution of Students According to Uncontrolled Pathologies

Emotional deprivation	Form 1	Form 2	Form 3	Total	Rate
Depression	20	97	16	73	24,496
Stress	23	16	27	66	22,147
Phobia	27	25	31	83	27,852
Anxiety	28	30	18	76	25,503
Total	98	100	96	298	99,998
Rate	98	104		58,089	

This table shows the number of learners who do not master their pathology. 52 students are depressed, 55 stressed, 51 anxious and 55 distressed. That's a total of 215 learners.

Table 5 Emotional Deprivation, Control of Pathologies

	Good performance					Bad performance				
	Form 1	Form 2	Form 3	Total	Rate	Form 1	Form 2	Form 3	Total	Rate
Depression	17	30	15	62	19,790	3	3	5	11	3,691
Stress	19	14	26	59	19,798	4	2	1	7	2,348
Anxiety	25	23	29	77	25,538	2	2	2	6	2,013
Phobia	23	27	17	67	22,48	5	3	1	9	3,020
Total	84	94	87	265	88,926	14	10	9	33	11,073

Table 6 Emotional Deprivation, Not Controlling Pathologies

	Good Performance					Bad Performance				
	Form 1	Form 2	Form 3	Total	Rate	Form 1	Form 2	Form 3	Total	Rate
Depression	8	7	3	18	6,040	10	17	7	34	11,40
Stress	10	4	5	19	6,375	12	8	14	34	11,409
Anxiety	7	8	6	21	6,	9	12	11	32	10,738
Phobia	8	5	11	24	8,053	15	7	9	31	10,402
Total	33	24	25	82	26,845	46	44	41	131	43,959

Psychological tests confirm these results. The standard deviation is 3.980. This difference is significant at threshold uncertainty of 5%.

The results of the psychological tests and the learners' history confirm our results. The proof standard deviation is 4.866, which is high. Our results show that learners who master their pathologies and who are performant are numerous compared to those who do not master their pathology. The standard deviation between the two variables is 1.486. There is therefore a link between the mastery or not of pathologies and school performance.

5. Discussion

Our concern was to check the link psychopathology and school performance on learners of lycée municipal of Attecoubé.

Two hypotheses have been given:

- The more the child masters his pathology the more he is performant,

- The more the learner experiences psychoaffective difficulties, the less effective he is.

For hypothesis 1, mastered pathology, the standard deviation is 3.38 at the threshold uncertainty of 5%. The student's t test is equal to 2.13. Our hypothesis is confirmed.

Hypothesis 2, the psychoaffective difficulties, standard deviation is 4.866 and the Student's t test is 2.35.

Our hypothesis 2 is also verified at the threshold uncertainty of 5%. We see here that the more the child masters his pathology the more he is performant. The more psychoaffective difficulties the learner experiences, the less effective he is. This shows that the link pathology has an influence on school performance. Our results through standard deviation and Student's t test confirm our assumptions.

Our theories are also validated to the extent that according to Vygotsky's theory the learner is a guide. Learners who have mastered their pathology had to follow teachers' advice, peers or parents, which allowed them to obtain good results. It was the same for Bowlby's attachment theory. The children having good relationships with parents are willing to learn better.

6. Conclusion

Our study is not limitless. We should have added learners from other areas to check if the hypotheses are to be generalized to all the areas associated with the pathology of the place, that can also explain the school failure or be a source of academic difficulties. Success can be explained by the child's motivation to please his parents. In this case motivation becomes a catalyst for good performance. The children of form 3 are the most to have good results. Indeed, some of these children are orphans. They are stressed by the brutal separation with the deceased parent(s). Other children have psychological problems because the relationships with their parents are pathogenic, which causes them to be on the street or to be silent.

At the end of our study, we think that the link psychopathology is an explanatory variable of school failures. We therefore propose that the authorities of the education system take a look at the problems of these children by putting specialized psychologists in institutions to help them overcome and control their pathology, making school failures to decrease by 75% in the years to come.

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