Violent Behavior and Learners' Performance Difficulties

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Abstract

This study aims to know the effects of psycho-emotional problems caused by school violence, both to students and teachers. Hence, the hypothesis is that violence has an impact on students' and teachers' performance. As for our sample, it comprises 250 students, divided into three groups. Concerning our analysis methods, we chose the Multiple Correspondence Factor Analysis (MCA) as a multidimensional analysis method and the Hierarchical Ascending Classification (HAC) for the classification. Finally, our data analysis reveals a link between attachment schemes and learning difficulties. This link is different depending on whether the attachment schemes are related to family or teachers.

Keywords: Violence, psycho-emotional, attachment, Multiple Correspondence Factorial Analysis.

1. Introduction

The phenomenon of violence has grown internationally and has become a global concern. Thus, it is not uncommon to see a teacher being beaten by students or students molested by their peers. His leads to the appearance of psychological problems leading to weak school results. Despite the authorities and all the partners of the education system's efforts, including teachers to eradicate this scourge, school are full of violence of different kind (physical, verbal and moral).

Violence is a general phenomenon in all societies. Cabanel (2007) defines it as the fact of forcing someone to do something, to say, to think the way one wants him; to behave the way one want him or to forbid him to do, to say, to think; to behave the way one do not want him. The studies conducted by Vangah and Sika (2006) reveal an increase of violence in schools in Côte d'Ivoire.

What are the causes of this violence in schools? Various causes according to the UN (2005) explain this violence. Indeed, with the advent of multiparty in politics in 1990, under the influence of the generation gap, the young people adopted a behavior defying any intervention and any attempt of supervision of parents, elders and the teachers. This noble practice from traditional education was rejected. Society is left without a model and this is an open door to instability and all the scourges we see today.

The evidence, during the 2009 crisis, some children have been enrolled, others have followed their comrades or senior brothers according to their testimony. After the crisis, the state hired or rewarded the oldest and the youngest were abandoned. It is these abandoned and unguided children who are the children in conflict with the law, also known as "microbes" today. They are spreading terror everywhere. Thus, Traoré (2007) indignantly says that this laborious and fighting youth that has helped Côte d'Ivoire to emancipate, develop and filled its lack in qualified personnel, which is manipulated for political end. Violence sets in at school and the main actors are students. These acts go beyond the scope of the school and come in different form: verbal violence or incivility (heckling, insults, verbal threat) and in physical form (bodily injury, blows, etc.) and moral (stress, fear, worry, trauma) against the administration staff, teachers, possessions and even other students. Many students and staff members are in insecurity. Doumbes (2006) follows, saying that violence is generally observed during teachers or students strikes. Proteau (2002) argues that the impunity reinforces this threat. Some authors attribute this violence to a change in society that loses its perceptible moral models through the failure of families in education. The deviation of certain principles such as equality or freedom or democracy are often the causes of debauchery and disorder. Margerat (2003) notes that it is within the family that we should look for the main reasons for juvenile marginalization.

Koudou (2006) goes further and identifies other explanatory variables of violence: delinquency. These are due to rigid educational practices and laissez-faire, or parental verbal stigmas. Family rejections, in a context where these dysfunctions develop through the psychic mechanism of introjections, a personality at risk of delinquency, in terms of negative identity or negative self-representation, disappointed hope and feeling of exclusion. To this, must be added, the curricula and unsuitable teaching methods for the level, sometimes outdated and extroverted, or the collapse of the educational system. In addition, the influence of the media with violent films and the effect of combined mimicry are at the root of this violence.

At the economic level, Dupâquier (1999) emphasizes that the life cost and the poverty of the parents can be a cause of violence. The working conditions of teachers do not always favor good communication with learners concerning violence according to Bernard (2006).

The feelings of insecurity of concerning teaching, administrative and student staff, the loss of life and injuries are the consequences of this violence. Jamoulle (2002-2005) stresses that schools must be protected from violence and the resulting social exclusion.

The consequences are therefore multiple on the students themselves, teachers, society and the country. As far as students are concerned, they have bad school results, school failure, gangsters, influence on recalcitrant children, weak children, phobia, stress, trauma, drop-out by some students and chronic absenteeism. Regarding teachers, we have the deterioration of the moral references followed by the deterioration of the teacher's images and their demotivation, the communication break between teachers and pupils. All this leads to the non-completion of the school programs. Galy (2004) believes that violence increases unemployment. Indeed, a teacher who is beaten by his students no longer has credibility in front of them. To this, it should be noted the lack of concentration of the teacher due to the fear of being beaten a new. An anxious teacher who is frightened at any moment because of insecurity deserts classes.

For Proteaux (2002), the apprehension and exclusion of perpetrators is the best way to eradicate these scourges. The warm and encouraging relationships of adults increase self-esteem, lead to fewer psychomatic problems, less victimization, and a supportive attitude towards harassment and threats of violence. Through our literature review, we conclude that the causes and consequences of violence in schools are multiple according to the authors cited above. However, the psycho-emotional component related to academic achievement has not been sufficiently addressed. But what are the effects of psycho-emotional problems caused by school violence both to students and teachers? What are the causes, manifestations, consequences and attempts of solutions? Our topic, school violence and school performance aims to identify the psycho-emotional problems caused by school violence. Our hypothesis is that violence has an impact on students' school performance and teacher's efficiency. In other words:

- The more violent the student, the less efficient he is.
- The more violent the student, the less motivated the teacher is.

We used Bowlby's attachment theory to diagnose the interactions between teachers and students and between students and students. We have added the socioconstructivist theory of Vygotsky (1987) which advocates the interaction with the subject, the teacher and the student, which highlights the impact of teacher's demotivation on children's school results. To these two theories, we have added the psycho-critic, which permits us to superimpose the problems in order to identify the most repeated ones that will make it possible to evaluate the psychological impact. Studies have shown that the interactions between the actors of each institution present a specific attitude

that constitutes its personality and has an impact on the learning. The quality of the attachment is necessary for the psychological development of the child, a guarantee to the eradication of all learning difficulties.

2. Methodology

Our study is part of the influence of personal factors on school difficulties.

2.1. Sites and participants

The population consists of 320 students comprising 143 girls and 177 boys from lycée moderne of Abobo located near the market of Abobo and the town hall. We extracted 250 people as our sample, divided into three groups called stratums. It is made up of 140 non-violent students, 60 very violent students and 50 teachers, all victims of the school violence. The students are from form 1 to form 4. All of these people are plagued by psycho-emotional problems that affect their school performance.

They were chosen on the basis of the information received from their peers who remained anonymous and the results from the school booklets given by the administration of lycée moderne 2 of Abobo (IT department and archives). The students were ranked according to their level and particular problems. As for the teachers, we categorized them according to their psycho-emotional problems and their attendance at school.

2.2. Data collection instruments

Several data collection techniques were chosen: the documentary study through observation, questionnaire, interview and psychological tests. These techniques helped us to obtain appropriate information about violence.

Observation

The documentary study deals not only with the observation and the study of students' files and selected teachers, but also with the existing psychological, sociological and dialectical literature.

Questionnaire

It was administered to all the student part of the sample.

Interview

Group or individual interviews with violent or non-violent students, teachers, authorities or partners of the education system and civil organizations. Focus groups were carried out to evaluate the effects of psycho-emotional problems due to violence.

Psychological tests

They allowed us to obtain information on the psycho-affective dispositions of the people submitted to the psychological tests.

The dependent variable: school result, has two indicators: good result and bad result. This has been validated.

The independent variable: school violence, has two indicators: psycho-emotional problems and teachers' demotivation. They have also been validated.

2.3. Data analysis methods

The methodology we choose for this study is a multidimensional analysis followed by classification. We choose the Multiple Correspondence Factor Analysis (MCA) as the multidimensional analysis method and the Hierarchical Ascending Classification (HAC) for the classification.

The MCA is a method that makes it possible to study the population according to several qualitative variables and to represent the using graphs, the associations of these variables in pairs. This method generates axes that define the factorial plans in pairs. The statistical model ranks the axes in decreasing order of their "explanatory power", that is to say, their ability to account for the information they synthesize. The MCA is the factorial analysis method par excellence because it is the most appropriate to the analysis of the questionnaires. In addition, having quantitative variables such as the term average is not a problem since these variables can be recoded into classes; thus passing from quantitative variables to qualitative variables to be used in the analysis.

The hierarchical classification will make it possible to release, following the MCA, a typology of the population grouping the individuals in different categories that characterize them according to the most frequent modalities present in the category. The principle of this analysis is to group in the same class the closest individuals, then, step by step, to merge these classes into larger and larger classes. Then, we obtain a typology of the population studied by releasing several groups of individuals homogeneous regarding the variables studied.

These methods made it possible to identify the origin of the growth of violence in schools and resulting in psycho-affective consequences. They also made it possible to evaluate the impact of these problems on school results.

The results below establish the typology of the students according to their violence status, then according to their performance at school. Our analysis along these two axes will allow us to identify specific typologies in relation to these two axes.

3.Results

The analyzes below establish the typology of the students according to the schemas of attachment. We first analyze attachment patterns in relation to parents and then attachment patterns in relation to teachers.

3.1. Hypothesis 1 related to the attachment schema
3.1.1.Scheme of attachment to parents

Multidimensional data analysis identifies three types of students with different characteristics. These features are illustrated in the graph below.

Chart 1: **Characterization of students according to the attachment**
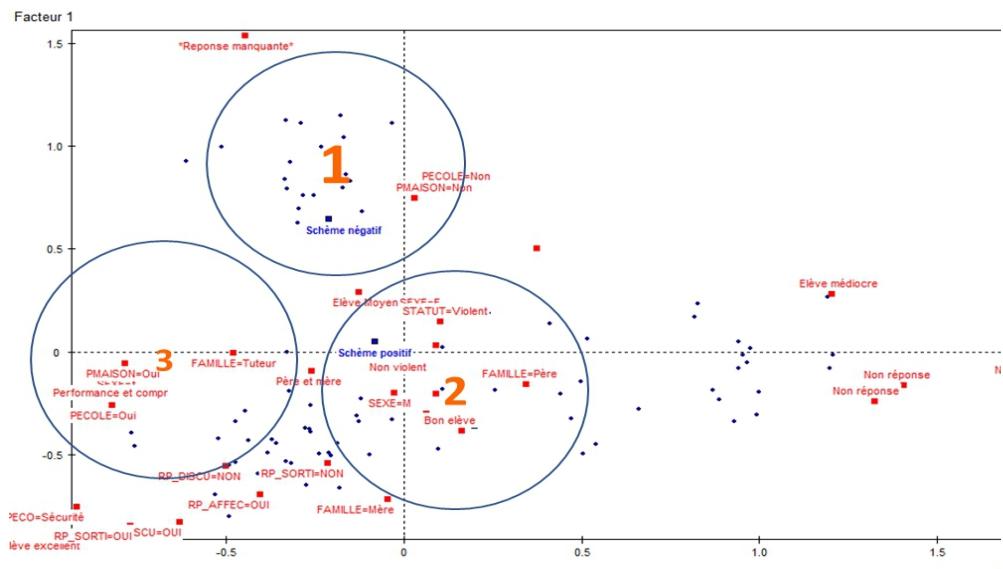
scheme to parents.

The first type of student (circle 1)

They are students with a negative parenting scheme. This class includes violent students. It also contains girls who say that they do not have problems at home or at school. concerning performance, they are rather average students, that is to say with a general averages between 10 and 12.

The second type of students (circle 2)

Here, the students have a positive attachment pattern, they are non-violent. This type of student is particularly in emotional balance. They live either with both parents (father and mother), or with their father in stable

family. In terms of academic performance these are students who perform well at school, with averages from 12 to 14.

The third type of students (circle 3)

These are students who have problems at home or at school. They have an emotional imbalance because they are far from their parents. In addition, these students, very often, have performance and comprehension problems at school. They are closer to positive patterns.

It appears that attachment schemes are related to the student performance. Indeed, according to the graph above, students mastering attachment scheme have more school success. Learning difficulties would therefore be more apparent in students with negative family patterns. Is this trend only related to attachment scheme? What is the link in a learning situation?

To answer these questions, we rely on the crossed analysis of the schemes of the learner and his academic performances.

3.1.2. Attachment scheme to teachers

In terms of teachers' attachment scheme, there are 4 categories. The characteristics of these categories are illustrated in the graph below.

Chart 2: **Characterization of students according to the attachment scheme to teachers**
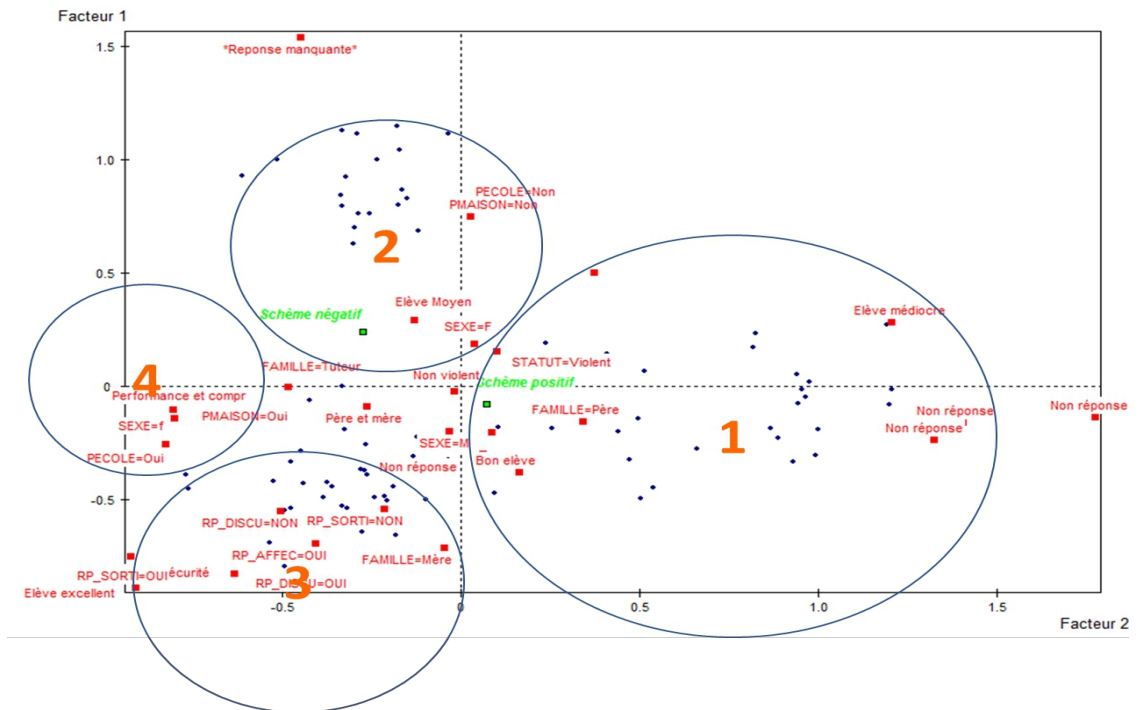
The first type of students (circle 1)

This first category groups students with positive patterns in relation with teachers. Most of these students live with their father and identify themselves as violent. In terms of school results, this student has often good results, that is to say an average between 12 and 14. However, there is a large portion of less successful students in the classroom.

The second type of students (circle 2)

The second group of students is essentially girls with negative patterns. They do not live with parents; they live with tutors. As far as performance is concerned, they are average that is to say with averages between 10 and 12.

The third type of students (circle 3)

This category is composed of studious students. These students live in a stable family. Indeed, in their relationship with their parents, these students have discussions, they feel deep affections and go out for relaxation. In addition, their teacher attachment scheme are positive. It is the family that promotes their academic performance since it is the category of excellent students. Their overall averages are more or equal to 14. However, these students experience insecurity in school settings; which could prevent them from being optimal regarding their performance.

The fourth type of pupil (circle 4)

The students in this category have negative scheme with respect to teaching. Several girls belong to this category. In addition, students in this category have performance and comprehension problems at school.

In the light of these two graphs, we can conclude that learners with positive and controlled patterns have a good result, unlike their peers.

At this stage, one might question the contribution of the learner's family to the development of positive or negative scheme. In other words, what role does the family environment or the violence status of the learner play in implementing these schemes?

The analysis below establishes the type of the students according to the violence status, then, according to their performance at the school. Our analysis along these two axes will permit us to identify specific typologies in relation to these two axes.

3.2. Hypothesis 2 related to the status of violence

For this study, students were asked if they felt violent or not. At the end of this question, we have two categories of students: violent and non-violent.

3.2.1. Typology related to the typology of violence

An analysis of the typology of our entire base allows us to identify 3 main classes. These classes are illustrated on the graph below. Of these three types of students, we release the descriptions that follow needed.

Chart 3: Characterization of Students by Violence status
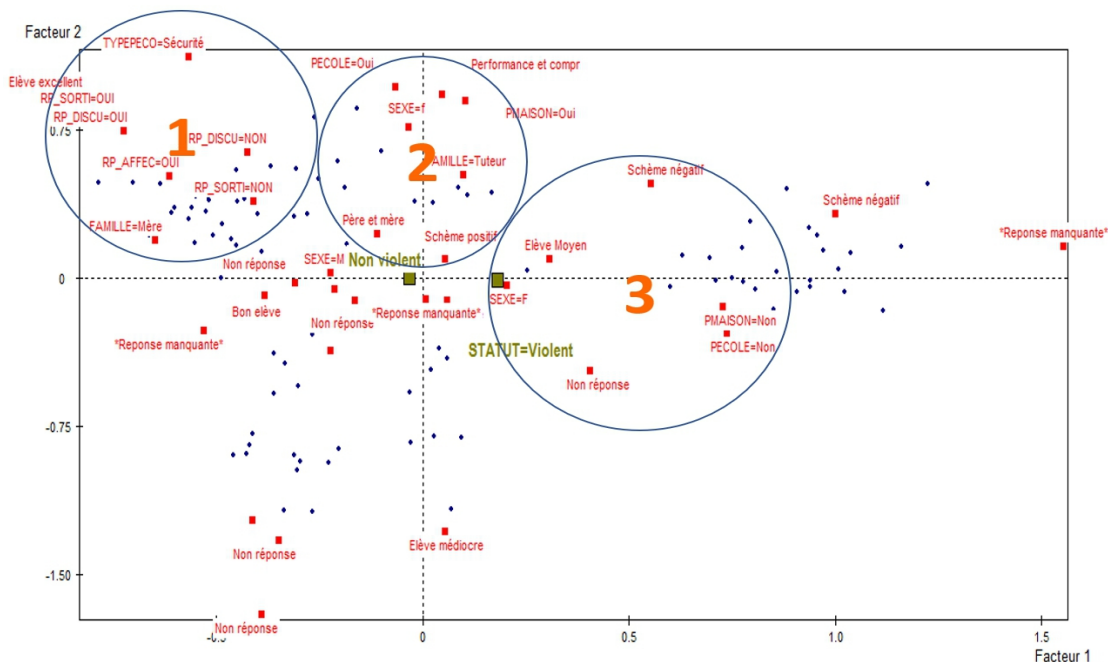
The first type of student (circle 1)

In terms of school performance, this type of student is very bright; they are excellent at school (that is, they annual average is more than 14). However, these students often do not feel safe in their school environments.

The second type of student (circle 2)

These students are non-violent with a family comprising the father and the mother or living with a guardian. These students are often girls with problems at home or at school. The problems encountered in schools are related to comprehension and performance. This is probably why students in this category are closer to average performance.

The third type of student (circle 3)

This class is made up of violent students. This violence is not justified by the problems encountered at home or at school. Indeed, these students do not encounter any particular problems at home or at school. Their striking feature is that they have negative attachment scheme; concerning parents as well as education. Regarding school performance, they have an average performance.

### 3.2.2. Typology according to academic performance

A fundamental question in this study is to know the typology around school performance compared to other indicators. To do this, we analyze the

typology of students according to their school performance. The performances are grouped into 4 classes:

- Poor students: these are students with a general average less than 10 out of 20;
- Average students: these are students with a general average of between 10 and 12 out of 20;
- Good student: these are student with a general average of between 12 and 14 out of 20;
- Excellent students: these are the student with a general average greater than 14 out of 20.

Chart 2 illustrates the description of these categories.

Graph 4: Characterization of students by school performance
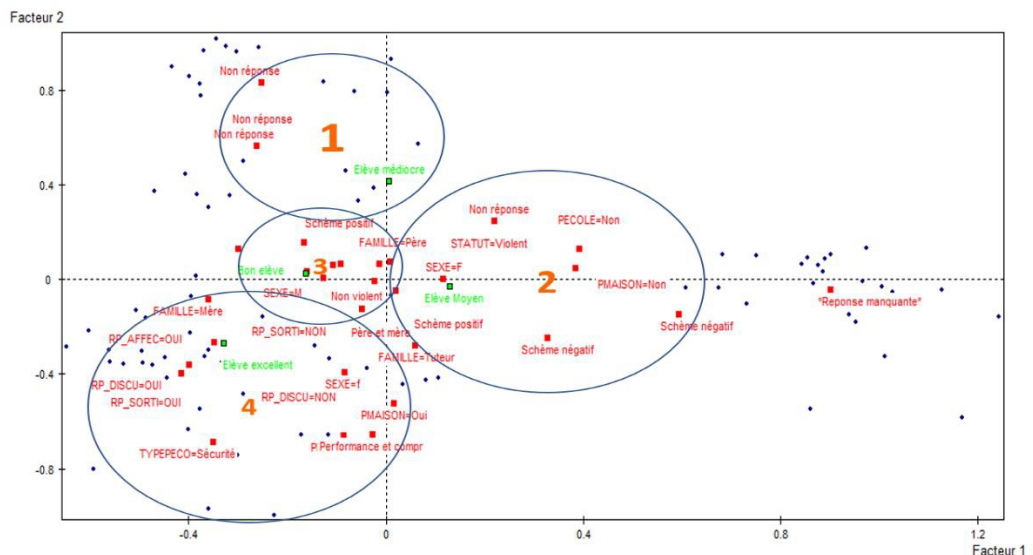
The first type of pupil (circle 1)

This first category groups students who are weak. These students did not answer all the questions in the study; that creates a high rate of non-responses in this category. Note, however, that this category is close to positive attachment schemes.

The second type of student (circle 2)

In this category, students report that they have no particular problems at school or at home. These students are violent and have negative attachment patterns. In addition, this category is made up of more girls.

The third type of student (circle 3)

This category is composed of students living with their father. They are non-violent, have positive attachment scheme and many are boys. This is

the category of students who are good, that is to say with an average between 12 and 14 out of 20.

The fourth type of pupil (circle 4)

This group describes the excellent students. Their description is very close to circle number 1 in the analysis of violence. They are rather non-violent students, having family relaxation or discussions as well as the necessary affection. However, in addition to the security issues in their school environments, some of these students feel underperforming and have comprehension problem.

4. Discussion

The data analysis reveals a link between the attachment scheme and learning difficulties. This link is different depending on whether the attachment schemes are related to family or teachers. In relation to the family, it should be noted that the schemes depend on the student's environment. When the living environment with the parents is stable, the student develops positive schemes, otherwise, he develops negative schemes. Besides, when attachment schemes are positive, the student is more successful at school.

Concerning teachers, we note that the attachment scheme are also linked to the family environment. Students with positive attachment patterns are more likely to be more efficient at school than the others. However, this performance tends to be reduced due to the insecurity felt at school.

The objective of this research is to identify the psycho-emotional problems resulting from violence related to the students' results and teachers' demotivation. The results showed that students and teachers fear violence. Indeed, violence is a source of psycho-emotional problems for both students and teachers. These troubles cause learning difficulties and lead to low school performance. Certainly, there are some students who are efficient. However, the problems remain. This is explained by the neurological predispositions of the children or parents' pressure on them.

Two hypotheses lead this study because, the violence demotivates teachers and affects the academic performance of violent and non-violent students. Our hypotheses have been confirmed. We agree with Koudou (2006) who argues that the acquisition of serious behaviors is apparently early in our teenagers, perhaps because the difficulties experienced since childhood continue until the end of adolescence. Violence therefore has an important impact on students' school performances and on teachers. Personality development disorders due to attachment schemes are considered as a risk factors for school failure (Adams, Breithaupt-Perters, 2010) .The rejection of attachment model causes children to disinvest in the affective domain: vandalism (Miljkowitch, 2001) .The lack of a close relationship with parents is linked to children and adolescents learning difficulties (Bowlby, 2011). The

students having pleasant interactions with their parents are more likely to be less engaged and less successful at school compared to those who enjoy a positive relationship with their parents. The quality of attachment is essential to changing the child's psychological development; it is a guarantee for facilitating learning.

Conclusion

School violence is a concern for all the partners of the education system. Several causes justify it and the consequences are countless on the students, the teachers, the population and on the family, the most vulnerable layer. Our study, school violence and school performance aims to identify the psycho-emotional problems caused by school violence.

We used Bowlby's attachment theory to diagnose interactions between violent students and teachers, between violent and nonviolent students. Vygostsky (1987) theory has been useful to us. It helped us to evaluate the impact of violence on school results through the interaction between the subject studied, the teacher and the student. This study has limitations. Several parameters can also be explanatory variables. If the teacher for example is fully available for the student, if he finds safety and comfort with him, he will not dare to attack him. If he manages his own projects, he will be less violent. It requires true cooperation concerning the school, the family, the teacher and the students. Identifying all the violent students and taking care of them psychologically will be a significant help to the eradication of this plague.

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