

THE INFLUENCE OF THE DISORDERS ON THE RISK OF ABANDONING SCHOOL

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Abstract – *In this study, the association of behavioral disorders and symptoms of depression is examined in adolescents of school next to sex. Then, the association between these issues and the risk of leaving school is evaluated. A sample of 37 students, aged 15 to 17 years of three high schools in the city of Tlemcen (Algeria), have completed the measures during regular courses. The results confirm that behavior disorders are more present in males and the risk of leaving school are not related to behavior disorders.*

Key words: *disorders, behavior, school, students, results, Tlemcen, Algeria.*

I. INTRODUCTION

boys are more risk of developing externalizing disorders, such as conduct disorders and hyperactivity; while girls have more risk of developing internalized disorders in adolescence, the most common being depression, [1]. Each of these issues is related to the deterioration in school performance. In the present study, these issues are examined by sex of the adolescent and their impact on the risk of leaving school.

Dropping out of school.

Dropout is a social problem of first importance in Algeria. The Ministry of Education (2013, 2014) considers that the percentage of school abundance is 09%. The probability of dropping out of school is higher in boys than in girls. The consequences for young people are very heavy. On a personal level, several young dropouts are social inadequacies such as disorders of behavior and delinquency [2]. Economically, they experience great difficulties to fit into the world of work [3]. The decision to drop out of school is the result of a long evolution and an accumulation of frustration engendered both by the school failures and the relational difficulties with peers, teachers, and parents [4].

Studies that examined factors related to dropping out of school are grouped into two major streams: the first deals with personal student characteristics, ; while the second focuses on social and environmental variables. This last trend includes studies on the family, school and peer [5].

School failure and learning disabilities are particularly important and the more commonly reported variables in studies [3]. Among social and environmental variables associated with dropping out of school are family variables that prove to be strongly associated with academic achievement and social adaptation of youth. Low socio-economic status, low level of parental education, and some other variables related to family structure (e.g., single parent families) were frequently reported in the literature as contributing variables [6]. The family functioning appears also a disturbed factor in this issue.

Adolescence behavior disorders

Disorders of anti-social behavior or behavior can be defined in multiple ways the perspectives adopted by researchers [7]. The concepts of crime, disorder of pipes and behavioral disorders are alternately used. This study looks at the behavioral disorders with reference to a variety of problems of behavior and aggressive lines identified by the teachers in the school context [8].

Like depression, behavior disorders are a problem that distinguishes between boys and girls. In this regard, the American Psychiatric Association indicated that 6 and 16% prevalence among boys conduct disorder, but it lies between 2 and 9% of the American Psychiatric Association between 6 and 16% the prevalence of disorder of pipes among boys, but it lies between 2 and 9% in girls [9]. In adolescence, the impact of the conduct disorder increases in both sexes; This increase is more pronounced.

Differences between the sexes are present with regard to early indicators and the consequences of antisocial conduct long term [10]. Thus, boys who manifest behavioral problems in primary school are at high risk of delinquent behavior in adolescence [11]; in girls, no early indicator could yet be established [12]. Depending on [13], boys demonstrating anti-social behaviors in adolescence are more likely as adults to engage in criminal activities; while girls are at risk of developing a variety of problems such as, internalized disorders, early pregnancies, and increased use of social services [14]. Services and intervention vary also according to the sex of teens with behavior disorders [15].

The alternative explanations to account for sexual differences in the onset of behavioral disorders are grouped according to two major sources of influences [16]. On one hand, biological factors, some authors have indicated that the profile hormonal male is generating a greater aggressiveness [17]. On the other hand, the socio-cultural factors; just as was the case for depression, some authors propose that different socialization of the sexes facilitates more involvement in aggressive or anti-social behaviors in boys than in girls [18,19].

II. METHODS

Sample of the study:

Participants in this study come from three high schools in the city of Tlemcen (Algeria). The sample consists of 37 students (25 boys and 12 girls) aged 15 to 17 years, selected from a total sample of 80 teenagers started their studies at the Lycée school year 2013-2014.



Figure 1
presentation of the town of Tlemcen Algeria

III. INSTRUMENTS

The Questionnaire on behavior disorders [20] have been assessed by the teacher with the subscale "behavioral problems". This questionnaire provides a multivariate assessment of social behavior of young people at school. The version completed by the teacher includes 82 statements and three subscales: problems of aggressive behavior, discipline at school problems, and

incompatibility issues. Consistency coefficients used in the calculation: Alpha Crombach to 0.93, Pearson's correlation to 0.87, the Spearman equation to 0.73 and predictive Brown at 0.92.

IV. RESULTS

- Differences between gender groups:
As a first step, the differences between the sexes were examined for all of the variables in the study (table 1)

Table1
The Chi-square Test [difference in level of academic achievement between girls and boys

| level | sex | low | Medium | high | total |
|-------|-------|-----|--------|------|-------|
| | boys | 4 | 7 | 1 | 12 |
| | girls | 8 | 13 | 4 | 25 |
| | Total | 12 | 20 | 5 | 37 |

Relations between the behavioral disorders and the risk of leaving school:

To test the for any associations, Pearson correlation coefficients was computed and results are presented in table 2

Table 2
Pearson correlation coefficient (Relations between behavior disorders and the risk of leaving school)

| | Sample | Calculated R | Level of significance |
|---|--------|--------------|-----------------------|
| Relationship between behavioral disorders and dropout | 37 | 0.15 | 0.01 |

The value calculated by the Pearson Test is $R = 0.15$, this value is not statistically significant at the 0.01 level. This result shows a lack of correlation between behavioral and academic abundance.

V. DISCUSSION

This study aimed at identifying the relationship between the behavioral and school achievement in a sample of secondary stage students, the main result of this study showed an absence of a relationship between behavioral and school achievement disorders and confirmed by a study [21].

This is what I said in the discussion of the results

The current study aimed to identify the type of relationship between behavioral disorders and academic achievement of students of secondary phase, the results of the study, noting the lack of relationship between behavioral disorders and academic achievement, and this has been confirmed by a beautiful (2007) which aimed to identify behavioral problems for students of teachers ' point of view, the results of the study showed that the most

important behavioral problems from the viewpoint of teachers : Rush, playing at the expense of study, lack of attention, evading duties of school, poor education, neglect of work study, and those problems have emerged moderately.

This may be due to the small sample study and intervention of other factors such as the influence of the family environment of the pupil or his mental abilities high makes it able to overcome behavioral disorders and achieving progress in his studies and that some families work to motivate their children to raise their level of study.

Study results showed no differences between males and females in severe behavioral disorders or level of educational attainment among the individuals of a sample study in this situation can be attributed to the methods and techniques used by the professor to overcome these disorders and encourage them to study.

The results of the study showed no difference between the boys and girls of the seriousness of the behavioral disorders or level of academic success in a study of the

sample of persons in this case can be attributed to methods and techniques used by the teacher to overcome these disorders and to encourage them to study.

VI. CONCLUSION AND RECOMMENDATION

Behaviour disorders can integrate in a process of adaptation to changes in disease manifestations in a family and social context pathogen, or else be early symptoms of a psychiatric pathology.

It is recommended to activate the role of dialogue and discussion between students and teachers in order to create an atmosphere of understanding and social networking between them. So do school seminars with parents and honor students. It is also that parents encourage their children at the stage of the basic school for making the effort to develop basic skills in different subjects, especially those related to the capacity of reasoning.

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