

Attachment patterns and their relationship to the emergence of some psychological and cognitive disorders in children in the latency stage.

Badji Naima

University of Blida 2 / Algeria
n.badji@univ-blida2.dz

Received: 28/07/2024,

Accepted: 27/09/2025,

Published: 22/12/2025

Abstract: Attachment is the first bilateral relationship formed in a child, so it serves as the foundation stone for all subsequent social relationships with others. While the abstract mentions Bowlby's theory, confirms that children who develop secure attachment during childhood can establish healthier relationships during adulthood and will be able to face problems in their lives better, unlike children who develop insecure attachment. Through this research paper, we want to shed light on attachment patterns and their relationship to the emergence of some cognitive psychological disorders in children in the latency stage, relying on a sample of 30 students and the descriptive approach. Correlative, parental attachment scale, as well as lack of concentration and attention scale, in addition to school results. The research results concluded that there is no relationship between attachment styles and academic achievement, meaning that whatever the nature of attachment, it builds an aspect of the child's personality.

Keywords: Attachment, academic achievement, lack of concentration, Latency stage

Résumé : L'attachement est la première relation bilatérale nouée chez un enfant, il sert donc de pierre angulaire à toutes les relations sociales ultérieures avec les autres. Bowlby confirme que les enfants qui développent un attachement sécurisant pendant l'enfance peuvent établir des relations plus saines à l'âge adulte et le seront. Ils sont capables de mieux faire face aux problèmes de leur vie, contrairement aux enfants qui développent un attachement insécurisant..À travers ce recherche, nous souhaitons mettre en lumière les schémas d'attachement et leur relation avec l'émergence de certains troubles psychologiques cognitifs chez les enfants en phase de latence, en nous appuyant sur un échantillon de 30 élèves et l'approche descriptive. Échelle corrélative, d'attachement parental, ainsi que le manque d'échelle de concentration et d'attention, en plus des résultats scolaires. Les résultats de la recherche ont conclu qu'il n'y a pas de relation entre les styles d'attachement et la réussite scolaire, ce qui signifie que quelle que soit la nature de l'attachement, il construit un aspect de la personnalité de l'enfant.

Mots-clés : attachement, manque de concentration, réussite scolaire, stade de latence

Introduction:

Attachment or attached to something, that is, he identifies with it and loves it. Based on this, the child's attachment to his parents is through his love for them, as the quality of this attachment can be known through the degree of love and care. What every parent has for their child. Most researchers in the analytical and psychosomatic fields believe that attachment is an instinct independent of the oral instinct, and its construction is based on the maternal instinct. The child's attachment to his parents depends on the intensity of the perceptions that the parents have acquired, as the person always presents only what he has obtained and nothing else. Accordingly, the mother's insecure perceptions are linked to less sensitive responses and thus insecure attachment in the child. This means that there is paternal attachment independent of maternal attachment and comes in second place after it (Bowlby in Guedeny, 2006, p. 56). It has also been pointed out that paternal attachment in general is insecure, and they are not certain of that as maternal attachment in turn may be insecure. This insecure attachment translates into Parental mistreatment in both aspects, such as over protection, which creates a dependent personality in the child, or neglect in protection, which creates an inferiority personality in the child, through which he feels parental rejection and social negativity, which affects him in several aspects, especially psychological ones, so he develops several developmental, functional, or psychological disorders, cognitive, part of which we will discuss in this research. This refers to the set of mental processes involved in perception, attention, memory, reasoning, and problem solving. It encompasses how individuals acquire knowledge, process information, and apply it in various contexts, making it a central focus for understanding human learning and behavior.

1/ The research problem:

Pierre Marty touched on the maternal instinct, which falls within the framework of the previous interventions, as he believes that "the maternal instinct, which is essentially individual, results from masculine remnants and essentially genetic effects, as well as from subconscious recordings of the mother's early childhood as well." (P. Marty, 1980: 125) The primary characteristics of attachment were also addressed before World War II by many researchers, including:

** In Europe: Himre-Hermann, one of Ferenczi's students, who defended the idea of the primary need to use etiological concepts. In understanding evolution.

** Ian-Sutie, a specialist in mental illness, established the primary characteristics of mother-child attachment, but his concept remained limited.

** English specialists in psychoanalysis: such as Fairbairn, who presented a more profound concept, thus proposing to abandon the theory of instincts, by emulating

Attachment patterns and their relationship to the emergence of some psychological and cognitive disorders in children in the latency stage

it with Bowlby and an English team specialized in psychoanalysis. They thus expressed an opinion that reflects the theory of attribution .

Anna - Freud and Dorothy - Burtingham described the effects of eternal separation in children, as Anna Freud saw that “the child’s need for attachment and respect is greater than his need for protection from bombs.” (N et A. Guedeney, 8:2006) This marked the end of the war. The Second World War was a starting point for the birth of attachment theory, as researchers worked to find out what the concept of loss and abandonment represents in a child and the extent of its impact on his development. In doing so, they tried to study the remnants of these concepts, forming a basic basis for starting to build a new theory that they called: Attachment Theory. After World War II, Anna Freud told Bowlby: “It would be advisable for every childcare holder to take a child with her before the nursery closes. (.Karen, in,. Gudeney, 6:2006)

****** In the United States of America: At the same time, attention was paid to the waste arising from education centers, that is, the collective education of children separated from their parents, by: David – Levy, Lauretta – Bender, Sally – Provence, Rene – Spitz These researchers found that this group of children have very violent reactions.

The child’s attachment to his parents depends on the intensity of the perceptions that the parents have acquired. The person always offers only what he has obtained and nothing else. Accordingly, the mother’s insecure perceptions are linked to less emotional responses and thus an insecure attachment to the child. If we say attachment, we are referring to a specific image that remains in the adult child’s mind about the person he is attached to, and thus he follows his curriculum and according to what he learned from him. This is what Didi Anziou referred to as the image or l’imago, and he classified it into a paternal image, imago paternelle, and a maternal image, imago. maternelle, and they are completely different, according to him. He sees through his research on work groups that are dominated by a paternal image that they are characterized by turmoil in their management of work institutions due to an imbalance in the level of management capabilities acquired through the paternal image, which in the past indicated paternal attachment. Also, these people cannot easily confront external stimuli due to their lack of experience.

Based on the above, researchers in the field of attachment believe that the issue of attachment has created a relational conflict between parents and children, and this conflict is linked to the father’s inability to participate in care and attention. Lack of participation, absence of the parental role, or failure to activate it in the family system leads to undesirable consequences in most cases for all members of the

family structure, and for the nature of his energy and energy reserve. Among these losses: a delay in the child's academic achievement, or in other words, a decline in cognitive gains. (Al-Zoghimi Muhammad; 1995) defines academic achievement as the result that the student obtains after carrying out the teaching and learning process in study programs and at all levels. When the student has a strong motivation, he makes him achieve the highest levels of achievement, unlike the student who does not have motivation, does not make an effort and is unable to achieve. He raises his level and does not achieve the highest grades and becomes behind academically. Academic levels are consistent with the stages of development. Among these stages we find the latency stage, which extends from 6 to 11 or 12 years, and it precedes the stage of puberty. It is a short stage and overlaps between the stages that precede it and the one that follows it, and it begins when children become younger. They pay attention to their bodies and organs, and most of their interests are directed to the skills required and appropriate to the environment surrounding them. It coincides with the child's formation of new relationships with his school environment in addition to his family. He can also follow the rules and create new rules during his play, unlike children from the previous stage whose play is characterized by randomness. It is an important period in the formation of identity. Arcswa (1972) believes that the child's preoccupation at this stage is focused on Intensifying efforts in order to improve his own capabilities and achieve the success entrusted to him, and the child appears to be able to achieve his goals. At this stage, he has gained a clear understanding of systems and laws. It is also considered the first attempt at psychological balance, as the psychological system is trying to form in a new way, as the mourning that accompanies the oedipal abandonment creates the superego, while the ego finds a new way of balance that allows it to maintain the childish desires upon which psychological balance was built, albeit in a different way. Winnicott 1957 is considered to be the first attempt at psychological balance. The latency stage is a period in which the ego takes full control, and is accompanied by the flourishing of mental processes, starting with learning and developing the knowledge that constitutes it with the aim of reaching success, which represents a significant narcissistic support that helps balance the Oedipal wound. (Abdul Karim Abu Al-Khair ;11:2004). However, this balance and relative calm that the child experiences in the latency stage does not last for long, and in fact this term goes back to the school of psychoanalysis because it is linked to psychosomatic development. Freud believes that this stage is in which the child begins to embody his father and the daughter the personality of her mother, and this embodiment includes everything he does. The father or the mother does everything he believes in, including beliefs and opinions

Attachment patterns and their relationship to the emergence of some psychological and cognitive disorders in children in the latency stage

Here the superego begins to be defined, and this stage continues until the beginning of puberty, that is, at about 11 and 12 years of age. Freud also believes that most sexual drives at this stage are suppressed and directed towards various activities (such as defense mechanisms), including school activities, identities, and the formation of friendships. Defensive mechanisms or determining activities are based on the nature and type of attachment, which determines the degree and continuity of intelligence, the strength of concentration, the degree of comprehension, and the nobility of higher processes. Delay in academic achievement, according to a study conducted by (Fathia Al-Daqousi :2005), leads to a change in mental and emotional activity, and other psychological and physical characteristics. that may These include functional disorders and developmental delay. Through the above, we want to answer the following question: Is there a relationship between attachment styles and delayed academic achievement in children in the latency stage?

2. Research hypotheses:_

To answer the research question, we assumed the following:

- Children who have insecure parental attachment are more likely to fall behind in academic achievement.
- Children who have a secure parental (maternal) attachment have good academic achievement.

3. Research objectives:

Theoretical objectives:

- Addressing the theory of attachment and its implications.
- Knowing the latency stage and its importance in building balanced psychological functioning in the child.

Practical objectives:

- Answering the proposed hypotheses.
- Knowing the nature of attachment among children who are behind in school.

4. Defining terms:

4.1 Attachment:

Kenny defined attachment as a strong emotional bond that grows between one individual and another that enhances the individual's independence and psychological security for healthy social and emotional development later on (Kenny;400:1994). Benjamin & Vgink defined it as the bond ,Which the child develops towards those who care for him in the first months after birth, through

which he becomes able to form normal social relationships in the following stages (Benjamin & Vgink,128: 2004). Samia Muhammad Saber (2013) defines it as the way in which the individual relates to others in social relationships, friendships, and marriage, and it is an extension of patterns. Attachment that was formed from childhood, and whose influence continues through the following stages of development, either through normal psychological development and the establishment of successful and strong social relationships, or falling into psychological disorders.

Operational definition:

It is a bond of biological origin between the child and his caregiver, through which the safety and survival of the child is guaranteed. Through research, it is the pattern that the researcher obtains through the results of the attachment scale.

4.2 Academic achievement:

It is the extent of the student's mastery of the academic subjects that he studies during the academic year and his level in each of these subjects. For this, conventional grades of excellent, good, weak, and very weak have been developed, and thus it is possible to know the level of students in each subject so that the reasons for failure can be determined. (Youssef Mikhail Asaad, 241).

Operational definition:

It is the level that the student reaches through what he has learned and his understanding of a group of materials during a specific period of time, which is measured by exams or grades that the teacher sets for him.

4.3 The latency stage:

It is a stage that begins between the ages of five and six and is characterized by inactivity from an emotional and sexual standpoint. The feelings that were previously filled with sexual aspects develop into a process of feeling admiration, and it is characterized by calmness in the process of controlling the individual's motivations. Freud believes that sexual activity does not... It stops during this period, but a barrier is placed on the longitudinal sexual drives, and they may appear in a partial manner (Al-Zayoud, :1998).

Operational definition:

It is a period extending from the age of six until puberty. It is a stage in which control over instinctive desires decreases and it helps the child emerge from the Oedipal conflict.

5. Previous studies:

5.1 Ahmed Ramadan Muhammad Ali's 2015 study in Saudi Arabia, titled 'Beyond the programs and their relationship to attachment styles and academic achievement among non-Arabic speakers,' The study aimed to identify the relationship between beyond the programs, attachment styles, and academic

Attachment patterns and their relationship to the emergence of some psychological and cognitive disorders in children in the latency stage

achievement, and included The sample of the study was (36) students from the Institute of Arabic Language for Non-Native Speakers at Umm Al-Qura University in Makkah Al-Mukarramah in the first semester of the academic year. A questionnaire was applied to them about what is behind the programs among university students. The results of the study indicated that:

- The patterns of what is behind the programs among students varied. Arabic Language Institute for non-native speakers.
- There is a statistically significant correlation between metaprograms and attachment styles.
- There is a statistically significant correlation between beyond programs and academic achievement.
- There is a statistically significant correlation between secure attachment style and academic achievement.
- What lies behind the programs can be predicted through attachment styles. Academic achievement can be predicted beyond the programmes. Academic achievement can be predicted by attachment styles.

5.2 Adel Faisal Abdel Rahman 2012 study in Jordan., titled Attachment styles and their relationship to academic achievement motivation and academic achievement among secondary school students. This study aimed to reveal the relationship of attachment styles to academic achievement motivation and academic achievement among high school students according to the variable of gender or academic specialization, and whether this relationship differs according to the student's gender or academic specialization among a sample of (456) male and female students. Among them (143) male and (313) female students were chosen randomly. Simple secondary schools in the Jerusalem area. To achieve the objectives of the study, the Adolescent Attachment Styles Scale and the Academic Achievement Motivation Scale were used. The results of the study indicated that:

- The presence of a positive, statistically significant relationship between the secure style and academic achievement motivation.
- The existence of a statistically significant negative relationship between the anxious style and achievement motivation. Academic
- There are statistically significant differences in the strength of the relationship between the anxious attachment style and achievement motivation due to the female gender variable.
- There are differences in the strength of the relationship between the anxious attachment style and academic achievement motivation due to the male gender variable.

6. Summary of the theoretical approach to the research:

6.1 Attachment: Ainsworth (1989) defined it : as an emotional bond that continues for a relatively long period in which the partner is an important and unique individual in mutual interaction and there is a desire to maintain closeness to another. (in Kavafy: 1997,p 97), As for Cassidy (1999, 12), he believes that attachment is a friendly, intimate emotional form between one individual and another that is not necessarily emotionally connected to him, and it includes a set of behaviors that lead to emotional connection with others. While both Eleanor and Vgink

viewed attachment as the fixed tendency of the individual to make more real efforts in the search for security and safety.(Vgink;2000,110)

6.2 Attachment type: The nature of children's attachment to the mother or caregiver can be determined by the mother's responses to her children and her way of caring, protecting, and helping. Ainsworth divided the patterns of attachment behavior as follows:

6-2-1 Secure attachment (positive attachment): Here the child is attached to his mother as a source. For the safe, but he makes it a starting area, starting from her place to explore everything around him, then the child returns to his mother (a safe base) to listen to her tenderness and feel safe with her, and here the mother plays a very important role in bringing the child to that type of attachment, so she supports him psychologically by encouraging him to discover Things and people should not be an obstacle that prevents him from communicating with people under the pretext of fear for them. (Haddad ; 460:2001) The mother of a child with a secure attachment appears to be more sensitive in her response to the child's signals, more supportive and supportive when he is exposed to a problem, or more expressive of her emotions and emotions, and in other words, more integrated into the child's life. A child with a secure attachment is less disturbed than others when confronted with a stranger. He is a responsive and cooperative child, at ease, friendly, fluent in speech, and flexible, with diversity in his social behavior that allows him to communicate with others without problems.

6-2-2 Anxious attachment (negative attachment): In which the child is strongly attached to his mother, and shows resistance to the person or situation that wants to snatch him from his mother's embrace, and thus fails to explore the surroundings that surround him, and even shows anger and irritation when the mother returns to him, as if he is punishing her for what she did to him. Who left her for him, and here the mother did not support the child psychologically, and will make his separation from her difficult and in which the child is not sure that the mother will be present, responsive and cooperative when needed he is exposed to partial deprivation from the mother or the mother's attitude is unfriendly towards her child, Bowlby points out, "A child is considered deprived

Attachment patterns and their relationship to the emergence of some psychological and cognitive disorders in children in the latency stage

of motherhood even if he lives with his family if his mother is not able to give him the loving care he needs.” He feels anxious about his exploration of the outside world. This pattern, in which the disorder clearly appears, arises when the mother is present and cooperative only occasionally, not constantly. It also arises from separation or the threat of abandonment as a means of controlling the child. In general, the closed mother contributes emotionally and lack of sensitivity to the child’s signals in the development of anxious attachment, which creates in him ambiguity and distrust of adults in general, and he appears with fear and panic when he sees a stranger for the first time. (in: Madduri, p. 73).

6-2-3 Anxious-avoidant attachment: in which that he will find response and cooperation when he needs care, but rather rejection and repulsion, and to a certain degree the child tries to be emotionally self-sufficient, so he keeps his parents away from him and the dialogue becomes short and concise, which becomes impersonal and preoccupied with activities. The personality ignores any initiatives that may arise from the parents, and may later become a narcissistic person or one who grows up with what is called the false self. This is a pattern in which the disorder is hidden, and arises from the constant rejection of the mother when the child needs her, and the severity of which may lead to illness or death. Here the child grows up in emotional and psychological isolation, aggressive or anti-social, and paradoxically we also find him seeking attention in an excessive manner. the child does not have any confidence (Haddad .463:2001). Bowlby points out: “The harmful effects of maternal deprivation vary in degree. Partial deprivation is accompanied by anxiety, the need for love, and strong feelings of revenge, and because of the latter, feelings of guilt and depression result. As for complete deprivation, its effect is deeper and may completely hinder the child’s ability to establish relationships with other people. This is certainly clear. The more complete the deprivation is in the first years of life, the more the child becomes isolated and indifferent to society, while the more his deprivation is interspersed with periods of satisfaction, the more he attacks society and becomes harsh, which creates within him conflicting feelings of love and hatred for the same people.

7. Academic achievement: Hamdan Muhammad (1996) defines it as: behavior or response in the form of small information such as a letter or a word. Abdul Mohsen Al-Kinani (1998) defines it as every performance performed by a student in various school subjects, which can be measured by test scores, teachers’ estimates, or both together. Academic achievement is also a system of knowledge, skills, and attitudes that the student acquires through his learning. Different

academic subjects throughout the semester, and it is expressed as the final average for all academic subjects that the student obtains at the end of the semester.

7.1 Types of academic achievement:

Academic achievement can be divided into three levels, which are as follows:

*** Good academic achievement:**

According to (Salihi, 2013, p.122), it is represented by the behavior that is expressed by the individual exceeding in his performance the level expected of him in light of his special abilities and aptitudes, meaning that the student has the highest achievement. A high academic student can achieve levels of school achievement that exceed the averages of his peers and colleagues of his chronological age, so that this exceedance is in an exciting and unexpected way, and it can be explained by analyzing some variables, namely perseverance, his high achievement motivation, his emotional stability, the clarity of his goals, and the degree of competition.

*** Average academic achievement:** According to (Shaker. K, 94), it is the type of achievement in which the grade that the student obtains represents half of the potential and abilities that he possesses, so that his performance is average and the degree of his retention and benefit from information is average. It falls between good and poor academic achievement, meaning that the student may achieve 50% of the goals that the teacher planned for him, and the student can move towards the good level if he receives the necessary care from the teacher or family.

*** Weak (low) academic achievement :** Zahran, believes that it is a state of weakness, deficiency, or lack of interest in academic growth as a result of mental, physical, social, or emotional factors, where the degree of impact of IQ decreases from the high level: (Zahran, 1994,p.502) . As (Ben Youssef,), in this type of achievement, the learner's exploitation of his mental abilities is very weak despite the availability of abilities, and this delay may occur in all academic subjects, which is called general academic failure, because the student finds himself unable to understand and follow the program. Although he tries to overcome this deficit, he may study in one or two subjects and be of a specific nature. We can link low academic achievement to three basic concepts:(Ben Youssef , 2007, p.92)

A-Academic delay:

A student who is behind academically is often unable to raise his level and continue his studies, so he is forced to drop out of school.

B- Academic backwardness:

This means the student's inability to comprehend the academic programmes. A student who is backward may repeat academically for several years in one grade, and in many cases he is expelled from school.

Attachment patterns and their relationship to the emergence of some psychological and cognitive disorders in children in the latency stage

C- Academic failure:

Academic failure may result from academic delay, psychological shock, disability during the exam, or sudden illness.

8.. Latency stage:

Sigmund Freud designed in his theory of psychoanalysis at this moment of latency time where the development of the ego and superego (psychological entities that are components of the respiratory system) is enhanced, as a result of which impulse control appears more effective, self-control and self-evaluation are developed. through experiences of achievements, appreciations and evaluations by the family and school environment. (Stevenson 2001) Self-criticism seems more intense, so self-esteem is often affected and more vulnerable. The child begins to see himself in a more realistic way, recognizing his weaknesses and strengths by recognizing and distinguishing the different roles he plays in the various social spheres of which he is a part, the child acquires a more integrated and complex perspective on himself, which enhances his sense of identity. in addition to this, he acquires the ability to develop various skills and feelings.as a result of all of this, he creates an imprint on his personality traits. In this way, the latency period can be described as a stage of the child's sexual development, where sexual desire is in a state of latency, while the child's new structures develop on a psychological level.

The methodological and applied approach to the research:

1. Research methodology:

According to “Mohamed Meziane”: “The method is more comprehensive than the the other method, as it is the general approach that may in turn include several methods. The method on which the research was based is the descriptive, correlational method in addition to the statistical method.” The descriptive approach relies on studying the phenomenon as it exists in reality and describing the relationships that exist between one variable and another in an accurate manner, through a qualitative expression that describes the phenomenon and explains its characteristics, or a quantitative expression that gives a numerical description that shows the amount and size of the phenomenon.

2. The research sample:

It consists of 30 cases, aged between 9-12 years, the children study in primary school. The sample was selected randomly.

3. Study techniques:

In our study, we relied on a cognitive technique, which is the parental attachment scale, in order to classify children into those who have a secure

parental attachment and those who do not, in addition to the academic achievement results during the third semester of the year 2022/2023.

4. Research results:

the following research results are :

- Cases of research in which the father's interest is inactive all suffer from cognitive and behavioral disorders due primarily to the absence of the father or the distorted and blurry presence of the father, who represents authority, or in the analytical sense represents the superego, and - therefore Absence of model. The mother alone could not compensate for this absent paternal image. Not even the role of a father, even if her efforts were redoubled in order to cover the deficiency.
- The attachment of some children belonging to the research group is secure as it is purely maternal, but they exhibit aggressive behaviors directed towards the self, such as shyness and social isolation, which are behaviors observed by their mothers, and therefore they suffer from a fragility of the ego and the absence of its narcissistic features.
- The same applies to children who have good attachment, also have aggressive behavior directed towards others, which hinders their academic achievement, as aggression is not compatible with good academic achievement. - Some of the children in the study had an attachment to another person due to the mother's absence (death) and she was replaced by the grandmother, but they had good academic achievement, meaning that this type of child They used higher mechanisms, such as displacement and redirecting behavior from aggression to academic excellence, in order to prove themselves in a positive way, even though they had separation anxiety due to the absence of their mother. On the contrary, there are children who have an absent father (death), but who also have good academic achievement. However, these children do not feel secure and confident. They have negative representations about themselves and others, and they also have little relational confidence, which provides them with little ability to confront conflicts.
- _ They deny their attachment system, trying to conquer it, or they rage against this system, thus entering into conflicts and anger that are difficult to calm.

5. Discussion of hypotheses:

A/ In light of the results:

The research hypotheses indicate:

- Children who have insecure parental attachment are more susceptible to delay in academic achievement.
- _ Children who have a secure parental (maternal) attachment have good academic achievement. As for the results of the research, they indicate:
 - There are some children who have insecure parental attachment and have learning difficulties, most notably poor academic achievement.

Attachment patterns and their relationship to the emergence of some psychological and cognitive disorders in children in the latency stage

- There are some children who have an insecure parental attachment, but they excel academically.
- There are some children who have a (secure) maternal attachment, but they have poor academic achievement.
- There are some children who have a secure maternal attachment and excel academically.
- Most of the children who have poor academic achievement are those who have an insecure parental attachment
- Children with secure maternal attachment often excel academically are children who have secure maternal attachment. Based on these results, the two hypotheses were fulfilled to a relative degree, and this is what leads us to another proposition, which is that the attachment style has a fundamental role in academic achievement, but there are other data that determine it, and these data are mostly subject to the nature of the beliefs that the child acquires, as well as the type of cognitive schemes with which he adapts. With the school environment and the educational program, as well as dealing with his friends and colleagues.

B/ In light of previous studies:

The results of this research were consistent with the results of the study of Adel Faisal Abdel Rahman (2012) in Jordan, entitled Attachment styles and their relationship to academic achievement motivation and academic achievement among secondary school students. The results of the study indicated that:

- There is a positive, statistically significant relationship between the secure style and academic achievement motivation.
- There is a negative, statistically significant relationship between the anxious style and academic achievement motivation.
- There are statistically significant differences in the strength of the relationship between both the anxious attachment style and achievement motivation due to the gender variable. Females.
- There are differences in the strength of the relationship between the anxious attachment style and academic achievement motivation due to the male gender variable.
- This is what we found in the research sample, where we concluded that the absence of the father's image creates in the child a relational conflict between himself and his person as well, as his psychological features are absent and his narcissistic structure is distorted, as he no longer differentiates between his limits as a child and the limits of an adult. As for the interpersonal conflict, these children are constantly quarreling with their classmates, as a result of their loss of parental experience embodied in the techniques of dealing with others.

As a final result, parental attachment to its two poles is of great importance in raising a child in a healthy manner. Security and insecurity are a duality that runs in parallel. Whenever one exceeds the other, a defect results in the course of social upbringing and its institutions, especially the school.

Conclusion:

Through this simple research, we wanted to verify the hypothesis that: children who have maternal, parental attachment necessarily have good academic achievement, and children who have maternal or parental attachment necessarily have a delay in academic achievement. What the results of the research revealed is ;that this hypothesis is not met with all children ,because the father's absence creates severe relational turmoil in the child due to the absence of a model, authority, ideal ego, or superego, all of which are terms that have a paternal connotation. While this presence and absence primarily affects the psychological level, the school's influence extends to the social realm, If absence represents a narcissistic wound in the child in the pre-school stage, it represents for him a starting factor towards success and excellence in his academic path, and this is due to the nature of adaptive cognitive plans. And also the type of parental treatment. How many children of unknown parentage are successful socially because they found an environment that compensates them and develops in them the spirit of initiative and diligence.

References:

- Muhammad Meziane, (1999). *Principles in Psychological and Educational Research* , 2nd edition, Dar Al-Gharb for Publishing and Distribution,
- Anzieu. D, (1984). *The group and the unconscious, the group imagination* Dunod.
- Bouvard .M, (2002). *Questionnaires and échelles d'évaluation de la Personnalité*, Masson.
- Guedeny. N.A, (2006). *l'attachement* , Masson.
- Lhopital. M et Ciccon . A, (1991). *Naissance de la vie psychique* , Dunod.
- Marty. P, (1980). *L'ordre psychosomatique*, Payot .
- Séchaud. E, (2007). *The pensée of Didier Anzieu*» , in Carnet Psy, n°117, Mai, pp18-23 .
- Widlöcher .D, (1983), *Les logiques de la depression* , Fayard.
- Winnicotte D.W, (1972). *L'enfant et le monde extérieur* , Payo .