

Drop in the Level of Training of Students in the DRC: Causes and Possible Solutions, Case of the CYKY School Complex in the City of Lubumbashi

ILUNGA NKOMBA Vincent De Paul¹, KIBAMBE SHESHA André², KITENGIE KITUMBA Dieudonné³

¹Assistant à l'UNILU, FPSE

²Assistant à l'UNILU, FPSE

³Assistant à l'UNILU, FPSE

Abstract: *The primary concern of all teaching is to bring learners to the perfect mastery of different knowledge that is transmitted to them. To achieve this, many factors come into play, among other things: the quality of the transmitted material (interest), the manner of this transmission (didactic), the learner's attendance, and the environment ... The problem drop in grade is a concern because it is one of the hallmarks of underdevelopment. Our study is therefore extremely important insofar as it seeks to identify the factors at the base of the declining grade level and to propose some possible solutions to improve this level of education in the city of Lubumbashi Particularly in the country of the Democratic Republic of Congo in general. So a more detailed and in-depth reading will help you discover reality.*

Keywords: Training, School level

1. Introduction

The study we are pleased to present is of crucial importance as it concerns not only the government through the Ministry of Primary, Secondary and Vocational Education, but also the heads of schools in the DRC in general and especially those of the city of Lubumbashi. It aims to awaken everyone's awareness of the level of education in our beloved country. On top of that, she is also interested in the teachers who are trainers and on whom all the fingers are pointed as being at the base of this fall of school level.

The present study is also relevant not only to the parents of students who are responsible for the basic education of their children, but also to the students themselves, who are the subjects on which any instruction is based.

The choice of this theme is not a coincidence. It is by observing the level of students in our schools that we found it useful to address it. It is justified by the fact that new state graduates from Lubumbashi schools have difficulties to adapt in higher education and university. This is because of their behavior as students at the higher level, their writing, their expression and their application or their performance in evaluations.

This work is therefore of interest to education authorities (the government through its ministry of education, the school inspectorate, school heads, teachers, promoters ...) insofar as they have to watch over the mission of the Congolese school. It is also of interest to parents and pupils themselves for an awareness of their responsibility for declining school levels in the DRC.

2. Problematic

The development of a country depends on many factors. Among these factors, education is one of the driving forces.

A country in which the level of education is very high has often been so well equipped or well developed, because as well as, the population is well educated, it creates an awareness of everyone on the search for the effectiveness of the nation.

The drop in level can be considered, according to AHMAT AL-HABIB (2010), as a drought of knowledge or a crucial lack of vocabulary. It manifests itself in students' lack of mastery of the basic knowledge they have acquired since primary school. But in reality who bears the responsibility for this decline? to the state, teachers, parents or pupils themselves? In his opinion, he argues that responsibility is shared between these four protagonists.

The drop in the level of students as stipulated by OMAES (2017) for Malian children is a current issue on which ideas diverge. Faced with this problem that neither parents nor school officials accept to take this heavy responsibility, the reasons are various and the officials blame each other.

Thus, parents accuse teachers of not being up to their tasks, they blame parents for irresponsibility, both accuse the government of its impalement of staff, students accuse teachers of incompetence, and teachers accuse students of unintelligence ... Indeed, since the advent of the "village, school" policy (1992) with its corollary of the proliferation of schools and the introduction of CP (convergent pedagogy), we since then, there has been a general decline in the level of learners throughout Mali.

In France, the magazine "The voice of parents" points out that although the decline in the level of students is no longer in doubt, the reasons for the rout, they are still the subject of controversy. While some saw the effects of the implementation of the four-day week in 2008, others point to the scoring system and the obsession with ranking. For still others, the teachers would be the only ones responsible for

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the debacle: insufficient training, lack of motivation, non-replacement or random replacement in case of absence ..., as many causes which would be at the origin of most problems that students meet.

Difficulty in attracting experienced teachers to difficult (serious) schools would also be one of the reasons for declining levels in priority education zones. Finally, the content of the teachings also has its share of responsibility. The steady decline in the number of hours of French and mathematics in favor of other subject's forces teachers to reduce their requirements and programs are so dense that teachers have no choice but to skim over certain notions.

The Democratic Republic of Congo is considered a potentially rich country, but it is only in relation to its soil and its subsoil which are provided with a lot of raw materials: forest, fertile land, precious stones, minerals, fishy water, forest populated by many species of animals, ... But, in terms of education, it should be noted that despite the multiplicity and proliferation of schools, many young people and children circulate in streets without going to school, for both endogenous and exogenous reasons relating to young people themselves, the environment and others.

In analyzing this situation, we also note that many Congolese students have shortcomings in writing, reading and mathematics. According to some sources, it is the teachers who are largely responsible for this situation. In primary school, for example, all you need is a State diploma in general pedagogy to teach, according to the official text in force in the DRC.

By examining the level of education that exists, compared to the level of colonial and post-colonial education, we notice that as we evolve over time, it is decreasing more and more. This situation converges with that of Mali and that of France, which we have just mentioned above. Responsibility for this situation is still not accepted by everyone.

In recent years, the educational level of learners in the Democratic Republic of Congo has dropped significantly and the pass rate for end-of-cycle exams (ENAFEP and EXETAT) has decreased. The results published on state exams on social networks give the impression of having a lot of success, when in fact the failures are numerous.

Based on the students' point of view, we ask ourselves the following questions:

- What are the real factors that lead to a drop in the level of student education in the Democratic Republic of Congo in general and particularly in the Cyky School Complex in the city of Lubumbashi?
- How to reverse the trend?

3. Hypotheses

To justify this state of affairs, several factors are mentioned by the actors of the education system in the report of the competency-based approach. To do this, we answer our questions in this way:

- Considering the school as a financial source would be a handicap for the training of Cyky School Complex students;

- Managerial rigor in achieving objectives (at this level, the school's mission in society) in the creation of a school would be a valuable element.

Goal:

In undertaking this study, our goal is to identify the factors underlying the drop in school level in the DRC in general and particularly in the city of Lubumbashi through the Cyky School Complex in order to propose some possible solutions for the improvement of our education system.

Delimitation of the subject

In time, our research goes to a period of one school year 2016-2017. In the space, this study is part of the Cyky School Complex located in Kampemba commune in Hewa-bora district, Avenue Pedometer, number 345-346

4. Theoretical Aspects

1) School and Student

School is the second educational environment. Due to the inability and limitations of the family to provide all training, the school completes the education received by the family. This is how it becomes a second place in relation to the family.

The school is the center of education because it prepares the individual for life. She does not take the place of the family, but gives a general and special education. This is why it is a milieu that hosts knowledge and has a competent character to transmit this knowledge: to be, live, does know-how-do... (Mwenze wa Kyungu, 2016).

School education is an extension of an action initiated by the family. Indeed, the collaboration between the two environments, one natural and the other artificial becomes necessary since at the beginning they complement each other. The need for this collaboration lies in the fact that it gives a mutual knowledge of the child that can not only facilitate and allow its development but especially make the action effective.

The school is an "educational institution where systematic knowledge is provided to prepare young girls and boys for active life". All the same, the monopoly of the transmission of knowledge does not only belong to the school. This is a place where we build social identity and especially the place of preparation for life and the future world.

Thus, as Philippe MERRIEU (2002) says, the school acquires four major types of knowledge: first, the acquisition of all the methodological capacities that determine learning; second, the acquisition of skills that can understand and master society; thirdly, the development of creative faculties of the child; and quarto, provide the child with the means to make his free time a time of freedom.

The environment in which the transmission of knowledge takes place is always a determining factor in any pedagogical action. If it is healthy, it assures the mind a good capacity of receptivity and a good dose of assimilation. This is true for the school. Thus, certain material conditions of the school allow a good transmission of knowledge. The

classroom, in fact, must have sufficient dimensions to accommodate the population that will occupy it. To achieve this at school, as an educational environment, students must be provided with a healthy physical environment for integral development through learning.

Pedagogy is a set of theories to guide educational conduct. We can say that the pupil is a child who is at school. The school's function is to make sure that the pupil appropriates the knowledge and practices that will only be applied in situations other than those that have enabled them to be acquired. Thus the student is at the center of the educational community. To do this, he is an actor in his education, as Vincent LEMIERE (1997) puts it, "he himself constructs the knowledge that he assimilates and that he transforms from fact into knowledge". That is why CLAPAREDE emphasized that "putting the student at the center of the school system is a real Copernican revolution in pedagogy".

Michèle DEVELAY (1996), in her book entitled "Giving meaning to school", talks about five ways of being a student. In fact, the student must:

- Firstly, to be a psychologist, that is to say, it must take a long time to know what are the best ways to learn; the student must know his own cognitive style,
- Secondly, he is an epistemologist because he must be able to distance himself from the knowledge to be mastered in order to grasp its meaning by situating them within the discipline taught, by appreciating relations with other knowledge of the same discipline or other disciplines. He is, indeed, the one who knows how to connect notions to build more abstract ones.
- Thirdly, he must be a strategist who becomes aware of what the acquired knowledge can be used for, both at a personal level (in terms of a personal project) and at the professional level in the context of a professional project. He is the one who begins to think of his future in the light of his present. To give meaning to school,
- Fourthly, he is a methodologist, that is to say, to have a method to learn, so to be a tactician.
- And in the end, he must be an analytical student, that is to say, able to distance himself from the action to reflect on its meaning.

To do this, the main activity of the student as such, is to collaborate with the teacher in the development of his knowledge. However, this knowledge must be well assimilated to confer training that gives access to everyday life. Thus, the student must apply, be in class every day and do his homework.

2) School Performance

It should be noted that several motivations encourage us to deal with the question of academic performance. Education is a topic of social relevance, and we are seeing a growing interest in recent years in both success and failure. Academic achievement is a topical issue in industrialized and third world countries and deserves particular attention in this regard.

According to L. THANKHOI (1967), the term yield is of economic origin and is defined as being a relation between a

result and the means implemented both being of the same nature and expressed in the same unit.

For FOURNIER (1971), the yield concept is reminiscent of that of productivity; the economic term which is defined as the relation between productions and their factors.

Academic performance: it is a set of school performance of a given population; the latter refers to regular students and enrolled in a school. It is also the efficiency of someone in the work.

In the field of education, performance has two aspects, quantitative and qualitative:

- Quantitatively: academic performance is measured in terms of pupils, provided or enrollment in the school. It is assessed in terms of the percentage obtained on the examination in relation to the corresponding set of enrollments in the school during the year of study.
- Qualitatively: the performance is assessed from a pedagogical point of view, the measurement of knowledge and intellectual facilities; and from a socio-economic point of view, ability to meet the needs of the economy of society. The quality of a country's education depends on its socio-economic development. That is, if education is to contribute to the socio-economic development of the country, the school must produce graduating students and young people who have received quality education.

Academic performance can also be evaluated by grade or course, which expresses the proportion or percentage of achievement at the end of each year of study relative to the number of students enrolled.

Academic achievement is the result that a student obtains for a period, semester, or year-long study. This performance can be obtained by doing the following work: questions, homework and exams...

But in most cases, four factors are more likely to impact performance:

- Parents: level of study, control or monitoring of children's studies ...;
- The socio-economic background of the family, influence of the environment;
- The influence of the teaching staff;
- The learner himself (diligence, regularity, attention...)

3) School Absenteeism

Absenteeism is a phenomenon that is also at the root of school wastage; it is a kind of misconduct, a breach of academic obligation that can hinder academic success.

We can consider absenteeism as a symptom of the inability to find one's place in school, to find meaning in schooling. It results in school avoidance behaviors defined by the repeated, voluntary and unjustified nature of absences. Some learners are absent due to a difficulty in a class, a bad grade, the fear of his teacher too severe...

However, Bernard TOULEMONDE (1998) underlines several factors that are at the basis of absenteeism. These are economic and social factors such as delinquency, drug use ... Other factors are family: the irresponsibility of some

parents, the inability to exercise their authority over children. Indiscipline is a factor related to the child himself.

Bernard in his study gives the different forms of absenteeism:

- Absenteeism due to lack of motivation: lack of interest. Parents are sometimes responsible for absenteeism of their children. In large families, the overworked or sick mother easily retains her eldest daughter at home. Some families delegate to their children the responsibility of little brothers and sisters.
- Consumerism absenteeism: Other times, parents do not understand the importance of education for the future of their children and use them to work in the house, fields...
- Breath absenteeism: Many young people are, in fact, placed in conditions that are not conducive to learning and academic success. Some learners are absent while giving themselves the time of rest, not finding the importance to the value of regular attendance. The individual wants to rest.
- Absenteeism due to economic necessity: It is the absenteeism due to the lack of jobs of some parents, means to pay the expenses, the transport...
- Stressed absenteeism, which results from a decision of the institution: the delay to the hours of the course, the temporary exclusion of the class or temporary exclusion.

In short, we realize that absenteeism is a more influential factor in academic performance. This influence remains largely negative because absenteeism causes many school failures.

4) School Failure

Pierre Humbert quoted by F. RAYNAL and A. RIEUNER, points out that an essential point of the debate on school failure is whether to treat this subject individually or collectively. The drop in the level of education at the individual level implies the abilities and performance of each pupil who falls. And collectively, we can refer to society in general and parents or guardians in particular.

In addition, the failure or decline of the grade level is not only at the level of the school curriculum or the child combines repetition and failures in different disciplines; but it also exists when the pupil leaves school without a diploma or with a diploma not highly valued in the labor market.

The school has two main missions to accomplish. The first is educational, helping the child become an adult, the second is instructive in allowing the child to acquire knowledge. The school is an institution in which students receive instruction from a teacher, theoretical or practical knowledge (methods and techniques). When the opportunity arises, teachers need to care about learning from the realities of life. The student learns from his own story, starting from what he already knows and what he is. After checking the acquisition of the knowledge received, the teacher sanctions, either positively or negatively, a learning activity and counts this result for classification or sanction. When the result is negative, we talk about school failure.

Thus two forms of school failure can be evoked. In the first, the child still integrated in the school curriculum, combines returns and failures in so-called fundamental disciplines. In

the second case, any teenager who leaves school without a diploma, or with a low-valued diploma in the labor market, is considered to be in a situation of academic failure.

Student failure is an extremely serious problem. The factors of school failure are multiple and complex. We cannot list them, let alone identify them all. This is why we dare to say that the causes of school failure are often cultural or socio-economic. Indeed, among the factors that play a role in students' academic failure, we can cite in particular, the impalements of school fees by parents, absenteeism, the transmission of knowledge, inattention to teaching ...

Indeed, the place occupied by parents in school work is of paramount importance. The role encompasses all the needs and requirements that result from controls related to food, care and education of children. This requires the parents or guardians to follow up.

5. Methodological Framework

In order to achieve our objective, in the data collection of our investigation, we made use of the survey method supported by the questionnaire technique and the documentary analysis.

Our sample was taken from a school population of the Cyky School Complex consisting of 302 students as shown in the table below:

Table 1: School population of CS Cyky 2016-2017

Classes		Effectifs	Effectifs par classe
1 st	A	20	64
	B	22	
	C	22	
2 nd	A	29	55
	B	26	
3 rd	Scientific	14	55
	Educational	12	
	Commerciale de Gestion	21	
	Literary	8	
4 th	Scientific	16	40
	Educational	4	
	Commerciale de Gestion	12	
	Literary	8	
5 th	Biology and Chemistry	8	42
	Math-Physics	2	
	Educational	4	
	Commercial Computer	18	
	Literary	10	
6 th	Biology and Chemistry	8	46
	Educational	2	
	Math-Physics	11	
	Commercial Computer	16	
	Literary	9	
Total Général		302	

Looking at this table, it emerges that our population of the Cyky School Complex is made up of 302 subjects including 64 first-years, 55 second-year, 55 third-year, 40 fourth-grade, 42 fifth-year, and 46 sixth grade students Year of high school and humanities (educational, scientific, literary and commercial).

It was through the cluster sampling technique that we extracted our sample of secondary school finalist students, but given the realities found on the field, only 22 students who were found at school during our investigations constituted our sample. Here's how our research sample looks:

Table 2: Sample numbers according to the options

Options	Numbers
Educational	2
Biology and Chemistry	4
Math-Physics	6
Literary	2
Commercial Computer	8
Total	22

By examining this table, it emerges that our sample is composed of 22 subjects including 2 students of sixth of the pedagogical, 4 students of Biology Chemistry, 6 students Math Physical, 2 pupils of Literary and 8 students of Commercial Computer science....

6. Search Results

Table 3: Number of years spent in school to arrive in 6th year secondary

	Pedagogic	B.C	M.P	Lit.	C.I	Total	%
15 years old and over	0	0	3	0	6	9	40,9
12 to 14 years	1	4	3	1	0	9	40,9
Less than 12 years	1	0	0	1	2	4	18,2
Total	2	4	6	2	8	22	100

From this table, it can be seen that in the question on the number of years spent in secondary school, 9 students (40.9%) answered that they are 15 years old and over to arrive in the 6th year, the causes of which were absenteeism, truancy, lack of resources; 9 students or 40.9% answered that they were 12 to 14 years old to arrive in the 6th year and whose causes are similar to the previous one and the other 4 students (18%) answered that they did the normal years.

Table 4: Assessment made on the subjects listed in the program of your option.

	Pedagogic	B.C	M.P	Lit.	C.I	Total	%
Good or adapted	0	4	6	2	6	18	81,8
Bad or unsuitable	2	0	0	0	2	4	18,2
Total	2	4	6	2	8	22	100

To the question of appreciation of the subjects in the program, it emerges that: 18 students or 81.8% responded positively that the subject is good adapted, while 4 students or 18.2% answered negatively that the subjects in the program are bad and inappropriate.

Table 5: How do you judge the quality of the teachers who teach you in your option?

	Pedagogic	B.C	M.P	Litt.	C.I	Total	%
Very good	1	1	1	0	3	6	27,3
Good	1	3	5	2	5	16	72,7
Poor	0	0	0	0	0	0	0
Bad	0	0	0	0	0	0	0
Total	2	4	6	2	8	22	100

Regarding the quality of teachers in our school options, 6 students (27.3%) rated the teaching skills of the teachers as good and 16 students (72.7%) gave a normal assessment of the quality of the teachers. teachers giving lessons.

Table 6: Is your school's school regulations seriously enforced?

	Pedagogic	B.C	M.P	Litt.	C.I	Total	%
Yes	2	1	3	0	3	9	40,9
No	0	3	3	2	5	13	59,1
Total	2	4	6	2	8	22	100

With regard to the application of the internal rules of the school, it is appropriate to say that 9 students or 40.9% say that this regulation is seriously applied and 13 students or 59.1% say that the ROI of this school is not seriously applicable.

Table 7: What criteria did you use to choose your option?

	H.P	B.C	M.P	Litt.	C.I	Total	%
Influence of parents	0	0	0	0	0	0	0
Influence of friends	0	0	0	0	0	0	0
Influence of the school	0	0	0	0	0	0	0
His own motivation	1	4	5	2	7	19	86,4
Other	1	0	1	0	1	3	13,6
Total	2	4	6	2	8	22	100

Based on the results of this table, 19 subjects or 86.4% agree that their personal motivations are the criteria on which their option choices were made and 3 other students or 13.6% say that other criteria that are the basis choices of their options.

Table 8: What do you propose to the school so that the school level is raised?

	Pedagogic	B.C	M.P	Litt.	C.I	Total	%
Search didactic material	0	1	2	0	0	3	9,68
Selection of Competent Professors	1	0	1	1	0	3	9,68
Multiply practices	0	0	1	0	0	1	3,23
Insist on discipline	1	1	1	0	4	2	6,45
Review class times	1	0	1	0	0	2	6,45
Awaken emulation	0	0	0	0	1	1	3,23
Avoid the change of teachers	0	0	0	0	1	1	3,23
Respect of the school calendar	0	0	1	0	1	2	6,45
Decrease the number of courses	0	0	1	1	0	2	6,45
Improve working conditions	0	0	1	0	0	1	3,23
Have a library	0	1	0	0	0	1	3,23
Review learning tools	0	0	1	0	0	1	3,23
A good selection of students	0	0	0	1	1	2	6,45
Respect of the program	0	1	0	0	4	1	3,23
Total	3	4	10	3	11	22	100

From this table, we get a result that 3 students or 9.68% say it is the teaching materials that can raise the level of schooling of learners, 3 subjects or 9.68% believe that it is the Selection of Competent teachers who can raise the level of education, 1 student or 3.23% estimates that it is the multiplication of the practical sessions which raises the school level, 2 pupils or 6.45% say that it is necessary to insist on the school discipline, 2 pupils either 6.45% say that it is necessary to review the hours of classes, 1 student or 3.23% says that he / it awakens the emulation, 1 other student is 3.23% says that it is necessary to avoid the change of the teachers, 2 students or 6.45% say that we must ensure compliance with the calendar, 2 other students or 6.45% say that the number of courses must be reduced, 1 student or 3.23 says that we must improve working conditions for teachers, another student, 3.23, says that he t that the school has a library, 1 student or 3.23 says that we must review the learning tools, 2 students or 6.45% say that the school must make a good selection of students and finally, one student, 3.23%, said that the program must be respected to raise the level of education.

7. Discussion of the Results

The results as they appear above have no meaning if they are not interpreted. It is here for us the opportunity to discuss and give a specific meaning depending on the context in which our study is found.

After analyzing the results relating to the number of years spent on school, we realize that many students have made more than 12 years to reach the sixth grade. This situation shows that school failures are very frequent among students, because a student who is normally in progress must do no more than 12 years of age to finish sixth grade. At this level, we must ask ourselves what factors can be at the base of these school failures.

When evaluating the subjects in the course syllabus in different options, one immediately discovers that they are good and adapted. But if they are really good, it means that the students' results must be so good. However, by observing the age spent in school or in school, one has the impression to reject this assertion all the more as these students reach the end of the humanities with a little advanced age. It is therefore necessary to analyze the situation from other points of view.

By examining the quality of the teachers who provide the knowledge in different options, the results show that it is the average teachers who are often found in this school.

Engaging the average teacher is always a good thing, but the ideal is to hire very good teachers able not only to understand all the subjects of the program, but also and above all to captivate an entire audience and thus inspire student confidence. . On this, we join the idea of AHMAT AL-HABIB (2010), who says that teachers too have a very important responsibility. They are supposed to supervise students in good conditions while respecting the pedagogical rules.

With respect to the applicability of the school regulations, the results show us that it is not seriously applied within the school, for the simple reason that the promoters of private schools are afraid of losing the number of students. students they have by rigorously applying the rules.

Thus, the non-application to the magnifying glass of the school regulations is one of the most striking factors of the decline of the educational level in educational institutions, especially private schools. School failures are not only due to the pupils themselves, but also and above all to the serious application of the school regulations.

With regard to the criteria for motivation of choice of the option, the results show us that many students choose the section and the option themselves. And yet, the school owes a lot in the orientation of the students with regard to the choice of sections and options. At this level, we discover not only the responsibility of teachers, but also of school heads and parents in the selection of sections. Hence, it should be stressed, as for Mali and France that school officials, teachers and parents contribute significantly to the significant drop in the educational level in the DRC.

The choice of the school-guided option has always been a success factor because it takes into account the love of the profession (attractions), skills and the job market. Here we must not neglect the role of the teacher who is not only the transmitter of knowledge, but also and especially that of guide, counselor, facilitator, coach.... (Mwenze wa Kyungu, 2016).

In summary, in order to raise the grade level, students propose the following:

- The search for suitable teaching material,
- A good selection of teachers (the right man in the right place) and students,
- The multiplication of practices, especially with regard to option courses,
- A good application of the school rules and the syllabus,
- The review and respect of the school calendar and the hourly charge for each course,
- The awakening of emulation,
- Improvement of working conditions,
- A well-stocked library accessible to all students
- No change of teachers.

8. Conclusion and Recommendation

The declining grade level is a topical issue of great concern to administrators of educational institutions, teachers, parents, students, and even the national and provincial governments. It is not enough for the state and for the private sector to open schools all over the national territory, it is always necessary to ensure the well-being of the pupils in a general way and in particular to their level of education.

This study has focused on identifying the factors that can contribute to the drop in the level of education in the DRC with a view to proposing some recommendations to raise this level and thus be able to train people useful to society.

Thus, we did it in a private secondary school with the finalist students in order to discover the real reasons, because we supposed that they are always the first inspectors of teachers and the whole school.

Using the survey method supported by the questionnaire technique and the documentary analysis, we collected the data relating to the quality of the teachers, the subjects enrolled in the program, the school regulation, the number of years school and the selection criteria for sections and options.

After analyzing and interpreting the results, we come to the conclusion that the factors that are at the base of the drop in grade level include:

- Government: due to the impunity and the poor payment of teachers, there is certain negligence on their part in the preparation and transmission of knowledge, from which many of them become cumulards. To this it should also be noted that the curriculum does not match the expectations of the students, because it provides a lot of material for insufficient time, so there is incompatibility between the program and the hourly load.
- School managers (school heads and promoters): these often reign over certain negligence in the control of the teaching documents of teachers' work and that of pupils. Also, the material organization of schools is a major factor in the drop in school level: schools without a library, without a laboratory, without adequate teaching materials, etc.
- Teachers: lack of motivation in the exercise of their profession, lack of preparation or poor preparation due to the cumulative function of which they are the object which gives them fatigue, lack of supervision or recycling on the part of the teachers. heads of schools, manifest incompetence of some teachers;
- Parents: no follow-up from their children's studies, poor supervision of children;
- The students themselves: a lot of fun on their part by friends, the phone, television, ...
- The socio-political and economic environment: prolonged financial crisis, political instability, development of technology with all the materials it provides that often distract unintended students such as the internet, telephone, television, etc.

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