

# Management Problem of Primary Learners in the Afternoon

Numbi A Jinge Daddy

Assistant at Likasi University, R D Congo

**Abstract:** *Any nation aspiring to sustainable development must first and foremost develop the education of its people. For the success of said education several elements come into play, among other things, the moment during which the lessons are held. To this end, we have observed in the city of Likasi as elsewhere in the Democratic Republic of the Cong on some primary schools operate in the afternoons. This bare observation has led us to ask a fundamental question. Would it be beneficial for learners in the primary cycle to find them in a learning situation beyond the morning.*

**Keywords:** Management, Primary Learners, Education, Likasi

## 1. Introduction

The development of any company depends on carrying out different activities. The success of the latter is only a factor of the time and circumstances in which the said tasks are performed. The same goes for school, the excellent place for training learners to tomorrow leadership, who are undergoing their education started in the family, there is no exception to this law.

During school attendance, the child becomes more available to absorb the lessons and integrate with those around him. Through the development of logical thinking, the child is able to give a right judgment. So the child develops both his intellectual and physical capacities.<sup>1</sup>

The importance of school in anyone's life is no longer to be proved. It is not there only to educate, rather to train the good man for himself and for his society. The advantages of attending school are numerous.

In this context; JEAN FELIX attests that "the school trains, supervises and integrates the individual into a group. It gives everyone simple, concrete tools to act effectively on vital energy and thus maintains or restores the health of the body and mind. It serves to continue the education started in the family in order to make of him a full man, useful to himself and to society<sup>2</sup>

If we recognize all these benefits in school, for the future of an entire country, the infrastructure must meet hygienic requirements or recommendations, so that the trainees remain in security.

However, in our education system, schools are attended in the morning as well as in the afternoon, due to insufficiency of infrastructures. In relation to its importance, this is that of transmitting social and religious values, ensuring the construction of knowledge and the acquisition of various

skills in order to deliver to the society a wanted man, a full man.

Indeed, during the daytime of which the child is in class (morning or afternoon) would have an influence on the level of mastery of learner. So we decided to talk about it because the future of every citizen depends on it. Our concern in this article is to awaken the attention of the various personalities working in education as well as the parents, that, the supervision of learners at the age of middle and early childhood in the afternoon is not without consequences on the training of learners; on one hand and on the nature of the work carried out by teachers on the other.

In view of the above, our writing is based on the observation that many schools in the city of LIKASI organize their training in the afternoon. Two independent schools use the same infrastructure for lack of suitable premises for each of them, and changing the hinge is the only way for them to function well.

This is why Martin EKWA said: "Most of the school infrastructures are insufficient, dilapidated and unevenly distributed among the provinces and cannot meet the demand for schooling. Thus, at the primary level, projections of 1994 revealed that to educate the entire population of 6 to 12 years in the year 2000, 305,900 classes of 30 students were needed and therefore, at the time, the construction of 195,875 additional classes. The hiring of 24,484 teachers per year. Then he ends by saying that much of the school infrastructures managed by the public authorities are dilapidated; there was no effort to maintain them, poorly equipped with desks, writing desks, teaching materials, library, laboratory, they operate in poor health conditions and on the upper level, classrooms for 25 students take 100.<sup>3</sup>

Children at the primary cycle are still fragile. However, they are in class in the afternoon, a solution which has consequences for learning and even for the organization of

<sup>1</sup> Duclos Germain, Self-Esteem a Passport for Life, Sainte-Justine Hospital edition, 1999, 119,120

<sup>2</sup> Jean Felix MWADI KANONGE, program study, FPES, 2015, p20, 21 UNILI unpublished course

<sup>3</sup> Martin EKWABIS ISAL. School betrayed mediaspaul kin p61

the school and teachers' activities. The fact of not receiving tutoring is also likely to widen the gap between learners.<sup>4</sup>

This way of doing things weighs down the purpose achievement of the system defined in these terms: "The purpose of national education is to give a harmonious training of the Congolese man, responsible citizen, useful to himself and to society capable of promoting the development of the country and the national culture. Schools must therefore form productive, creative, cultured, conscientious, free and responsible citizens, open to social, cultural, aesthetic, spiritual and civic values."<sup>5</sup>

To say that we do not train children for fun; but for a purpose. Our observations led us to ask ourselves a fundamental question in these terms: Would it be beneficial for learners in the primary cycle to find them in a learning situation beyond the morning?

The Hypothesis to the research question is formulated as follows: "It would not be beneficial for primary school learners to find themselves in a learning situation beyond the morning".

This study is carried out with the aim of: identifying multiple factors that intervene in the supervision of young people, organized in the afternoon, because all intellectual work depends on the physical state of the individual and on the stability of his state of consciousness.

## 2. Subdivision of the Work

Apart from the introduction and the general conclusion, our essay is subdivided into three chapters;

- The first is entitled theoretical considerations;
- The second talks about methodological considerations;
- The third deals with the presentation, analysis and interpretation of the results.

### First Chapter: Theoretical Aspects

This part deals with points related to the supervision of learners, learning, motivation, and attention, which are the seeds relating to the basic concepts of our theme to facilitate understanding for the reader.

Supervision: this concept comes from the verb to supervise, which means, to gather the children in a class in order to provide to them new knowledge, to make them useful for themselves and for their society, therefore to give a certain form. It is action or putting in a frame.<sup>6</sup>

Students are brought together in a school to provide them with training. This excels through learning taking into

account a well-defined program content. So teaching-learning.

## 1) Learning

This concept refers to the lasting change in behaviour that cannot be attributed solely to physiological maturation. This concept has a meaning that differs in the common language and in the language of psychologists. In everyday language, the term apprenticeship is closely associated with the idea of manual work or on-the-job training. "To our understanding, this concept refers to the acquisition of knowledge, of the lessons given in the classroom by teachers.

This is a set of categories formed in Learning, in order to reduce its diversity and reveal its common characteristics beyond the disciplines. In a psycho-educational approach, learning can be classified by major domains or dominant categorization: affective or socio-affective, cognitive, psychomotor.

- Socio-affective domain: ex; use the rules of politeness in use in his social group ...
- Cognitive domain: ex; learning of facts, of names ...
- Psychomotor domain: e.g.; drive a car...<sup>8</sup>

### I.1. Classification of Learning

The following sentences tell us about all known types of learning.

1. A first assessment makes it possible to distinguish the learning "objects" from the learning "processes".

- Learning objects refer to everything an individual can learn: language, attitudes, concept, fact, information, gesture, behaviour ...
- On the other hand, the learning processes are the "internal mechanisms" which underlie the learning and which will relate to the objects.

2. A second assessment makes it possible to distinguish sub-symbolic learning from symbolic learning. This is a classification of Cognitivist Origin. This current classifies in the symbolic category all learning of symbols (signs, language, codes, representations), and in the sub-symbolic category all learning that does not require the use of symbols.

➤ Are considered as symbolic learning:

- The acquisition of knowledge structures (schemas, semantic networks, mental models).
- The acquisition of factual knowledge (concept, objects, events ...)

➤ Are considered as sub-symbolic learning:

<sup>4</sup> WWW.state. Fr / story / 92499 / success-school-pupils-inequalities (consulted on 08/27/2016).

<sup>5</sup> National Primary Education Program, 2009, p6

<sup>6</sup> Little red head illustrated, 1981, p 357.

<sup>7</sup> Françoise Raynal and Alain Rieunier, pedagogy: dictionary of key concepts. For 2nd Ed esf2005 P34

<sup>8</sup> Idem P40

- Associative type of Learning
- Learning through observation and social transmission

3. A third approach distinguishes action learning from instructional learning.

- Learning by doing derives from learning "by trial and error" Piaget, Vygotski, Galperine, Wallon, Bruner cited by François Raynal and Alain Rieunier maintain that "intelligence" is built from action from subject to objects;
- "Instructional learning" which consists in communicating knowledge by formulating it in a text ". In this case the acquisition of knowledge depends on the comprehension of texts.<sup>9</sup>

### I.2. Learning Situation

A situation is designed by a teacher with the aim of conveying knowledge by favouring strategies based on the logic of learning, rather than strategies based on the logic of teaching. From a strictly descriptive point of view, a learning situation is characterized by:

- Students, learners; a trainer, teacher; teacher-student interactions, an identified type of learning, content to be processed, a formative evaluation device, a strategy chosen to teach students, differentiated cognitive strategies implemented by the learners, means, an environment.

Marguerite Altel cited by Françoise distinguishes two dominant modes of exchange in the classroom.

- A reception - consumption system (centered on the logic of teaching and offering learning through instruction-consumption); the student listens, observes, reacts to instructions, gives an answer, gives an explanation, justifies his answer, applies, executes ...
- A production expression system (centered on the logic of learning and offering learning by doing); the student searches, gropes, explores, asks a question spontaneously ... And this distinction is only justified for the purposes of analysis.<sup>10</sup>

### I.3. Motivation

Motivation is a psychological state or disposition which determines the initiation, vigour or direction of cognitive behaviour or activities, and which fixes the value conferred on various elements of the environment. This motivation includes two components, one of which includes mental states (hunger, fear, sexual drive, For curiosity alone, the desire to achieve a goal or a goal, ...); and the other positive or negative values that lie on a general dimension. (Pleasant and unpleasant or good or bad and all interact in a complex way. It is therefore a tendency, a physiological or

psychological excitement towards the satisfaction of a noble need or bad.<sup>11</sup>

From the large dictionary, it is a physiological and psychological process responsible of the initiation, maintenance and termination of a behaviour as well as the appetitive or aversive value conferred on the elements. He shows that faced with a constant environment, an organism does not react in the same way.

Ex: Deprived of food, a rat crosses an electrified grid to obtain it; satiated, he refuses<sup>12</sup>

It is a set of strength that drives an individual to act. Or, the motivation that prompts a person to accomplish a task or achieve a goal corresponding to a need made up with desire and will. In other words, motivation is the anticipation of the pleasure or usefulness of a task at hand. It can be non-existent if one judges, for example, putting order in one's office is useful neither for work nor for one's well-being, but when one makes live delays between one's desires and their satisfaction one finds this last existing<sup>13</sup>

From the above, running a school is more demanding than you might think. Even if it is thought that it is enough to speak in front of the students and force them to follow what one teaches by the draconian methods is not easy and the students are not oriented towards the teaching objectives. The teacher must motivate the lessons well to get the taste to follow the said teaching and retain their attention because in any case the child is less aware of the responsibilities that await him and the usefulness of such and such a other knowledge in the present life or future, show the importance and usefulness of the appropriation of knowledge in a given area of life.

### I.4. Warning

Attention is the orientation of activity by goal which has the effect of increasing the efficiency of the process of taking information and carrying out the action<sup>14</sup>

For Germain Duclos: attention is a process of fixation, elections and reinforcement allowing the child to choose the information necessary to perceive and perform an activity. To learn, children must develop selective attention, that is, they must choose the right information.<sup>15</sup>

TSHIBANDA distinguishes two types of attention, including:

- Spontaneous attention; this is an attraction of mind to an object without the will intervening.

<sup>9</sup> Françoise Raynal and Alain Rieunier, pedagogy: dictionary of key concepts. For 2nd Ed esf2005 P 34

<sup>10</sup> Françoise Raynal and Alain Rieunier, pedagogy: dictionary of key concepts. For 2nd Ed esf2005 P 34

<sup>11</sup> The Encyclopedic Dictionary of Education and Training, p659

<sup>12</sup> Great Dictionary of Psychology, p589

<sup>13</sup> Duclos Germain, self-esteem, a passport for life, p165 and 166

<sup>14</sup> Great Dictionary of Psychology, p96

<sup>15</sup> Duclos Germain, self-esteem, a passport for life, p165

➤ Wilful attention; this is an attention which supposes an effort of the intelligence, of the will.<sup>16</sup>

Attention is the act of focusing your mind on something.<sup>17</sup>

Theoretically speaking, the merits of a school are the supervision of the students; and this supervision is based on learning taking into account the learning situations, their typologies and their classification; the teacher achieves this only if the learners are motivated is that the teacher is able to hold their attention.

## 2) Conditions of Effective Supervision for Primary Cycle Learners

The children of the primary cycle are in full growth stage on several levels namely physical, emotional, and psychic. As Jean Piaget attests: "The child from 7 to 9 and from 9 to 12 years old. From 7 to 9 years old, at the cognitive level, the child moves from instruction to operation, thought detaches from momentary perception, corrects perceptual intuition and establishes objective relationships. He masters the operations of classification, serialization, numbering, time and space structuring but always on the concrete. Cognitive development from 9 to 12 years old.

During this period, the child cognitively moves from operative thinking to hypothetico-deductive reasoning. At 12, he is at the age of formal operations. He manages to free himself from the concrete, to think the possible and to reason abstractly without having to rely on manipulations. It develops the establishment of formal thinking. LHP II: [www.isfeconvergne-org/ine/](http://www.isfeconvergne-org/ine/)

If this is the order of cognitive development in general to enable learners to follow the teaching well, having a good teacher is not enough. The environment or location of the institution and the time of learning contributes more; however the morning is favourable for learning because of the coolness of the weather.

The school should be located away from public areas, the train station, the market, the stadium, a hospital or a busy main road. Thus the learners will keep a sustained attention on the subject. Apart from this, the building must have the standard dimensions for good ventilation, a length  $r$  of 7 m by 6 m and 5 in height for a volume of 210 cubic meters. If each learner needs 5 cubic meters of air this room will have a maximum staff of 42 buildings must have good windows on two same side walls. Added to these requirements is the time when the children are in class. It is not without reason that two schools using the same infrastructure agree to a change of hinges.

Indeed, the school in the city of Likasi comes up against a variety of pitfalls, including operations in the afternoons.

<sup>16</sup> WAMWELA BUJITU PIE TSHIBANDA, psychology, p67

<sup>17</sup> Petit Larousse illustrated, 1981, p76

Lupupu and Al maid a study examining the contribution of learner's breakfast to their academic performance. If this is the case with the supervision of learners in the morning, how much more so in the afternoon.

Excluding the problems due to the location, the lack of respect for dimensions, and the very dense workforce, there is also the supervision in the afternoon.

Getting a school running in the afternoon for older students is a problem in itself; what will be said for the little ones.

In the afternoon, several facts become entangled to weaken the level of learning, among others:

- The moment in itself does not allow effective concentration, because most of learners won't stay focused, they fall asleep easily. Attention is difficult to hold and this leads to loss of motivation and a lack of interest in the teachings. Starting a lesson at 12.45 minutes is not easy for the learner either for the teachers; the latter often seated and like to check attendance.
- If a child had eaten his lunch, he arrives in class at the time of digestion, at the same time in class he wants to make his brain work in an unventilated environment. This state is dangerous at the same time for the mental and physical health of the learner.
- Due to the lack of food, children arrive at school with an empty stomach; this condition is added to the bad weather experienced in the afternoon. Don't we say that an empty stomach has no ears?

## Second Chapter: Methodological Aspect

In this second chapter we present respectively the field of study, the population, the sample, the method, the research techniques and some difficulties encountered.

### 3) Presentation of the field of investigation

This study was carried out in the UZIMA I primary school, located at 108 on Mobutu Boulevard in Likasi commune.

### 4) Description of the population and sample

#### II.2.1 Study population

In this achievement, our population is made up of teachers from EP I UZIMA for the sole reason that said practice is observed there.

**Table No. 1:** Presentation of the population

School	Number of teachers	Total
Primary school 1 UZIMA	14	14

Our population consisted of 14 teachers from primary school 1 UZIMA presented in the chat above.

#### II.2.2 Sample

It is up to the researcher at this level to take a portion of his population while respecting certain scientific norms. But for

our study we were mainly interested in the representativeness of the sample. So it must contain the set of characteristics of the parent population. The research is therefore said to be exhaustive.

**Table No. 2:** Presentation of the sample

School	Number of teachers	Total
Primary school I UZIMA	14	14
Total	14	14

With this representation, we are likely to say that the EP I UZIMA includes 14 teaching personnel, without taking this into account because our population is less complex; hence, the 14 of 14 constitute the sample.

## 5) Method and Techniques

### II.3.1 Method

In this work we have opted for the survey method, based on obtaining oral or written answers to specific questions. Which allowed us to have information on the subjects by soliciting their opinion using the questionnaire.

### II.3.2 Techniques

The method alone does not allow the researcher to achieve the expected results. He uses techniques for his accompaniment. As part of this research we used several techniques including the interview-supported questionnaire and documentary technique to collect the data and other information we needed and chi-square for statistical processing.

## 6) Research Factors

1. Appreciation of the moment: this question is about whether the teacher appreciates the afternoon as a good time to practice his profession as an adult.
2. Ease of learning versus timing: This indicator seeks to make clear whether the timing of learning is beneficial to learners.
3. Attention to work: here we want to know more whether the child is often paying attention to the teachings at this time.
4. Adaptation of the schedule: this element seeks to show us whether the subjects to be taught and the hours are determined according to the child's state of mind in relation to the moment.
5. Reason for changing shifts.
6. Opinion on the operation of the school in the afternoon.

## 7) Difficulties encountered

All scientific research has always come up against difficulties of various kinds which can even destroy the will and devotion of the researcher, or even bias the expected results. So we report:

- Cumbersome validation of our application within the institution
- Difficulties related to the collection of protocols

- Difficulty easily finding documents or manuals.

## Third Chapter: Presentation, Analysis and Interpretation of the Results

It is important to note that the information provided in this chapter is essential for any writing of a scientific paper. As the data collected must be presented and analysed using a data processing technique; we used the statistical test: chi-square, using the following formula:

$$X^2 = \frac{(fo-ft)^2}{ft} \text{ Avec dl qui est égale à } (K-1) (R-1)$$

$$X^2 = \text{chi-square}$$

fo= observed frequency

ft = theoretical frequency

Dl = degree of freedom

Significance threshold 0.05 and this is done in order to verify the hypotheses of our research.

## 8) Presentation and data analysis

It should be noted that we present the data in a double entry chat showing on one hand the order of the questions and on the other hand the different opinions. As for the analysis of the results, we do so in small chats according to the variables selected. Thus each chat is accompanied by a small explanation of its content. But as for the 5th and 6th open question; we will group together the opinions of those examined.

### III.1.1 Presentation of the data

**Table No. 3**

Questions	Frequencies	
	YES	NO
1	1	13
2	1	13
3	1	13
4	3	11

The chat above summarizes the frequencies or numbers of subjects in our sample who answered YES or NO to each of our four previous questions in the questionnaire.

## 9) Data analysis

In this part, the data analysis will be done question by question so that we know how to interpret the results.

### Question No. 1: Do you enjoy working in the afternoon?

Frequencies	Fo	Ft	fo-ft	(fo-ft) <sup>2</sup>	$\frac{(fo-ft)^2}{ft}$
YES	1	7	-6	36	5,14
NO	13	7	6	36	5,14
					10,28

$$X^2 \text{ calculated} = 10,28 > X^2.05 = 3,84$$

The calculated chi-square being greater than that of 0.05, we reject  $H_0$ , so there is a significant difference between the groups

**Question N° 2: Is it favorable for children to enter class in the afternoon?**

Frequencies	Fo	Ft	fo-ft	(fo-ft) <sup>2</sup>	$\frac{(fo-ft)^2}{ft}$
YES	1	7	-6	36	5,14
NO	13	7	6	36	5,14
					10,28

$$X^2 \text{ calculated} = 10,28 > X^2.05 = 3,84$$

The calculated chi-square being greater than that of 0.05, we reject  $H_0$ , so there is a significant difference between the groups

**Question N° 3: Do the children pay close attention to lessons in the afternoon?**

Frequencies	Fo	Ft	fo-ft	(fo-ft) <sup>2</sup>	$\frac{(fo-ft)^2}{ft}$
YES	1	7	-6	36	5,14
NO	13	7	6	36	5,14
					10,28

$$X^2 \text{ calculated} = 10,28 > X^2.05 = 3,84$$

The calculated chi-square being greater than that of 0.05, we reject  $H_0$ , so there is a significant difference between the groups.

**Question N° 4: Is the schedule designed so that the children follow the lessons in spite of themselves?**

Frequencies	Fo	Ft	fo-ft	(fo-ft) <sup>2</sup>	$\frac{(fo-ft)^2}{ft}$
YES	3	7	-4	16	2,29
NO	11	7	4	16	2,29
					4,58

$$X^2 \text{ calculated} = 4,58 > X^2.05 = 3,84$$

The calculated chi-square being greater than that of 0.05, we reject  $H_0$ , so there is a significant difference between the groups

About the question number 5 and the number 12 of the respondents responded by saying that it is due to insufficient premises that one school works in the morning and the other in the afternoon. However, they do not say the reason for this alternation. But the last two subjects justify this alternation by the fact that; if a school worked all year in the afternoon, it would be at a disadvantage compared to one that worked in the morning all year round.

Regarding the 6th question, the one on operation in the afternoon; unanimously the 14 subjects are unfavourable to work in the afternoon.

## 10) Results Interpretation

Gaston MIALARET quoted by NUMBI A JINGE<sup>18</sup>; attests that: "very often the value of a research is assessed according to the quality of the interpretation of the results". About our research, we present this interpretation by giving a double meaning, on one hand depending on whether the results are presented taking into account the opinions of the different subjects and the calculation of chi-square (formal interpretation) and on the other hand, according to the ingenuity of the researcher, (this is the integrative or qualitative interpretation).

Taking into account the operations carried out, the results of the first 4 questions formulated show that the difference between the points of view is significant. Using the observed frequencies, the margin of those who disapprove of the operation in the afternoon is much higher than that of those who accept it. From our observations, certainly schools are functioning in the morning as well as in the afternoon to meet demographic demands.

However, it would not be without consequence to oblige learners to follow the lessons in the afternoon. This, for several reasons: under the effect of heat, fatigue comes quickly and dulls the attention of learners. Being at the primary level, children fall asleep easily. On the part of the trainer, it goes without saying that fatigue does not take long to come to them and therefore he seeks how to fill the time instead of teaching effectively.

## 3. Conclusion

The fight against academic failure is one of the themes that hold the attention of many researchers. Several causes at the base of this failure are mentioned first of all the functioning of the education system, we will talk about the recruitment system, the training of the teacher, the remuneration ..., then, we will talk about the child himself, his level of education, his Intelligence, his motivation in short his physical, psychological and physiological state of being. Finally, the state of the environment which caught our attention in the context of school hygiene.

After analysing the results of our survey, the mentors present negative attitudes to the supervision of learners in the afternoon and more aspects are unfavourable on one hand to the pupils and on the other hand to the teachers. Welcome learners to class in the afternoon, the time is unfavourable because:

In developed countries, of course, some schools open their doors to children between 8 a.m. and 9 a.m. and close them

<sup>18</sup> NUMBI A JINGE, Issue of the application of internal regulations in approved private secondary schools in the Gambela I district of Lubumbashi; second license thesis, UNILU, 2014.

in the afternoon between 4 p.m. and 5 p.m. depending on the area, such as in France.<sup>19</sup>

If the school supervision goes until 4 p.m. to 5 p.m. this should be taken in an appropriate context. The nature of the work offered to children in such schools is not comparable to what is offered to the child in our system.

In poor countries, we are never reassured whether or not the child has eaten a meal to allow him to be attentive. In short, school leaders are aware that it is harmful to supervise children in the afternoon: this is why they agree to reverse attendance a week in the morning and the next week the same school operate in the afternoons. Of course, the failure of a schoolboy can be due to several causes, including social, cultural and individual.

MARCEL Crahay<sup>20</sup>; attested this by saying: "... The school is one way assimilated to a neutral operator insofar as one does not study how its functioning contributes to production of failure. As a result, the school which operates in the afternoons exposes the learners to poor performance, because it is more difficult to follow lessons without dealing with cognition, children who go to school on an empty stomach experience more difficulties of concentration.

This is how the FAO report, which Lupupu and Al used, states that children with an inadequate diet will not only grow up properly, (...) he will then be unable to concentrate on what he is learning to school.<sup>21</sup> On a related note, Concrete and Parker criticized the lack of breakfast for improving cognition through several mechanisms, among which, increased blood glucose should be mentioned.<sup>22</sup>

In short, we started from the hypothesis according to which it would not be beneficial for primary school learners to find themselves in a learning situation beyond the morning.

At the end of our investigations and taking into account our sample, our hypothesis is confirmed.

However, if the school continues to operate in the afternoons, several hazards have a negative effect on the child as well as on the teacher and makes educational actions ineffective. It would be better for each school to have its own infrastructure to allow students to be supervised only in the morning, taking into account the socio-economic conditions of families.

This is why once again Marcel Crahay proposes to improve the school; he is naturally inclined to focus his gaze on the functioning of the institution, to identify its faults and to

suggest arrangements likely to reduce the stacking of school failures.<sup>23</sup>

## References

- [1] Duclos Germain, Self-Esteem a Passport for Life, Sainte-Justine Hospital edition, 1999, 119,120
- [2] Jean Felix MWADI KANONGE, program study, FPES, 2015, p20, 21 UNILI unpublished course
- [3] Martin EKWABIS ISAL. School betrayed mediaspaul kin
- [4] National Primary Education Program, 2009.
- [5] Little redhead illustrated, 1981.
- [6] Françoise Raynal and Alain Rieunier, pedagogy: dictionary of key concepts. For 2nd Ed esf2005.
- [7] The Encyclopedic Dictionary of Education and Training.
- [8] Great Dictionary of Psychology.
- [9] WAMWELA BUJITU PIE TSHIBANDA, psychology.
- [10] Petit Larousse illustrated, 1981.
- [11] NUMBI A JINGE, Issue of the application of internal regulations in approved private secondary schools in the Gambela I district of Lubumbashi; second license thesis, UNILU, 2014.
- [12] <sup>1</sup>LUPUPU, MPWATE and ol in lakes medical journal (rmgi) issue 1 MARCH 2016.
- [13] Marcel Crahay, can we fight against school failure, Brussels, 2nd ed. Boeck, 2003.
- [14] <http://www.state.fr/story/92499/success-school-pupils-inequalities> (consulted on 08/27/2016).
- [15] <http://www.espace-cilys.fr/family> (online consulted on August 29, 2016)

<sup>19</sup> <http://www.espace-cilys.fr/family> (online consulted on August 29, 2016)

<sup>20</sup> Marcel Crahay, can we fight against school failure, brussels, 2nd ed.boeck, 2003, page 10

<sup>21</sup> LUPUPU, MPWATE and ol in lakes medical journal (rmgi) issue 1 MARCH 2016 P14

<sup>2222</sup> *Idem*, p.15

<sup>23</sup> Marcel Crahay, can we fight against school failure, Brussels, 2nd ed. Boeck, 2003, page 11