Motivational Factors for School Abandonment for Children in Neighborhood in Lubumbashi

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Abstract: *The study under investigation focuses on the motivational factors of dropping out of the Ndjandja neighborhood in Lubumbashi. It pursued as objective: Identify the factors that cause children to drop out of school so that precautions can be taken so that children can study until they finish their education. We used the survey method with observation and free maintenance as techniques. It is based on education and schooling of young people. Field results show that: 1) The children who left school in the Ndjandja district are between the ages of 12 and 16 years old and have dropped out of first and second cycle education and some in the third, fourth and sixth secondary years; 2) The school dropout of these children is dependent on the following factors: the socio-economic situation of their parents, the bad company of the child, the influence of the environment in which the child evolves, the death of the parents or guardian parents' divorce, accelerated absence from class and repetition in a class; 3) The non-enumerable activities of parents are the cause of financial difficulties in the education of their children; 4) The abundance of children in a family discriminates in the choice of schooling for children when income is too low; 5) The parents never established a relationship with the school when their children were studying; it was the school itself that was in charge of communicating or joining the family in case of a problem at school; 6) When the parents' level of education is too low, the chance to send their children to school is very small.*

Keywords: motivation and school dropout.

1. Introduction

In the world, education is considered a top priority and to avoid loss, parents need to monitor the schooling of their children. To achieve this total education of children, the school plays a big role in this activity because the individuals, after their birth, six years old, the parents have the duty to choose the forms of educations to give them without distinction of the sexes.
We chose this subject because; to educate a child is to prepare all his life and to reserve for him a radiant future which will bring good fruits in his life.

We do not think we will be the first to investigate the factors that motivate young people to drop out of the educational curriculum; some studies conducted before us in our possession are as follows:

Isabelle DEBLE, in her book published by UNESCO in 1980 on school drop-out among girls and boys in primary and secondary education, the secondary section carried out large surveys using a questionnaire administered in sixty - two member countries of UNESCO.

Its purpose was to identify the various factors that hinder girls' schooling and their access to certain types of education and training. The results of this study at the international level have shown that, despite the recognition of the idea of ensuring equal opportunities for education for all, digital parity between the two is not reached. The forms and causes of school dropout in developing countries are related to the role of women in various social groups.

In this context, the author states that it is not surprising that attrition is related to the combination of two factors: dropout and class repetition is more pronounced for girls than for boys. She identified the various constraints related to girls' schooling that are cultural, socio-economic and political factors, but did not report on the mechanisms of interaction between the different microsystems and their probable influence.

Pierre COSLIN (2003), in his study on the factors of a descholarization of young people, states that the vast majority of out-of-school youth are male; the precariousness of the families of these young people is almost constant, frequent unemployment ... One out of every two out of school children comes from a single-parent family and the collaterals of these families do not have any income from a professional activity. Half of households where both parents live together with their children have one salary. These are often families of foreign origin, three-quarters of whom do not speak French. Supports for school support are failing.

These families play little or no part in the life of the school and are not sufficiently represented in the representative bodies, nor in the parents' associations. They often have difficulty communicating with school staff and feel alone about the problems of their children.

BOUDARSE K. (2005), in his research in France, believes that it is necessary to distinguish, among school dropouts, school dropout from exclusion. The first is minority and concerns children who disappear from the colleges without leaving traces. They are students who do not pose behavioral problems, but who, on the other hand, manifest themselves by their chronic absenteeism. The school does not have the means to get in touch and even less resonate with their parents. Doubts raised (or implied) about the identity of these children and their activities with their parents are as important as the professionals feel to be confronted with topics as impossible as hermetic. Unlike those children who leave school without leaving traces other than that of silence. Excluded students are often marked by the repetition of a history of exclusion and by the particularly noisy and destabilizing nature of their behavior, often also by their verbal or physical violence.

We have a relationship with our predecessors because we all talk about the factors of the deschooling of young people but we diverge from them by the fact that the latter is analyzed at Kampemba commune, Lubumbashi city, Democratic Republic of Congo.

In developing countries in general, and particularly in the Democratic Republic of Congo, recent decades have been marked by heated debates on the education of adolescents. The Universal Declaration of Human Rights of 1948 states that every individual has the right to education, and to this end, the United Nations has appealed for free and compulsory education at the elementary level. In the same vein, the UNESCO Convention (1962, p. 34) has also called on all Member States to formulate policies to promote equal opportunities at all levels of education in order to ban discrimination in all its forms.

However, despite all these conventions and declarations or interventions of different projects supporting basic education, we note with bitterness that in our education system, many children drop out of school due to poverty and irresponsibility of some parents in the educational care of their children. The vast majority of children who have dropped out of school or who have dropped out of school could be the result of the economic precariousness of several families (frequent unemployment, lack of salary, parents' divorce, etc.).

The situations of school absences are thus more and more frequently mentioned and the phenomenon is not reducible to particular cases. In recent years, the rates of children dropping out of school in the Ndjandja neighborhood between the ages of 12 and 16 have shown an accelerated growth of school leavers before the end of the compulsory schooling period.

However, in school dropout, the quality of the school and family relationship is a key element in understanding and fighting this phenomenon. To believe BOUDARSE K. (2005, p229) is the safety net for the student.

Starting from what is mentioned above, we ask ourselves the following question:
1) What are the factors that motivate children in the Ndjandja neighborhood to drop out of school?
2) In accordance with the above question, we formulate our hypothesis as follows: the abandonment of studies of young people in the Ndjandja district would depend on the bad company of the child, the absenteeism, the social conditions - parents, the death of a guardian or parents, the environment in which the child
3) With regard to the question of research and our hypothesis, we formulate our objectives as follows: to identify the factors that cause children to abandon studies so that precautions can be taken so that children can study until they finish with their educational curricula.
4) Our investigation is conducted in a period of one year during which we saw some young people out of school in Ndjandja district. And psychopedagogy is our area of research where we analyze aspects related to the schooling of young people.

2. General

2.1 Definition of Key Concepts

To clarify the semantic content of concepts, we define the following words: motivation, dropout, child, family, school and teacher.

2. 1.1 The Motivation
This word is defined by several authors; some definitions have been retained for this study:

According to the dictionary of education (1993, p.348), motivation is the set of causes, whether conscious or unconscious, which are at the origin of an individual behavior.

Indeed, human behavior is based on conscious choices and impulses to which the unconscious obeys. Psychological theories distinguish on the one hand the primary motivation, intended to satisfy the basic needs (food, oxygen, water) and on the other hand the "secondary" motivation which encourages the individual to satisfy his needs such as company and success. Primary needs must be met for the body to deal with secondary instincts.

The American psychologist Abraham MASLOW (1963, p.36) proposes a pyramidal hierarchy of the motivations determining human behavior, by attaching in particular the need for security, love and sense of belonging, competence, prestige, consideration , self-fulfillment, curiosity and understanding.

We define motivation as the set of factors or motives that cause the body to act in one way or another. It causes the person to behave, think and feel as they do. She answers the question of why does the body behave in such a way? What is the basis of the behavior?

2.1.2 School Abandonment
LEGENDRE (1993, p.38) defines dropping out as interrupting a course in a hasty manner compared to other registrants.

The Petit ROBERT Dictionary (2011, p.2) presents it as stopping school attendance before the end of the compulsory schooling period.

The Vocabulary of Education (1987, p. 1) takes it as the size that leaves the school system before it has successfully completed the cycle of study it has begun. It is therefore a statistical indicator of school performance conceptually; the notion of abandonment affects the learning process.

This word is, for us, the action for a student, to give up pursuing with his school progress before graduation.

2.1.3 The Child
The child comes from the Latin word "infants" who can not speak, the little man to learn a language behavior. The child has long been considered a model of the adult, that is to say the adult in miniature. Teachers were first to recognize the

originality of the child because of their prolonged contact with him. (PUA Angelani Okako 2014, pp.3-4).

At present, the child is no longer regarded as an individual who lacks knowledge and judgment, but as an individual with his own mentality and whose psychological development is governed by particular laws.

For linguists like Claude LEVY-STRAUSS (1989, p.48), all human behavior is linguistic in nature. The child is the one who must learn to behave rationally (as an adult and as different from the animal).

As a consequence:
1) If it is not the case, it is considered as an animal;
2) However, adult behavior is frozen while that of the child changes, evolves and can exceed the behavior of today's adult.

Thus, in his conception of education, John DEWEY (1941, p.62), finds it a mistake to design a curriculum that reflects the demands of adults and neglects the real needs of the child. The latter must be the center of this education.

The only complete conception of the child is that which regards him as a developing man from the physical, physiological and psychical point of view. This conception has the advantage of taking the child as he is, that is to say, different from the adult; he is a future man, a growing man.

We define the child as a boy or girl of any age from a father's and mother's relationship.

2.14 The Family
It is a social group united by kinship or marriage, present in all human societies.

Ideally, the family provides protection and security and to its members. The structure of the family and the needs it corresponds to vary from one society to another.

The nuclear family (two adults and their children) is the main unit in the industrialized countries. In developing countries, the nuclear family is subordinate to an extended family, which also includes grandparents and other single-parent families, often split up, in which children live with an unmarried father or mother, divorce or widow. This last type is more and more widespread today in the city of Lubumbashi. www.encarta-junior 2009.com

We are expecting from the family a group of people from a common root who live under one roof with a composition of father, mother and children.

2.2 Theory on School Abandonment

Some authors consider the global educational process as composed of indivisible phases, and consider that the completion of each of these phases (cycles) is indispensable ... Others involve the notion of added value to the products of education; they argue that any division into phases or cycles is more or less arbitrary, and that the basic socialization and intellectual development of a child can

only benefit from his schooling, even if it is reduced in three years (BOUDARSE K. 2005, p.29).

The term school dropout is for the vocabulary of education (1987, p.5), is used in the less restrictive sense to refer to any departure from the school system, whether this departure takes place during the year or at the end. year, before or after the period of schooling that is fixed, before or after completing a minimum period of schooling.

Talking about the problems of school dropout, it is about the educational, social and economic consequences, result of the phenomenon of abandonment.

This phenomenon is attributed to internal factors (content, methods, structure) and external factors (culture level, income, social environment) in the school system.

School dropout has something to do with the family situation of the child. If a child has difficulties at school, it is up to parents to take over and intervene in the learning process. Lastly, the child's drop-out is due to a lack of family commitment to the child and to the school.

In this respect, COSLIN (2003, P.186) classifies the family into three types:
1) Educating family: it provides a supportive environment for learning. Parents themselves monitor the progress of their children at school, help with homework, and refer them to specialists if necessary.
2) Non-educating family: it assumes no responsibility at school does not help their children in their work and does not accede to the demands of the school.
3) Anti-educational family: in fact, it reduces the chances of the child's learning. This is the case of disunited families or families facing serious socio-economic problems. The child belonging to this type of family must fend for itself.

MUDERWA RACHIDE (1986, p.282) estimates that sometimes school drop-out is attributed to some teachers as well as to school staff because some teachers do not show enough interest in the children. However, a parent who lacks financial means or skills is not able to help his child for a continuity of his learning path.

Sometimes the circumstances in the families make things even more complicated; like the death of a guardian (or relative), the illiteracy that can be found in the father or the mother. And this seems to affect the child in the family and no longer let the child think of studying. This situation makes the child rebellious, disobedient and prone to runaways and even pushes him to drop out of school.

MUDERWA RACHIDE (1986, p.108) classifies the risk of dropping out of school by 5 factors: youth factors (internal), environmental factors, family factors, school-related factors and learning factors. socio-cultural environment:

2.2.1 Factors related to Young People (internal)
The causes of school drop-out for young people or the student can take different forms: isolation, withdrawal, antisocial behavior, delinquency, verbal and physical violence, drug addiction, etc. are observable symptoms of social maladjustment.

Internal factors related to the young person include learning difficulties, (learning disabilities in spelling), dyscalculia (learning disorder in calculating elements), dysgraphia (writing disorder), intellectual disabilities, school refusal (dreamy, whimsical, truant), academic inhibition (lack of desire to learn), school disinterest (many young people do not see the need for what is taught to them and feel that they have no place inside school structures);

2.2.2 Environmental Factors (External)

For some young people, leaving school is a liberation. Some people finally feel empowered and believe they are part of the "world".

For others, dropping out is seen as a personal failure. These young people no longer believe they have the potential to meet social demands.

Finally, some young people experience their abandonment in an ambivalent way, that is to say that they feel liberated while perceiving themselves as incapable (FELOIOUZIS D. G. 1997, p.190);

2.2.3 Family Factors

The family plays a leading role in the school life of the child, as much by the values and type of education it conveys (report to reading, relationship to authority, etc.) than in the type of education accompaniment in the schoolyard.
Several sociocultural factors influence the course of the courses, such as: low income, lack of reading practice, lack of support or interest in the school life of the child, low parental education, low aspiration , parents without paid work, special psychoaffective situations or difficulties, family structure (single-parent, step-up, etc.);

2.2.4. Factors related to the School

It may seem trivial to say that the school participates in student success, but what about its participation in their failure?
In fact, if the question of whether or not the child is adapted to the school he or she attends is regularly asked, the opposite question is equally valid: is the school adapted to the students it meets? receives? Consequently, we can question the way in which the school operates according to these various components: the quality of the teaching staff and its support, the quality of the building itself, the pedagogical philosophy and the ability to adapt to accommodate students. students with special needs and the flexibility of administrative structures;

2.2.5. Factors of Sociocultural Environment

The social environment can also participate, in its own way, in perseverance or dropping out of school. There are major cultural trends that are emerging that influence the type of academic path a student can take or the types of decisions they can make. For example, we think of the economic context, government policies (family, education, initiative, youth) or the place of education in the scale of values of a society.

3. Methodology

The Ndjandja district was once an entity occupied by Greek farmers and traders and expatriates, most of whom remained on the current MUNAMA road. It was known in 1970 as a district thanks to the increase of the commercial activities characterized by the increase of the deposits of the fish of a great variety coming from Lake Moero, Tanganyika, Tanzania, Zambia, Congo River from Upemba Lake.

This land (neighborhood) housed farms of Greek businessmen. They stored their crops in the warehouses along the MUNAMA road.

As of 2011, this area has seen its area increased with the new subdivision established on the KAFUBU road; it is the Megastore cell and the Kisaka Mulumba village which gradually become residential cities. To believe the historical document of neighborhoods KAMPEMBA commune (2017, p.5).

The Ndjandja district is currently the largest in Kampemba commune.

It is limited:
- In the East by Kampemba district, Taba-Congo (Kafubu road);
- To the west by Kenya commune, Kamalondo (SNCC rails);
- To the north by the commune Kamalondo and the camp Major Vangu;
- South by Kafubu River (from Kalebuka Bridge to Mulongo Farm).

It is crossed by two water channels:
- The Kinkalabwaba canal
- The Kamibanga canal.

The population of the Ndjandja district is currently overestimated to more than 155,000 inhabitants on an area not yet known. The district Ndjandja has 8 avenues: lokolo, kalenda, mungomba, yabaonde, kalejileji, buvira, bakers, respective grocers.

Thus our study population covers young adolescents aged 12 to 16 who dropped out of school before obtaining state diploma and their parents.

Not being able to reach all these teenagers and their parents, a sample of 40 participants was shot occasionally.

To make this analysis practical, we used the survey method supported by observation and maintenance.

Our interview and observation focused on the following points or indicators:
- The identification of school dropouts: where we tried to find out if there was someone who would have dropped out of school during this school year.
- The age of the child who dropped out of school: We asked the question of the age of the child who dropped out of school and which class he or she chose.

- Cause of the child dropping out of school: this factor was sent to parents to know on what basis the child managed to drop out of school;
- The activity of the parents: we tried to know the type of work that the parent of child exercises in the family: here, we asked the question of the number of children (boys and girls) in a family where is the child who dropped out of school.
- Preference for schooling: we have tried to find out if parents have discrimination or bias in the schooling of their children.
- Collaboration between family and school: at this level we tried to find out if the parents really collaborated with the school that the child attended.
- Another part of the questions concerned the child himself in question, including the following factors:
- Reasons for dropping out: where we tried to find the causes that led the child to drop out of school.
- The activity of the child: this factor sought to know if part of his studies, the child did not pursue other activities that would have pushed him to abandon.
- Friends of the child or his company: here, one sought to know if the friend whom the child frequented when he was student studied or he did not study.
- Assistance of the parents to the child in the resolutions of his school work: one needs to know if really the parents helped their children to solve the school duties.
- Impairment of children's studies: when the child studies, did the parents manage to pay school fees?

4. Results

In this step, we proceeded by the presentation of the results obtained on the motivational factors of the school dropout of the children of the Ndjandja district. These results are presented in tables on the factors we selected and analyzed for this scientific study. Each table contains the encrypted data and is followed by a comment explaining its contents.
These data or the results of the investigation are processed using the percentage statistical technique (%).

Table 1: Is there anyone who dropped out of school during this school year in your family?

Answers	Frequency	Percentages (%)
Yes	15	100
No	-	-
Total	15	100

This table illustrates the information that 15 parents surveyed 100% say that in their family there are cases of dropouts.

Table 2: These children who dropped out of school are how much in your family?

Answers	Frequency	Percentages (%)
1 to 2 children	9	36
3 to 5 children	13	52
6 children and more	3	12
Total	25	100

By analyzing the data in this table above, we note that 9 children, ie 36% who dropped out of school, have 1 to 2 children in their family; 13 children (52%) have 3 to 5 children who have dropped out of school and 3 children (12%) have 6 or more children in their family.

Table 3: The child who dropped out of school in this year at what age?

Answers	Frequency	Percentages (%)
12 to 13 children	14	56
14 to 16 children	11	44
Total	25	100

This table tells us that out of 25 children surveyed in different families, 14 children or 56% are between 12 and 13 years old and 11 children or 44% are 14 to 16 years old.

Table 4: What class did he stop?

Answers	Frequency	Percentages (%)
1st -2nd -3rd secondary	19	76
4th - 6th secondary	6	24
TOTAL	25	100

This table gives us information according to which 19 children or 76% would have dropped out of classes 1, 2 and 3 and 6 children, or 24% dropped out of secondary, secondary and secondary school.

Table 5: Why did he drop out of school?

Answers	Frequency	Percentages (%)
Socio-economic situation	5	33,3
Bad company	3	20
Influence of the environment	2	13,3
Death of guardian or parents	2	13,3
Divorce of parents	2	13,3
Redoubling classes	1	6,7
Total	15	100

When looking at the results of this table, 5 or 33% parents reassured us that their children dropped out of school due to the socio-economic conditions of their families; 3 parents, 20%, said that the bad company of the child was at the base of his school dropout; 2 parents, 13.3%, said that their children's school dropout was due to the influence of their environment; 2 parents (13.3%) tell us that the death of the parents or guardian of the child was at the base of his school dropout; 2 parents or 13.3% said that because of the divorce of the parents the child was no longer studying and 1 parent or 6.7% of parents said that the school dropout of his child was the result of successive repetition in a class.

Table 6: What type of work do you do in life?

Answers	Frequency	Percentages (%)
Daily	1	6,7
Beggar	1	6,7
trader	2	13,3
Tax collector	1	6,7
Mechanic	1	6,7
SNCC agent	2	13,3
dressmaker	1	6,7
Sentinel	1	6,7
Male nurse	1	6,7
Recipient	1	6,7
bricklayer	1	6,7
Unloader	1	6,7
Farmer	1	6,7
Total	15	100

This table gives us the information that 6.7% of parents have a daily job; 1 parent 6.7 are beggars in the city center; 2 parents or 13.3% are traders; 1 child or 6.7% are tax collectors Ndjandja market; 1 parent or 6.7% are mechanics; 2 parents or 13.3% are agents of the SNCC; 1 child or 6.7% are tailors at Kenya market; 1 parent or 6.7% are sentinels; 1 parent or 6.7% are nurses; 1 parent or 6.7% are recipients; 1 parent or 6.7% are brick makers; 1 parent or 6.7% are unloaders of parcels in the Ndjandja market; 1 parent or 6.7% live with the help of agriculture.

Table 7: Dad or mom, do you have how many children (girls and boys) in your family?

Answers	Frequency	Percentages (%)
1 to 4 children	3	20
5 to 9 children	6	40
10 to 14 children	5	33,3
15 children and more	1	6,7
Total	15	100

This table confirms that 3 parents or 20% have 1 to 4 children in their family; 6 parents or 40% would have 5 to 9 children; 5 parents or 33.3% have 10 to 14 children in their families and 1 parent or 6.7% to 15 children and more in their family.

Table 8: Among your children, girls and boys, who do you like to school?

Answers	Frequency	Percentages (%)
Boys	3	20
Girls	4	26,7
All	8	53,3
Total	15	100

This table gives us the results according to which 3 parents or 20% liked to school their boys; 4 parents or 26.7% preferred to school their daughters and 8 parents or 53.3% liked to educate all children.

Table 9: When your child was studying, did you collaborate well with the school or with the school officials or the teachers?

Answers	Frequency	Percentages (%)
Yes		
No		
Total	15	100

Looking at the above information, we say that 4 parents, 26.7%, had a good collaboration with the staff of the school where their children were studying and 11 parents or 73.3% did not have a frank collaboration with the school 'school.

Table 10: What made you give up studying?

Answers	Frequency	Percentages (%)
Socio-economic condition	11	44
Bad company	4	16
Death of guardian or parent	3	12
Divorce of parents	2	8
Absence at school	3	12
Redoubling classes	2	8
TOTAL	25	100

This table illustrates the information that 11 children, 44% dropped out of school due to the socio-economic conditions of their parents, 4 children or 16% admit that their company was not good, from where there was dropout; 3 children or 12% confirm that the death of their guardian or parents was the cause of dropping out of school; 2 children (8%) say that their parents' divorce caused a renunciation of education; 3 children (12%) confirm that due to repeated absences at school, their studies ended and 2 children (8%) report that their school dropout was due to repetition in the same class.

Table 11: Do you have other activities besides studies?

Answers	Frequency	Percentages (%)
Yes	19	76
No	6	24
Total	25	100

The table above confirms that 19 children or 76% would have other activities besides education and 6 children or 24% had no activities other than studies.

Table 12: Does the friend you are dating, studying or studying?

Answers	Frequency	Percentages (%)
Yes	8	32
No	17	68
Total	25	100

This table tells us that 8 children, 32% who dropped out of school had friends who were studying and 17 children, 68% of their friends did not attend school.

Table 13: When you study, did your parents help you solve schoolwork?

Answers	Frequency	Percentages (%)
Yes	3	12
No	18	72
Sometimes	4	16
Total	25	100

The results that come out of this table reveal to us that the parents of the 3 children or 12% helped them to solve the school work; 18 children or 72% say that their parents never helped them with homework and 4 children, or 16% said that sometimes their parents helped them with their homework.

Table 14: When you were studying, did your parents pay the fees charged by the school?

Answers	Frequency	Percentages (%)
Yes	4	16
No	5	20
Sometimes	16	64
Total	25	100

This table tells us that 4 children or 16% confirm that parents pay their school fees; 5 children or 20% say that their parents were unable to pay school fees and 16 children or 64% reveal that parents often pay the fees charged by the school.

5. Discussion of the Results

After the presentation and analysis of the results of a scientific research, the researcher is asked to interpret them, that is to say to compare the results obtained with the sermons expressed by the starting hypothesis. Therefore, it should be said that the role of the researcher in a scientific

inquiry is not only to arrive at observations but above all to explain the why and how of the results to which he has arrived.

For this purpose, we interpret the results of our scientific work as follows:

In fact, the children who dropped out of school during this school year exist in the Ndjandja neighborhood and there are a large number in this neighborhood. Their ages range from 12 to 16 years old and some have dropped out of classes in the first, second and third grades, and others in the third, fourth, fifth and sixth secondary following the socio-economic conditions of their parents, at the bad company, the influence of the environment, the death of the guardian or the parents, the divorce of the parents, repeated absences at school and repetition in the same class. As many factors supported by the ideas of FELOUZIS G. (1997, p.190) who says that the family plays a leading role in the schooling of the child, as much by the values and the type of education it only in the type of support during schooling. According to him, several factors influence the course of schooling, such as: low income, lack of reading, lack of support or interest in the school life of the child, low parental education, low aspirations, parents without paid work, special or difficult psychoaffective situation, family structure (single-parent, step-up, etc.).

In addition, the unprofitable activities of their parents do not allow them to finance the education of their children and because of their low intellectual level, they were unable to help their children with schoolwork.

MUDERWA RACHIDE (1986, p.282) shows that sometimes school dropout is attributed to some teachers as well as other school staff and also to parents who lack financial means or skills. Sometimes, family circumstances make things even more complicated, such as the death of a guardian (or relative), illiteracy or illiteracy that can be found in the father or the mother. This situation makes the child rebellious, disobedient and prone to runaways and even pushes him to drop out of school.

In reality, the relationship or communication between the family and the school did not exist at all when the child was studying; however, BOUDARSE K. (2005, p.229) believes that the quality of the school and family relationship is a key element in understanding the school path of the child and a family that can be mobilized from the point of view of the school. is a safety net for the student.

Of course, parents did not care at all about what was going on in school, and as a result of the parents' distraction, their children engaged in other extra-curricular activities and started a friendly relationship with children. did not study. MIALARET (1987, p. 5) considers that to talk about problems of school drop-out is the educational, social and economic consequences resulting from the phenomenon of abandonment or renunciation. This phenomenon is attributed to internal factors (content, methods, structure) and external factors (cultural level, income, social environment) in the school system.

6. Conclusion

Here we are at the end of our study focused on "the motivational factors of the school dropout of the children of Ndjandja district".

However, we found an incompatibility between what theories about school drop-out and realities on the ground say. To do this, we are asked the following question: What are the factors that motivate the children of Ndjandja neighborhood to abandon their studies?

Thus, the provisional response to this question was formulated as follows: "The abandonment of studies of young people in the Ndandja district would depend on absenteeism at school, the socio-economic conditions of the parents, bad company. , the death of the parents or guardian, the environment in which the child evolves ".

The purpose of this work was to identify the factors that cause children to drop out of school so that precautions can be taken so that children can study until they finish their education.

To achieve this goal we are assigned and to verify the initial hypothesis, we resorted to the survey method accompanied by direct observation and free maintenance as techniques.

After the data processing, we arrived at the following results:
- The children who left school in the Ndjandja district are between the ages of 12 and 16 years old and have dropped out of first and second cycle education and some in the third, fourth and sixth secondary years. ;
- The school dropout of these children is dependent on the following factors: the socio-economic situation of their parents, the bad company of the child, the influence of the environment in which the child evolves, the death of the parents or guardian parents' divorce, repeated absences from classes and repetition in a class;
- The non-enumerable activities of parents are the cause of financial difficulties in the education of their children;
- The abundance of children in a family discriminates in the choice of schooling for children when income is too low;
- The parents never established a relationship with the school when their children were studying, it was the school itself that was in charge of communicating or joining the family in the event of a problem at school;
- When the parents' level of education is too low, the chance to send their children to school is very small.
- From these results, we confirm our hypothesis.

To prevent children from leaving school without obtaining an educational title, we ask the Congolese State to provide free education so that any parent can enroll his children and that they increase their efforts in their activities to guarantee the schooling of their children; and that those concerned put more emphasis on studies rather than focusing on other activities. This work has no claim to be exhaustive and perfect, it deserves rather to be qualified on the socio-economic conditions of the parents and their impact on the schooling of the children.

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