

Teacher Qualification and Student Performance in Kasenga Sub-Division Secondary Schools in DRC

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Abstract: *Academic achievement is a concern not only for the teacher, but also for parents and all those interested in the field of education and teaching. Many factors come into play for its positive realization, but through this work we present the situation related to the qualification of secondary school teachers in order to evaluate its impact on the educational outcomes of learners. Through careful reading, the following lines will enlighten everyone on this aspect of things.*

Keywords: Teacher Qualification, Performance

1. Introduction

1.1 Problem

The twenty-first century, considered as a breakthrough in science and technology, places us in front of a major challenge of the quality of the school, the education or the education with a view to the qualification of the younger generations and the integral development of each society.

The teaching profession has already lost a lot of value in secondary schools where many of them are not very good at delivering their courses because many teachers are under-qualified, victims of the Congolese education system crisis and above all, without updating to catch up. The quality of education will depend mainly on the high qualification of teachers.

Titus makes suggestions for the qualification of teachers, the need to go through specific initial training for all teachers who want to work in a Salesian school; and suggests on the other hand to indicate the agent who must organize it. To be able to specify at the present time the sectors in which to deepen its formation to answer the specific requirements of the Salesian Catholic school, and also to say how to make productive the formation or the instruction currently in Africa and in a particular way in the DRC (*Titus, 2014*).

The author goes on to point out that many education experts say that it is important that teachers have a good academic background that allows them to master the content of the subjects they pass on to students. Better to have good teachers than those with just the minimum. And in reality, teachers are formed for a noble part, building their professional competence through the conscious and instrumental exercise of their profession.

To better target the challenges of this qualification, teachers should specify their age above all for a possibility of qualifying the youngest who are not, and for the reinforcement of the training in service which qualifies more.

The teacher is the factor having the greatest impact on the success of the students entrusted to him. There is no doubt that the socio-economic background, the family, and the characteristics of the student also have an effect on learning, but on similar terms it excites differences in student success that can be explained primarily by students teacher interventions. In a 2012 publication entitled "*visible learning for teachers. Maximizing impact on learning*", *Hattie* presents a synthesis of over 900 meta-analyses that examined the impact of different factors on student achievement. This mega-analysis, which required fifteen years of work, represents a synthesis of more than 60,000 searches involving more than 240 million students. *Hattie* determined and ranked, based on measured effects, about a hundred factors that impact student achievement. The different factors have been grouped into six broad categories:

- 1) Factors related to the student;
- 2) Family-related factors;
- 3) Factors associated with school;
- 4) Factors related to the teacher;
- 5) Curriculum factors;
- 6) Factors associated with teaching methods.

An analysis of the results whose measured effects are greater than the target threshold of 0, 40 shows the determining influence of the teacher on the performance of the students entrusted to him. The teacher factor comes first, with an effect of 0.47 (*Gauthier, Bissonnette, Richard, & Castonguay, 2013*)

In R.D.C, one of the sectors of education in which there are many limits is secondary education. At this level of education, it is important to note that each course must be taught by a specialist in the field with the required qualities and skills. But we found particularly in the Kasenga territory (Kasenga sub-division) that it is only under-qualified who teach until the sixth year of the humanities (see the table of qualifications below).

In analyzing this reality of things, our concern is summarized by the following questions: "*Does the*

qualification of teachers offer a solid training of students? Is the performance of the finalist students in state examinations a function of the qualification of the teachers? "

1.2 Hypothesis

In undertaking this study, we hypothesize that the solid training of students as well as their performance on state exams would not be a function of the qualification of teachers. This qualification of teachers would not be the only factor that comes into play for a better performance, there would be others that can explain this performance. The updating of the teachers, the researches, the reading of the documentation would produce the best result to the learners in order to be competitive and compete in the development of the society.

1.3 Objectives

To better conduct our survey of student performance and secondary school teacher qualification in the Kasenga Subdivision, our aim is to assess the correlation between teacher performance and teacher qualification in order to demonstrate whether secondary school teachers would have an impact on the academic performance of the finalist students in the State Examinations (EXETAT).

In approaching this study, our contribution is that of unsealing the qualification of secondary school teachers and taking the pupils' performance through the results at the Exetat.

Our study therefore pursues the following objective: "To verify if the under-qualification of teachers would have a negative impact on the performance; to suggest concrete proposals for the access of unskilled teachers to higher education and university institutions ".

1.4 Interest of the subject

The study for which we have the honor to present the results in the following lines reveals a very considerable importance, because it concerns not only employers who have the mission of recruiting teachers, but also and especially these teachers under-qualified so that they have a permanent concern to continue with their schooling through institutions of higher education and university. Thus, what interests us the most is to place the right man in the place he needs to avoid a decline in our education system.

1.5 Methodology

To carry out this study, we used the survey method, supported by the document analysis technique and the interview for the data collection and the percentage technique for the interpretation of the results.

1.6 Delimitation of the subject

Our study is part of the pedagogy of competence. It examines the qualification of mechanized, paid and unpaid,

computerized public high school teachers and student results in the 2016-2017 state exam.

2. Theoretical Frame

1) The qualified and unskilled employee

The majority of the unskilled are people who cease to train after a high school class or after a corresponding class of special education, but do not reach the final level of training. According to *José Rose* (2009), out-of-school leavers are therefore those who have interrupted their initial training, after teaching at a certain level of training, that is to say after a class of the cycle of secondary education, a corresponding class of special education, before the final year (diploma year).

For *Santelmann* (2004), "the line between skilled and unskilled jobs has become less relevant, mainly because it is becoming increasingly inappropriate to make a substantive distinction between each other's skill sets" this because "the hierarchy between manual and intellectual knowledge no longer applies to most jobs".

According to him, "jobs that were initially" at the bottom of the scale are in the process of transformation or disappearance and leave room for trades marked by several convergent phenomena: a complexification in several registers that requires a *mastery of basic knowledge a broader technical culture and a position of permanent adaptation*; environmental universes (customers, technological, collective, hierarchical, normative, etc.) more restrictive from a cognitive point of view (mobilized mental resources) and conative (pre-built knowledge mobilized); important processes of differentiation ". Therefore, "one can consider from these different angles that a job that can be exercised according to a wide prism of configurations does not present the characteristics of an unskilled job".

In fact, "today, more and more jobs are based on a sophisticated combination of basic knowledge, technical knowledge, procedural knowledge and action knowledge". Thus, "all the surveillance or safety trades presented as low qualified are exercising less and less within a prescribed framework (...) the industrial cleaning sector has also entered a phase of professionalization which requires an increase in the level of professionalism of the concerned employees (...) the block of jobs of services to the person fully justifies the formalization of a block of relational skills or social know-how (...) a level of autonomy and responsibility more and more important .

2) Factors influencing performance

The school factors in question refer to the characteristics of the school (geographical location, organizational climate, quality of infrastructure, etc.), the characteristics of the class (room size, pupil size, etc.) and the characteristics related to teachers (motivation, level of professional qualification, experience ...).

The theory of school factors that appeared in the 1980s seeks to measure the share of the school system in inequalities of return. Beyond the controversies that existed between the results of research on school factors in relation to student achievement, it can be said that most researchers in this

school have come to the conclusion that, better than socio-cultural individual variables, school variables significantly influence students' academic performance. This thesis is defended by *Cherakoui* cited by *Lawson-Body* (1993: 59) for whom, "school is a more determining factor of academic success than social origin".

In addition, research on school variables shows that, in addition to being a difficult and unreliable variable, the home environment is not as determining in terms of educational outcomes in developing countries as in societies industrialized countries, (*Lawson-Body*, 1993: 43).

Still other studies have shown effective links between school-specific variables and student achievement. For *Agounke* quoted by *Dahon* (2007: 52), "the higher the teacher's professional qualification, the higher the students' academic performance. Similarly, as the teacher becomes more interested in the next academic success of his or her students, the more students tend to achieve high academic achievement. "

These studies are in line with the research on the impact of school variables on student achievement by taking into account the initial training of teachers. Beyond the fact that it contains social benefits (maintenance of cultural heritage) and apart from the skills it develops in the teacher (availability, competence, responsibility and autonomy), teacher training pursues individual ends, social and fundamental.

The aspiration of States to have quality teaching can only be possible with the pedagogical training of teachers.

Thus, for *Georges* (1974: 18), this training will help the teacher to offer a quality education that will have its effects for a long time because, "the trained teachers today will enter a career of about thirty-five years. During these thirty-five years, they will have before them children whose chances of life will continue for at least fifty years. Thus, the way teachers are trained today will make its influence felt after the middle of the next century.

On the other hand, most countries have focused most of their reforms on initial teacher training. Responding to *UNESCO's* call for initial teacher training, many countries, such as Togo, have provided initial training, the essential weapon for raising the quality of their education systems. However, this training is no longer operational. Nevertheless, there is a renewed interest in her by the beginning of the initiative of training pedagogical advisers and inspectors of primary and secondary education. These will be trainers and animators of the Normal Schools of Teachers and the Superior Normal School.

In sum, it appears that a total of three groups of theories discuss the explanation of the problems of inequality of student achievement. This is the theory of *social factors* that explain these differences in academic performance by the social background of the student, the theory of *individual factors* that assign the individual characteristics of students responsibility for their academic achievement, and the theory of related to *school factors* of the school itself.

3) Teacher training

Initial teacher training appears to be an indispensable parameter that offers the teacher a set of knowledge, skills and attitudes that will enable him to raise the level of his performance and that of his students' performance, (*Delay* cited by *Compaoré*, 1996: 40). This triangular relation between the initial training of the teacher, his performance and the performance of the pupils is described by *Hannoun* for whom: "to train a teacher is to train the one who, tomorrow, will train pupils for tomorrow", (*Georges* et al 1974: 48).

Thus, if we admit that this training is aimed at improving performance, it goes without saying that the teachings of a "competent" and competent teacher will produce qualitative results for which the beneficiaries will be the students. These qualitative achievements will be put to good use by these students, who will pass them on to other children later on because the knowledge they have acquired is rarely lost.

We do not pretend in this work to attribute the monopoly of the explanation of the inequalities of school performance to the only variable vocational training of teachers. We only want to measure the influence of this determining factor on students' level of academic achievement.

Education has changed in nature in recent decades, often under the pressure of social change. Even if the lecture is still the most used strategy, we can see that teaching concepts and practices are evolving, in response to the development of knowledge, the diversification of clientele and the presence of new technologies (*Bertrand*, 2004; *Webb* and *Murphy*, 2000). As a result, content is constantly increasing and, since we can not only add, we must choose what we consider essential and organize the information. Because jobs require thinking, critical and problem-solving skills in addition to oral and written communication skills and research, students must be taught to learn and become independent in their learning. Teaching thus goes beyond the limits of knowledge transfer, and teachers are and will be increasingly seen as designers of stimulating learning situations, such as mentors and helpers. Trainings have generally followed this shift from a teacher's conception to a professional conception that is at the heart of what some have called a meta-profession (*Arreola*, *Theall* and *Aleamoni*, 2003).

Under the Education Act, "a teacher" is a person who must meet various academic, professional and linguistic requirements to ensure that everyone and all teachers know that they are competent and qualified to work in both public and private schools. This contains detailed information on the Ministry of Education's Basic Qualifications, Additional Qualifications and the Professional Inclusion Program.

4) The skills of the teacher and the trainer

Perrenoud summarizes the professional skills of the teacher as follows:

- Organize and animate learning situations ;
- Manage learning progress;
- Design and evolve differentiation schemes;
- Involve students in their learning and their work;
- Team working;
- Participate in the management of the school;

- Inform and involve parents;
- Use new technologies;
- Confront the duties and ethical dilemmas of the profession;
- Manage your own continuing education.

Thus, it appears that any trainer should have teacher skills in the first place. That said, a trainer working at any level will need some skills. *Samuel Perrin* and *Ariane Mudry* offer us various reflections for vocational training:

- The first qualification of the teacher-trainer seems to us to be an excellent knowledge of oneself for a certain questioning. This questioning makes it possible to acquire certain faculties that are not necessarily innate (for example listening), but which are essential to the work of the trainer, because this job is a profession of relationship to others. It involves practicing counseling, help, knowing how to lead groups, updating their functioning. You have to be able to understand the meaning and dynamics of situations, to work in a team (which everyone agrees on but is so difficult to achieve with the push of modern individualism).
- In doing so, the trainer develops self-confidence.
- The teacher-trainer must be flexible: he tolerates ambiguity, learns to live situations of conflict and uncertainty. He is able to manage the planned and the unforeseen on a daily basis.
- He must demonstrate a certain personal stability that will allow him to motivate more and more demanding teams and to maintain a climate of confidence even in times of turbulence (his goal always remaining to bring the "students" to the 'autonomy').
- He must demonstrate authority: to understand that his authority rests on competence and not on a purely formal authority related to his situation.
- He must be able to analyze the practices (his own and those of others).
- He knows how to build training routes: he learns to pilot projects.
- In short, the trainer must be able to clarify his objectives, give a hierarchy to his priorities, identify the values on which the meaning of his teaching is based, despite the certificates or diplomas he has. In addition, a teacher

must, in addition to being a teacher, become a student trainer.

3. Methodological Framework

In the collection of data from our investigations, we used the survey method supported by the document analysis technique and the interview. The interpretation of the results of the research was based on the percentage technique.

Our study population includes all schools in the Kasenga Subdivision distributed as follows for the 2016-2017 school year: 30 paid and unpaid mechanized schools, or 34.9%, compared to 56 non-mechanized schools, or 65.1%.

As for our sample, it is composed of all mechanized secondary schools, paid or not paid by the state, namely 30 schools which organize together a total of seven different options: BAKUNDA 1 Institute, CIBAMBO Institute, CISANIKO Institute, SAPWE PROFESSIONAL Institute, SAPWE TRADE Institute, KABAMBASHI Institute, KALAMBANGILI Institute, KALULWA Institute, KANGANYOKA Institute, KANSOFWE Institute, KAPOPO Institute, KASENGA Institute, KASHOBWE Institute, KASOMENO Institute, KATETE Institute, KIKOKO Institute, KIKOLE Institute, KIKOPELA IMENI Institute, LUBANDA Institute, LUKAFU Institute, LUPEMBE Institute, MALAMBWE Institute, MUSHIPANSHI Institute, NSANSAMINA 1 Institute, NSANSAMINA 2 Institute, SUMBALALA Institute, TIMBA Institute, TUSEKELE Institute, TUSEKELE 3 Institute, TUUNGANE Institute.

4. Search Results

The results we are pleased to present below are related to the qualification of teachers by school as well as to the results achieved by students in the state exams of the 2017 edition.

1) Teachers Qualification

After analyzing the administrative documents made available to us by the SECOPE service, the following results were obtained:

Table 1: Qualifications of teachers in secondary schools of Kasenga Subdivision (secope2017)

No	Schools	Qualifications							Total
		L2	G3	D6	A2	A3	D4	CAP	
1	BAKUNDA 1	0	0	9	0	0	0	0	9
2	CIBAMBO	1	0	17	0	0	0	0	18
3	CISANIKO	0	2	11	0	0	0	1	14
4	DE METIER KASHOBWE	0	2	5	1	5	1	1	15
5	DE METIER SAPWE	0	1	4	0	3	1	0	9
6	KABAMBASHI	0	1	6	0	0	0	0	7
7	KALAMBANGILI	0	1	9	0	0	0	0	10
8	KALULWA	0	1	5	0	0	0	0	6
9	KANGANYOKA	0	0	6	0	0	0	0	6
10	KANSOFWE	1	1	10	0	0	0	0	12
11	KAPOPO	0	0	4	0	0	0	0	4
12	KASENGA	0	1	4	0	0	1	0	6
13	KASHOBWE	0	1	7	0	0	0	0	8
14	KASOMENO	0	0	9	0	0	0	0	9
15	KATETE	0	0	8	0	0	0	0	8
16	KIKOKO	0	1	3	0	0	0	0	4

17	KIKOLE	0	1	8	0	0	0	9	
18	KIKOPELA IMENI	0	2	10	0	0	0	12	
19	LUBANDA	0	0	10	0	0	0	10	
20	LUKAFU	0	1	6	1	0	0	8	
21	LUPEMBE	0-	-1	6-	-2	0	0	9	
22	MALAMBWE	0	0	9	0	0	0	9	
23	MUSHIPANSHI	0	0	5	0	0	0	5	
24	NSANSAMINA 1	0	0	9	0	0	0	9	
25	NSANSAMINA2	0	0	3	0	0	0	3	
26	SUMBALALA	0	0	9	0	0	0	9	
27	TIMBA	0	0	9	0	0	0	9	
28	TUSEKELE	0	2	6	0	0	0	8	
29	TUSEKELE 3	0	0	7	0	0	0	7	
30	TUUNGANE	0	1	9	0	0	0	10	
TOTAL		2	20	223	4	8	3	262	
PERCENTAGE		0,76	7,63	85,12	1,53	3,05	1,15	0,76	100

Legend: L2: graduate of Higher and University Education; G3: Graduated; D6: Graduate of Humanities (Long Cycle); D4: 4-year patent (short cycle); D3: Three-year degree; A2: Graduate of 6 years of technical section; A3: Graduate of 4 years short cycle of technical section; CAP: Certificate of professional aptitude (teacher trained at the professional specialization center "CSPI" to occupy the 5th and 6th grade classes); EXETAT: State Exam; S/D: subdivision; SECOPE: Teacher Control Service.

By observing this table we realize that in the Kasenga subdivision we have among the secondary teachers targeted schools 2 licensed (L2), 20 graduates (G3), 223 graduates of humanities (D6), 4 teachers A2, 8 at level A3, 3 at level D4 and 2 at CAP level, which gives a total of 262 teachers for 30 secondary schools.

2) Achievements at EXETAT

According to the official journals of the Exetat published by the Ministry of Primary, Secondary and Professional Education for the 2017 edition of the said Exetat in the Kasenga Subdivision, the results are as follows:

Table 2: Number of participants and achievements by school and by option (EXETAT 2017)

No	Schools	Options	Participants	Achievements
1	BAKUNDA 1	LP	11	10
2	CIBAMBO	HP	58	0
3	CISANIKO	MP	28	28
		BC	25	23
4	DE METIER KASHOBWE	MENUIS.	6	6
5	DE METIER SAPWE	MASON	6	6
		MENUIS.	7	7
6	KABAMBASHI	LP	17	5
7	KALAMBANGILI	HP	22	0
8	KALULWA	HP	76	0
9	KANGANYOKA	LP	11	7
		HP	27	25
10	KANSOFWE	HP	67	4
11	KAPOPO	HP	19	17
12	KASENGA	HP	18	0
13	KASHOBWE	HP	34	28
14	KASOMENO	HP	32	0
15	KATETE	HP	4	0
16	KIKOKO	HP	19	19
17	KIKOLE	HP	14	14
18	KIKOPELA IMENI	HP	47	47

		C.AD	4	2
19	LUBANDA	HP	25	24
20	LUKAFU	HP	37	37
21	LUPEMBE	HP	14	13
22	MALAMBWE	HP	11	0
23	MUSHIPANSHI	HP	10	0
24	NSANSAMINA 1	HP	45	0
25	NSANSAMINA2	HP	8	0
26	SUMBALALA	LP	4	4
27	TIMBA	HP	12	11
28	TUSEKELE	C.AD	32	26
29	TUSEKELE 3	HP	15	15
30	TUUNGANE	HP	60	60
Total		-	825	438
Percentage of Success		-	-	53.09

Legend: BC: Biology-Chemistry; C.AD: Administrative Commercial; HP: Pedagogical Humanities; LP: Latin-Philosophy; MP: Math-Physics; MASON: Masonry; MENUIS.: Joinery-cabinet making.

This table reveals the options organized by the schools and the number of candidates submitted for state examination as well as the successes. In the Kasenga sub-division, the mechanized school, paid or unpaid by the Congolese state, organizes seven options: Latin philosophy, physical mathematics, chemistry-biology, general pedagogy, masonry, administrative commercial and carpentry-cabinetmaking. Here's how the successes for the 2017 edition are:

- Latin philosophy (LP): 26 achievements out of 43 candidates, 60.4% of success,
- Physical-Mathematics (MP): 28 out of 28 candidates, 100% of success,
- Chemistry-biology (BC): 23 of 25 candidates, 92% of successes,
- General pedagogy (HP): 314 out of 674 candidates or 46.6% of success,
- Masonry (MASON): 6 out of 6 candidates or 100% success,
- Administrative commercial (CAD): 28 out of 36 candidates, 77.7% of success,
- Carpentry-cabinetmaking (MENUIS): 13 out of 13 candidates is 100% success.

In sum, the total of success gives 438 out of 825 candidates, an overall success rate of 53.09%.

5. Discussion of the Results of the Research

By analyzing the results as they appear above, from the outset we will have the impression of being in the presence of a satisfactory situation, especially since the success of the Exetat is more than 50% on the total of the participants.

By examining the quality of the teachers who provide the knowledge in different options, the reality is that it is underqualified teachers who deliver the courses through the different options of the Kasenga School Division.

The problem of hiring underqualified teachers is not often a coincidence. This is a fact due to many realities on the ground, as in this case the following realities:

- The Kasenga Subdivision is a school sub-division operating in rural areas; everyone prefers to work in urban areas where development is already effective rather than in rural areas;
- Indigenous people from different rural areas who have the opportunity to continue their studies through higher and university education often do not feel like returning to the village following the village mentality characterized by many misdeeds;
- In these rural areas, it is only now that higher education and university institutions are beginning to emerge and often with objectives that are oriented only to the city; ...

Engaging teachers 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 the confidence of the students.

Referring to the Education Act set out above which states that a teacher is a person who must meet various academic, professional and linguistic requirements in order to ensure to everyone and all teachers that he is competent and qualified to work in both public and private schools, we find that it is not the case in the targeted schools of the Kasenga Subdivision. The majority of teachers do not have the profile recommended by this law. It then becomes useful to ask what would be the results of the students in the Exetat.

Speaking of the results at the Exetat, the results of the research show us that the Kasenga sub-division generally presents a result a little satisfactory, because the success rate by section is far superior to 50%, except for the section which has a 46.6% success rate. According to this observation, it is rather the results of the pedagogical section that pull down the success rate.

Thus, returning to the question of knowing what these results would be due when we find ourselves in a solar district where the majority of teachers are under-qualified, we find that many factors influence these results.

The teachers for whom we have the pleasure of presenting the results of the research today are certainly under-qualified, but the results of their work even exceed those of some schools in urban areas where the presence of qualified teachers is effective. This is therefore an alert on this qualification problem, because one often has the idea to believe that the qualified teachers always produce good

results of their work. Thus, we find that the results at the Exetat do not depend exclusively on the qualification of the teachers.

The teacher is a perpetual student to the extent that the proper transmission of knowledge is a function not only of the studies done, but especially of the preparation of the lessons. This preparation is always a function of many factors, among others: the initial level of the teacher, documentation, personal research, recycling or upgrades...

By looking at secondary school teachers in the Kasenga sub-division for the factors that influence students' results at Exetat, the first one we can report is personal research. This factor is often found among underqualified teachers, as seeing in them a certain lack of certain knowledge, each one is engaged in the personal research to try to raise his own level before raising that of his pupils. It is a self-instruction of these teachers, a "learning by doing" as recommended by the famous *John Dewey* in his American philosophy of education.

The personal research includes both the consultation of the archives of certain courses, the reading of the documentation, the discussions between colleagues, the visits to different schools of the place and the schools of the city, the consultation of the teacher colleagues of the city and especially teachers supposedly qualified...

The retraining often organized in different schools in this rural area is also a significant factor influencing students' academic performance. An under-qualified teacher can therefore produce good results as a result of the supervision he receives and the professional experience he has acquired by teaching the same courses from year to year.

6. Conclusion and Recommendations

At the end of this study, it is appropriate to signify that it has been a question of evaluating the correlation between the academic performance of the finalist students in the State Examinations (Exetat) and the qualification of the secondary teachers of the sub-division from Kasenga. This study therefore aimed to demonstrate whether the qualification of secondary school teachers had an impact on performance, to verify if the under-qualification of teachers could have a negative impact on student results.

On this, we hypothesized that the solid training of students as well as their performance on state exams would not be a function of the qualification of teachers. This is not the only factor that comes into play for better performance, there may be others that can explain this performance: the personal research and the updating of the teachers would produce the best result for the learners to be competitive and compe.

Thus, this study focused on the field of competence pedagogy examines the qualification of public school teachers, mechanized and paid, or computerized and student results in the 2016-2017 state exam. It was carried out on a population of 86 secondary schools using the survey method supported by the document analysis technique and that of

interview for data collection and the percentage technique for interpreting the data results.

After analyzing and interpreting the results, we come to the conclusion that the academic performance of the finalist students in the State Examinations (Exetat) is not a function of the qualification of the secondary school teachers in the school district of the Subdivision of Kasenga. Factors such as personal research, the search for documentation, upgrades or retraining of teachers...are all factors that explain the results of students in state exams. With this, these results confirm with certainty our initial hypothesis.

On the other hand, we are far from accepting that an underqualified teacher, such as that of the Kasenga school sub-division, is a good one. Repetitive retraining, personal research, reading textbooks, self-study of subjects or courses, discussion among colleagues ... are certainly factors that produce quite satisfactory results, but you should never ignore the fact that basic training (qualification) is a valuable factor in shaping the country's elite.

It is therefore easy, for example, for a graduate in mathematics-physics from the Higher Pedagogical Institute (ISP) to teach the notions of integrals and to a geographer specialized in the field of teaching the mineral resources of the DRC, whom to an under-qualified to teach each of these subjects. The latter is often satisfied only with the old notebooks that he himself wrote when he was a pupil or with those of colleagues in the city. The risk of embarking on such an adventure is falling on notebooks containing many spelling mistakes and many errors often committed as a student, with the consequence of teaching unsaved materials, solid subjects' errors and spelling mistakes.

In view of all the above we recommend the following:

- To the provincial and national government: to increase the establishment of higher education institutions and university through rural areas to facilitate all these under-qualified citizens who work not only in the education sector, even in other sectors to acquire an acceptable level and to encourage the Congolese people to work in any environment with a wage not tailored to fit according to whether one is in town or in the village;
- Qualified teachers: to continue to self-train through personal research and reading the documentation, but also by grouping by field of training to create often fruitful discussions for the smooth running of our beautiful job ;
- To the under-qualified teachers of the Kasenga sub-division: not to rely only on the factors mentioned above (personal research, reading, discussion between colleagues, recycling ...), but to provide a considerable effort that would allow them to acquire the professional level expected to bring ever higher training and education of our dear students To the population living in rural areas: to change mentality to encourage all intellectuals to want to work even in rural areas.

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