

Problematic of the Evaluation in Kalemie's City Public Schools

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Abstract : *This article presents the study results carried out in Kalemie city's official primary schools in Tanganyika province, Democratic Republic of the Congo. The author exploits the question of the "non-respect" of the docimological norms by the majority of the teachers in the formulation of the questions of evaluation. It is true that for it to be valid and complete, a school learning assessment questionnaire must take into account all six levels of Bloom's taxonomy. Thus, the author finds, at the end of his study, that few teachers of official primary schools of Kalemie city respect the docimological standards in the formulation of evaluation questions.*

Keywords: Docimology, evaluation, teacher, learner

1. Introduction

a) General aspect of the subject

In the world in general and in DRC¹ in particular, education encounters some problems at the root of its degradation, and these have a direct or indirect repercussion on student learning, making them unsuitable for schooling through the failures recorded at school resulting from the evaluations.

Among these problems we mention students' absenteeism, the dismissal of students during school hours for lack of payment of school fees, the use of repressive discipline, the training or pedagogy of pessimism, the difficulties experienced by teachers on the subject formulation of evaluation questions.

Indeed, in this article, our attention is turned to the difficulties related to the docimological norms' non-respect in the formulation of the questions evaluation by the teachers, a capital problem which arises with acuity and plunges Kalemie city's a lot of pupils in a difficulty to adapt during the evaluation. However, knowing how to formulate evaluation questions is probably one of the skills that any teacher must have.

It is true that the formulation of evaluation questions is the difficult art since, errors in the choice of language levels and ambiguities frequently encountered in the wording of the application exercises and exams bear witness to this.

As evidenced by the results of the pre-survey conducted by Moma Kabondo in 2018, more than 90% of the questions asked in Kalemie's schools are still reproductive. However, for an evaluative instrument to be valid, it must comprise many questions and must cover all levels of Bloom's taxonomy. (DeKetele, 1980) states that "to evaluate is to collect a set of information that is recognized as sufficiently relevant, valid and reliable and to examine the degree of adequacy between that set of information and a set of criteria that are considered sufficiently appropriate to the objectives

set initially or adjusted along the way and assigned in order to base decision-making "(p.63).

Reflecting with (Gather Monica at all., 1988), evaluation plays a vital role in the way students learn and in the way teachers teach. So, to know how to control is to know how to teach. There are for, in his professional portfolio, (Mukalay, 2011) states that any learning device requires the organization of an evaluation to be informed of the achievement or not of the objectives.

b) Special aspect of the problem and intellectually

The Congolese child is destined to become physically and intellectually a responsible and useful. His conscientious citizen, respectful of his obligations are able to feed himself, to dress, to lodge and to flourish as useful child to his society and able to contribute to the well-being of the whole society. However, Congolese students in public schools of Kalemie's city in Tanganyika Province are victims of the poor questions evaluation formulation, which do not conform to the docimological standards; and this state of affairs leads to non-adapted in the school environment.

In fact, all the combined efforts in most cases result in massive failures at the end of the evaluations.

However, this request helps teachers formulate questions according to the docimological standards raises another problem, namely: adequate training and retraining on evaluation questions' formulation. Reason why it is useful and even essential to ask the following questions:

- What would be teachers' proportion who design evaluation questions in accordance with the docimological standards?
- What would education officials do to enable all teachers to conform to these standards?

c) Goal of the study

In conducting this study, the goal is to get policy makers on education to turn their eyes to this issue in order to help all teachers to design evaluation questions according to the standards of docimology in all schools in DRC in general, and those in Kalemie's city in particular.

¹DRC : Democratic Republic of Congo

2. Materials and Methods

The realization of our article required the use of two methods including the descriptive method and the survey. The descriptive method has served us to discover how evaluation questions are designed by public primary schools' teachers in Kalemie's city. On the other hand, the investigation allowed us to collect the information in relation with the subject treated.

However these two methods were supported by the interview and the content analysis.

To ensure the results' validity and the study conclusions, we accessed the Bloom taxonomy, according to (Pierron, 1979) which showed the clear criterion justifying an evaluation instrument validity view the docimological standards.

In addition, depending on the question's rest's wording, some directive terms may lead the student to different cognitive levels. It is, in fact, a scale that contains some directive terms as well as the cognitive level to which it applies; a factual recall may also require some analysis, some synthesis and a hundred evaluations.

As examples, here are some directive terms according to various cognitive levels:

1. At knowledge's level:

What, What, Where,When,Who..., Defined, give the outline, explain, list, describe ...

2. At understanding's level:

Why..., How, Demonstrates, Resume,

3. At the application's level

What.....,What.....,Where.....,When.....,Who....., Defined....., give the outline.....,explain,list, describe ...

4. At the analysis level:

What are the reasons....., what is the link between, distinguishes, Find the main idea, .

5. At the synthesis level:

Proposes a, designs,

6. At the evaluation level:

Draw conclusions.....,What are the mistakes, what are the inconsistencies.....,

It should be noted, however, that this scale has greatly helped us to find teachers who diversify questions according to Bloom's six-level taxonomic standards.

Speaking in terms of population, this is made up by Kalemie's public primary school teachers in Tanganyika province. As mentioned above, Kalemie city has 12 official primary schools where 104 teachers are hired.

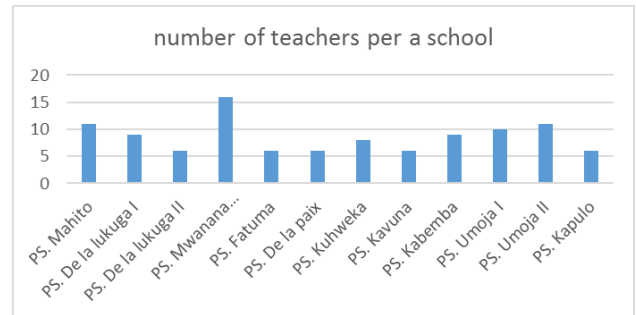


Figure 1: Study of population breakdown by school
PS= primary school

This figure shows that our study's population is made of 104 teachers in 12 public primary schools in Kalemie's city for all classes, including 11 from the Mahito primary school, 9 from the Lukuga I primary school, 6 from the Lukuga II primary school, 16 from the Mwanana Lusanga primary school, 6 Fatuma primary school, 6 Peace primary school, 8 Kuhweka primary school, 6 from the Kavuma primary school, 9 from the Kabemba primary school, 10 from the Umoja I primary school, 11 from the Umoja II primary school and 6 from the Kapulo primary school.

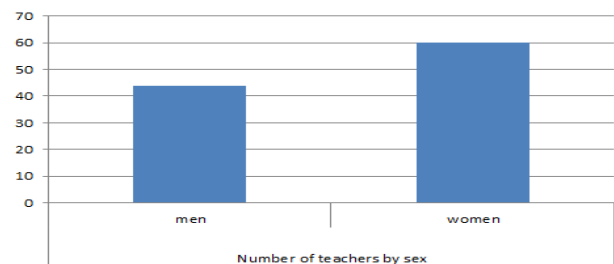


Figure 2: The study of population distribution by sex

This figure shows the updated number of teachers working in Kalemie city's official primary schools, according to their gender classification. He lets us see that there are 44 teachers (men) (42%) and 60 teachers (women) (58%).

In scientific research, it is difficult for practical and financial reasons to collect information from the whole population. As our population is over, it was suitable for us to work with all Kalemie city's public primary schools' teachers in order to collect some information related the evaluation questions' formulation. Unfortunately, only 85 teachers were available to answer our questions and allow us to access their questionnaires.

3. Results and discussions

As the Kalemie's city is one of the DRC's troubled eastern cities, it receives several non-governmental organizations that come to support the local schools in different aspects. So, in the data analysis, we considered the primary school teachers in three (3) subgroups:

- Public primary schools supported by "Vas-y-filles" [¹Vas-y-filles : An NGO whose mission was to promote and encourage girls' education in Tanganyika Province];
- Public primary schools supported by "OPEQ" [¹OPQ: means Opportunity and Quality for More Equitable Access to Basic Education and Quality. This NGO worked

on improving children's education by training teachers in reading and writing]" and finally

- Public primary schools depending only on the Congolese State.

After analyzing the evaluation questions formulated by the teachers and using the percentage calculation with the formula $\% = \frac{n}{N} \times 100$, we found the following results:

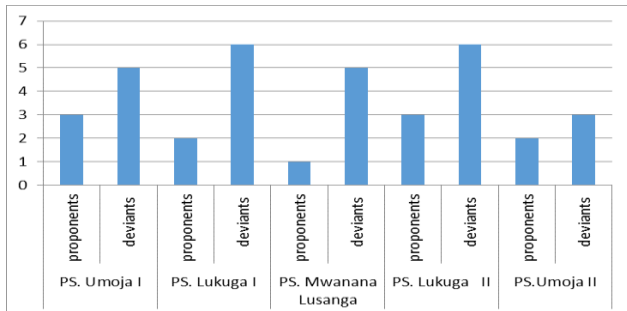


Figure 3: Results in relation to primary school teachers supported by OPEQ

This figure shows that out of 36 teachers in 5 official primary schools supported by "OPEQ" 11 teachers are conform to the docimological standards in their composition of the questions; however, 25 out of 36 teachers do not. In terms of percent, 30.5% meet the standards and 69.5% do not.

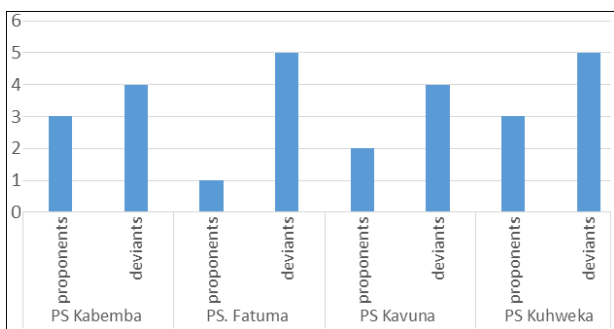


Figure 4: Results in relation to primary school teachers supported by Vas-y-filles

This figure shows that out of 27 teachers in 4 schools supported by "Vas-y-filles", 9 teachers compose better the evaluation questions and 18 teachers do not conform to the docimological standards when formulating evaluation questions in school environments. In terms of percent, 33.3% agree with the docimological standards against 66,7%.

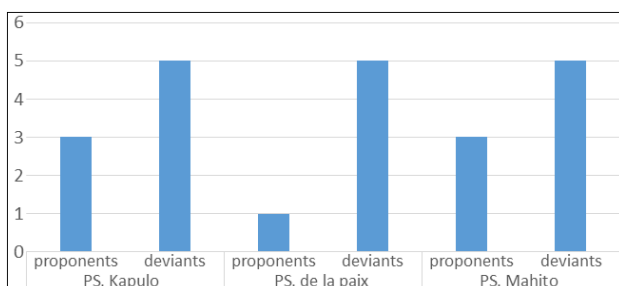


Figure 5: Results in relation to primary school teachers supported only by the Congolese State

This figure shows that out of 22 teachers from official primary schools supported only by the State, 6 of them respect the standards and the docimological principles in evaluation question formulations. On the other hand, 16 teachers transgress the docimology norms in the evaluation question compositions in school environments. In terms of percent, 27.27% against 72.73% are conform to the docimological standards.

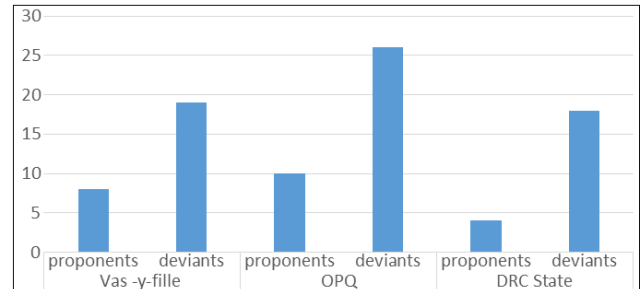


Figure 6: The overall results of the three categories found in Kalemie's public primary schools

This figure shows that out of 85 teachers in the official primary schools in our sample, 22 design the evaluation questionnaires, taking into account the docimological standards and 63 do not. In detail and according to the group of schools, the results are the following:

- For 27 teachers in schools supported by Vas-y-filles, 8 formulate the questions according to the docimological standards and 19 teachers do not.
- For the 36 teachers in the schools supported by OPEQ, 10 formulate the evaluation questions, according the docimological standards and 26 do not. In the end, for school teachers supported only by the Congolese State, 4 out of 22 follow docimological standards when formulating their evaluation questions.

We are tempted to attribute these failure results to factors such as the under-qualification of teachers, inadequate initial training, and the lack of continuing education in this part of the Democratic Republic of the Congo.

It has been observed that "so many young people adhere to teaching by chance, often after failures in their projects. The causes are diverse, either because they have not been able to follow the academic curriculum they desired because their family life has changed and made it impossible for them to pursue their studies. Indeed, according to the chance of the job market, the opportunities they sought were closed to them [translation ours] (Georges at al., 1974). All this leads to a continuous depreciation of the teaching staff.

In his study, (Tenkodogo, 2012) has shown that to be able to cope with the evolution of knowledge to be taught, it is essential for any teacher to improve himself, to improve his skills throughout his professional career. The author adds that the improvement of the teacher's skills is achieved through:

- His own daily practice of the profession;
- Reflections shared with colleagues during a teaching council, pedagogical days,...
- The continuous formation.

As pointed out (Compaoré: 1996:25), “an important place has been given to the initial training and to the improvement of the teachers of the primary level in the will of the government to improve the quality of the higher education since 1964. It also reports that a study carried out in 1979 by the Study Commission on Universities states that: “the quality of teacher training and development will largely determine the quality of education for students in the year 2000 and beyond”.

(Heyneman S. a., 1983) and (Heyneman, S.P., 1986) studying the education quality, show that the determinants of school achievement are different between southern and northern countries. For them, in developing countries, the determining factor in learning is the quality of the school and the teachers. Which would be like saying good school + good teacher = good academic success. This is not the case in the primary schools of Kalemie’s city where we found that the majority of teachers are not good. The reason is that they fail to formulate the evaluation questions according to the docimological standards. When comparing teachers in three categories of schools, the results show that only a few formulate evaluation questions according to the docimological standards, in the following order of merit: Vas y - filles: 29, 6% OPQ: 27.8% Congolese state: 18.2%. We dare to attribute these results not only to the participation or not of the teachers in some training courses organized by the NGOs, but also to the lack of effective initial training and to the under qualification of the latter.

Indeed, the main limitation of the study concerns the composition of the sample. Therefore, increasing the size of the sample could make the results more affirmative. Whatever the limit, the present study has the advantage of presenting the results that can help the educational authorities to make provisions for the recruitment of teachers and also to regularly organize continuing education. These results lead to several openings of research:

- First, the same study should be carried out in several schools in Tanganyika province and surrounding areas with a large number of teachers.
- Second, a qualitative study should be conducted to determine what are actually the factors underlying the non-compliance of the docimological standards in the formulation of evaluation questions by Kalemie city teachers, in Tanganyika province.

4. Conclusion and perspectives

Here is the end of our study which focused on the evaluation issues of Kalemie city’s public primary schools of Tanganyika Province.

Our study is to locate in exam questions perspective while proposing some possible solutions.

The goal we have pursued is to help teachers formulate the questions according to the docimological standards.

Gathering the most important elements based on this analysis, we used the descriptive method as well as the investigation with the techniques of interview and

documentary analysis which allowed us to organize the data related to our theme.

After analyzing the data, we arrived at the results according to which the teachers of the official primary schools in Kalemie don’t formulate the evaluation questions well, that is to say, they do not take into account the docimological norms. This situation leads, in most cases, to massive student failures. Thus against this situation, some illicit practices are observed among teachers as well as among students, among whom we mention corruption, the granting of sexually transmitted marks and other anti-values.

Finally, we ask school authorities and teachers to fight this weakness by implementing the following:

- In the recruitment process, organize the competitions to select the best teachers respecting the criteria (qualified teachers);
- To strengthen Kalemie city’s with all the networks teachers’ capacity , we suggest the evaluation questions with a training organization, in particular and the other aspects of the teaching-learning process, in general not only by the NGOs but also and especially by the inspectors of education.

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