

Problematique of the Examinations of Repechage in Secondary Schools

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Abstract: *The teachers in all the schools accommodate learning them, they want that at the end of the school year that each one achieves the discounted goals. However, that is not always the case, good number of learners do not achieves the assigned goals. In order to avoid the redoubling with a great number of learners, the schools organize the evaluations of second chance. With the exit of the latter report is single: the rate of success to the examinations of fishing out is significantly higher than that of the initial deliberation. However, between the two exercises there's noregulation of time to mitigate the difficulties encountered by learners. How learners do they fill their school failures? By this practice the schools camouflage the weaknesses of learners, they certify the level which the pupils do not have. This the reason why we rise up against this practice in the schools.*

1. Introduction

The economic and technical evolution of the 20th centuries has considerably increased the requirements in education and training. Moreover, economical-politico-cultural universalization entrains any nation to fight against illiteracy, for this reason schools must hasten the steps, because scientific progress takes a vertiginous form, consequently the entire life is conditioned by a race with the watch. Vis-a-vis the increasing complexity of the education systems and with the specific needs for the world of work, progress of the young people in the studies is a concern for several parents and professors... Everyone intends that the pupils pass each year from one class to another, because time has become a factor of competition and development, which is necessary to be taken into account. The passage from one class to another is a resultant of the attack of the school objectives; it is necessary that pupil carries out a considerable level of the assets.

The massification of the instruction on one hand, calls a great number of possibility for young people to study, because the future of a country depends on it. In addition, the precariousness of school establishments makes the reception of all impossible. The only way of arriving to it, is the creation of plethoric classes; wherein the individualized trainings following-up is enigmatic and difficult to solve, this leads to excess creation of schools which do not fill the requirements, to accommodate and frame the pupils. However, each learner hope to pass from one class at end of the school year. To resume a class becomes expensive for the parents, and even a humiliating for the pupils who sees the others passing in the upper class. In several countries, the question of resuming classes is a national concern. For this reason Christian Forestier said: the resuming is the most studied practice, and all the analyses show its inefficiency.

True a genocide teaching. [Www.scienceshumaines.com](http://www.scienceshumaines.com) from the 19/10/2009.

Each nation seeks to find response to this situation. Some choose single structure, the case of Denmark, Finland, Iceland, Norway and Sweden, whereas France, Greece, Italy, Spain, etc chose the base joint to the level of the lower secondary, Marcel Cathay, (2003 p.262).

Each nation or groups nations seeks to find solution with this species of the difficulties. For our school system, the school organizers estimate to give to learner a second chance by subjecting them to a second test, which is named "examination of fishing out".

By undertaking this study over two consecutive years, we want in fact, to compare the success rate after the deliberation of the first session, that is to say the examinations at end of the year, to those who succeed after the examinations of fishing out. Then, to make specific proposals that conclude successfully the formation of learners and their failures to avoid being masked by a success without consideration.

With the pace of things, the success rate to the examinations of fishing out, would be very high compared to that of those who succeed without examination of fishing out. To check this assumption, we used the comparative method, the documentary technique to gather the necessary data, and for their statistical processing, we will employ the system of percentages.

1.2 Definition of the Basic Concepts

It is always necessary to circumscribe the semantic field of key concepts, around which the study revolves. Indeed, it is a step which makes it possible to avoid erroneous

interpretations, and to thus provide to the readers a single framework of reference. This is why we will endeavour to define the terms as **examination; examination of fishing out.**

1.2.1 Examination

Several authors lent each one their definition on this term, J FIOLAIRE (2005, p.398) says that an examination is a test or the whole of written or oral tests sanctioning the acquisition of the knowledge delivered in the institutions of teaching.

The modern encyclopaedia of pedagogy (1975) defines this concept as being a test aiming to an appreciation of knowledge and the capacities of the pupils at a stage of their school life.

YVAN ABERNOT (1993, p.235) adds by saying that it is a measurement of the degree of conformity to a standard; itself with the modern nations of the summative evaluation. The making of the examinations in all the schools follows a calendar defines as a preliminary by the organizing capacity while learning them nothing but do conform to the test.

1.2.2. Examination of fishing out

Fishing out comes from the verb to fish out, which wants to say to draw again from water. Pedagogically speaking, to fish out one learner is to receive it in a higher class in spite of a total of points lower on the whole required. It aims to give a second chance to re-examine its notes and to pass them for reevaluation. It is thus a test, an examination organized to allow learning which really would be eliminated to be allowed in a higher class in the event of success than the known as tests.

But how is they (tests) organized to deserve the saving value of learning?

Indeed, these tests such as they are presented are a bomb with delayed-action with the informed teaching eyes though lived like a measurement of grace for the pupils, even certain parents less informed. These examinations are a form of summative evaluation which comes just after another. Its authenticity is to be questioned in our educational system and more particularly in our medium.

2. Tally Methodologique

2.1. Field of Investigation

The field of investigation is a space, or geographical extent on which carries a study or a research in a field well determined. Within the framework of our study, the field of investigation are secondary schools of the City of Lubyayi. The City of Lubyayi was created in 1998 on Order in Council n°081 of the 02/07/1998 article 133. It is located at the chief town of the territory. Theoretically, according to Order in Council's Ci-high evoked, the city extends on the locality from Lubyayi, its surroundings and on the locality of Kime and its surroundings. However, the real limits as well as the surface are not given. Let us note that the administrative activities of the city are exerted only on the locality of Lubyayi where the schools must remain in the observance of waitings of the government since the politico-administrative and school authorities must open the eye and the good by discouraging all the forms of skid.

2.2 Population

G Nicolas (2001, p.60) defines the population as the whole of individuals who share the characters defining the basic individual of the population. This basic individuals is characterized as a preliminary. For our study, the population is consisted to be the pupils of all the schools of the Lubyayi city, namely: officially agreed and nonofficial agreed schools. These pupils are taken first at the fifth year; classes which took part in the examinations of fishing out.

2.3 Echantillon

The sample is a subset of a population from which one wishes to proceed to a certain number of measurements. The results of these measurements will be then used to draw from the conditions relating to the population from which this sample aresummer extracted. In what this concerns us, we had to constitute the sample of our research in a random way. I.e. we took into account the schools which were accessible to us, especially those which accommodate large manpower, owing to the fact that they organize such or such sections (question of diversification) and owing the fact that they are established in strategic place.

2.4. Presentation of the sample

Below we present a sample of the targeted schools and their manpower.

Table 1: Manpower of the year 2015

<i>Ecoles</i>	<i>Sector Of Teaching</i>	<i>Options</i>	<i>Effectifs</i>
INST. NDAY	C.CATHOLIQUE	PEDA G. M.PH.LIT	497
INST. BWENDEJI	C.PROTESTANTE	PEDA GENERALE	255
INST. KABONGO4	C.ADVENTISTE	PEDA GENERALE	158
INST. LUPWEJI	C.PROTESTANTE	PEDA GENERALE	73
INST. NYUNDO	C.PROTESTANTE	C.A.D.	112
INST. SENDWE	N.CONVENTIONNE	PEDA GENERALE, MECANIQUE GEN.	470
Total		1.565	

Table 2: Effectif of the year 2 016

Ecoles	Sector Of Teaching	Options	Effectifs
INST. NDAY	C.CATHOLIQUE	PEDA G. M.PH.LIT	453
INST. BWENDEJI	C.PROTESTANTE	PEDA GENERALE	255
INST. KABONGO 4	C.ADVENTISTE	PEDA GENERALE	158
INST. LUPWEJI	C.PROTESTANTE	PEDA GENERALE	88
INST. NYUNDO	C.PROTESTANTE	C.A.D.	135
INST. SENDWE	N.CONVENTIONNE	PEDA GENERALE, MECANIQUE GEN.	441
Total			1.586

2.5 Method and Technique of Research

2.5.1. Method

The research method is a whole of systematic operations and rationally connected, in order to connect with consistency:

- The intention, the goal, the objective of research;
- Manner of posing the problem;
- Techniques of construction of the material and their validation;
- Procedures of interpretations of the results and their checking;
- Justifications of the various choices. (V MAREN, 1996, p.112)

Our concerns is, to check the assumption of our research, and to achieve the goal that we fixed ourselves, we used the comparative method, this one consisted in comparing the success rate of the results at end of the year, before the examinations of fishing out, with the success after the examinations of fishing out for two different school years. (2015 and 2016)

2.5.2 Research Technics

The technics are processes defined with precision for a practical realization (modern Encyclopaedia of pedagogy

1971). There are technics of harvest of data and those of their statistical processing. Concerning our research, to collect the necessary data, we had recourse to the documentary technic and the observation. For the statistical processing, we used the percentages.

2.6 Presentation, Analyzes and Interpretation of the Results

2.6.1 Presentation of the data

According to the organisation capacity, the examinations of fishing out took place four days after the initial deliberation. Their duration is two days and the second deliberation intervenes just afterwards. As we underlined Ci-high, the examination of fishing out consists with the organization of a second examination after the first and through the goal is to admit those who did not fitin the admission requirements in the higher class. But, what does one note in our medium? The examination of fishing out keeps its name, but it is replaced in practice by work which the pupils carry out instead of the examination of fishing out. From where the euphoria that tests such an amount of learning which, at the time of the initial deliberation are returned with the fishing out but seeing itself undoubtedly allowed in the higher class.

Table 1: Effectif of the year 2015

Ecoles	Sector Of Teaching	Effectif	Total Success	Success Without Repechage	Success With Repechage
INST. NDAY	C.CATHOLIQUE	497	411	57	354
INST. BWENDEJI	C.PROTESTANTE	255	236	33	203
INST. KABONGO 4	C.ADVENTISTE	158	148	21	127
INST. LUPWEJI	C.PROTESTANTE	73	73	45	28
INST. NYUNDO	C.PROTESTANTE	170	137	25	112
INST. SENDWE	N.CONVENTIONNE	470	418	25	393
TOTAL		1.623	1423	206	1.217
POURCENTAGE			100%	14,4%	85,5%

Table 2: Effectif of the year 2016.

Ecoles	Sector of Teaching	Effectif	Total Success	Success Without Repechage	Success With Repechage
INST. NDAY	C.CATHOLIQUE	453	392	50	342
INST. BWENDEJI	C.PROTESTANTE	226	187	23	164
INST. KABONGO 4	C.ADVENTISTE	214	170	36	134
INST. LUPWEJI	C.PROTESTANTE	88	68	25	43
INST. NYUNDO	C.PROTESTANTE	135	127	24	103
INST. SENDWE	N.CONVENTIONNE	441	377	23	354
Total		1 557	1 321	181	1 140
Percentage			100%	13,7%	86,2%

2.6.2 Analyses of data

Through the operations, we come to note that the success rate to the examinations of fishing out 85,5% is superior to that without examinations 14,4% for the school year 2015, and the school year 2016, 86,2% of success to the

examinations of fishing out and 13,7% without examination of fishing out, therefore the success rate to the examinations of fishing out is *favourably* higher than that known as examinations. Indeed, the professor does not evaluate in order to evaluate, but simply to answer the administrative

obligations, i.e. to have the notes, which do not provide any information. On this subject, JEAN THERE (1999) <http://ww.ulg.ac.be/com/document/there> of 13/12/2007 says that more the share of the procedures of evaluation remain very empirical and sullied with subjectivity. The respect of some methodological precautions would make it possible to rehabilitate the evaluation and to increase reliability of it. It acts on the one hand teaching criteria (coherence triples it) and on the other hand the psychometric criteria.

Teaching criteria

Those can be translated under three fundamental questions to know:

- Is the evaluation coherent compared to the decision to take?
- Is the evaluation coherent compared to the objectives of training?
- Is the evaluation coherent compared to the methods of formation?

The questions thus will make it possible is to put the various appraisers to avoid certain confusions, such as the vision which can have vis-a-vis the difficulties for learners during a diagnostic or somatic evaluation. One observes great differences between the initial objectives and the mode of evaluation, the criterion of coherence, objective – evaluation makes it possible to avoid well generating obstacles of unjustified failures. The trainer will seek as much as possible to involve the learners into their auto-evaluation, the spirit deserves to be developed.

The psychometric criterion.

Any test must be valid, sensitive and faithful. In formation, the evaluation although less rigorous, must take as a starting point these three criteria to which we add other qualities such as an evaluation, awakening, formative and objective.

- The evaluation is discriminative which allows a logical interpretation of the results.
- Awakening: the *raison d'être* of an evaluation is not the reprimand of learning, nor classification rather it must provide lighting reference marks to the pupil instead of the tanker, thunder it, humiliate it.
- Formative: the evaluation applied in the course of training must be concerned with provide the tools of success.
- Valid: is valid, the evaluation able to check that what one measures, is well what one wanted to observe.

It must in this case avoid the parasites. This is why an evaluation should carry only on what was given in class or on what research carried. However, it loses its validity when it relates to the matters, the concepts or the turnings not exploited during trainings. One joined here coherence compared to the objectives of formation.

- Objective: it is objective when it produces the results which it is supposed to produce, i.e. depend on the object to evaluate and not subject. Whatever the teacher or the place where the pupil is evaluated, the exercise will produce the awaited result.
- Faithful: it is faithful when it can give the same results, if one managed to revalue same learning with the same tool at different times. That is to say the same test evaluated by

several qualified correctors or the same corrector at different times must provide comparable results.

With this quality Jean HOUSSAYE (1993, p. 236) known as that, generally, the most normalized matters (dictated, exercise of mathematics...) and the most closed tools (multiple-choice questionnaire) give place to a better fidelity and a broader use of notes, one can await 0 or 20. On the other hand, in essay, work of synthesis, it is rarer.

3. Conclusion

It is important to recall that research undertaken is related to the examinations of fishing out in the secondary schools and our population consisted of the officially agreed pupils of the secondary school of the Lubyayicity. In a random way, we constituted two samples of the pupils, the school year 2015 with a size of 1.565 subjects and the second of 2016 with 1.586 subjects. After the operations, we clearly noted that the success rate of learners after the examinations from fishing out are significantly high than the succeed rate of learners without examination of fishing out.

Far from the intention to rise us against this practice (examinations of fishing out) with sight of real waitings of good profile, rather with the way in which one makes of it use in various schools of the place (examinations of simple formality). In fact, the results which we reached, are also valid for several schools of our medium even of the cities of the country. In several schools, learners have two levels of which the apparent level, that of the class where the subject is (5th secondary humanities for example) and the real level, that of the class where the subject should really be (the really level awaited at one of 5th).

As the pupil assembles promotion under the blessing of same evaluative conditions, the training level worsens more, because learning them are promoted with the non-filled gaps.

To allow this practice to fully play its role, like a summative evaluation of second chance, the professors were to give more importance to two evaluations: the predictive evaluation and that formative. That one gets information with the trainers on the real level of learning before starting the program in progress that allows the pupils themselves to know which level of effort they must provide to rise towards the mean level to pass from one class.

MARC BRU (2006, p. 49) said: "one did not know childhood on the false ideas that one has, more one goes more one is mislaid (...) start to study your pupils bus undoubtedly you do not know them"

Indeed, here the formative evaluation joined the notion of the pedagogy of *maitrise* developed by BENJAMIN BLOOM, who rests on the assumption according to which all learning can arrive at a total *maitrise* or at least from 85 to 90% of concepts and taught operations if sufficient time is left and that adequate means are used. If the school fails, it is that these optimal conditions are not met, that the individual differences are not respected. BLOOM makes the

assumption that one would not observe such significant variations if the school took account of three variables:

- The degree of maitrise in the necessary prerequisite to any new training;
- The degree of the motivation to be learned;
- The quality of teaching, appreciated in particular on the aptitude, to implement the two factors précédants.//www.pagesperso-orange.fr consulted the 12/11/2007.

In a practical way, the examinations of fishing out will have all their value if the evaluations of end of the year are regarded, as predictive evaluation for the pupils in failure and the evaluations of fishing out like formative evaluation. With this intention, the organization capacity would lend so much significant between the proclamation of the first results and the organization of the examinations of fishing out as that is held in the higher education and university in order to allow failing to re-examine the matter for the second evaluation.

Or, learning them in question would profit from the meetings from remediation during which the professors will reiterate only the main part of the noted difficulties. It is at the end of this short summary formation which the revaluation will intervene, so that one will name EXAMEN OF REPECHAGE.

Thus the pupils who will succeed will be promoted effectively, their gaps will be filled. As PESTA LAZZI underlines it, the solution would consist in causing the pupil, to help it to find by putting it on the way while leaving the merits take some steps alone. Thus one will have helped learning how it to take foot, rather to want to facilitate the task under the pretext to help him. What is practised in several schools is only one form of slaughter with small fire of youth, that is to say a bomb with delayed-action of which the effects will be irreversible. PEDAGOGYCAND SOCIAL GENOCIDE.

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