

# Master Training for a Better Future for Learners in the Democratic Republic of Congo

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**Abstract:** *Teacher training is the starting point for any educational success within an education system. For a primary school to succeed in providing training to young people, one that enables them to read and write well, it must be endowed with competent teachers who have acquired solid initial training. In reality, those who would be admitted to the teaching humanities would only be the best learners, those who would stand out positively, because it will be a question of training the trainers. In the Democratic Republic of Congo, teacher training should be at university level. Thus, the education system in this country would avoid future teachers doubting their own ability to serve primary school.*

**Keywords:** Training, Teacher, Learner

## 1. General Introduction

For any society, youth is a sign of hope for its development, its future, because it ensures its continuity. Nations with low birth rates continually question the rejuvenation of the workforce. The prosperity of such nations will depend not only on the number of young people in a city, rather on the way in which this youth is supervised or trained. Left to itself, the youth succumbs to their curiosity. Either she falls into drug addiction or she is the victim of other misdeeds that lead straight to the drift.

The family welcomes the child, takes care of him, meets his needs until the subject is of age. For his education, the family places the child in charge of the school. This takes the young person in charge for several years to make him a useful citizen to himself and to society. In order to achieve such a result, it is necessary to have competent supervisors from basic school. Those who attend or follow the training in the "bad" schools (those which do not deal with the definite training of learners, rather a formal training), are often malformed and for the most part eliminated from the race for decent employment, and often abused in different ways. This requires good teachers and good schools.

*"Everything is well coming out of the hands of the author of things, everything degenerates in the hands of man."* Said Jean Jacques ROUSSEAU. [www.etudes-litteraires.com](http://www.etudes-litteraires.com) from 12/11/2019. Upon entering school, any learner is predisposed according to his level of intelligence, to follow the training provided by the teacher and to reach the required level depending on whether the trainer is competent. Teacher training is the backbone of a learner's academic future. All schools need good teachers.

It is not without reason that each nation defines a philosophy of education which supports its educational policy. It is also not without reason that each head of state reiterates the educational plan of his nation whenever he has the opportunity and especially during major political speeches.

The education of youth is therefore the cornerstone, the fulcrum of the future of any society. The best way to destroy a nation is to destroy its education system in many ways, including neglecting the training of trainers, not thinking

about equipping schools; neglecting the management of school ecology, management of learning activities, not properly studying the development of any reform ...

It is common knowledge that to this day, most young people leaving the sixth year of primary school in the Democratic Republic of Congo, to speak only of this segment, write and read hardly correctly. We will not condemn learners to this level of education. Given the development in different fields, fueled by the spirit of globalization, the training of primary school teachers is worrying. Our observations lead us to ask some basic questions for the merits of learners and the development of the education system. What would be at the root of the weaknesses of the training of learners at the end of the primary cycle?

In anticipation, we attest that the weaknesses in the level of training of learners at the end of the primary cycle would be attributable to several factors, among others, the overcrowded classes, the under-equipment of schools, the low level of training of teachers, the time allocated. Training and teaching practice, the equipment in various works dealing with didactics, pedagogy and other related branches, the socioeconomic situation of the families of students, and the average age of teachers which leaves much to be desired. Of all these hypotheses, we want to verify that the hypothesis dealing with the training of teachers, which becomes the only hypothesis of the research.

## 2. Theoretical Framework

### 2.1. Basic and related concepts

To fully understand this communication, we explain a few concepts among others, teacher training, primary school

#### a) Primary school

Primary school is the second level of training in the structure of the education system in DR Congo. Level coming after kindergarten. Primary school consists of six years of training to which two years will be added to constitute the basic training cycle that precedes the humanities. During these six years, each class is managed by a teacher for the whole year. Each master alone operates the program for the year under the supervision of the head teacher. To do this, the size of a

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class must not be excellent, for a room of 56m<sup>2</sup> the maximum number of learners will not exceed 40 learners. This is a level at which we need well-trained teachers and not those who come to learn the trade on the ground with more hesitation and uncertainty.

### b) Teacher training

The concept "training" is a noun, deriving from the verb Former. This is a polysemous concept. It is necessary to specify its meaning to understand it according to the context. According to the little Larousse illustrated 2018, to train means to give a certain form to; shape by instruction. In fact, talking about training is like talking about the action of training someone or giving shape to something. Regarding the teacher, it is a question of training a learner mentor at school. Said training is carried out in two ways, namely initial training and continuing training. The effectiveness of this one depends on that of that one. That is to say, if the initial training which is the foundation of the profession was perfect or acceptable, the result in the field will be good as well as continuing training in terms of retraining or other.

According to the teaching program for pedagogical humanities in the Democratic Republic of Congo, the training of the primary school teacher or teacher is four years after basic training, this is initial training.

### 2.2 Initial training of teachers

As already mentioned, the training that candidates for this noble profession received in the past in teacher training colleges is nowadays received in the educational humanities. This is basic training, on which the effects of continuing training will depend, as mentioned below. It is extended over four years, attested by a state diploma. The aim of this training is to provide future executives in primary education with a foundation for future careers. It is during this stage that student teachers acquire a solid training that develops their judgment, thinking, thinking, self-control, etc. It is during this period that they develop the level of general knowledge. They master the concepts of scientific bases namely, physics, mathematics, chemistry, anatomy ..., however it is during this same period that they master the languages of instruction. Regarding their future career, it is during this stage that student teachers acquire pedagogical, psychological and didactic concepts. They are introduced to teaching practice, ranging from didactic lessons to practical lessons to trial lessons. Don't the French say "*who too much embraces badly embraced?*" "

Perrenoud, attests to the subject of teacher training that: "*Of course, the development of societies across different fields entails the modification either of the subjects to be given to the learners, or of the methods and techniques which must adapt to the use of 'new teaching material. The ability to adapt to the rhythm of modernity which brings with it teaching, depends on the basic or initial training received by the subjects. Society evolves and transforms, teacher training must integrate this evolution. All nations are called to consider this reality*". (1983, [www.unige.ch/fapse/SSE](http://www.unige.ch/fapse/SSE) 2010,) accessed 03/02/2019.

As the author above attests, all nations would argue that the training of teachers, especially those at the primary or elementary level, should be given due attention to develop competent personnel. Scientific development is forcing schools to change the way they train teachers because they adapt their teaching to the demands of the moment to better train the students in turn. The new material resources are set up, the materials to be transmitted from time to time change. This is why the training of teachers within our education system must be rethought.

In view of the foregoing, the advent of the Internet favors the posting of new theories and other discoveries. Students can go without adult assistance to news of any kind, returning to class they become difficult cases to contain as their interest wanes. This situation forces student teachers to follow a well-designed curriculum to be able to deal with learners who are no longer like those of yesterday. For this Jean Calvin BIPOUPOUT, (2008, p. 113) says: "[...] that it is difficult to train student teachers in didactics if the advent of computers brings something new to teaching, I The computer can gradually dispossess the school of several of its traditional roles to provide structured information [...]".

Taking this advent into account, IT would weigh heavily on our education system given the precariousness of the material and financial resources of schools. Many schools would not be able to operate these tools effectively for several reasons. The difficulty in supplying electric power in educational institutions does not facilitate its use. Insufficient ICT tools in schools. This is why, during their initial training, student teachers must acquire a complete training which enables them to do without computer tools, knowing that these tools are very important for the training of young people from primary school. Thus, through the Internet, learners can move themselves towards new knowledge and the teacher will only have the task of organizing, of orienting the discoveries of the learners.

Furthermore, the teacher's task is changing, pedagogy is improving more and more, the demands of the profession are intensifying. The teaching function despite its demands, it is always less remunerative. Young people go to an educational option for lack of anything better and become difficult cases in the management of classes. Teacher trainers need to be trained accordingly and learn how to give a career taste to demotivated students.

For this reason, Danny CHABOTIER said "[...] *the teaching career is very complex. Apart from the scientific, didactic, pedagogical, psychological knowledge that student teachers must master during initial training, they must at the same time have teaching strategies, according to needs in order to be comfortable in their function and to be ready to accept changes during his career*". ([www.ceria.be/irg](http://www.ceria.be/irg) 06/14/2019.)

In some careers, only scientific or technical skills are sufficient to be considered a member of the group. There is a clear distinction between what is called "private life" and the demands of a career. In education, however, this is not the case, whoever engages in it does not only acquire skills scientifically speaking, but must also possess the human

values, the virtues that he will transmit to these learners through daily experience; the teacher being called to live what he teaches. Taking into account the complexity of the teaching profession and the fragility of the children to be educated, future teachers will have to acquire various human values, among other things, acting ethically, developing team spirit, working with order, having compassion. , character, respect for others ...

### 1) Act responsibly

In many functions, members do not like to hear them talk about manners. However, ethics are nothing to make people blush. According to James et al, (2011, p. 21) "It simply refers to a concern that may seem natural: that of fulfilling our moral duty and behaving properly towards others in the complex and imperfect world. In education, this means putting the satisfaction of the needs and good of our students above all other considerations. "

The future teacher will be prepared to carry out his career taking into account the requirements and precise rules. The teacher must demonstrate dignity, honesty, sincerity, etc. Throughout his future career, he will have to maintain multiple relationships, both with students, his fellow teachers, supervisors and parents. Ethics will help him to better manage his relationships with one another. It is this which leads man to distinguish between good and evil and enables him to become aware of his responsibilities, his duties towards the group, his profession, especially children. The future teacher must learn these good manners because for his students he is a model, an icon of life.

James et al (2011, p.21) say that: "*This imperative is imposed on us not only because it is good, but also because it is the surest way to establish a climate of trust, (...), so the ethics that teachers impose on themselves must be student-centered*".

### 2) Work as a team

Every teacher from initial training develops the spirit of teamwork to cooperate with all education partners. The work of the teacher is collective. Achieving goals is not the result of an individual. To properly train students, the school must work in collaboration between different school staff. The teacher will be in contact with the parents of the students, the school psychologist, etc., collaboration is a way of getting to know the child and helping him to progress better in his training.

Reason why, Gather Thurler states that: "*Studies have shown that the schools in which students succeed are those in which teachers cooperate, recognize that improving working conditions is a collective task and not an individual*". (2000 www.upmf-grenoble.fr)

Indeed, it is necessary for future teachers to learn to collaborate with the different partners, this is how they will pass it on to their learners. Otherwise, the students will only have developed beggarly. In addition, student teachers will have to mobilize knowledge in the human sciences for a correct interpretation of situations experienced in class and around the class and for better adaptation to school audiences; be informed about their role within the

educational institution and exercise the profession as defined by the legal reference texts; master the disciplinary and interdisciplinary knowledge that justifies the educational action; master the disciplinary didactics which guides the educational action; develop interpersonal skills linked to the demands of the profession; measure the ethical issues linked to their daily practice. To this end, teacher training must be the only way to bring innovations into the education system. Young teachers enter their careers with new training bases which would positively influence senior teachers who sometimes become routine in their teaching practices.

Philippe Perreoud, (1993) www.unige.ch/fapse/SSE,2011), points out that: "*each training institution, taking into account a strategic analysis of the evolution of the school system (s) with which it works, should define the next step in the training process for the profession, openly using new teachers as agents of change*".

### 3) Scientific training

From basic training, future teachers are called upon to master what makes them scientists. Whatever the teaching career is a vocation, for its effectiveness, the scientific part is of great value. During their career, future teachers develop knowledge relating to various theories of science which form the pillars of the teaching profession. Said knowledge ranges from the knowledge of the learner (affective, cognitive, psychomotor...), of the program, of the objectives, goal and finality, of teaching methods and techniques, of evaluation systems..., the teacher must know philosophy, physiology, social environment of learners, ...

In view of the above, the effectiveness of the future career will be proportional to the level of participation of the future practitioner in his own training, in other words, in the appropriation of knowledge and the development of personal inventiveness. Scientific training, it relaxes or opens the mind for further training, in order to stay in search of information on the development of the teaching career.

Considering the above, Patrice PELPEL, (1993, p.9) emphasizes the idea that initial training is the most important phase. The trainers of the teachers help the subjects in training not to memorize or to amalgamate the notions of the program, the didactic requirements ..., without understanding the substance, that is to say, the finality, the goal and the intentions. This is why the author states that "*the teacher is not a gear which multiplies at the level of the pupils the goal of education without modifying them. By the fact that he is a person, he has a part of free will, a free zone which constitutes his area of freedom.*"

In addition, during the initial training that future teachers develop the guidelines that determine the tips of the teaching process:

- It is first about "the intention to educate and the desire to help"; the teacher in his basic training, must have in mind the first idea that he is preparing for a heavy and at times thankless task, that of instructing children and being animated by the spirit of helping them to learn the different notions. This intention and this desire make him think willingly about his work, prepare his lessons easily,

prepare the various exercises, and really take care of his profession.

- Then, the intention of the teacher is remarkable for the real way of entering into practice, it is at this level that the relationship between different aspects of his work is noticed. What he is asked to do, (the administrative requirements, the schedules, the program), what he thinks he is doing is wanting to show how to deal with all these requirements, and what he does really, it is the execution of different tasks (punctuality, regularity, record keeping, evaluations made, delivery of notes, etc.)
- Finally, for the first two intentions to be realized, the teacher must acquire the necessary professional skills. On the one hand in the disciplinary field of content that he will have to teach, and in the psychological, didactic, docimological pedagogical field on the other. Since in primary school the teacher is the sole master of his class, he will therefore have to master several areas in order to properly supervise the young people in his charge, it is to have multidimensional skills to run a class.

It goes without hesitation that the initial training of the teacher is based on a trilogy namely, ethical, scientific and practical aspect. The ethical aspect requires the future teacher to develop interpersonal skills. How to live with learners in order to lead them towards mastery of learning. This is the aspect which invites them to the development of the mind, which will allow every future teacher to understand the fundamental reason for being present in front of his learners.

Jean François CONDETTE  
<http://www.journals.openedition.org/rfp.2028> of / 11/2011,  
 asks certain questions, a certain way of showing his concern about the initial training of primary school teachers in these terms: " *How can we succeed in training teachers who have both the necessary intellectual level and pedagogical skills which require the practice of their profession? How to train educated teachers and pedagogues who know how to interest their students while transmitting a lot of knowledge, certain values and useful working methods?* "

Given that the training of teachers is demanding, it is necessary that future teachers acquire both theories accompanied by multiple practices. During the training, future teachers should spend enough time in practice, this is one way to measure up against the obstacle. During the initial training, the trainee teachers will spend more time on internship, a way of developing their theoretical knowledge and their professional practices. In other words, Apart from the theories which the future teacher needs to master his future career, he must be prepared for them by professionalization exercises. That is to say, make contact with students in class, put themselves in a real teaching-learning situation. Initial training is intended to be that which trains student teachers capable of understanding their learners and responding concretely to their expectations. He must master the language of instruction, the subjects to be taught, the teaching methods. Through a good period of professional practice supported by the spirit of helping learners "learn to learn", future teachers develop their skills, their desire to become better and sharpen the profession of trainer for young people.

### 3. Field Findings

From a population of 1444 subjects, made up of finalists from the educational humanities of the town of Likasi in Haut Katanga in the Democratic Republic of Congo, we drew a sample of 265 subjects. We collected the data by means of an opinion questionnaire that we place in the appendix and the results of which we present in Table 1 below.

**Table 1 : Results of the opinion questionnaire**

Position Ordre des questions	Oui	%	Non	%	Tot.	
					Effectif	Proportion
N°1	37	14 %	227	85,9 %	264	1
N°2	77	29 %	187	70 %	264	1
N°3	232	89 %	32	12 %	264	1
N°4	83	31,4 %	181	68,5 %	264	1
N°5	59	22,3 %	205	77,6 %	264	1
N°6	61	23 %	203	76 %	264	1
N°7	93	35 %	171	65 %	264	1
N°8	26	10 %	238	90 %	264	1
N°9	216	81,1 %	48	18,1 %	264	1
N°10	189	71,5 %	75	28,4 %	264	1

#### Comment

Reading the table above, emerges the observation that 85.9% of the subjects have never had contact with the primary education program while they are in training; the majority do not have mastery of the concepts to be taught; they admit encountering difficulties during practical sessions; therefore many of them do not find pleasure in going to meet learners in schools. 90% are not confident in themselves about their training and 71.5% admit having dropped some lessons because they did not know how to go about it. Future teachers have a negative view of their own training.

### 4. Discussion

What meaning do metric data collected in the field give us? Teacher training is both theoretical and practical, it requires several concepts. In the democratic republic of the congo, this training spans four school years after basic training. Said training covers a large program consisting of languages, exact sciences, general culture and psycho-pedagogical training. The results as observed clearly show that teacher training is contentious. Candidates are not well equipped to be effective in their first year of entering a career. The results are so because the curriculum for future teachers does not include the content or subjects to be taught in primary school. The candidates master the teaching methods, techniques and the steps of the lessons, but do not know what they will have to go to teach, for this, the candidates hesitate, hate the teaching practice, because before going to class, they must first to struggle to master the very subject to be taught.

This is why Isabelle VINATIER (2013) attested that: "for teachers to learn to teach, teacher trainers must understand how this learning of the profession is constructed and for their part refine training systems that are more relevant than current practices"

## 5. Conclusion and Suggestions

Education is the basis of all nation development, but for it to really be so, it must be carried out under good conditions and by competent supervisors. We started from the observation that, most of the subjects leaving the sixth primary, in the Democratic Republic of Congo have more difficulties in mastering reading and writing whether in oral or written expression, except a minority coming from rare schools. The observation thus made, led us to ask ourselves a question formulated as follows: "What would be at the base of the weaknesses of the training of learners of the primary cycle? We responded in anticipation by asserting that the low level of training of learners could be attributed to several factors, including the low level of initial or basic training of teachers.

By analyzing the results of the survey, we understood that young people trained in several schools organizing educational humanities are not well trained; Moreover, they are not convinced of their own training, of their didactic and pedagogical achievements, the subjects even lack self-confidence in their profession and above all, they ignore the very subjects to be taught in primary school. However, it is these humanities that constitute the nursery of primary schools in matters of educational frameworks. As a consequence, students are poorly trained in primary schools because young teachers are not able to effectively manage a class.

The teaching profession is one of the most demanding. James M. et al (2011, p.2) attest that: "Yet many people mistakenly believe that teachers, at least in primary and secondary schools, can very well do without continuing to learn and be content, in the classroom. , knowledge acquired during their own studies, [...]"

In the same context, Lessard, Perron and Bélanger (1991) said: "*The professionalization of a profession is a long story. During the years and undoubtedly the decades to come, the teaching profession will be in transition* "

Considering the above, would not the DR Congo be behind in the philosophy of teacher training, by wanting to limit to this day, their training at the end of the educational humanities, that is to say a four-year training after basic training. The results of our survey clearly show that this would weaken the training of children at the primary level in advance, to speak only of this level of training.

Indeed, the experience of education systems, which top the rankings at the global level, nevertheless reveals patterns relating to the education and training of teachers. All these systems have standardized initial training in the form of a university course. [https // www.fr.unesco.org](https://www.fr.unesco.org) of 23/01/2019.

Christelle L. (2011), attests by saying that "*Given that the context in which future professionals will exercise their profession is changing, many university initial training programs have already been innovating for several years. Teacher training is also undergoing profound changes* "

Therefore, to improve teacher training, the education system in this country must take into account:

- School guidance, most young people are enrolled in educational humanities, either because they have failed elsewhere or because they say they are less intelligent; however, it is they who will be responsible for training children at the grassroots. As a result, there must be a good orientation for young people, and above all to direct to educational humanities only young people capable of a future profession;
- The nature of school management: Primary schools must be managed with all possible rigor; that there be the heads of establishments at the university level, those who have attended education sciences in the department of primary education;
- Criteria for hiring: respecting the hiring criteria for staff who take part in training young people in the humanities;
- In-service training: Strengthen in-service training for teachers on the content to be taught, evaluations, etc.
- It would be preferable to correct the curve in the training of teachers by giving them more time in training. That is to say, to make the training of teachers in the Democratic Republic of Congo a university training. To allow candidates to master the content to be taught and the techniques to be used, also developing the internship period for putting into practice the requirements of their profession, as is already common practice in several industrialized countries.

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**Annex**

**Questionnaire Addressed to Finalist Students of Pedagogical Humanities**

Dear students, the questionnaire which I ask you to answer in all sincerity is neither a contest nor an exam. It is simply a scientific study, carried out with the aim of finding ways and means, which will make the training of the teacher more effective, for the loyalty of our beautiful profession. We felt that you finalists are in a good position to provide us with the data we need.

So please help us by providing us with sincere information to the questions asked.

We guarantee your anonymity.

**Setpoint**

The questionnaire you receive is made up of the selected questions. We ask you to answer YES or NO depending on the reality of your training. To do this, circle the answer you think is correct based on the training you receive.

**Inquiry Questions.**

- 1) Does the school provide you with the primary education curriculum? " Yes or no ?
- 2) Do you have mastery of the concepts to be taught in elementary school? Yes or no.
- 3) During the practical sessions, did you encounter any difficulties in relation to the content to be taught. Yes or no ?
- 4) How satisfied are you with the number of lessons you taught in the practical sessions. Yes or no ?
- 5) Do you enjoy going to teach? Yes or no ?
- 6) In school, did you see the subjects you were supposed to teach in elementary school? Yes or no ?
- 7) Are you satisfied with the training you received in the humanities as student teachers? Yes or no ?
- 8) Do you have confidence in yourself when you go to teach in elementary school when practicing. Yes or no ?
- 9) Are class teachers telling you what to teach? Yes or no ?
- 10) During your teaching internship, did you ever drop a lesson or two on the schedule because you didn't know how to do it? Yes or no ?