

Causes Of Poor BEPC Results In Congo Brazzaville, Problems And Perspectives

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Abstract—This article deals with the problems that result from the poor results of children in the various state examinations, particularly the. In the school career, after the learners have left the primary cycle, a new cycle begins. Children enter a new cycle called the secondary cycle, which leads to a diploma that marks the end of the training and the BEPC. In the teaching-learning process, children are sometimes confronted with a certain number of difficulties that impact on their training and, by extension, on their end-of-year results. These difficulties are sometimes caused by the change of programs, the status of the teacher, the abandonment of monitoring by parents, the societal environment in which the child evolves. Repeating a year leads to a plethora of classrooms: these become insufficient and cannot contain all the students. This inadequacy is also observable on the administrative side. It is up to all the actors involved in the training of learners to find adequate means to remedy this problem.

Keywords—Learning, Causes, poor results, successes, failures

INTRODUCTION

It is currently difficult to conduct new research on the Congolese education system compared to the range of work already undertaken on this subject. Given the recurring academic failures in the various state examinations in the education system in the Republic of Congo for some time, researchers have tried to identify the causes and propose approaches to remediate them. Repeating a year leads to overcrowding in classrooms: they become insufficient and cannot accommodate all the students. This insufficiency is also observable on the administrative side. The whole of society is therefore involved in this problem. This is how the sociologist Émile DURKHEIM (2015) adds: "it is not man as nature made him but as society wants him to be".

The Congolese education system, given its many problems, does not allow for good schooling. The evolution of humanity is carried out in the direction of progress, of which the school is, without a doubt, the main architect. A good education without failures leads to a search for happiness. If there is a major concern affecting political authorities, administrative staff, parents of students as well as the students themselves, is that of Failure in State exams, in our case the BEPC, considered as one of the exams

allowing to go to the second level of secondary school.

1. Justification for the choice of subject

The idea of carrying out this research has been puzzling our heads when we look at the success rate in the various state exams in Congo which generally do not exceed 50 percent each year. The choice of this study aims to detect and diagnose the causes of failures in the BEPC, in order to propose remedial mechanisms. We chose this subject for three (03) main reasons. The first is linked to the desire to discover the causes of failure in the BEPC. The second relates to the desire to examine them. The third reason is to propose a remediation in the face of failures in the BEPC. For this study, an analytical methodology had to be proposed to effectively discover the reasons for school failures in the various state exams and in particular the BEPEC.

2. Definition of concepts and findings

Before clarifying all the meaning related to this subject, it is first necessary to define the key notions to effectively appreciate the contours of the subject. This is what some authors think, for example Durkheim (2015) who believes that

The scholar must always define the things he is dealing with, so that people know and he knows what is being discussed.

The concept of academic failure has not been the subject of a fixed definition. The concept of academic failure refers to different indicators: leaving school without a diploma, academic delay, weak academic skills (P. Merle, 2016). The academic failure of a child implies the inferiority of his level of academic acquisition compared to the levels of the average educational objectives for his age. In this situation of academic failure, the child who fails must carry out a certain psychological work, he has a serious mental problem, he must internalize the failure and the different statuses of underestimation compared to his comrades who have succeeded, he accepts and manages his academic failure. Academic failure affects the being in its entirety, both psychologically and socially (Dhebi Zheli, 2015). For Youcef Aïssani (2018) Academic failure can be defined as a class of events (repeating a year, bad grades, dropping out, absences, reorientations, etc.) that are relatively "abnormal" with regard to the objectives and expectations of the school institution, parents and the student. Because it challenges established norms, academic failure seems more likely than success to

trigger causal attributions (Llyod Bostock, 1983; Einhorn and Hogarth, 1986).

Exam results: The result comes from the Latin word *resultum* which means to result. By definition, failure is the result coming from something, therefore from the exam. That which results from an action, a fact, a principle, etc. The results of this event are incalculable (Dictionnaire littré 2015).

According to the UNESCO report (1998, p 136-138). Here are the statistics of school failure in developed countries, of which we have the example of Europe, specifically in France for the year 1997, school failure rose to 6%, then in America, specifically in Canada around the 1970s, in Quebec the school failure rate was 8.4%. In Africa, repeater rates vary between 30% and 50% according to a World Bank report (1988). For primary education, in Africa, the lowest repeater rates are 2% in Botswana and the highest are 35% in Chad; in South America, the lowest are 3% in Guyana and the highest are 15%, in Peru, in Asia they are respectively 0% in Azerbaijan, Cyprus, Kazakhstan and Mongolia and 30% in China.

3. Literature review

Several authors have addressed the issue of academic failure in a specific or subsidiary manner. These include:

-Philippe Grimaud (1991) in his state doctoral thesis in medicine supported at the University of Limoges in France, the author identifies the different causes of failure in children. He goes further by saying that these factors are variable and considerably influence the child's results whatever the level.

Wayitsomaya (2008) on " The etiological study of state examination failures within the Adventist school center of Lukanga ". She was concerned with determining the causes of failures in state exams. The author, after analyzing the data, arrived at the following results:

- Indiscipline would be the basis of the failures of the finalist students of this Adventist school center of Lukanga ; Insufficient tools would not be the cause of failures in state exams. Task conflict would not be a cause of failures in state exams. - The problem of docimology would be one of the causes of state exams. In this work, she worked with students from the Adventist school center of Lukanga , while we will work with all the teachers in the schools secondary of 2nd Lukanga .

Kahindo Syayira Fidel , 2008, on "the perception of the causes of school failures in Mususa commune in the city of Butembo "She started from the assumptions that academic failures are due to:

- The wrong methodology used by some teachers.
- The student's lack of interest in studies,
- Critical socio-economic conditions in the family;
- To the subjective evaluation of teachers;

- The non-regular and frequent control of the students' classic documents. In his work, the author worked with the finalist students of urban schools, while we work with the teachers of the rural Lukanga ,our major concern is to identify the opinions of the teachers of secondary schools in the face of academic failure (Dheba Fazili, 2015)

- Dheba Fazili, 2015 In his study on the opinions of secondary school teachers in Lukanga regarding academic failure, the author was concerned with determining the explanatory model of academic failure, while in our work we want to verify the opinions of secondary school teachers regarding academic failure.

This review is not exhaustive, as there are many other authors who have addressed aspects related to this research.

4. Problem

This research on academic failure in various exams examines the causes that contribute to the lack of success by students in various exams, particularly in the BEPC. To write this research, the following questions were asked:

What are the causes of BEPC failures in Congo-Brazzaville? What are the difficulties faced by learners in this said exam in Congo Brazzaville? What are the remedial avenues that can help resolve this problem in Congo Brazzaville?

4.1. MAIN HYPOTHESIS

Failures in the BEPC in Congo-Brazzaville could be due to the immaturity of the students.

4.2. SECONDARY HYPOTHESES

The cause of failures in the BEPC could be due to the complexity of the tests. Learners could be confronted with poor time management during exams. Political authorities, teachers and parents could be responsible for the lack of follow-up of learners. To remedy this, all stakeholders as well as partners involved in the organization of exams as well as their parents must raise awareness among children and support them. The need for a general meeting on education to comb through all the problems that undermine the Congolese school.

5. THE METHODOLOGY

The method used during this scientific work is: the deductive method, which is a method, which consists of evolving axioms and postulates to obtain demonstrations and explain phenomena. This derives from the Latin "de ducere". This deductive process leads from the general to the particular and is based on reasoning and logic. In reality, a comparison should also take place to compare the different BEPC results of the last four years to evaluate the results of the learners and draw lessons from them. Unfortunately, since the documents were not

available, it was difficult for us to grasp all the documents necessary for this purpose.

6. The Causes of Poor Results in the BEPC in Congo-Brazzaville

These are of several types:

6.1 On the social level

Failure in the BEPC is due to a certain level to the negligence of some parents towards their children. Indeed, it is sad to note that many of our parents do not make the studies of their offspring a credo, to the extent that they stop only at the purchase of school supplies, the payment of school fees. They ignore that the adolescent is marked by the age of puberty: a time when the child seeks to experience certain reality of life as a couple to the detriment of good academic performance. Thus, without lucidity and parental authority, the child lets himself be led by the desires of his age without measuring the risks. The laxity of parents constitutes a significant factor in poor results in the BEPC.

It is impossible to envisage academic success in general and in the BEPC in particular, if parents are deprived of adequate means. Studies, especially in certain years, require a good economic situation, to the extent that it will be necessary to pay school fees and make the uniform in order not to miss classes following the laws of the establishments. It should also be noted that inter-school activities such as tutorials and extra-curricular activities such as support centers where children go to improve themselves or to refresh their knowledge, require funding from parents. When parents do not have the means to meet all these needs, the child is exposed to failure.

6.2. On the educational and state level

Seen as the lack of attendance at classes, absenteeism goes hand in hand with other deviant behaviors: tailism, drug and alcohol consumption. It constitutes a real failure to fulfill the school obligation. A student does the "mutu proprio" ⁵ by skipping classes, runs a 90% risk of failure, because his notebooks will be out of date and he will be deprived of all the explanations of the course.

The political authority has a heavy burden concerning the poor results in the BEPC. The lack of infrastructure constitutes a great handicap. This lack means that there are overstaffed and the transmission will no longer be done properly. The phenomenon of lack of teachers is very remarkable especially in the interior of the country. This failure leads ipso facto to failure. The normaliens are fallow to the detriment of other untrained personnel.

6. 3. Environmental factors

They very often put themselves forward, and rightly so. But we must be vigilant, as there is a risk of masking everything else with this single problem. Nevertheless, many important studies (Bourgois, 1991, Chamagnol, Chevallier 1986) have shown that

a child's academic destiny is linked to the economic and cultural level of his family.

- The sociocultural level of the family which affects the child's intellectual level before affecting their academic success.

- Overall success during schooling is statistically better for the children of senior and middle managers, average for the children of farmers, the same for the children of industrial and commercial bosses, very average for the children of employees and workers, mediocre for the children of agricultural workers, service personnel, and for the children of parents without a position.

- The level of education obtained and the courses chosen are often related to the socio-cultural level of the parents: the most advantaged are often the youngest, tending towards the exact sciences, preferring the liberal professions, have often been influenced by their parents, while the most disadvantaged tend more towards short cycles, human sciences or even economic sciences.

6. 4. The child's personal component

The child himself must be judged, assessed according to his personal data, his possibilities, his own terrain, if possible outside all other external influences, which is often difficult. This reflection brings us back to the observation of obligatory difference between individuals. It necessarily leads to a heterogeneity of school populations, heterogeneity reinforced by the inequality of development rates, by the dispersion of ages at which children become able to learn 2 this or that learning, by the advancement of pubertal girls compared to boys.

Physiological development itself hinders variations: the pubertal period with changes in shape, size, weight, temporary dysmorphia, the crisis of youthful originality, the questioning of parental relationships, etc. are at the origin of physical and psychological disorders often detrimental to school activity.

Self-esteem at risk

When academic performance declines, a child's self-esteem can take a serious hit. Confidence in one's abilities diminishes, and this imprint can last a lifetime, affecting the individual's emotional well-being.

Limited educational prospects

An 8 student who fails at school may see his doors closed in the world of education. Opportunities for higher education or vocational training are reduced, which limits his career choices.

Impact on professional life

Academic failure can also cast a shadow over professional life. Adults who struggled in school may have difficulty finding a job that matches their skills, leading to dissatisfaction and financial problems.

A link with poverty

Educational failure is often closely linked to poverty. Students from disadvantaged backgrounds have less access to quality education, contributing to a vicious cycle of poverty, thus limiting economic opportunities.

7. The consequences of failure in school

When a child experiences academic failure, the consequences can be more profound than we think. This failure is not limited to grades in school; it leaves lasting imprints on both the individual and society. We will explore the repercussions of academic failure, from shattered self-confidence to long-term implications on society.

8. Solution approaches

It was thought that opening the doors of the school could be enough and the way in which the comprehensive school was implemented was not, from this point of view, satisfactory. So, indeed, dropping out of school appears as a problem a few years after a massification to which many people and union forces adhered because it opened access to school and access to culture, but a massification that was done in conditions that did not allow all students, and in particular those furthest removed from the school system, to fully benefit from what was done at school (Dominique Glasman et al, 2012). The first step to solving this problem is the detection of difficulties and academic failures. The solutions proposed: pedagogical, medical, the recommended orientations or the planned reeducations are then examined by the school teachers. Let's discover the solutions to the decline in the level of students:

To remedy the poor results in the BEPC, we propose that parents, the State, teachers and the student himself take on the responsibilities that are theirs.

8.1. Parents' duty

Education is the prerogative of parents. They must make the education of children their credo. Thus, for the improvement of students who are preparing for the BEPC, parents must devote their time to checking children's notebooks and encouraging them in the world of research . . . without forgetting a good diet so as not to discourage children.

8. 2. The duty of teachers

The teacher therefore pursues a double goal:

On the one hand, to raise the average level of education of the population high enough so that the vast majority can live appropriately in a society, in parallel with the evolution of science, technology and means of communication. Champagnole emphasizes that the history of the fight against school failure is punctuated by subjects that are removed, added, modernized and retraditionalized and in the end, the strong are always strong and the weak always weak (Chamagnard, 1986). On the other hand, to ensure that the individual has sufficient intellectual training.

This is why school failure in children is particularly serious. It is between the ages of 6 and 14 that the basics of education must be acquired. The fight against school failure must make it possible to offer the maximum chances of success to students, depending of course on their abilities. As a mirror of society, the teacher must demonstrate responsibility, punctuality, and assiduity in order to arouse a taste for learning among learners. The teacher must fulfill his function properly, because he comes to teach the course and not the yard.

8. 3. The duty of the State

It is the responsibility of the State to take charge of teacher training from the training school. Because destroying a country is not about engaging in an arms race but rather simply destroying its educational system. It is fitting that "education is the most powerful weapon to transform the world." said Nelson MANDELA. The State must therefore equip teaching and pedagogical materials in order to facilitate the transmission on the part of the teacher and at the student level an enrichment of the teacher's course thanks to the library.

8.4. Student's duty

"Success is at the end of the effort" said an adage. A student who faces an exam like the BEPC, must be aware and count on his own efforts and in collective work. He must avoid following in order not to be corrupted at the risk of turning away from the initial goal. His participation is strongly desired during classes, no absenteeism. He must be in search of knowledge in order to come out victorious in the BEPC.

CONCLUSION

All things considered; our study focused on the causes of poor results in the BEPC. To properly conduct this study, it was necessary to start from a postulate according to which, the failure of children in exams is due to several causes, this work, led us not to incriminate an individual by instilling in him the burden of failures in an exam such as the BEPC. But this responsibility is shared in four parts: the State, parents, teachers and the student himself, because, all have a role to play. The laxity of parents in ensuring an illegal passage in the higher classes leads to the increase in the failure rate. The teacher must demonstrate professionalism. The student must give himself in the work and the State must avoid the recruitment of bad trainers.

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