

School Failure of Girls in the School District of Talangai II in CE1 and CM1 Classes in Brazzaville, Republic of Congo



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ABSTRACT : Education is one of the fundamental rights of every human being. It plays a decisive role in the development process and is a consensus of the international community by recommending that every citizen has the right to an education that allows him to explore his potential and achieve his full development in order to contribute to the development of his society. It is envisaged to ensure access to quality basic education for school-age populations, with the main strategy of reducing disparities between boys and girls, equal opportunities and opportunities, and keeping girls in the system. In doing so, some developing countries have established a national evaluation system and the results indicate that girls perform worse than boys. This sad observation caught our attention and prompted us to conduct a study on the academic failure of girls in the Talangai II school district, particularly in CE1 and CM1 classes.

KEYWORDS : School failure, girls, school district, classroom, success

1. INTRODUCTION

Strategies for implementing the Education for All (EFA) goals and the Millennium Development Goals (MDGs) are at the centre of education debates in the international community. During these discussions, emphasis was placed on girls' education. Its importance has been proven time and time again. To this end, the World Conference on Education for All, held from 5 to 9 March 1990 in Jomtien, Thailand, recognized among other priorities access to and improvement of the quality of education for girls and the elimination of prejudices against them.

Today, despite the considerable efforts made to guarantee this right, the reality is such that many children and adults do not complete the basic education cycle they have begun, and others continue it to its end without acquiring the necessary level of knowledge and skills (UNESCO: 2000 pp 74-75). In the same vein, the World Education Forum in Dakar, Senegal, in April 2000 adopted a framework for action committing Governments to achieving six (6) goals, of which the following two (2) focus on girls:

"Ensure that by 2015, all children, including girls, children in need and children belonging to ethnic minorities, have access to and completion of free quality compulsory primary education;

-Eliminate gender disparities in primary and secondary education by

-2005 and achieve equality in this area in 2015 by ensuring in particular to ensure that girls have equitable and unrestricted access to quality basic education with equal opportunities to succeed" (UNESCO 2000 pp 36-37).

In addition, Congo has subscribed to the Millennium Development Goals (MDGs) for several years. Progress has been made in achieving the MDGs, particularly those related to education (IEP1 Planning Course 2013). However, challenges persist in some areas of education sector development, as is the case in several countries in sub-Saharan Africa. The EFA monitoring report (2008) since the 2000 Dakar Framework for Action, clearly notes that "based on current trends, 58 of the 86 countries that have not yet achieved universal primary education will not achieve this by 2015 and that gender equality remains elusive: sexual violence, insecure school environments and inadequate sanitation facilities have a disproportionate impact on the of girls, their participation and retention" (UNESCO, 2008).

To this end, the transition rate of girls from primary to middle school (78.6% for girls against 85% for boys) and from middle school to high school (30% for girls against 56% for boys) from 2006 to 2007 (MEPSA 2013).

The objective of this article is to analyze the school failure of girls in the Talangai II school district in CE1 and CM1 classes in Brazzaville, Republic of Congo.

2. LITERATURE REVIEW

Research on the theme of our investigation, which is: "Girls' failure at school", is rare in our country. But we used the search engine "Google" and a study close to ours allowed us to talk about some references. These are:

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Onkene (F.F), 2011, la comparaison des résultats scolaires des garçons et des filles du CM2 dans les matières de français et de mathématiques à l'école primaire, mémoire pour l'obtention du Certificat d'Aptitude à l'Inspection de l'enseignement Primaire (CAIEP), ENS, Brazzaville. These authors reflected on similar facts.

Stromquist said: "In poor families in particular, girls represent an immediate economic benefit. The very high opportunity cost of girls, represented by the loss of their contribution to domestic work compared to the future benefits they represent for their husband's family, lead to decisions that are not conducive to their education. These decisions are rational but they are based on a logic that considers women as secondary individuals, subordinated to the service of the family to ensure domestic work. Stromquist(N.P) 1997. Principle of educational planning ; Increase the participation of girls and women in basic education.

(Stromquist, 1994b) states: "Given that in industrialized countries there is a clear trend towards gender equality and that in some cases girls tend to perform as well as boys in mathematics, science and reading, it is not a question of biological ability. Differences in performance between girls And boys in developing countries are not related to girls' intelligence, but the fact that they have fewer opportunities to learn, teachers are less prepared to help them, and there are few supports or role models to identify with." Stromquist(N.P),1997. Principles of Educational Planning. Increase the participation of girls and women in basic education.

Warwick and Jatoi, (1994) stated: "Some differences seem to be that many girls, particularly in rural areas, have fewer means such as books. and competent teachers. It has been shown that teachers do not encourage their students to progress as much. It is not the result of inferior abilities because they are women. But because as women, they themselves have received only a very low level of training. An illuminating study carried out in Pakistan and using sophisticated multivariate analysis shows how what at first glance seems to be a correlation between gender and school performance, actually hides a complex chain involving constraints, low access to resources and limited social expectations." Education for all. Situations and trends 2000 assessment of prior learning. "The complexity of gender differences in school performance" is well illustrated by a study by Mioko Saito in as part of the survey, SACMEQ which focuses on the reading skills of students in the five African countries: Mauritius, Namibia, Zambia, Zanzibar and Zimbabwe.

Mioko Saito analyses the scores obtained in comprehension, commentary and text production, she observes that the general level of reading performance is poor in the five countries; But she adds, "There are no differences in average scores between boys and boys.

girls, neither at the global level, nor at the level of each reading skill examined. Thus, the higher illiteracy rate among women than among adult men cannot be explained by the level of learning achievement; A more likely interpretation is girls' lower access to school and higher drop-out rates. Saito's findings confirm data from a national study conducted in Zimbabwe in 1991 on sixth (6th) grade girls. On the other hand, they contradict the results of other studies from Mozambique showing that boys perform much better than girls in lower secondary examinations.

These contradictions, the author writes, "call for future research." Education for all.

Situation and trends 2000

Regarding the labour market, "in Côte d'Ivoire, women suffer from a higher unemployment rate than men, with 19.8% of women unemployed in 2008 compared to 12.1% of men. In addition, 54% of women were illiterate in 2009 compared to 39% of men. » Cahiers de recherche du FAWE vol.3.2013.

For Jean-Louis Auduc, the "Pact against school failure" of the Association of the Student Foundation for the City poses a problem on one point: it forgets that school failure is massively a male phenomenon. It is therefore necessary to take into account this singularity and to remedy it to try to understand it. It is fundamental in this area to reflect on the content of what could be a differentiated pedagogy adapted to each and allowing the success of all in classes where it is necessary at all costs to build a mix Positive. www.cafepedagogique.net .

Jean-Louis Auduc declares: "All the calls to fight against school failure are sympathetic, but by globalizing without distinguishing who are 'the 150,000 students leaving without a diploma' or 'the 20% of students not mastering the fundamentals of reading', they miss a real analysis of the reality of school failure in France. The Programme for International Student Assessment (PISA) 2012 report states that "the

Progression in France reading is mainly due to improved performance for girls." . Thus, between 2000 and 2012, the proportion of high-achieving students increased by 6% among girls compared to only 2% among boys, while in the same

At the same time, the proportion of pupils in difficulty increased by 6% among boys compared to 2% among girls. This indication shows a catastrophic situation in the field of reading for boys. It means that in France, more than one boy in four did not reach in 2012, the level of competence in reading comprehension considered a minimum to achieve to better succeed in his course, while this concerns only one girl in ten... www.cafepedagogique.net.

All this research shows that educational action is based on the intelligence of the individual and other factors, but not on whether one is a girl or a boy.

3. METHODOLOGY

The scientific method that allowed the collection and processing of our research data is subdivided as follows:

- the field of investigation;
- population;
- the sample;
- data collection instruments;
- the justification and conduct of the investigation;
- The difficulties encountered.

The literature review was essential and allowed us to consult and analyze relevant documents. Literature review is the use of documents to achieve a specific outcome. Thus, we consulted the transcripts (results) of the first quarter and second quarter 2014-2015 of girls in classes CE1 and CM1

Data collection instruments rationale and conduct of the survey. As part of our investigative work, we chose the questionnaire and the literature review as our data collection tool.

3.1. The Questionnaire

The Dictionnaire de la sociologie, Larousse edition of 1989 defines the questionnaire as a series of questions that are asked to an informant and which may concern opinions, representations, beliefs, or various factual information about himself or his environment.

"The questionnaire is an information-gathering instrument based on the observation and analysis of responses to a series of questions asked."

Ultimately and generally speaking, the questionnaire is a series of questions asked methodically for a survey. It is a means of collecting information about a given situation. It is therefore the most authentic means of communication used by the pedagogue to achieve objective results. In relation to our research. We thought it wise to send a questionnaire to four (4) categories of people: students, teachers, supervisors and parents.

For this purpose, we have opted for the technique of closed-ended questions and multiple choice questions. By these two modes of questioning, the subject is led to give his answer by a (yes) or by a (no) or then check in the box of his choice. This technique facilitates the analysis and allows us to quickly judge the points of view of our subjects in relation to our hypothesis.

3.2 – The Literature Review

This is the basis of all information. It has become an indisputable approach in the context of research. It allows us to consult and analyze relevant documents. Literature review is the use of documents to achieve a specific outcome.

Thus, we consulted the transcripts (results) of the first quarter and second quarter 2014-2015 of the girls in the CE1 and CM1 classes.

4. Data presentation and analysis.

4.1. Literature review.

The literature review allowed us to gather information from the results of the 1st and 2nd quarter of the current year of CE1 and CM1 students.

This literature review allowed us to know the level of work carried out by the girls in the CE1 and CM1 classes of six (6) schools. These documents revealed the results that we record in the tables below.

Table 4. Academic performance of CE1 schools in the first quarter

		Admis			Echoués	
Schools	Gender	N	ni	%	ni	%
AA Neto A	G	49	37	75.51	12	24.48
	F	61	54	88.52	7	11.47
18Mars A	G	78	61	78.20	17	21.79
	F	81	69	85.18	12	14.81
18Mars B	G	85	60	70.58	25	29.41
	F	96	62	64.58	34	35.41
Gaston Lenda B	G	58	42	72.41	16	27.58
	F	73	45	61.64	28	38.35

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Volonté Pop. A	G	25	23	92	2	8
	F	41	34	82.92	7	17.07
Volonté Pop. B	G	57	34	59.63	23	40.35
	F	44	30	68.18	14	31.81
Total	G	352	257	73.01	95	26.98
	F	396	294	74.24	102	25.75
	Total	748	551	73.66	197	26.33

Source: B.P.Okoua

From reading this table of school results for the first quarter of CE1, it appears that we have the results of seven hundred and forty-eight (748) students, with three hundred and fifty-two (352) boys and three hundred and four sixteen (396) girls. But five hundred and fifty one(551) students succeeded, including two hundred and ninety-four (294) girls. Girls achieved a higher success rate than boys, 74.24% for girls against 73.03% for boys, with a gap of 1.23%. The school that had more failures is the 18Mars B school, with 59 students out of 181, or 32.59%. The school with more admissions is the Popular Will A school, 57 students out of 66, or 86.36%. It is in the class of CE1 B of the school 18 March B that we found the most failures, 59 students out of 181, or 32.59%. While the class in which there were the most admitted is the CE1A of the Popular Will A school, 57 students out of 66, or 86.36%.

Histogram representing first quarter results (CE1)

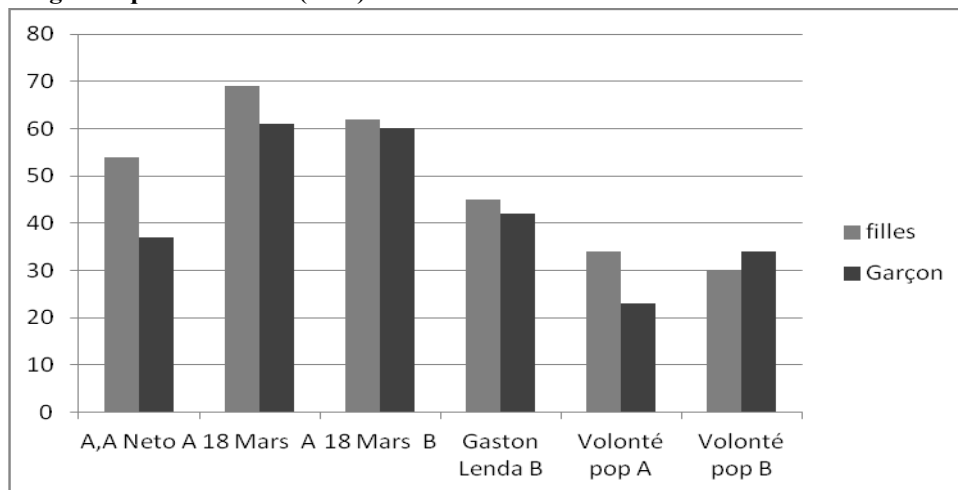


Table n°5. School performance of CE1 schools in the second quarter

Schools	Gender	N	Admitted		Stranded	
			Ni	%	ni	%
AA Neto A	G	48	39	81.25	9	18.75
	F	67	57	85.07	10	14.92
18Mars A	G	72	49	68.05	23	31.94
	F	75	70	93.33	5	6.66
18Mars B	G	88	61	69.31	27	30.68
	F	92	68	73.91	24	26.08
Gaston Lenda B	G	61	45	73.77	16	26.22
	F	69	39	56.52	30	43.47

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Volonté	G	26	22	84.61	4	15.38
PopA	F	42	35	83.33	7	16.66
Volonté	G	47	33	70.21	14	29.78
Pop. B	F	43	32	74.41	11	25.58
Totaux	G	342	249	72.80	93	27.19
	F	388	301	77.57	87	22.42
	T	730	550	75.34	180	24.65

Source: B.P.Okoua

It appears from reading this summary table of the academic results of the second term that we have the results of seven hundred and thirty (730) students with three hundred and forty two (342) boys and three hundred and eighty-eight (388) girls. Five hundred and fifty (550) students have three hundred and one (301) girls. The results of girls are significantly higher than those of boys, i.e. 77.57% for girls against 72.80% for boys, with a gap of

4.77%. To this end, it was found that the school that has more failed students is the Gaston Lenda school with 46 students out of 130, or 35.38%. While Popular Will A is the school that has recorded the most students admitted with 57 students out of 66, or 86.36%. It is in the class of CE1 B of the school 18 March B that was recorded the most failed with 51 students out of 180, or 28.33%. While the CE1 A class of the Popular Will A school is the one that has the most admitted with 57 students out of 66, or 86.36%.

Table n°6. Academic performance of CM1 schools in the first quarter

schools	Gender	N	Admitted		Stranded	
			ni	%	ni	%
Ecoles	G	61	51	83.60	10	16.39
	F	62	59	95.16	3	4.83
18Mars A	G	87	65	74.71	22	25.28
	F	73	52	71.23	21	28.76
18Mars B	G	101	46	45.54	55	54.45
	F	126	71	56.34	55	43.65
Gaston Lenda B	G	58	40	68.96	18	31.03
	F	66	44	66.66	22	33.33
Volonté Pop. A	G	52	39	75	13	25
	F	32	25	78.12	7	21.87
Volonté Pop. B	G	38	18	47.36	20	52.63
	F	41	24	58.53	17	41.40
	G	397	259	65.32	138	34.76

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Total	F	400	275	68.75	125	31.25
	T	797	534	67	263	32.99

Source: B.P.Okoua

A reading of this summary table of the academic results of the first term reveals that seven hundred and ninety-seven (797) students including four hundred (400) girls. Five hundred and thirty-four (534) students passed, including two hundred and seventy-five (275) girls. Work

performed by girls is higher than that of boys, i.e. 68.75% for girls against 65.32% for boys, which gives us a gap of 3.52. Thus, the school that has obtained the most failed is the school 18 March B with 110 students out of 227, or 48.45% and the class that has had the most failed is that of CM1 of the school 18 March B. However, the AA Neto A school received the most admissions, 110 students out of 123, or 91.66%.

Histogram representing first quarter results (CM1)

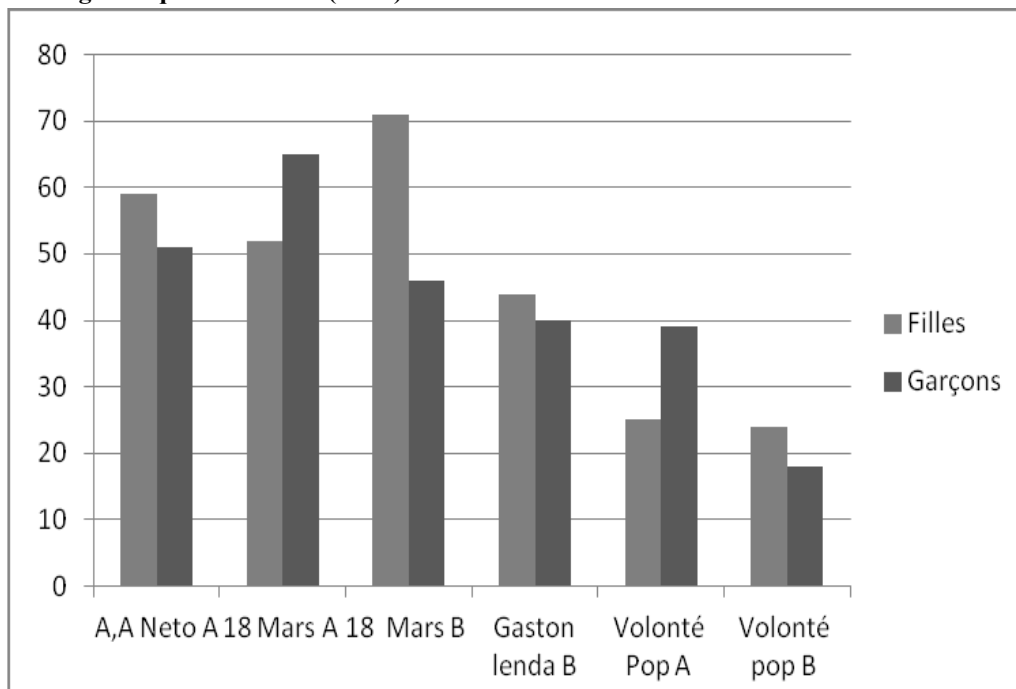


Table n°7. Academic performance of CM1 schools in the second quarter

Schools	Gender	N	Admeted		stranded	
			ni	%	ni	%
A.A.Neto A	G	65	47	72.30	18	27.69
	F	57	51	89.47	6	10.52
18Mars A	G	79	63	79.74	16	20.25
	F	89	68	76.40	21	23.59
18Mars B	G	95	65	68.42	30	31.57
	F	112	70	62.50	42	37.50
Gaston Lenda B	G	55	29	52.72	26	47.27
	F	59	43	72.88	16	27.11
Volonté Pop.A	G	54	35	64.81	19	35.18
	F	34	21	61.76	13	38.23
Volonté Pop. B	G	37	30	81.08	7	18.91

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	F	38	33	86.84	5	13.15
Total	G	385	269	69.87	116	30.12
	F	389	286	73.52	103	26.47
	T	774	555	71.70	219	28.29

Source: B.P.Okoua

From this summary table of academic achievements, it appears that seven hundred and seventy-four (774) students took part in the assessments, including three hundred and eighty-nine (389) girls. Five hundred and fifty-five (555) students passed including two hundred and eighty-six (286) girls. The results of girls are significantly higher than those of boys, i.e. 73.52% for girls against 69.87% for boys. For this purpose, the school that recorded the most failed is the school 18 March B with 72 students out of 207, or 34.78% and the class with the most failed is that of CM1 of the school 18 March B. The Volonté Populaire B school is the school that has achieved the most admissions with 63 students out of 75, or 84% and its CM1 class also has the most admissions.

Histogram representing second quarter results (CM1)

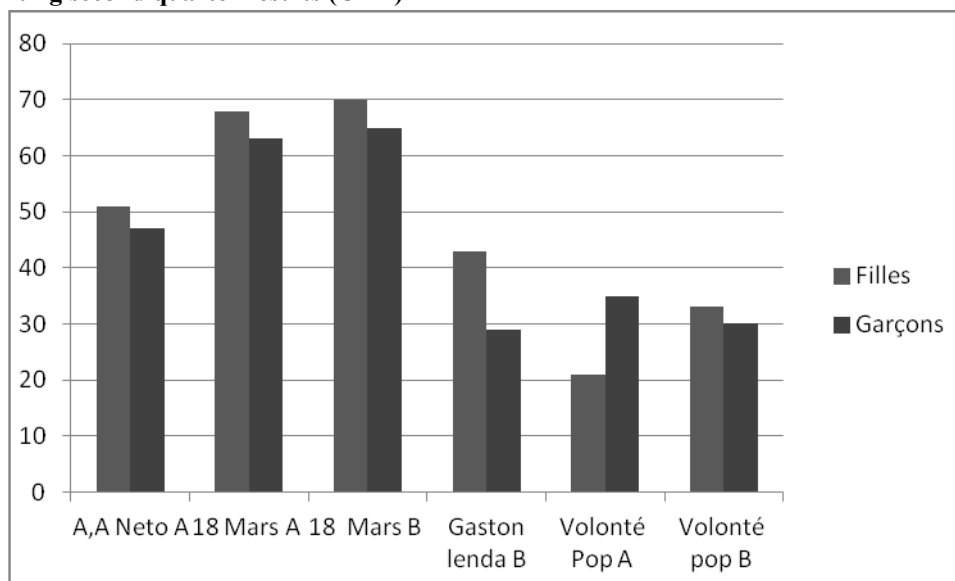


Table n°17: Answers to the CM1 questionnaire: Popular Will School A. N= 41

responses Questions	Oui		Non	
	Ni	%	ni	%
q1proximity	24	58,53	17	41,46
q2passion for school	41	100	0	0
q3frequency of school	41	100	0	0
q7 Execution of the dishes	16	39,02	25	60,97
q8Running the laundry	13	31,70	28	68,29
q9execution for others activities	14	34,14	27	65,85
q10 Frequency prevention at school	41	100	0	0
q11 Preventing homework at home	13	31,70	28	68,29
q12 affection for the teacher	41	100	0	0
q14 Good academic results	28	68,29	13	31,70
q15 Blame after poor results	25	60,97	16	39,02
q16 doubling	20	48,78	21	51,21

Source: B.P.Okoua

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4.2. De the student-school relationship

This area of interest is addressed by three questions, the information of which is as follows: From the point of view of proximity to the school: 24 students, or 58.53% admit to being close of the school, compared to 17 students, or 41.46% who say they are not close to the school.

On the subject of passion for school: students unanimously have a passion for school. Regarding frequency at school: all students recognize their frequency at school.

4.3. De the student-activity relationship

The information in this area of interest is dealt with by five questions, the content of which is the next:

From the point of view of the execution of dishes, laundry and other activities: 16 students, either 39.02% admit to washing dishes before going to school, compared to 25 students, or 60.97% who say they did not do the dishes before going to school. 13 students, i.e.

31.70% do laundry before going to school, compared to 28 students, or 68.29% who do not do laundry before going to school. As for other activities: 14 students, or 34.14 per cent, admit to performing other activities, compared with 27 students, or 65.85 per cent, who say they do not perform other activities.

From the point of view of frequency prevention at school and homework: students unanimously agree that these activities prevent frequency at school. 13 students, or 31.70%, say that these activities prevent homework, compared to 28 students, or 68.29% who say they are not prevented by these activities.

4.3. De the student-learning relationship

This focus is addressed by four questions, the content of which is as follows. From the point of view of affection for the teacher: all pupils have affection for their master.

About the quality of academic results: 28 students, or 68.29%, admit to having good academic results, against 13 students, or 31.70% who admit to having poor results.

Regarding blame: 25 students, or 60.97%, say they are blamed when school results are poor by their parents, compared to 16 students, or 39.02% who say they are not blamed by their parents when academic results are poor. As for repetition: 20 students, either admit to having repeated the grade, against 21 students, or

51.21% who say they have not repeated the class.

4.4. De the student-school relationship.

It is dealt with by three questions, the information of which is as follows:

From the point of view of proximity to the school: 26 students, or 65% admit to living close of the school, compared to 14 students, or 35% who do not live close to the school. Regarding the passion for school: students unanimously recognize their passion for school.

4.5. De the student-activity relationship

The information in this area of interest is addressed by five questions, the content of which is as follows: From the point of view of performing dishes, laundry and other activities: 12 students, or 40% admit to doing the dishes before going to school, compared to 28 students, or 70% who do not. Laundry: 11 students, or 27%, say they do laundry before going to school, against 29 students, or 72.50% who do not. As for other activities: 8 students, or 20% admit to performing other activities, compared to 32 students, or 80% who do not step.

About the impediment to the frequency at school and to do homework by these activities: 12 students, or 30% recognize the impediment by these activities to the frequency at school and the execution of homework, against 28 students, or 70% who believe that these activities do not prevent the frequency at school and the execution of homework.

4.6. De the student-learning relationship

This area of interest is addressed by four questions, the information of which is as follows: From the point of view of affection for the teacher: students unanimously have affection for their teacher. Regarding the quality of academic results: 28 students, or 70%, say they have good academic results, compared to 12 students, or 30% who say they have poor academic results. About blame after poor results: 17 students, or 42.50% say they are blamed by their parents, compared to 23 students, or 57.50% who say they are not blamed by their parents.

As for repetition: 19 students, or 47.50% admit to having repeated the class, against 21 students, or 52.50% who say they have not repeated the class.

5. Analysis of the questionnaire sent to parents

This questionnaire includes 11 questions, divided into two areas of interest: Student-school work relationship Student-other activities relationship

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5.1.De The Student-School Work Relationship

The information of this center of interest is as follows:

About family size: six (6) parents have four (4) children each, or 30%; six (6) other parents have five (5) children each, or 30%; Six (6) other parents each have six (6) children, or 30% and two parents each have nine (9) children, or 10%. Regarding the level of education of parents: it appears that five (5) parents have primary level, or 25%; six (6) parents have the middle school level, i.e. 30%; five (5) parents have high school level, or 25% and four (4) parents have university level, or 20%

From the point of view of children's schooling: they unanimously recognize that their children go to school. Regarding housework and school attendance of children: twenty (20) parents unanimously recognize the regular school attendance of their children.

5.2.De The Student-Other Activities Relationship

The information of this center of interest is as follows:

From the perspective of the impact of housework on academic performance: twelve (12) Parents recognize the influence of housework on school performance, 60% and five (5) others do not recognize it, i.e. 40%. Regarding the other causes that contribute to girls' absences: six (6) parents feel that they are too young, or 30%; four (4) parents have difficulty understanding the teachings, i.e. 20%; two (2) experience custom/religion, i.e. 10%; Four (4) experience headaches, or 20%, and four (4) parents mention parental poverty, or 20%.6. Analysis of the questionnaire sent to teachers

This questionnaire includes 15 questions divided into three (3) areas of interest, namely: Teacher's behaviour towards work
classroom Practice

Relationship between domestic tasks and school work

6.1. Teacher Behaviour Towards Work

The information of this center of interest is as follows:

About equity: twenty-seven (27) teachers recognize that there are more girls than boys, or 85%, and three (3) teachers recognize the significant equality between girls and boys in their classroom, or 15%. From the point of view of school attendance: eighteen (18) teachers say that girls' school attendance is regular, i.e. 90% and two (2) teachers do not, i.e. 10%. Regarding the behavior of teachers: eighteen (18) teachers, or 90% recognize that teachers do not use the chicotte while two (2) teachers, or 10% say that some teachers use the chicotte.

Regarding knowledge of the causes of girls' absences: eight (8) teachers, or 40%, know no cause of absences; six (6) teachers or 30% mention the lack of support; four (4) teachers, or 20%, mention the lack of supervision at home; One teacher, either 5% experiences the cause of illness and another teacher, or 5% experiences the cause of preference for games.

6.2.De Classroom Practice

It is dealt with by four questions, the information of which is as follows:

From the point of view of teacher bias: four (4) teachers, or 20% acknowledge that they work more with girls than boys, while sixteen (16) teachers or 80% recognize that they work with both girls and boys.

Regarding the impact of absences on girls' work: it appears that fifteen (15) teachers, or 75%, say that absences affect girls' academic performance, compared to five (5) teachers, or 25% who say that absences do not affect girls' academic performance. About improving girls' academic performance: Four (4) teachers, i.e. 20% have no strategy; three (3) teachers, or 15%, suggest that girls should be given priority during school emulations; a teacher, or 5% suggests reading more; a teacher proposes to punish absentees and make questions about previous classes before starting class; Another teacher says he organizes debates around early sex life and its consequences; Six (6) teachers, or 30% suggest multiplying homework and encouraging them to study for their success and four (4) teachers, or 20% say they use curative pedagogy.

6.3. Relationship between Domestic Tasks and School Work

The information of this center of interest is treated by 5 questions and are as follows: In terms of the impact of domestic work on girls' academic performance: nineteen (19) teachers, or 95%, acknowledge that domestic work influences girls' academic performance, compared to only one teacher, or 5%, who states that domestic work does not influence girls' academic performance. Regarding the influence of teacher gender on girls' academic performance: thirteen (13) teachers, or 65%, recognize the influence of teacher gender on girls' achievement, compared to seven (7) teachers, or 35%, who affirm the non-influence of teacher gender on girls' achievement. Regarding the problems affecting girls' school attendance: two (2) teachers, or 10%, affirm the use of the chicotte by the teacher; eight (8) teachers, or 40%, are responsible for performing domestic work; one teacher, or 5%, mentions the distance from school; two (2) teachers, or 10% support parental poverty; a teacher talks about the difficulties of understanding the teachings; Four (4) teachers, or 20% report early pregnancy, compared to two (2) teachers, or 10% who say parents' divorce

7. GENERAL SYNTHESIS OF DATA

7.1. The literature review

In view of the results obtained, in general, it is clear that the girls have been assiduous, less distracted, attentive to classes with more assets to succeed. This has been proven by their work from academic results. Thus, they presented higher academic results in the first and second trimester, 77.77% compared to those of boys, or 71.24% with a gap of 6.53%.

7.2. The questionnaire

From three areas of interest: the student-school relationship, the student-activity relationship and the student-learning relationship, what will we remember from this instrument! Regarding the question on the proximity of the student to his school, 86.56% of girls live close to the school against 13.43%. On the subject of affection towards school, all girls have affection towards school, i.e. 100%. In terms of school frequency, all girls attend school regularly, i.e. 100%. As for who do you live with, 37.31% of girls live with mom and dad; 10.44% of girls live with Dad; 10.44% of girls live with mom and 41.79% live with a guardian. Regarding means of transport for school, all girls go to school on foot, i.e. 100%. Regarding the size of the family that lives in the house, 14.92% live in a household of 2 children; 13.43% live in a household of 3 children; 19.40% live in a household of 4 children; 11.94% live in a household of 5 children; 16.41% live in a household of 6 children; 11.94% live in a household of 8 children and 11.94% live in a household of 9 children.

As for household activities, 94.02% do not, compared to 5.97% who do it. About affection for the master or mistress: 98.50% love their master or mistress, compared to 1.49% who do not.

As for the causes that explain the absences of students: 16.41% experience eye pain; 11.94% of earaches; 10.44% being too old; 4.47% too young; 5.97% fear of the master; 16.41% parental poverty; 10.44% works Household; 10.44% learning difficulties; 4.47% religion/custom and 8.95% preference for games. From the point of view of this year's academic performance: 94.02% performed well, compared to 5.97% who did not perform well. Regarding parental blame for poor child labor, 85.67% are blamed and 14.92% are not.

Regarding the repetition of the class, 49.25% have already repeated the class against 50.74%. In terms of help with homework, 55.22% work alone; 2.98% work with Dad's help; 2.98% work with the help of mom and 38.80% work with the help of the brother/sister.

As for the coaches, from the point of view of gender equity, everyone recognizes that there are more girls than boys in their schools. Of school attendance, they unanimously recognize that school attendance is as regular for girls as for boys.

Regarding gender preference in practice, it appears that 85.71% of supervisors say that teachers work more with girls than boys, compared to 14.28% who work without gender preference. Regarding the success rate of girls: two (2) supervisors know the actual success rate of girls which is 65.65%, against Five (5) supervisors who do not know it.

Causes of girls' failures include parental divorces, parental care, puberty, early pregnancy, domestic work and discrimination. From the point of view of helping girls succeed: they proceed by raising parents' awareness for the care of their children; sensitization of girls on family education and health education; organizing exchanges of views with girls in order to show them the value of the school. As for parents, about family size: 30% have four (4) children; 30% have five (5) children; 30% have six (6) children and 10% have nine (9) children.

Children's schooling: they unanimously recognize that their children go to school. From the point of view of the impact of housework on academic performance: 60% acknowledge the influence of housework on school performance, compared with 40% who do not recognize it. To teachers, on equity: 85% say there are more girls than boys, compared to 15% who recognize the significant equality between girls and boys in their classroom. On school attendance: 90% say girls' school attendance is regular, compared to 10% who do not.

Regarding teacher behaviour: 90% agree that teachers do not use chicotte, compared to 10% who say that some use chicotte. From the point of view of improving girls' academic performance: 20% of teachers have no strategy; 15% suggest that girls should be rewarded with school emulations; 5% suggest reading more; 5% propose to punish absentees and make questions about previous courses before starting class; 5% say they organize debates around early sex life and its consequences; 30% say they multiply homework and 20% suggest using curative pedagogy.

On issues affecting girls' school attendance: 10% say the use of the chicotte by the teacher; 40% are responsible for performing domestic work; 5% mention remoteness; 10% support parental poverty; 5% mention the difficulties of understanding the teachings; 20% say teenage pregnancies and 10% say parents divorce.

8. INTERPRETATION OF RESULTS

After the analysis of the data collected, the analysis of the results obtained revealed to us a lot of facts. We drew certain conclusions at each stage of the analysis. From these conclusions, we now want to verify our questions that have made the purpose of the lines of inquiry to better understand the importance of the data.

1°) What is the performance situation of girls in the school district of

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Talangai II and particularly in the classes of CE1 and CM1?

To answer this question, an instrument was used, namely the literature review. In view of the results, the girls were more attentive, diligent and engaged in studies. The performance situation of girls is not so bad as evidenced by the results of the literature review of the first and second trimesters. These results are higher for girls, 77.77% against 71.24% for boys with a gap of 6.53%.

2) What factors explain the returns and especially in the case of the failures of these girls?

With regard to this question, questionnaires addressed to pupils, parents, teachers and supervisors were the instrument used. Analysis of the data revealed that 16.41% cited the cause of eye harm; 11.94% the cause of earache; 10.44% the cause of being too old; 10.44% parental poverty; 10.44% learning difficulties;

8.95% preference for games; 4.47% being too young and 4.47% by custom/religion. Also, we must add 10% the use of chicotte by teachers; 5% distance from school; 10% say the parents are divorced; puberty and early pregnancy.

3) What can be the means to reduce the factors that influence girls' returns?

To verify this question, a questionnaire addressed to teachers and that addressed to framers were exploited. From the analysis of the data, it appears that 4 teachers prefer to give them a lot of homework and encourage them to read their lessons a lot, either 20% ; 1 teacher advises that a woman who does not contribute to the management of her household is not respected by her relatives, i.e. 5%; 1 teacher also advises girls to follow his example, i.e. 5%; 1 teacher says they avoid automatic passage to the next class, i.e. 5%; 1 teacher talks about having good or good friends, or 5%; 1 teacher prefers to entrust them with the sweeping service of their class and guard of chalk and rag, i.e. 5% and 7 teachers the practice of sport by organizing dzango and handball sessions, i.e. 30%. As for the supervisors, they would talk about raising parents' awareness of taking care of their children; raising girls' awareness of family and health education; Organization of exchanges of views with girls in order to show the interest of the school

9. CONCLUSION

We understood the difference between girls' and boys' academic performance. The literature review based on the results of the first and second quarters of the current year revealed that girls performed better than boys, 77.77% for girls compared to 71.24% for boys with a gap of 6.53%. In doing so, the first hypothesis gave the bias of academic failure to the irregular attendance of girls. But in view of the results of the research, , it appears that the failure of girls at school is not attributable to their absences, as evidenced by the results of question 7 addressed to supervisors, i.e. 71.42%. Referring to question 3 addressed to students, all students always come to school. So, this hypothesis is invalidated. However, the second hypothesis would explain the absences of girls by social and pedagogical causes. Indeed, the research results have revealed, among other causes: diseases; too old; too young; parental poverty; learning disabilities; preference for games; custom/religion; puberty and parental divorce. This hypothesis is therefore confirmed. Regarding the third hypothesis, which consists in the introduction of school canteens, could be one of the ways to reduce girls' school failure, the analysis of the data collected showed that schools that do not have school canteens are also performing better than those with school canteens. In the second trimester, for example, the results of the Volonté Populaire A school in CE1 which does not have a school canteen are higher than those of CE1 of the 18 Mars B school which benefits from the school canteen, ipso-facto this hypothesis is not confirmed. With regard to the verification of the assumptions, we can be entitled to say that the objectives have been achieved.

Despite the small difference in success rates during the two terms, it appears that there is a problem with the quality of results within our school system. The substance of the problem under study is to want to understand whether academic performance is related to gender. Since the gap in the success rate between girls and boys is not so great, we would refrain from saying that educational action is based on gender, the Congo is making an effort to enrol boys and girls in school under the same conditions. Ultimately, as the field of research is still open and inexhaustible, we invite other researchers to explore other avenues for a better understanding of the issue of gender.

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