

Critical Study of the Schooling of Primary School Students Living Outside the Parental Roof



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ABSTRACT: This research focuses on the Critical Study of the Schooling of Primary School Students Living outside the Parental Roof in the Ngaliema III Educational Sub-Province in the City of Kinshasa, with the objective of knowing whether the parental roof influences the student's schooling. To achieve this objective, it was necessary to use the survey method using the survey questionnaire.

The data collected in the field and processed through the percentage calculation and the chi-square test is as follows: the way in which these pupils living outside the parental roof are treated in the adoptive families has a great influence on their academic results (77.9%), when the school convenes the parents' meeting, no person in charge shows up (50.5%), so the tutor designates someone else to represent him, Students living outside the parental roof deplore the infrequent conversation with the tutor whose ignorance of their problem by their tutor and moreover the tutor, Hardly fulfills their promise, if not belatedly. In addition, excessive housework, injustice, threats and violence characterize their lives lived according to the chi-square test result

KEYWORDS: Schooling, Guardianship, Adoption, Parental Roof, Child

INTRODUCTION

The education and quality instruction of young people is the major challenge of the governments of the countries. This is justified by the impact that this sector has on the development of any nation. This is why many governments are making great efforts to educate young people.

However, due to various circumstances, a school-age student may find himself far from his parents; in his own country or abroad. In view of the increasing number of this category of children, it seems interesting to examine the conditions of their schooling and to see ways and means to ensure that their future is not mortgaged.

Adoption is certainly a great and beautiful thing in itself, since at the same time as it allows adults in need of children to access parenthood, it allows children whose parents cannot provide care, and to find parents who will provide them with everything they need.

However, many questions arise. Adopted children are first abandoned children, and who have often experienced difficult living conditions at first. Does adoption allow the resumption of favorable development despite these poor starting conditions? It is a long and complex process. Adoptive parents can act as "resilience tutors for the child who is moving into new arms". However, they can be put in difficulty. It is not always easy for bonds to be formed between a child who has been able to learn not to trust adults, and parents who wish to make a stranger their child. In addition, it is in terms of attachment that we can understand the challenges of adoption. When we talk about attachment, we retain the relational characteristics and representations (internal operating models) that a child constructs with a figure of care, a basis of security, a basis of trust.

However, it all seems to depend on the reasons behind the adoption. Indeed, infertility and the need to resort to adoption to start a family can therefore constitute a narcissistic wound, cause feelings of guilt and failure and be a source of social stigmatization. Moreover, even for fertile adopters who already have children and who have voluntarily chosen adoption rather than procreation, the absence of a carnal bond with their adopted child also carries with it a dimension of loss linked, for example, to a lower sense of legitimacy and the impossibility of finding answers to questions about the child's origins. Although their difficulties may be similar to those of all families, it is not uncommon for them to be interpreted as specific to adoption, which makes their status more fragile. Most authors maintain that, on the part of adoptive parents, the mourning of biological kinship is a necessary condition for the adequate reception of the adopted child. This idea is also at the heart of the psychosocial evaluation of adoption projects.

However, at the emotional and identity levels, this child must also assume various losses: the loss of his biological parents and his origins, the loss of a sense of stability and genealogical continuity, the loss of status linked to the fact of being

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different, of not having been wanted and of having been abandoned. All of these losses would be a source of potential stress and emotional vulnerability, even for the child who was adopted at a very early age, in whom it can manifest itself in subtle ways as he or she grows up and grasps the implications of his or her adoptee status. They can result in potential behavioral problems and increase vulnerability to other pathogenic experiences.

With regard to foster families, it can be seen that the majority of current adopters are infertile couples, but others already have biological children or adopt after voluntary sterilization. Still others are single (mostly women – Ouellette and Faribault 1996). Most of them come from relatively well-off social backgrounds, as the costs of an international adoption are very high. The children sought are mainly Asian, but also Amerindian, mixed race or black, from more than sixty different foreign countries. They are quite often already three years of age or older (25% of children adopted abroad by Quebecers between 1990 and 1994). In society as a whole, intercountry adoption is valued both as a strategy for establishing or expanding a family and as a measure for the protection of children in difficulty.

With regard to the schooling of adopted children, it is important that the child's guardians maintain good relations with the school. Which is not always easy. Indeed, many obstacles stand in the way of school-parent relations, such as working hours, the language barrier or transport problems. Finally, Deslandes states in the same article that positive relations between the school and the parents can promote a better social adjustment of the child at school.

These different results of previous studies constitute one of the foundations of the problematic of this study.

Moreover, with regard to international adoption, the most frequent case, it is necessary to go and meet another country, another culture, and often to come up against administrative harassment.

All these elements generally make adoption an event particularly charged with complex emotions, much more so than a birth, which is generally awaited with confidence and hope. Here, hope is often mixed with anxiety, joy rubs shoulders with questions. In other words, it is important for adoptive parents to be able to rely on protective factors that are usually constituted by good internal security at the personal level, a basis of efficient security established in the couple's bonds.

As for the child, it is easy to imagine the complex stress that he is likely to experience when already abandoned; he has to leave an environment that had become familiar to him. Even if the living conditions were not very favorable, he formed certain attachments, even problematic ones! From the age of 8-9 months, and until around 3 years old, he generally experiences a painful rupture of the bonds that had been formed. The "period of kinship" with future parents, which is often achieved today, does not prevent this feeling of rupture. So on the parents' side, as on the child's side, adoption as an event is likely to be particularly insecure, we will come back to this a little later. It is therefore especially important that adoptive kinship should be able to establish itself from the outset on clear bases and representations, because this kinship is not given in advance. It is earned.

Traditionally, adoption was kept secret as far as possible and adoptive parents often did not inform their child. He learned of his adoption by chance or by third parties when he could already be returned to adulthood. During the 1970s, the warnings of specialists against the harmful effects of secrecy on family relations and, above all, the pressure exerted by groups of adoptees and biological parents who had consented to the adoption of a child led to a growing recognition of the right of everyone to know his or her parents and his or her original identity. Therefore, a certain relaxation of the rules of confidentiality of adoption files.

The alarming and aggravating phenomenon of uprooting can be explained by several phenomena including: divorce, the death of parents and above all, economic crises, wars, natural disasters that lead to unprecedented migrations.

Uprooted from their country, their cultural or family background, millions of children often find themselves excluded from school. Just like children from vulnerable families who can no longer integrate, neither socially nor academically. Their reintegration into the education system is one of the great challenges facing our societies today.

For humanitarian or social reasons, this category of children is taken care of by a family member, a loving family, an institution (NGO, church, etc.).

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The children who arrive in these environments today by adoption are older children, who have had a difficult start to life; they are generally of kindergarten age, and even of compulsory school age.

In these contexts, they have developed attitudes and behaviors that have enabled them to survive. They take these experiences with them in their "backpacks". It is often possible to slow down this puberty with treatment, if it is done in time. When they arrive in their adoptive family, some children have special needs, i.e. they have an illness, a disability, a malformation or a health problem that justified their abandonment and then their adoption.

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Some of them may continue to exhibit these attitudes and behaviors, even if it is no longer useful in their current lives. Children often arrive with some degree of malnutrition, which makes them vulnerable, more easily exposed to infections and interferes with their attention spans. Little girls can have precocious puberty, which means that, for reasons that are not all explained, their puberty starts around the age of 6 and they are menstruated at 8 years old. They also experience the typical mood swings of adolescence and thus have one more difference compared to the other students in their class.

It is in this context that we have cast our gaze on the primary school students of the Ngaliema III educational sub-province living outside the parental roof to critically examine the schooling of children in this category attending primary schools, the influence of guardianship on academic results and the problems and difficulties encountered by primary school students living outside the parental home.

Thus, this research aims to take a step forward towards an accurate understanding of the life of a child living under guardianship with a close or distant relative. In general, it made it possible to know whether guardianship would influence the academic results of primary school students in the Ngaliema III educational sub-province living outside the parental roof and specifically, to identify the problems and difficulties encountered by primary school students in the Ngaliema III educational sub-province living outside the parental roof and to identify the main prospects that could improve the monitoring of the schooling of children taken in charge by guardians other than biological parents of primary schools in the educational sub-province of Ngaliema III.

In this way, all of us will be able, thanks to our advocacy, to each of us to ensure our share of responsibility and to ensure a better life for the children whose difficulties will be annihilated; and who can become useful citizens for society in the future.

I. LITERATURE REVIEW

1.1. Education

Schooling is the duration of studies prescribed to schoolchildren, middle school students, high school students, university students, so that they can take a particular exam or competition. It is also the state of a child who follows a cycle of studies in a school; while schooling is the fact of regularly attending the courses of an educational institution. Schooling pursues three objectives assigned to education: natural development, social efficiency and culture.

Educational attainment refers to the highest level of education attained by a person. At the elementary and secondary levels, it is the number of years of schooling completed. At the post-secondary level, these are the institutions attended and the certificates, degrees, or diplomas obtained.

1.2. School

The school is "the establishment where education is given, where general collective education is provided to children of school and preschool age, it is also the institution of higher education characterized in particular by a selection at the entrance generally by competitive examination for the title, or for a high level of study and by small numbers".

The school is, after the family, the second educational environment par excellence where there is a common life characterized by human relationships.

Human problems and sometimes-divergent motivations that arise within a school community (teacher, parent, students, etc.) make the task arduous and often thankless. The low budget allocated to education and the need to adapt education to the needs and aspirations of the people and societies of our time are additional imperatives to justify the abandonment of empirical management resulting from chance or subject to psychological and sociological pressures and to have recourse to rational activity.

- **Mission of the school**

The school's mission is therefore to provide students with the tools they need for their future lives. By rationalizing its practices, the content of its teaching, the methods of evaluation and by watching over the qualities of the adults who must ensure the education of young people, the school wanted to break with traditional practices. With her, it is no longer a question of relying on the uncertainties of cultural data or on elders with questionable experiences to take care of the training of cadets. Clearly, it is no longer a question of compromising the education of a child to an adult whose behavior does not inspire trust, respect and dignity, but of doing everything possible to succeed by giving oneself as guarantor of the State, the custodian of the common good. In order for the school to carry out its task in the best possible way, a whole organization has been put in place.

In other words, apart from the decision to create or locate an educational establishment in a locality, its actual existence depends, a priori, on the presence or construction of the physical framework. Subsequently, an interest is focused on the actors who should animate life within this enclosure and fulfill the role entrusted to the school. By briefly revisiting the history of the educational institution through the prism of the attention given to its main actors, we make it clear that two have always been at the center of concerns: learners better pupils, and teachers they remain and remain the main target of school literature.

The least that can be said by looking at the intellectual production relating to the mode of education is that the student is at the heart of all concerns (OECD, 2001). The countries of the North, specifically those of the OECD, focus their actions on the quality and quantity of education to be provided to their students.

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1.3. Parental roof

Law 09/001 of 10 January 2009 on the protection of the child, Title II: From the social protection of the child to its Chapter 1: Ordinary protection, Section 1: From the child in the family, Article 46 stipulates: "The child has his domicile, as the case may be, with his father and mother or with the person who exercises parental authority over him".

To determine the child outside the parental roof, Chapter 2: Special Protection; of the same law stipulates:

"Article 62

Is considered to be in a difficult situation and benefits from special protection, in particular:

1. A child who is rejected, abandoned, exposed to neglect, vagrancy and begging or found to be a beggar, vagrant or habitually engaged in vagrancy or begging;
2. A child who, by his bad conduct or indiscipline, gives serious cause of dissatisfaction to his parents or guardian or to those around him;
3. A child who engages in debauchery or seeks his resources in gambling or in trafficking or occupations exposing him to prostitution, begging, vagrancy or crime;
4. A child who is known and continuously lacking protection or does not attend any school or carry out any professional activity;
5. The child who is habitually abused;
6. A child who is economically or sexually exploited;
7. The child accused of witchcraft;
8. A child who is a mother or a carrier of a pregnancy, who is the object of abuse by his or her parents or guardian;
9. The child without family or other support because of the loss of his parents;
10. Children living with disabilities;
11. The child drug addict;
12. The orphaned child.

Article 64

Social placement is carried out either in an extended family, or in a "foster family", or in an approved public or private social institution or in an independent home for his or her accommodation, rehabilitation and social reintegration. In the latter case, the child is at least fifteen years of age. Social placement in an institution is taken as a last resort and its maximum duration is six months.

Article 65

A foster family is a family structure that temporarily takes care of a maximum of two children, except in the case of siblings. What are the rights of the child in the DRC?

Equal access to education and vocational training is guaranteed. Education is provided in public schools and is free of charge. Schooling is compulsory until the age of sixteen. The right to establish private educational institutions, regulated by law, is guaranteed.

The constitutional guarantee of the rights of the child results from the provisions listed in Title II of the Constitution relating to fundamental rights and freedoms, in particular article 23 which refers to the right to education, article 31 which guarantees the rights of mothers and children, article 32 which refers to the equal rights and duties of children, whether born in or out of wedlock, article 33, which requires the State, society and the family to take such protective measures as the status of a child requires, and article 34, which protects children and adolescents from economic or social exploitation and prohibits the employment of children under the age of sixteen (16)."

Parenthood refers to all the ways of being and experiencing the fact of being a parent. It is a process that combines the different dimensions of the parental function, material, psychological, moral, cultural and social.

Parenthood is a broad term that encompasses all aspects and consequences of parenting, parenthood, and parenting duties.

Kinship: blood relationship between two people.

Alliance: a family relationship between two people, resulting from a marriage. For example, the husband of a child's aunt is her step-uncle.

The family brings together a group of people, linked together by ties of kinship or alliance, which will entail rights and obligations for the benefit and dependency of each person. These rights and obligations are different, depending on the degree of kinship. The most numerous concern the family unit, i.e. people living under the same roof.

- **How do you bring a child back to reason when he decides to leave the parental roof?**

Jody Nkashama talks about the precautions to be taken with Paul Mbula, psychologist on radio okapi in these terms: first, it is necessary to dialogue with the child to detect what may lead him to revolt one day; and secondly, when we discover the cause, we must work to dissuade him and make him think in order to bring him back to reason. Whether he does not follow what he sees on the street or on TV, their place is in their family.

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- **Importance of the parental roof**

The child can only be better cared for under the parental roof. It may not be that everything is in accordance with his will, but it is true that as a child, he does not have a good vision of the future, he cannot be sufficient; that is why the only place where he can flourish is under the parental roof. For their part, parents must do everything they can to ensure a better future for their children, because investing in education means investing for centuries.

- **Acts of management of schooling by parents**

Here are some acts of schooling management by parents:

- Attend the back-to-school meeting;
- Participate in school life;
- Take care of practical work and homework;
- Take an interest in their children's lives at school;
- Put children to bed early;
- Feed and maintain supervision and educate the child.
- Represent the child in all acts of civil life
- Feeding, sheltering, making medical decisions
- Ensuring intellectual, civic and professional education and the management of the child's property are also part of the obligations of parental authority.

According to the Family Code, art. 166, "the non-emancipated minor at his home, as the case may be, with his father, mother or the person who assumes guardianship authority over him". Before continuing, we introduce the notion of guardianship.

- **Supervision:**

Guardianship is a measure of protection for minors that allows them to be assisted and acted in their place to look after their interests. It is also a judicial measure intended to protect an adult and/or all or part of his or her assets if he or she is no longer able to look after his or her own interests. We will limit ourselves to the guardianship of minors. There are three types of guardianship:

- a) Legal guardianship: is provided by a close relative replacing the one who is unable to attend.
- (b) Dative guardianship: a person designated by the disabled parents or by wills to whom the guardianship of minors is entrusted. The dative guardian needs the prior approval of the tutorship council in making certain decisions.
- c) Suppletive tutorship: Suppletive tutors have the same powers as those of parents in the context of legal tutorship.

The office of guardian may also end with his replacement, the majority of the minor child, or the death of the guardian.

- **General information on the life of children outside the parental roof**

- **Minors: placement of minors outside the family home**

The placement of a minor outside the family home is understood to mean the entrustment of a minor either to private individuals or to an institution, by the day or continuously, on the initiative of the parents or by order of an authority.

There are therefore three types of investments:

Placement in a day family, continuous placement in foster families without the aim of adoption, placement in institutional-type structures.

- **Day care**

People who take in children under 12 years old for the day can do so independently or by being affiliated to an association.

The State may prohibit placement with day parents if the persons concerned do not meet the requirements of their task, either in terms of education or in terms of their behavior, character or state of health, or if the material conditions are not met.

- **Ongoing foster care**

Any person who takes in a child in his or her home, for the purpose of his or her maintenance and education, must hold an official authorization until the child has reached the age of 18.

Permission may be granted only if the personal qualities, educational skills, state of health of the foster parents and other persons living in their household and the conditions of accommodation provide a full guarantee that the child placed in care will receive adequate care, education and training and that the well-being of the other children living in the family will be safeguarded. The placement of a foreign child who has lived abroad until now by foster parents who do not intend to adopt him or her may be carried out only if there is a substantial reason.

Foster parents must submit a declaration from the competent legal representative stating the reason for the placement and undertake in writing to provide for the maintenance of the child. In certain situations, the placement of children of foreign nationality may be carried out under facilitated conditions.

Foster parents must request permission before taking in the child. This is issued for a specific child and may be limited in time and subject to charges and conditions.

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The authority carries out an investigation before granting the authorization, if necessary with the assistance of specialists, and then appoints a competent person responsible for monitoring that the conditions for the authorizations are still met, by making visits to the foster parents' homes as frequently as necessary, but at least once a year. However, the authority may waive the requirement for such visits where the monitoring can be carried out in another way.

- **Placement in institutions**

Institutions that take in several children, for the day and night, for the purpose of taking care of them, educating them, giving them training, subjecting them to observation or having them undergo treatment, are also subject to official authorization; several children under 12 years of age, regularly placed on a daily basis (crèches, nurseries, and other similar establishments).

The authorizations shall be issued to the person, who manages the establishment, where appropriate in agreement with the body responsible, if:

Conditions for the physical and mental development of children appear to be in place; the personal qualities, state of health, educational skills and training of the person managing the establishment and of his or her staff enable them to carry out their duties; the number of staff is sufficient in relation to the number of residents; the residents are provided with a healthy and varied diet and are under medical supervision; the facilities meet the requirements of hygiene and fire protection; the establishment has a secure economic base; Residents are adequately insured against illness and accidents as well as against civil liability.

Before issuing the permit, the authority shall determine in an appropriate manner whether the reception conditions are met, in particular by carrying out visits, interviews, taking information and, if necessary, using experts.

The authorization determines how many and what kind of residents the institution is allowed to accommodate. A list containing certain information on the minors placed there must be kept up to date.

A surveillance visit by a qualified representative of the authority shall take place at least every two years; Information must be obtained, particularly during interviews, on the condition of the residents and the way in which they are cared for.

- **Concerning the adoptability of the child**

The rules vary depending on the filiation established with respect to one or both parents.

Minor with two parents: when the judicial declaration of parental abandonment becomes final, the minor may be adopted in the following cases:

The judgment pronounced the abandonment of both parents.

The judgment pronounced the abandonment of one parent and the other parent lost his or her rights to parental authority and consented to the adoption.

Minor with only one parent.

When the judgment declaring the child to be a child becomes final, the minor may be adopted. The minor can be adopted by a couple or by a single person.

Now, it is important to present different cases that force children to live outside the parental roof.

1.4. Kinship through adoption

A legal parent-child relationship can also be established through adoption. In this respect, there are several types of adoption depending on the circumstances.

What they have in common is the conditions that adoption must be justified by the good of the child, the adoptive parents must have raised the child free of charge for at least one year, and any other children must not be unfairly harmed by the adoption. Given their personal circumstances, adoptive parents must be able to care for the child, probably until the child reaches the age of majority. The age difference between the child and the adoptive parents should generally be between 16 and 45 years, as the legislator wants the child to correspond to natural conditions. Exceptionally, derogations are allowed in the name of the child's good.

The adoption of a child capable of forming his or her own views must be approved by the child himself or herself as well as by the current parents ("permission to adopt"). Exceptionally, if one of the parents is unknown, absent for a long time or incapable of discernment, his or her consent may be waived.

- **Adoption of minors**

Adoption law governs first the adoption of minors: on the one hand, spouses may in principle adopt a child jointly if they are both 28 years of age or older and have been living together for at least three years. This is called joint adoption. On the other hand, in certain circumstances, single or divorced persons as well as those whose spouse has disappeared or is incapable of discernment may also adopt a child. This is single-person adoption.

The adoption of the spouse's child is a way of making the spouse's child a legal heir. This allows the spouse, registered partner or life partner of one parent who has been living with him or her for at least three years to adopt the children of the other.

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- **Parental abandonment**

Parental abandonment refers to a situation where a parent seriously neglects his or her responsibilities towards his or her child. In other words, it is a form of abandonment of the child by one or both parents. This is a case of neglect: that is, not being able to meet the child's basic needs such as food, shelter, water and health. In short, unable to financially support his child.

From a legal point of view, parental neglect is considered a serious violation of the rights of the child and can lead to several legal consequences. First, parental authority can be withdrawn from the abandoning parent. This means that this parent loses their rights and powers when it comes to making decisions about the child, such as education, health, or where they live.

In addition, the abandoning parent can be held financially responsible. The courts may order the payment of child support to support the child.

It is important to emphasize that in cases of parental neglect, the competent authorities, such as social services or family judges, seek first to protect the best interests of the child. They may decide to place the child in a foster family or an adapted institution, in order to provide him or her with a more stable and protective environment.

When a parent is found guilty of parental neglect, one of the most significant consequences is the withdrawal of parental authority. This means that the parent loses all rights and decision-making powers over the child, including education, health and place of residence. This is done in the best interests of the child to ensure the child's safety and well-being.

When a case of parental neglect is established, the competent authorities, such as social services or family judges, seek above all to protect the best interests of the child. In some cases, they may decide to place the child in a foster family or an adapted institution. This measure aims to provide the child with a more stable and protective environment, where his or her physical, emotional and educational needs are appropriately addressed.

- **The case of orphans**

Another member of the extended or restricted family, who expresses the need in order to provide him or her with good living conditions, can take a child who has lost one or both parents back.

- **Pleasure**

Sometimes, a close relative: an eldest, a grandparent, an aunt, an uncle, expresses the desire to live with a little brother, a little sister, a grandson, a granddaughter, a nephew or a niece. For the very elderly, the adopted child creates a family atmosphere, especially if all the legitimate children have already emancipated themselves.

It can also be the case of a child who is very popular because of his personal qualities: beauty, intelligence, helpfulness, courage, sense of humor...

- **Abandonment**

Some stayed in hospital, others were abandoned in the street, in front of an orphanage, on the steps of a police station (in some countries, abandonment is an offence punishable by prison), others were later taken to an institution for various reasons (sick or deceased mother, lack of financial means, especially with a child with a disability, etc.). Others have been taken away from their parents for acts of neglect or abuse... Inevitably, all of them experienced this first brutal breakup, and this first total change in lifestyle. Children abandoned by their birth parents instinctively think that they are responsible for their abandonment by their inappropriate behavior. Until the age of reason, they are not able to conceive that it is the decision and responsibility of adults. As a result, without the support of other adults, they will have very low self-esteem and they will feel deep shame for having been abandoned. In addition, this shame will color their vision of life in a particular way.

The case of abandonment: this implies the fact of having no contact with the child for more than 6 months without a valid reason.

- **In case of flagrant abuse**

This means that the child was seriously injured while in the care of a parent.

- **In the event of a serious criminal conviction**

This means that certain crimes, especially crimes that can harm children, can result in the termination of parental rights [9].

In some cases, biological parents may voluntarily waive their parental rights if their child finds a loving home.

- **The social and symbolic loss of a carnal bond between parents and child**

The woman who entrusts her child for adoption does so at the cost of the definitive loss of an emotional, legal and symbolic link with this child, the loss of the status of parent, as well as all the losses associated with the guilt that this gesture of abandonment arouses contrary to our ideal of a naturally spontaneous and unwavering feeling of motherhood. Adopters realize their desire to have a child and their family project, but they too have to deal with the experience of loss.

Indeed, our cultural representations of femininity, masculinity and family closely associate adult maturity with fertility and procreation. Infertility and the need to adopt a family can therefore be a narcissistic wound, cause feelings of guilt and failure, and be a source of social stigma.

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Moreover, even for fertile adopters who already have children and who have voluntarily chosen adoption rather than procreation, the absence of a carnal bond with their adopted child also carries with it a dimension of loss linked, for example, to a lower sense of legitimacy and the impossibility of finding answers to questions about the child's origins.

Although their difficulties may be similar to those of all families, it is not uncommon for them to be interpreted as specific to adoption, which makes their status more fragile. Most authors maintain that, on the part of adoptive parents, the mourning of biological kinship is a necessary condition for the adequate reception of the adopted child. This idea is also at the heart of the psychosocial evaluation of adoption projects.

However, at the emotional and identity levels, this child must also assume various losses: the loss of his biological parents and his origins, the loss of a sense of stability and genealogical continuity, the loss of status linked to the fact of being different, of not having been wanted and of having been abandoned. All of these losses would be a source of potential stress and emotional vulnerability, even for the child who was adopted at a very early age, in whom they may manifest themselves in subtle ways as they grow up and grasp the implications of their adoptee status. They can result in potential behavioral problems and increase vulnerability to other pathogenic experiences.

- **The severance of the first bonds of attachment**

While children under the age of six were traditionally perceived as being able to adapt to a new family environment without any problem, as being able to "easily distort themselves", it is now accepted, on the contrary, that their very first life experiences have a lasting and significant impact. Thus, several studies on adoption refer to attachment theory, according to which the quality of a baby's relationship with his mother (or with any other person who cares for and interacts with him) influences his emotional development, his self-esteem and the quality of the other relationships he will maintain. Indeed, the feeling of emotional security acquired through the relationship with the mother in early childhood later supports the ability to create new bonds that are satisfactory.

Infants adopted in the days or weeks after birth may develop the same attachment relationship with their new parents as a biological child. However, children who are neglected, abused or institutionalized in the first two years of life are likely to suffer the long-term effects of this situation of insecurity and emotional deprivation. The older the child and the more uprooted, the more difficult the process of attaching to a new family can be. He is then more likely to have adjustment difficulties related to a prolonged lack of care and stimulation, repeated separations, neglect or abuse, for example. These types of difficulties (Barth and Berry 1988) cause adoption failures.

- **The psychological reactions of the adopted child**

With few exceptions, adopted children normally go through the different stages of identity formation, from early childhood to adulthood. Nevertheless, at certain times, adoption can become an important dimension of their inner life for them and it is then the feeling of loss that predominates them. This loss appears to be more problematic than that felt after divorce or those around them much less recognize the death of the parents, but it.

The child's explicit reactions to the loss are a function of his or her cognitive development. Thus, the pre-school child considers his adoption as positive when it is revealed to him in a warm and affectionate atmosphere. However, he does not understand what it means to be adopted until he is six or seven years old. It then becomes more analytical, reflexive and logical. He can differentiate between birth and adoption, recognize the reality of his abandonment and evaluate what the absence of a biological link with the rest of his family implies.

It is therefore rather around the age of eight that ambivalent reactions to adoption may manifest themselves in him. Increased aggressiveness, oppositional behavior, depression, communication, or self-image problems can then be an indication of an adaptive grieving process. In adolescence, the development of higher cognitive functions will lead to a reassessment of the loss in relation to the construction of one's identity. At this age, the awareness of a loss of genealogical ties is added to that of the loss of biological parents.

It is therefore important to analyze the adaptation strategies of adoptees in the light of their age. Younger children focus on the problem they perceive, actively seeking information, listening or support. As they grow up, they would rather seek to cope with their emotional distress through affective and cognitive responses aimed at making less threatening meaning of their situation, if not through strategies of denial or avoidance. The majority of them seem to adjust well to their particular situation. They may relive episodes of grief at different times during their lives, especially during crises or major transitions: a marriage, a birth, the death of their parents.

The interrelated personal variables that most strongly influence adjustment are self-esteem, sense of personal competence, sense of mastery, sense of personal security, degree of commitment to the family. When there are weaknesses with regard to these variables, the child's assessment of his or her situation is more negative and his or her strategies are less satisfactory (withdrawal, depression, blaming the biological and adoptive parents, externalization of conflicts through anger, aggression, theft, lies, etc.). A small number will eventually be brought to psychiatric consultation, especially those who exhibit disruptive behaviors and express intense rage.

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The children who consult in clinics are more likely than others to have behavioral problems, low self-esteem and learning difficulties.

1.5. The teacher and the adopted child

The child's inappropriate behavior is not directed against the teacher but expresses his insecurity.

"Even if the situation doesn't seem so 'serious' to you, it's how the child perceives it that matters. Try not to judge the trauma. In wanting to be good teachers, we may unintentionally project the idea that the situation we are experiencing is not that difficult, but the most important thing is how the child feels in terms of stress. (...) It may not even be a single event, but the accumulation of chronic stress, and these ongoing stressors can cause trauma: anything that keeps our nervous system activated for more than four to six weeks is defined as post-traumatic stress. And so,

- The insecure child does not show his or her needs well;
- Has a very hard time being dependent on an adult: he needs to have some control over events since he does not feel protected by anyone;
- Is immersed in shame when his mistakes are pointed out, which he experiences as faults;
- Is ill-equipped to deal with novelty, the unknown, challenges;
- has difficulty putting on the "brakes" both for the management of emotions and for behaviors and thinking;
- He needs a lot of structure and affection to recover his self-regulation deficit;
- is particularly sensitive to how we react as adults;
- it is important to be aware of how we feel about the child's difficulties;
- Needs benchmarks to anticipate what is going to happen: he needs routines, calendars, planning. The child who disturbs in class or who has difficulty learning does not do it on purpose. He has injuries that are not visible but that handicap him as much as some visible injuries. Each child is different, each story is special. For an adopted child, a school day is punctuated by stressful situations that they face with survival behaviors that worked in another life and are no longer adapted to this day."Behaviors have meaning: they communicate an experience," explains.
- **Impact on learning**

Chronic stress, malnutrition, lack of stimulation, and the absence of quality human relationships all have an impact on development and learning, and in particular, as far as school is concerned, on executive functions, attentional capacities and cognitive organization.

Upon arrival in their adoptive family, the children have already tried several times to create an attachment bond with the people who cared for them before, but they have seen them disappear one after the other. Given their pre-adoptive living conditions, they experienced more that their needs were not well heard.

Very insecure, they no longer trust others and have a degraded idea of themselves. This insecurity will translate into everyday life by difficulties in exploration (and therefore learning), in difficulties in relationships, in asking for help... It is up to adoptive parents to provide a living environment where needs will be heard, named, supervised. These new experiences will allow children to revisit the ideas they have about themselves, others and the world around them. This attachment recovery requires time and patience.

In this way, a new attachment can gradually be established that is more secure and lasting. Adoptive parents need time for this and support. However, in stressful situations, the child instinctively returns to his "old glasses", despite a good evolution.

The child enters his adoptive family with a "backpack" of stressful experiences where he has learned about insecurity. When they arrive in the adoptive family, the warm and structuring responses of the adoptive parents allow them to revisit these experiences and, gradually, to accept to trust them: they will be able to rely more on the adult, reduce their hyper-vigilance and establish more periods of improvement in life. In this way, he creates a more secure bond of attachment where he feels more lovable, protected by adults in a less frightening world. This is what the authors call attachment recovery. Gradually, the child sees his adoptive parents as a safe base to rely on to take risks and explore, insofar as he trusts in the idea that they will be a safe haven if he experiences stress.

▪ **School Entry**

"The majority of adopted children have a normal schooling; however, the difficulties of some of these children require the school system to adapt teaching to these particularities by allowing each child to follow his or her own pace and by setting up developmental opportunities."

Studies show that delaying entry into preschool will not necessarily improve preschool skills but can help in terms of social/behavioral functioning. The notion of "being ready" is particularly complex in the case of a child adopted from abroad. Being ready does not mean the same thing for children who have been adopted at different ages. These are "grown-up" adopted children, of school age (6 years and older). Some of them, even if they are 7 or 8 years old, may not have been schooled in their country of origin in the usual way.

In Russia, for example, entry into primary school is at 7 years old and not at 6 years old. For a variety of reasons, a child may not be in school even at 8 years of age or older. On the other hand, some who are over 8 years old and have been in

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school for at least a year or two may be very comfortable in their language and even advanced in some skills. General courses (science, early learning, etc.) may be limited or simply different from the school/parents' expectations. Handwriting skills can be limited by lack of practice, age-appropriate, or even early. Language development is usually lagging behind. Cognitive skills can be age-appropriate or immature too.

There are individual differences. Bilingualism problems, loss of the original language, communicative or cognitive language in learning the new language, cognitive problems related to the loss of one language and the acquisition of another, behavioral/emotional problems related to adaptation, all these problems are classic in children adopted abroad.

II. STUDY METHODOLOGY

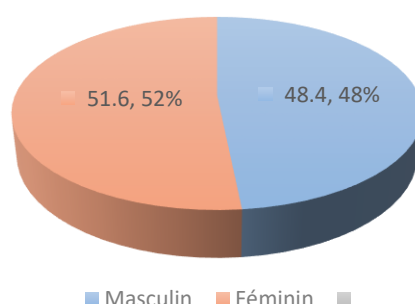
Our population is infinite and is made up of all the primary school students of the educational sub-province of Ngaliema III in the city province of Kinshasa. Faced with the difficulty of surveying the entire population, we drew a sample.

For this study, we used probability sampling, specifically simple stratified sampling. This consisted of surveying students from, proportionally, primary schools in the educational sub-province of Ngaliema III in the city province of Kinshasa. It should be remembered that our sample is made up of 95 subjects, distributed as follows: E.P. Safour (34.7%), Acacia College (23.2%), E.P. Zumba (21.0%), C.S. Lisungi (13.7%) and E.P. Zamenga (7.4%). The data were collected using the survey questionnaire and processed using the SPSS 22 software.

III. RESULTS

The results were presented using the staffing, percentages and contingency tables. Two types of results are presented, in particular the results resulting from the characteristics of the respondents and those relating to their opinions. After analyzing the data, the study came to the following results:

Table 1: Distribution of topics by gender

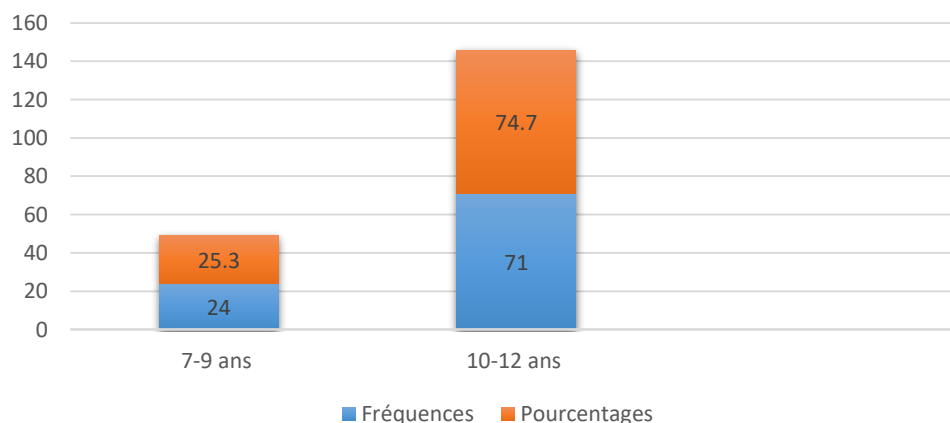


Source: Results of the 2024 field survey

It appears from the table that out of 95 or 100% of the subjects surveyed, 49 subjects, 51.6%, are female and 46 subjects, or 48.4%, are male.

We clearly note that female subjects are in the majority and have a preponderance for our research. This is ample evidence that women were more cooperative in our survey.

Table 2: Distribution of subjects by age group



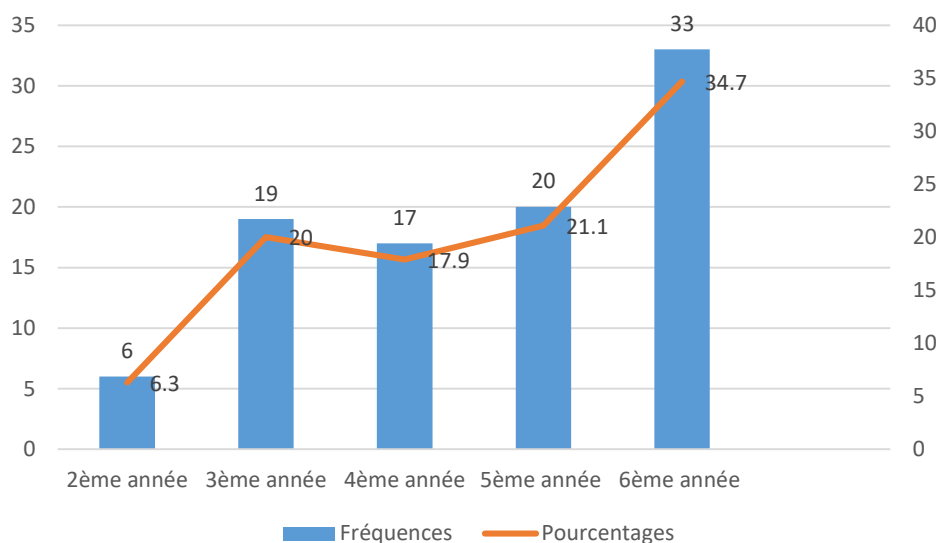
Source: Results of the 2024 field survey

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A reading of Table 2 shows that 74.7% of respondents are in the age range between 10 and 12 years; and 25.3% are in the age group of 7 to 9 years.

The observations made in this table lead us to remember that many of the pupils surveyed are between 10 and 12 years of age. This shows that more than 74% of students in our study are able to answer our questions because of their maturity.

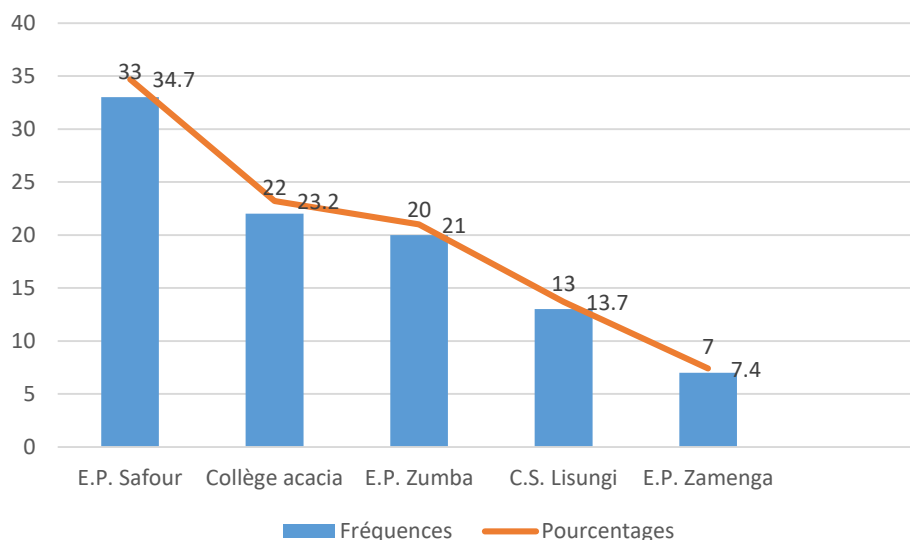
Table 3: Distribution of subjects by level of study



Source: Results of the 2024 field survey

The table above points out that out of 95 or 100% of the subjects surveyed, 33 subjects or 34.7% are from the 6th year; 20 subjects or 21.1% are from the 5th year; 19 subjects, or 20%, are from the 3rd year; 17 subjects or 17.9% are from the 4th year; and finally 6 subjects (6.3%) are from the 2nd year. Subjects from the 6th grade class dominate our sample.

Table 4: Distribution of subjects by school of attendance



Source: Results of the 2023 field survey

This table shows us that among our respondents, 34.7% of the schoolchildren are from the E.P. Safour; 23.2% are from Acacia College; 21% are E.P. Zumba; 13.7% are from the Lisungi School Complex; and 7.4% are from E.P. Zamenga. We note that our respondents from E.P. Safour are more numerous than those from other schools.

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Table 5: The person who takes charge of the studies

Reactions	ni	%
Extended family	66	69,5
Small family	17	17,9
Outside persons	12	12,6

N= 95

Concerning the relationships between students and their tutors, this table shows that 66 subjects surveyed, or 69.5% have a relationship in the extended family; 17 subjects or 17.9% are in the restricted family; and 12 subjects, or 12.6%, are outsiders.

Table 6: Time from Intake to Study

Reactions	ni	%
1 – 3 Years	44	46,3
4 – 6 Years	46	48,4
7 – 9 Years	5	5,3

N= 95

The constant that emerges from this table is that 46 subjects, or 48.4%, were taken care of by their guardians, 1 to 3 years ago; 46.3% say that the duration of their care is 4 to 6 years of study; And only 5.3% say they have been taken care of by their guardians for more than 7 to 9 years.

Table 7: Reproaches against guardians

Reactions	ni	%
Nothing at all	72	75,8
We rarely talk. This prevents me from letting him know my problems	20	21
It is difficult, if not belatedly, to fulfil its promises	15	15,8
Gives me too much housework	14	14,7
Injustices, threats and violence	13	13,7
Indifference, carelessness	12	12,6
Nothing at all	72	75,8

To the question inviting the respondents to give their opinion on what they reproach their guardians for, in the light of this table, it appears that 75.8% of schoolchildren believe that they have nothing to reproach their guardians at all; 21% of the subjects reproach their tutors for the infrequency of talks, which prevents them from knowing about their problems; 15.8% of the subjects believe that their tutors find it difficult or late to fulfil their promises; 14.7% of the subjects deplore the excess of housework; 13.7% of respondents blame injustice, threats and violence; 12.6% of the subjects felt that their tutors were characterized by indifference and carelessness; Finally, 11.6% think that they are not treating them in the same way as all the other children in the house.

Table 8: Admiration and appreciation of the tutor

Reactions	ni	%
Kindness	51	53,7
Concerned about my health, food and school situation	40	42,1
Easily find the solution to my needs	19	20
Easily find the solution to my needs	18	19
Nothing	17	17,9

The relative data in the table above show us that adoptees have a lot of admiration for their current guardians. The observations made in this table reveal that 53.7% or 51 subjects surveyed say that their tutors show kindness towards them; 42.1%, or 40 subjects surveyed, said that their tutors were concerned about their health, food and school situations; 20% or 19 subjects say that they easily find the solution to their needs; 19% or 18 respondents say that they encourage and push them to study; and 17.9% or 17 subjects have nothing to say about this question.

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Table 9: Influence of family treatment on educational outcomes

Reactions	ni	%
A lot	74	77,9
A little	12	12,6
Not at all	9	9,5

The observation that emerges from this table is that 74 subjects (77.9%) think that the way they are treated at home has a great influence on their academic results, 12 subjects (12.6%) think that the treatment they receive has a small influence on their academic results and 9 subjects (9.5%) believe that family treatment does not influence their academic results at all.

Table 10: Wishes on family life

Reactions	ni	%
Living always there	63	66,3
Returning to my parents' house	32	33,7
Leaving to go elsewhere	30	31,6
Living always there	63	66,3

It emerges from Table 10 above that 63 out of 95 respondents, i.e. 66.3%, say they want to live always where they are cared for; 32 respondents, or 33.7%, said they wanted to return to their parents' home, while 30 respondents, or 31.6%, wanted to leave to go elsewhere.

Table 11: Attitude towards school

Reactions	ni	%
Very happy	55	57,9
Happy	19	20,0
A little happy	10	10,5
Unhappy	4	4,2
Very unhappy	7	7,4

In the light of this table, it appears that 55 subjects, or 57.7%, believe that they are very happy with the school where they study; 19 subjects, or 20%, are happy; 10 subjects, or 10.5%, are somewhat happy; 7 subjects (7.4%) are very dissatisfied and 4 subjects (4.2%) are dissatisfied.

Table 12: Person who attends school for meetings

Reactions	ni	%
No people	48	50,5
My tutor	47	49,5
My guardian designates someone from the house	40	42,1

The statistics in this table show that 48 subjects, or 50.5%, say that when the school convenes the parents' meeting, no one shows up; 47 or 49.5 subjects stated that their guardians attended the various meetings convened by the school for all parents and 40 (42.1%) indicated that their guardians always appointed someone else from the house to represent them.

Table 13: Chi-2 independence test (crossover with the influence of family treatment on school performance)

Variables	Test Value	Critical Value	Ddl	Decision
Genus	4.37 ^{ns}	5,99	2	Independence
Age range	.930 ^{ns}	5,99	2	Independence
Educational attainment	6.876 ^{ns}	15,51	8	Independence
Attendance school	4.356 ^{ns}	15,51	8	Independence

Source: Our calculations and results are from SPSS.22.

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Table 13 above shows that among the 4 socio-demographic characteristics of the respondent retained in this work, no variable is significantly related to the influence of family treatment at the 5% significance level because all the values calculated are lower than those in the 0.05 table are. This means that with a 5% chance of being wrong...

Table 14: Chi-2 Independence Test (Crossover with Person Attending School for Meetings

Variables	Test Value	Critical Value	Ddl	Decision
Genus	34.406***	5.99	2	Dependence
Age range	2.173 ^{ns}	5.99	2	Independence
Educational attainment	6.276 ^{ns}	15.51	8	Independence
Attendance school	8.513 ^{ns}	15.51	8	Independence

Source: Our calculations and results are from SPSS.22.

Table 14 above shows that among the 4 sociodemographic characteristics of the respondent retained in this work, 3 variables (age group, level of education, school of attendance) are not significantly related to the subjects' reactions to the person who attends school during meetings at the 5% significance level because all the values calculated are lower than those of the table at the 0.05 threshold. On the other hand, the variable gender influences their reactions to the 5% threshold as well as to the 1% threshold because the calculated value is much higher than that of the table. So the test here with the variable gender, is very significant.

IV. DISCUSSION OF THE RESULTS

The current adopters are mostly infertile couples, but others already have biological children or adopt after voluntary sterilization. Still others are single, especially women. These results suggest that the real reason for adoption is the need to have a child (sub-guardianship). However, this study reveals that it is the existing family ties that justify adoption. Indeed, concerning the relationships between the students and their tutors, it is found that 66 subjects surveyed, i.e. 69.5%, have a relationship in the extended family; 17 subjects or 17.9% are in the restricted family; and 12 subjects, or 12.6%, are outsiders.

Empirical research with non-clinical samples indicates that there are no differences between adoptees and non-adoptees in terms of personality or behavior, but that adoptees have more emotional or special education difficulties.

The child who disturbs in class or who has difficulty learning does not do it on purpose. He has injuries that are not visible but that handicap him as much as some visible injuries. Each child is different, each story is special. For an adopted child, a school day is punctuated by stressful situations that they face with survival behaviors that worked in another life and are no longer adapted to this day. Behaviors have a meaning: they communicate an experience, explains. Chronic stress, malnutrition, lack of stimulation, and the absence of quality human relationships all have an impact on development and learning, and in particular, as far as school is concerned, on executive functions, attentional capacities and cognitive organization.

"The majority of adopted children have a normal schooling; however, the difficulties of some of these children require the school system to adapt teaching to these particularities by allowing each child to follow his or her own pace and by setting up developmental opportunities. ».

The surveys show that with regard to the feeling of wanting to live with the guardian, 66.3% of the respondents say that they would like to always live where they are cared for, and that 75.8% of the pupils believe that they have nothing to reproach their guardians for at all. This contradicts the results that the older the child and the more uprooted, the more difficult the process of attaching to a new family can be. He is then more likely to have adjustment difficulties related to a prolonged lack of care and stimulation, repeated separations, neglect or abuse, for example.

There are many obstacles standing in the way of school-parent relations. Deslandes (2006) mentions in particular working hours, language barriers and transport problems. This observation is confirmed by this study because, statistics, indicate that 48 subjects or 50.5% say that when the school convenes the parents' meeting, no one shows up.

CONCLUSION

This study sought to find out whether guardianship influences school results and to identify the problems and difficulties encountered as well as the main prospects that can improve the monitoring of the schooling of (child) students in primary schools in the educational sub-province of Ngaliema III living outside the parental roof in the city of Kinshasa.

At the end of the overall analysis and discussion of the results, the following conclusions are drawn: the way in which primary school pupils in the Ngaliema III educational sub-province living outside the parental roof are treated at home has a great influence on their academic performance, when the school convenes the parents' meeting, no one shows up and sometimes the guardians always appoint someone else from home to represent him who does not give importance. Students living outside the parental roof encounter the problem of the scarcity of talks, which prevents knowledge of their problems; their guardians with

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difficulty, if not belatedly, fulfilled their promises; excessive housework; injustice, threats and violence; their guardians are characterized by indifference and carelessness; Finally, they are not to treat them in the same way as all the other children in the house.

Finally, this study represents the beginning of the work that must be carried out to verify the consistency of certain presupposed results in the literature that can lead to the improvement of measures for the application of guardianship of pupils living outside the parental roof, for a successful schooling. Further studies will broaden the analytical framework to other parameters that were not addressed in this research and extend the research to a larger sample of primary schools in the DRC.

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