

**STUDY OF THE QUANTITATIVE PERFORMANCE OF THE HIGH-EDUCATED GIRLS OF THE CATHOLIC AND PROTESTANT CONVENTIONNE SCHOOLS IN THE CITY OF KISANGANI IN DR CONGO.  
"2010-11 Pedagogical Section Case"**

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**ABSTRACT**

The quantitative performance assessment revealed that significant educational losses and disparities exist within either school category considered in this study.

These results speak for themselves of the gap that still exists, at least in the city of Kisangani at the secondary level, between the option raised by the Education Support Project (PASE) and the Congolese Education Sector Recovery Support Project (PARSEC). Indeed, these two plans aim to reduce the repetition rate from 20% to 16% in 2008 and 16% to 10% in 2015 (Ministry of Planning, 2006, p.81).

Poverty is therefore a fundamental handicap, not only in the ability of families to help their daughters to continue their education in the long term, but especially in the choices of schools and streams. In a context of poverty, i.e. when families have limited means to cope with school fees, priority is given to boys' schooling.

The barriers to free access to school are formidable in societies in which the intrinsic nature of women is by definition considered inferior to that of men, and in which family and traditional occupations, and the obligation to give birth and raise children, are imposed from an early age.

**KEYWORDS:** study; Performance Student girl; Contracted school; Kisangani; DR Congo.

**INTRODUCTION**

The right to education for all proclaimed by the Charter of the United Nations in Article 26 states that "States have the right to at least ensure the literacy of those who cannot yet find places in schools or who have not been able to benefit from them in their youth."

As can be seen, education is helping to reduce poverty, advance technology, improve health, ensure sustainable development, promote gender parity and empower populations: Thus, the government of the

Democratic Republic of Congo must adopt a policy aimed at eliminating sexual disparities in education and schooling.

However, from 1989 to 2001, the high school parity index is consistently below 1 in our country.

In other words, girls' enrolment rates are consistently lower than for boys. (MOKONZI,G,2012, P27). Like many countries in the world, the promotion of girls' schooling in our country is through mixed schools where the socialization of children of both sexes in a social environment in which they are called to live together. But in addition to mixed schools, our education system also organizes non-mixed schools.

This study proposes to compare the quantitative performance of girls attending Catholic (non-mixed) secondary schools with that of girls in Protestant (mixed) conventional secondary schools, the study focuses on determining the explanatory factors of the quantitative performance of girls in these two categories of schools on the other.

For us, we have two questions:

- Do girls in mixed or Protestant high schools perform higher in terms of quantity than girls attending non-mixed or Catholic high schools?
- What factors would explain the quantitative performance of girls in these two school categories?

In response to the initial questions from this study, we hypothesized:

- The quantitative performance of girls in Protestant-signed secondary schools would be higher than that of girls in Catholic-signed secondary schools, regardless of the subject line.
- Individual, socio-familial and academic factors would explain the quantitative performance of female students.

In conducting this study, we set ourselves the following objectives:

- Compare the quantitative performance of girls attending mixed secondary schools (Protestant conventions) with that of girls attending non-mixed secondary schools (Catholic conventions).
- Determine the factors that explain girls' performance in these two categories of schools.

The value of an assessment of girls' quantitative performance lies in the fact that it allows us to see the potential evidence of efforts to help the girl attend school, especially when this assessment focuses on the internal effectiveness of the education system.

Also, this study extends to two secondary schools and two networks of the city of Kisangani, educational option, school year 2006 to 2011.

Our study is divided into three key points, including:

- General considerations;
- Methodological approach;
- Presentation, analysis and discussion of the results.

## **1. CONSIDERATIONS GENERALES**

### **1.1. Clarification of basic concepts**

#### **1.1.1. School performance**

Academic performance is the success, semi-success, or failure recorded during a year or period of time. (LOKE ELIA,1996, P7).

For this study, the performance is taken from the quantitative aspect and consists of comparing the academic performance between the female students of the Protestant and Catholic convention schools organizing the educational sections in the two schools of the city of Kisangani: LYCEE MAPENDANO and INSTITUT OF OCTOBER 14.

#### **1.1.2. Quantitative return**

Quantitative performance is measured in terms of trained students or graduates in relation to the corresponding set of enrolments put to school, It gives a first idea of the quality of an education system and it can be admitted, in fact, that the more satisfactory the quantitative performance of an education system, the greater its productivity.

The appreciation of quantitative return is done through the calculation of a few indicators. We look at a few indicators that we have used in assessing quality performance in the Input/Output methodology.

#### **1.1.3. QUALITY PERFORMANCE**

Academic performance refers to the assessment of knowledge acquired in the school or university setting. A student with a good academic performance is one who has positive grades on the exams (controls) he does throughout the school year.

It is used to measure the student's abilities, while revealing what he or she has learned during the format process. Most of the indicators calculated to assess quality performance relate to either the degree to which

school learning objectives are under control or the conditions under which schools operate. This assessment is made both from a pedagogical point of view through the measurement of knowledge and intellectual faculties and from a socio-economic point of view by the ability to meet the needs of the economy and society.

#### **1.1.4. SCHOOL DEPERDITION**

The drop-out is caused by some students interrupting their studies before reaching the end of the cycle and others reach the end of the cycle after repeating one or more classes. (UNESCO, 1972, P11).

In school dropout, there are two aspects: abandons and repetitions.

Dropouts during study are defined as the fact that a learner or student leaves school before the end of the last year of the stage in which they are enrolled. (UNESCO Ditto, 1972, P18).

Abandonment is considered to be the act of leaving school before the end of studies corresponding to a given level of education or at an intermediate or non-terminal point of a teaching cycle.

The repetitions considered to be the case for students who return to school in the same year of study. It considers it a factor of loss as it reduces the possibilities of collecting classes, thus preventing other students from being admitted to it generates overcrowding and increases the teaching coup.

Redoubling is the fact that a learner normally takes a class to study the same courses or branches seen in the previous school year.

Despite their questionable value, dropouts and repetitions remain at the end of the most easily qualified symptoms of school dropout.

#### **1.1.5. School failure**

It is difficult to talk about school failure without mentioning academic success. Academic success is manifested by the gradual promotion from one class to another, while failure finds its form in repetition or delay in school.

School failure is a fact for a schoolboy or student that, for lack of sufficient success, has not reached the end of the cycle of studies undertaken. (FOULQUIE, 1971, P143).

Many of the factors that would be the basis of academic success or failure are the psychological disposition of the student, the family environment, the material organization of the school and the economics. (LOKOMBE, 1989, P21).

On an individual level, in addition to possible mental, sensory and linguistic disabilities, lack of interest and motivation for studies, selflessness or distraction in the classroom... can lead to the repetition of classes and thus jeopardize a student's academic future. Similarly, the student's ability (ability) to meet educational expectations, the difficulty of certain subjects, the large amount of exams that may fall on the same date, or some fairly extensive and complex educational programs delay the understanding of the knowledge provided by the teacher that is more difficult and which end up affecting academic performance during evaluations.

At the family level, the neglect of parents to fulfil their right to their children, the lack of collaboration between the family and the school as well as the disagreement of parents such as letting go, school absenteeism and psychological imbalance leading to frustration and indifference to school tasks. All of these behaviours can be factors in the repetition or abandonment of classes.

In addition, the school environment has an impact on academic performance. Teaching and learning in the classroom cannot be separated from the functioning of schools as organizations or from their social context. Organizational deficiencies in schools are increasingly being denounced as a major cause of the lack of learning, especially in the case of public schools in developing countries. (UNESCO, op cit, P85).

Also, school failure can be associated with the personality of the teacher, so for example, the subjectivity of the teacher at the time he corrects the students' exams may be responsible for the success or academic failure of the students. Certain subjects, particularly those in the social sciences, can generate different interpretations or explanations that the teacher must know how to take into account when correcting to determine whether or not the student has understood the concepts.

Issues related to organization and physical infrastructure would play an important role. In a classroom, good working conditions such as student level, lighting, ventilation and the use of teaching materials varies and predisposes students to a good job. The low number of students allows them to be known and better followed by the teacher.

Finally, the material organization of the school is often a reflection of the country's economy. This considerable investment of money in school, training. This investment ensures the material framework of

the school, the training of education officers raise the level of education and granting an acceptable social status of education.

## 2. METHODOLOGICAL APPROACH

### 2.1. STUDY POPULATION

The term population refers to a group whose elements are chosen because they all have the same property and are of the same nature it can be a set of objects: population of the plant, animals, people... (GRAWITZ,M, 1974, P968).

Our study focused on a Protestant convention high school and a Catholic convention high school with each of them a section: pedagogical.

**Table 1: Catholic and Protestant Convention Schools targeted by our study.**

CONVENTION SCHOOLS	SCHOOLS OR INSTITUTES	SCHOOL CATEGORY	TARGET STUDY SECTION
Catholic	LYCEE MAPENDANO	NON-MIXED	Teaching
TOTAL	1		1
Protestant	OCTOBER 14 INSTITUTE	Mixed	Teaching
TOTAL	1		1

### 2.2. COLLECTING THE CASE

In this study, we used the literature analysis and a survey questionnaire.

In this study, we went to the urban sub-division of the EPST in the city of Kisangani to collect data on enrollees, promoted, repetitions and dropouts of the section: educational of two secondary schools during the 2010-2011 school year.

The questionnaire is defined as a test consisting of a more or less high number of questions presented in writing or orally about the subject and relating to one's opinions, tastes, behaviour, feelings and interests

in specific circumstances. It is also an essential means of communication between the investigation and the investigator (MUCCHIELLI, 1971, P13).

There are two modes of administration of a questionnaire: direct administration where the subject answers himself, i.e. fills out the questionnaire alone and returns it to the researcher and indirect administration where the respondent's answers are either noted or recorded by the investigator. (JAVEAU 1971, P17).

In this study, we have opted for direct administration. In fact, we gave each of our respondents a questionnaire after explaining the motivations of the study and how it should respond. After a few hours or even days, we resumed the various protocols with our respondents.

To remove a questionnaire is to identify the interesting results will be part of the framework defined by the purpose of the work. To achieve this, one must take into account the nature of the questions asked. (JAVEAU, ditto, P132).

In this study, we are content to record the number of times that response element (simple frequency) was given by the subjects. We first divided the single frequencies by the cumulative frequencies and then we multiplied that quotient by 100.

At the end of this process, we used the percentage calculation. This allowed us to interpret the frequencies obtained.

## 2.3. DATA PROCESSING TECHNIQUES

### 2.3.1. EQUATIONS OF SCHOOL DEPERDITIONS

#### 2.3.1.1. PROMOTION RATE

The promotion rate for the "X" and "a" school year is the number of new students in the "x-1" study year in the school year "a-1" as a proportion of the total number of students in the "x" study year during the school year "a". The rate is done with the gross yield per price. It is calculated by the following formula:

$$p_a^x = \frac{P_{a+1}^{x+1}}{E_a^x} \times 100$$

Legend:

p: Promotion rate;

P: Number of students admitted to the upper class;

x: Year of study;

x-1: The following year of study of x;

a: School year

a-1 Next School Year of A

E: Number of students enrolled in a given year of study.

### 2.3.1.2. REPETITION RATE

The repetition rate for the "x" and "a" school year is the number of students who repeat the "x" study year during the school year "a-1" as a proportion of the total number of students in the "x" study year during the year of the "a" grade is resolved by the following equality: this rate is resolved by the following.

$$r_a^x = \frac{R_{a+1}^x}{E_a^x} \times 100$$

Legend:

r: Repetition rate

A: Number of repetitions

### 2.3.1.3. DROPOUT RATE

The dropout rate for the "x" and "a" school year is the number of students who left school in the school year "x" during the school year "a," expressed as a proportion of the total number of the "x" study year during the school year "a" this rate is calculated by the following equation.

$$a_a^x = \frac{A_a^x}{E_a^x} \times 100$$

legend:

a: dropout rate

A: Number of abandonments

### 2.3.2. METHODE DE RAPPORT INPUT/OUT PUT

To study the performance of education in non-monetary terms is to analyse the extent of school dropout because, in fact, it is the relationship between the inflows (input) and output of a given cycle of education. The aim is to calculate certain indices that can be considered as indicators of the effectiveness of the system.

Thus, when the relevant rates (promotions, repetition, even dropout) are applied to a comment cohort of 1000 students, it is possible to calculate the following indicators: year/pupil, years/places needed for graduates; surplus years/places, efficiency coefficient and cost increase coefficient or input/output ratio.



### 2.3.2.1. ANNEES/ ELEVE

Students in a given cycle of study only stay on the school benches for a maximum number of years determined by the instructions. By studying the evolution of a cohort, we find that not all students graduate and those who do so at several speeds.

As a result, some achieve the goal of the cycle after the required number of years, others achieve it after one or more repetitions, and still others graduate after dropping out for one or a few years.

The number of years/pupils is obtained by the ratio between the years/places invested or spent and the number of students trained, outgoing, certified or graduated, i.e. output. Thus, the number of years/students is obtained by making the ratio between the total years/places and the number of graduates as follows:

$$\text{Years/pupil} = \frac{\text{total years invested}}{\text{Number of graduates}}$$

### 2.3.2.2. ANNEES/ PLACES NEEDED FOR DIPLOMAS

The required years/places are included as the total number of places occupied by outgoing students. They are obtained by multiplying the number of graduates (graduates, certified) by the normal duration of the cycle as follows:

Years/placed required for graduates -  $S \times d$

Legend

S: Outgoing or graduate

d: Cycle duration

### 2.3.2.3. Years/excess places

The years/excess places are obtained by subtracting from the total of years/invested the number of years/places required for graduates as follows:

Years/excess places - years invested - years/places required

### 2.3.2.4. EFFICIENCY COEFFICIENT

Its formula is as follows:

$$C.E = \frac{Sxd}{T_1+T_2+\dots+T_n}$$

Yes

$$C.E = \frac{\text{Durée du cycle}}{\text{Année / élève}}$$

Legend:

C.E: Efficiency coefficient

F1-T2. Tn: Total years/places invested in 1<sup>st</sup>ère and 2<sup>nd</sup>ème

2.3.2.5.

**COST INCREASE COEFFICIENT OR THE input/ output REPORT**

The Rio is calculated by the following equivalence:

$$RIO = \frac{F1+T2+\dots+Tn}{Sxd}$$

Yes

$$RIO = \frac{\text{Années/élève}}{\text{Durée du cycle}}$$

Legend:

Rio: Rapport input/out put

The gap between input/output calculated and the optimal input/output ratio equivalent to 1 constitutes the excess of the cost, expressed in non-monetary terms. This difference can also be expressed in the number of years/pupil or surplus years/places.

**Table 2: Summary of Internal Efficiency Indicators.**

Repeating by course Years/places
Class <sup>3rd</sup>
4th
5th
6th
Total years/invested places

Graduates/Certified	
Years/pupil	
Years/places needed to train graduates	
Year/excess places	
Efficiency coefficient	
Rapport input/ out put	*
Excess of non-monetary cost	

In this study, we assess the quantitative return on the basis of the national or official criterion of the Congolese state of 50% so the yield is satisfactory when it is greater than or equal to 50%; on the other hand, the yield is unsatisfactory when it is less than 50%.

#### 4. PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

##### 4.1. Studies of quantitative performance in the Catholic convention school

**Table 3 Relevant Rates from the Educational Section within Mapendano High School.**

AE \ AS		3rd	4th	5th	6th
2006-2007	P	77	80	77	61
	r	10	10	15	28
	a	13	10	8	11
2007-2008	P	70	75	75	81
	r	17	14	19	15
	a	13	11	6	4
2008-2009	P	90	89	70	74
	r	8	8	27	16
	a	2	3	3	10
2009-2010	P	72	73	65	70
	r	22	18	22	24
	a	6	9	13	6

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2011-2012	P	68	65	64	83
	r	22	20	24	17
	a	10	15	12	0

Legend:

AE: Years of study;

AS: School years;

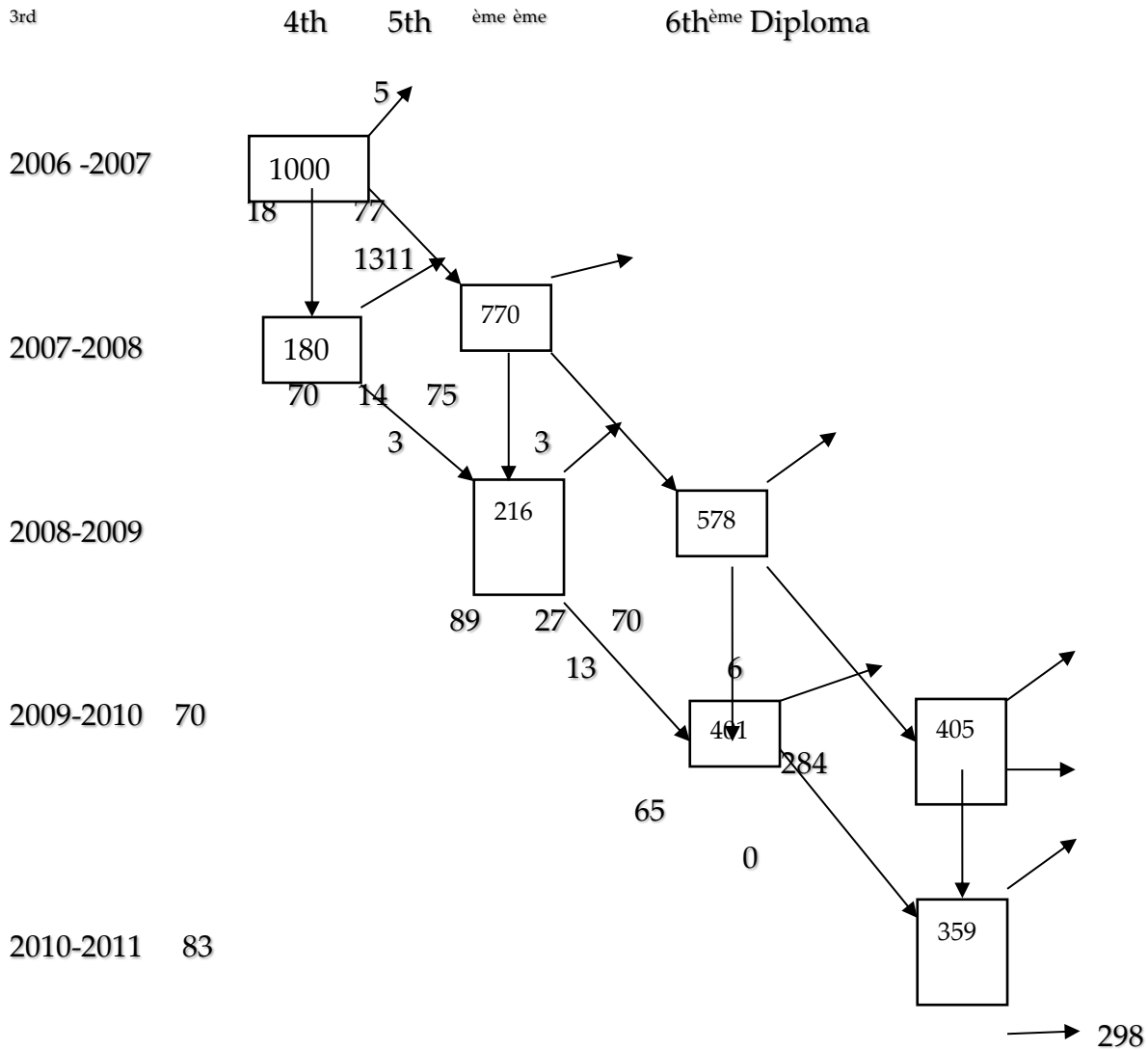
P: Promotions or progressions;

A: Repeats;

A: Abandons;

Table 3 of our study shows that between the 2006-2007 and 2010-2011 school year, the<sup>ème</sup> rate<sup>ème</sup> of progress in grades 3,4th and 5th<sup>ème</sup> years decreased, while in grades 6,<sup>ème</sup> the rate increased. As for the repetition rate, there was an increase in 3rd,<sup>ème</sup>4th<sup>ème</sup> and 5th<sup>ème</sup> years, while a decrease was observed in 6th<sup>ème</sup> year. Finally, the rate of approaches has increased in all years of study, except in the 6th<sup>ème</sup> year.

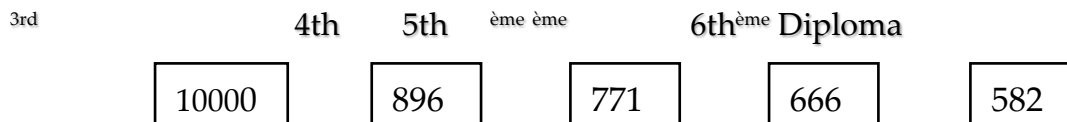
By applying this relevant rate to a starting cohort of 1000 students, we get the diagram below:



**Chart 1: Reconstructed flow diagram of students in the pedagogical section of MAPENDANO High School**

Chart 1 above shows us that out of 1000 students who enrolled in<sup>Grade</sup> 3 in 2006-2007, the pedagogical section of MAPENDANO High School, 582 have obtained their state diplomas, 284 of which without repetition and 298 with repetition.

In a synthetic way, the evolution of this cohort is as follows.



**Chart 1 Evolution of the starting cohort of the pedagogical section of MAPENDANO High School.**

This diagram shows that of 1000 students enrolled in<sup>Grade</sup> 3 in 2006-2007, 896 reached grade 4,<sup>ème</sup> 771 in grade 5,<sup>ème</sup> 666 in Grade 6<sup>ème</sup> and 582 obtained their State Diplomas.

**Table 4: Summary of internal efficiency indicators of the educational section of Mapendano High School.**

Years/Places	
Redoubled tolerated 1	
3rd 1180	
Years of study: 4th 986	
5th 979	
6th 764	
Total years/places invested 3909	
Graduates 582	
Years/pupil 6.71	
Years/placed needed for graduates 2328	
Years/placed surplus 1577	
Efficiency coefficient 59.55%	
Rapport input/ out put	1,67
Cost excess 0.67	

Reading Table 4 shows that 3909 years/places were invested to train 582 graduates and yet 2328 years/placed would have sufficed. This means that 1577 years/places were spent in surplus. Also each graduate spent an average of 6.71 years determining secondary school. The result is an efficiency ratio of

59.55% and an input/put ratio of 1.67. The loss of school is therefore low as indicated by the non-monetary cost surplus of 0.67.

#### 4.2. STUDY OF QUANTITATIVE PERFORMANCE IN THE PROTESTANT CONVENTION SCHOOL

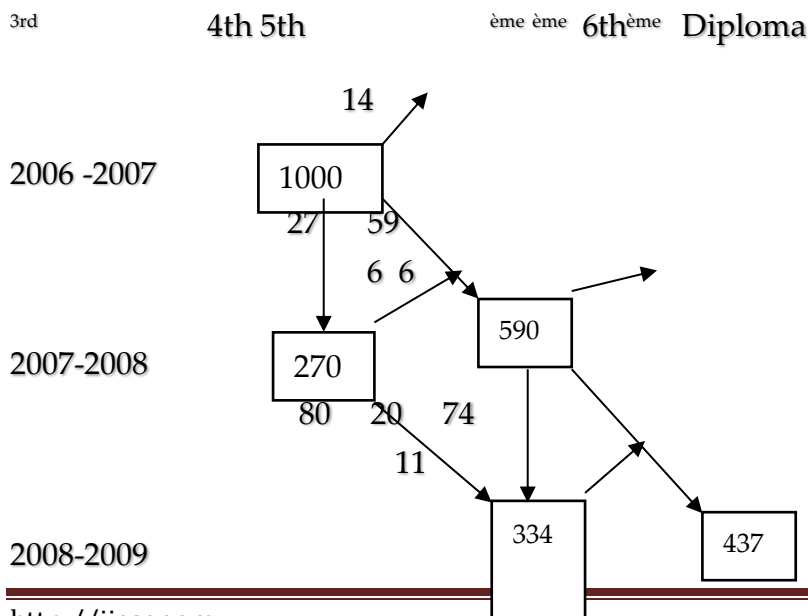
**Table 5: Relevant Rate of the Educational Section within the Institute of October 14**

AE		3rd	4th	5th	6th
ASS					
2006-2007	P	59	71	64	82
	r	27	15	28	13
	a	14	4	8	5
2007-2008	P	80	74	78	68
	r	14	20	19	21
	a	6	6	3	11
2008-2009	P	62	63	57	70
	r	28	26	30	15
	a	10	11	13	15
2009-2010	P	67	63	65	72
	r	22	28	23	24

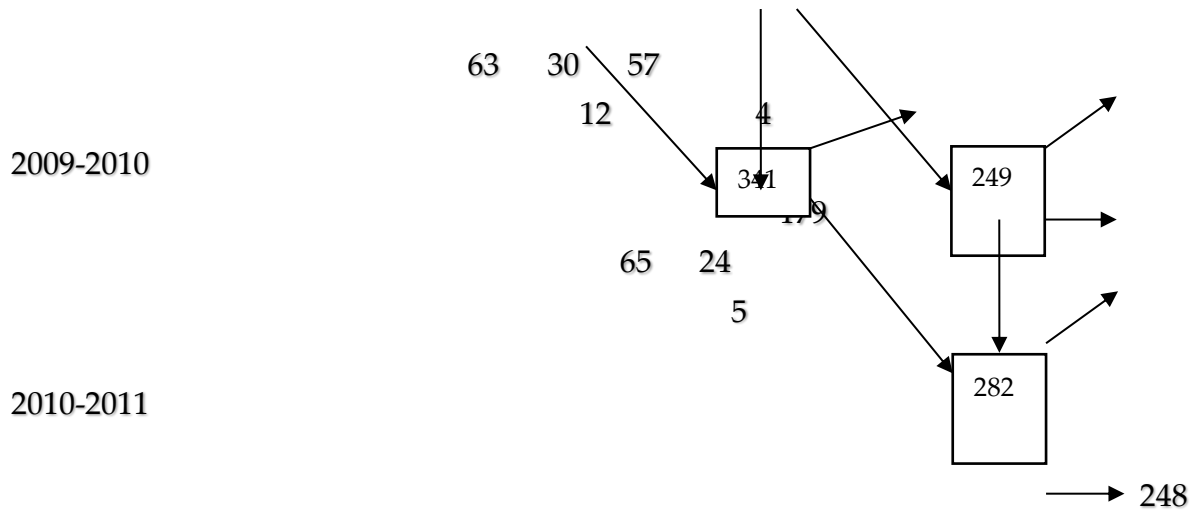
	a	11	9	12	4
2010-2011	P	63	73	74	88
	r	30	20	16	7
	a	7	7	10	5

From table 5, there was an increase in the rate of progress in all grades between 2006-07 and 2010-11. In terms of the duplication rate, an increase was observed in the 3<sup>rd</sup> and 4<sup>th</sup> years, néeswhile a decrease was observed in 5<sup>th</sup> and 6<sup>th</sup> years. As for abandonment, it appears that the rate increased in 4<sup>th</sup> and 5<sup>th</sup> years, and it decreased in 3<sup>rd</sup> year and it stagnated in the 6<sup>th</sup> year from the beginning to the end of our study period.

Applying the relevant rates to a cohort of 1,000 students who have enrolled in Grade 3, we get the following diagram:



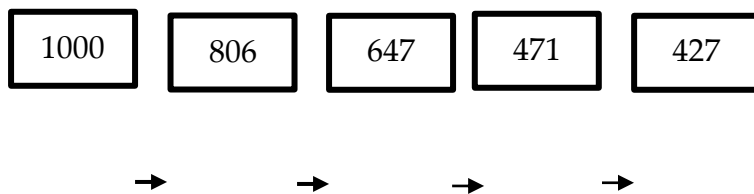




**Chart 2: Reconstructed flow diagram of students in the pedagogical section of the institute on October 14.**

On the basis of Chart 2, we calculated indicators with the following results: out of 1000 students who enrolled in<sup>Grade 3</sup>, 427 obtained their state diplomas, 179 of which were without doubling and 248 with doubly.

In a nuts light, the evolution of this cohort is as follows:



**Chart 2: Evolution of the starting cohort of the pedagogical section of the institute on October 14.**

Figure 2 indicates that out of 1000 students enrolled in<sup>Grade 3</sup> in 2006-07, 807 arrived in 4th<sup>ème</sup> grade, 647 in 5th<sup>ème</sup>, 471 in 6th<sup>ème</sup> grade and 424 graduated from state

Chart 2: Evolution of the starting cohort of the pedagogical section of the institute on October 14.

Figure 2 indicates that out of 1000 students enrolled in Grade 3 in 2006-07, 807 arrived in 4th<sup>ème</sup> grade, 647 in 5th<sup>ème</sup>, 471 in 6th<sup>ème</sup> grade and 424 graduated from state

**Table 6: Summary of internal efficiency indicators of the institute's teaching section of 14 October**

Years/places	
Redoubled tolerated	1
3rd	1270
4th	927
Number of studies	
5th	778
6th	531
Total year/places invested	3503
Degree	427
Years/pupil	8,20
Years/places needed for graduates	1708
Years/excess places	1795
Efficiency coefficient	49,75
Rapport input/output	2,05
Exceed cost	1,05

Table 6 shows that 3503 years/places were invested to train 427 graduates and yet 1,795 years/places would have sufficed. That is, 1795 years/places have been spent in excess; each graduate spent an average of 8.20 for years to complete high school. The result is a low efficiency ratio of 48.75% and an input/output ratio of 2.05. The loss of school is very pronounced in the pedagogical section of the mixed school, as evidenced by the excess of the cost of 1.5

**4.3. COMPOTE STUDY OF INTERNAL EFFICACY INDICATORS OF TWO SCHOOLS TARGETED BY THIS STUDY**

**Table 7: Comparison of internal efficiency indicators of the pedagogical section of Catholic and Protestant convention schools.**

Efficiency indicator	Catholic School	Convention	Protestant School	Convention

	Not mixed	Mixed
Degree	582	427
Years/pupil	6,71	8,20
Efficiency coefficient	59,55%	49,75%
Rapport Input/Output	1,67	2,05
Exceed cost in terms	0,67	1,05

It is clear from table 7 that the Catholic (non-mixed) convention school performs a higher quantitative performance than the Protestant Convention School (Mixte), which disproves our first hypothesis.

The evolution of performance the quantitative section to reveal that significant educational losses and disparities exist within either category of school considered in this study.

Indeed, the performance of the pedagogical section is low within the mixed school or Protestant contract with (49.75%). However, the non-mixed or Catholic convention school to achieve a satisfactory performance in pedagogy (59.55%)

#### **4.4. ANALYSIS OF GIRLS' SCHOOL FAILURE FACTORS**

##### **4.4.1. Individual bills**

**Table 8: Opinions of respondents on the individual factors that explain girls' failures.**

Category of responses	Frequency	Percentage
Low interest in education	85	39,53
Neglect in course preparation	22	10,23
Irregularity in courses	26	12,09
Negative self-image	25	11,63
Low professional aspiration	36	16,75
Indiscipline and immorality	21	9,77
<b>Total</b>	<b>215</b>	<b>100,00</b>

Table 8 shows that our surveys found low interest in studies (39.53%), low occupational aspiration (16.75%) price irregularity (12.09%), negative self-image (11.63%), neglect in course preparation (10.23%) and indiscipline or even immorality (9.77%) individual factors responsible for girls' failures.

#### 4.4.2 Socio-Familial Factors

**Table 9: Opinions of respondents on socio-familial factors that explain girls' failures.**

Category of responses	Frequency	Percentage
Poverty	99	42,31
Lack of school support	70	29,91
Negative discrimination against the girl	35	14,96
Death of parents	24	10,26
Family disagreement	3	1,28
Forced orientation	3	1,28
Total	234	100,00

Table 9 shows us that the following socio-family factors were mentioned in our surveys: poverty (42.31%), lack of school support (29.91%), negative discrimination against girls (14.96%) the death of the parents (10.26) the family misunderstanding (1.28%) and forced orientation (1.28%).

#### 4.4.3. School Factors

**Table 10 Notices of Surveys of School Factors Explaining Girls' Failures.**

Category of responses	Frequency	Percentage
Sexual harassment	48	34,53
Corruption	48	34,53
Poor	30	21,59
Organizational deficiencies	13	9,35
Total	139	100,00

From the reading of Table 10, it appears that sexual harassment (34.53%) corruption (34.53%) are the first factors cited later, it is the poor quality of education (21.59%) which has been mentioned. Finally, it is organizational deficiencies (9.35%) that our investigations attribute responsibility for girls' failures.

Beyond all the constraints that girls face, their image of school and the degree of their investment in education are key limits to girls' failures. In fact, the bad result through a divestment process. Teachers here have a major role in restoring confidence stigmatized in a certain way.

Teachers themselves do not participate in the stigmatization of girls' educational careers or in the collective self-deprecation of girls.

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