

The influence of external factors in the process of learning at the secondary level

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ABSTRACT: *Between transmission of a frozen learn and acquire their own knowledge, between obligation to learn and the chance for successful social integration the interest of the pupil and expectations of society are emerging issues and look the genesis of difficulties in the course of learning. Thus, this article lists the causes of school failure related to different factors coming in online account irrespective of the good will of the learner as No student can decide his own requirements learning. In other words, the quality of a school alone cannot be enough for the actual satisfaction of pupils. This issue shows us the importance of the responsibility of parents, teachers and the contribution of the society in which the child is inserted. While it is well obviously preferable that each other are satisfied ... But this satisfaction is not enough in any case and it can be no question of getting in any conditions. Here, without any doubt, responsibilities are absolutely shared between the student, the family, the educational community and the institution to decide the relevance and fertility of apprentices wise. School failure is an ancient phenomenon. Thus times and relè wind power relations between different environmental groups disciplinary balances to overcome academic failure.*

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I. INTRODUCTION

The items listed necessary for successful learning. In contrast, in the ages tion of school failure in the Congo, he returns to introduce the relevant elements in context, specificity and needs of students. This reflection leads us to enumerate the factors of school failure. They are family-related, social and will also tell us about variables related to the school institution. The objectives of our paper is to show the influence of external factors in the process of learning at the secondary level

1 . Family factors

Some factors of school failure come from the imbalance of the family. The family situation of many young people promotes learning and adaptation in social life. This is why, as the Church declares : " The parents, because they gave birth to their children, have the very serious obligation to raise them and, as such, must be recognized as their first and principal educators. The educational role of the parents is of such importance that, in case of failure on their part, it can hardly be compensated. It is up to parents, in fact, to create a family atmosphere, animated by love and respect towards God and men, as it promotes the total, personal and social education of their children. The family is therefore the first school of social virtues necessary for any society. She continues by recalling the duties of the parents and the rights of the children saying : It is necessary, therefore, taking into account the progress of the psychological sciences, pedagogical and didactic, to help the children and the young people to develop harmoniously their physical, moral abilities, intellectuals, to gradually acquire a more acute sense of their responsibility, in the sustained effort to lead their personal life and the conquest of true freedom, bravely and generously overcoming all obstacles. They need sex education that is both positive and prudent as they grow up. Moreover, they must be trained in social life in such a way that, properly trained in appropriate and indispensable techniques, they become able to become actively involved in the groups that make up the human community, to open themselves to dialogue. with each other and to make a good contribution to the realization of the common good. [1]" It is from these beliefs that we can enumerate some of the reasons for failure and dropping out of school for our students.

2. Conception of the school institution by the Brazzaville families

In Congo Brazzaville, parents attach great importance to school as a means of social promotion of their children. Schooling is seen by almost all parents as the only way for them to find work and allow children to escape the precarious conditions of the family, to avoid illegal "Go-barefoot" of society. In fact, the school has a double meaning, especially for the working classes: it offers a possibility for the children to get out of the social situation of the parents, to escape their conditions of existence, and, at the same time, the same children can not fail without the risk of being excluded from the stable job market and of having a less comfortable spell, worse than their parents. Parents in the middle class have high hopes for their children's schooling, but they perceive it with great trepidation.

Parents of students from disadvantaged backgrounds perceive their children's journey as inevitably fraught with pitfalls. They leave feelings of helplessness, a certain distress in front of the school, do not appear at meetings of the parents of pupils despite the convocations. We observe here how disadvantaged communities tend to internalize their inferiority, particularly in school subjects. They do not feel able to intervene effectively in school play. Their own past as a pupil masks their relations with the school institution, which are marked by mistrust and distress. When a difficulty arises, they see themselves as incapable of establishing an egalitarian dialogue with the school. These families most often consider that knowledge is exclusively the responsibility of professionals, and therefore of teachers. The painful memories of an often difficult school year, a great feeling of incompetence and ignorance of the system, and a suspicion, often rightly, to judge and evaluate the actors of the school world are mingled. In examining parents' expectations, it became clear that upper-level social circles expect the school and teachers to attach great importance to developing children's critical thinking, feeling good. Worker and junior employee environments demand that the school give more weight to learning the discipline, to the child's success and to being able to cope in life. Some parents also tend to exaggerate the importance of school to such an extent that school learning has a significant influence on family life.

Some parents can make schooling the essential, if not exclusive, goal of their children's lives or their own lives. They do everything to make them succeed, despite their learning difficulties. Apart from the additional costs of school workshops, some even allow themselves to practice corruption, especially in private schools, where there are no differences between good and bad students. Everything comes down to the money, from passing classes to state exams. This corruption also continues in the search for work (It's about putting a sum of money into play to get a job for one's own son or daughter). Schooling can become, in some cases, a family obsession and one can witness an overinvestment in school or education, to do more than others to ensure the academic success of children who are reduced to the status of schoolboy.

3. The obstacles to success associated with school-family collaboration

Let us mention the reality that shows the absence of parental participation at the secondary level according to the age of adolescents. There are several reasons for this absence: either because parents feel less competent to help or think that they no longer need to do so, or often they do not know the appropriate strategies at the adolescent stage. The fear of being criticized (eg for some parents, the criticisms made about the behavior or the place of their child's learning are perceived as criticisms made to themselves), the fear of failure (eg, many) parents are unsure of what will be said to them at school, lack of time (eg families in which both parents work), low level of meaningful contact with school in the past.

On the part of teachers, there are also less positive attitudes and a lower degree of commitment reported on school-family collaboration activities among secondary school teachers; negative perceptions on the part of teachers that parents do not want to participate more than they do now, a lack of support from the school principal, some parents find that teachers blame them for the difficulties experienced by their child; parents feel like intruders at school; parents want to participate more, but do not know how to get there.

4. Negative cultural traits: the family, reason for school failure

According to Pedagogue Philippe Perrenoud, "The inequality of opportunity is a fact: school destiny always depends as much on social origin. In other words, the probability of succeeding in school increases with the level of education and the socio-economic position of the parents." [2] Starting from this parameter, it is clear that a student's success stems from fate and, therefore, from the efforts that the educator can make at a given moment and confronts himself with the fate of the student who must undergo failure.

Moreover, he contradicts himself by saying that the democratic concern spontaneously opposes this inequality: a dream of equal opportunity, that children from poor become rich and wealthy children into poverty. This corresponds to a certain vision of social justice, that of a redistribution of cards for each generation. [3] Moreover, in the field of education, what would prevent the transmission of cultural heritage? Children of highly educated parents will always be favored in school competition because they will inherit the cultural codes, the relationship to knowledge and language, and the success strategies of their parents. So the ideal is to give everyone a basic education sufficient to cope with life. The key is to ensure the right to education for

everyone, give a basic level student in the globalization of companies. It is remarkable by the acquisition of knowledge with a higher level such as the baccalaureate

From our experience, we realized that the equality of basic skills needed at the end of the twentieth century is not realized. Literacy still prevails in many corners of the world for different reasons. In today's classroom, the minimum level involves patient work, from the beginning to the end of compulsory schooling, through a differentiated pedagogy based on a formative evaluation.[4]

During the teenage years, the family continues to be very important, although the young person takes more and more distance. It is in the family circle that the understanding of the social world is developed. The family environment continues to shape and frame the social learning in the making. In spite of the fact that the family keeps this importance, the young person must leave the family and build an independent social life. This is an essential developmental task; the family must support this distancing and not curb it. Parents are therefore a key element of the adolescent experience at the time of the process of acquiring autonomy. Hence the importance of considering their role in meeting the needs of young people.

The family is the first living environment for young people and several studies have shown that the family environment plays a vital role in their success and perseverance in school. Parents' interest in school life, their encouragement of autonomy, and their level of commitment can help young people succeed and have higher aspirations, while helping to reduce discipline problems. The contribution of parents to the educational and educational success of children can take on various traits such as: supervision of school work, supervision of progress in various subjects, reinforcement of learning outcomes, determination of school objectives with young people, communication with children 'school. Several family characteristics may have a negative effect on students' academic performance, hence the importance of considering the family context in which they live. Everywhere, the educational institution aiming to give the same opportunities to all and to provide the cultural and linguistic bases necessary for academic success, has difficulty in achieving this noble goal. School failure affects the socially disadvantaged groups more clearly, despite the fact that "the expectations of the popular families vis-à-vis the school are enormous, even when we imagine, from a too fast interpretation and unfair of children's academic achievements, that parents are totally uninterested in the schooling of their children" [5]. However, depending on the parent's gender, "expectations can diverge strongly, reinforce reciprocal prejudices and create a dispute. This leads, in its radical expressions, to the trial of families deemed resigning on one side, to that of a school perceived as unfair or discriminating against the other. But popular families are longing for long-term education for their children and are mobilizing for a normal life." [6] The family is very often the breeding ground for poverty, despite the efforts made by the family to cope with it, and more particularly by the school, which is practically the only way to prepare a better future for children.

In Brazzaville, it is noted that the chance of completing studies is not given to everyone. The origin or social level generates the inequalities of education and the destinies of the students. The weight of the social condition weighs on the academic performance either partially regressive of the instruction, or influential on the social rank that will occupy the student at the end of the school career. The original family, basic instructional differences always have significant effects on the students' destiny. Children from wealthy and middle-class families enjoy some education and are encouraged and inspired by their parents' model. In fact, a child from a disadvantaged background does not have the same cognitive and verbal acquisitions. This is what the Walberg and Greenberg Pedagogues affirm. According to them in an examination, the social environment in which the child evolves has a significant influence on the attitudes, interests, productivity, commitment and performance of the students. Moreover, according to these authors, the experience of many teachers engaged in programs, to interpersonal skills and emotional learning, shows how the resources invested to encourage positive behavior among students can save time and energy by preventing the appearance of problems. [7]

Adaptation to kindergarten is, in large part, related to the degree of language proficiency, which depends mainly on the quality and quantity of verbal exchanges within the family. Children from backgrounds close to teachers, and close to the values and communication systems offered by the school, will have more facilities. There is therefore a close link between family cultural practices and the schooling of the children who come from it. Thus, the presence of books at home, the reading of newspapers, the frequentation of cultural spaces (museums, theaters, cinema ...) are elements which directly influence the academic success. Success and failure at school are also related to economic conditions. Although education is free, studies have a cost, it is necessary to have financial means. Students from poor social backgrounds face difficulties when they want to pursue higher education, they are often forced to work side by side if they want to pay for them, which leaves them less time to study. At times, the hopes of families from working-class backgrounds are often disappointed to the extent that the social background of students is decisive enough in the success of their studies. Usually in all families, parents project on their children their aspirations including a better future for their offspring. School failure thus achieves a narcissistic injury for the parents. This phenomenon generates concern, and as such, is a frequent reason for consultation.

5 . Social factors

The social factors that cause school failure in secondary schools are mainly poverty and unemployment.

3.3.1. Poverty as an obstacle to education

Poverty is a phenomenon of great importance in Congo. Most households live below the poverty line (references). Thus, a single-person household in the Congo can only consider themselves poor if their monthly income is less than 40,311 CFA francs (62.00 euros). If we take the example of a Congolese student living alone and having as sole source of income a monthly scholarship of 30,000 CFA francs (46.00 euros), we can then say that this person lives below the threshold of national poverty.[8]

Similarly, a household consisting of two persons whose head receives a monthly salary of 60,000 CFA francs (91.61 euros), representing the sole source of household income, will have 30,000 francs of income per head and therefore will be considered as poor. According to a survey conducted by UNICEF in November 2008, " half of Congolese children, 1.2 million people, is affected by poverty and lacks access to health and education," he said. in Brazzaville the head of the United Nations Children's Fund (Unicef). In Congo. "50% of Congolese children, that is 1.2 million children are affected by poverty and suffer from monetary deprivation, but also, in terms of access to education, the nutrition, health, water and sanitation and adequate housing, "said Dr Koen Vanormelingen, at a meeting on the social protection of children ... citing free primary education or maternal and child health services Children and women are the most vulnerable strata in Congo, an oil-producing country where the vast majority of 3.6 million people are estimated to live with less one dollar a day. " [9]

Most neighborhoods in Brazzaville face a severe shortage of drinking water. Water no longer flows in the taps of the National Water Supply Company, which is the only company operating in the production and distribution of drinking water in the Congo. Many households, waiting indefinitely for water to run taps from the SNDE, are forced to spend money on drinking water every day. It is important to consider that Brazzaville is one of the best watered capitals in the world : Brazzaville looks like an island, because it is watered by several streams. The city is even located on the right bank of one of the largest rivers in the world, the Congo River which has a flow of 42,000 m³ per second, the second after the Amazon. Congo has a very strong hydrographic network. Today, in a very sunny city, it is understandable that life has become difficult as drinking water has become a rare commodity [10]

In fact, this great poverty is not just about financial hardship. This precariousness is synonymous with other precarious situations such as :

- lack of stable housing (for students with parents outside the school)
- the low level of diploma or even no degree ;
- serious difficulties to write, a little less to count or to read ;
- a state of health often degraded.

Poverty is thus the absence of one or more possibilities, security, particularly that of employment, allowing individuals and families to assume their professional, family and social obligations, and to enjoy their fundamental rights. The insecurity that results can more or less extend and have more or less serious and definitive consequences. It leads to great misery when it affects many areas of life, becomes persistent, compromises the chances of re-assuming responsibility and regaining rights for oneself in the foreseeable future. With these elements, we understand why some students are falling behind in their studies. They continually redouble the passing classes and hardly manage to be admitted to state examinations. When they become older than their classmates, ashamed and unhappy, they end up giving up school benches. It is through misery that many parents, despite their good will, are unable to ensure the continuity of their children's education. Often the first years they succeed then, when they can not anymore, despite the free education, or the children do not even start the school year, or they show absenteeism during the year , accumulating a lot of delay on the program to eventually abandon the school. The phenomenon of poverty is very current and real in the city of Brazzaville.

It is obvious that private school in Brazzaville has become more expensive since the beginning of 2010 alone. Above all, textbooks are now very expensive. College textbooks, for example, today cost 18,000 CFA francs. Meanwhile, the incomes of all employees do not even meet the demands of the family while many others find themselves unemployed almost irreversibly. In these circumstances, parents are unable to buy school books for their children. Donut money, which is a source of motivation for students, has begun to fail or diminish. This widespread poverty of parents has a very negative impact on the performance of our children in the classroom.

6 . Unemployment

School failure can be caused by unemployment. Nothing is more shocking and disgusting than seeing one's own parents, or guardians, unemployed in a young society like the Congo. The fight against unemployment should start by drying up its source: school failure and the inability of Congolese society (parents, teachers, social educators) to transmit the knowledge, values and basic behaviors essential for

autonomy, but also the sociability and employability of individuals. The problems of youth employment continue to grow in both industrialized and developing countries, with a high number of young women and men exposed to unemployment or in precarious or temporary jobs. Young people from disadvantaged social groups are particularly affected, perpetuating the vicious circle of poverty and social exclusion.

The unemployment rate in 2011 was 34.2% in the Congo and mainly affects young people, according to statistics published by the National Office of Employment and Labor (Onemo). This unemployment is "crying out" in urban areas because of the rural exodus. No less than 52 percent of the 3.6 million Congolese live in the city, she explained. In urban areas, 25% of the population aged 15 to 29 is unemployed and over 40% when a definition that includes discouraged job seekers is included. "She added that despite the economic recovery and political stability over the past decade, not enough jobs have been created.[11]

Finally, the criteria for recruitment and selection during the various competitions. Young people today are convinced that these criteria are not objective, that they are not the same for all candidates. According to them, recruitments are based mainly on family, tribal or class affiliation. The children of influential personalities and the rich are thus first and foremost selected to the detriment of others. Merit is, therefore, almost totally ignored. Students no longer feel obliged to make an effort. In our opinion, unemployment demotivates students in their different learning.

7. Psycho-affective causes

A child may be in school failure because of an unfavorable emotional environment. This is what is observed when a family event upsets the life of the child : divorce of parents, death of a family member. It is also known by all that discord in the couple changes the entire system of family relationships and always inevitably involves children. [12] As a family, the difficult life of adults torments children, prevents them from being attentive to their schooling and from believing that they can succeed. The most dramatic facts for the children of couples in crisis are also protracted conflicts. And yet, as Iori says, all parents know that one must not quarrel with children or interfere with their problems. [13] Family problems, such as the lack of money and all the violence it can cause in families, disturb them. In our families, the problems easily affect the often helpless children. The child , who does not want to compete and is the most fragile emotionally, is able to develop an inferiority complex, feelings of worthlessness, and an attitude of helplessness in the face of difficulties. In the family, a good educational climate promotes a better balance of the child's personality and ensures a better availability of mental processes. Otherwise, it would be a factor of poor school adaptation. The school can sometimes be totally devalued and denigrated by the whole family, the child will then reproduce a family pattern by failing and marking opposition behaviors. But most often, we encounter the opposite attitude, its image is over-stimulated, particularly in relation to the anxiety conveyed by unemployment. In this case, some children will submit to the parents' requirements and, thus, part of their personality, but they will not, under any circumstances, be immune to a later reaction, for example adolescence, where opposition reactions are exacerbated. Others refuse this oppressive authority and often transfer their aggression to their teacher, the school being perceived as an institution of release.

8. Variables related to the school institution

The Congolese school system plays a role in the constitution of failure, this is inescapable. We propose an identical pedagogy, a rather normative teaching (program, evaluation, examination ...) to children who are all different and who do not have the same level of physical, intellectual, psychological and emotional maturation. Every child has his own rhythms, which are not often respected. National education does not yet seem ready to work on this point.

Class size remains a major problem in public education. It seems rather difficult to provide individualized help to students in difficulty when a class has 60 to 100 students.[14] With such a large number of children, the teacher is also confronted with the heterogeneity of the students and the enormous difficulty of following each pupil in a particular way. Unfortunately, teachers often face other imperatives set by national education : school curricula are often too dense. Mandatory and repetitive assessments only accentuate the differences between good and bad students. They have a direct impact on the process of reevaluation of the child.

II. CONCLUSION

The phenomena of failure and dropping out have very ancient origins. This situation changes factors depending on the society in which the student is inserted. Admittedly, the variables of this international situation are usually personal, family social and institutional. The analysis for the realization of this research invites each group to take these responsibilities in view of the training form the good good Christian and honest citizen .

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- [30]. We had exercised the fine teaching profession in the capital of Congo and we are fully aware that the situation has not changed for several years. Amongst the state's responsibilities in the area of school failure is also lack of structure. Thus, today, the number of pupils in classrooms is very high throughout the school cycle. During the research, we were surprised to learn from the direction of examinations and competitions that even in this twenty-first century, in Brazzaville capital of the Congo wood producing country high school students attend classes sitting on the floor. Under these circumstances, the teacher stays up from the beginning to the end of his class.

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