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The impact of learners' socioeconomic environment on their academic achievement in the Competency-Based Approach context: The case studies of Catholic College Notre Dame de Lourdes and CEG Djassin.

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DEDICATION

This work is mainly dedicated to my parents Mr. GOUDJO F. Olivier and CHABI G. Awaou.

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List of acronyms

BAC: Baccalaureat, French equivalents of “A” level.

BEPC: Brevet d’Etude du Premier Cycle, French equivalent of 0’level.

CBA: Competency-Based Approach.

CCNDL: College Catholique Notre Dame of Lourdes.

ENS: Ecole Normale Supérieure, French equivalent for Advanced Training Teachers College.

INTRODUCTION

Education is the basis of the development in any country. Children's education starts from home and goes through a formal institution known as school. At home parents are in charge of their children's education whereas at school it is the teachers who take their education in charge. Often, teachers link their learners' failure to their laziness. Is this point of view objective?

When teachers teach their subjects well and if schools emphasize the importance of academic tasks and permit no distractions, children should be able to learn (Rothstein, 2004, P.106). This means that teachers themselves have their part in the learners' lack of achievement. This situation has puzzled me and led me to the formulation of a central question stated as follows: on whom can we put the blame of learners' failure since we know that there are many agents and factors involved in learners' performance at school?

This investigation aims at demonstrating how the guilt of learners' failure is broadly shared by everybody and everything including government, teachers, school authorities, students, parents and schools' environment...

However, parents' financial status has an important influence on the personality of their children. Those with reasonable income can better face their children's educational needs. Their socio-economic factors are of vital importance in affecting their children's educational achievement. The poor usually face difficulties to provide for their children.

What does the teaching approach imply in Benin?

The educational system in Benin has known many reforms. The latest led to the adoption of a new approach of teaching/learning and evaluation process, Competency-Based Approach (CBA). This approach requires a strong financial support. With this approach, the learners are more active, and responsible. In a

nutshell, the learners build their own knowledge. But the following questions need answers.

1. Can pupils work actively, if their living and learning environments are not favourable ?
2. Can they achieve academically if poverty is the essential key factors that hinder their social and economic environment?

It is in that perspective that I find it useful to study the impact of learners' socio-economic environment on their academic achievement in the Competency-Based Approach context: the case studies of the CCNDL and CEG Djassin.

CHAPTER ONE: INTRODUCTORY SECTION

1-1 The statement of the problem

Most of the time, education affects a person's future. Many job opportunities are often opened for those who are more educated. A good education does not only nurture talented students in a country; it also increases our life styles. It is definitively one of the important factors in the development of a country because it opens up job opportunities. Those are the reasons why every year parents send their children to school; but at the end of the academic year, we notice some differences in their academic performance. Students from favourable environment seem to achieve more than the other ones.

Indeed, during meetings, where teachers are gathered talking about learners' achievement and progress, all the blame is usually put on the learners who could not achieve well or whose results are poor . For many teachers, learners' lack of achievement is linked to learners themselves. These teachers' points of views are not always objective.

While observing learners during daylight we can realize the following miserable aspects:

- some of them are sent out of classes for not having learning materials;
- some of them are expelled during summative evaluations for not paying school fees;
- some unqualified teachers teach badly to the learners;
- some learners cannot do their homework, and research works given by the teachers because they lack financial means;

Moreover, I discussed with some learners who spend the afternoons at school or with their mates because their home are very far from the school.

I also discussed with learners who are helped for dinner, transport, photocopies, even for paying school fees. These discussions allow me to realize whether the students really live in appropriate conditions to achieve academically.

The opposite is noticed with other students, mainly those of the Catholic School Notre Dame de Lourdes. Indeed, while some students are walking to cover a long distance before going to school, without eating, the others use motorbikes, with all the appropriate learning materials and smart phones for research work. I notice that these students have good living conditions and a better teaching/learning environment which can lead them to achieve more academically.

Taking into account all these aspects, can we directly blame learners for their lack of academic achievement?

Many research works on learners' academic achievement have shown that their achievement is often affected by the socio-economic status of their parents, their teachers, their school authorities, their school environment and the learners themselves. How can all these aspects affect learners' academic achievement? How do we account for the difference in children's academic performances?

These questions lead me to formulate a research topic which is the following: <<***The impact of learners' socio-economic environment on their academic achievement in the Competency-Based Approach Context: the case Studies of the Catholic School Notre Dame de Lourdes (CCNDL) and the CEG Djassin***>>.

I have chosen the CCNDL because I notice that students of that school are mostly from a better living condition and have a good teaching/learning environment and achieve academically. I have also chosen the CEG Djassin because in that school most of the students come from unfavourable

environment and learn in an inadequate context and achieve less than their fellows in CCNDL.

1-2 Purpose of the study

The purpose of this research is to investigate the academic achievement of students according to the socioeconomic status of their parents. Students' academic achievement, particularly as it is related to the socioeconomic status of their parents, is examined in this study to find how it relates to their academic achievement in schools so that educational actors could respond to the issues that impact the learners' achievement.

Data from this study might serve as an impetus for school policy- makers to reflect upon practices that do not seem to enhance academic learning for all students. They may move forward with practices that are perceived by students, parents and teachers as essential for improving students' achievement and all academic success.

Another purpose in undertaking this research work is to study the learner's social environment and situate responsibilities at all level regarding learners' academic achievement. Since there are many actors involved in the educational system, particularly teachers, school environment, government, students and parents. Who is actually to be blamed? All the above issues lead to some questions.

1-3 Research questions

Grounded in the concept of this topic and based on the stated purpose of the study, the following research questions will guide the study. The central and major question is stated as follows: what is the impact of the socio-economic status of learners on their academic achievement?

Sub-questions of this study include:

- How far does the socio-economic status of learners influence their academic achievement?
- Does the teaching/learning environment make a difference in students' performance?
- What factors contribute to the low achievement of the students?
- What factors contribute to the high achievement of the students?

1-4 Significance of the study

This part states the importance of this study and its interest for me, as a researcher for the teaching career, for the students, their teachers and future researchers.

In carrying out this research, I consulted some documents that I have never consulted before and noticed that we have some libraries that can be exploited. As actors of education, teachers may not determine the reasons why some students cannot perform well at school. They link students' lack of performance to their laziness or irresponsibility. Then, there is nobody to blame exclusively; the guilt seems broadly shared by everybody.

This research work is important for the teaching profession as a whole because in reading this work, teachers might stop practising educative injustice on students by punishing them for not having learning materials or for not completing their homework.

In addition to that, this work may bring the government to pay more attention to students' lack of academic performance and prepare some resources to face it.

Moreover, this study will allow students to know that they have great role in their own academic achievement. It will bring students to be more determined and very dynamic at school.

Then, it may be useful for future researchers whose topics will relate to mine. If only the suggestions and recommendation in this work can be taken into account, the students' academic achievement may be improved.

1-5 Limitation of the study

Naturally, this study is affected by limitations. Limitations of this investigation include limits that naturally affect the studies. Firstly, the research was conducted using data and participants from first cycle (first to fourth form). It should have involved participants from different levels of the school system. Secondly, school observation should be taken into account in addition to the interviews conducted with participant-students and teachers, since they play a tremendous role in students' achievement at school.

1-6 Difficulties encountered

In carrying out this research work, I have encountered multiple difficulties among which the major one is financial means.

On the one hand, I have to cover the distance from my home which is at four-four Tokpa (Porto-Novo) to CEG Djassin which is about one kilometer day after day to collect data. On the other hand, I went to the third section or annex of the Catholic School Notre Dame de Lourdes at Dowa on foot for data collection, a distance about three kilometers at least. All these because my study takes into account those schools.

Another difficulty is the dissertation writing period. We were almost at the end of the year and teachers and the schools authorities had no more time to fill in questionnaires. So, the work was completed in haste.

The other thing is that we were overworked through out the year. While dealing with theoretical courses in the school (ENS), the teaching practice was on as well and ended up with an inspection. At the same time we were supposed to be writing this dissertation.

Let us now have an idea about the schools selected.

1-7 Presentation of the Catholic College Notre Dame de Lourdes

The Catholic School Notre Dame de Lourdes was founded by the reverend father BREGAINT in 1957; and has its origin in the Chritianism. It started with a single class of 6 students including the author of “LE DILEMME” TIDJANI Serpos Noureni and the director of CAPP FM Jerome CARLOS. Those personalities schooled in CCNDL and today they are very important for the nation.

The school was then managed by the reverend FRANÇOIS KAPUSCIK in 1969, helped by some teachers in Benin and Togo.

In 2004, the College was ruled by a board of clergy men headed by the reverend CLEMENT SOFONOU; and in 2006 by the reverend father MODESTE DOHOU with the assistance of ERIC OKPEITCHA.

In fact the Catholic School Notre Dame de Lourdes has three sites, headed by Father Vincent MASLOKONON. The central school is located next to the cathedral of Porto-Novo not far from the National Assembly, just between TOFFA square and the Ministry of the Nursery and Primary Education. It includes 1500 students comprising both male and female and has the first cycle as well as the second cycle. In that part of the school they have a meeting hall of five hundred seats, a sport field, a nursery, a library, a laboratory, a car pack, a chapel, a staffroom. That school has an important thing in student life which is network (WIFI) for students to navigate freely on the internet.

As far as the second site located at Dangbeklounon not far from the car park, just before the International Polytechnic University (UPI) on the way from the Catholic Church FRANÇOIS XAVIER to Ouando. It is about one kilometre away from the central School, and contains exclusively 500 girls of the first cycle. Most of the factors listed above exist in that section too.

The Catholic School Notre Dame de Lourdes has a vision to promote an excellent education to children, this is the reason why their motto is *Excelsior Simper Excelsior (Excellence Always Excellence)*.

1-8 Presentation of the CEG Djassin

That school was created in 1971 by the family BOSSOU headed by Joseph BOSSOU. The school counts one thousand six hundred and sixty nine (1669) students today. It includes nine hundred and forty nine (949) boys and seven hundred and twenty (720) girls. The school is presently managed by Mr. Jean Noel AIVODJI. He is the tenth director of the school and has taken office since the November 05th, 2012 after Mr. Laurent E.J. MYEHOUENOU.

The CEG Djassin is at Djassin, the third district of Porto-Novo (precisely at DJASSIN ZOUME).it is limited in the North by the Public Primary School of DJASSIN ZOUME) and the DEPARTMENTAL OFFICE of the “Croix-Rouge Nationale”. It is limited in the South by Porto-Novo street 10 and the hotel Beaurivage, in the West and East by a series of habitations. It covers a superficial surface of 60,000 m².

CHAPTER TWO: LITERATURE REVIEW

Students attend school each year with the aim to achieve efficiently. However, we notice the failure of some while others succeed.

What really bring the difference in learners' performances during the academic year? Many documents, authors and courses have dealt with that question.

2-1- PARENTS' RESPONSIBILITY AND SOCIO-ECONOMIC STATUS

The question about learners' performance at school has been raised in the work of Olufemi. O. O. (2009) citing Uwaifo (2008) who states that, although the school is responsible for experiences that make up the individual's experiences; parents' socio-economic status plays a tremendous roles in the learners' academic achievement. She also deals with the ideas of Wiseman (1979), Sogbetan (1981) and Hassan (1983) who have examined the causes of poor academic performance among secondary school students. Some of the factors identified are intellectual ability and low socio-economic status of the family. Through my investigation I realize that Uwaifo (2008), Wiseman (1979), Sogbetan (1981) and Hassan (1983) through the work of Olufemi are right by linking learner's lack of achievement to their socio-economic environment.

Indeed, Dr. MIGNANWANDE .H. (2012) asserts through his course that all research works show that the factors which determine learners' academic achievement depend on their social environment. He also notices that, for the primary school which is free for all children without any discrimination, where all of them are submitted to the same learning the field studies show a great failure and dropping out of some children according to their social origin. It appears in that course that 76 per cent of children from favourable environment were in the primary year six or in advance at the normal age, whereas 36 percent of children from unfavourable environment fell behind.

Dr. NEKPO. C. (1998) states that “*Nowadays, as the school institution organizes children’s holocaust; family themselves prepare their children’s failure at school*” (my own translation).

MANNONI. P. (1984) believes that students’ lack of achievement at school is linked to their social environment failure. I can say that all the ideas developed, through Dr. MIGNANWANDE’ course (2012) are right in so far as, although students from lower and higher socio-economic status both attend school on the same ground, the effect of lower socio-economic status on students’ academic achievement is difficult to ignore. .

Students from lower socio-economic status often face additional challenges including a dearth of learning resources, difficult learning conditions and poor motivation that affect their performance at school. As far as the learning resources are concerned, families with a lower socio-economic status often struggle to provide academic support for their children. Limited time and financial resources make it difficult for parents to create a home based learning environment. Parents from a low socio-economic household cannot afford learning materials to their children. When children do not have a positive learning environment at home, this negatively affects their academic achievement level at school.

On the other hand, the school environment plays a profound role in the academic achievement. Highly-qualified teachers often avoid schools that are less favourable by committing more affluent school communities, living low socio-economic status children with teachers who often lack expertise in their subjects. Here teachers serve students from favourable environment. That is what American researchers call “*the Mathew effect*” meaning that ***we give preferential treatment to the one from privileged classes***. Students in lower socio-economic communities are more likely to exhibit behaviour related to learning problems because they feel as if they do not belong to the school due to

their working class background. These feelings of loneliness and inadequacy often influence the decision to drop out many students. Additionally, children from low socio-economic backgrounds become aware of high college tuition fees, and often lose the motivation to perform well due to their inability to pay for high expensive education.

2-2- POVERTY

If we consider language teaching and learning, Crystal. D. (1998) points out the importance of some appropriate conditions.

In a well supported environment, resources will be devoted to help people having access to the language and learn it, through the media, libraries, schools and institutes of higher education. There will be an increase in the number and quality of the teachers able to teach the language. Books, tapes, computers, telecommunications systems and all kinds of teaching materials will be increasingly available. (P4).

Indeed, poverty often makes students suffer a lot due to their inability to have school equipment or to pay school fees. Through this statement Crystal .D. (1998) deals with the problems that affect learners' academic results including mainly their social and economic environment. There is appropriate library neither for teachers nor for learners and the existing ones are not well equipped. This shows that poverty is the main factor that hinders the students' socio-economic environment. As we can realize, the Competency Based-Approach itself is not an obstacle to the success of the educational system in Benin as many people have been claiming. It is rather the financial means that could lead to a good academic result which are not available. For example, the students of CCNDL whose living and learning conditions are favourable, perform better than their fellows of CEG Djassin. So, we can conclude that good living and

working condition is the prior motivating factor for excellent school achievement.

2-3-ACCEPTABLE LIVING, TEACHING AND LEARNING STANDARDS

According to the Organization for Economic Co-operation and Development (OECD), academic achievement is not only linked with school-related factors but with socio-economic environment in which students are raised.

In the “Equal Opportunity Study” conducted by Coleman et al (1966) in the US, it is claimed that the qualitative and quantitative characteristics of the school do not have a significant effect on the success of the students. According to that study, student academic attainment is determined only by the family socio-economic characteristics and social environmental factors that are outside the school.

I could not totally agree with Coleman et al (1966) report which stated that the best predictor of students’ achievement is only the socio-economic status of their parents.

Concerning the teaching process, it can be observed even if unemployment forces many people to teach they have to be adapted to the teaching job, since the teacher has a crucial role in the education system of a country. That is why through his course entitled “**Ethique et Enseignement**”; **Dr.Akimi YESSOUFOU** (2014) notices that the teacher should sacrifice himself to the teaching job, quoting the oath of Socrates “*l swear to use all my efforts and competences for the education of the learners who will be entrusted to me*” (my own translation).

Indeed, the main factors of students' academic achievement are teachers, then they have to be well prepared in the teaching and learning processes. Therefore, teachers' training is something to be mainly taken into account forever, because teaching is not meant for everybody. So, it is not enough to study at university to become a teacher. Professional Training is quite important. That is the reason why Crystal. D. (1998) spoke of increasing "*the number and the quality of teachers, able to teach the language*" (p4).

Let us have an idea about the Teaching Approach (CBA).

2-4 COMPETENCY- BASED APPROACH

The Competency Based-Approach is an approach to teaching and learning in which the students are placed in the centre of the teaching- learning process. In this approach, students construct their own knowledge interacting with situations given by the teachers. It is useful for teachers in the extent that their role is less directive and instructive and facilitative: they design experiences to meet learners' interests and needs, in which learners participate actively to learn. In the Competency –Based Approach learners are active and teachers plan and organize tasks for them. Teachers therefore have more time to observe what the learners understand, what they are doing and what they are able to do.

For example in this approach, learners study English within situations and contexts which are varied and relevant. In other words, the language is introduced and practised through different situations and contexts that are similar to situations that could occur in real life. The aim is that learners develop language and problem solving abilities that they can use in new and challenges situations at school and out of school.

In his work, DJIDONOU D. J. C. (2008) defined the Competency-Based Approach considering the book of FREDERICKA. D. (2007) as: a teaching/learning and evaluation model that is rooted in the social constructivist philosophy. As the approach is mainly centered on learners, they have to be

determined in taking a great responsibility for their own learning by being more active in the teaching–learning and evaluation process.

The Competency-Based Approach needs a lot of means for students as well as for the government, since students are actively doing everything: research work, homework, even in the class they have to get adequate learning materials in order to solve class learning situations. So, it needs many funds from the society mainly the students' parent and the government.

In fact, we may notice that the Competency-Based Approach itself does not hinder the success of our educational system as many people have been claiming. It is rather the working and the living conditions of direct actors of the educational system or the state of their social environment which affects the success of the system.

Moreover, the CBA does not belong to poor people, because it needs more physical, financial, materialistic, psychological, intellectual and mental investments at every level. Normally, it is for the government to invest more. Has the Competency-Based Approach actively involved all the actors of education?

The CBA has become a source of misunderstandings among the population and trade unions, even the government.

There are many stakeholders, who blame the approach. In fact, they have been rebelling against it because they do not trust it and say that the approach damages children's knowledge. Obviously, students' levels are decreasing and their performances are encouraging. For example, we may see in some first form students who cannot write their personal name even in some fourth form, some pupils are not able to express themselves freely. Therefore this approach should normally be analyzed once again in order to regain the population's confidence.

With information about the above mentioned literature, I will identify and show the methodology and framework of my dissertation. I will deal with the target population, the research instrument and method.

CHAPTER THREE: THE METHODOLOGY OF THE STUDY.

This third section of the work deals with the methods used in collecting data during my investigations. To reach my objectives I focus my attention on the different aspects of the students' socio-economic environment to collect essential data. What are the procedures I used to collect data?

3-1 THE TARGET POPULATION

My investigation has taken into account learners, teachers, members of administrations, from both schools CEG Djassin and the CCNDL. Such a choice is convenient since the present research work deals with the impact of the students' social and economic environment on their academic results.

To carry out the inquiry, I have chosen some secondary school teachers, some secondary school students of the first form, the second form, the third form, and fourth form. In addition to those key actors, the selection has taken into account some members of administration of both CCNDL and CEG Djassin. This sampling has been guided by the fact that only students who are from varied social and economic backgrounds and those who are involved in the system for at least three years can provide reliable information about the topic. They are supposed to be aware of the difficulties or problems they have suffered from in their social and economic environment. Furthermore, I was obliged to translate and explain the entire questionnaire before they could answer correctly. I selected two secondary schools: CCNDL and CEG Djassin. I am aware that they are not representatives of the hundreds we have in Benin.

3-1-1 The learners

They are important to be taken into account since they are the ones on which the study is mainly based. The way they behave and work depends mainly on the environment in which they are raised. So, a few questions to them would

surely add to the data, the analysis of which is necessary for a better understanding of the impact of their socio-economic environment on their academic achievement.

3-1-2 The teachers

They appear as the main actors in the process of students' performance. In fact, in the secondary schools in our country, schools authorities are less involved in the classroom management. Their role is to make sure that different teaching/learning materials are available for teachers and learners. It is up to each teacher to manage his/her class to improve learners' performance. They are taken into account for this research work.

3-1-3 The schools authorities

They are responsible for the schools management. Often they look after the schools and classes to see how well teachers are doing and the conditions in which learners are learning. They have to be considered since they belong to learners' social environment.

3-2 **RESEARCH INSTRUMENTS**

To collect data about the study, I have used such instruments like :

- Questionnaire
- Interviews
- Schools' observation

3-2-1 **Questionnaire**

3-2-1-1 **For learners**

Let us have a look at the dispatching of the questionnaire.

Table n°1: Sampled schools, students and data collected.

| Data | Classes | Sampled students | | Collected Responses | Percentage |
|------------------------|----------------------|-------------------------|-----|----------------------------|-------------------|
| CCNDL | 1 st form | 80 | 40 | 28 | 46 |
| | 4 th form | | 40 | 32 | 64 |
| CEG Djassin | 1 st form | 100 | 50 | 30 | 60 |
| | 4 th form | | 50 | 40 | 80 |
| Total | | 180 | 180 | 130 | |

Globally, I issued one hundred and eighty (180) questionnaires to students of both schools. Out of the eighty(80) questionnaires that I designed for students in the Catholic School Notre Dame de Lourdes only sixty (60) were collected. The remaining hundred ones were distributed to learners of the CEG Djassin and seventy (70) were collected. That questionnaire includes eighteen (13) questions related to learners' private life.

The very first question addressed to the students is to know about their father's and mother's profession.

The following two (02) questions are stated to see the distance from their home to school and what they use to attend their school.

The following three (03) questions get more information about the quality of the socio-affective conditions of the students' environment.

Question N° 7, and N°9 are stated to see how the school climate looks like.

Question N° 8 aims to see if students' learning environment is favourable for good academic results.

Question N ° 10 looks for information about the involvement of the students' parents in the achievement of their children at school.

Question N°11 seeks to know who pays their school fees.

Question N°12 is stated to see if they have tutor at home to help them revise lessons.

Question N°13 is formulated to see if the students' social environment motivates them for economic fund.

3-2-1-2 For teachers

I designed seventy (70) questionnaires for teachers, and only 30 have been collected. Out of the thirty questionnaires that were sent to CCNDL only twelve (12) have been collected and eighteen (18) from CEG Djassin out of forty that were sent. The analysis of their responses, interviews with the schools authorities and the data generated by the school observation enabled me to understand difficulties that teachers are confronted with. The teachers' questionnaire is made of eleven (11) questions.

The very first question addressed to teachers is to see the distance which separates their home from the school.

Questions N°2, N°3, and N°4 are stated to see if teachers are really motivated with economic incentives provide.

Question N°5 looks for the professional qualification or level of the teachers.

Questions N ° 6 and N ° 7 aim to get information about students' involvement and performance in the teaching subjects.

Questions N°8, N°9, and N°10 are formulated to see how far the condition is appropriate for teachers to teach well.

Question N°11 intends to see if the school climate is suitable for good academic results.

The last one is not numbered. It is stated as follows: What do you think of the impact of learners' socio-economic environment on their academic achievement? This question is looking for teachers' point of view or comments about the topic under investigation.

3-2-2 Interviews

In order to cross check the results of the questionnaires, I have conducted interviews. Interviews are known to be the instrument which consists in having direct contact with the interviewees and asking questions related to the topic under consideration. I have elaborated a few pre-set questions about my topic; I went to interview the concerning schools teaching advisers. This has been recorded in order to be used later.

However, I have to mention that the task wasn't easy. While some teaching advisers agreed with the interviews, others refused to be interviewed; some others argued that they had no time for me. As for those who accepted to receive me, they easily answered my questions. They bluntly let me know what they think about the impact of socio- economic environment on students' performance.

The sample of those pre-set questions is displayed on the annex pages. But in order to get more information about the study and to know more about learners' conditions, I have decided to undertake schools' observation.

3-2-3 Schools' observation

This method is very important in the completion of my work. It allows me to see the condition in which learners are put to learn. To see if the schools environment is appropriate and well equipped for teaching- learning. Moreover

this approach has enabled me to know the qualifications of the teachers and how students are motivated to learn.

To succeed in this research, I made a negotiation with the schools' authorities who willingly accepted that I could visit the schools. In the same way, I have elaborated with them some planning and also agreed on what was to be observed.

This research instrument was used in the schools that I have selected. It allowed me to check:

- if the school climate is favourable to learners.
- if the teachers' implication are of adequate level and quality.
- if the teaching approach is accurate (teacher-centered or learner-centered).
- if the requiring teaching materials are available.
- if the students are interested in the teaching and learning processes.
- if the students feel motivated and if the school climate fits their expectations.

3-3 PROCEDURE OF DATA COLLECTION

I distributed questionnaires to teachers as well as learners of the target schools. I waited for three weeks before getting the answers back.

The students have been gathered in classroom and instructions have been given to them so that they can answer without difficulties. Many of them succeeded in filling the boxes and returned the questionnaires to me because I have helped them by providing the French version of the questionnaire.

I have addressed seventy (70) questionnaires to teachers, and only 30 were collected: out of the thirty questionnaires that were sent to CCNDL only twelve (12) were collected and eighteen (18) from CEG Djassin out of forty sent.

For the students, I devised hundred and eighty (180). Out of eighty (80) questionnaires that I designed the students in the CCNDL, only sixty (60) were collected for different reasons. The remaining hundred ones were distributed to learners of the CEG Djassin and seventy (70) were collected.

To have a clear understanding of this investigation, it is necessary to present the results and its implications in the following chapter.

CHAPTER FOUR: PRESENTATION OF THE RESULTS AND DISCUSSIONS.

4-1 The presentation and Analysis of the Results

This part includes the presentation of the data I have collected through the questionnaires, the interviews, the schools observation, and the discussion of the finding.

4-1-1 Data from the Teachers

1- Is your home far from school?

All the respondent teachers from both schools said that their homes are far from the school but they use their personal mean, of transport. So, this situation has no impact on them.

2- Have you ever received any incentive from the government?

Table n°2:

| Questions | CCNDL | | | | CEG Djassin | | | |
|-----------------------------------------------------------|-------|----|----|----|-------------|----|----|-----|
| | Yes | % | No | % | Yes | % | No | % |
| Have you ever received any incentive from the government? | 02 | 17 | 10 | 83 | 00 | 00 | 18 | 100 |

Here two teachers from CCNDL have received once incentive from the government. The remaining ones have never received incentive from the government; this situation may not motivate them and as a matter of fact they will lose affection for their job. As a result students may not be well taught in CEG Djassin.

3- Is your salary reasonable?

Table n°3:

| Questions | CCNDL | | | | CEG Djassin | | | |
|----------------------------|-------|----|----|----|-------------|----|----|-----|
| | yes | % | No | % | yes | % | No | % |
| Is your salary reasonable? | 01 | 08 | 11 | 92 | 00 | 00 | 18 | 100 |

4- Is it sufficient enough to provide relief for you and your family?

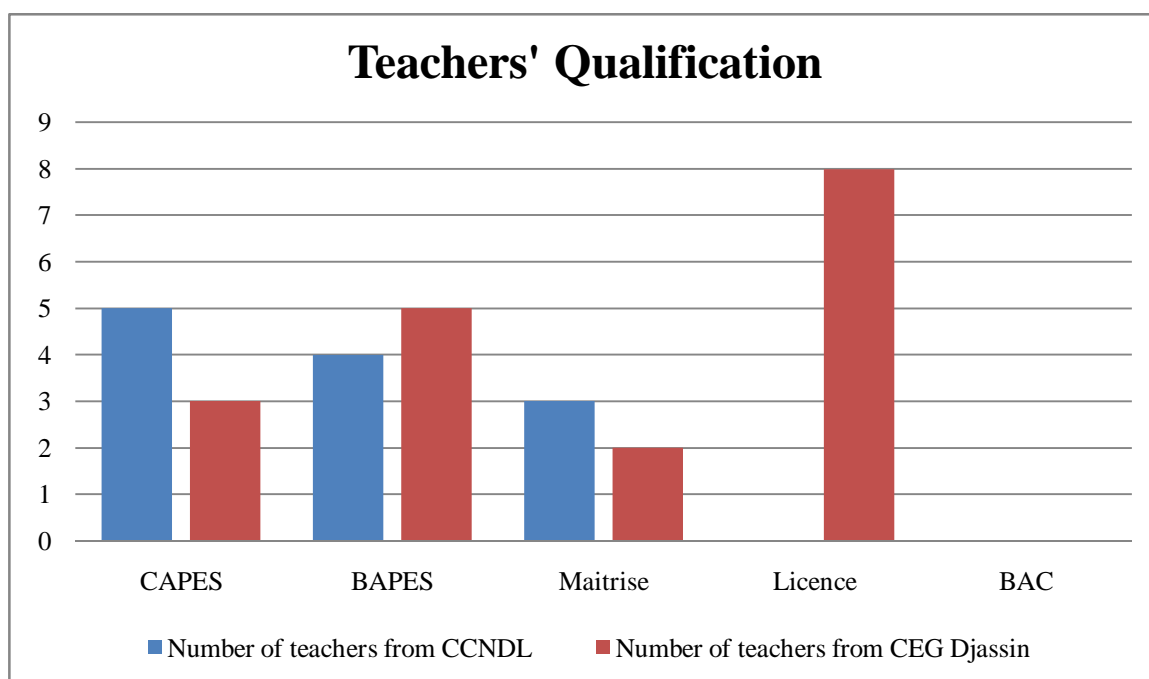
Tablen°4

| Question | CCNDL | | | | CEG Djassin | | | |
|--------------------------------------------------------------------|-------|----|----|----|-------------|----|----|-----|
| | yes | % | no | % | yes | % | No | % |
| Is it sufficient enough to provide relief for you and your family? | 01 | 08 | 11 | 92 | 00 | 00 | 18 | 100 |

From question n°3 and n°4; generally, (92%) of the respondent teachers in CCNDL and (100%) of the ones in CEG Djassin have complained about their incomes which do not allow them to buy personal appropriate teaching materials. So, they are not motivated with economic incentives. As many teachers are confronted with this situation, students from low socio-economic environment are unlucky to be helped or motivated because teachers lack means or resources.

5- Teachers' teaching qualification

Figure n°1:



From this chart, we can realize that many teachers from the CCNDL are more qualified than their colleagues in CEG Djassin. This situation may determine mainly the students' performance at school. Those who are taught by qualified teachers should better achieve academically than the ones who are taught by unqualified or less qualified teachers.

6- Do your students perform in your subject?

Table n°5:

| Teachers' answers | yes | percentage | No | percentage |
|-------------------|-----|------------|----|------------|
| Schools | | | | |
| Of CCNDL | 10 | 83 | 02 | 17 |
| Of CEG Djassin | 02 | 11 | 16 | 89 |
| Total | 12 | 94 | 18 | 97 |

7- Do they complete their home and research work?

Table n°6

| Teachers' answers | yes | percentage | No | Percentage |
|-------------------|-----|------------|----|------------|
| Schools | | | | |
| Of CCNDL | 10 | 83 | 02 | 17 |
| Of CEG Djassin | 02 | 11 | 16 | 89 |
| Total | 12 | | 18 | |

Questions n°6 and7 indicate that, 83% of the respondents' teachers from CCNDL and 11% of teachers from CEG Djassin approved that most of their learners perform suitably their research and homework, due to their learning condition and parents' survey.

Therefore, the remaining 17% of teachers in CCNDL and 89% of teachers in CEG Djassin have complained that their students do not care about homework and research work because, they lack the means.

8- How do you get your teaching materials?

Table n°7

| SCHOOLS | Personal means | | Government supplies | | Others | |
|-------------|----------------|----|---------------------|----|-----------|----|
| | Frequency | % | Frequency | % | Frequency | % |
| CCNDL | 08 | 66 | 00 | 00 | 04 | 34 |
| CEG DJASSIN | 14 | 77 | 02 | 11 | 02 | 11 |
| Total | 22 | | 02 | | 06 | |

70% of respondents teachers from both colleges revealed that they usually have working materials through personal effort. This situation explains the fact that they are not so motivated for the teaching job.

9- Does your school have library, laboratory?

Table n°8: Schools' equipment

| Questions | CCNDL | | CEG Djassin | |
|-------------------------|-------|----|-------------|----|
| | Yes | No | Yes | No |
| Does your school have : | | | | |
| -library | 12 | 00 | 18 | 00 |
| - laboratory? | 12 | 00 | 18 | 00 |

Each of the schools has its library and laboratory, but the ones of CCNDL are more documented and equipped. Teachers and students in that school exploit them regularly.

10- What is the size of your classes?

Table n°9

| Schools | Class' size | | | | | | | | | | | |
|----------------|-------------|----|-----------|----|-----------|----|-----------|----|-----------|----|-------------|----|
| | Above 80 | % | 70- 79 | % | 60- 69 | % | 50- 59 | % | 40- 49 | % | Below 40 | % |
| CCNDL | 00 | 00 | 00 | 00 | 02 | 17 | 04 | 33 | 06 | 50 | 00 | 00 |
| CEG Djassin | 00 | 00 | 00 | 00 | 10 | 56 | 08 | 44 | 00 | 00 | 00 | 00 |

Taking into account this table, it is a reality that Djassin's secondary school is highly influenced by the large class size phenomenon.

11- Is your school climate favourable for a good academic result?

Table n°10

| Questions | schools | | CCNDL | | CEG Djassin | |
|------------------------------------------------------------------|---------|----|-------|----|-------------|----|
| | Yes | No | Yes | No | Yes | No |
| 1- Is your school climate favourable for a good academic result? | 12 | 00 | 12 | 06 | | |

All the respondents' teachers in CCNDL said that their school climate is favourable for a good academic result, against 12 teachers out of 18 in CEG Djassin.

Teachers' idea about my topic is as follows. From both colleges, all of the respondent teachers argued that learner's social and economic environment is the best predictor of their school performance; in so far as, if the environment is favourable the students try their best and we obtain a good result and in the contrary case the results are bad.

4-1-2 Data from the Students

1- What is your: fathers' and mothers' profession?

Table n°11: Profession of students' parents

| Profession | CCNDL | Percentage | CEG Djassin | Percentage |
|--------------------------------------------------------------|-------|------------|-------------|------------|
| Head of international institution | 05 | 09 | 00 | 00 |
| Ministers, members of parliament | 07 | 11 | 02 | 03 |
| Teachers, managing directors, bankers, lawyers, business men | 18 | 30 | 08 | 82 |
| Civil servants, officers, military | 30 | 50 | 58 | 82 |
| Unemployed | 00 | 00 | 02 | 03 |
| Total | 60 | | 70 | |

Students' parents of CCNDL are mostly from the high classes in the society. We can quote: head of national institutions (9%), Ministers, members of parliament (11%), teachers, managing directors, bankers, lawyers, business men (30%) and civil servants, military, officers (50%). Concerning students in CEG Djassin only 3% of the respondent students' fathers are Deputies. Most of students' parents (58%) in CEG Djassin are civil servants, military and officers.

This explains the fact that students in CCNDL are well treated at home; because their parents are rich.

2- How far is your home from the school?

Table n°12:

| Schools | Less than 1 km | percentage | 2 km | percentage | Over 3 km | Percentage |
|-------------|----------------|------------|------|------------|-----------|------------|
| CCNDL | 32 | 60 | 00 | 00 | 28 | 40 |
| CEG Djassin | 32 | 36 | 00 | 00 | 32 | 64 |

Concerning the distance from home to school, 60% of the students in CEG Djassin live near the college and 40 % live beyond three kilometres. Among them only 14% have the means of transport. Despite the situation, late comers are punished. 64% of students in CCNDL live beyond three (3) kilometres against 36% who have their house not far from the school. 45 % of them have the means of transport and most of them never come to school late.

3-How do you go to school?

Table n°13:

| Schools | Students | | | | | | | |
|-------------|----------|----|------|----|----------------|----|--------|----|
| | Foot | % | Taxi | % | Personal means | % | Others | % |
| CCNDL | 15 | 25 | 00 | 00 | 25 | 42 | 20 | 33 |
| CEG Djassin | 40 | 57 | 00 | 00 | 10 | 14 | 20 | 29 |

From this table we can realize that the mean of transport will not impact on students in CCNDL because most of them (42%) have their personal means of transport; whereas, in CEG Djassin it is only 14% of the respondents'

students who have the personal means of transport. This situation explains the fact that most of them are late for classes.

4- What is your family status?

Table n°14

| Students' family status | CCNDL | | CEG Djassin | |
|-------------------------|-----------|------------|-------------|------------|
| | Frequency | percentage | Frequency | Percentage |
| Monogamous | 39 | 65 | 55 | 79 |
| Polygamous | 21 | 35 | 15 | 21 |
| Total | 60 | 100 | 70 | 100 |

5- With whom do you live?

Table n°15

| Schools | CCNDL | | CEG Djassin | |
|-----------------------|-----------|------------|-------------|------------|
| | Frequency | percentage | frequency | Percentage |
| Children living with: | | | | |
| Father | 05 | 08 | 02 | 03 |
| Mother | 03 | 05 | 00 | 00 |
| Both of them | 50 | 84 | 55 | 79 |
| Tutor | 02 | 03 | 13 | 18 |
| Total | 60 | 100 | 70 | 100 |

From the preceding charts, the psychological and moral conditions prevailing in the students' families can be predicted. The most dominant condition is the monogamous hood, which may impacts on children in matter of being cared for if their parents lack the means and have many children.

6- Do you have your three meals everyday?

Table n°16:

| Schools | CCNDL | | | | | | CEG Djassin | | | | | |
|-----------------------------------------|-------|----|----|----|---------|----|-------------|----|----|----|---------|----|
| | Yes | % | No | % | Neutral | % | Yes | % | No | % | Neutral | % |
| Do you have your three meals every day? | 42 | 70 | 03 | 05 | 15 | 25 | 15 | 42 | 45 | 64 | 10 | 13 |

As far as this table is concerned, it shows that at least 70% of students in CCNDL are fed at the normal frequency, whereas 64% of the ones in CEG Djassin are not. Through my investigation, I realize that most of students in CCNDL, food met their satisfaction with regard to quantity and quality. In the CEG Djassin most of the students complained about their meals in matter of quality.

7- Do your parents respond to your schools' call for meeting?

Table n°17:

| Data | CCNDL | | | | CEG Djassin | | | |
|-------------------------------------|-------|----|----|----|-------------|----|----|----|
| | Yes | % | No | % | Yes | % | No | % |
| Parents responses to school meeting | 58 | 97 | 02 | 03 | 18 | 26 | 52 | 74 |

With this table, we can notice that 97% of students' parents in CCNDL respond to school' call for meeting. This certainly helps them to be aware of their children's achievement and to take the appropriate resolution. Whereas, only 26% of the ones in CEG Djassin respond to the school' call.

8- What is your learning condition: good, bad, very good?

Table n°18

| schools conditions | CCNDL | | CEG Djassin | |
|---------------------------|-----------|------------|-------------|------------|
| | frequency | percentage | frequency | Percentage |
| Good | 51 | 85 | 05 | 07 |
| Bad | 04 | 07 | 63 | 90 |
| Very good | 05 | 08 | 02 | 3 |

About question n°8, 85% of respondent students in CCNDL say that their current learning conditions are adequate, whereas almost all of the respondent students in CEG Djassin (90%) complained about their learning conditions. About the quality and stability of the school climate most of the CCNDL students (85%) felt proud of the standard and environment of their school.

Most of the respondents students in CCNDL are put in a good condition at home as well as at school, they have everything to achieve well at school. Moreover almost the teachers of the CCNDL are qualified; that is the reason why in 2012 they had a rate of 97% of students who have succeeded in the **BEPC** exam.

9- Does your school have library, laboratory?

Table n°19

| Schools Questions | CCNDL | | CEG Djassin | |
|------------------------------------------------------|-------|----|-------------|----|
| | Yes | No | Yes | No |
| Does your school have : -library - laboratory? | 60 | 00 | 70 | 00 |
| | 60 | 00 | 70 | 00 |

Each of the schools has its library and laboratory, but the ones of CCNDL are more documented; most of the time, it is imposed to students from that school to exploit them when they are free. The ones of the CEG Djassin are not so equipped and students are let to their own to go to library when they want. Consequently, they lack of experience in matter of general knowledge

10- Do your parent withdraw your school reports?

Table n°20

| Schools Question | CCNDL | | | | CEG Djassin | | | |
|-----------------------------------------------|-------|----|----|----|-------------|----|----|----|
| | Yes | % | No | % | Yes | % | No | % |
| Do your parents withdraw your school reports? | 58 | 97 | 02 | 03 | 18 | 26 | 52 | 74 |

This result indicates that parents in CCNDL are more interesting in their children education than the ones in the opposite school.

11- Who pays your school fees?

Table n°21

| School fees payment | CCNDL | | CEG Djassin | |
|---------------------|-----------|------------|-------------|------------|
| | frequency | percentage | frequency | Percentage |
| Father | 48 | 80 | 42 | 60 |
| Mother | 10 | 16 | 15 | 22 |
| Yourself | 00 | 00 | 03 | 04 |
| Friend | 00 | 00 | 00 | 00 |
| Tutor | 02 | 04 | 10 | 14 |
| Total | 60 | 100 | 70 | 100 |

According to these charts, there is a great disparity regarding parental implication in their children's schooling. Most of the students' parents of CCNDL are more involved in their children's formal education whereas the ones of CEG Djassin's students are not so implicated. During the academic year 2012-2013, only 56% of the entire school fees are paid at CEG Djassin whereas 99% of the school fees are paid in CCNDL. Through the implication of the parents in their children's formal education, these latter performances at school can be predicted. If the parents are more implicated in their children's schooling, they will be more motivated and their results at school will be better. On the contrary case we will notice a bad performance of students.

12- Have you tutor at home?

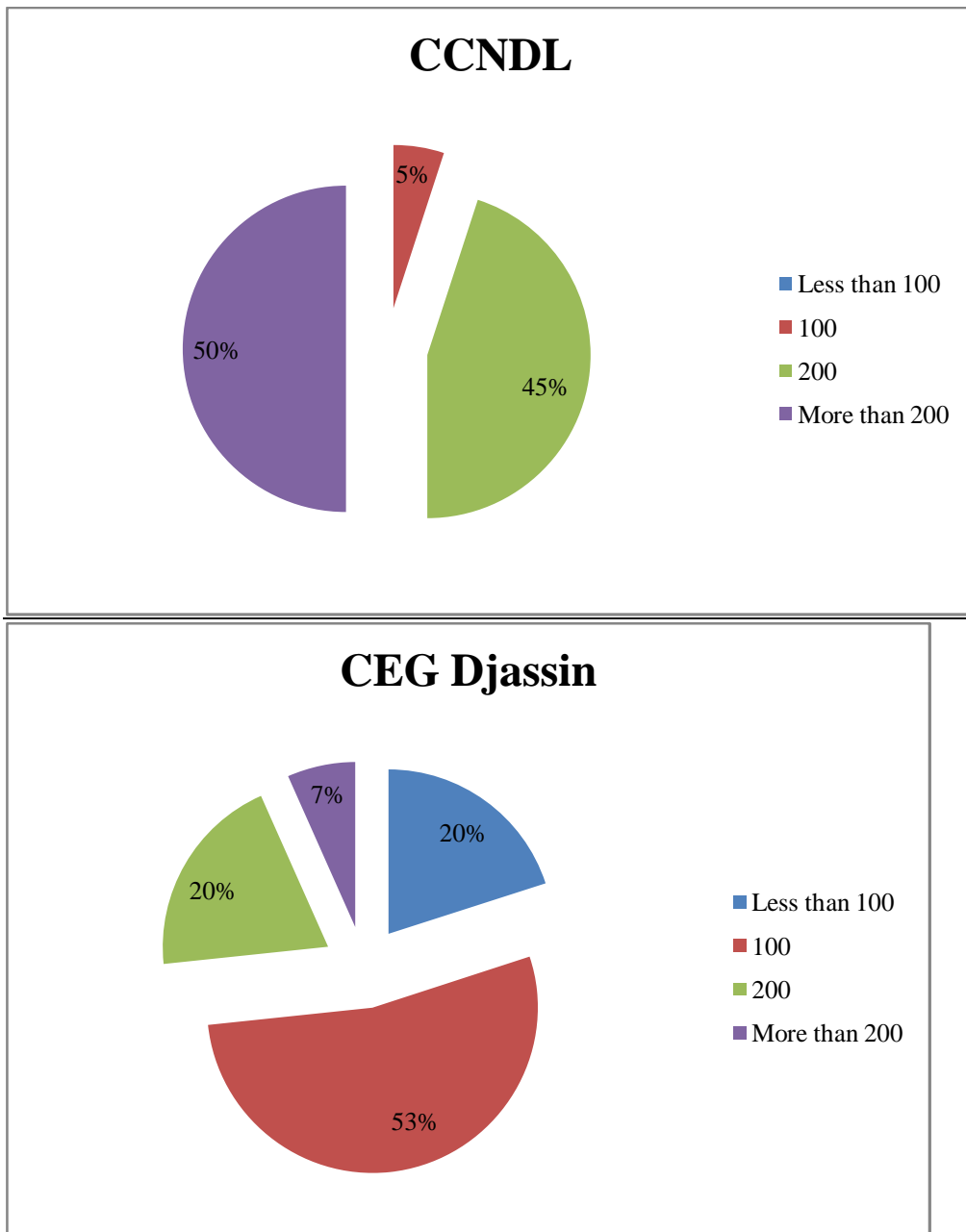
Table n°22

| Question | CCNDL | | | | | | CEG Djassin | | | | | |
|---------------------------|-------|----|----|----|---------|----|-------------|----|----|----|---------|----|
| | Yes | % | No | % | Neutral | % | Yes | % | No | % | Neutral | % |
| Have you a tutor at home? | 51 | 85 | 09 | 15 | 00 | 00 | 11 | 14 | 64 | 85 | 00 | 00 |

Through this table we can realize how students from both colleges can learn out of schools. This is due to the conditions of their families in matter of economic funds to pay money to the tutors. The students who have tutors at home will get more explanation about the lessons and will perform more at school; whereas the ones who have no tutor will perform less. Table n°22 indicates that 85% of students in CCNDL have tutors at home and only 14% of students in CEG Djassin have.

13- How much do you get for breakfast?

Figure n°2: Dispatching (%) of students in matter of money for breakfast in both colleges.



Concerning this figure we can realize how much students are fed up with money to satisfy their small personal needs. 50 % of the respondents' students in CCNDL take more than 200 against only 7 % in CEG Djassin. This is due to the condition of their parents.

4-1-3- Data from the schools' authorities (interview)

Figure n°3: Annual of drop-out, class repetition and, pregnancy rate of both schools **2012**

| | CEG Djassin | | CCNDL | |
|------------------|-------------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Drop out | 17 | 08 | 02 | 02 |
| Class repetition | 158 | 56 | 25 | 17 |
| pregnancy | 02 | 02 | 00 | 00 |

Source: schools' authorities

As this figure indicates, students in CEG Djassin repeat classes more than their fellows in CCNDL. During the last academic year (2012-2013), the pregnancy rate in CEG Djassin is 02% against 00% in CCNDL. The students who fall pregnant will stop their academic period . All these are factors that influence their achievement.

Table n°23: Comparison of BEPC results in CCNDL and CEG Djassin.

| Years | CCNDL | | | CEG Djassin | | |
|-------|-----------------------|----------------------|------|-----------------------|----------------------|--------|
| | Numbers of candidates | Numbers of laureates | Rate | Numbers of candidates | Numbers of laureates | Rate |
| 2011 | 30 | 27 | 90% | 184 | 124 | 67% |
| 2012 | 46 | 44 | 97% | 163 | 59 | 39,16% |
| 2013 | 30 | 27 | 90% | 273 | 141 | 51,64% |

Table n°23 shows the BEPC Exam success rate of the past years in both colleges. As we can notice, in CCNDL from 2011 to 2013 the rates are better all the times than the ones in CEG Djassin.

4-2Discussions

The major point of my discussion is related to factors in the socioeconomic environment that contribute to the low and high achievement of students.

Students' achievement at school is often predicted by the socioeconomic status of their parents. That is why MANNOMI Pierre (1984) linked students' non achievement to the social and economic failure of their parents. From data related to the study, we can realize that students in CCNDL perform more due to their conditions, whereas their fellows in CEG Djassin whose conditions are less appropriate perform less. So, the socioeconomic environment of the parents acts positively and negatively on students' performance at school.

Benin schools suffer from lack of technical devices and training. Consequently, this acts on students' performance at school. As a matter of fact, most the respondent students and teachers in CEG Djassin claim that they are

not satisfied with their teaching and learning condition. And if we refer to David Crystal (1998), if the teaching/learning environment does not serve the necessities, the learners' achievement will always fail.

Through this study, different factors are capable to influence students' academic achievement, such factors range from family background, socioeconomic status of parents and other environment factors like availability of suitable learning environment, adequacy of educational infrastructure at school, well equipped libraries and laboratories. Moreover, the teachers' qualification predicts learners' performance.

In the CCNDL learners appreciate their learning environment at home as well as at school and are proud of it. In the same way the ones in CEG Djassin claimed about their conditions. As the data revealed , there are 50% students in CCNDL who take more than 200 for breakfast against only 7,14% in CEG Djassin. This explains the fact that learners' in CCNDL will be able to respond to their personal needs better than their fellows of CEG Djassin.

The other thing concerns teachers' qualification, some of the teachers in CEG Djassin are not well qualified. And what may be unaccepted is that, in their system there are also people whose training is not yet completed. I can mention the holder of Licence who should be trained to get their professional diploma (BAPES). To show the importance of a prior training for a teacher, David Crystal (1998), spoke of the increase in term of quality and quantity the number of teachers able to teach. That is to say, teaching cannot be effective if the teacher has not been trained before.

In the light of these facts which tend to hinder school education in our country, I would like to make some recommendations and suggestions to the government and some actors of our educational system.

CHAPTER FIVE: RECOMMENDATIONS AND SUGGESTIONS

5-1 Recommendations

Regarding the effect of learners' socio-economic environment on their academic achievement and the difference observed in learners' performance at school, many factors have been dealt with in the conception of my work. To overcome this situation some recommendations should be taken into account.

Indeed, the government should look after the school resources by avoiding corruption and mismanagement.

The government should supply its nation with a suitable educational system by:

- ✓ Adopting an adequate curricula;
- ✓ Recruiting well trained teachers sufficiently;
- ✓ Providing enough appropriate school resources such as: laboratories, libraries, teaching materials, nursery facilities, competent school staff...
- ✓ Providing a good motivational system for teachers as well as learners, by giving scholarships, prizing the best students and teachers to promote Excellency.

The government should also make pre-service training an obligation. This will bring teachers to have a strong basis toward practise.

For school authorities, they should allow teachers to teach their original subject, because in our schools, we can see teachers who teach Math and Biology though they are only Math teacher. In this perspective teachers cannot be effective and this will act on students' performance.

Teachers should be aware of the primacy of their roles in our educational system and students' academic results. They should show high sense of

consciousness, responsibility, self-development, flexibility and sacrifice towards their learners.

As far as the parents are concerned, they should know that, they are the basis element of the society. An individuals' education has its origin in the family. For this, parents should be involved in their children home education as well as formal education. The result of my investigation shows the low income of students' parents in CEG Djassin. This explains their incapacity to provide for their children's needs at school. Some students are victim of polygamous aspects or the divorce of their parents and these situations impact negatively on their school achievement.

Finally, students also have some role in their school performance. Indeed, they should be aware of the importance of the education. They should know that it is only through education that they can be an important personality in the society.

5-2 Suggestions

This part is about elements that may be taken into account in order to stabilize the performance of students from different socio-economic backgrounds at school.

My suggestions focus mainly on students' socio-economic aspects that impact most of the time their achievement at school.

5-2-1 Suggestions to teachers

For teachers, in order to reach their goals of teaching efficiently, I suggest to them:

- ✓ The active acquisition of scientific and pedagogical knowledge ;
- ✓ Setting good examples to be followed by learners ;

✓ The teacher should pay attention to what he is teaching to students in order to avoid every kind of fantasy. The teacher should also be familiar with the following classroom management techniques:

- Fostering a close friendly teachers/ pupils relationship;
- Taking note of individual pupils' differences
- Using clear instructions.

The teachers should plan his lesson before entering the class and states the lesson's objectives; he should also know that variety is the spice of teaching. In a nutshell, he has to be trained or receive an appropriate training.

5-2-2 Suggestions to the learners

Learners should know that they are in the centre of the educational system today. For that I suggest to them the following;

- ✓ They have to be more active in the learning process;
- ✓ They should use the education that they are receiving in the society intelligently;
- ✓ They should learn their lesson and do home and research work;
- ✓ They should be disciplined
- ✓ They should devote their time to school work;
- ✓ They should stop cheating and rely on themselves;
- ✓ They should subscribe to libraries;
- ✓ They should speak French, and English more often;
- ✓ They should subscribe massively to the different educational clubs in order to raise their general culture.

5-2-3 Suggestions to the schools administration

Once the responsibility of the school in the improvement of school results is made clear, some suggestions are addressed to the schools' administration:

- ✓ Punish incompetent teachers;

- ✓ Sensitize students' parent for school visits;
- ✓ Encourage and reward best teachers and students;
- ✓ Show a human dimension behaviour towards students;
- ✓ Create a good working atmosphere;
- ✓ Students should not be expelled during test for schools fees;
- ✓ Students should be provided with necessary manuals for their studies;
- ✓ Reduce school fees;
- ✓ School should be granted photocopies;
- ✓ School libraries and laboratories should be equipped;
- ✓ Collect students' problems and overcome them;
- ✓ Advise students who have difficulties;
- ✓ Avoid corruption and fraud;
- ✓ Deal with students' problems as the ones of their own children;
- ✓ Accept trained teachers to teach in their school instead of untrained ones

5-2-4 Suggestions to parents

It is very essential for parents to invest in the financial, material and moral education of learners. In spite of their multiple preoccupations, parents have to devote a little bit of their time to educate their children. They should be aware of their weakness in matter of incomes, so they have to plan their family. Parents must cover all the possible needs of their children at school.

Generally parents should:

- ✓ Have a limited number of children in order to face their needs;
- ✓ Try to face their children's need (pocket money, food, clothing, health care...)
- ✓ Go to school's authorities to ask for their children's progress;
- ✓ Pay their children's school fees on time;
- ✓ Buy learning materials to them;
- ✓ Keep the children busy working at home in giving them exercises;

- ✓ Take care effectively of their children especially girls;
- ✓ Devote a day's time at home to control learners' copybooks ;
- ✓ Encourage children even if they fail in exam...
- ✓ Grant breakfast to their children everyday;

5-2-5 Suggestions to the government

The government has a role to manage a nation formal education system but some time it fails to its mission. For that, we suggest the government:

- ✓ Endow the schools with sufficient and qualified teachers in taking into account the school's size.
- ✓ Increase the teachers training rate;
- ✓ Equipped the schools with teaching materials.
- ✓ Help private schools.

If these suggestions and recommendations may be taken into account at all level, we can observe a stable performance among students during the following years.

CONCLUSION

This study has helped to determine factors related to students' achievement or non achievement at school. Indeed, teachers are used to linking learners' failure to their laziness. This point of view is almost subjective, since students in CEG Djassin achieve less than their fellows of CCNDL. The present study has shown that, there are many factors and agents involved in learners' lack of achievement, including teachers themselves

In fact, many authors and courses have raised the problem of the topic and some of the factors identified are the socio-economic status of learners' parents and other environment factors like; availability of suitable teaching/learning environment, adequacy of educational infrastructure like well equipped libraries and laboratories. That is the case of David Crystal (1998) who states mainly learners' social and economic environment; there is appropriate library neither for teacher nor for learners and the existing ones are not well equipped.

The target population of this study is the students of both colleges, CCNDL and CEG Djassin. The responses to the topic of this study are collected through questionnaires from students and teachers in both colleges. This study is also completed thanks to school observation and interviews with schools' authorities.

In a nutshell, students' performance at school is often determined by the socio-economic status of their parents. Students from high socio-economic status perform more than the ones from lower socio-economic status. The evidence is that, learners in CCNDL are from favourable environment and perform better than their mates in CEG Djassin whose conditions are less favourable.

According to the results of this study I can recommend certain suggestions to stabilize the academic performance of the students. The government should help students whose parents cannot provide for them. For the teachers, they have to know that they are the ones on whom students trust the most. So, they should be knowledgeable. Parents should realize that formal education is necessary for their children; so they should be more implicated in their children's home and formal education. Finally, learners themselves should know that, they will be responsible for their future. .

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ANNEX PAGES

QUESTIONNAIRE FOR STUDENTS IN CCNDL AND CEG DJASSIN

Dear students,

Please answer to the following questions devised for the writing of a research paper on: the impact of learners' socio-economic environment on their academic achievement in the competency- Based approach Context: the case study of the CCNDL and the CEG Djassin.

1- What is your

Father profession.....

Mother profession

2- How far is your home from the school?

Less than 1km 2 km over 3 km

3- How do you go to school?

On foot Personal means

By taxi Others

4- What is your family status?

Polygamous Monogamous

5- With whom do you live?

Father Both of them

Mother Tutor

6- Do you have tree meals every day?

Yes No Neutral

7- Do your parents respond for your school call for meeting?

Yes No

8- What is your learning condition?

Good

Bad

Very Good

9- Does your school have:

Laboratory? Yes

No

Library? Yes

No

10- Do your parents withdraw your school reports?

Yes

No

11- Who pays our school fees?

Father

mother

tutor

Yourself

Friend

12- Have you tutor at home for lessons?

Yes

No

13- How much do you get for breakfast?

Less than 100 f

100 f

200 f

Over 200f

Thanks for your participation.

QUESTIONNAIRE FOR TEACHERS IN CCNDL AND CEG DJASSIN

Dear Sir,

Within the framework of my professional training, I am dealing with a research work: << the impact of learners' socio-economic environment on their academic achievement in the competency- Based approach Context: the case study of the CCNDL and the CEG Djassin. >>. Then, I would like your collaboration. Please, tick only the box which reflects most your personal response.

1- Is your home far from school?

Yes

No

2- As a teacher, have you ever received any incentives from the government?

Yes

No

3- Do you agree with your salary?

Yes

No

4- Is it sufficient enough to provide relief for you and your family?

Yes

No

5- What is your teaching qualification?

Licence

BAPES

Maitrise

CAPES

BAC

Others

6- Do your students perform well in your subject?

Yes

No

7- Do they complete their home and research work?

Yes

No

8- How do you get your teaching materials?

Yes

No

9- Does your school have :

A laboratory? Yes

No

A Library? Yes

No

10- What is the size of your classes?

80 or more

70-79

60-69

50-59

40-49

Less than 40

11- Is your school climate favorable for good academic results?

Yes

No

What do you think of the impact of learners' socio-economic status on their academic achievement?

.....
.....
.....
.....
.....
.....
.....
.....

INTERVIEW WITH THE ADMINISTRATION OF BOTH SCHOOLS

With the intention of carrying out a research work on << the impact of learners’ socio-economic environment on their academic achievement in the competency-Based approach Context: the case study of the CCNDL and the CEG Djassin, I need your collaboration. Then, please answer to the following questions.

- 1- About how many students drop out during the academic period?
.....
- 2- About how many students fall pregnant during each academic year?
.....
- 3- About how many students repeat classes each year?
.....
.....
.....

BEPC Results

| Years | CCNDL | | | CEG Djassin | | |
|-------|----------------------|---------------------|------|----------------------|---------------------|------|
| | Number of candidates | Number of laureates | Rate | Number of candidates | Number of laureates | Rate |
| 2011 | | | | | | |
| 2012 | | | | | | |
| 2013 | | | | | | |