



REPUBLIQUE DU BENIN



MINISTRE D'ETAT CHARGE DE L'ENSEIGNEMENT
SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

UNIVERSITE D'ABOMEY-CALAVI

ECOLE NORMALE SUPERIEURE DE PORTO-NOVO

DOMAINE : SCIENCES DE L'EDUCATION ET DE LA FORMATION

MENTION : Professorat de l'Enseignement Secondaire

SPECIALITE : Anglais

GRADE : Licence/ BAPES

MEMOIRE DE FIN DE CYCLE

THEME

THE FALL OUT OF GIRLS FROM SECONDARY SCHOOLS IN
BENIN: THE CASE STUDY OF CLASSES OF 6EME, 5EME
AND 4EME OF CEG DASSARI

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ANNEE ACADEMIQUE: 2013- 2014

DEDICATION

I dedicate this research work to:

-My parents, with love.

ACKNOWLEDGEMENTS

The writing of this dissertation has been an individual as well as a collective experience. The ultimate responsibility is mine. Along the way I received help from people.

At first, I wish to thank my supervisor Dr Mathew AFANUH from whom I have gathered much inspiration and intellectual stimulation. I owe him more than I can express on paper.

My uncle Barthélémy KASSA who enrolled me in this training school

May my relatives and parents who helped me in one way or the other to carry out this work have my everlasting thanks!

Special regards to the members of the examining board who honored me in accepting to judge and improve the quality of my work.

To all the people not here, I say "thank you".

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ANNEX

INTRODUCTION

Education has always been a major concern for human societies. This interest for education proceeds from the fact that human beings came to the evidence that only knowledge acquisition enables to accede to better living standards. Hence the need to conserve some acquired values and to accede to new ones.

Education has therefore been a common practice since the primitive tribes up to our modern societies. It has existed under different forms: the informal education, that is, education given by the social environment starting from home and the formal education, that is, education given in schools. The latter form of education is the one I am going to deal with in my work. The objective of this formal education is to shape children and teenagers by equipping them with enough values and knowledge in order to make face with success the challenges of life and ensure development. It then appears clearly that a sine-qua-non condition for development is education. Almost all the countries in the world has become so much aware of that reality that government invest more and more in improving the capacities in human resources.

My country has shown adhesion to this world concern. Indeed, since the colonial periods, education has been priority in my country. The dedication of Beninese to education has been so strong that my country used to be praised. But since those glorious times, our educational system has been confronted with a set of problems which result in bad performance of students (both girls and boys) and failure in exam. The successive bad results make one wonder whether our educational system is still apt to fulfill its maintain objective of granting development. But these bad results are more alarming among girl students.

Indeed, successive bad results are noted everywhere in Benin but they are more striking in DASSARI, which makes me worry. These worries had led me to choose the theme THE FALL OUT OF GIRLS FROM SECONDARY SCHOOLS IN BENIN: THE CASE STUDY OF CLASSES OF 6ème, 5ème and 4ème OF CEG DASSARI. My objective in dealing with this theme is to determine the causes of DASSARI girl students fall out and lay an emphasis on suggestion and recommendations for better girl students' school results.

For this to be possible, I have collected data by using instruments such as questionnaires, interview, school year end reports and school year end statistics.

My work is divided into five chapters.

Chapter one deals with the introduction of the study

Chapter two concerns the methodology of the study

Chapter three is about the literature review

In chapter four, I analyze data and list causes of DASSARI girl students fall out

Finally in chapter five, I make suggestions and recommendations for the betterment of girl students' school results.

Chapter One: The introduction of the study

This part is subdivided into six: the problem statement, the purpose of the study, the significance of the study, the analysis of the situation, the evaluation of the situation and the research hypothesis.

1-1-Problem statement

The phenomenon of girls school fall out has become an alarming issue nowadays. It is assumed that this is closely linked to school failure and other social and economic problems we have been facing. This situation has a negative impact on the retention rate and the academic success of students at both primary and secondary schools mainly in DASSARI, the village i have chosen for the study.

1-2-The purpose of the study

The main concern of this work is to have a critical look at girls' schooling and the rate of fall out of girls in CEG DASSARI. The task is to raise questions and hypotheses that can serve as a framework for assessing changes that have been made in the educational system and planning future changes. My major concern is related to the following questions: why do so many girls fail to succeed? To what is this due? In my attempt to answer these questions I will analyze some factors including academic results or fall out.

1-3-The significance of the study

This part of the document will consist in giving the study's meaning and restrictive field. The field study will focus on the statistical analysis in the secondary school of DASSARI about girls fall out in cycle 1, from 2011 to

2013. I will only consider in this document school fall out of girls attending secondary schools in the first cycle.

As indicated on the front page, the title of my piece of work is "The fall out of girls from secondary schools in Benin: the case study of classes of 1st, 2nd, 3rd forms of CEG DASSARI"

The purpose of this document is to investigate the rate of school fall out among girls at the level of CEG DASSARI.

My document is focused on girls fall out because the rate of fall out is considered seriously alarming.

1-4-Analysis of the situation

Nowadays, it is recognized that large batch of girls keep on falling out of school because of various factors.

Most of the parents don't know the benefits of educating girls particularly in the district of DASSARI. Direct costs such as school fees, uniforms, and books make it more difficult for them to educate all their children notably the girls.

They give priority to boys. Girls are viewed as less likely than boys to get good jobs. As for them, girls are also more likely than their brothers to be kept at home to perform household chores. Some of the girls fail simply because they are not allotted time to learn. Others are forced to abandon school because of recurrent fall out. Some even are faced up with crucial financial issues.

1-5-Evaluation of the situation

The future will be gloomy if government authorities and educational officials do not act quickly in order to prevent this situation: school fall out. For it is clear that the economic growth of every country starts from school classrooms. A viable society should count on both girls and boys to yield sustainable human development.

As we can see, the high rate of school fall out among girls in CEG DASSARI will not help the Beninese government officials in the process of the development of our country.

Our country, has a great ambition: to become an emergent nation by all means. That is why a solution to the school fall out must be found urgently.

1-6-Research hypothesis

Taking into account what has been described as problem statement; school fall out among Beninese girls especially in CEG DASSARI, most of female people will not be able to play a sustainable role in the process of development in Benin.

Subsequently, my research hypothesis is stated in the following terms: "The high rate of school fall out among school girls has a negative impact on the social, cultural and economic growth of our country". Surely, there will be fewer girls involved in the process of development than boys. The research carried out in the literature review, will enlighten our steps in order to suggest some practical educational implications as far as all partners are concerned.

Chapter two: Methodology

The purpose of this research is to investigate the state of the school fall out of girls in the CEG DASSARI; to analyze the gathered data in order to identify eventual sources of academic fall out; to exploit the data research hypothesis and then suggest practical solutions ways in order to improve the situation.

2-1- Research instruments

To implement the field research, I have designed some basic tools: questionnaires, dialogues, school statistics and school end year reports. The questionnaires are addressed to the members of the administration, teachers, the local authorities and some girls from the first to the third forms. I have also collected data regarding girls' student end of year results in CEG DASSARI.

2-2: Sample population

The focus of this research is based on girls in secondary school of CEG DASSARI.

2-3: The questionnaires

The questionnaires have been carried out in the town of DASSARI with focus on school administration, classroom teachers, girls' students and local authorities.

Out of the fifty (50) of questionnaires I drew up for teachers only thirty five (35) have been collected for some reasons and others. So it was not easy for me to get them back. Some teachers were willing for the task and replied very quickly and even earlier than expected. However, others were reluctant to fill in the given questionnaires. But I finally succeeded in convincing them.

Out of the one hundred and fifteen (115) questionnaires addressed to girls, I have collected ninety five (95). This is due to the fact that some girls, who didn't return them to me, lost them during their final exam.

All the questionnaires that I have addressed to the members of the administration and to the local authorities have been filled.

2-4: Dialogue

I had talks with thirty (30) students' parents. I didn't send questionnaires to parents because many of them are illiterate. Apart from being a solution of illiteracy, I think that while questioning people, one can know whether they can be trusted or not.

Chapter Three: Literature review

This part of my research work consists in giving the view point of the different authors I have read through their documents and courses for the achievement of my dissertation.

3-1: The report of the different readings

In his document entitled *La Dissertation pédagogique*, Dr NEKPO Celestin has collected advice and twenty subjects on general pedagogy. I am interested in two topics, N° 7 and N° 9 because they have a link with my research work.

Indeed, the instruction of topic number 7 is to appreciate the following assertion and determine the most suitable solutions to compensate the problem of students fall out: "Nowadays, families prepare their children's fall out at school; school institution itself organizes children's holocaust"

Though this topic, the author reveals not only the families responsibility but also teachers' and government' in student holocaust that is, in their massive fall out. He then gives solutions to lessen its impacts and harshness.

As regard topic N° 9, it deals with respective contributions of a child's different life environment to his success through this assertion: "Contemporary modern education lays a particular stress on the importance of the household, school and the street environment of the child involved in the educational system." What I have learnt here is the child's

different household, street and school environment and how these environments can influence positively or negatively his performance at school.

Still, in his document entitled *Education et Culture* Tome 2, Dr NEKPO Celestin has dealt with a topic, "Teenagers' world and the Relation Teacher-Students" in which he shows the ambiguity and delicacy of teenage hood, a period which demands of the teacher pluri-disciplinary and pedagogic competences, great psychology assets and self-control. All this put together, he can understand the juvenile crisis of originality that teenagers go through, a crisis which makes them oppose teachers, show disobedience and misbehave.

In accordance with NEKPO Celestin aforementioned documents, professor MIGNANWANDE Hubert, through his course on Teenagers' Psychology, has put a stress on the fact that teacher should have a "scientific knowledge" of children and teenagers in order to cope with and educate them in the appropriate way. This "scientific knowledge" includes the biological, psychological and intellectual knowledge. By doing so, teachers will avoid certain behavior liable to discourage children and teenagers and thereby reduce their fall out.

Moreover, professor HOUNMENO Jean-Claude, through his booklet *Cours de Psychologie de l'Education*, addresses the question of student fall out. Indeed, he deals with the importance of motivation in students' good or bad performance. The author backs his work up with Maslow's theory which clarifies human motivation. Professor HOUNMENO, then shows that school motivation is the result of the learner's modeling by his home family, his social and pedagogic environment.

In regard to BIRZEA César, his book *La Pédagogie du Succès* tells about a group of educational psychologist, mostly Americans, who suggest a pedagogical method able to put a total end to student fall out at school. This method called Mastery Learning stipulates that in certain appropriate conditions, student can learn well what they have been taught.

Concerning MANNONI Pierre, he believes, in his document, *Adolescents, Parents et Troubles Scolaires* that student fall out is the result of a conflict of emotional nature in intra-familial relationship. His idea is contrary to the one of those who think that student fall out is due to intellectual efficiency, functional disorder, school nomadism and laziness. A careful and deep analysis of the problem helped the author to denounce pedagogical illusions and put a stress on one of the most frequent causes of student fall out.

Sarah R.G.P(2005): *La déperdition scolaire dans les collèges et lycées du Bénin ; Etude sur la déperdition d'effectifs scolaires chez les jeunes filles en république du Bénin*, realized by « COMMISSION NATIONALE BENINOISE pour l'UNESCO », mainly have talked about the phenomenon of schoolfall out and how it has affect the social life. They do not neglect finding solutions to the phenomenon by asking learners think about their future, teachers and school authorities motivate learners and educational system officers help poor parents to send and maintain their children at school not only boys but also girls.

3-2: The analysis of this report

.The topics, N°7 and N° 9 that I have read in *La Dissertation Pédagogique* by Professor Celestin NEKPO enable me to find the different causes of CEG DASSARI girls' students massive fall out, to situate responsibilities and suggest solutions for the reversal of the trend.

Dr MIGNANWANDE Hubert and NEKPO Celestin's lectures notes make me wonder if teachers and government are not also responsible for student fall out.

.*Education et Culture* by professor NEKPO is useful for me in the sense that it expresses the origins of the conflicts between teachers and students, conflicts that can lead to fight between the two sides and finally to the students fall out.

.Through Dr Professor HOUNMENOU's booklet talking about motivation, one can wonder whether students' demotivation is not a cause of their fall out.

.BIRZEA César's pedagogical method appears as a solution to student fall out.

.Pierre MANNONI's book help me provide solutions to teachers and student's parents about student fall out.

Chapter four: Presentation of the findings and their analysis

This session will study questionnaires addressed to some partners of education and school year end results in order to confirm or reject the research hypothesis. The high rate of school fall out among girls will have a negative impact on the social, cultural and economic growth of our country.

4-1: School statistics

4-1-1: Presentation of school year end results in CEG DASSARI from 2011 to 2013.

Table N°1: School year end results 2011

Promotion	Numbers of girls	Passes	Fails	Percentage	
Classes	Girls	Girls	Girls	Passes	Fails
6 ^{ème} A	21	10	11		
6 ^{ème} B	27	12	15		
6 ^{ème} C	19	11	08		
6 ^{ème} D	22	06	16		
6 ^{ème} E	15	07	08		
Total 6^{ème}	104	46	58	44,23%	55,76%
5 ^{ème} A	19	08	11		
5 ^{ème} B	14	09	05		
5 ^{ème} C	20	11	09		
5 ^{ème} D	13	10	03		
Total 5^{ème}	66	38	28	57,57%	42,42%
4 ^{ème} A	16	15	01		
4 ^{ème} B	10	08	02		
4 ^{ème} C	12	06	06		
4 ^{ème} D	10	05	05		
Total 4^{ème}	48	34	14	70,83%	29,16%

Source: School year end results of CEG DASSARI

Table N°2: School year end results 2012

Promotion	Numbers of girls	Passes	Fails	Percentage	
Classes	Girls	Girls	Girls	Passes	Fails
6 ^{ème} A	21	11	10		
6 ^{ème} B	26	19	07		
6 ^{ème} C	20	10	10		
6 ^{ème} D	25	14	11		
6 ^{ème} E	21	11	10		
Total 6^{ème}	113	65	48	57,52%	42,47%
5 ^{ème} A	13	13	00		
5 ^{ème} B	15	14	01		
5 ^{ème} C	13	13	00		
5 ^{ème} D	17	13	04		
Total 5^{ème}	58	53	05	91,37%	08,62%
4 ^{ème} A	14	06	08		
4 ^{ème} B	10	05	05		
4 ^{ème} C	11	04	07		
4 ^{ème} D	11	07	04		
Total 4^{ème}	46	22	24	47,82%	52,17%

Source: School year end results of CEG DASSARI

Table N°3: School year end results 2013

Promotion	Numbers of girls	Passes	Fails	Percentage	
Classes	Girls	Girls	Girls	Passes	Fails
6 ^{ème} A	25	08	17		
6 ^{ème} B	24	11	13		
6 ^{ème} C	30	15	15		
6 ^{ème} D	27	10	17		
6 ^{ème} E	32	14	18		
6 ^{ème} F	18	11	07		
Total 6^{ème}	156	69	87	44,23%	55,76%
5 ^{ème} A	19	18	01		
5 ^{ème} B	21	19	02		
5 ^{ème} C	18	08	10		
5 ^{ème} D	15	10	05		
Total 5^{ème}	73	55	18	75,34%	24,65%
4 ^{ème} A	16	10	06		
4 ^{ème} B	18	08	10		
4 ^{ème} C	11	11	00		
4 ^{ème} D	24	16	08		
Total 4^{ème}	69	45	24	65,21%	34,78%

Source: School year end results of CEG DASSARI

4-1-2: Analysis of the school results in CEG DASSARI

During the school year 2010-2011, considering the number of girl students of the first form, the fall out rate is 55, 76%. In the second form the fall out rate is 42, 42% and in the third form this rate is 29, 16%.

Considering the number of girl students of the first form during the school year 2011-2012, the fall out rate is 42, 47% but in the second form this fall out is 08, 62% and 52, 17% in the third form.

During the school year 2012-2013, considering the number of girls students of the first, second and the third forms, the fall out rates are respectively 55, 76%, 24, 65% and 34, 78%.

The study of these tables show that during the school year 2010-2011, out of 218 girls from the first to the third forms, 100 girls failed and 118 passed.

As for the school year 2011-2012, 77 girls failed out of 217 girls from the first to the third year and 140 girls passed.

Considering the number of girl students from the first to third form during the school year 2012-2013, out of 298 girls, 129 girls failed and 169 passed.

4-2: Questionnaires

4-2-1: Teachers' responses

As a reminder, out of the fifty (50) questionnaires that I have drawn up for teachers, only thirty five (35) have been collected.

The first question is about the way girl students react in classroom. Here it's to know if girl students have the same reactions in class as boys or not. 33 out 35 said that girl students react less than boys in class. This is maybe due to the fact that they are afraid in the class or they are not able to express themselves or they don't understand what the teacher is doing. And only 02 out of 35 said that they have the same reactions as boys.

The question N°2 is about the category in which the teachers classify their girl students. Thirty (30) out of thirty five (35) teachers grade their girl students the averages and five (05) grades their girl students among the lazy girls.

The question N°3 is about the causes of girl students' fall out of the classes of first, second and thirdforms in CEG DASSARI. The fall out of CEG DASSARI girl students is due to many reasons.

Among these reasons there is the parents' unconsciousness and irresponsibility. The flight of the parents' responsibility is due either by polygamy, that is many families with poor resources; either under the influence of the new wife who dictates her wills to her husband, whose the one to neglect the girl student of the first bed; either for others reasons more or less unconscious. Some fathers, even when they have necessary means, don't take care of their daughters schooling being sometimes convinced that girls don't deserve as much sacrifices as the sons for there

exist for them (girls) a risk of pregnancy and therefore premature drop out of studies.

A great liberty is granted to girls. Some of them can go out and come back when they want without be punished. This is due to the fact that they come from the neighbor villages, so they are not well followed by their parents and they give up themselves to others activities such as sex, go to the feasts organized in the village etc. A lack of parents follow up leads them to give themselves up to boys.

The bad economic, material and financial conditions of girl students oblige some of them to give themselves up to prostitution in order to get money to buy documents, clothes and do photocopies. This life leads them to undesired pregnancies and as consequences abortion, precocious marriage and school fall out.

A lack of maintain, of information about sexuality, the bad company, the puberty contribute a lot in girl students fall out.

A low standard of girl students since primary school has a negative impact for they have many difficulties to understand the lessons. This contributes to their fall out. Also at home parents don't give so much time to their daughters to study and learn their lessons. Parents busy some of them every time by housework and others are obliged by their parents to leave the class and help them to do some activities like the sale of tchoucoutou the day of market, take part of the ceremonies of the family etc.

Moreover, the most women at DASSARI are housewives, so girl students sometimes plan themselves to the same fate and it excites in them the laziness to study. Shortage of parents' framing is also a cause of their daughters fall out in CEG DASSARI. Parents are not interested in their daughters' studies. They don't have a dialogue with their daughters to understand them well. They don't encourage them.

The question N°4 is about the responsibility of the teachers in the fall out of girl students in CEG DASSARI. All my respondents said that they have a responsibility in this fall out.

So, some teachers don't know what they represent for girl students. They should normally be of great moral virtue. Honesty, integrity, fairness, socialization are some the characteristics of an ideal teacher. What I am talking about is real fact. Some teachers fiddle girl students marks against sex or others services, thus causing their fall out. As we know, it is better for girl student to repeat the class and get basic knowledge than be favored and admitted in the next class with short comings. These short comings will sooner or later result in her failure in exam or dropout.

A teacher should know how to behave well in society. He must not get drunk, get into fights, harass girl students, otherwise he can't hold the noble tasks assigned to him. As a consequence, his students will fail. So, besides his intellectual abilities, there should be moral qualities. I then agree with Jules FERRY who wished teachers in France had been "beautiful" people. For him, the teacher is a "beautiful" person, beautiful by his/her body always lively, beautiful by the nobility of his/her feelings, beautiful by the beauty of his/her ideal and by his/her perpetual youth.

The question N°5 is about the climate of DASSARI. The climate of DASSARI is also a hindrance to studies.

In fact, it is unbearably hot from March to May. The temperature rises as high as 45°C. The girl students are obliged to keep their skirts unbuttoned, they also use their books or copybooks to fan themselves for girls don't stand the heat. This situation distracts their attention from the lessons .And they become talkative. As a consequence, the learning process and

assimilation is hindered. As people say, "a man cannot run well while scratching his feet or buttocks."

During the harmattan, from November to February, the weather is incredibly disturbing. There is a strong wind with clouds of dust. The wind is extremely cold and violent and it is not easy for girl students to get up early in the morning. The temperature falls as low as 15°C. So; girl students regularly come to school late during this period. Some girl students systematically avoid coming to school because of the harsh weather which makes them ill.

4-2-2: Girl students' responses

The first set of questions addressed to the respondents is to know about their father's and mother's profession.

As far as father's profession is concerned, 73 said that their fathers are either, farmers, traders, taxi-drivers or mechanics against 12 of them whose fathers are civil servants, that is respectively 85, 88% and 14, 11%.

About their mother's profession, 82 of my respondents' mother are either, housewives, dressmakers or hairdressers against 03 whose mothers are civil servants that is respectively 96, 47% and 03, 52%.

The question N°2 is about the reasons why my respondents go to school. 56 said that they go to school to get educated, to learn and to acquire knowledge, 20 go to find a steady job and to ensure their destiny and only 09 go to school for others reasons (to help their country), that is respectively 65,88%, 23,52% and 10,58%. Most of the respondents are aware of the reasons why they go to school. They don't go for the shape of going or to please their parents. Neither do they go because their brothers

and sisters go but rather to get educated, to learn, to acquire knowledge and/or to find a steady job. What they lack is sustenance, material, moral and financial support to boost them up. This brings to talk about their performance at school.

The question N°3 is to know if my respondents wish to go far in their studies. At this level, 47 (55, 29%) express their will to continue their studies up to university and 38 (44, 70%) said that just after getting their BEPC, they will stop to find a steady job.

The question N°4 is about the reasons why my respondents get the bad results at the end of the school year and the problems they meet during the school year at school and at home.

First, parents' low level of education or illiteracy favors their daughters' fall out. In other words, girl students whose parents are literate and educated are more motivated in the studies than the ones whose parents are not. It's obvious that girl spends more time with her mother than her father. I know the role that a literate woman plays in her children's education; so I can imagine what my respondents' lack. They lack motivation and follow up and this situation explains their fall out at school. I can refer here to Professor Jean-Claude HOUNMENO's lectures notes on *Educational Psychology* where he states that motivation is the result of the learner's modeling by his family social and pedagogic environment.

Then, my respondents focused their fall out on the fact that they lack necessary documents to study and as consequence they have difficulties to understand the course of the teacher and the fact of their bad conditions. Those whose parents are not around, meet the problem of houses, a place where to sleep. As their parents are not able to give them money frequently to rent a room, they find somewhere to sleep for example to negotiate to

stay with a friend (boy or girl). That's why at DASSARI you can see four girls in the same room and sometimes even with boys in the same room. In this situation they can neither learn something nor study at home.

They are also faced up of problem of electricity. Because of the absence of electricity in their rooms, they can't study well in the night even in time of exam. So, they are obliged to use lamps; which is not appropriate for them to study. Housework's are another problems' that girl students meet at home. Because of the housework, some girl students don't have enough time to study. Every morning they fetch water for parents and sweep the court yard. So, they must wake up early every day to do quickly these works before going to school. Others explain their fall out by the fact that teachers harass them every time and they don't feel well during their course and others by traditional and customary reasons.

The question N°5 is to know if parents manage to satisfy their needs and if no, how they manage their needs themselves.

Most of them said parents can't manage to satisfy their needs. So, they provide for their needs by their own efforts through the farms of maize, beans, rice that they do during the holidays; the help to some people to harvest their cotton , the help to trade women for the sale of their articles during holidays to get money for the start of the new school year. Others sell boil, fishes and do jobs in the town. They also sell woods that they seek in the bush and stones that they pick up to get money for their needs.

4-2-3: Members of the administration responses

The first question addressed to the members of the administration is to know if the fall out of girl students is alarming in their school.

All my respondents deplore the situation.

The second question is to know the reasons of this alarming situation. They raise the same reasons saying that this alarming situation is due to the lack of parents' follow up, the flight of parents' responsibility, the bad company girl students have, the fact that parents don't take care of their girl students, the laziness of girl students in CEG DASSARI, the lack of a model teacher woman to follow, the sexual harassment by teachers, discouragement, precocious pregnancies and the trade activities they have.

The third question is to know if parents attend their daughters at school. Only some girl students are attended but the others are given up to themselves and provide for their needs by their own efforts.

4-2-4: Local authorities' responses

The one question addressed to them is to know where they situate girl students' fall out in CEG DASSARI. According to them, this is due to the parents' poverty to maintain their daughters, parents' neglecting in the follow up of their daughters, teachers' influence, classmates influence and also the distance which separates some girls from their parents.

4-3: Dialogue with parents

The questions addressed to parents are related to how well they take care of their girl students and how they follow them up.

From the dialogue with girl students' parents, some problems have been identified namely some fathers irresponsibility to well take care of their daughters.

Indeed, out of 30 girl students' parents with whom I had talks, 25 said that girl students' fathers fail in taking care of their daughters. Mothers are often the ones to face their daughters' needs, which is not an easy task. Some fathers' irresponsibility is expressed through their care free attitude toward their daughters' needs at school. What they are interested in, is marrying several wives and having plenty of children without taking care of them. When their daughters ask them constantly money maybe to do photocopies or buy documents, they reply: "if you are sent away, stay at home. I haven't been to school, yet I manage to make ends meet". Faced with this situation, the girl's education rests on the mother who is generally a housewife and is not able to satisfy their needs. As a result, they get bad results at school and finally give up school.

Then, the questions addressed to parents reveal that girls are not motivated. They are considered to be lazy. Moreover, some parents declared that they don't have necessary means to maintain and send their daughters in secondary schools. Others added that girls don't need to further their studies. What is important is to get married and bear children.

Chapter Five: Suggestions and recommendations

In the light of the finding of the study, it is reasonable to make suggestions and recommendations for the betterment of girl students' school results.

Indeed, staff collaboration and an ongoing professional development should be key strategies to empower teachers and head teachers through activities and tasks well designed to:

- coordinate school wide rules and expectations for student's behaviors
- maintain ongoing development of materials that incorporate research validated strategies and are exploited in schools and classrooms across our country republic of Benin.
- establish a curriculum that emphasizes skill acquisition and focusing on individual academic and social need of each student.

Then, families' active involvement should be geared to:

- enable families to be partners with teachers in educating their children
- foster collaborative partnership within the community
- parents should show great interest in their girls' education
- they should visit school and the teachers
- they should send all their children to school at early time
- teachers should establish a regular dialogue with parents for their purpose of providing them information concerning student's achievement.

-teachers should exchange contact information with their parents such as numbers

-teachers should encourage parents to become teaching assistant at home

-teachers should stop harassing girl students and be good role model for students through their behavior with girl students.

As for girl students, they should:

-learn their lesson and do exercises at home.

-reduce their leisure time.

-devote their time to school work instead of or wandering

Parents should also:

-try to face their girl students' needs (pocket money, food, clothing, accommodations, and health care)

-reduce the number of children (adopt at most a three or four children policy a polygamy)

-avoid polygamy

-allow girl students to be concentrated on their studies at home

-foster girls' education in DASSARI as we know, educating a girl is educating a whole nation. This way, women would participate to the development of Benin in general and particularly of DASSARI.

School authorities should:

- sensitize girl parents, most of them illiterate, on their daughters' school follow up
- sensitize girl students on the importance of studies by organizing meeting
- punish teachers harassing girls
- encourage and reward good and model teachers
- encourage and reward good and model girl students
- not do what they forbid teachers to do
- stop making girl students pass unjustly (without average)

The State can remedy the situation by creating boarding school with canteen in DASSARI; create a center of education only for girls in DASSARI and grant scholarship to girls.

To put these recommendations and suggestions into practice, a joint effort of all the actors of education is necessary. Thus, we will be able to reach our objectives.

CONCLUSION

The present document has studied the theme of “The fall out of girls from Beninese secondary schools at the level of secondary school of DASSARI as one of the most crucial problems we are faced up to all over the world.

From this research work, it emerges that all the actors of education such as: the teachers, the government, the school authorities, the girl students and their parents share responsibility in girl students’ fall.

Indeed, teaching is not an easy task. It requires a lot of assets from the teacher namely general knowledge, professional competence and moral abilities such as: humility, fairness, seriousness, innovation, love, open-mindedness, etc. Besides, a scientific knowledge of children and teenagers is necessary in order to know how to cope with them.

However, teachers need government help to accomplish that noble mission of theirs to form educated and qualified citizens and provide for material and financial means.

The students (girls) towards whom all these efforts are going to be made cannot stay arm fold. They have a partition to play which is to show good will to succeed, be disciplined, keen to research. If they take pleasure in repeating classes or give up school, they will sooner or later, be sorry. Even if some of them are discouraged when seeing unemployed people, it is all the same indispensable to have one’s diploma before waiting to be employed.

Finally, girl students' parents in DASSARI must take great care of their children in all senses in order to guarantee them a brilliant future. If we can't avoid girl students fall out, we can at least minimize them. This is for the good of DASSARI in particular and Benin in general since education is a powerful motor of development. If we don't want our country to lag behind, something must be done.

I hope this work can pave the way to future research on the subject under consideration.

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ANNEX

QUESTIONNAIRE INTENDED FOR TEACHERS IN CEG DASSARI.

Dear teacher,

Within the framework of my professional training, I have chosen a dissertation theme on: THE FALL OUT OF GIRLS FROM SECONDARY SCHOOLS IN BENIN: THE CASE STUDY OF CLASSES OF FIRST, SECOND and THIRDFORMS OF CEG DASSARI,

I would like you to give information which will be very helpful for me in my writing.

1- Do your girl students have the same reactions I class as boys?.....
.....
.....

2- In which category do you classify your girl students?.....
.....
.....

3- Can you explain the causes of girl students' fall out of classes of 6ème, 5ème and 4ème in CEG DASSARI?.....
.....
.....

4- As a teacher playing an important role in their education, say your part of responsibility in your girl students' fall out.....
.....
.....

5- What impact does the weather have on girl students' result?.....
.....
.....

QUESTIONNAIRE INTENDED FOR SCHOOL AUTHORITIES IN CEG DASSARI

Dear Sir,

Within the framework of my professional training, I have chosen a dissertation theme on: THE FALL OUT OF GIRLS FROM SECONDARY SCHOOLS IN BENIN: THE CASE STUDY OF CLASSES OF FIRST, SECOND and THIRD FORMS of CEG DASSARI,

I would like you to give information which will be very helpful for me in my writing.

- 1- Is girl students' fall out alarming in your school? Yes No
- 2- If yes, what are the causes?
.....
.....
.....
.....
- 3- Do parents attend their daughters at school?.....
.....
.....
- 4- Do you make an effort to help parents understand the importance of their daughters schooling and follow up?.....
.....
- 5- How do the parents react?.....
.....
.....

QUESTIONNAIRE INTENDED FOR LOCAL AUTHORITIES

Dear Sir,

Within the framework of my professional training, I have chosen a dissertation theme on: THE FALL OUT OF GIRLS FROM SECONDARY SCHOOLS IN BENIN: THE CASE STUDY OF CLASSES OF FIRST, SECOND and THIRD FORMS OF CEG DASSARI,

I would like you to give information which will be very helpful for me in my writing.

According to you, what are the reasons of girl students fall out in CEG DASSARI?.....
.....
.....

QUESTIONNAIRE INTENDED FOR GIRL STUDENTS OF CLASSES OF FIRST, SECOND and THIRD FORMS.

Dear student,

Thank you for answering these questions devised for the writing of a pedagogic research work.

1- Please, give your father's and mother's profession.....
.....
.....

2- Why do you go to school?

- A- To get educated
- B- To find a steady job
- C- To please my parents
- D- Because my brothers and sisters do
- E- Other reasons

State the reasons.....

3- Do you wish to further your studies? Yes No

4- Why do you fail at school?.....
.....

5- What are the problems do you meet at school and at home?.....
.....

6- Do your parents manage to satisfy your needs? Yes No

If no, how do you manage to satisfy your needs?.....