

Progressive Survey on Primary School girls' Education from 2009 to 2014: Case study of Ntambuka Collectivity

Rhubane Hakiza Deogratias Ruben

English Department, Letters and Humanities, ISP-IDJWI, DR Congo

Copyright © 2015 ISSR Journals. This is an open access article distributed under the *Creative Commons Attribution License*, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

ABSTRACT: This study was conducted on Idjwi Territory within the southern part of the Island covering Ntambuka Collectivity. It aimed, on the one hand, at studying the rate of schooled girls extending from 2009 to 2014 in primary schools. On the other hand, it sought to determine the declining causes of schooled girls and then to forward a proportion of remedial suggestions in order to increase the number of schoolgirls in that part of the island. On the basis of our genuine investigation, we have come up the following findings: the number of girls decreased systematically as they moved from one class into another. Moreover, the causes of this dwindle of schooled girls are basically due to teachers' immorality, precocious marriages, parents' retrograde culture and poverty, and negligence on behalf of the school girls themselves.

KEYWORDS: schooling, education, dwindle, schoolgirl, promotion, progress.

1 INTRODUCTION

1.1 PROBLEM STATEMENT

Obviously, education plays a crucial role in the progress and the development of any nation. Accordingly, its action is perceptible for the orientation of the future, the promotion of the population welfare, and social, economic and political transformations and so on. Furthermore, measures have been taken to give right to each person, in particular the universal declaration of the human rights of December 10, 1948. From this General Assembly of the United Nations, it has been stipulated that "every person has right to education" and this disposition has been reminded in 1989 as regards the convention about the child's rights.

Despite decades of engagement in favour of a qualitative teaching for every child, and in spite of the renewal of these actions, we still have around 121 millions of children that are deprived of this right in the world (Koffi Annan 2004:1), in particular the girls (UNICEF2004:1); which is a serious hindrance for the future of children and, therefore, a real challenge to address.

To implement the concept "right to teaching", most countries of the world instituted an obligatory and free primary education so that every citizen has the basic education which can enable him/her to read, to write, to count and to communicate easily and fairly. In the same range of thought, the UNESCO organized several conferences worldwide after World War II in Latin America, in Asia in the State Arabs, in Europe, in North America and finally in Africa. The situation of the DR Congo is not spared from this.

According to a UNICEF report (2004:7), around 4,400,000 children in school age, among whom 2,500,000 girls are outside of the school structures in the Democratic Republic of the Congo. The rate of schooling is of 48.6% for the girls against 51.7% for the boys; for 100 girls aged of 6 years, only 16 are registered in the first year of primary school. In several regions, the girls run more risks to be deprived of the primary and secondary education than the boys.

Our particular attention has been focused on Ntambuka Collectivity within Idjwi-Island as it occurs in the current survey. Furthermore, we decided to choose such a place because it is more accessible to us and we are Muni'Idjwi native where the

research was carried out. In fact, most pupils in the schools of this collectivity are boys. The number of girls is lower than that of boys, and such a situation is perceptible in all the neighboring schools in that part of the island.

Nowadays, with the UNICEF and its slogan "all girls to school", we have noticed that there is an enormous and increasing schooling of the girls in primary schools.

1.2 RESEARCH QUESTIONS

Despite the good declarations of the UNICEF, the decrease of the number of girls in the education system does not give any hope for the best future. As such, this situation attracted our curiosity through the following questions:

- Has the number of the schooled girls increased or decreased from 2009 to 2014 in primary schools within Ntambuka Collectivity?
- What are the reasons that could influence the increase or the decline of their number?
- What could be the solutions to the problematic decline of the number of schooled girls?

1.3 HYPOTHESES/ASSUMPTIONS

To answer the above questions, we resorted to three hypotheses:

- The number of the schooled girls in primary schools within Ntambuka Collectivity has gradually decreased from 2009 to 2014.
- The reasons for the decreasing number of schooled girls would be the poverty of the parents, the precocious marriages, the immorality of the teachers, the retrograde customs...
- The main exit strategies would be the entire involvement and commitment of girls in studies and the avoidance of premature marriages. Also, parents should treat girls and boys as equal human beings who have the same rights and the same opportunities. Similarly, parents should root out from their minds the beliefs according to which the education of girls is a waste of time and financial resources.

1.4 SPECIFIC STUDY OBJECTIVES

This paper specifically aims at:

- Studying the progressive rate about the schooling of girls from 2009 to 2014 in the primary schools of Ntambuka Collectivity;
- Determining the reasons of the school dwindle of schoolgirls;
- Suggesting a few possible solutions for the rise of the level of girls' education in this part of the island.

Our survey focuses on the primary schools of Ntambuka Collectivity and deals with the progress of girls' education in primary schools from 2009 to 2014.

Our survey extends on three axes which make up the scope of our study: Mugote, Nyakalengwa and Mpena groupings.

It also looks into the following insights:

- The theoretical considerations where we succinctly define the key concepts and the theory in connection to the topic;
- The methodological approach through which we talk about the target population, and the techniques of data collection, analysis and treatment;
- Finally, the presentation, analysis and interpretation of the findings.

1.5 THEORETICAL FRAMEWORK

Hereafter, we present the definition of our key concepts of the survey as well as its theoretical setting. The key concepts are: education, schooling, school dwindle, a promoted, the abandonment.

• Education

Etymologically, the word 'education' is derived from the Latin *ēducātiō* ("A breeding, a bringing up, a rearing) from *ēducō* ("I educate, I train") which is related to the homonym *ēducō* ("I lead forth, I take out; I raise up, I erect") from *ē-* ("from, out of") and *dūcō* ("I lead, I conduct").

In its broadest, general sense, education is the means through which the aims and habits of a group of people live on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools.

A right to education has been created and recognized by some jurisdictions: Since 1952, Article 2 of the first Protocol to the **European Convention on Human Rights** obliges all signatory parties to guarantee the right to education. At the global level, the **United Nations' International Covenant on Economic, Social and Cultural Rights** of 1966 guarantees this right under its Article 13.

Furthermore, Irina Bokova (2015:2) states that:

“Education is a right that transforms lives when it is accessible to all, relevant and underpinned by core shared values. Because quality education is the most influential force for alleviating poverty, improving health and livelihoods, increasing prosperity and shaping more inclusive, sustainable and peaceful societies, it is in everyone’s interest to ensure that it is at the centre of the post-2015 development agenda.”

In the same range of ideas, UNESCO (2014:4): *“reaffirms a humanistic and holistic vision as a fundamental human right and essential to personal and socio-economic development. The objective of such education must be envisaged in a broad lifelong learning perspective that aims at enabling and empowering people to realize their rights to education, fulfill their personal expectations for a decent life and work, and contribute to the achievement of their societies’ socio-economic development objectives. In addition to the acquisition of basic knowledge and cognitive skills, the content of learning must promote problem solving and creative thinking; understanding and respect for human rights; inclusion and equity; cultural diversity; it must also foster a desire and capacity for lifelong learning and learning to live together, all of which are essential to the betterment of the world and the realization of peace, responsible citizenship and sustainable development.”*

- **Schooling**

Schooling is, according to Larousse (2008:387), an action of schooling, or attending a school.

Being about the education, the encyclopedic and illustrated Larousse (1979:1972) defines schooling like a set of the courses of study followed in the schools. As far as we are concerned, the schooling of the girls comes back to the action of schooling the girls.

- **School dwindle**

The term "school dwindle" is used in the sense of a loss of schooling for the ongoing education. Indeed, in a school system that does not advocate the automatic passage of a lower class to the upper class, the dwindle appears by the fact that all pupils who start a cycle of teaching do not reach the level of instruction required or all do not finish it in the prescribed minimal length.

or the UNESCO (1988:16), the school dwindle is a combination of two phenomena which are the surrender and the increase that influence a difference between the initial number and those arrived to the terms of the cycle. Thus, we can take into consideration the fact that the dwindle is made up of both pupils who take the enrolment at the beginning of one school year but who surrender during the same year for various motives and those that repeat the classes. It is the reduction of the school number during one year or a cycle of study.

- **A promoted**

According to the Larousse Dictionary (2008: 340), a promoted is any person who receives a promotion, the one that, after having succeeded in different tests throughout the school year, is judged like someone that must go in the upper class.

- **The abandonment**

According to the UNESCO, the abandonment is considered like a school desertion, the fact of giving up a given teaching. The abandonment can be of social, economic, educational or administrative type.

2 WORKING METHODOLOGY

To collect the necessary data for our survey, we resorted to the documentary technique. As for the treatment of data, we used the indication of percentage in terms of the schooling rate, the promotion rate and the dwindle. Accordingly, in this point, we want to specify our research methods and our techniques for target population sampling, data collection, data

analysis and result interpretation. We will also outline the challenges we faced during our research and the means that allowed us to overcome those challenges and then find our way out.

2.1 TARGET POPULATION OF THE SURVEY

The target population of our survey is made up of all girls who enrolled in standard one in some primary schools within Ntambuka Collectivity for the school year 2009-2010 and who were in standard six at the beginning of the school year 2013-2014. To better identify our population, we present the table below:

Table 1. The population of primary school girls within Ntambuka Collectivity that enrolled in primary 1 for 2009-2014 school year

N°	Name of school	Number of enrolled students	N°	Name of school	Number of enrolled students
01	Buhagwa	22	26	Musheke	19
02	Rambo	14	27	Bushake	25
03	Muhumba	16	28	Sayuni	31
04	Mazina	28	29	Muhyahya	20
05	Kirutu	38	30	Chasi II	21
06	Buhanga	32	31	Lubuye	14
07	Boza	40	32	Bushatiro	13
08	Kashofu	84	33	Lwamarhulo	34
09	Bihembe	55	34	Kisunzu	12
10	Rambo	58	35	Bubinga	18
11	Bulundi	32	36	Momvu	20
12	Malinde	19	37	Lushindi	19
14	Bushake	26	39	Kabugo	31
15	Mulamba	30	40	Rwankuba	19
16	Kilala	32	41	Ruminika	26
17	Nyamusiru	24	42	Nyamizi	10
18	Buhoro II	14	43	Kihumba	25
19	Bunyama	13	44	Gorho	15
20	Kananyama	11	45	Eureka	24
21	Furaha	20	46	Mazigiro	21
22	Bwina	30	47	Maendeleo	12
23	Mubale	20	48	Ntambuka	21
24	Kibati	19	49	Byamo	11
25	La Confiance	14	50	Nyakalengwa	20
	TOTAL				1231

Source: Quarterly report of Idjwi Sub-Division consulted on June 20, 2014

The results in the above table clearly show that 1231 girls enrolled in first year in the 50 schools within Ntambuka Collectivity for the 2009-2010 school year.

2.2 TECHNIQUE OF DATA COLLECTION

To access the data, we resorted to two basic techniques: the documentary technique and interview technique.

According to Grawitz and Pinto (1967:19), the documentary technique is the one that requires the consultation of both official and private documents. The researcher does not exercise any control on the way whose documents have been established but he must rather select those that pertain to his research. Furthermore, it allows the researcher not only to exploit the information of people as a source in order to actually elaborate the problem statement, formulate his hypothesis better, and choose the techniques of treatment of the data well, but also to facilitate the interpretation of available findings.

Thus, we consulted honours lists of all primary schools in the Ntambuka Collectivity from 2009 to 2014 in order to study the evolution of the girls' education. The consultation of the so-called honors lists allowed us to appropriate the number of the schooled girls enrolled in all the first years and their progression until primary six (without being interested in the repeaters), until the obtaining of their primary leaving certificates witnessing the end of primary studies.

Mucchielli (1976:22) holds that the technique of interview permits to get some information on a topic with the help of the questions. It is a useful method as a means of data collection permitting the verification of hypotheses. The principles of this technique are identical to those of the direct method.

Besides, the range of the interview can be limited by the inability of the topic to provide some information. It is then advised to resort to other means in order to complete the missing pieces of information. Among these means, we have the technique of the questionnaire thanks to which one puts a set of questions to respondents representing a given population. The distortions of the memories come to limit the use of the interviews also since they hinder the interviewee in providing his thorough and exact past pieces of information.

2.3 DATA ANALYSIS AND DATA TREATMENT TECHNIQUE

The analysis of data is an important stage that allows the researcher to interpret his results or findings, to check if the objectives assigned to research at the outset are reached, and to draw applicable as well as pertinent findings interconnecting to his starting hypotheses.

According to Mwenego (2007: 24), the treatment of data is a set of the operations by which the information is gathered, confronted and canalized in order to get a systematic representation of the results. The statistical data that have been collected thanks to the documentary technique have been represented in a diagram and have been treated by means of an indication of percentage in order to master the evolution of the education of girls in the Ntambuka Collectivity.

3 DATA PRESENTATION AND INTERPRETATION OF THE FINDINGS

Our preoccupation here is to know the evolution of girls' primary school education in the Ntambuka Collectivity from 2009 to 2014.

3.1 DATA PRESENTATION

We find it worth mentioning and reminding that our target population covers a set of 50 primary school girls in the Ntambuka Collectivity who got enrolled in the first primary year for the 2009-2014 school years. Their number is presented in the table below. Indeed, one will keep in mind that a promoted is the one who has passed in the upper class, i.e. the one that, after having succeeded in the different tests by the end of a school year, is judged capable of being in the upper class.

Thus, the rate of promotion for the year of x survey and the school year a corresponds to the number of new pupils of the year of survey $x+1$ during the school year $a+1$ expressed in proportion of the total number of the year of x survey during the school year a . Hence the formula:

$$P_a^x = \frac{E_a^x - E_{a+1}^{x+1}}{E_a^x} \times 100 \quad \text{or} \quad P_a^x = \frac{P}{1} \times 100 \quad \text{where } P = \text{Rate of promotion}; P = \text{Number of promoted}, E = \text{Number of pupils of a given school year.}$$

Table 2. Synoptical table of the results from 2009 to 2014

RATE \ YEAR	Registered	Passed	%	Gave up	%	Repeated	%	Dwindle / Loss	%
2009-2010	1231	701	56.6	360	29.2	170	13.8	530	43.1
2010-2011	701	512	73.1	108	15.4	81	11.5	189	26.9
2011-2012	512	392	76.6	70	13.7	50	9.8	120	23.4
2012-2013	392	282	71.9	58	14.8	52	13.3	110	28.1
2013-2014	282	199	70.6	47	16.6	36	12.8	83	29.4

Source: Our investigations

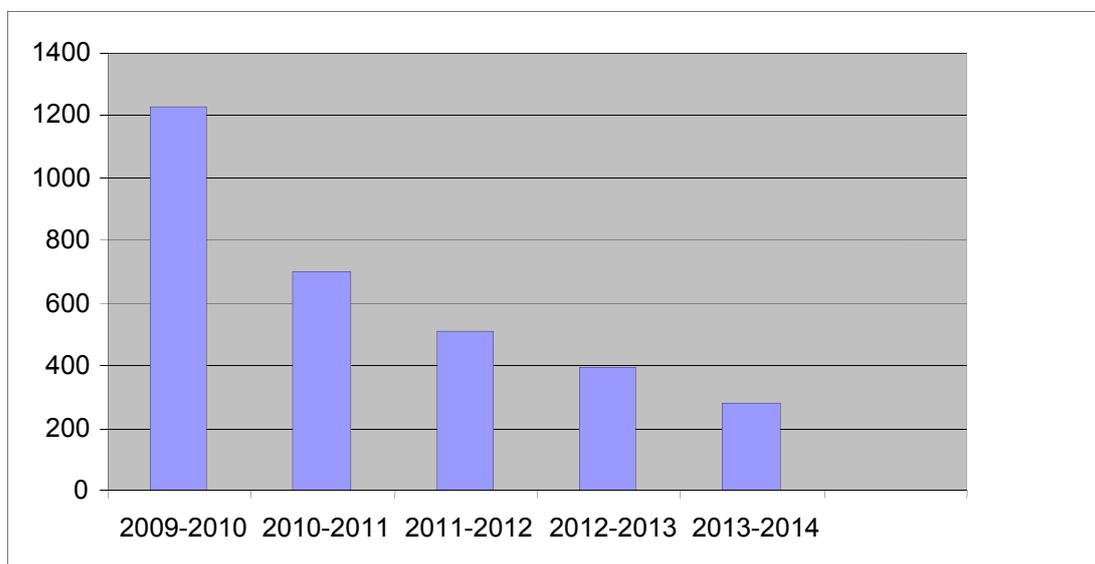
Note: The rate of dwindle is the combination of two phenomena including abandonment and repetition which influence the difference between the initial number and those who reached the end of the cycle.

3.2 DATA INTERPRETATION

Our data show that in first primary year, the number of girls within Ntambuka Collectivity schools rose to 1231. But, the more they passed classes, the more their number decreased sensibly because for a number of 1231 girls registered in first years, only 701 were promoted either 56.9% with for a number of forsaking of 360 girls, and of 170 repeaters, that is to say, a rate of dwindle of 43.1%. Similarly, for the school year 2009-2010, only 512 girls were promoted, either 41.6%, of the total number, 108 girls had surrendered while 81 girls repeated the class, either a dwindle rate of 58.4%.

Similarly, for other years, for 1231 pupils who had enrolled in 1st year, only 199 girls got their primary school leaving certificates to end up primary studies, either 16.2%, and 1032 girls did not reach there, either a rate of dwindle of 83.8%. Moreover, our two hypotheses of departure according to which the number of the schooled girls within Ntambuka Collectivity primary schools would evolve negatively from 2009 to 2014 and the numbers of girls that begin the first primary years would not reach at the end of the primary cycle are confirmed.

Hereafter, is the graphic representation of this evolution as of the number of girls from 2009 to 2014.



The above diagram in columns shows that the number decreased sensibly since the recruiting year 2009 until 2014; either a decrease of 83.8%.

After the analysis and interpretation of the results of the data collected by the documentary technique, we also start the analysis and the interpretation of the data collected by questionnaire of investigation.

Our questionnaire of investigation embodies two types of questions: the first tried to clear the reasons of abandonment on one hand and failure of the girls on the other hand. Furthermore, hand, the second types of questions lists down some remedial solutions susceptible to fight against the school dwindle of girls. These two questions were administered to the 50 headmasters of the primary schools which formed our population of survey.

The tables present the findings of every question oriented first of all toward the reasons of the school failures of girls (n°3 below) and then toward the solutions to take into account so that to fight against the dwindle of girls n°4.

Table n°3: Causes of abandonment and school failure of girls**Theme 1: What are the causes of abandonment and school failures of girls?**

N°	Investigation answers	Number	%
01	Parents' poverty	18	36
02	Precocious marriages	10	20
03	Disinterestedness of the parents (retrograde customs)	6	12
04	Immorality of teachers or other people (like street people)	12	24
05	Schoolgirls' negligence	4	8
	Total	50	100

Source: Our investigations of August 5, 2014

It is evident from this table that the reasons of the abandonment and failure of the girls in primary schools within Ntambuka Collectivity are the poverty of the parents, either 36%, the precocious marriages, either 20%, the disinterestedness of the parents (retrograde custom), either 12%, the immorality of the teachers, either 24% and the carelessness of the girls, either 8%.

These results allow us to confirm our second hypothesis according to which the reasons of the school dwindle of the girls would be the poverty of the parents, the precocious marriages; the retrograde customs of the parents and the immorality of the teachers...

As for the solutions, the table below allows us to analyze the data of the second question that concerns the solutions to undertake in order to fight against the school dwindle of girls.

Table n°4: Solutions to undertake in order to fight against the school dwindle of girls**Theme 2: What are the solutions to undertake in order to fight against that calamity?**

N°	Answers	Yes	%	Non	%
01	To pay teachers fairly	46	92%	4	8%
02	To punish the people who would constitute the obstacle	41	82%	9	18%
03	To make the primary studies free of charge	50	100%	0	0%
04	To banish customary prejudices	42	84%	8	16%
05	To avoid courting school girls	38	76%	12	24%
06	To get school girls to be committed to studies	32	64%	18	36%
07	To lead the campaigns of sensitization	35	70%	15	30%
08	To balance the girls' domestic work	31	62%	19	38%

Source: Our investigations of August 8, 2014

From the above table, we can deduce that in order to fight against this calamity of school dwindle of the girls, 92% of them investigated, advanced the idea to really remunerate the teachers while applying the agreements of "Mbudi". "There is no other alternative that will be able to definitely solve and root out this problem of schooling of children," they said. Accordingly, the government should actively get involved in searching for an adequate solution seriously. Otherwise, the level of the children will always suffer. Those who agree with punishment of people who constitute the obstacle to the schooling of the girls reach 82%; while 100% ask that the primary education be of free of charge. 84% would ask that the customary prejudices are to be banished, 76% would wish that the teachers avoid wooing their school girls, 70% would wish that the campaigns of sensitization were organized in favor of the schooling of girls.

4 CONCLUSION AND SUGGESTIONS

Our survey entitled " Progressive survey on primary schoolgirls' education from 2009 to 2014: Case study of Ntambuka Collectivity" dealt with three relative questions as regards the progress of the number of schooled girls: The schooled girls from 2009 to 2014 in the primary schools within Ntambuka Collectivity, the reasons of the dwindle and the solutions to undertake in order to fight against the school dwindle of the girls.

Two hypotheses have been anticipatively advanced in order to check these preoccupations including the fact that:

- The number of the schooled girls in the primary schools within Ntambuka Collectivity evolves negatively from 2009 to 2014.
- The number of girls who start the first primary years within Ntambuka Collectivity does not reach the end of their primary cycle.

We have come up with the following findings / results:

- In first primary year, the number of girls in the primary schools of Ntambuka collectivity rose to 1231 girls in 2009-2010. But the more they went in upper classes, the more their number decreased sensibly because for a number of 1231 registered girls in first years, only 701 were promoted, either 56.6%, and 530 girls, either 43.3%, were not able to finish the primary cycle.
- For the school year 2009-2010, only 512 were promoted, either 73.1%, of the total number with a rate of dwindle of 189 girls, either 26.9. It is the same way for other years, this is to say, for 1231 pupils who had taken the enrollment in 1st year, only 199 got their primary leaving certificates to end up primary studies in 2013-2014, either 16.2%, and 1032 girls, either 83.8%, did not reach there. Our first starting hypothesis according to which: the number of the schooled girls in primary schools within Ntambuka Collectivity would evolve negatively from 2009 to 2014 is thus confirmed.

As for the school dwindle of the girls, our investigation confirmed that it is especially due to poverty of the parents (36%), to the immorality of the teachers (24%), to the precocious marriages (20%), to the parents' retrograde customs (12%) and to the carelessness of the girls themselves (8%). We confirm our second hypothesis according to which the reasons of the school dwindle of the girls would be the poverty of the parents, the precocious marriages; the customs retrograde of the parents and the immorality of the teachers...

These results incite us to formulate a few suggestions and the following recommendations:

- **To the Government of DR Congo:**
 - To reduce the school expenses for the girls;
 - To foresee severe punishments for any person who would constitute an obstacle to the schooling of girls;
 - To lead campaigns of sensitization on the family planning;
 - To supply girls regularly with school supplies so that they can feel highly encouraged;
- **To the teachers:**
 - To provide good pieces of advice to the girls;
 - To avoid courting any pupil girls.
- **To the parents:**
 - To banish the customary prejudices according to which the girls are trained for the domestic and rustic works;
 - To balance the works of the girls to allow them to take the studies seriously;
 - To sensitize their children girls on the advantage of schooling.
- **To the girls:**
 - To study with endeavor and commitment;
 - To avoid the precocious marriages.

Our expectation through this survey that reaches its end is to get the schooling of girls improved within the area we carried out our research. Non exploited strategies can lead to the same results. The researchers have a big challenge to address as regards the issue and the development of Ntambuka Collectivity in particular and Idjwi Territory as well as DRC and Africa in general.

REFERENCES

- [1] Adam C. at alii. 2012 . *Progress and Obstacles to Girls' Education in Africa*. Plan WARO
- [2] Bulimpanga B. M. 2009. *Déperdition scolaire des filles par cohorte à l'école secondaire dans la collectivité chefferie-Rubenga*, TFE inédit.
- [3] Dubois C. et al. 1979. *Larousse encyclopédique illustré*. Paris Librairie Larousse.
- [4] Grawitz, M et Pinto R. 1967. *Méthode des sciences sociales*. Paris, Dalloz,
- [5] Larousse .2008. *Dictionnaire français*. Paris, Larousse.
- [6] *MacMillan English Dictionary for Advanced Learners: Second edition 2007*

- [7] Malala N D.2004. *Psychopédagogie*, cours inédit, UNILAI.
- [8] Mundenga, D.2003. *Didactique générale*. Cours inédit, ISP/Bukavu
- [9] Mwenengo.J.P. 2005.La scolarisation des filles à l'école secondaire dans la commune de Bagira.
- [10] Mucchielli R.1976. *Questionnaire de l'enquête psychologique*, Paris, EST.
- [11] UNESCO.1974. *Le droit de l'éducation*, Paris, 16e MC p.1
- [12] UNESCO. 2011. *EFA Global Monitoring Report 2013/4*.
- [13] UNESCO. 2000. *L'Afrique pour l'Afrique vers une éducation de qualité pour tous*, Paris, UNESCO,
- [14] UNICEF. 2004. *Résumé officiel, in situation des enfants dans le monde*, New York UNICEF,
- [15] UNICEF. 2005. *L'enfance en péril, in situation des enfants dans le monde*, New York UNICEF,
- [16] UNICEF. 2006. *Exclus et invisibles, in situation des enfants dans le monde*, New York UNICEF,
- [17] United Nations General Assembly. Ref. A/67/941. 2013. *Progress of the Open Working Group of the General Assembly on Sustainable Development Goals*.[http://www.un.org/ga/search/view doc asp/symbol=A/67/941&Lang€](http://www.un.org/ga/search/view_doc.asp/symbol=A/67/941&Lang€)