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Comparative Study of Indicators of the Internal Efficiency of Primary Schools in Kasuku Commune Before and During Free Basic Education from 2018 to 2020

Par Roger Ngongo Medard
Teacher at the University of Kindu

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ABSTRACT
The implementation of free education in Democratic Republic of Congo is accompanied by an increase in the number of pupils in the classrooms, but a large number of teachers who are not mechanized or even not paid by the public authorities. This article deals with Internal Efficiency of Primary Schools in Kasuku Commune before and during free Basic education from 2018 to 2020.

1.0 Introduction

From time immemorial, the role of education for the development of individuals as well as of nations is beyond doubt. The Universal Declaration of Human Rights adopted by the United Nations in 1948 already proclaimed, in its article 26, the right of every individual to education. Therefore, every State seeks to set up organizations and define actions to be undertaken in favor of the education of its citizens.

The Democratic Republic of Congo, which has made it one of its priority concerns, places education in useful order in its development plans. This is how it spares no effort to ratify all the international conventions to which it has subscribed. It was one of 155 states that signed up to the World Declaration and Framework for Action on Education for All, adopted in Jomtien in March 1990.

With the impetus given by Jomtien, the DRC undertook a series of actions such as (1) the holding in Kinshasa in 1991 of the National Round Table on EFA; (2) the organization in 1992 of the Regional Round Tables of Goma and Kikwit, (3) the mid-term evaluation of EFA in 1999 which led to the development of a draft National Action Plan of EFA 2000 – 2009.

Also, the Democratic Republic of Congo presented itself at the World Forum on Education held from April 26 to 28, 2000 in Dakar. This forum was based mainly on the Jomtien Declaration. This recommendation is validly taken into account by the 2006 constitution in its article 73 which stipulates that: "everyone has the right to school education and this education is guaranteed by national education". This implies that in the Democratic Republic of the Congo, basic education must be both free and compulsor

To achieve this, the Democratic Republic of Congo has undertaken to develop the National EFA Action Plan 2003 – 2015. However, the various crises that the country has experienced for several years have delayed this program. As a reminder, Kamba (2014) notes that the economic crisis that has been declared in the Democratic Republic of Congo since the beginning of the 1980s has also led to a crisis in public finances and a drop in domestic revenue. This situation was further aggravated by the interruption of foreign aid flows following the sanctions applied in the early 1990s.

In the 1990s, public expenditure management was adrift, so identifying trends for this period is a difficult task. Total revenue averaged 9 – 10% of GDP, with strong fluctuations in some years due to socio-political unrest and war. Expenditures (excluding regular debt service) during this period mainly financed the payment of civil servants' salaries, the purchase of goods and services or the financing of investments, which represented less than 5% of total expenditure during the period 1996-2000.

As a result, many parents in the Democratic Republic of the Congo experience enormous difficulty in sending their children to school. Any observer of schools in the DRC knows that the start of the new school year often represents a headache for many parents of students, who, in addition to the expenses relating to the purchase of school supplies, the payment of registration fees and other school fees, they face the cost of teachers by paying them a monthly bonus.

The Ministry of Primary, Secondary and Vocational Education (2005) points out that the financing of education by households has two aspects, namely: the financing of private establishments and that of public establishments. Since the absolute levels of public expenditure are very low, since the mid-1980s Congolese households have financed the bulk of the expenditure of both public and private establishments.

In public establishments, parents are required to bear a certain number of costs, the main ones being the cost of administering the education system, the continuing training of teachers, the salaries of teachers and the cost of examinations. .Private schools have similar charges, the main difference being that the operating costs cover all the current expenses of the schools with the consequence that there are

Tele:
E-mail address: ngongomedard@gmail.com

no separate motivation costs for teachers, teachers' salaries being imputed on overhead costs paid by students.

This state of affairs has long been responsible for the poor performance of our school. The survey reports (MICS 1 and 2, RESEN) and the publication by Kamba (2014) largely echo this. In 2001/02 (UNICEF, 2002), the gross enrollment rate (GER) at the primary level was estimated at 64% and at around 23% at the secondary level. These rates have remained stable for a very long period. At independence in 1960, the DRC had the highest primary GER in sub-Saharan Africa. Primary school enrollment peaked in 1972/73, with a GER of around 93%. The primary GER has experienced many fluctuations over the past fifteen years, probably due to the economic crises and socio-political turmoil that characterize this period.

However, there can be no doubting the will of politicians to revitalize it from 2002 with the signing of a memorandum of understanding between the Government and the sponsors of EFA which are UNESCO, UNICEF, the UNDP, UNFPA and the World Bank. This was followed by the creation of the National EFA Advisory Council with a Permanent Technical Secretariat and six Sectoral Monitoring Committees. These bodies have an intersectoral character insofar as they bring together all the public and private actors involved in the education sector.

The first attempts to make primary education free and compulsory date back to 2014. At that time, the political commitment was that of progressively free education in favor of EFA. It was not until the advent of new leaders, following the December 2018 elections, that basic education became both free and compulsory. During his oath to the supreme magistracy, President Félix-Antoine Tshisekedi Tshilombo announced the effective application of free basic education which would become effective on September 2, 2019 (https://internews.cd/rdc).

The implementation of free education is accompanied by an increase in the number of pupils in the classrooms, a large number of teachers who are not mechanized or even not paid by the public authorities. All these If we are not careful, these difficulties can lead to other difficulties in the operation of public schools that could affect the quality of the educational services offered by our schools. Thus, this study aims to compare the efficiency indicators of primary schools in Kasuku commune in the city of Kindu before and after the effectiveness of free basic education.

Concretely, it is a question of answering the following questions:

- Has school coverage in primary schools in Kasuku commune in Kindu town increased after the effectiveness of free basic education?
- The internal quantitative performance of primary schools in Kasuku commune in the city of Kindu during the 2018-2019 school year is lower than the performance recorded during the 2019 - 2020 school year?
- Can we say that the staff of Kasuku primary schools in the city of Kindu take care of more students after the effectiveness of free basic education?

Given that the effectiveness of free basic education has removed the obstacle to schooling represented by parents taking charge of teachers, we believe that "School coverage in primary schools of Kasuku commune in Kindu town during the 2019 – 2020 school year would have increased more than that recorded during the 2018 – 2019 school year".

Also, free basic education has not been accompanied by the construction of new school buildings, which has caused an overcrowding of students in classrooms, thus resulting in pedagogical difficulties in individualizing the education, a guarantee of success in school learning, we are of the opinion that "The internal quantitative performance of primary schools in Kasuku commune in the city of Kindu during the 2018-2019 school year would be lower than the performance recorded in course of the 2019-2020 school year.

Finally, as mentioned above, free basic education has resulted in overcrowding of students in classrooms, we maintain that "The staff of Kasuku primary schools in the city of Kindu during the 2019 – 2020 school year would support more students than in the 2019 – 2020 school year".

In undertaking this study, we are pursuing the following objectives:

- Compare school coverage in primary schools in the municipality of Kasuku in the city of Kindu during the school years 2018 -2019 and 2019 - 2020;
- Compare the internal quantitative performance within the primary schools of the Kasuku commune in the city of Kindu during the school years 2018 -2019 and 2019 - 2020;
- Compare the pupil supervision rate in primary schools in Kasuku commune in the city of Kindu during the 2018 – 2019 and 2019 – 2020 school years.

1.1. Methodology

Our study population consisted of 25 primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020 school years. Using the documentary technique, we gathered data on enrolments, promotions, repeaters and dropouts by year of study during our study period. From these data, we calculated some indices of quantitative internal efficiency according to the model of G. Carron and Ta Ngoc Châu.

The conviction that we cannot speak of sustainable development in a country without Education is the leitmotif of various actions undertaken in the DRC for quality "Education For All" in the DRC. The aim of this study is to take stock of the results to which the efforts made so far have led.

It goes without saying that the evaluation of quantitative performance makes it possible to follow the evolution of the results to which pupils lead at the end of the primary cycle in terms of passage from one class to another, repeating a year or dropping out. In concrete terms, it makes it possible to compare the number of students trained or certified with the total corresponding to the numbers enrolled in school.

Following Kamba (2011), it should be noted that in a school system, like ours, which does not advocate automatic passage from one class to the next, wastage is manifested by the fact that Pupils who start the primary cycle do not all finish within the prescribed minimum duration or do not reach the level of education required. This means that the transition from inputs to outputs experiences some discomfort due to repetition and dropouts. These are the quantifiable symptoms of school wastage, the magnitude of which affects school effectiveness.

As can be seen, the comparative evaluation of the internal quantitative performance of primary schools in Kasuku commune in Kindu, before and after the effective implementation of free basic education, makes it possible to take stock of the progress made in EFA.

1.2. Results

The presentation, analysis and discussion of the results are the subject of this point. Our results are broken down according to different levels of the typology of Carron and Ta Ngoc Châu below: Indicators of the level of expansion,

indicators of functioning and indicators of resources devoted to teaching.

1.2.1.1. Expansion level indicators

In this category, we have calculated two indicators: the admission rate and the enrollment rate.

a) Admission rate

By relating the 6-year-old children admitted to the 1st year of primary school to the population of 6-year-old children for each of the school years considered in our study, we obtained the results recorded in the table below:

Table 1. Admission rate to primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020 school years.

School years	E^1_6	P6	T_x . ad (%)
2018-2019	2331	4360	53,50
2019-2020	3509	4358	80,52

Legend: E16 = 6-year-old children admitted to the first year of primary school; P6 = Population of children aged 6; . add. = Admission rate

It emerges from this table that during the 2018-2019 school year, 2331 subjects aged 6 were admitted to primary school out of the 4360 children of this age, i.e. an admission rate of 53, 50%. Of the 4,358 children aged 6, 3,509 subjects were enrolled in the first year of primary school, i.e. an admission rate of 80.52%. It follows that the admission rate increased between the two years by around 27.02%.

b) School enrollment rate

The evaluation of the schooling rate within the primary schools of the Kasuku commune in Kindu during the school years considered in this study led to the following results:

Table 2. Enrollment rate in primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020 school years.

School years	$E^1_{6\text{-}12}$	P6	T_x . Sc (%)
2018-2019	13634	22216	61,40
2019-2020	17937	22373	80,2

Legend: E16-12 = Children aged 6 to 12 enrolled in primary school.

The analysis of this table below shows that out of the 13,634 children aged 6 to 12, 22,216 subjects were enrolled in Kasuku schools in Kindu during the 2018-2019 school year, i.e. a rate of enrollment of 61.40%. For the 2019-2020 school year, 17,937 subjects out of the 22,373 children of primary school age were enrolled in primary school, i.e. 80.2%. These results reflect a positive change in the school enrollment rate of around 18.8%.

1.2.1.2. Indicators of school functioning

From the data collected, we were able to calculate the promotion rate, the repetition rate, the dropout rate and the dropout rate.

a) Promotion rate

By calculating the ratio between the number of graduates and primary school enrollees during the 2018-2019 and 2019-2020 school years, we obtain the following results:

Table 3. Promotion rate in primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020 school years

School years	$E^1_{6\text{-}12}$	P	p(%)
2018-2019	13634	12721	93
2019-2020	17937	15281	85

Legend: R = number of promoted; p = promotion rate

It appears from reading this table that during the 2018-2019 school year among the 13,634 primary school enrollees, 12,721 had been promoted, which represents a promotion rate of 93%. In 2019-2020, 15,281 students had passed out of the 17,937 enrolled in primary school, i.e. 85%. Between the two school years, the difference in the promotion rate is around 8%.

b) Repetition rate

By establishing the ratio between the number of registered students and those who repeated the class, we observe the following:

Table 4. Repetition rate in primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020school years.

School years	$E^1_{6\text{-}12}$	R	r (%)
2018-2019	13634	913	7
2019-2020	17937	2656	15

Legend: R number of repeaters; r = repetition rate

It emerges from this table that out of 13,634 primary school enrollees during the 2018-2019 school year, 913 subjects failed, i.e. a repetition rate of 7%. During the 2019-2020 school year, out of 17,937 enrolled, 2,656 failed, i.e. a repetition rate of 15%. In other words, the repetition rate has increased by 8%.

c) Dropout rate

The calculation of the dropout rate, which is the ratio between the number of those enrolled and those who left school before the end of the school year gives the results recorded in the table below:

Table 5. Dropout rate in primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020 school years

School years	$E^1_{6\text{-}12}$	A	a
2018-2019	13634	228	2
2019-2020	17937	334	2

Legend: A number of dropouts, a = dropout rate.

The results contained in this table show that in 2018-2019, out of the 13,634 enrolled, 228 subjects had dropped out of the studies, i.e. a dropout rate of 2%. During the 2019-2020 school year, out of 17,937 students enrolled in primary school, 334 subjects dropped out, i.e. a dropout rate of 2%.

d) Wastage rate

By analyzing the extent of school wastage between the school years considered in this study, we obtain the following results:

Table 6. Wastage rate in primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020 school years.

School years	R	a	d
2018-2019	7	2	9
2019-2020	15	2	17

Legend: r= repetition rate; a= dropout rate and d = dropout rate.

It can be read in the table below that the school dropout recorded during the 2018 – 2019 school year is around 7%, while that observed during the 2019 – 2020 school year is 17 %. It follows that school wastage has increased by around 8%.

1.2.1.3. Indicators of resources devoted to education

Based on the data collected, we calculated the student-teacher ratio, which in primary school is the same as the occupancy rate of the premises, the teacher-administrative staff ratio and the pupil-administrative staff ratio.

a) Staff ratio

The calculation of the supervision rate within the primary schools of the Kasuku commune in the city of Kindu gave the following results:

Table 7. Teacher ratio in primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020 school years

School years	E^1_{6-12}	Number of teachers	Supervision rate
2018-2019	13634	228	60
2019-2020	17937	228	79

By analyzing this table above, it emerges that during the 2018-2019 school year, the 228 teachers employed in the primary schools of the Kasuku commune supervised 13,634 students, i.e. an average supervision rate of 60 students per teacher. While during the 2019 – 2020 school year, the 17,937 students enrolled in primary schools in Kasuku commune during the 2019 – 2020 school year were supervised by 228 teachers, i.e. a supervision rate of 79 students per teacher. In other words, the staff-to-staff ratio has virtually stagnated.

b)Teacher/administrative staff ratio

The examination of the master/administrative staff ratio led to the results recorded in the table below:

Table 8. Teacher/administrative staff ratio in primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020 school years.

School years	Number of masters	Number of administrative staff	Repor
2018-2019	299	45	7
2019-2020	299	45	7

This table shows that the teacher/administrative staff ratio stagnated at 7 during the 2018-2019 and 2019-2020 school years.

c) Student/administrative staff ratio

Table 9. Pupil/administrative staff ratio in primary schools in Kasuku commune in Kindu during the 2018-2019 and 2019-2020 school years.

School years	E^1_{6-12}	Number of administrative staff	Report
2018-2019	13634	45	303
2019-2020	17937	45	399

It emerges from reading the table above that the administrative staff/student ratio is greater during the 2019-2020 school year (399 students supported by administrative staff) than that recorded during the school year 2018 – 2019 (i.e. 303 students supported by administrative staff).

1.3. Discussion of Results

This study produced mixed results. In fact, at the level of the expansion of the school system, a positive evolution has been recorded with regard to the rate of admission and the rate of schooling. These results show that the support of teachers by the parents of students has long been a brake on schooling. The conclusions of the MICS 1 and 2 surveys, the RESEN and publications (Kamba, 2014) have stigmatized this state of affairs;

Nevertheless, the admission rate recorded in the primary schools of the Kasuku commune is below that of the country, admission in the 1st year of primary school is above 100% in 2008 – 2009 even in the province of Maniema which stood at 94% (Kamba, 2014).

The same is true of the school enrollment rate, which was respectively 90.3% and 84.2% for the whole country and the province of Maniema. In addition, a negative evolution was noted with regard to the rate of promotion which regressed between the two years considered in this study. While the repetition rate, the dropout rate stagnated at 2% was observed during the two school years considered in this study. It should be noted that these repetition and dropout rates contrast sharply with those obtained by the MICS 2 survey where they were between 9 and 19%. Even if we did not calculate the completion rate in this study, it is necessary, by seeing the extent of the school dropout, to affirm that the said rate would be low. As a reminder, the completion rate at the national level was 53% in 2008-2009 and in Maniema, it was 54.4%.

The staff-to-staff ratio deteriorated during our study period. In fact, with overcrowded classes, teachers were more overloaded in 2019-2020 than in 2018-2019. It should be noted that even before free education (i.e. during the 2018-2019 school year), teachers dealt on average with a higher number of staff than the norm which stipulates that at the first level, the The maximum number of students is 50 students and the other levels, at most 40 students (circular N°MINEPESPE/CABMIN/0668/2007 OF 13/11/07). This is the expression of the dysfunction caused by free admission for lack of framework measures.

Kamba (op. cit) noted that the teacher-staff ratio was respectively 37 pupils and 34 pupils for a teacher at the national level and in the province of Maniema during the 2008-2009 school year.

The teacher/administrative staff ratio has stagnated. In fact, the implementation of free education was not accompanied by the recruitment of teaching staff, but rather by the mechanization of unpaid teachers.

Moreover, the results of this study are quite revealing on the two major challenges facing schools in the province of Maniema: equity and efficiency. If it is a fact that with free access most children of primary school age can access school in urban areas, it is no less true that those in rural areas do not have the same advantages. Also, most students do not reach the end of their cycle of studies and those who do incur additional expenses due to high school dropout due to high repetition and dropout rates. As a result, the cost of training per student increases ostensibly over the years.

Conclusion

At the end of the calculation of the indicators recommended by the model of Carron and Ta Ngoc Châu that we used in this study, we obtained the following results:

Regarding the level of expansion of the school system, it appeared that:

- During the 2018-2019 school year, 2331 subjects aged 6 were admitted to primary school out of the 4360 children of this age, representing an admission rate of 53.50%. Of the 4,358 children aged 6, 3,509 subjects were enrolled in the first year of primary school, i.e. an admission rate of 80.52%. It follows that the admission rate increased between the two years by around 27.02%;
- During the 2018-2019 school year, out of the 13,634 children aged 6 to 12, 22,216 subjects were enrolled in Kasuku schools in Kindu, representing an enrollment rate of 61.40%. For the 2019-2020 school year, 17,937 subjects out of the 22,373 children of primary school age were enrolled in primary school, i.e. 80.2%. These results reflect a positive change in the school enrollment rate of around 18.8%.

The AuIn view of these results, our first hypothesis that "School coverage in primary schools in Kasuku commune in Kindu city during the 2019-2020 school year would have increased more than that recorded during the 2018-2019 school year" was confirmed.

Regarding the indicators of the functioning of the school system, it appears that:

- During the 2018-2019 school year among the 13,634 primary school enrollees, 12,721 had been promoted, which represents a promotion rate of 93%. In 2019-2020, 15,281 students had passed out of the 17,937 enrolled in primary school, i.e. 85%. Between the two school years, the promotion rate fell by around 8%.

- During the 2018-2019 school year, out of 13,634 primary school enrollees, 913 subjects failed, representing a repetition rate of 7%. During the 2019-2020 school year, out of 17,937 enrolled, 2,656 failed, representing a repetition rate of 15%. In other words, the repetition rate has increased by 8%.
- During the 2018-2019 school year, out of the 13,634 enrolled, 228 subjects had dropped out of school, representing a dropout rate of 2%. During the 2019-2020 school year, out of 17,937 students enrolled in primary school, 334 subjects dropped out, i.e. a dropout rate of 2%. This would mean that the dropout rate has stagnated during our reference period;
- During the 2018 – 2019 school year, recorded school wastage is around 7%, while that observed during the 2019 – 2020 school year is 17%. It follows that school wastage has increased by around 8%. In view of these results, our second hypothesis according to which "The internal quantitative performance of primary schools in Kasuku commune in the city of Kindu during the 2018-2019 school year would be lower than the performance recorded during the school year 2019 – 2020" has been confirmed given that school dropout is more pronounced after the effectiveness of free basic education.

Finally, with regard to the indicators relating to the resources devoted to teaching, we note the following:

- During the 2018-2019 school year, the 228 teachers employed in the primary schools of Kasuku commune supervised 13,634 students, i.e. an average supervision rate of 60 students per teacher. While during the 2019 – 2020 school year, the 17,937 students enrolled in primary schools in Kasuku commune during the 2019 – 2020 school year were supervised by 228 teachers, i.e. a supervision rate of 79 students per teacher. In other words, the staff-to-staff ratio has virtually stagnated.;
- The teacher/administrative staff ratio stagnated at 7 during the 2018-2019 and 2019-2020 school years;
- The administrative staff/student ratio is greater during the 2019-2020 school year (399 students supported by administrative staff) than that recorded during the 2018-2019 school year (i.e. 303 students supported). supported by administrative staff).

In light of these results, our third hypothesis that "The teaching staff of Kasuku primary schools in the city of Kindu during the 2019 – 2020 school year would support more students than during the school year 2019 – 2020" was reversed.

In view of the results recorded in this study, we make the following recommendations:

- That the government mobilize more financial resources for the construction of school buildings to accommodate new students in accordance with the standards relating to the minimum and maximum numbers per class;
- That the government proceed with the recruitment of administrative staff in each school to improve the student/administrative staff and teacher/administrative staff ratio.

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