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An Examination of Students' Failure Problem at the UFR/SEG of the University of Cocody

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CHAPTER ONE: INTRODUCTION

The second half of the nineteenth century experienced the invention of the first steam engine in Europe by James Watt which in turn generated the emergence of different types of plants for the manufacture of a variety of articles.

This created new needs and the desire to satisfy them. First, Europeans were in need of a market where to sell off all those manufactured products. Second, they were looking for a place where to get enough raw materials to go on producing.

Faced with those problems, Europe once again decided to turn to Africa, that continent which, few centuries ago, provided them with slaves who were at the origin of their past economic growth. Slavery being abolished, that time, nobody would be deported to Europe. They had to adopt a different strategy.

They would move to Africa, where all they needed was available: the land, the labor, and the market. They would create huge farms on the vast lands extorted from the natives. They would use the almost free labor and harvest huge quantities of produces for their plants in Europe, sell the third class production to Africans, and keep the top class quality for their own use.

Those commercial ideas in mind were reinforced by the proximity of the African continent to Europe. Their past fear to penetrate the interior has now vanished thanks to some new scientific discoveries such as the Maxim gun and the malaria medication quinine. Thus, as Rit Nosotro clearly stated: “to avoid a European war that might arise from the conflicting claims, Otto Von Bismark, the German chancellor called for the Berlin conference from November 1884 to December 1885” (2008).

Thus, Africa was shared and huge coffee, cocoa, and palm farms (for cooking and table oil production) were created. Simultaneously, they started the exploitation of gold and diamond mines, still with the use of the African cheap labor.

Being in business, they were eager to overcome any obstacles. For example, when they were facing difficulties in transporting their productions, they used to create roads. When they experienced oppositions in their insatiable exploitation of the land, they used to sign agreements or treaties with African chiefs.

Contrary to Julio Gody for whom colonialism never enhanced Africa, we believe that it opened at least Africa to the world through Education, then through language (2006). Indeed, the most important problem European colonizers were facing was that of communication. To communicate normally required a staff able to speak the colonizers’

languages, a staff that could read, write and calculate. This is how the idea of creating of the first schools emerged.

In a school, one can fail, although the general expectation is success. In other words, wherever there is a school, there is also a possibility of failure. It is because schools exist that we can talk of school or academic failure.

This is what, historically, justifies our subject devoted to the examination of students' failure at the UFR/SEG of the University of Cocody. We cannot talk of failure at school if school is not part of the environment. This being said, the next thing to do is to justify the reasons of the choice of this topic.

1.1. Justifying the Topic Choice:

“Graduation rates, dropout rates are one of the things we're judged on”. Glean McClain

Three main reasons justify our choice for this topic:

1. Professional
2. Sociological
3. Psycho pedagogic

1.1.1 Professional Reasons:

The first reason accounting for the choice of this topic is professional. Indeed, being a teacher of English for specific purposes at the UFR /SEG since 1986 (with some interruptions to study in the United Kingdom and US), I got the opportunity to work with about twenty generations of students.

It is always a pleasure for me to meet former students of the UFR/SEG, and find out that some of them are getting on very well, but it also happens to me to meet some former students who could not get a stable situation and this is a source of deep sadness for me too.

For me passing a high university degree like the master's degree and being unable to get an employment puts the holder of such a degree in the same situation as those who were not able to pass their exam. It is also a kind of failure; it is a failure as well.

As an associate teacher at the UFR/SEG, I was deeply concerned when I met a man whose physical appearance would give you the impression that you are facing an illiterate. This man introduced himself to me as a former student of the UFR/SEG, during the academic year 1986- 1987.

The man explained to me that all his attempts to take part in employment tests resulted in failure, because he had no money to bribe those in charge of employment tests. For him, before being preferred by the selection board during employment tests, the selection board

members sometimes demand huge amounts of money, varying from the equivalence of USD 2,000 to USD 4,000. I could not believe my ears! As the French novelist and political writer Georges Bernanos wrote a long time ago; “the first sign of corruption in a society that is still alive is that the end justifies the means” (1888-1948), I was facing, not only the evidence that high level corruption exists in my country but also that school failure exists even for those who passed their degrees.

To survive, this gentleman sells used spare parts for cars, a job that can very well be performed by an illiterate. Through this man I met others who no longer believe in any chance to get an employment. How can we help them? How can we prevent similar cases in the future?

If this research can modestly help in finding a solution to assist all those too numerous present and/or former students, who have been experiencing failure, it would be a contribution to the advancement of the UFR/SEG and by extension to the progress of my country: the Ivory Coast.

1.1.2 Sociological Reasons:

A survey conducted in December 2009 in order to identify the reasons why American college students’ dropout revealed that the desire to find a full time job was the main reason for 50% of college students. According to the American Department of Education, 89% of them promised to return to college (Web article, 2009).

This tendency to find a full time employment seems universal. In Ivory Coast, many parents send their children to school because they are expecting them to get a bright future through a good job. Only very few parents expect their offspring to engage in personal business or work in a family company.

Students also want a job even if, for almost twenty years now, there is no real employment policy initiated by the different governments of our country in order to help job seekers whose number has been increasing exponentially every year.

Today, if a company needs a watchman and sends an advertisement through the media, Master’s degree holders will be numerous to take part in the test, because in every family we can find university leavers holding the equivalence of a Bachelor’s or Master’s degree who are jobless and this lasts for years. In such a context, young Ivorians do not leave college for a job. They would rather be graduates in order to increase their chance to get one.

To survive, they transform their personal mobile phone into a commercial one so that those who have no credit can call from it. But this small business can only give them the opportunity to earn as little as from thirty to forty US dollars monthly.

The situation is so serious that primary and secondary school pupils, who see their elder brothers and sisters unemployed, though they are holders of university degrees, may have less motivation for their studies. Besides, some of them do not even feel like living, because they have nothing to expect from their present life. Why should they make efforts for studies that seem useless?

To express their disappointment, they have discovered a way chocking the whole nation through what they call "BORO D'ENJAILLEMENT", a dangerous game which consists in jumping from one bus in circulation to another, while young spectators of their age are clapping and cheering.

Many accidents and deaths do occur, but those accidents, those deaths do not dissuade those young people, generally boys, from giving up this dangerous game.

We would like to call the attention of the government and the whole nation on the fact that it is a great danger for the whole society to live with people who do not find great interest in staying alive, because they have the impression that their whole life is a failure.

Not only is their life a failure, but they cannot expect any hope at all for their future! They are overwhelmed by one thing: failure and because of this failure, living or dying makes no real sense to them!

Such boys who do not find any difference between staying alive and being dead would easily accept a payment for a murder! Such boys would not hesitate to take part in a hold up! The Ivorian political leaders should know that international war mercenaries are recruited among these types of citizens.

As pointed out by Simone Ehivet Gbabgo (2007, page 352), on September 19, 2002, most of the people who attacked the state of Cote d'Ivoire were those with poor education or no education at all (cooks and fridge repairers) who most of the time did not have their primary school certificate!

Besides, those who proved their ferocity in the west of the Ivory Coast were recruited among those young boys and girls. That is why we are convinced that examining students' failure at the UFR /SEG will be a contribution to a solution to some national problems.

1.1.3 Psycho Pedagogic Reasons:

Our attempt to identify the causes of students' failure will surely give us the opportunity to criticize the Education system in which we operate, we mean the way teaching or transmission of knowledge is operated. We will also get the opportunity to analyze and see if the way we have been teaching is actually the way we should.

Another opportunity to study students' learning habits and behaviors will inspire solutions or suggestions that will surely contribute to the creation of a better future learning environment more favorable to success!

Besides, in the light of the general theory of academic failure and in the light of Winston Churchill's quote according to which "success is the ability to go from failure to failure without losing your enthusiasm", we will make our self assessment and see what we need to do for our students to experience more success (Quotes by Winston Churchill, 2009)!

This piece of work will be completed through seven main chapters: chapter one which aims at introducing our research work will enable us to present the nature and the purpose of this study. It will also present our research questions and state the importance of this research.

Chapter two will be devoted to the review of the current literature on school failure. In so doing, this chapter will first introduce us to the historical context of school and school failure, born in developed countries, and the way they were imported to Africa, and particularly to the Ivory Coast.

Chapter three will present the research methodology we intend to use. This presentation will start from the research context, move to the research design and research questions, sample population presentation, informed consent, confidentiality, and will be extended to data collection.

Chapter four will be devoted to Data analyses and interpretation. As for chapter five, it will present our findings and conclusion. This chapter will start by a general conclusion of what we have achieved so far in this research. Then, we will give a short view of the different implications of our findings.

Chapter six is the chapter of some policy recommendations. After presenting the implications of our findings, we will make some policy recommendations. A short summary will serve as a general conclusion for this piece of work.

The very last chapter which will include the annex, the questionnaire and the bibliography is chapter seven. The bibliography includes all documents, books, websites, articles, newspapers, etc... read, quoted or simply consulted before and during this piece of work.

1.2 Statement of the Research Problem

In the light of what has been presented as reasons that justify the choice of our topic, one thing is clear: students at the UFR/SEG are facing a big problem of school failure. This failure can be seen through students' results during their different examinations, but also through students' failure in finding an employment.

“Of all the aspects of social misery nothing is so heartbreaking as unemployment”. Jane ADDAMS

The problem of students’ failure is real. Statistics exist to confirm this fact. What we need to know is how to identify the real causes, and what to do to help in finding some solutions.

To try to identify the causes of students double failure, first their failure to pass their examination, and second, when the few who finally pass their exam fail to find an employment. This second failure, the failure to get an employment after graduation puts the happy degree holders in the same situation as those who were unable to pass their examination.

(Sometimes, some Masters’ degree holders are in a worse situation than those who fail in their examinations. One example justifying this is the situation of “a former student” who lives on the sales of used car parts, a job formerly practiced by illiterates only. If nothing is done, university graduate girls will join men very soon.)

This is also the case of young girls who accept to be house girls for a monthly salary of USD 30 or USD 40, with a masters’ degree in Economics, sociology, or criminology. From this example, we can assert that these girls although they are holders of a Master’s degree, they are in the same situation as other girls who have never been to school.

The logical reaction for a young person (a student) who has gone through such an experience, or who finds people around him experiencing similar situations, is to lack motivation and the lack of motivation can also be a cause of failure.

This is also true for a teacher who feels that his students are not interested in his lectures. Such a teacher is likely to lose all his motivation. The logical question to ask now is the following: Do students fail at the UFR/SEG for their own lack of motivation? Do they fail for the lack of teachers’ motivation? What are teachers’ roles in their students’ failure? What is the role of the university system in students’ failure? What is the part of students’ families in their failure? What is the role that the whole society played in this general failure of students?

The numerous questions on students’ failure are the foundations of this research problem. These questions lead to five fundamental questions:

1. What are the causes of students’ failure related to the society?
2. What are the causes of students’ failure related to students’ families?
3. What are the causes of students’ failure related to teachers?
4. What are the causes of students’ failure related to students themselves?
5. What are the causes related to the University as an institution?

To my knowledge, these fundamental questions are answered nowhere in books. The answers are not available in any government file either. Neither do we have them personally. The only choice left to us is research. We will try to play the role of an explorer, in order to look for what we do not know, to look for what we ignore! Did Confucius not say that “real knowledge is to know the extent of one’s ignorance” (Confucius, 2009)?

Our objective in this exploration will be the identification of the causes of students’ failure and how to contribute in the search for solutions. Such an exploration will be very useful in a sense that to our knowledge, nobody has tried to identify the causes of students’ failure at the UFR/SEG of the University of Cocody yet, though the problem has been in existence for at least fifteen years.

The empirical research on a social problem that affects the University of Cocody and particularly, many young people who are not taking part in the development of the economy of their country deserves all our attention and energy.

Treating this problem through the theories and principles of Education will have a triple interest. First, it will be a very interesting university research subject to a problem that took place at the University. Second, if this research leads to answers to our numerous questions, it will be our modest contribution. Third, of course, it will give us the opportunity to propose a few solutions that we wish, will be helpful for that great number of youth who are facing that employment problem.

As a conclusion, the examination of students’ failure at the UFR /SEG is very interesting on the plan of research. It is also theoretical (answering questions) and practical (through solutions).

1.2.1 The research Context

Students’ failure at the UFR/SEG can be considered as a crucial Education problem, a problem that deserves all our attention. The following lines will present official figures from the UFR/SEG. This official source can be consulted in the appendix.

1.2.2 View of some Success Rate figures at the UFR/SEG

For example, during the academic year 2004- 2005, 7446 students registered at the UFR of Economics and Management from the first year to the Masters’. Among this population, only 2556 were able to succeed, with a rate of 34.32 per cent of success (the UFR/SEG exam sources)!

Such a success rate also means that 65.68 percent of this student population failed either in their exams, or to move to the next class level.

The academic year 2005 2006 recorded almost a worse result. On the total of 8486 students who registered, only 2661 experienced the joy of success, that is to say that only 31.35 per cent of them succeeded. The failure rate was consequently 68.65 per cent.

In 2006 2007, 6592 students registered at the UFR of Economics and Management for a success rate of 36.92 per cent. Indeed, only 2434 succeeded whereas 4158 of them failed. The failure rate, as you can see, is 64.08 per cent (UFR/SEG statistics sources)!

Up to the academic year 2006 2007 the success rate has been low but has never dropped below 30 per cent. The academic year 2007 2008 was a break to our tradition. Indeed, only 1945 students of the 6878 who registered experienced a success! The success rate was only 28.2 per cent with of course, a failure rate of 71.8 per cent.

1.2.3 Few International Success Rates versus the Rates of the UFR/SEG:

During the academic year 2005 2006, at the moment the UFR/SEG was registering a success rate of only 31.35 per cent, in France the university la Sorbonne registered a success rate of 95 per cent. During the same period, the Canadian York University registered 95 per cent of success rate (Wikipedia source).

In the same period, Concordia University of Montreal was experiencing a substantial success rate of 93 per cent. The free Faculty of Economics and Management of the French Universite Catholique de Lille also experienced a success rate of 94 per cent (Wikipedia source)! Why is the success rate so low at the University of Cocody? Why is the failure rate so high at the UFR/SEG?

To answer this crucial question and the questions above, we will analyze existing failure causes, previously identified by researchers and see if they are applicable to our topic. These existing causes will give a broad comprehension of the phenomenon but we will not limit our researches to them. We will also interview different partners of the schooling system.

1.2.4 Some Important Questions

The figures above on the success rates of different universities prove that some universities are more or less exposed to failure than others. It will be interesting to identify why some university learners are more successful than others?

Francine Best (1999) seems to have an answer to this question when she writes that efficient schools are those in which the general atmosphere is favorable to learning. What is the nature of the atmosphere at the UFR/SEG which is the basis of such a failure rate? What does she mean by atmosphere?

If it is true that teachers level at the UFR/SEG is similar to that of many other universities, because the majority of teachers are Doctors in their fields, one cannot assert that the

means of that UFR can be compared to those of the universities named above for comparison sake. Can this partially explain that high failure rate at the UFR/SEG?

If teachers are comparable intellectually, same qualifications as teachers of other nations, can we say that they can perform the same way? Are teachers trained for their new job after their Doctorate Degree? Are they aware of the principles governing their profession? Does the fact of holding a Doctorate degree in Economics or mathematics or Management confer the craft of teaching? Does it confer the craft of students' assessment?

These questions are important in a sense that Perrenoud (1984) demonstrates that the way teachers assess a student can have a positive or a negative impact on the latter's success. A good assessment method can be an incentive to students' learning.

A doctorate degree is the highest degree that a student can expect to have. If at the UFR/SEG most of the teachers are holders of such a high degree, we can definitely make the assumption that each of them has enough knowledge in the field in which he is specialized. The remaining question is the following; is it enough to know to be a good teacher?

This question is fundamental in a sense that it was at the origin of Didactics, the art or science of teaching (Collins, 2003). It is also the science that studies the conditions governing the acquisition of knowledge in a particular subject.

For specialists of Didactics, a good mathematician is not necessarily a good mathematic teacher. For them knowing very well a subject does not necessarily confer the ability to teach that subject. Having knowledge is very important for a teacher, but having knowledge is not enough to teach.

In this sense specialists talk of didactics in every subject. For example the English didactics will be seen as the art or science to teach English as a school subject, the same way Plane would talk of the French didactics (2002).

Besides, it is also important to note that mathematics is not taught the same way as literature or English. This simply means that every subject has its own way to be taught. This implies that there are different types of didactics (Monroe, 2008).

This shows the importance of teacher training. It will be very good to verify if teachers at the UFR/SEG received adequate training that turns the Ph.D. holders that they are into real professionals of Education well aware of ways and manners to transmit knowledge. This leads to a question: Do students fail at the UFR/SEG because teachers are not trained as professionals of knowledge transmission? In another word, what are teachers' responsibilities in students' failure at the UFR/SEG?

The most common causes identified by researchers who have studied school failure are related to society, students' families, teachers, students themselves, and school as an institution. Are these causes applicable to the case of students at the UFR/SEG?

1.2.5 General Objective:

Our aim is to identify the reasons why the success rate is so low at the UFR/SEG. To reach our goal we have identified five crucial questions which need to be answered in the course of this piece of work. They are the following:

1. What are the causes of students' failure related to society?
2. What are the causes of students' failure related to students' families?
3. What are the causes of students' failure related to teachers?
4. What are the causes of students' failure related to students themselves?
5. What are the causes of students' failure related to the University as an institution?

1.2.6 Specific Objectives:

Our specific objectives are related to the different questions raised above. We hope that the answers to those questions will contribute in reaching our goal which is also that of *Massimo D'Azelglio* who wrote: "everyone ought to be committed to appropriated education until death comes". Such a noble aim can be hindered by repetitive failures (2009, AIU student handbook).

2.5.1 We propose to identify some students' failure causes related to the Ivorian society. This subsection will be an opportunity to initiate a short analysis of facts, principles and behaviors that, for one reason or another contribute to students' failure.

2.5.2 We aim at identifying the causes of students' failure related to students' families. By this we mean to find out facts, and behaviors that may prevent students at the UFR/SEG from succeeding in their studies and in getting a good job.

2.5.3 This subsection will give us the opportunity to find out if teachers play a certain role in students' failure. In another word, we aim at checking if it is proved that those who are in charge of leading students to success contribute to their failure.

2.5.4 We will try to identify how students themselves can contribute to their own failure. Do they always make enough effort toward their studies? Can they manage their study time efficiently? Do they have enough motivation?

2.5.5 Our objective in this subsection is to identify how the University of Cocody as an institution can contribute to students' failure. By the University of Cocody we also mean the UFR/SEG.

1.3. Research Hypotheses:

“I cannot give any scientist of any age better advice than this: the intensity of a conviction that a hypothesis is true has no bearing over whether it is true or not”. Sir Peter Brian

To deal with a problem every researcher may have a personal idea, about the problem. This personal idea may be vague. This or these ideas may guide him, but nothing proves that they are right as long as they are not verified. These vague and unverified ideas are what we call hypotheses.

When many vague ideas can be summed up into a general idea, we talk of general hypothesis. We generally put many unverified ideas under the title of specific hypotheses. The following lines will follow the plan: General Hypothesis, Specific Hypotheses and Variables descriptions.

1.3.1 General hypothesis:

It is difficult to identify a unique hypothesis to the crucial problem of students’ failure at the UFR/ SEG. Students’ failure at the UFR/SEG has many interconnected causes. Therefore, we are presently unable to identify a general hypothesis here. In case an obvious hypothesis is easily discovered, please, forgive our ignorance or stupidity. Did Albert Einstein not say that “only two things are infinite, the universe and human stupidity” and later added that “he was not sure of the former”(Famous quotes,2009)

1.3.2 Specific hypotheses:

The aim of this piece of work is to check the following hypotheses:

1. There is a relationship between the Ivorian society and students’ failure at the UFR/SEG.
2. There is a relationship between students’ families and students’ failure.
3. Teachers at the UFR/SEG play a role in students’ failure.
4. Students who fail have a role in their own failure.
5. The University as an institution plays a certain role in students’ failure.

1.4 Variables’ Descriptions:

This piece of work aims at conducting an operational research. As such, we need to put the different terms or notions under the term “variables.” The above specific hypotheses will be verified according to two main variables: dependent variables and independent variables.

1.4.1 Dependent Variables:

These variables are the consequences of independent variables. In our context,

that of the examination of students' failure at the UFR/SEG of the university of Cocody, the dependent variable is students' failure. This failure can be measured or assessed through students' marks or exam results available at the administration of the UFR/SEG.

1.4.2 Independent Variables:

Independent variables are all the variables that lead to students' failure. Two categories can be defined in this piece of work:

- Individual independent variables
- Structural independent variables

1.4.2.1 Individual Independent Variables:

These variables will be concerned with:

- Social Class
- Parents' Occupation
- Family Dwelling Place

1.4.2.2 Social Class Variable:

Every society has three main classes: the class of the rich, the middle class and the class of the poor. This is also true for the Ivorian society, but in this piece of work, we intentionally decided to class the Ivorian society into two main social classes; the class of the rich and that of the poor.

The reason for this decision is that the review of the literature on school failure will present only two classes; the privileged class or the rich, and the poor class. We simply wish to be in accordance with what preceding and well known researchers have established.

Students originating from each class will be easily identified through the district in which they live, their parents' occupation, and their physical appearance. For example, do they come to the university by bus, are they dropped by their parents, the driver, or do they come to the university driving their own car or one of the cars belonging to the family?

The answers of these questions will easily inform us of students' social class and the only fact of asking these questions introduces us to new variables: parents' occupations and family dwelling place.

1.4.2.3 Parents' Occupations Variables:

“What good is social class and status? Truthfulness is measured within. Pride in one's status is like poison - holding it in your hand and eating it, you shall die”. Sri Guru Granth Sahib

This variable can easily inform us about every student's social status.

1.4.2.4 Family Dwelling Place Variable:

This variable provides the same type of information as the preceding variable. As stated by Jacques Lautrey (1980) school failure takes its origin at home where there are different educational principles, values, and behaviors. The significance of students' living place and condition is therefore imperative to know.

However, we must not stop to the mention of the district where a given students says he lives. We know that near every nice part of the town, there are always shanty towns where the houseboys and drivers of the bosses living in these smart places also live.

Actually, the place where these houseboys and drivers live has the same name as the place where their bosses live, but one cannot say that both social classes are living in the same condition.

If we had to compare, we would say that the boss lives in Heaven whereas the employees live in Hell. We will do our best to avoid similar confusions.

1.4.3 Structural Independent Variables:

These are all the variables that are related to the structure called UFR/SEG. According to Collins, a structure is the way the different parts of a given thing are interrelated. It is also the way the different parts work together. It is also the way the different parts of a system are organized (2003).

In the context of this piece of work, structural independent variables are those variables that deal with the UFR/SEG as a complex structure. Under this title we will try to identify failure causes related to teachers, students themselves and to the UFR/SEG as an institution.

1. 4.3.1 Teachers Related Variables:

These variables will help us identify if teachers are or are not factors that can explain the failure of their students.

This will give an opportunity to question the way teachers at the UFR/SEG transmit knowledge to their students. This refers to teaching methods used and raises the question of teacher training at the UFR/SEG.

Specific items such as lectures, this traditional method that consists in a long monolog during which students have no opportunity or less opportunity to ask questions will be analyzed in order to identify if it contributes or not to students' failure.

This variable will also give the floor to students who will help us identify if the assessment methods used at the UFR/SEG contribute or not to students' failure.

1.4.3.2 Students Related Variables:

The learning process implies a certain interaction between two partners: the learner and the teacher. The teacher may be good, but if the learner fails to make necessary efforts that are requested from him, it will be very difficult for such a learner to learn. Passing his exam will be admitted as the evidence that the student has learnt.

This variable will give the opportunity to assess students' learning habits. The main objective here is to identify whether students are or are not factors that can explain their own failure in their exams.

This will attract our attention on learners' own motivation towards their learning, their time management relative to their learning, and the conditions under which examinations do take place.

1.4.3.3 The UFR/SEG Related Variables:

UFR/SEG as an institution has its own organization which does depend, neither on teachers, nor on students. For example, we ignore why teachers are not fully involved in the organization of the examinations. Does the UFR/SEG not trust its teachers? If that is the case, the administration should consider that warning from Mother Teresa: "the biggest disease today is not leprosy or tuberculosis but rather the feeling of being unwanted, uncared for and deserted by everybody" (popular quotes, 2009).

What is actually happening is that teachers choose examination topics, they reproduce them according to the number of candidates, keep a close watch on the composition process in order to dissuade prospective cheaters, and handle the copies to the administration. After that copies, are left to the members of the administration who are in charge of turning the copies into nameless copies.

Later, the copies are given to teachers for grading and return them to the administration members who put back the names, before the copies are given back to teachers, the day of the jury's due deliberation.

If the objective is to prevent some teachers from helping some students succeed, what proves that the administrative staff are not submitted to the same temptation if not a greater one?

Teachers are far better paid than civil servants of the *Ivorian* administration, those who are entrusted the role to control the whole process of copy treatment. Who of the two can be bribed more easily? According to Thomas Jefferson, "Honesty is the first chapter in the book of wisdom." And we know that most teachers at the UFR/SEG are honest (popular quotes).

This variable will contribute in identifying what actually happens behind and which is not known by the Dean, and which may or not contribute to students' failure.

Conclusion:

"Integrity is telling myself the truth, and honesty is telling the truth to other people".

Spencer Johnson

The preceding variables were selected in relation with the population that faces the crucial problem of failure. We mean students at the UFR/SEG to whom the opportunity will be given to give out their own appreciation of their failure problem.

CHAPTER TWO: LITERATURE REVIEW IN EDUCATION AND SCHOOL FAILURE

Introduction

After this short presentation of the different variables, it seems important to us to introduce the subject of our analysis: An Examination of Students' failure at the UFR/SEG. What do we mean by failure? Since when are the world citizens talking of failure in schools? Is the case subject of our study the sole one or is it a general phenomena experienced by other countries and schools?

The answers to the above questions will lead us to talk about the historical context of school failure in Europe, particularly in France, first. The reason for the choice of France is that this nation colonized the country in which this study is conducted and the history of France has many things in common with that of the Ivory Coast.

Then, we will demonstrate in subchapter two how school failure started at the early creation of the first school in the Ivory Coast.

2.1: Historical Context of School Failure in France

The year 1918 reminds the end of the First World War. In France, the government initiated an ambitious program called "l'école obligatoire pour tous". With that plan, schooling became compulsory for all primary school boys or girls. The consequence of such a policy was the increase of the number of young people who enter school every year.

Teachers started to experience that some school boys and girls were unable to follow the majority. For example, some school boys and girls who were taught the craft of reading were unable to read whereas the majority of them were able to read fluently. The notion of *school delay* was introduced to refer to those boys and girls who were experiencing some particular difficulties during their learning process.

Some Education specialists such as (Establet and Baudelot, 1989) preferred to use the expression "le niveau baisse" to express what will be known later as "retard scolaire" or *school delay*. Progressively this phenomenon became general. (Darom et Bartel, 1981) and (Patrick Gosling, 1992), will bring their scientific light regarding whose responsibility is involved in this school delay. Their results will reveal that teachers agree to be responsible for learners' success but refuse the responsibility of their failure!

The notion of *school delay* will be associated to the names of some scientists such as Binet and Ferdinand Brusson who were the first volunteers to study the phenomenon of *school delay*. A new profession was progressively born; that of the first school psychologists! Their role was to study and find solutions to this problem of *school delay*. The Grenoble center of school psychology was created in 1945 to provide those boys and girls with scientific assistance and that center was the first of the kind in France.

Later, the psychoanalyst Georges Mauco founded the first psycho pedagogy center of Paris. Thus, the craft of teaching children has taken a positive and scientific turn and from compulsory schooling in primary schools, the different governments in France initiated a series of sensitization campaigns and reforms to incite the French population perceive a link between high Education and social class.

For example, secondary school became free in 1960 to incite those who finish their primary Education to get enrolled straight in secondary schools. The new challenge for the populations is to go as far as possible to school and get degrees that are perceived as the key to social success!

It is in this new environment in which the French devoted the highest interest to schooling, degrees and education that **school failure** as a social problem, **school failure** as a problem involving a large proportion of the population was born, and it was in 1960!

France was not alone to face this problem of school failure. For example, it was at the same period (in the 1960s) that the same phenomenon appeared in the USA under the term school dropout. The 1966 Coleman reports studied the equality of success chance concluded that the number of students per class has less important on learners' success rate. For them, what matters the most among seventeen variables characterizing school are learners' socio-economic and family condition and learner's image about himself. The conclusion of James Colman who conducted that study was that a learner's success has a strong link between his own education environment and his aspirations. For him the feeling to control one's destiny surely has an influence on one's success (1966).

Other countries experienced the same problem too, that is the case of Great Britain where the 1967 national survey on their Education system lead to the Plowden report. According to this report, there was no confirmation that learners learn more or less in small classes.(Cherkaoui et Linsdsey, 1974).Other British researchers will come to the same conclusion. Those were the cases of John Heim and Pearl Lewis (1974) and Torstein Husen (1972).

As for Peakes he found that other favorable circumstances explain the relative learners' success in large classes not the size of the class itself (1974). Rutter will also show that there was no significant correlation between learners' success and the class size (1979).The assurance that the link between the class size and learners' success is not identical to all learner types will come from Cherka Mohamed end Lindsey James. They will prove that poor social class learners succeed in large classes whereas the children of the rich experience less success in large classes. They work better in small size classes (1974).

In Scandinavia, a survey conducted on 3,691 learners led to the following conclusions: the highest success rates were got in classes containing from 26 to 30 learners whereas the lowest success rates were observed in classes containing from 21 to 25 learners (Alfred Yates, 1962).

Hence, very few differences were observed when those classes sizes were organized into homogeneous, heterogeneous and intermediaries (1974, page 250). Here too, they did not note a major difference between the size of a class, and learners' success! Sixten Markund (1962).

As we can see, the problem of school failure is a universal problem experienced or being experienced by every country. Perhaps, we can talk of school failure in the Ivory Coast without locating the problem in its historical context, but it seems better to us and more interesting to make this location before moving further. The next lines will try to answer the following question: How did this problem of school failure reach African and particularly the Ivory Coast?

2.1.1 From the Creation of the First School in the Ivory Coast and School Failure

At this stage of our historical location of the problem of school failure in Africa and particularly in the Ivory Coast, we will question one of the best African historians: Professor Ki-Zerbo. According to Ki-Zerbo (1978), the second half of the nineteenth century experienced industrial revolution in Europe, with the invention of the steam engine. This industrial revolution puts Europe in a situation of urgent needs of huge quantities of raw materials.

This time, it will not be enough to import labor in Europe to create new plantations. Not only were they in need of more lands, but, they were also in need of a huge market: the African continent! Their solution was very clear. A change in the relationship between Europe and Africa will be necessary. What to do to get the labor, the land and the market?

The answer was very simple, still according to professor Ki-Zerbo(1978). Europeans just needed to find a strategy that would enable them to exploit legally, the lands, the labor and the market and their strategy was the following: Africa must be colonized!

The means to get to their aim were there already! Still according to Ki-Zerbo(1978) those means were their military power, and religious missionaries with two symbols: the bible for persuasion and the gun, for the event in which persuasion fails and power is needed.

Thus, from 15 November 1884 to 26 February 1885, according to Ki-Zerbo, "Africa was officially, legally, and shamelessly" shared in Berlin, during a conference called "the Berlin Conference"! The Ivory Coast became a French colony in 1893. The three Ms of professor (Ki-Zerbo, 1978) were equally active! They were **m**issionaries, **m**erchants and **m**ilitaries.

The official role devoted to missionaries was to evangelize, but they will devote more time to their education role: teaching the population how to read, write and calculate in order to facilitate communication between Africans and their European masters!

Thus, the first school in the Ivory Coast was created at Elima, in the south, in the region of Abosso. The premises were constructed by Mrs Keller, the wife of the manager of Arthur

Verdier's plantations. That was in 1886. Mrs Keller found teaching too difficult for her and she gave up. Facing this failure, the French government appointed Mr Jeand'heur, first primary school teacher of Ivory Coast on 12 February, 1887(Ivoire education, Juin 1995).

One cannot talk of school failure where school does not exist. We now know how school came into existence in the Ivory Coast. Many other schools were built throughout the country and they trained most of the staff of merchants, militaries and missionaries according to the mission assigned to missionaries.

Unlike France, the 1960s, and the 1970s nobody was talking of school failure as a social problem in Ivory Coast. The Ivorian government was rather anxious face to the relative high rate of success of baccalaureat candidates, because the only university of the country started to be overcrowded and *L'Ecole Normale Supérieure d'Abidjan*, the only secondary school teachers' training college was about to reach its teacher training objectives assigned by the government.

Besides, since 1979, the prices of the Ivorian main export products (coffee and cocoa) were experiencing a drastic decrease on the international market. This resulted in a severe economic crisis, locally called conjuncture at the time, and creating new universities was out of question.

Ignoring how to welcome those undesired great number of baccalaureat holders, the government had two solutions; reduce the numbers of baccalaureat bearers, or deny the government's obligation to ensure the education of every citizen. The government could not make the second option. Therefore, they invented a way to reduce the number of new baccalaureat holders by introducing an examination called *probatoire*, in 1980. This policy was the creation of *artificial mass school failure*.

Every high school pupil was obliged to pass his *probatoire* first, before being entitled to sit for the baccalaureat itself and this policy really reduced the number of new students. That was the origin of the first step of school failure in secondary schools.

Nobody can stop progress, so under popular pressure, the *probatoire* was officially canceled the same way it was suddenly introduced and this was for us the origin of academic failure and it was in 1985. At that period the welcoming capability of the University of Cocody had tripled! That was the origin of academic failure!

The long economic crisis of the 1980s which lead to students' uprising of 1990 against the regime of Houphouet Boigny, the death of Houphouet in 1993, the military coup against the regime of Henry Konan Bedie in 1999, and the politico-military crisis of 2002 are factors that really favored an environment in which the existing academic failure really increased! From 2002 to now, this problem is still increasing, but nobody seems to have time to study it seriously!

After locating this crucial failure problem historically, and before we can go through the theories, it is important to view what we think failure really is. Do we all understand school failure the same way? How is it defined by specialists of Education?

2.1.2 What do we mean by Failure?

We find it good to start this literature review by a definition borrowed from (Bastin and Rosen, 1990) who clearly stated that failure in school should not be seen only as learners' incapacity to pass their exams. Failure is also the incapacity of teachers, or the school to propose the right sort of knowledge that can meet learners' needs.

The notion of school failure implies both the learner and the teacher or the institution of Education. In clearer terms, to identify the causes of school failure, one must only look at the side of the learner, but also at that of the teacher.

In the light of this definition, it is clear that if an institution of higher education like the UFR/SEG chooses a program for his students and the majority of them cannot pass the proposed exams, students will be accused for their failure, but the institution as a whole, meaning teachers as well must also be accused.

This also means that if an institution of education trains students who cannot find a suitable place in the society in which they live, that institution must question itself and if learners deserve to be accused for laziness, teachers should also be accused as well.

Another idea developed by the above authors is that, even if learners leave school after passing all their exams, but if they cannot find a place in the society in which they live, we can still talk of school or academic failure.

This second idea insists on the double responsibility of teachers and by extension schools. Schools have the responsibility to have their students learn and they must also bear the responsibility of what they propose to their students. Curriculum contents must be interesting enough for learners to accept to learn freely and to help learners find an employment after leaving school.

As for the Ivorian Aka Adou (2001), school failure can be defined as learners' temporary or permanent inability to undertake a learning project and complete it according to his initial plan.

For Kanvally Fadiga(1997), school failure is a low internal capacity of a given education system whose effects are high rates of school year repetitions and dropouts. For him, school failure is also a low external capacity of the education system whose effects are training-job inadequacy.

“An inventor fails 999 times, and if he succeeds once, he's in. He treats his failures simply as practice shots”. Charles F. Kettering

In the light of what the above famous researchers have written so far, school failure or academic failure bears two aspects: the temporary or permanent incapability to complete a learning project, and the inability to find a suitable job after leaving school.

This being said, the best way to solve a problem is to attack its roots. In our present context, we need to attack the origin of school failure and doing so first means that we need to identify its origin!

School failure finds its origin in a learning environment which fails to take learners' present and future learning needs into account. For example, learning everything requests the same way or strategy used when we were learning our mother tongue some years back, when we were children! At that time who forced us to learn? Who gave us any home work or any exercises to do?

I guess you will reply “nobody”! You are right. Nobody even paid attention to us when we were learning our first language. In a classroom, this lack of attention from people surrounding us would probably be a source of disappointment and would affect our learning process. Why this?

A classroom is not always the ideal learning environment! A classroom does not always convince learners of their learning needs. In a classroom, learners are asked to do things, to perform and learners do not always understand the reasons and the importance of the tasks they are asked to perform.

In the case of a child learning his mother tongue, he naturally decided to learn. He learns naturally, in his own way and at his own pace. He listens and repeats what he thinks he has heard. Even if nobody pays attention to him in order to congratulate him, nobody chocks him either with any negative appreciation.

The child in this case learns naturally, freely, and at his own speed. Nobody teaches him, neither the vocabulary, nor the grammar. He just learns naturally! That is why Chomsky talks of natural acquisition.

The baby proceeds by repetitions that are sometimes far from the reality (failing several times), but with time and his natural motivation to imitate adults, he gets first, audible sounds and finally he gets the correct pronouncing, exactly the way the quoted inventor proceeded! Progressively he widens his vocabulary and he improves his grammar. In the end he becomes a competent user of his mother tongue! This is the ideal way to learn. Nobody neither asked the baby to learn, nor forced him to learn. It was its own initiative. That is why we all succeeded 100% in learning our first language.

As we can see from this example of the learning process of our mother tongue, a process in which each of us went through, learning requests a natural environment and a personal motivation to learn. Teachers' role should be to create such an environment and such a motivation for their learners. This is not an easy task, but teachers must bear in mind that their classroom must be as natural as possible, it must be an environment in which motivation and personal initiatives prevail!

Though the above example concerns a young baby, it relies on what Malcolm Knowles calls the ingredients of Andragogy and which are: self-concept, experience, readiness, self-orientation, and self-motivation (Malcolm Knowles, 1970).

The repetition of the term self (self-concept, self-orientation, and self-motivation) means that for Andragogy, the new and future learning trend, learners must be entrusted the entire responsibility of their learning and we would add no matter the learner's age! Prior experience is not absolutely necessary as long as one is ready and willing to learn! The needed experience is acquired after some few tries.

We would also like to call our attention on another fact. In class, teach a lesson on the history of France to African students. At the end of your lesson, check how many of them have memorized the lesson.

Few of them will be able to prove that they have memorized this history lesson. The majority of them will probably succeed later, but not without difficulties. After class, let us assume that the same boys and girls are spending some good time at the sea side. Tell them a much longer African fairy tale.

Because they are not in a classroom, which limits their freedom, because the fairy tale was not perceived as a school subject, because if they memorize the fairy tale, they will look like heroes when the opportunity is offered to them to tell a story, motivation to memorize the tale is there, most of them will be able to repeat that fairy tale.

The failure to learn occurs more frequently in an environment in which much attention is not given to personal initiatives and motivation. Teachers must always bear this in mind and make of their classrooms, a place where students feel at ease, motivated to learn, and free to take personal initiatives.

Conclusion:

The above definitions of school failure tend to point a finger to the school and accuse it for not being able to propose a curriculum suitable to learners' needs, for not creating an environment in which the learning process is performed naturally, freely, and in which much room should be given to personal initiatives. Is school the only cause of students' failure? Are the classroom and its constraints the only causes of students' failure? Are there no other

external causes to the problem of school failure? What is the point of view of Sociology of Education on this failure problem?

2.1.3 School Failure and the point of View of Sociology of Education:

It is widely accepted that teachers and schools in general play a role in learners' failure, but current research in Sociology of Education has identified other causes of school failure. Two main theories deriving from two schools exist. They are: first, externalist theories and second, conflictualist theories.

2.1.4 Externalist Theories:

The term "externalist theories" refers to any causes of failure that are external to school or the Education system. There are two main externalist theories; the first one is based on the principle of what John Ogbu (1974) called cultural deprivations. The second external theory is the one that analyses the learner's individual way or manner used in his learning process. We will call this Methodological Individualism.

2.1.5 Cultural Deprivations:

For John Ogbu, this American researcher of Nigerian origin, who died on August 20, 2003, there is a minimum of culture, that is to say things, or knowledge that every one should have or learn in his family environment, or in the society in which he lives before going to school. By cultural deprivation, Ogbu means whatever is necessary to the learners' success, but which, unfortunately, some learners do not have. This basic knowledge that is missing can be cultural, linguistic and material, and should not be considered as the fault of school.

Unfortunately, this minimum culture, useful for the learner's success, is not sometimes acquired by some learners from poor social classes. This missing minimum culture is most of the time a cause of failure in school for those that he called "castle-like minorities" (John Ogbu, 1978).

This minimum culture, cause of success for those who have it and cause of failure for those who do not have it, can simply be the lack of mastery of the language of instruction in school. In the environment in which his researches were mostly conducted, and which is the environment of the Californian poor and black minorities, many children actually experienced a failure for this reason.

His researches revealed that the environment of "castle like minorities" has a very negative impact on learners' motivation and their ability to learn. For example how can you imagine, that children from this poor environment can refuse to learn for the simple reason that they do not want the members of their social class to think that they are doing well in order to look like white people, we mean rich people (John Ogbu, 1986)

For John Ogbu, (1992), cultural deprivation cannot only have negative impacts on learners' performance in school. They can also have negative impacts on the economic plan as well.

If we stop at the findings of John Ogbu, Bourdieu and Passeron, Bourdelot and Establet, we will give the impression that the learner has no responsibility in his own learning process. If he fails it is because the education system has created the conditions of his failure. If it is not the school that created the conditions of his failure, it is his family environment or the whole society. But what is the exact role that the learner plays in his own learning process? Should the others; the school, the Education system, the society in which learners live, their families, bear the entire responsibility of learners' failure? The next subchapter will try to answer those questions.

2.1.6 Methodological Individualism:

This theory states the school failure cannot be explained beyond the main learning actress; the learner. This implies that the learner's learning needs have to be identified and taken into consideration.

Failure here is not seen as the consequence of the importation of social inequalities into school, but as a certain number of facts, habits, behavior, choices made by the learner or his family and which did not work during his learning process and which can explain his failure.

R. Bourdon,(1993) suggests that, to identify the causes of failure, one should take into account learners' freedom to make educational choices that can have a positive or negative impact on his learning. Learners' parents as well have this freedom of choice that can influence positively or negatively the results of their children in the process of their evaluation.

For example, a student who wants to register at the university for medical studies is about to make an important decision for his life. He will surely discuss this project with his parents who will certainly give to their son or daughter's decision the deep thought that such a project deserves. They have the total freedom to choose another subject or school. If upon all this freedom, they choose medical studies and their son or daughter fails, they should not accuse school or the education system only. The learner and his family have the entire responsibility of the success or failure that will happen.

Learners are the real causes of their failure even if it is admitted that failure has a link with social inequalities. School or education systems cannot bear alone this responsibility of learners' failure. This is so real that, Bernard Charot, former defender of the theory according to which Education systems reproduce social inequalities in school, later admitted that many researchers have exaggerated in their way of rejecting the whole responsibility of students' failure on school. He was the one who introduced a link between what he calls "le rapport au savoir" which is founded on the principles of anthropology.

2.1.7 Conflictualist Theory:

This theory is based on cultural conflicts opposing school environment and family environment. There is a cultural conflict when the family culture does not match the culture decided and admitted by the education system, and when this is a source of failure.

The leaders of this theory are Bourdieu and Passeron and Bordelot and Establet. Conflictualists assume that schools or Education systems develop social inequalities, therefore, they are responsible for students' failures. Why and how?

The answer to these questions will come from Bourdieu and Passeron, (1970) who assert that internal inequalities observed in our schools or Education systems are explained by the fact that they (schools and Education systems) put together children of different social classes and in so doing they intentionally introduce in school the existing social differences into scholar or academic differences.

Indeed, the responsibility of the education system in this injustice lies in the fact, that the standard chosen by the education system is the one that is near and available to the class of rich people. Therefore children from this class have less effort to make during their stay in the education system than those from the poor social class.

To make this point of view clearer, we will take the example of two children from two totally different social classes. One of the two children comes from an African village where he was living with his parents who have never been to school and who do not know how to read and write. At home, they speak only the local mother tongue. This boy cannot speak English/French and relies on the school only to learn this language.

As for the second boy, the one coming from the rich family, father and mother are university graduates. Their child was born in an environment where every one speaks English/French. He too speaks that language very well, but ignores totally his native mother tongue.

We must notice that each of them ignores totally one language. The child from the poor social class can speak his mother tongue, but ignores totally French or English, the language of instructions in school whereas the child from the rich social class has already a good command of the language of instruction but ignores his mother tongue.

Both of them have to be in the same class in an African town like Abidjan. The language of instruction chosen by the education system is English or French. The child from the poor social class has to make tremendous efforts to learn the language, where the child from the rich social condition has very little effort to make.

The child of the rich condition will have no difficulties in understanding the other school subjects because there are no linguistic obstacles for him or her to understand instructions given in English/French.

In this example we can see that the inequality observed in the society is simply repeated in school. It is indeed, this inequality that is described by the leaders of this conflictualist theory.

Baudelot and Estabet develop the same conflictualist theory through an analysis of the French education system in which, less gifted children are sent to technical schools where they are trained to be employees in factories, whereas more gifted children are sent to general secondary schools where they have access to universities and become high class leaders.

As seen above, in the example of the two children, low social class children have few opportunities to succeed, compared to high social class children. Consequently, offering the opportunity to more gifted children to attend universities seems fair apparently, but in reality, it is an injustice by the fact that poor social class children remain poor in the future, and rich social class children remain rich in the future. Is there a good lesson to take from these theories? How can they help us in our attempt to study students' failure at the UFR of Economics and Management?

2.1.8 Lessons from the two theories:

The conflictualist theories enable us to understand that the learner does not bear alone the responsibility if his failure. School and the whole Education system also bear the responsibility of students' failure.

Knowing this will guide us to explore the education system in use at the UFR/SEG we will call these internal causes of students' failure.

After the examination of internal causes, we will also try to identify failure causes related to students themselves, before trying to analyze failure causes related to students' families.

2.1.9 Bernard Charlot and the view of Anthropology:

The term "le rapport au savoir" of Bernard Charlot is based on the principle that school failure has a link with social inequalities, racial inequalities, cultural and linguistic inequalities but these inequalities should not bear alone and entirely the responsibility of learners' school failures (Bernard Charlot, 1997)!

He gave a beautiful example that compares the two social classes; the rich class, and the poor class. He explained that it may be discovered that all the children who succeed in learning the craft of reading in one year have a bathroom at home. This is a fact and this fact is true, but we all agree that this fact alone cannot explain why these learners succeed. Consequently, it would be improper to conclude that the bathroom played a role in their success in the craft of reading. Bernard Charlot,(1999)

We all agree that taking one's bath cannot help in reading. Thinking that social inequalities, cultural inequalities, racial and linguistic inequalities are the exclusive causes of school failure, exactly refers to saying that learners' success in acquiring the craft of reading in one year was possible thanks to their bathrooms.

The same way, statistics reveal that the rate of school failure is higher in the environment of poor social class learners, but this real fact is not enough to assert that social, cultural, racial and linguistic inequalities are the only causes of their failure.

Learners, subjects of school failure are not "social and cultural disables" according to Bernard Charlot! He shares John Ogbu's way of treating the different types of learners' handicaps. He sometimes borrows Ogbu's terms to be clearer. Sometimes he gives the impression to say the contrary of what he said earlier, but what we must memorize is that he wants to attract our attention on exaggerating interpretations on school failure that create a diversion of our attention on learners' social class and culture instead of questioning the efficiency of our education methods, practices, the way teachers behave in front of these learners, etc..(Bernard Charlot, 2000).

For Charlot, if 'social deprivations' were enough to explain school failure, why and how is it that many learners from poor social classes do succeed in their studies? Are we returning to these old and easy explanations according to which those who succeed in school are gifted? Are we going to say that learners who fail are dunces or mentally deficient?

It seems obvious for Charlot that these kinds of explanations are not acceptable at the present advance of research. For him the theory of "du rapport au savoir" is the best way to treat the question of school failure.

In order to reduce the rate of failure, Charlot proposes several paths of solutions. We decided to present only three of them, those who seem useful for this piece of work.

The first one is an incentive for teachers to develop a positive reading of learners' actions or behaviors. Every learner has positive and negative deeds, but the teacher must focus on positive ones and ignore negative actions.

Instead of insisting on learners' negative deeds, teachers should try to understand why and how the learner got to such a situation. He has the duty to analyze his personal story, the true meaning of his deeds, in one word, how this learner functions, and this is the author's second advice to teachers!

This analysis will help the teacher identify how he can involve the learner into his own learning process. This implies how to create or improve learners' interests in their learning activities.

His third advice states that learners can learn for different reasons; to have a good mark, to have a better social condition, to please his teacher, or avoid a punishment, but whatever the reason to learn is, the teacher must be professional enough to identify the learner's individual motivations to learn and use them to reach his objective; have learners learn!

Charlot, wants teachers to know that keeping a good relationship with learners is as motivating as the content of what they teach!

2.1.10 The Ivorian Contribution to the debate on School Failure:

By the term 'Ivorian contribution', we mean every research undertaken in the Ivory Coast on the theme of school failure. These contributions do not differ too much from what we have already presented, but they have the merits to be based on the African context, and particularly on the Ivorian context.

Four researchers participated in the debate on school failure in the Ivory Coast. They are Blaise Gbalou Otokore(1998), Aka Adou(2001), Bernabe Mobio and Toure Krouele(2002). They respectively studied the question of school failure under its aspect of school disorder in African Universities, in the Ivorian primary schools, and in the Ivorian secondary schools, with an emphasis on failure during the examination of philosophy.

Blaise Gbalou Otokore (1998) identified two main causes to school failure:

- low capacity of school
- the lack of follow up

By low capacity the author means, weaknesses and insufficiencies related to school as an institution, seen as school failure causes. By failure, Blaise Gbalou Otokore means first, the inability of students to pass their examinations and second, the impossibility for students to get a first employment.

The second cause, the one we called lack of follow up refers to students' families, and in some extent, to the whole society. Family and society surrounding the learner cannot help the latter in acquiring the minimum knowledge or aptitude, which could help him succeed. That is the example of many African families in which illiteracy prevails.

For example, what can a mother do to help her daughter understand a lesson when she (the mother) has never been to school? One could reply that such a mother could pay the service of another person who can help her daughter! This is possible in some families, but many others of low income cannot afford it, and in many cases, this will cause a failure for many primary and secondary school learners.

As we can see, the question of school failure whose rate is higher in poor families as identified by John Ogbu in California also exists in Africa, and particularly in the Ivory Coast.

Without giving the impression to take a clear position in this debate, Bernabe Mobio (2002), this researcher born in the Ivory Coast, this psychologist who has been studying school failure for ten years now, shows scientifically, how God, or the nature established the rules governing the functions of human brain. These rules are, for the author, the same for all, rich or poor!

If it is true that being poor or rich, a human being needs air, water and food to live. The human brain needs air, water and food too to live, that is to say to function correctly. For Mobio, the food of the human brain consists of a certain number of vitamins. God or the nature that created us does not make any difference between rich and poor. If you want to live, you have to breath, eat and drink! In the same way, if you want your brain to function correctly, you have to provide it with all the vitamins!

In the light of this scientific truth, we can say that the difference between learners from poor families and learners from rich families lies on the fact that, some of them are able to feed their brain which functions correctly, whereas the others cannot feed their brain correctly, consequently, it cannot function to the maximum.

Low income families do not even think of vitamins. What is important for them is to find a way to stop their hunger. They are ready to eat anything provided the stomach is full. Many families in this category of people even ignore the existence of vitamins. We are referring to families in which father and mother are illiterate. They consume vitamins by chance.

Consequently the frequency and the quantity of absorbed vitamins are not enough for the good function of the brain. That is why the risk of vitamin deficiency is higher in the poor population than the rich one and this can explain why failure is higher in the milieu of poor families.

Another scientific fact is the importance of rest. Being poor in Africa implies living in a tiny place where the heat, mosquitoes, and the lack of privacy prevail. Africa is the continent of big heat. The average temperature is around 28 degrees Celsius at night and during the raining season! This temperature can reach 35 degrees in some places during the dry season!

With those temperatures, normally every family should be able to use a split or an air conditioner at any period of the year, but, the high cost of electricity bills cannot enable even medium class people to use their air conditioners.

As for poor families, they would not even think of air conditioners. They know that they would not be able to pay their electricity bill if they dare use the air conditioner. For this category of families, nights are real hells!

What every body can afford is the use of fans which do not help very much actually, because of the big heat. Consequently, poor families have less rest opportunities than the rich,

because, the first category's nights are disturbed by the heat and this disturbance is reinforced by the presence of mosquitoes.

Besides, some children from some poor backgrounds cannot always go to bed when they want. Many members of poor families have no personal room. They use the living room with many others as a bed room. They are allowed to sleep in the living room only when it is free, that is to say, when the other members of the family have finished their television programs.

Those who are the last to sleep are those who have to wake up early if they want to get to school on time. Consequently, the minimum rest period needed for the function of the brain is almost never respected, thus increasing their chance of failure.

Toure Krouele's findings (2002), accuse teachers to be the causes of three factors favorable to learners' failure in philosophy as a school subject. These factors are:

a) Teachers' lack of motivation which is characterized by their frequent absence in class. Besides, even when some philosophy teachers are in class, learners notice the lack of correct preparation of the lesson. Some teachers repeat the same lessons every year.

b) Another factor is some philosophy teachers' ignorance or incompetence in their subjected matter. Not only do they not master philosophy as a subject matter, but they are also ignorant in Pedagogy.

c) The third factor relating to teachers concerns their assessment system. Students find it too subjective if not arbitrary!

The survey conducted by Toure Krouele in teachers' environment identified that learners' mastery of the French language is very poor. Numerous vocabulary and grammar mistakes were noticed. This poor level of the French language could very well explain their failure in philosophy during their exam.

Aka Adou identifies three factors that explain school failure in African Universities. The first factor is what he calls "la condition africaine", that is to say "the African condition" and which implies poverty and all those living conditions described above, lack of didactic materials, difficult working conditions for both teachers and learners, conditions that an American or international communities would never imagine that they exist on Earth!

To have an idea of some working conditions in some African universities, you just need to experience these conditions to believe. We need to note that these conditions are sometimes far from international standards.

The second factor he identified concerns, the conditions in which the teaching- learning process takes place. By this he means teaching contents which are not always adapted to the African context, but imported from European or American universities. This second factor

also questions teaching methods used. Are all the teachers trained for their job? Do they have pedagogic capabilities? Are they aware of adult Education concepts?

The third factor is related to the learner himself and his new environment: the university! Indeed, when many learners reach the university level, they experience a sudden difference between the teaching method in high school, where teachers take their time to explain their lessons, make correct and progressive assessments... and what happens at the university where some teachers just read their lectures, or talk as in a conference, ignoring that students need to take notes. No mention is made of important parts of the lecture. This sudden breakdown is a source of serious difficulties for students to adapt to their new environment and is another source of failure.

Conclusion:

This review of the literature has given several causes of students' failure. From Bourdieu & Passeron, to Bordelot & Estabet as well as John Ogbu, we can memorize that school reproduces social inequalities and acts a certain way that children from rich families have access to higher Education, therefore to social success whereas children from poor origin are trained for the production industry and are forced to remain at the bottom of the society.

We also noticed that failure causes are either external to school or internal. External school failure causes are concerned with cultural, linguistic, racial and material inequalities that affect learning on the side of poor social classes students. John Ogbu calls these inequalities social deprivations, meaning any knowledge that, students should have as part of their culture before starting school and whose lack leads to failure.

These two points can be interpreted that school failures can have a link with society and students' families, according to *externalist theories*. As for *conflictualist theories*, they accuse school for being at the origin of a conflict opposing low social class students and those of a privileged social class, a conflict in which school intentionally decided to favor the rich by choosing the culture which is the one that only the rich possess! This can inspire the hypothesis that school failure may be caused by School as an institution, by teachers and students as members of that institution called School. This will be checked in this work.

Bernard Charlot (1977), who agrees that social inequalities, that is to say, cultural inequalities, racial inequalities, linguistic inequalities, have a link with school failure, but they are not enough to explain alone this complex phenomenon called school failure! If this is true, how do we explain the fact that some learners from poor families do succeed? For Charlot, accepting externalist theories refers to accept that all those who fail in school are dunces! We entirely agree with Charlot that instead of spending time on easy explanations, teachers and researchers should question the efficiency of teaching and assessment methods. The innovation in this research will be to analyze students' failure problem through students' own point of view.

CHAPTER THREE: RESEARCH METHOD AND DATA COLLECTION

«Educational researchers have a responsibility to ensure that in whatever research paradigm they work, the research that is conducted is done so within an 'ethic of respect' to those who participate... When research uses the Internet as the medium of investigation, these ethical responsibilities become more complex for the educational researcher». James and Busher

In this chapter, we will explain how we intend to conduct our search for the different causes of students' failure at the UFR/SEG. Failure, as stated above, is perceived here as the inability for a student to pass his examination. Failure is also seen as the incapacity for a graduate to find a suitable job. Both failure types will be studied in this chapter through an exploration. The causes of students' incapability to pass their examinations will be studied through a questionnaire specially designed for this purpose. As for the causes of students' failure to find a suitable job, they will be identified through documentary analyses of job offers in *Frat Mat*, the governmental newspaper of Cote D'Ivoire.

Seven subsections will be necessary for us to explain our research method. These are: Research Context, Research Design, Research Questions, Sample Population, Informed Consent, Confidentiality, Data Collection, and Data Analysis.

3.1 Research Context:

The University of Cocody welcomes every year a great number of students in its different UFRs. The UFR/SEG is one of the schools that welcome the greatest number every year. For example, during the academic year 2004-2005, 7,446 students registered from year one to year four. That is to say from the first year of University to the master's level.

As for the academic year 2007-2008, it recorded the registration of 6,878 students. This number, compared to the welcome capability of the UFR/SEG, is considered highly excessive. This alarming situation is worsening by a great rate of failure every year. This failure rate experienced at every level is particularly felt by first year students because at this level, demand is higher than offer.

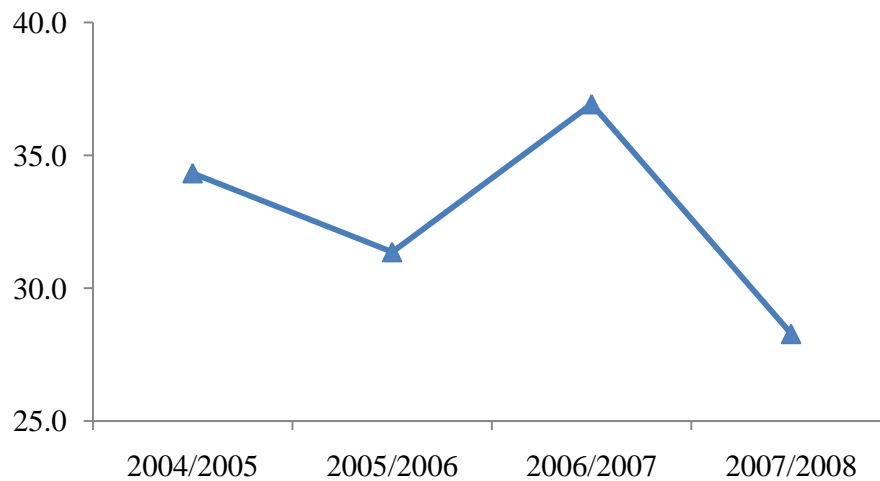
Indeed, the high rate of failure creates a situation in which few students move from first year to second year, leaving only few places for new students. At the same time, a great number of new baccalaureate holders are looking for their registration at the UFR/SEG.

It is in this situation that we realize that UFR/SEG students experienced a very low success rate. For example, a study of available statistics from 2004 to 2008, reveals a success rate of 37 per cent of the entire students populations, all levels included.

The following drawing represents this success rate of students at the UFR/SEG from the academic year 2004-2005 to 2007-2008, four academic years.

Figure 1: UFR/SEG Students' Passing Rate per academic year

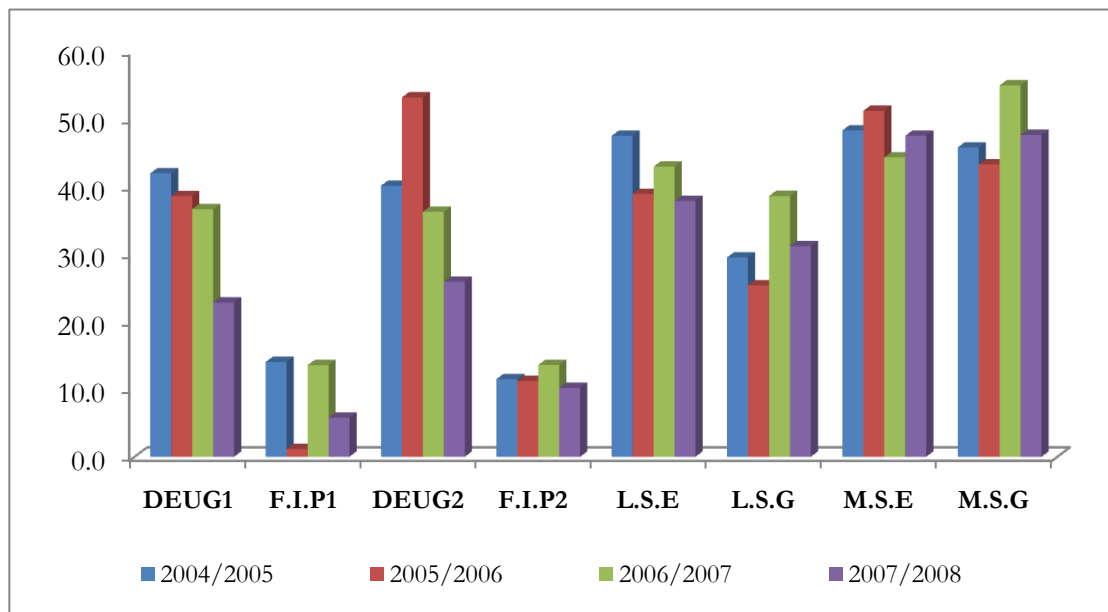
"Success is simple. Do what is right, the right way, at the right time". Arnold H. Glasgow



As we can see, the lowest success rate was experienced at the end of the academic year 2005-2006. We had to react in order to find a solution! At least we had to find a way to stop this situation. That is how the idea to undertake this research emerged. When we started studying the subject, the success rate suddenly increased during the academic year 2006-2007 and drastically dropped in 2007-2008 as if the fate wanted to confirm that we were right to take such an initiative.

Figure 2: UFR/SEG Students' Passing Rate per Academic year and per Study level

“The greatest barrier to success is the fear of failure”. Sven Goran Erikson



Source : UFR/SEG

From the academic years 2004-2005 to 2007-2008, we noticed that the first two years experienced the greatest number of failure, particularly FIP1 and FIP2 students. Officially, FIP1 and FIP2 students are workers, but the truth is that many of them are regular students who registered as workers to avoid the rule according to which no one is allowed to repeat the first two levels more than one.

Indeed, when a student is unable to pass the exam of one level for two consecutive years, he is dismissed officially. Therefore, he is not allowed to register for the third time. He can walk round this role if he can prove that he is a worker. Many students easily get a work permit or certificate and register officially as FIP students.

Nowadays, since most of FIP students are not workers, we hardly understand why this high failure rate? Shall we talk of a lack of motivation? If that is true why did they make such an effort to register?

One possible explanation may be tiredness, because these categories of students start classes after 18 hours and finish at 19 hours from Monday to Friday

“Success means having the courage, the determination, and the will to become the person you believe you were meant to be”. George Sheehan

On Saturday morning, they start class at 8 am and finish around 12pm. Working the whole day, and going for evening classes is demanding for the majority of these student categories who generally give up.

On the educational point of view, the total class time offered to FIP students is approximately half of the time devoted to full time or day students. Normally, they should wait until they reach the same time volume as full time students before taking the exam, but the administration of the UFR/SEG makes no difference. They all take the same exam during the same academic year. The following lines will present the result of FIP students.

During the academic year 2004-2005, 542 students registered for FIP1 and only 76 of them passed their examination, meaning a success rate of 14.02 per cent. During the same academic year, 914 students registered for FIP2 and only 106 of them succeeded. The success rate was exactly 11.59 per cent! This clearly means that the failure rate is 87.1 per cent!

During the academic year 2007-2008, the results were almost the same as those we have just described. For example, only 27 students out of 466 who registered for FIP1 passed. The success rate was only 5.79 per cent, meaning that a failure rate of 94.21! FIP2 students were luckier with a failure rate of 89.21 per cent, when we know that 50 registered students out of 490 succeeded. How long are we going to support this? How long are we going to remain silent accessories to this education system that seem to massacre without even questioning itself?

The cases of FIP students are the most alarming ones, but they are not the only negative results of UFR/SEG. The next two tables, table one and table two present the general situations of all UFR/SEG students.

Indeed, table one presents an average success rate of 32.7%, all levels included, for the academic years 2004-2005, 2005-2006, 2006-2007 and 2007-2009. This success rate implies that the failure rate was 67.3%!

Table1 : Evolution of students who pass per Academic Year

“We mount to heaven mostly on the ruins of our cherished schemes, finding our failures were successes”. Amos Bronson Alcott

	2004/2005	2005/2006	2006/2007	2007/2008
DEUG1	33,8%	24,0%	32,2%	19,3%
DEUG2	27,1%	31,6%	26,9%	21,7%
LICENCE	34,1%	28,4%	39,6%	32,8%
MAITRISE	46,5%	45,8%	52,2%	47,6%
TOTAL	34,3%	31,4%	36,9%	28,3%

Source : UFR/SEG

By considering only students who pass per study level, we can notice that if there were no second exam session, that is to say, if students were not offered a second chance to pass, the failure rate would be worse than what we are now experiencing.

Indeed, the second session is always more favorable to our students. It offers them a greater chance of success, from the first year to the masters' level. Success rates during the second session represent more than 60 per cent of the total students who pass their exam every year, except the academic year 2004-2005 during which the success rate during the second session was 57.2 per cent. Table 2 clearly states this assertion.

Table2: Statistics of Success per Exam Session, per Academic Year, and per Level.

	2004/2005		2005/2006		2006/2007		2007/2008	
	1 st Session	2 nd Session	1 st Session	2 nd Session	1 st Session	2 nd Session	1 st Session	2 nd Session
DEUG1	32,9%	67,1%	17,5%	82,5%	13,2%	86,8%	51,9%	48,1%
DEUG2	18,6%	81,4%	5,9%	94,1%	20,2%	79,8%	28,4%	71,6%
LICENCE	42,8%	57,2%	30,6%	69,4%	34,8%	65,2%	39,5%	60,5%
MAITRISE	27,9%	72,1%	29,6%	70,4%	24,7%	75,3%	29,5%	70,5%

Source : UFR/SEG

Conclusion :

«Duty is the most sublime word in our language. Do your duty in all things. You cannot do more. You should never wish to do less”. Robert E. Lee

The above figures prove the importance of this research, initiated in order to reduce this high and unbearable failure rate. If we seriously call ourselves professional teachers, we should no longer remain silent witnesses, silent conniving witnesses of our students' assassination, nor take part in such a crime.

Surely, we all took part in the crime by intellectual laziness, or by pure ignorance, but we hope that this research will call our attention on the fact that we teachers are not always right when we throw the responsibility of students' failure on students only!

3.1.1 Research Design:

After mentioning the purpose of this study through the subchapter entitled research context, it is now time to expose our design and the way we intend to collect the needed data that will help us identify the real causes of UFR/SEG students' failure. First, we will explain how and why the questionnaire will be designed. An explanation of why specific questions were asked will be provided. Then, we expose our approach of data collection, data sorting, and data analyses.

3.1.2 Data Collection Approach

In the course of this research we aim at identifying the causes of students' failure. The term failure refers both to the UFR/SEG students' incapability to succeed in their examination, but also their inability to get an employment even after being successful in their exam.

In order to collect accurate information that will help us reach our objective, it is important to find a line of attack, a manner, an approach. It is this manner, this line of attack, this approach that we have decided to call Data collection approach.

Only one questionnaire will be drawn up, and it will be devoted to collect information from students, from teachers, from their teachers' teaching methods and from the UFR/SEG. What is the use of administering two questionnaires where one is far enough?

The second view of failure concerns graduates' inability to find an employment. Maybe, one would like us to administer a questionnaire to employers to have their preferences. Indeed, employers' preferences are clearly stated in the different job offers that many of them publish in the newspapers. Consequently, to have employers' preferences, there is no need issuing a questionnaire. This information will be gathered from a documentary analysis based on job offers from AGEP and private companies. Prospective employers always explain the type of person they are in need of.

3.1.2.1. Data Collection:

“Don’t be buffaloed by experts and elites. Experts often possess more data than judgment. Elites can become so inbred that they produce hemophiliacs to death as soon as they are nicked by the real world.” Colin Powell

We have decided to conduct a simple random survey that consists in questioning any student regularly registered at the UFR/SEG, from first year students to Masters’ students. To avoid unanswered questionnaire, we decided to be with students at the moment they were filling the questionnaire.

This approach was very useful in a sense that it was an occasion for us to give certain precisions to students. Although the majority of students understood the different questions, some of them needed some precisions that the fact of being with them allowed us to provide them with.

Answering all the questions progressively took approximately one hour to the different groups, either in small size classrooms or in the different amphitheatres where students were invited for this data collection sake.

A total of one thousand copies of the questionnaire were printed and distributed to students. This figure represents 13.5 per cent of the total population of UFR/SEG students. We can therefore assert that the sample population who help us in our data collection is highly representative.

Out of one thousand copies distributed, one thousand copies were actually filled out and returned back to us. This can be explained by the fact that we were with students at the moment they were answering the different questions, but there is also the fact that they felt themselves part of this investigation, and they expressed this feeling to us as well as their gratitude for our initiative to look for the causes of their massive failure.

For example, we needed only hundred third year students to complete this data collection and the amphitheater in which students were waiting for us contained more than two hundred students. All of them wanted to participate and we had only a hundred copies. Students who had received no copies prevented us from starting until we got the idea to allow them to participate on ordinary sheets of papers.

Now we have a huge pile of one thousand copies of the questionnaire. We need to collect the information that we were looking for. Where to start? How do we get this information? The questionnaire consists of thirty one questions and we have a total of one thousand respondents, that is to say a thousand copies. What to do to get the statistics of thirty one thousand questions? Before trying to answer these fundamental questions, it seems important to explain how the questionnaire was issued.

3.2 The questionnaire:

“A jury questionnaire contributed to by defense counsel and the prosecution would streamline the process and protect the interests of both parties of ensuring a fair trial”. Robert Sanger

In order to verify our five important questions that compose our specific hypotheses, we have designed a questionnaire that will help us understand more deeply the causes of students’ failure in passing their examination. This questionnaire is intended to be filled out by current students fully registered at the UFR/SEG.

This questionnaire consists of thirty one questions. Some of these questions are asked directly whereas others such as those aimed at identifying students who rely on cheating to succeed are asked indirectly, but clearly enough to avoid ambiguity. The reason is that only few students will answer openly that they rely on cheating to pass their examination. An example of undeviating question is question two which can be translated as follow:” do you succeed in reading your notes every evening at home?” The expected answers are” yes” or “no”.

Deviating questions are those that have a link with self esteem. For example, few students can answer openly that he is from a poor family, but this can be identified through the family dwelling place, or the transport means utilized to reach the University of Cocody. The same way some students from rich families will not easily claim their privileged origin for modesty. In order to free all of them, questions 4, 5, 8, 9 and 31 were asked to have an idea of students’ living conditions.

For example question four offers three transport means for poor or middle class peoples. They are: “Gbaka”, “Woro Woro”, and “bus Sotra”. We assume that a student who comes to the university through these transport means is not from a privileged origin. Question 31 that openly ask about parents’ occupations at bringing the needed confirmation.

The same way, if a student asserts that he reaches the university every day by taxi or by family car, he indirectly confesses that he is at least from a privileged origin. This is of course a mere assumption, but question 31 aims at bringing the confirmation. Question18 was designed to identify if respondents have ever relied on the help of another student during the assessment. Those who responded yes have confessed their temptation to cheating.

“Who has confidence in himself will gain the confidence of others”. Leib Lazarow

Those students do not rely on their own capabilities. They believe that something external to them can help them succeed or pass their examinations.

Questions 19, 27 and 28 respectively relative to their belief in the use of medication or magic, and/or prayer to pass their examination, the use of money or corruption to pass, and finally to their knowledge, those who are involved in this kind of deal were specially designed to penetrate students’ secret thoughts, though they still remain mere assumptions. Does the fact of knowing too much about a top secret not prove your interest in that secret?

Another important thing to note is teachers’ ability to teach efficiently. First, this requires a good mastery of the subject in which each teacher is specialized. Second, a good teacher must be able to teach professionally. For being an associate teacher for two decades at the UFR/SEG, we know that University teachers are generally not trained, neither are they before embracing their career as teachers, nor along this career.

A teacher can move from the grade of assistant to that of professor without being aware of the most common principles of pedagogy, the craft of teaching children, and andragogy, the craft of teaching adults. Since this piece of work aims at studying students’ failure, it seems to us very important to request learners’ opinion about their teachers’ mastery in their subject matter and also teachers’ ability to transfer their knowledge to their students.

Once the knowledge is said to be correctly transmitted, then there is the assessment process. Are all the teachers at the UFR/SEG able to assess their students in a professional way when we know that the Ivorian Education system does not compel them to learn to become professional teachers? Questions 10, 11, 12, 13, 14, 15, were specially designed to find out if our worries about teachers’ good command in their own subject matter, teachers’ awareness in the basic teaching and assessment principles are justified or not.

Conclusion:

These are the most important questions of the questionnaire and the reason why we decided to use them look for that specific data. The next subsection will provide a short explanation of some formalities that we had to go through.

3.3 Informed Consent, Sampling Frame and Confidentiality:

The same way the law enables journalists to protect their confidential sources, Institutional Review Boards of many universities demand the informed consent and confidentiality of respondents who accept to participate in a research. These are recognized as a scientific practice and habit. The following lines will enable us to understand how informed consent and confidentiality were obtained. A brief mention will formally be made of the sampling frame.

3.3.1 Informed Consent

“No man is good enough to govern another man without that other’s consent”. Abraham Lincoln

Before sharing the questionnaire to students, we took some time to explain our respondents the purpose of this research. We told them clearly that we are looking for the causes of the UFR/SEG students’ failure. Many students were amazed to hear from us, surely for the first time, that every academic year, only 37 per cent of them pass their examinations.

We told them that we have been examining their results for four consecutive academic years now, and the success rate has never reached forty per cent. We told them that such a result was far to be normal when we know that most American and European universities have a success rate of 94 per cent!

They agreed with us that something must be done. They shared our opinion that we absolutely need to identify the causes and put an end to this high failure rate. We warned them that they may not understand the reason why we asked some questions, but they were requested to answer them as honestly as possible, as seriously as possible.

All of them agreed to participate! We needed to reach the number of thousand participants, which means that it was not so easy to find empty rooms for some students groups. Sometimes, the arrangement we found requested for them to come especially to the University to fill the questionnaire. Most of them agreed to make the sacrifice to pay transport fees to come specially. Is there another proof of their consent?

3.3.2 Confidentiality:

To assure students that they are under total confidentiality, the questionnaire had no place for students’ name. No mention was made of students’ working groups.

3.3.3 Sampling Frame

What we call sampling frame in this research is the range over which students’ population at the UFR/SEG is used. The total student population during the academic year 2007-2008 was 6,878. We gave the questionnaire to 1000 students out of 6,878 students currently registered during the given academic year. Our sampling frame represents 14.53 per cent of the total student population. With such a sampling frame, we can assert that our results are fully representative.

The next sections will introduce our data sorting and data analysis approach. We will base this research on a sample that consists of a thousand current students of the UFR/SEG as follow:

-First year students: 250 among which 130 boys and 120 girls

-Second year students: 250, 130 girls and 120 boys

-Bachelor students: 250, 120 girls and 130 boys

-Master students: 250, 130 girls and 120 boys.

“In statistics, a sample is a group drawn from a larger population and used to estimate the characteristics of the whole population”.

The American Heritage® New Dictionary of Cultural Literacy, Third Edition
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The sample population is exactly one thousand, a number that we consider appropriate for valid results. This sample population represents 13.5 per cent of the entire population concerned with the study. Our aim in doing such a selection is to cover the entire student population concerned with the problem.

3.3.4 Data Sorting:

While sorting all our data, we followed different steps that will be described in the following lines:

Step 1: Coding

This very first step consists in giving a code to all the questions of the questionnaire. These codes, and not the questions, are recorded in the computer for further exploitation. To give a code to open questions, we need to select all open questions, record the different answers, and put them in different categories in order to make the best use of them.

Step 2: Data processing mask

What we hereby call data processing mask is a questionnaire model, the one that was used for this data collection. This model is used to communicate with the computer after recording all the codes given to the different questions. In this piece of work, we used a professional software called “Census and Survey Processing System” abbreviated as follows: CSTro 4.0. Table 3 presents bellow an example of what we call data processing mask.

Figure 3: Presentation of the Data Entry Form

“The only way to discover the limits of the possible is to go beyond them into the impossible”. Arthur C. Clarke

The screenshot shows a software window titled "CSEntry - (Apl File = Masque.ent, Data File = Application de saisie)". The window contains a list of questions in French, each with a corresponding input field or checkbox. The questions are numbered 1-14 and 2-6. The input fields are either empty or contain a digit (1, 0, or 4). The status bar at the bottom indicates "No Partial MODIFY", "Field = Q1A", and "Occurrence 1 of 1".

Question	Input
1-1. Raisons d'échec: études trop difficiles en Sciences Eco	1
1-2. Raisons d'échec: j'arrive trop tard à la maison pour étudier	0
1-3. Raisons d'échec: le fait de voir mes grands frères/grandes soeurs diplômés mais sans emploi me décourage	1
1-4. Raisons d'échec: je sais comment réussir sans effort	1
2. Réussissez-vous à lire vos cours tous les soirs à la maison ?	1
3-1. Première autres cause d'échecs	
3-1-1 Occupations de votre père ?	
3-2. Deuxième autre cause d'échecs	
3-3. Troisième autre cause d'échecs	
3-3. Quatrième autre cause d'échecs	
3-5. Cinquième autre cause d'échecs	
4-1. Moyen de transport pour arriver à l'UFR : Gbaka	1
4-2. Moyen de transport pour arriver à l'UFR : Woro-woro	0
4-3. Moyen de transport pour arriver à l'UFR : taxi compteur	0
4-4. Moyen de transport pour arriver à l'UFR : bus sotra	0
4-5. Moyen de transport pour arriver à l'UFR : voiture familiale	0
5. Identifiez votre zone d'habitation	4
5-1. Autre zone d'habitation (précision)	
6-1. A quelle heure quittez-vous la maison pour l'UFR/SEG le matin (4h à 5h)?	1
6-2. A quelle heure quittez-vous la maison pour l'UFR/SEG le matin (5h à 6h)?	0
6-3. A quelle heure quittez-vous la maison pour l'UFR/SEG le matin (6h à 7 h)?	0

Step 3: The Keyboarding Itself

The keyboarding consists in typing the codes of the whole questionnaire in what we called above data processing mask. The software used was still the Census and Survey Processing System. At the end of the keyboarding, we started to import the collected data to some data processing software called SPSS 17.

Step 4: Data Checking

Data checking aims at avoiding errors and mistakes. As suggested by the way it is called, data checking consists in reading through the typed data to make sure that it is error free, to make sure that it contains no mistakes.

“Attention is the rarest and purest form of generosity”. Simone Weil

In case there are mistakes, we must correct them attentively. After that, we must make some coherence tests to be absolutely sure that what is recorded is actually what we needed to record. Any mistake or error will alter the results. That is why we gave to this step all its importance.

Step5: Data Operating and Results Presentation

This final step enables us to get the tables and the different figures that are necessary for a clearer presentation of the results. Two software types were used simultaneously. They were SPSS17 and Excel 2007. Excel was ideal for graph drawing.

Questions thirty one of our questionnaires is related to some variables. These variables can be summarized into three main variables that will be described in the subchapter of data analyses.

CHAPTER FOUR: DATA ANALYSES

"[Qualitative] data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat. Qualitative data analysis is a search for general statements about relationships among categories of data."

(Marshall and Rossman, 1990)

4.1 Data Analyses:

The approach we intend to use for our data analysis consists of two main parts : first we will make a descriptive analysis of some variables and this descriptive analysis will enable us to group them the following way: students' socio demographic variables, students' behavior concerning their studies, and students' own perceptions about their failure causes. This last part, that is to say, students' perception about their failure causes, will enable us to compare some variables in order to identify the links that exists between them.

As for the plan, we intend to keep the order in which the group under which the three main variables appear. First, we will present students' socio demographic variables, then students' behavior about their studies, and finally, students' perceptions about their own failure.

Socio demographic variables are those under which the variables of sex, age, dwelling place, transport means used from home to the University and from the University to home, the time at which students leave home early in the morning, the time at which they return back home, and the number of meals they have a day.

As for the second part of the plan, that is to say students' behavior about their studies, it will enable us to highlight the statistics on students' studying habits in relation with some variables such as transport means, home arriving time, dwelling place. This second part will help us to reveal the causes of students' failure through its attempt to verify the following hypotheses:

Hypothesis one: students bear a responsibility in their own failure

Hypothesis two: teachers bear a responsibility in students' failure

Hypothesis three: the Ivorian society and students' families bear a responsibility in students' failure

Hypothesis four: the UFR/SEG as an institution bears a responsibility in students' failure

After verifying the above hypotheses, we will be able to identify the main failure causes, the ones which explain why many students are unable to pass their examinations at the UFR/SEG.

We defined failure, not only as the incapability of students to pass their examinations,

“As legal slavery passed, we entered into a permanent period of unemployment and underemployment from which we have yet to emerge”. Julian Bond

but also as the latter's powerlessness to find a suitable job, after they managed to pass their examination.

This second failure type will be examined additionally, by matching the degree issued by the University of Cocody through the UFR/SEG and current job offers that were made in *fraternite matin*, from October 2008 to January 2009. A total of a hundred and twenty one job offers were recorded within this period.

We should have selected more job offers, but we noticed that the same offers were sometimes repeated for days. We simply rejected newspapers in which all the job offers were repeated. The newspapers that contained new job offers and repeated job offers were kept, but in that case, the repeated job offers were rejected.

We could not consider the period after January 2009, for time factor. Indeed, we had to complete this piece of work and submit it to the institutional review board for their approval at that very period.

A short analysis of these job offers will give us the opportunity to present some employers' recruitment mode, job offers according to sex, the demanded degrees, and the demanded work experience. Although the Ivory Coast is a French speaking Country, there are some job offers for which a good command of the English language is demanded. We will provide the statistics for these job kinds. Some employers offering job opportunity demand a good command of computer science. We will also present how often this occurs. Finally, we will draw students' attention on prospective employers' preferences. We will illustrate these findings by tables.

Conclusion:

The analysis of this investigation result will be made into three parts: students' socio demographic characteristics, their behavior as regards study and students' perception on their failure.

Concerning students' socio demographic characteristics, they are those which make it possible to divide the UFR/SEG students according to a certain number of variables that are: sex, age group, dwelling place, the means of transport that they use to get to the UFR/SEG and vice versa, the time at which they are accustomed to leaving their residence for the campus, the average hour of return from the campus and the average number of meals they

“Nobody ever did, or ever will, escape the consequences of his choices”. Alfred A. Montapert

have per day.

The behavior of students as regards study makes it possible to present some statistics on students’ way of studying in connection with certain variables such as the means of transport, the hour of arrival at their premises, the dwelling place etc... Lastly, the perception of the UFR/SEG students on their failure makes it possible to account for the probable causes of their massive failure. With this intention, this study will try to check with the following assumptions:

Assumption 1: The UFR/SEG students have a share of responsibility in their own failure

Assumption 2: The UFR/SEG teachers play a part in the failure of the students

Assumption 3: The Ivorian society and students’ various families play a part in students’ failure

Assumption 4: The University of Cocody and particularly the UFR/SEG has a role in students’ failure.

4.2 Socio demographic characteristics of respondents

This subchapter will deal with the link between students’ social environments and academic failure. Here we are trying to find if where students live can affect or not their academic performance. Generally, socio demographic characteristics refer to sex, age, dwelling place, transport means etc...

4.2.1 Distribution by Dwelling Place

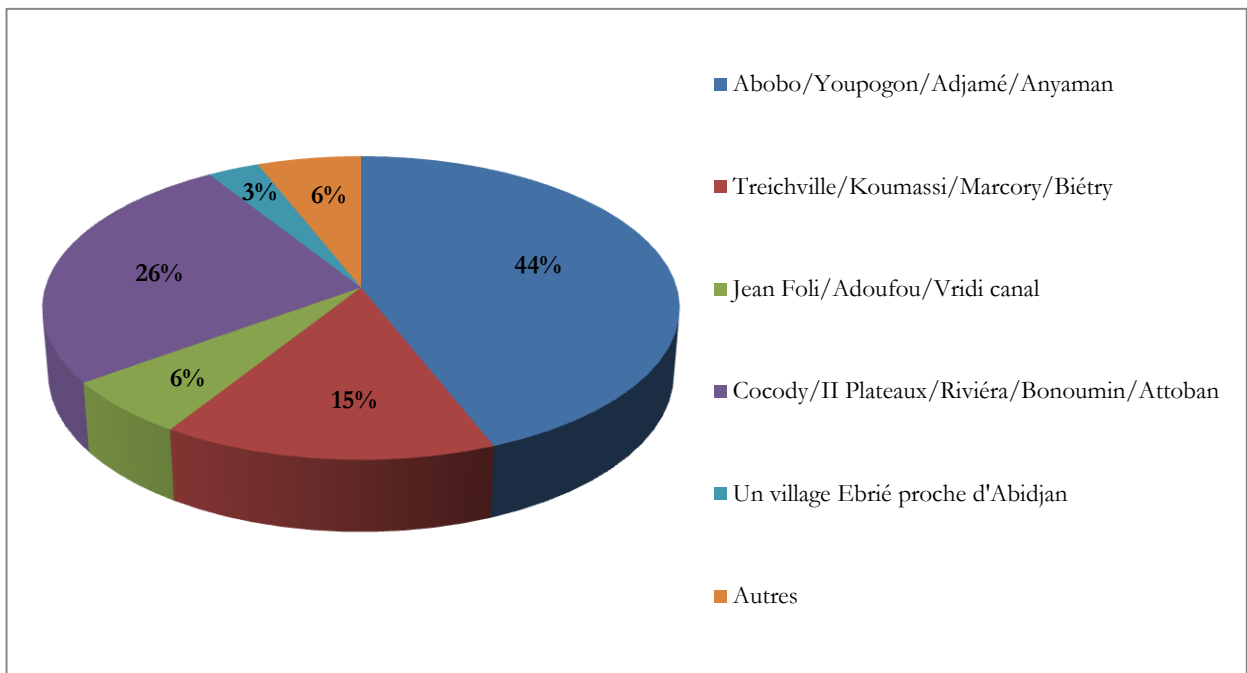
As previously announced, this study related to a sample made of 1000 students fully registered at the UFR/SEG of the University of Cocody. When one analyzes the question about the dwelling place our respondents, 440 of them reside in the zone Abobo/Youpogon /Adjamé/Anyaman, against those who live in the area of Cocody /II plateaux/Rivière/Bonoumin/Attoban (26% of the students). As for those who live in Treichville/Koumassi/Marcory/Biétry, they represent (15% of the UFR/SEG students). Very few respondents live at the Ebrié village close to Abidjan (3% of the students) and in Jean Foli/Adjoufou/Vridi Canal (6% of the students) and elsewhere (6% of the students).

“One might well say that mankind is divisible into two great classes: hosts and guests.”

Max Beerbohm

This distribution of the UFR/SEG students by dwelling place makes it possible to have an idea of the distribution of the latter according to given social classes. Figure 4 thus presents the distribution of the UFR/SEG students according to their dwelling place.

Figure 4: Distribution of the UFR/SEG students according to their dwelling Place (in %)



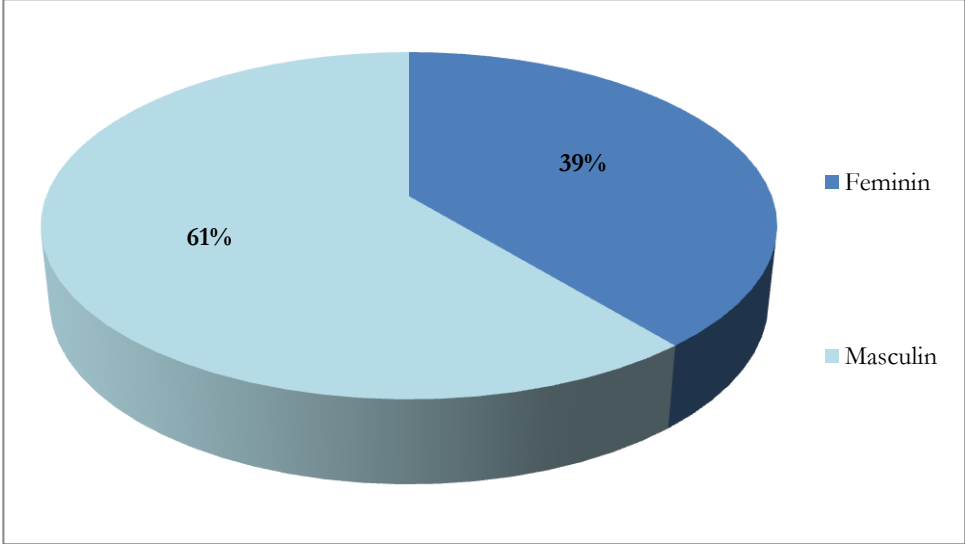
Source: Our survey

4.2.2. Distribution according to sex

When one is interested in the distribution according to the sex of the questioned students, it is to be noticed that 61% of those are against male sex 31% of the female sex. Figure 5: Distribution of the students according to the sex.

“One day our descendants will think it incredible that we paid so much attention to things like the amount of melanin in our skin or the shape of our eyes or our gender instead of the unique identities of each of us as complex human beings.” Franklin Thomas

Figure 5: distribution of Students According to Sex

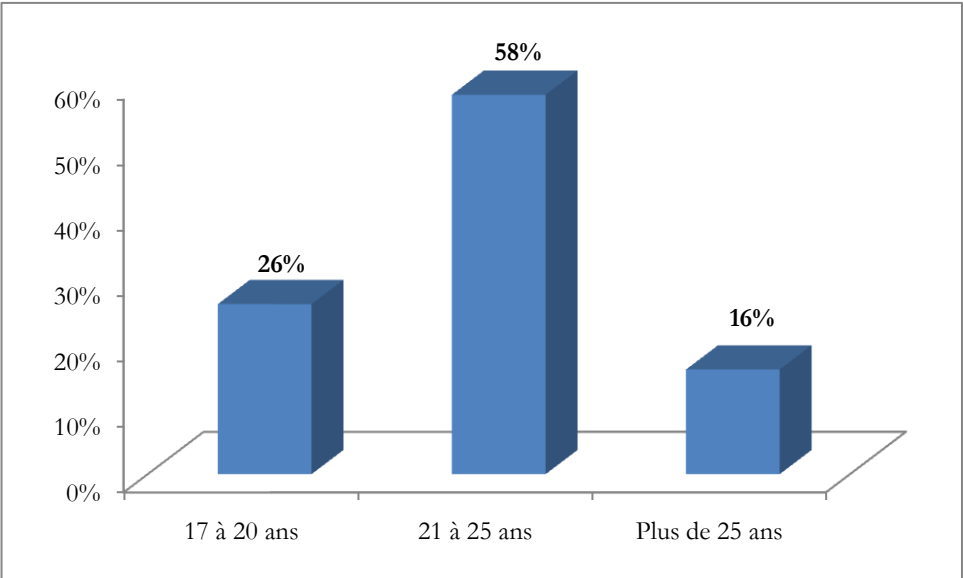


Source: Our survey

4.2.3 Distribution according to age group

More than half of the respondents are from 21 to 25 years old (58% of the students), followed by those whose age vary from 17 to 20. (They are 26% of the students). In addition, very few students (16%) respondents are over 25years old.

Figure 6: Distribution of the UFR/SEG students according to Age Goup



Source: Our survey

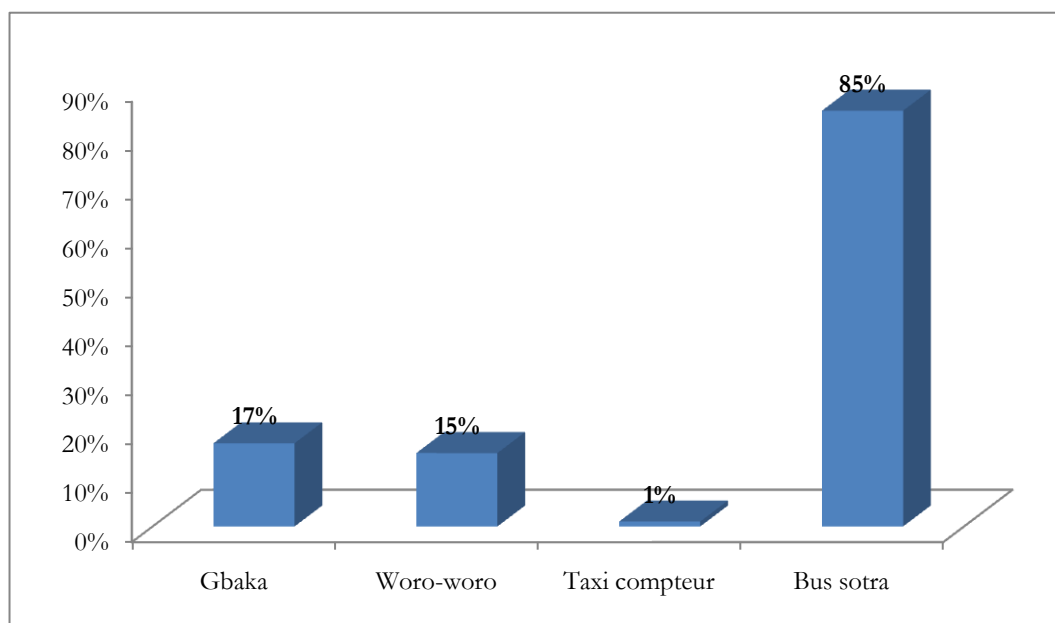
4.2.4 The purpose of distribution according to means of transports

The purpose of this question is to know the means of transport used by our respondents. It arises from the analysis of the results that the buses of the transport company SOTRA constitute the mean of transport the most used by the majority of our respondents. Indeed, the SOTRA buses as a transport mean are used by 85% of students. The next preferred transport mean is the gbaka (17%) and the woro-woro (15%). As for the taxis, they remain the least used transport means of students (only 1%).

This preference of The UFR/SEG students for the bus can be explained by the low price of this transport mean. Indeed, SOTRA used to transport students freely. To stop this free transportation, the government requested an effort of CFA 3000 monthly (USD 2) from students who use this transport mean. Those who pay the CFA 3000 are given a bus card, valid for a month. No other transport mean can compete with such a fee.

***“Far and away the best prize that life offers is the chance to work hard at work worth doing.”
- Theodore Roosevelt***

Figure 7: Distribution of the UFR/SEG students according to the means of transport used (in %)



Source: Our survey

4.2.5 Distribution according to departure from home and return time.

The times of departure which we are analyzing here correspond to the interval of time between the times at which students leave to the University each day. The hours of return correspond to the hours during which the UFR/SEG students return back home.

According to the outcome resulting from this investigation, we noticed that students who leave the house between 4 a.m. and 5 a.m. are the most numerous (34% of the respondents). They are followed by those who leave of the house between 5 a.m. and 6 a.m. (32%) and those who leave between 6 a.m. and 7 hours (29%). Those who leave home beyond 7 a.m. are very seldom (only 50 students over 1000).

Consequently, over half of the UFR/SEG students (66%) leave on home between 4 a.m. and 6 a.m. This situation can be explained by the fact 85% of them use the SOTRA buses, the cheapest transport mean! Being the cheapest, these buses are always crowded which means

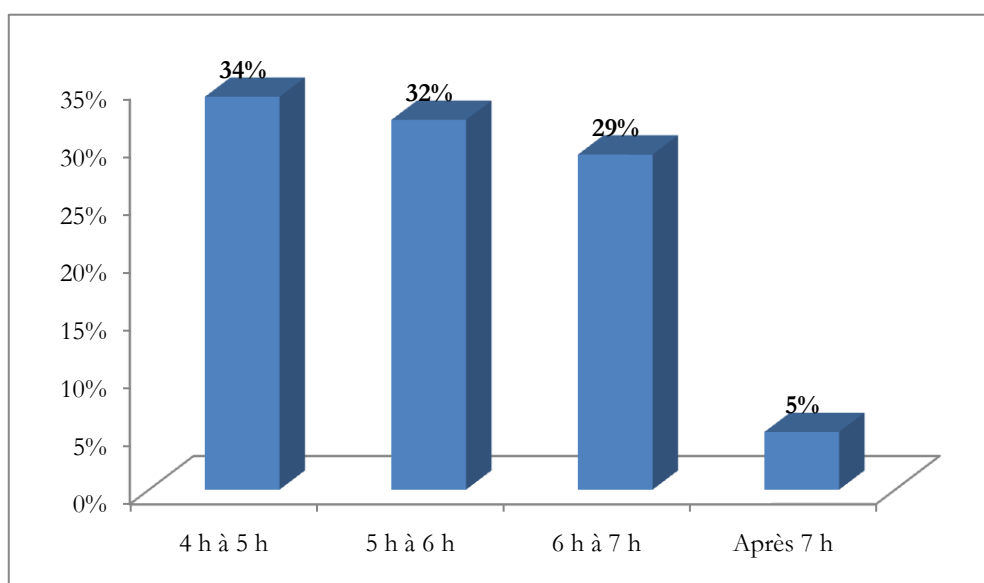
“All our dreams can come true--if we have the courage to pursue them.” Walt Disney -

that when the drivers notices that there is no place at all on board, they refuse to stop and this refusal to stop may result in delays.

Anther problem is the number of seats available in the amphitheatres and some rooms due to the high number of students. Students who come late are surely not the best served as far as seats are concerned. Some of them will not even find a seat.

That is the reason why it is so necessary for them to wake up early and await the bus to find a seat and get to the University of Cocody as early as possible for their lectures. Figure 8 illustrates this distribution according to students' departure from home to the campus.

Figure 8: Distribution of the UFR/SEG students according to departure from home to the campus.



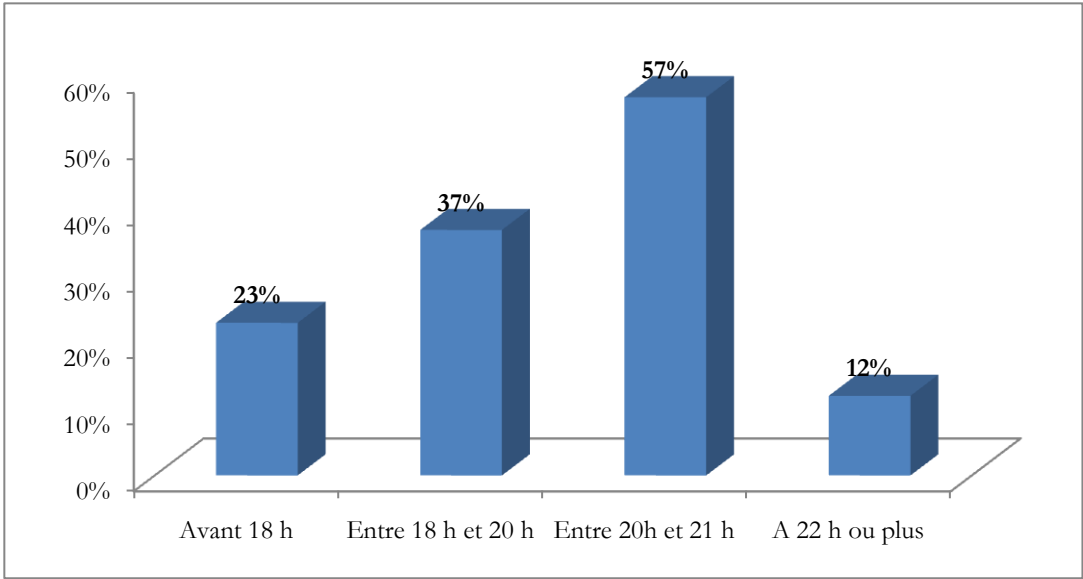
source: our survey

As for the hours when students come back home, more than half of the respondents asserted to come back home between 8 and 9 p.m. Indeed, they represent in all 57% of the respondents. In addition, one also notes some important proportions of students who return home between 6 and 8 p.m. (37%) and those who return before 6 p.m. (23%). The students returning home beyond 10 p.m. are not numerous. They are only 120 over 1000.

This point in our survey enables us to see if students are able to get back home after their courses at the UFR/SEG in order to revise and do some homework before returning back to the university the next morning.

Indeed, taking into account the means of transport used by each one of them and also taking into account their dwelling place, we notice that some students return late and this does not enable them to study their courses the way they should. Figure 9 is the representation of the students' home return time.

Figure 9: Distribution of the UFR/SEG students' home return time (in %)



Source: Our survey

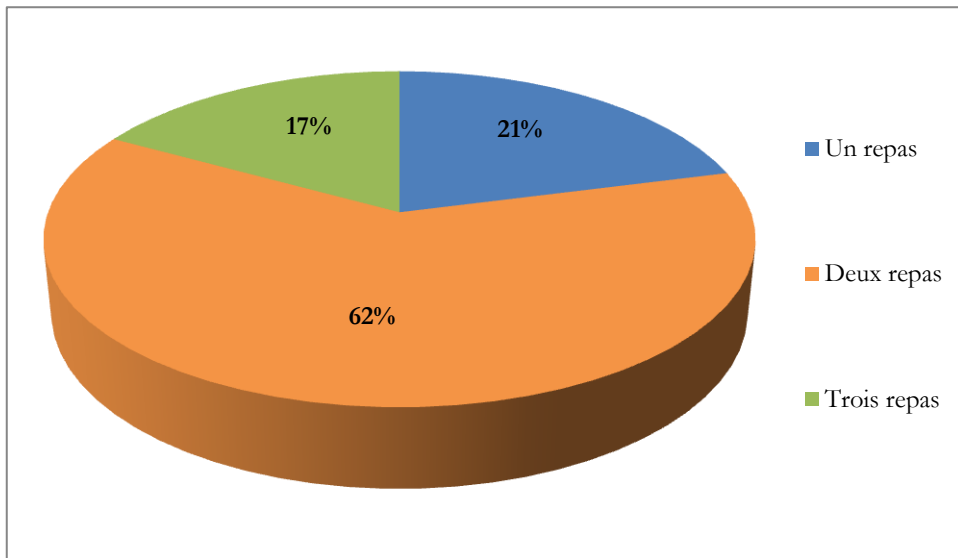
4.2.6 Distribution According to the Number of meals per day

“At the working man’s house hunger looks in but dares not enter.” Benjamin Franklin

Questioned on the number of meals that they have per day, the majority students asserted (62% of the students) that they take two meals per day. Those who respectively take one and three meals per day account for 21% and 17% of the students.

“To lengthen thy Life, lessen thy Meals”. Franklin, Benjamin

Figure 10: Distribution of students according to the number of meals taken per day

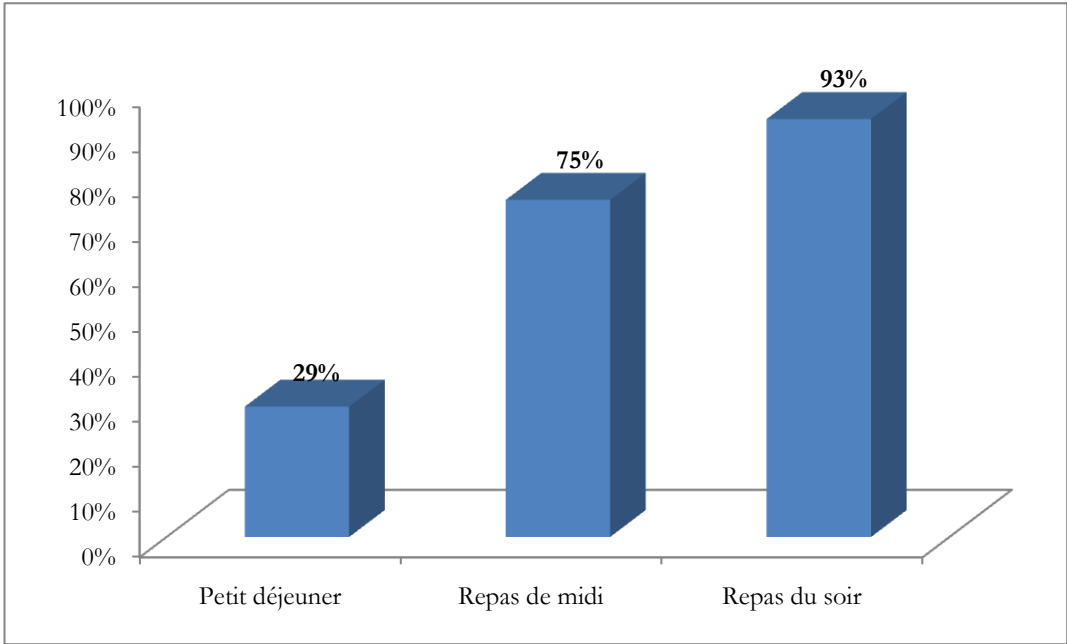


Source: Our survey

When one analyzes the types of meal taken by the students per day, we can notice that “breakfast” is what the majority of them do not have. Indeed, they are a total of 290 out of 1000 to have breakfast.

As for “lunch”, three quarter (75%) of our respondents stated to have lunch every day. As for dinner, it is taken by almost all the students. Only 70 students over 1000 do not manage to have dinner every evening. Figure 11 clearly illustrates this distribution of students per meal types.

Figure 11: Distribution of the UFR/SEG students per type of meal taken per day



Source: our survey

4.2.7 Students’ behavior regarding their studies.

“For what human ill does not dawn seem to be an alleviation?” Thornton Wilder

The fact that most of our students wake up very early for their courses at the UFR/SEG and get back home very late puts them in a special situation in which the general tendency is the feeling to go to bed just after having dinner. What is their behavior regarding their studies? Are they able to read their courses at home for a better comprehension?

4.2.8 Dwelling place and students’ ability to read their courses at home.

To the question of knowing if the UFR/SEG students succeed in reading their courses every evening at home, almost the totality of our respondents assert not being able to read their courses every evening.

Indeed, 960 students out of 1000 asserted that they are unable to read their courses after they get back home. Whatever their dwelling is, the proportion of those who are unable to read their courses is high. Indeed, no student residing at Jean Foli/Adoufou/Vridi Canal and in an Ebrié village close to Abidjan asserted his incapability to read their courses every evening. This is almost the same for those students living in Abobo/Youpogon/Adjamé

/Anyaman (97.7%) and in Cocody/II Plates/Riviéra/Bonoumin /Attoban (96.2%). Students living in other districts, not previously quoted, are numerous to assert their ability to read their courses every evening even if this proportion is not very high (16.7%). Table 3 is an illustration of this distribution.

Table 3: Distribution of students according to the fact of reading their courses and their dwelling place in (%)

Dwelling place	Reading of the courses at home		
	No	Yes	Total
Abobo/Youpogon/Adjamé/Anyaman	97,7	2,3	100
Treichville/Koumassi/Marcory/Biétry	93,3	6,7	100
Jean Foli/Adoufou/Vridi canal	100	-	100
Cocody/II Plateaux/Riviéra/Bonoumin/Attoban	96,2	3,8	100
Un village Ebrié proche d'Abidjan	100	-	100
Autres (others)	83,3	16,7	100
Total	96	4	100

Source: Our survey

4.2.9 Going back home time and the fact of reading their courses

“Effort only releases its reward after a person refuses to quit”. Napoleon Hill

No matter when students return home, almost all of them assert to be unable to read their courses every evening. Students returning home between 8 and 9 p.m. are more numerous not to be able to revise their courses in the evening (98.2%). They are followed by those who return home before 6 p.m. (95.7%). The strongest proportion of students managing to read their courses every evening was observed among those who get back home beyond 10 p.m., even if this proportion remains weak (only 8.3%).

Should we assert that those who get back home earlier and who have no time to read their courses are less motivated than the few who, though they reach home late can still read their courses. The distribution of the students according to their ability to read their courses and their home return time is clearly illustrated through table 4.

Table 4: Distribution of students according to their ability to read their courses and their home return time

Home return time	Reading of the courses			
	No	Yes	Total	Number
Before 6 p.m.	95,7%	4,3%	100%	230
Between 6 p.m. and 8 p.m.	91,9%	8,1%	100%	370
Between 6 p.m and 8 p.m	98,2%	1,8%	100%	570
At 22 h or over	91,7%	8,3%	100%	120

Source: our survey

4.2.10. The means of transport used and the fact of reading their courses

“The worst thing one can do is not to try, to become aware of what one wants and not give in to it, to spend years in silent hurt wondering if something could have materialized-and never knowing”. David Viscott

No matter the transport means used by students, the proportion of those who do not manage to read their courses every evening remains high. Those who use the “gbaka” as a mean of transport are the most numerous to be able to read their courses at home.

However, the proportion of students using Gbaka as a mean of transport and who can read their courses is not very high (17, 6%). However, as amazing as it can be, all those privileged students who use the taxi as a mean of transport asserted their inability to read their courses when they get back home. They are consequently at the bottom of “the ladder”.

Gbaka users are respectively followed by woro-woro users and Sotra Bus users. Though the Sotra bus users represent 85% of students’ total population, only 3.5% of them manage to read their courses when they get back home. From the bottom to up, they come after taxi users.

Gbaka users take the leads with 17.6% of the 15% of students who use this transport mean. To summarize, Gbaka users are number one followed by woro-woro users, Sotra bus users and taxi users. Table 5 illustrates this description.

Table 5: Distribution of students according to their means of transport and their ability to read their courses at home

Transport Means	Course reading at home			
	No	Yes	Total	Number
Gbaka	82,4%	17,6%	100%	170
Woro-woro	93,3%	6,7%	100%	150
Taxi	100%	-	100%	1000
SOTRA bus	96,5%	3,5%	100%	850

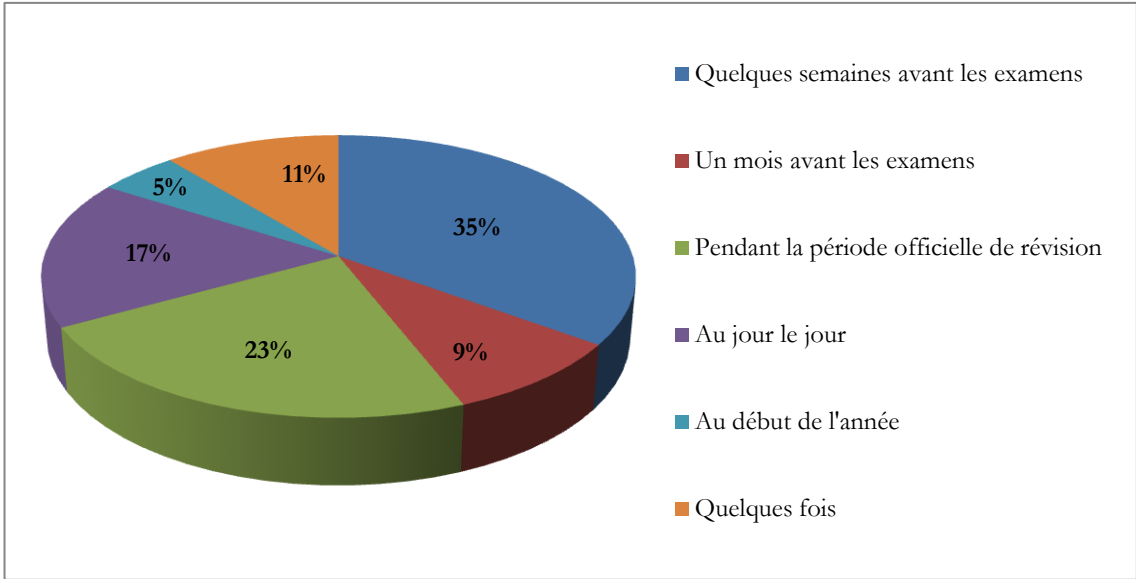
Source: Our survey

4.2.11 Studying Period

“If you can’t excel with talent, triumph with effort”. Dave Weinbaum

In order to know if the UFR/SEG students make efforts to succeed in their examinations, we decided to enquire at what time they study their courses. This survey revealed that students generally start learning seriously a few weeks before the examinations (35%). These students are followed by those who prepare their examinations during the official period devoted to revision (23%). Students who learn their lessons on the daily basis are not numerous (17%). To close this point, very few respondents asserted to start studying from the beginning of the year (5%).

Figure 12: Distribution of the UFR/SEG students according to their moment of Exam preparation



Source: Our survey

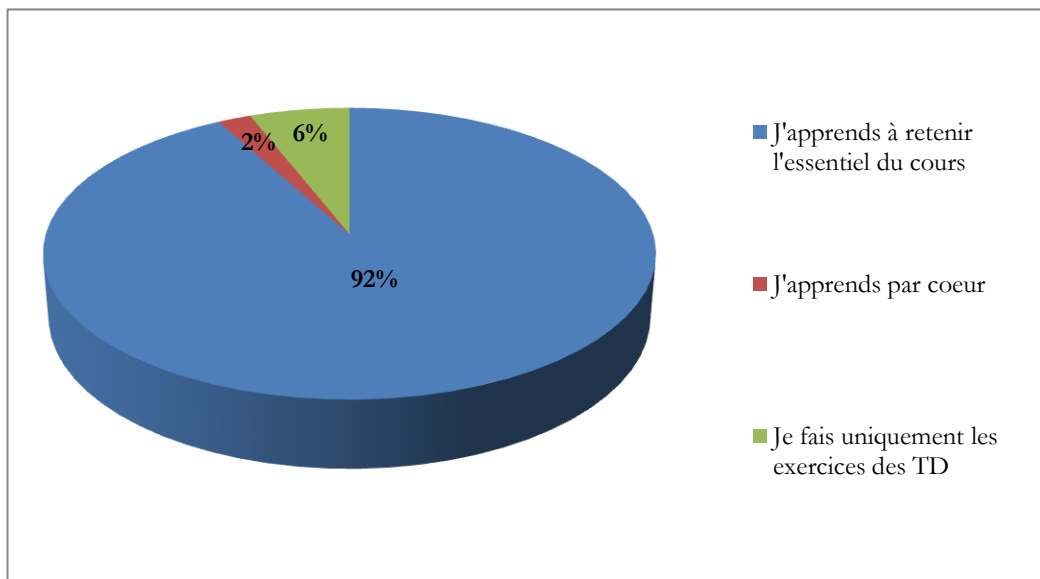
4.2.12. How do the UFR/SEG students learn their courses?

“What is not started today is never finished tomorrow.” Johan Wolfgang

Questioned on the way in which they study, the respondents mainly asserted that they try to memorize the main parts of their courses. Indeed, students who asserted that account for 92%. They are largely followed by the students who are satisfied only with the exercises given to them during their TDs (6% of the students).

As for students who try to learn their courses by heart, they are almost non-existent, They are only 20 students out of 1000. Figure 13 presents the distribution of the students according to their way of studying.

Figure 13: Distribution of the UFR/SEG students according to their way of studying



Source: our survey

4.2.13 Average study time per day

“It is only through labor and painful effort, by grim energy and resolute courage, that we move on to better things”. Theodore Roosevelt

On average, all the respondents who asserted that they do spend some time reading their lectures every evening devote an average of 2.6 hours per day on the reading of their courses. Among them, are some students who get home around 10p.m. The average time the latter group spends on their studies is 2.4 hours per day. Table 6 clearly illustrates this point.

Table 6: Average time of study according to students' home return time

“Education is the ability to listen to almost anything without losing your temper or your self-confidence”. Robert Frost

Home return time	
Between 6 p.m. and 8 p.m.	2.6
Between 8 p.m. and 10 p.m.	2.6
At 10 p.m. or over	2.4
Total	2.6

Source: our survey

4.2.14 Study period and assistance of another student

The examination of table 7 shows that our respondents generally do not rely on any assistance from their classmates during the examination. Those who rely on themselves represent the majority (89%). No matter their study period, the proportion of those who rely on nobody's assistance to succeed exceeds 77%.

As for those who start revising their courses one month before the examinations, they are relatively more numerous to count on the assistance of a friend or a classmate to succeed (22.2%).

It should also be noted that a not less important proportion of students who start studying a few weeks before the examinations hope to be helped by friends or classmates during the examination (14.3%).

However, the students who prepare their exam on a daily basis are rare to rely on any helps. They represent less than 5% of our respondents. Moreover, over half of the respondents who do not rely on any help, neither from a friend nor from any other person, asserted to have known comrades who count on friends to succeed (60,7%). Table 7 presents the distribution of the students according to their moment of studies and the fact of counting on the assistance of a friend to succeed.

“What seems impossible one minute becomes, through faith, possible the next”. Norman Vincent Peale

Table 7: Distribution of the UFR/SEG students according to their moment of studies and the assistance of another student

Moment of studies	To rely on the assistance of another student			
	No	Yes	Total	Number
A few weeks before the examination	85,7%	14,3%	100%	350
One month before the examination	77,8%	22,2%	100%	90
For the official revision period	95,7%	4,3%	100%	230
Daily studies	88,2%	11,8%	100%	170
From the beginning of the year	100%	-	100%	50
Sometimes	90,9%	9,1%	100%	110
Total	89%	11%	100%	1000

Source: our survey

4.2.15 The fact of missing one or more courses for lack of money for transport

“What we need are more people who specialize in the impossible”. Theodore Roethke

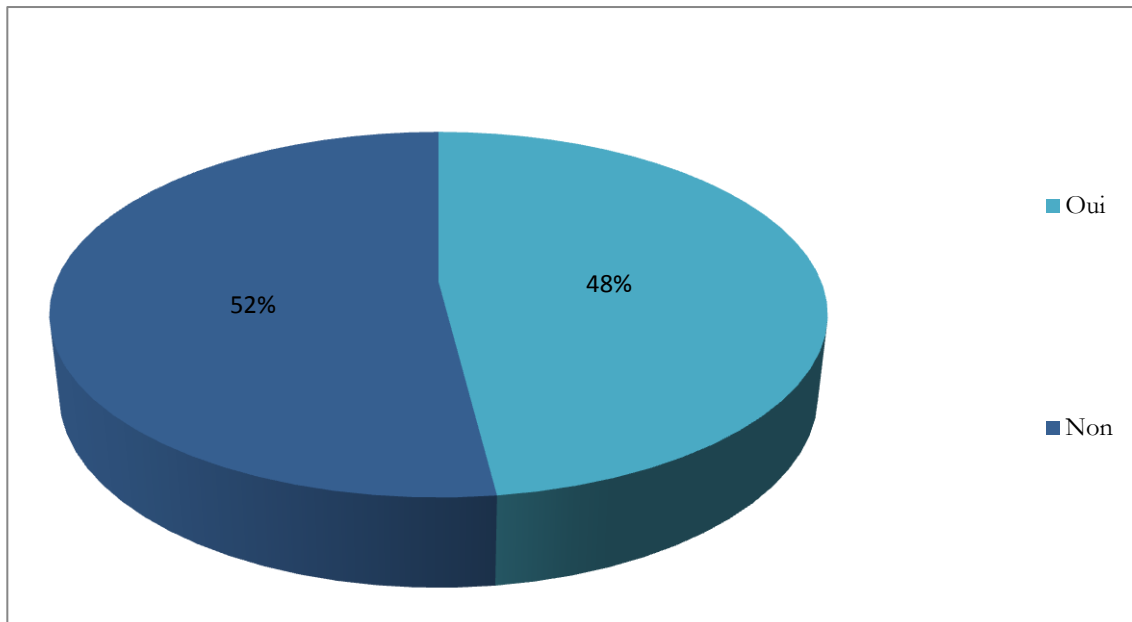
Students’ assiduity is one of the determining factors of their success. But assiduity also depends on students’ financial standing when we consider their residential area. The fact is that they must be able to pay their transport fees in order to get to the UFR/SEG. Thus, in order to determine this phenomenon, we asked our respondents if it has happened to them to miss a class for lack of money.

Our respondents’ answers to this question revealed that the majority of them have never experienced such a lack of money; therefore, they have never missed a course for lack of money. Indeed, the number of students having affirmed this accounts for 52% of the total respondents.

However, the proportion of respondents who have already missed one or more courses for lack of money is substantial (48% of the students). When one knows the effect of absenteeism on students’ learning performance 48 % is really high! Figure 14 illustrates the distribution of respondents regarding missing courses for lack of money.

“Nature makes us poor only when we want necessities, but custom gives the name of poverty to the want of superfluities” — Samuel Johnson

Figure 14: Distribution of students according to the fact of missing classes for lack of money



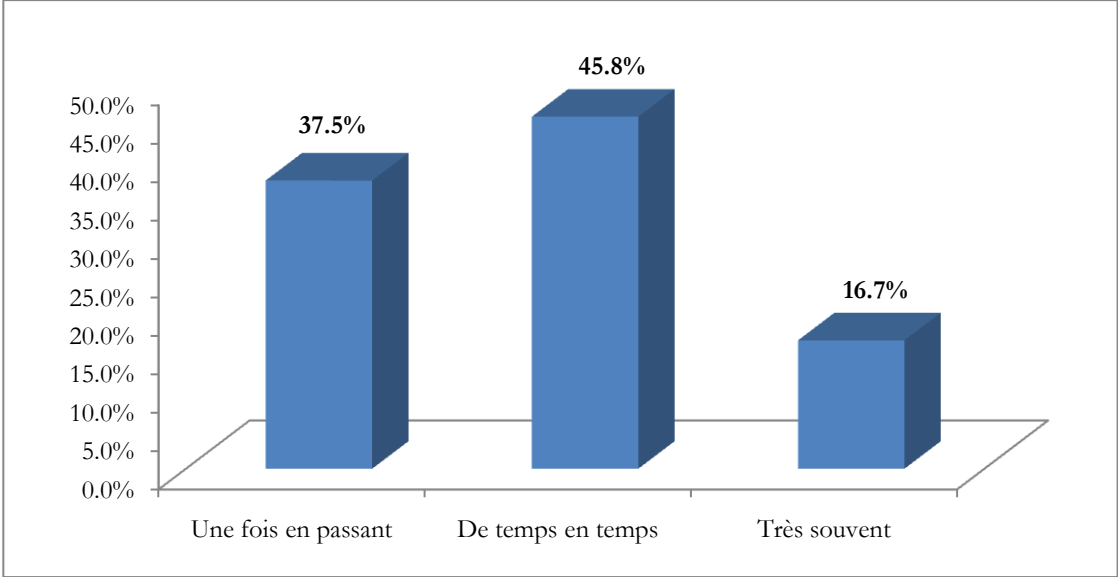
Source: our survey

In order to know if the fact of missing some courses for lack of money is a recurring phenomenon in the milieu of our students, we asked them the frequency to which the latter students miss their courses. As we can easily guess, missing a course frequently can be at the origin of a high probability of failure rate.

Thus, among the students who asserted to have missed a course at least once, a little less than half of them asserted to have “missed class from time to time”. Indeed, this student proportion accounts for 45.8% of the students who fall in this category. They are followed by those who asserted “to have missed a course accidentally” for lack of money. These respondents represent 16.7% of those who asserted to have experienced this phenomenon frequently. Figure 15 illustrates the frequency of students’ course missing for lack of money.

“A constant struggle, a ceaseless battle to bring success from inhospitable surroundings, is the price of all great achievements”. Orison Swett Marden

Figure 15: Distribution of students according to the frequency of missing classes



Source: our survey

4.2.16 The fact of missing courses and dwelling place

The distance between dwelling place and the University of Cocody can partly explain the students’ assiduity or their lack of assiduity. Indeed, it is often difficult for our students to have an easy access to the university when their residing place is too far. Consequently, it is necessary to study the fact that the students miss courses for lack of money in connection with their dwelling place.

An examination of table 8, points out that students residing at Abobo, Youpogon, Adjamé, and Anyaman the most numerous to have asserted that they have missed one or more courses for lack of money. Indeed, they account for 56.8% of the students residing in this zone.

The students having missed courses and who live in other no definite districts account for 50% of all the students who live in these areas. One also notes a considerable proportion of students being in Treichville, Koumassi, Marcory and Biétry, who asserted missing courses (46.7%). It is almost the same for students living in Cocody, Il Plateaux, Riviéra, Bonoumin and Attoban (46,2%).

There is finally a relatively significant proportion of students who miss classes in Jean Foli, Adjoufou and Vridi Canal (approximately 16,7%). Hence, our respondents living in an Ebrié

“Nothing is impossible to the willing heart”. John Heywood

village close to Abidjan (30) never asserted to have missed some courses for lack of money. Table 8 illustrates our results.

Table 8: Distribution of students according to the fact of missing courses and dwelling place

Dwelling place	Missing Courses			Number
	No	Yes	Total	
Abobo/Youpogon/Adjamé/Anyaman	43,2%	56,8%	100%	440
Treichville/Koumassi/Marcory/Biétry	53,3%	46,7%	100%	150
Jean Foli/Adoufou/Vridi canal	83,3%	16,7%	100%	60
Cocody/II Plateaux/Riviéra/Bonoumin/Attoban	53,8%	46,2%	100%	260
An Ebrié village near of Abidjan	100%	-	100%	30
Others	50%	50%	100%	60
Total	52%	48%	100%	1000

Source: our survey

4.2.17 Causes of Students’ massive failure

The determination of the probable causes of the UFR/SEG students’ failure will be made through the perception that students have of their own failure. This perception is held thanks to certain variables revealed by the questionnaire which made it possible to collect useful information for our present analyses.

4.2.18 Perception of the UFR/SEG students on the possible causes of their failure

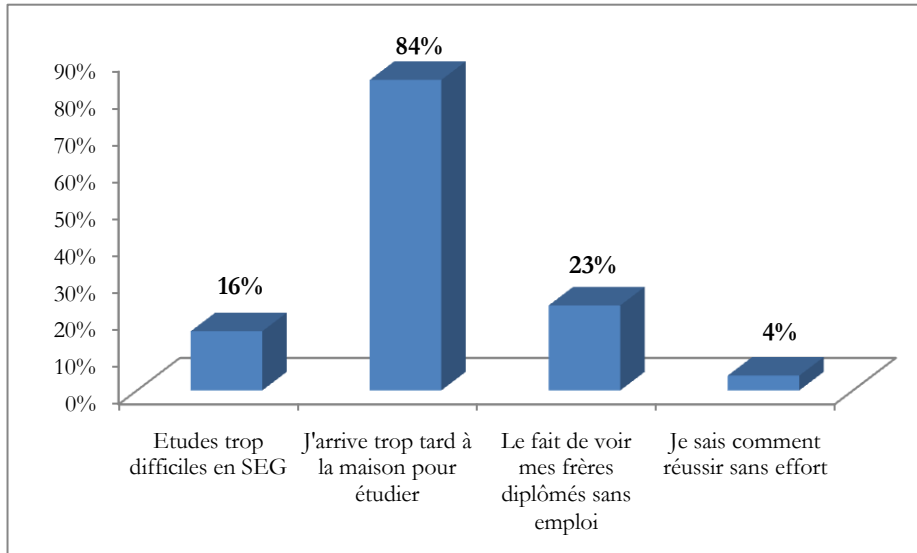
When one asks the UFR/SEG students to classify the reasons which can justify their failure at their examinations at the end of the year, when we ask them to classify it by order of importance, a low number of students (4%) asserted “that they knew how to succeed without effort”. Thus for those students nothing justifies the UFR/SEG students’ failure. But what do they mean by they know how to succeed without effort? Does success without effort exist?

However, a great number of students classified the failure causes in three categories and by order of importance. Thus 84% of the respondents asserted that “the fact of returning home too late to study” is the number one failure cause. The second failure cause is for them “the fact of seeing their elder brothers and sisters who graduate years ago, but who still have no employment”. As for the third failure cause, it is for them the fact that “studies are too difficult at the UFR/SEG”. Thus, for these students, any or these failure causes or all of them

“Start by doing what’s necessary, then what’s possible and suddenly you are doing the impossible.” St. Francis of Assisi

put together can justify the failure of a student at the UFR/SEG. Figure 16 presents a brief summary of the respondents’ various answers.

Figure 16: Possible Failure Causes



Source: our survey

In order to support our analyses, we present in the table the 9 various moments that the students devote to their courses in order to prepare the examinations of end of the year.

"Hold yourself responsible for a higher standard than anybody expects of you. Never excuse yourself". Henry Ward Beecher

Table 9: Various moments devoted by the UFR/SEG students to their courses

Frequency	Percentage
A few weeks before the examinations	35%
One month before the examinations	9%
For the official period of revision	23%
Daily studies	17%
At the beginning of the year	5%
Sometimes	11%
Total	100%

Source: our survey

A glance at f table 9 enables us to notice that over half of our respondents (58% of the students) start studying their courses “a few weeks before the examinations” and “during the official revision period”. Only 17% of them asserted to study their courses “on the daily basis”.

This situation is alarming in a sense that one cannot reasonably prepare an examination within a few weeks when we know that most student did not get time to read these courses on a daily basis. Besides, we know that students have so many subjects! It is obvious that many of them will simply fail for effort deficiency.

4.2.19 Students' Failure: the responsibility of the Ivorian Society and Students' families

In order to identify possible failure causes at the UFR/SEG, we requested from the latter to help us identify the failure causes that are related to the Ivorian society. This question made it possible to classify the various ills identified by our respondents fall in three categories.

They are:

- 1) Study and living conditions,

"I believe that we are solely responsible for our choices, and we have to accept the consequences of every deed, word, and thought throughout our lifetime."Elizabeth Kubler-Ross

2) Means of transport and

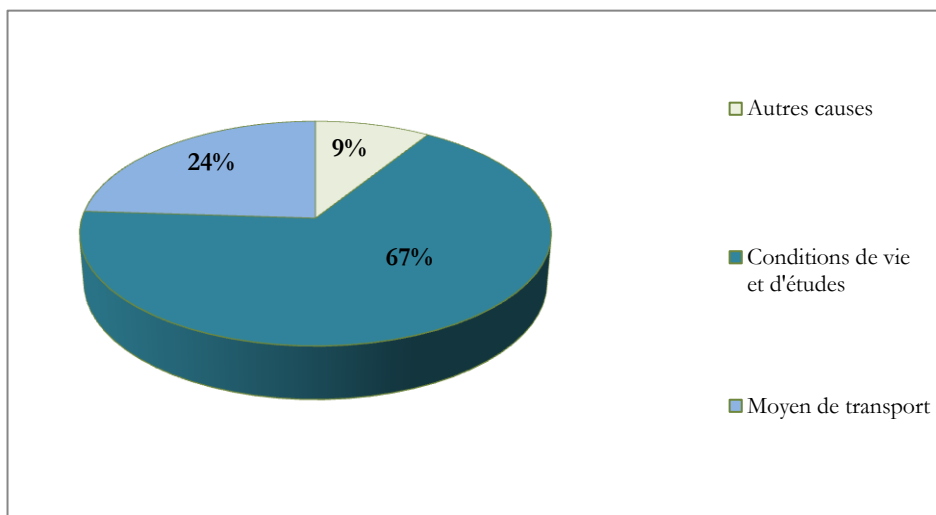
3) Other causes.

Concerning the study and living conditions, 67% of our respondents identified it as tribulations. This is generally related to the family living conditions which are not always favorable for their studies. It is also related to families' financial standing and also to the environment of excessive leisure that are being developed.

Some respondents identified the means of transport as part of the troubles that affect their studies. For a great number of these respondents, fatigue attached to transport means explains their incapability of studying when they get back home late. For example, let us remind that 85% of the UFR/SEG students make recourse to the crowded "SOTRA bus" as the preferred transport mean.

The last category gathers a certain number of evil classified in the category called "others". This last category consists of corruption and the lack of motivation of our students. These various evils are illustrated through figure 17.

Figure 17: Other causes of failure relating to the Ivorian Society



Source: our survey

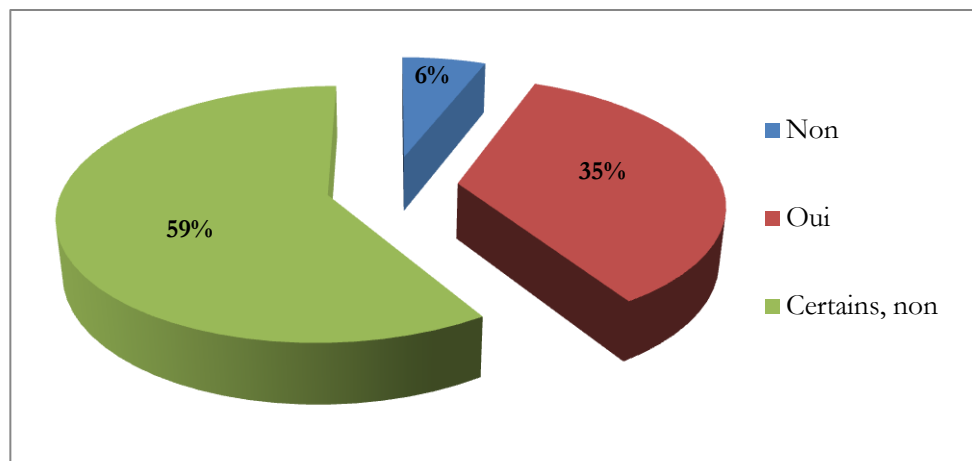
“I believe that every right implies a responsibility; every opportunity, an obligation; every possession, a duty”. John D. Rockefeller

4.2.20 Students’ Failure: teachers’ responsibility

An analysis of students’ massive failure in their different examinations offers an occasion to state the responsibilities of all those who are involved in the process of students’ training. Thus, when one asked our respondents if “all the teachers have a perfect command of their subject”, 35% of our respondents answered “Yes”, 6% answered “No” whereas the majority of them (69%) answered that some teachers do not have a perfect command of their subjects.

Such an assertion constitutes a serious judgment of the UFR/SEG students about their teachers, their masters! Thus, according to our respondents some of our colleagues, though generally bearers of a doctorate degree are not masters of the subjects that they are normally supposed to master. For those students some teachers do not have enough knowledge on the subject they are supposed to teach. These judgments are recalled through figure 18.

Figure 18: Students’ Opinions on Teachers’ Mastery of their Course Contents



Source: our survey

About our respondents, 17% of them carried out their secondary education in a private school, whereas 83% of them attended publicly-owned institutions. Thus, when we asked the respondents having carried out their secondary education in a publicly-owned school in order to compare secondary teachers’ way of teaching with that of the UFR/SEG teachers’, a minority (6% of them) asserted that teachers at the UFR/SEG teach better than those of secondary schools. As for the great majority of our respondents (94%), they asserted that secondary school teachers teach better than their teachers at the UFR/SEG.

"If we succeed in giving the love of learning, the learning itself is sure to follow." ~John Lubbock

Our respondents are unconsciously pointing at the problem of training of University teachers. We think that secondary school teachers' way of teaching was widely preferred because most of them were trained at the Ivorian teacher training college called "Ecole Normale Supérieure d'Abidjan". Those who were not lucky to receive a pedagogic training in the teachers' training college were somehow forced to auto training if they wanted to be certified teachers. Such a certification is obtained through regular inspections!

Contrary to secondary schools, there are no inspectors for University teachers. Besides, there is no real teacher training policy for University teachers in the Ivory Coast! Newly enrolled assistants receive some short instructions in Pedagogy that have no follow up. Each of them teaches his own way. Besides, there are no professional newsletters.

The worse of all this is that for career progress, University teachers are rather assessed on their ability to do research instead of being assessed on their ability to teach. We have the impression that University teachers are professional researchers who only teach for pleasure. Teaching is not offered all its importance as a profession!

The consequence of this disregard for the teaching profession is this massive rejection from our students revealed through this survey. Nobody becomes an expert driver after some few instructions in how to drive a car! Nobody becomes a professional medical doctor after some few theoretical instructions in anatomy!

Secondary school teachers spend from two to three years in a teacher training college learning theoretically and practically their future job. They are fully exposed to the principles of Pedagogy; psychology; sociology of Education etc... They are fully aware of the children psychology and behavior!

University teachers should also receive a similar training in Andragogy, the art of teaching adults! It is universally admitted that one is an adult at the age of 18, and most of our students are 18 years old or over!

Andragogy is for University teachers what Pedagogy is for secondary school teachers! We would like to paraphrase Russell L. Ackoff who wrote: "**THE DECLINE OF LEARNING IN THE UNITED STATES AND ITS OSCILLATING EFFECTS ON THE ECONOMY AND SOCIETY LEADS MANY OF US TO BELIEVE THAT EDUCATION SHOULD NO LONGER BE ENTRUSTED TO EDUCATIONAL AND GOVERNMENTAL BUREAUCRACIES, BUT THAT A MAJOR CHANGE OF FOCUS IS REQUIRED.**" we would like to say that the decline of learning at the UFR/SEG of the University of Cocody leads us to think that Government and the ministry of Higher

“When I am able to resist temptation to judge others, I can see them as teachers of forgiveness in my life, reminding me that I can only have peace of mind when I forgive rather than judge”. Gerard Jampolsky

education have failed, therefore, a major change of focus is required at the UFR/SEG particularly and that this change can be extended to the University of Cocody! This major change should start from teachers’ training!

Neglecting the craft of teaching the young adults who enroll at the UFR/SEG is a cause of students’ failure as revealed by our respondents! Table 10 is an illustration of this comparison between secondary school teachers and University teachers.

Table 10: Comparison between secondary school teachers and University teachers’ ways of teaching

	One teaches better at the UFR/SEG than in secondary schools	One teaches better at the secondary school than at the UFR/SEG	Total
Private schools	-	-	170
Public schools	50	780	830
Total			1000

Source: our survey

When we requested the opinion of our respondents on the lectures that they receive in amphitheatres, we faced several opinions. Thus, out of a 1000 respondents, 49% asserted that their courses are too “difficult to understand”; 38% assert that the courses are “neither easy, nor difficult”; 7% ensure that their lectures are “rather easy”. The last group, the remaining (6%) asserted that the courses are “very difficult”. Thus, we realize that the majority of the UFR/SEG students think that the courses are not easy to understand.

Such a revelation supports the opinion according to which for many students, some teachers do not master their subjects. It also goes to the line according to which one teaches better in secondary schools than at the UFR/SEG.

By analyzing thoroughly the question about the courses in amphitheatres, 86% of the respondents recognize that “TDs” have links with the lectures in the amphitheatres and that “TDs” greatly contribute in helping them understand the lecture. Like in the American education system, the UFR/SEG uses the lecture system (large groups) and the tutorial system that involves smaller students groups. We call this latter system “TDs” standing for “Travaux Diriges”.

However, students’ attitudes against the lectures in amphitheatres remain mitigate. Indeed, 18% of the respondents assert that the courses are annoying and boring! As for those for

***“Behold I do not give lectures or a little charity, When I give I give myself”.* Walt Whitman**

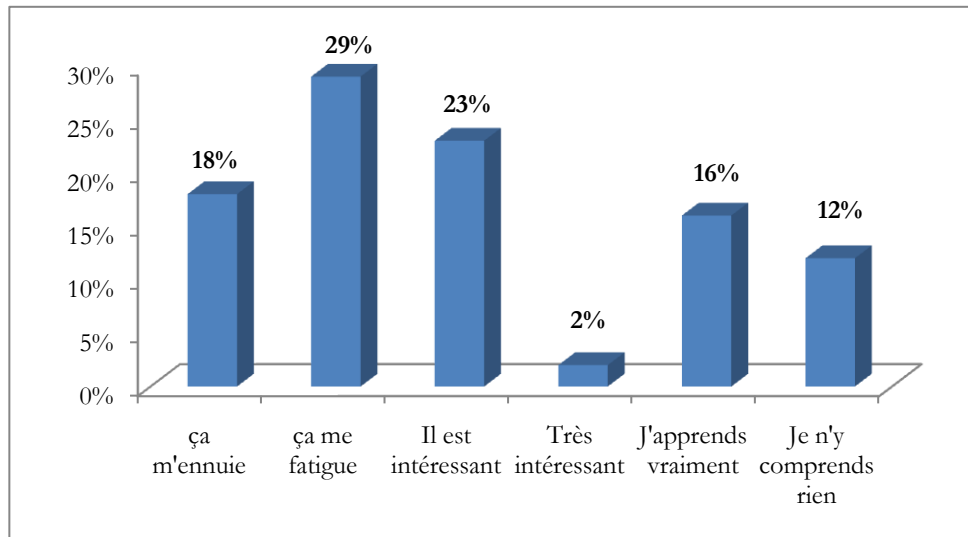
whom the lectures are tiring, they represent 29% of the total respondents. Despite this opinion, 23% of our students found the courses very interesting while 16% of them think that they really learn from the lectures of amphitheatres. Table 11 and Figure 19 illustrate the various opinions on the courses in amphitheatre.

Table 11: Students’ opinion on lectures taught in amphitheatres

	Frequency
Very easy	7%
Neither easy, nor difficult	38%
Difficult to understand	49%
Very difficult	6%
Total	100%

Source: our survey

Figure 19: Students’ Opinions on the lectures received in amphitheatres



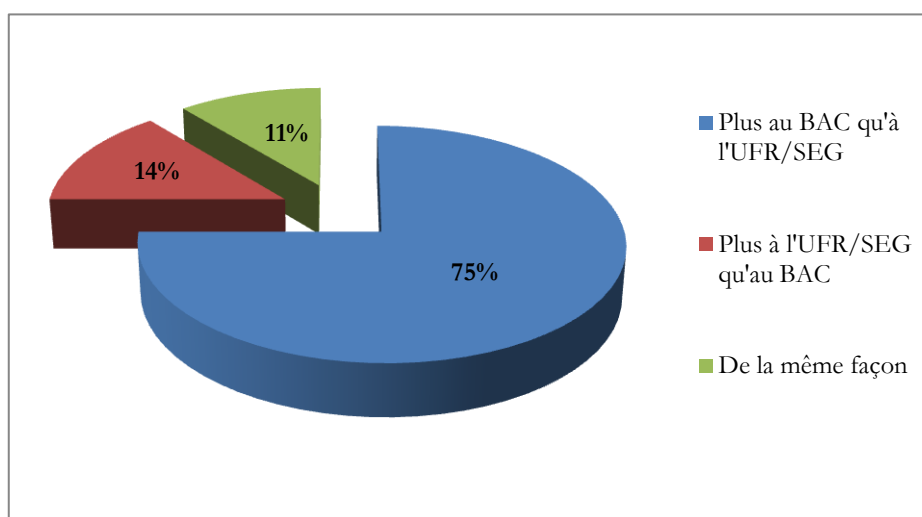
Source: our survey

“Continuous effort - not strength or intelligence - is the key to unlocking our potential”.

Winston Churchill

Questioned about how our respondents used to study when they were at the end of their secondary education compared to their present studying efforts, the majority of them (75%) asserted that they used to make more effort in secondary schools than at the UFR/SEG. 11% of our respondents asserted to make equal effort in secondary schools and at the UFR/SEG. The last group of respondents (14%) asserted that they make more studying effort at the UFR/SEG than when they were in a secondary school. Figure 20 illustrates these discoveries.

Figure 20: Students’ opinions on their own way of studying at the end of secondary school and their current way of studying at the UFR/SEG



Source: our survey

The above statistics give the impression that for some respondents passing the “baccalaureat” seems to be the final objective. Indeed, after their “baccalaureat” some of them reduce their studying effort that enabled them to reach the University level, giving the impression that studies at the UFR/SEG do not have the same importance as their studies in secondary schools. Some students acknowledge making less effort at the UFR/SEG than when they were in the secondary school.

In deciding to make less effort when they get to the University, students at the UFR/SEG create the conditions of their own failure. Their own behavior increases the probability of their own failure. This partly explains students’ massive failure noted at the end of each academic end year.

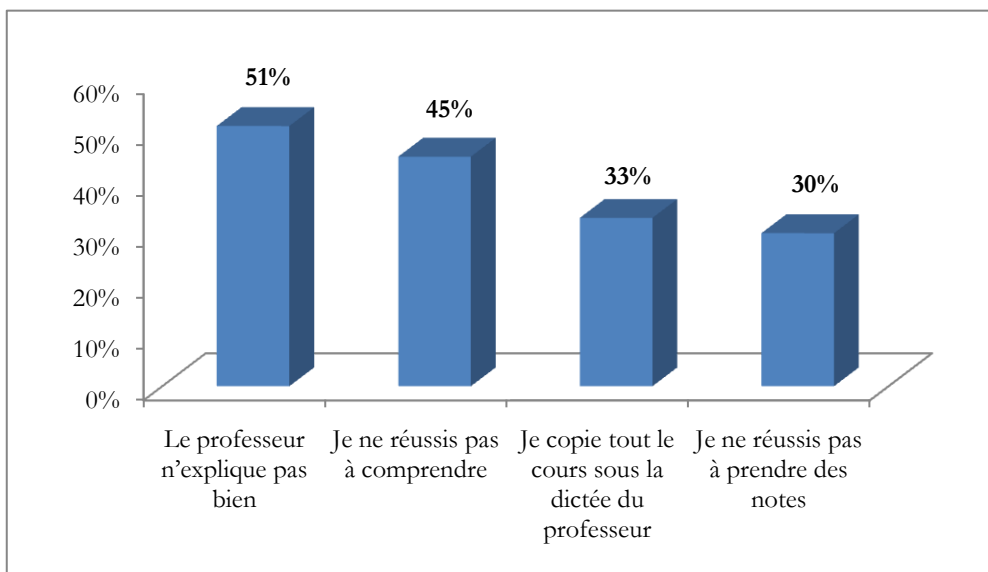
“Everyone thinks of changing the world, but no one thinks of changing himself”. Leo Tolstoy

Regarding teachers’ role in the UFR/SEG students’ failure, our respondents were asked to identify the causes that contribute more to their failure. Most of them (51%) answered that teachers are unable to explain their lectures; therefore, it is difficult for students to understand those lectures more fully.

Those who asserted not to be able to understand their lectures represent 45% of our respondents. This situation points at the question of teacher training at the University level. Not only some teachers were accused for not having a full command of their subject, but here again they are accused for being unable to communicate their knowledge to their students.

These needs for teachers’ training are reinforced by students’ assertion according to which some exam topics have no link with the courses that they took! Those who made such an assertion represent 65% of our respondents. To stress this idea 20% of the UFR/SEG students wrote separately that some topics have no link at all with their curriculum. Figure 21 illustrates most of the points raised here.

Figure 21: Factors that may contribute to students’ failure



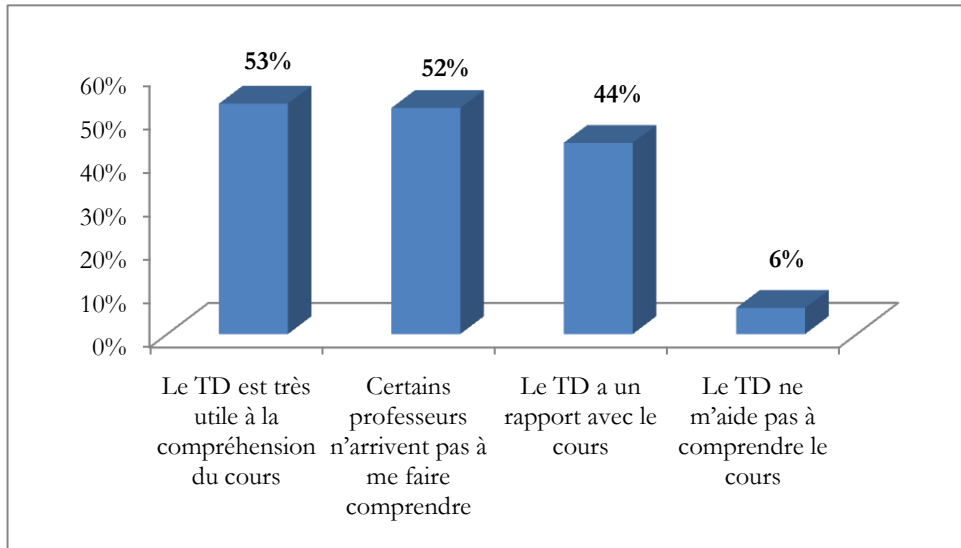
Source: our survey

Concerning the relationship between the courses in amphitheatre and the “TDs”, the large majority of our students think that the “TDs” are very useful for the comprehension of the lectures. Those who said so represent 53% of our respondents against 6% only who think that TDs are not useful for the comprehension of the lectures. For 52% of them, some

“Satisfaction lies in the effort, not in the attainment, full effort is full victory”.
Mohandas Gandhi

teachers are unable to make them understand their lectures though they acknowledge that TDs have a link with the lectures.

Figure 22: Relationship between the lectures taught in amphitheaters and the “TDs”



Source: our survey

We also asked our respondents whether teachers give them some references that would reinforce their lectures contents. To this question, 94% our respondents answered yes. Their teachers advise them to read some books, but they recognize that the teachers who give such an advice are rather seldom. The proportion of those said this is 59.6%. whereas those who asserted that teachers often advise them to be read represent 40.4% of our respondents.

4.2.21 Belief in the use of magic to succeed

“There is nothing special in the world. Nothing magic. Just physics.” CHUCK PALAHNIUK

For their success, almost the entire student population (97%) asserted not to believe in the use of magic solutions to succeed in their examinations. Among them, 78.4% of our respondents rather believe in the power of prayers to help them succeed in their exams.

Twenty students only out of a thousand asserted the existence of a possibility to pay for success. In general the UFR/SEG students believe the best way to succeed is to learn one’s lesson regularly. Table 12 will illustrate the above points.

Table 12: Belief in the use of magic to succeed

Do you believe in magic means to succeed?		Frequency
Belief in the use of magic to succeed	Yes	3%
	No	97%
	Total	100%

Source: our survey

4.2.22 Students' opinion on the proposal to correct the first exam session in class before the second exam session

“The real mistake is the one from which we learn nothing.” John Powell

At the UFR/SEG, there is a second exam sessions for students who failed during the first exam session. However, there is no tutorial within the two exam sessions. How would students learn from their mistakes of the first exam session?

In order to solve this problem, we decided to see how students would react about a proposal to call them for additional instructions before offering them a second chance for success. Teachers could at least show students what was expected from them in the different exam topics. Thus students would find out their mistakes and how to avoid similar mistakes during the next exam session. The following lines will present students' opinions about our proposals.

Indeed, according to our survey, 94% of the UFR/SEG students think that a contact with their teachers in order to correct the tests of the first exam session could help them succeed more easily during the second exam session. As clearly stated, students are in favor of this future innovation! Table 13 illustrates this.

Table 13: students' opinion on some additional instructions between the first and the second exam session

		Percentage
Are you in favor of some tutorials between the two exams sessions aiming at correcting the different topics and explaining what teachers expect from you?	Yes	94%
	No	6%
Total		100%

Source: our survey

4.2.23 Students' opinion on the introduction of one or two assignments before the exam

"I know you've heard it a thousand times before. But it's true -- hard work pays off. If you want to be good, you have to practice, practice, and practice. If you don't love something, then don't do it". Ray Bradbury

At the UFR/SEG of the University of Cocody, due to the great number of students teachers no longer test their students before their final exams. Teachers give no assignments to their students because grading them request time and effort due to students' important number. Consequently, students are no longer fully prepared for those exams. Our belief is that one or two assignments in every subject will give students the habit to treat some subjects and would be a good way to lead our students to success.

Before initiating any innovation, we decided to see the UFR/SEG students' reaction about the matter. The following lines will present the results of our survey. Indeed, 95% of our respondents are in favor of being submitted to one or two assignments per subject before the first exam session.

For 51% of our respondents such an obligation would incite them to revise their courses earlier and increase their chance of success. The lack of assignments represents a lack of pressure that would have been necessary to push students learn their lesson daily! For our students frequent assessments are an incentive to learn! For 14% of our respondents, frequent assessments could have helped them master their lectures.

To summarize, it is clearly expressed by the UFR/SEG students that frequent assessments before the final exams would reduce their failure rates at the end of the academic year! Table 14 illustrates students' views.

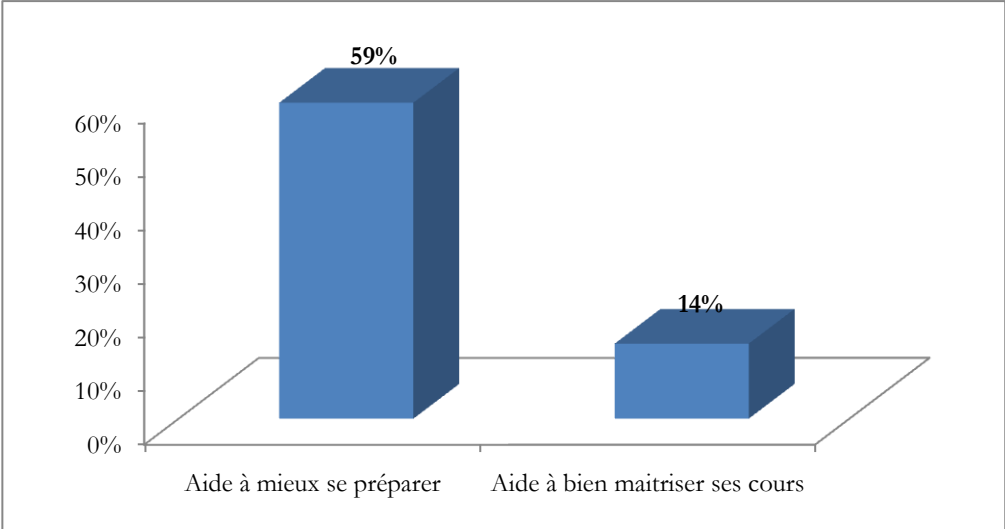
Table 14: students’ opinion about some assessments before Final exam

“If you train hard, you'll not only be hard, you'll be hard to beat”.
Herschel Walker

		Percentage
Can one or two assessments per subject before final exam increase your success rate?	Yes	95%
	No	5%
Total		100%

Source: our survey

Figure 23: students’ Opinions on Previous Assessments before Final Exam



Source: our survey

4.2.24 Student' failure: Responsibility of the University authorities

“The only way to get rid of a temptation is to yield to it. Resist it, and your soul grows sick with longing for the things it has forbidden to itself”. Oscar Wilde

In order to identify possible causes related to the University of Cocody, we were interested in knowing if the fact of being examined in large classes and in large groups would increase students' tendency to cheat. Indeed, 65% of our respondents asserted that when the room is large the number of examiners increases accordingly, therefore taking the exam in large groups and in large rooms does not favor cheating at all. They justify their assertion by the fact that the larger a room or a group is, stricter is the supervision.

Contrary to the majority, 35% of our respondents asserted the contrary. Taking the exam in large rooms and in large groups surely favors cheating. They justified their answers by the fact that examiners are certainly numerous, but not always careful! Besides, students always have their own cheating strategies that teachers ignore. Table 15 will illustrate these views.

Table 15: Students' Perception on a possibility to cheat while taking their Exams in large groups and rooms

		Percentage
Does the fact of being examined in large groups and rooms favor cheating?	Yes	35%
	No	65%
Total		100%

Source: our survey

There are many other ways of cheating. Among them is corruption, which consists in bribing someone with the aim to get his favor in helping a candidate attain his objective of success. We wanted to find out if our students have this kind of temptation.

Indeed, 69% of our respondents asserted to be aware of the fact that some students succeed through this fraudulent mean .None of them asserted to have used this method, but they said to have heard that it does exist.

The administrative staff was identified as being involved in this fraudulent way to pass. Then, some teachers, and finally some students from the Union called FESCI. The latter group has developed a network through which those who pay are given a new chance to be tested again with the key. The authorities of students' union know how to introduce the copies through an accessory: a teacher or a person from the administrative staff.

As stated above three categories of people are involved in this fraud: some members of the administrative staff, some teachers, and students through their union. The majority of the UFR/SEG students (66.7%) who know the network asserted that the administrative staff is at the lead. As for teachers' involvement, only 18.8% of our respondents asserted to aware of it. The involvement of students and their union was attested by 14.5% of our respondents. Table 16 bellow illustrates this fraud.

Table 16: Success by Fraud at the UFR/SEG

		Percentage
Are you aware of a possibility to succeed by paying money?	Yes	69%
	No	31%
Total		100%

Source: our survey

4.3 The UFR/SEG Students' Training and Job Offers

“An unemployed existence is a worse negation of life than death itself”.
Jose Ortega Y Gasset

In this section, we will be interested in the training of the UFR/SEG students in relation to the existing job offers. In other words, it will be a question of confronting the UFR/SEG students' degrees with the various requirements of job offers. The main questions to ask in this section are as follows: Is the profile of the UFR/SEG students in conformity with the general profiles demanded in existing job offers? What is the frequency of these profiles?

4.3.1. Examination of Job Offers

“The great aim of education is not knowledge, but action”. *Herbert Spencer (1820–1903)*

The examination of these job offers is concerned with all the offers that were advertized in the Ivorian newspaper “Fraternite Matin”, from October 2008 to January 2009. The numbers which were stripped were as follows:
 N°13170/N°13190/N°13197/N°13213/N°13218/N°13238/N°13244/N°13246/N°13248/N°13250/N°13263/N°13264/N°13265.

Let us point out that repeated offers are counted only once. Consequently, let us note that the above newspapers offered a chance to get a hundred and twenty one job offers. Those potential employers were opportune to contact potential employees directly through the media, mainly the newspaper Fraternité Matin..

4.3.2. Analyzing Stripped Job Offers

Under this section, we successively examine: the mode of recruitment, offers according to sex, offers according to the degree, the number of years of professional experience, and the most common offers.

4.3.2.1 The Mode of Recruitment

According to the mode of recruitment, we noticed that for the stripped offers, the different employers made their offers directly to the public. Thus, recruitment cabinets made less offers compared to employers if we consider what was noticed in Fraternite Matin from October 2008 to January 2009.

Indeed, to illustrate the above assertion we would like to point out that offers made by employers represent 85.1% of the total offers against 14.9 offers from recruiting cabinets. We can notice that the new tendency seems to be direct advertisement from employers themselves.

4.3.2.2 Job offers According to Sex

We noticed that employers are indifferent towards prospective employees' sex. Indeed, only 28.9% of the offers specified the sex of the candidates. The number of employments especially reserved to women accounts for 45.7% of the offers that specified candidates' sex and 13.2% of all the offers.

Women are also concerned by a great number of job offers. Indeed, 84.3% of the offers relate to them too. As for men, they are concerned by 86.8% of the offers. A useful precision is that we are tempted to say that men are slightly luckier than women in the light of the above job offers statistics, but this is not true, since University women graduates are fewer than men. About special offers for women only, they are generally concerned with secretarial jobs.

“It was in making education not only common to all, but in some sense compulsory on all that the destiny of the free republic of America was practically settled”. James Russell Lowell

4.3.2.3 The Required Degrees

This survey enabled us to notice that the most required degrees as far as job offers are concerned are the BTS/DUT They are concerned with 14.9% of the offers. Other degrees more or less equivalent to the above two degrees concern 9.1% of the offers.

BAC+5 degrees refer to the level of masters' degrees. Degrees of such levels are demanded by 9.1% of the offer. The Licence (Bachelors' degrees) are demanded by 6,6% of the offers. The professional and technical degree BT was demanded by 5.8% of the offers,

As for the degrees of Engineers, they are requested in 5.0%, of the job offers. “La maitrise” the French equivalent of Masters’ degrees is demanded in 4.1% of job offers. Similar level degrees other than la maitrise (BAC+4/5) concern 5.0% of the offers.

However, 30.6% of the offers require no qualifications. Furthermore, when we consider the job offers which require a degree and which are concerned with the UFR/SEG students, we find out that 24.8% of the offers relate to our students too. If we add to this all the jobs which request no qualification, it can be noticed that the UFR/SEG students can compete for (55.4%) of the offers.

Besides, we also notice that the UFR/SEG students are not obliged to finish a Master’s degree before looking for a job, since job offers exist from the second year of University. For us employments exist at all levels. The real reason why it is not easy to get one lies in the number of years of experience that is demanded and the way these employments are distributed!

Indeed, demanding experience means rejecting University leavers. Where will they get that experience? Besides, in most employment tests, the selection is made in advance. The presence of many competitors is to legalize organizers’ selection criteria based on corruption or family relationship.

Some employments demand a good command of the English language and that of computer science! These are real obstacles to the UFR/SEG students, not because they are too bad at computer science and English, but because the number of hours devoted to English and computer science do not enable the respective teachers to attain their objectives!

For example, it was only in the year 2009 that the UFR/SEG was offered its first forty computers. Forty computers for eight thousand students! How often each of them will get the opportunity to use a computer during an academic year? Is this frequency enough to talk of a good command in computer science? Table 17 recalls the distribution of job offers from October 2008 to January 2009 per degree.

“The purpose of compulsory Education is to deprive the common people of their common sense”. G.K. Chesterton

Table 17: Job Offers According to the Required Degrees

Degree	Number	Percentage(%)
BAC+4/5	6	5.0
BAC+5	11	9.1
MAITRISE	5	4.1
BAC+2/3	11	9.1
LICENCE	8	6.6
INGENIEUR	6	5.0
NON EXIGE	37	30.6
BTS/DUT	18	14.9
BT	7	5.8
DPS	1	0.8
DTS	2	1.7
DESS	1	0.8
DECF	1	0.8
BEPC	1	0.8
CEPE	1	0.8
Terminale	2	1.7
5 ^{ème}	1	0.8
3 ^{ème}	1	0.8
DTS	1	0.8
Total	121	100.0

Source: Newspaper “Fraternité Matin” and our own calculations

4.3.2.4 Required Experience in number of years

For 45 job offers representing (37.2%) of the total offers, employers did not require any professional experience. However, 19.0% of the whole job offers, demanded five (5) years of experience when 36.4% demanded between one and three years of professional experience. Table 18 presents the distribution of job offers according to the number of years of experience.

Table 18: Job offers according to the Required Experience in number of years

A number of years of experiment required	Number
0	45
Entre 1 et 3	44
4	2
5	23
10	6
15	1
Total	121

Source: Newspaper Fraternité Matin and calculations of the author

Let us mention that concerning the control or the BAC+4/5, the number of years of required experience is between 1 and 5 years. There were even ten offers requesting ten years experience whereas one of them requested fifteen years!

4.3.2.5 Requirements in a good Command of English language and computer Science

“He is, I think, already pondering a magisterial project: that of bugging the English language, the ultimate revenge of the colonized”. Angela Carter

25.6% of the total job offers demanded a full command of the English language. The jobs for which a good command of English is generally requested are concerned with top management in international companies. For example, General Manager, financial and administrative manager, top Engineers, bilingual secretaries. Table 19 presents the offers according to the requirement of the English language.

Table 19: Job offers according to the mastery of the English language

	Number
English Language required	31
English Language not Required	90
Total	121

Source : Newspaper Fraternité Matin

Concerning the perfect command of computer science, it was the condition to have access to 28.1% of the whole job offers. The occupations that are generally concerned are:

“Bodily exercise, when compulsory, does no harm to the body; but knowledge which is acquired under compulsion obtains no hold on the mind”. Plato

General Manager, financial and administrative manager, top Engineers, bilingual secretaries and maintenance engineers. Table 20 presents the job offers according to the requirement of computer science mastery.

Table 20: Job offers according to the Mastery of computer science

	Number
Data-processing tool required	34
Data-processing Tool non required	87
Total	121

Source : Newspaper Fraternité Matin

4.3.2.6. The most Frequent Job Offers

Among the different offers the job of “Director” represents 6.6% of all the job offers. Other executive management jobs account for 37.2% of the offers. Technicians account for 15.7% of the offers while the “Other occupations” account for 40.5%. Table 21 presents the distribution of the offers according to some groups of profession.

Table 21: Job offers according to profession Groups

	Number
Directors	8
Other Management Executives	45
Technicians	19
Other occupations	49
Total	121

Source : Newspaper Fraternité Matin

4.3.3. Limitations:

We would like to specify that we have intentionally decided not to base this research on all the UFR/SEG students. The main reason is that all the different majors are not concerned with this general failure problem. In order to clarify this point, we would like to introduce the UFR/SEG, the school under study.

4.3.4. General Presentation of the UFR /SEG

The UFR of Economics and Management is one of the six schools composing the University of Cocody. It was created in 1969 under the name “Faculte des Sciences Economiques et de Droit”. The creation decree was that of 20 February, 1969. At that time Economy and Law were taught in the same school known as a faculty (Assempe, 1987).

In 1973 the Faculty of Economics and law was divided into two distinctive entities; “la faculté de droit et des Sciences Juridiques” and “la faculté des sciences économiques et de gestion. The separation decree was that of 14 March, 1973 (Assempe, 1987).

The term UFR of Economics and Management is a very recent term born through agreements with other European and international universities.

The term U.F.R.is a French term standing for:

U=Unite in English, *Unit or body*

F= de formation, in English *Training*

R= et de recherches, in English *and Research*.

The terms SEG stands for “Science Economiques et de Gestion” that can be translated in English by ***Economics and Management***.

In a word, UFR is a Unit for Training and Research. By the term “UFR of Economics and Management”, we mean the faculty or the school of in which teaching and research in Economics and Management are operated. We will shorten the name of the school subject of this research by the term UFR/SEG or the UFR/SEG.

Four departments were entrusted the teaching and research role in;

- Public Economy Department
- Business Administration Department
- Rural Economy Department
- Post Graduate Department (for doctoral studies)

“Education is a progressive discovery of our own ignorance”. WILL DURANT

The main objectives of these departments are to train Economists and Managers for public and private administration. Students entering this UFR/SEG are selected among the country's best baccalaureate holders. Though taken at the end of secondary school, the baccalaureat is considered as the first university degree; consequently, it is supervised by university teachers.

Registration at the UFR /SEG is not free. New baccalaureate bearers are submitted to a pre-registration and only a national commission publishes the final list of those who are entitled for registration.

To be eligible, candidates for registration at the UFR/SEG must have a minimum average of 12/20 in English, Mathematics and Physics. It is good to note that art and literature oriented students are not allowed to register at the UFR/SEG. At the beginning of every academic year, the UFR/SEG welcomes between 1800 and 2000 new students.

The UFR/SEG is since 2006 under the management of Professor Seka Pierre Roche, the Dean.

The particularity at the UFR/SEG is that, contrary to American and British universities where part time students generally take the double of the time normally spent by full time students, part time and full time students will all take the exam the same year.

By part time here, we must only understand that we are referring to students who take evening classes starting from 6 pm to 7:30, from Monday to Friday and sometimes on Saturday mornings. Of course, part time students have less tutorial time than full time students, but both of them take the same examination, at the same period.

At the origin, part time students called FIP students were workers who, for one reason or another, have decided to return to the school. Today, the majority of these FIP students are those young men and girls who failed during two consecutive years, and who were dismissed officially in accordance with the regulations of the University of Cocody.

The University of Cocody is a national university, and the authorities recognize the right to Education to every citizen. Consequently enrolment is almost free of charge. It is the equivalence of \$12 that students pay every year, during their registration process, and these fees are still valid today.

To be registered as a part time or FIP student, candidates are requested to prove that they are workers. Thus, an arranged or a purchased job certificate is enough to get a new enrolment. In 2006 -2007, the UFR of Economics and Management used to have a total of 6592 students, officially registered from year one to year four, that is to say from first year to the masters' degree. (Source: UFR/SEG statistics)

“The very spring and root of honesty and virtue lie in good education”.PLUTARCH

As for the total number of undergraduates, we mean students of first year and second year; they were 3355 in number, shared out as follow:

Full time first year students: 1746

Part time first year students: 413

Full time second year students: 703

Part time second year students: 493

During the same academic year 2006- 2007, 2175 students registered for the Bachelor degree. Exactly 519 of those registered students wanted to be specialized in Economy, whereas, 1663 of them were for specializing in Management.

Seekers for the Masters’ degree in Economy and Management were 1055 in number. Among them, 782 were seeking for a specialization in Management and only 273 of them chose to specialize in Economy.

The UFR/SEG also offers registration on the doctorate degree program.

The UFR/SEG used to be the first provider of quality and well trained workers both for the public and private administration from its creation to 1980s.

From the 1980s graduates of the UFR/SEG started to experience unemployment. The authorities of the UFR/SEG started to look for a way to diversify the traditional training in the two main fields of Economics and Management. New majors progressively came into existence. That was the case of the major called “MSTCF” created during the academic year 1986 1987 and which stands for:

M= Maitrise, in English *Master*

S=Sciences, in English *Science*

T=Techniques in English *Techniques*

C=Comptables, in English *Accounting*

F=Financieres, in English *Financial*

M.S.T.C.F. stands for Maitrise des Sciences et Techniques Comptables et Financieres, in English Master’s for Accounting and Financial Science and Techniques.

Source: UFR/SEG statistics

“What we become depends on what we read after all of the professors have finished with us. The greatest university of all is a collection of books.” THOMAS CARLYLE

As the name clearly reveals, this Master’s degree program trains for accounting and Finance and was a real success because at that time, companies offering job opportunities were a bit tired of the UFR/SEG’s traditional graduates with general culture in economy or Management.

They were looking for graduates with specific knowledge like accounting and finance and this experience was so successful that all the graduates got employment very easily.

Later and progressively two other new majors were created with a limited number of students. This number limit aims at offering a better training quality.

These two majors are:

- 1). M.M.O. standing for “Maitrise en Management des Organisations” to be understood Master for Organization Management, similar to the Master of Business Administration.
- 2) M.M.V. standing for “Maitrise en Marketing et Ventes” to be understood Master for Sales and Marketing.

To have access to these new majors and the old MSTCF, new baccalaureat holders have to register in D.U.P.C.F. which provides them with the basic knowledge in Economics and Management. Students in D.U.P.C.F. are familiarized with the business environment. Some of their instructors are professionals of the public and private administration who come and share their experience with our students.

These new majors work as private entities, that is to say that contrary to the traditional UFR/SEG majors that are free, D.U.P.C.F. students pay tuition fees of approximately USD 1,800 yearly. They were not created for the majority, but for the few who are willing and able to invest in their training for a better training quality.

At the end of their second year, successful D.U.P.C.F. students have a choice between M.S.T.C.F., M.M.O. and M.M.V. for their Bachelor’s and Master’s degree. If M.S.T.C.F. is famous and known to most of the employers, that is not the case for the last two majors which need to be advertized.

As for students who enroll in the traditional and common program, they too start their specialization at the end of the first two years, either in Economy or in Management. Under some conditions some of them who pass the entry test can join the above new professional majors.

“Education is the ability to listen to almost anything without losing your temper”.

ROBERT FROST

Students who are able to pay are fewer, but the reward is that they get a job more easily than those who are registered on the traditional program, because their training quality is the best and also the fact of being less numerous increases their luck to get a job.

Source: UFR/SEG leaflets.

4.3.5. Different Study Stages:

We will classify the different study stages at the UFR of Economics and Management as follow:

4.3.5.1 Undergraduate: By this we mean the first two years of study at the UFR/SEG called in French *premier cycle*.

4.3.5.2 Graduate: By graduate we mean those students who are registered on the bachelor degree program and Masters’ degree programs. This stage is called in French *second cycle*. Neither a thesis, nor a dissertation is required at this level. Students who pass their licence (Bachelor) automatically register on the maitrise (Masters’ degree) program.

Source: UFR/SEG presentation leaflets

4.3.5.3 Post Graduates: this includes students registered on the DEA (Diplome D’Etudes Approfondies) and corresponds to the phase one of doctoral studies *at Atlantic International University*. The DEA is a preparation course to the doctorate degree. At this level, students are initiated to research methodology as well as any useful information preparing them to initiate their research. At the end of the DEA students are requested to write a short thesis describing their future doctoral dissertation. This generally takes from twelve months to eighteen months.

After the DEA, the UFR/SEG students register for the doctoral degree program itself based mainly on the writing their doctoral dissertation. It corresponds to the third phase of studies at Atlantic International University. Students at the UFR/SEG have three years to complete their dissertation. The length of the dissertation and the academic requirements are exactly the same as those in use at Atlantic International University.

The only difference between Atlantic International University and the University of Cocody is the phase two of studies and their numerous reading and assignments. At the UFR/SEG, there are no assignments, and no compulsory reading for students enrolled on the Doctoral Program.

UFR/SEG students do read, but they only read what they find useful for their dissertation. Though long and tiring, the phase two of studies and its numerous readings and assignments

“Education... has produced a vast population able to read but unable to distinguish what is worth reading”. G. M. TREVELYAN

requested at Atlantic International University and other American Universities prepares students more efficiently for their phase three, that is to say, for their Ph.D. dissertation. Maybe that is the explanation of the fact that AIU students spend less time on their Ph.D. dissertation than UFR/SEG students.

4.3.6. The Place of the English language:

At the UFR of Economics and Management, English as a school subject is learnt by all the students from year one to year four. English is taught in any of the different majors.

4.3.7. Teaching Methods

By teaching methods we mean how the task of transfer of knowledge from teacher to learner is performed.

4.3.8. Lectures:

Instead of lectures, ***“Free the child's potential, and you will transform him into the world”.*** ***Maria Montessori (1870–1952) Italian physician, educator, philosopher, humanitarian.***

We have the system of lectures during which the lecturer and his students meet in a large room, generally an amphitheatre. The lecturer and his students try to communicate the best way. Each of them tries his best to reach understanding. Many teachers do their best to explain and simplify comprehension, whereas other lecturers simply choose to dictate their course in order to make sure that students run no risks to miss some important parts.

This method is applicable to all the different key subjects. By key subjects we mean those related to the fields of Economy or Management.

The lecturer himself knows that this teaching method is not enough for the learner to fully understand because it offers less explanation opportunities, less question opportunities. That is why sections of explanations are organized by assistant teachers in smaller rooms and with smaller groups, offering explanations and comprehension questions. These latter classes or sessions are called TDs (Travaux Diriges). TDs are slightly different from the American term “tutorials”. That is why we prefer the French concept TDs.

4.3.9. TDs:

They offer a possibility for the teacher to check students' effective attendance of classes. TDs offer to the teacher a chance to prove his professionalism. During the TDs teachers are offered a chance to explain, and to help students in their exercises.

4.3.10. Assessments Methods:

The increasing number of students every year has prompted teachers to assess their

students very rarely.

“Obstacles are those frightful things you see when you take your eyes off your goal”.

Henry Ford

Today, the practice is to assess students only once in every subject: during the examination.

Before the examinations, students have no chance to be assessed. The only mark they have per subject is that of the examination and if a given student has a bad mark, he will of course fail. Vice versa, if the only mark he gets is good, he will succeed very easily. Do those who fail really deserve to fail? Do those who succeed really deserve a success based on a single mark? Is education not what the American poet Robert Lee Frost (1874-1963) defines as ***“Hanging around until you've caught on”?***

4.3.11. Place for Assessments:

The insufficiency of room adapted to examinations compels teachers and the administration to organize exams in large rooms like amphitheatres containing sometimes 200 students at a time during their exams.

Conclusion:

We have decided to limit this study to students who are regularly registered on the traditional and normal program, from first year to the masters. We purposely excluded students who are currently registered on the UFR/SEG specialized programs such as M.M.O, MSTCF, students who are currently registered on the different doctorate programs.

The UFR/SEG of the University of Cocody is one of the most crowded, but one of the best organized, but how does it experience academic failure? What do we call failure and where does it come from? Is failure experienced at the UFR/SEG or is it a world wide problem?

Of course, we do not mean by this that students who are currently registered on the doctorate degree are not going to experience any failure, neither do we mean that those registered on professional bachelors and masters have a different fate.

They are all facing the same problem and the causes identified with common students will be applicable to them too. All of them are more or less taught and assessed in the same conditions. The only mere difference lies in their number, and the obligation to complete their degree with a thesis based either on practical training for professional students and on research for those who registered on the doctorate.

CHAPTER FIVE: OUR FINDINGS AND CONCLUSION

“The road leading to a goal does not separate you from the destination; it is essentially a part of it”. Charles De Lint

Our main objective at this level of our piece of work is to present what the questionnaire enabled us to find out. Before that, we are going to remind the variable description we adopted in chapter 1 on our hypotheses.

We identified two variable types: dependent variables and independent variables. The first variable type, dependent variables, was the consequences of the second variable type, that is to say, independent variables.

Independent variables refer to the causes of students' failure. We classified these variables into two main types. The first type is the one that we termed as “ individual independent variables” which were dealing with social class variables, parents' occupation variables and family dwelling place variables. The second independent variable type is:” structural independent variables”.

Structural independent variables have a link with the UFR/SEG as a structure and by extension the University of Cocody. Structural independent variables will treat the hypotheses of that have a link with teachers, students and the UFR/SEG and these hypotheses will be termed respectively, teachers related variables, students related variables and UFR/SEG related variables.

Our major objective being the research of the causes of the UFR/SEG students' failure, it is on purpose that our findings will not talk of dependent variables, variables that, as we said above, are the consequences of individual variables.

5.1 OUR FINDINGS:

This subchapter has a clear link with our research questions in a sense that our findings are nothing else, but the answers to our research questions. We will first remind those research questions, then, we will match the answers with every question.

Besides, according to the definition that we gave to the term school failure in chapter2, precisely as an introduction to the literature review, school failure is not only concerned with students' inability to pass their examinations, but also their incapability to find a suitable job, even after passing their exams.

That is why our findings here will present first an analysis of the reasons why many UFR/SEG students experience a failure during their examinations. Second, we will initiate an analysis of the UFR/SEG students' training and available jobs in the Country. Put in different terms, what is the rate of jobs (the percentage) that corresponds to the UFR/SEG students' training?

5.1.1 Findings on the UFR/SEG Students' Failure to Pass their Exams:

After this short introduction, these are our five research questions:

1. What are the causes of students' failure related to society?
2. What are the causes of students' failure related to students' families?
3. What are the causes of students' failure related to teachers?
4. What are the causes of students' failure related to students themselves?
5. What are the causes of students' failure related to the University as an institution?

5.1.1.1 Independent Variables:

These variables will present the cause of students' failure. Some variables are not associated with the five main research questions, but they were taken into account in the questionnaire. When necessary, we will present our findings related to some of these questions.

5.1.1.2 Individual Independent Variables:

These variables consist of social class, parents' occupations, and family dwelling variables.

5.1.1.3 Social class, Parents' Occupation & Family dwelling place Variables:

The review of the current literature on school failure presented school as a place where social inequalities are reproduced. Jacques Lautrey (1980) demonstrated that in poor social classes, too strict parental authority may affect learning in a sense that students from this social class transfers father's authority to the teacher and such a student who is not familiar with free discussion with his parents would not take personal initiatives, a behavior that characterizes his mate of a privileged social class.

When we know from Hoffman (1990), that lack of motivation leads to school dropouts, we are eager to identify the real relationship between social class, parents' Occupation, family dwelling place and the UFR/SEG students' failure.

5.1.1.3.1. Social class Variables:

The survey that we conducted revealed that 85 per cent of The UFR/SEG students use the bus as a mean of transport to the University. None of them comes to the UFR/SEG driving a family car, or being dropped by his parents. This means that even if the family possesses a car, they cannot afford easily the petrol cost that would enable them to be dropped at the UFR/SEG. Those who can afford the taxi represent only 1 per cent of the total student

“Success isn't a result of spontaneous combustion. You must set yourself on fire”. Arnold H. Glasow

population. It is also important to note that the bus, the Gbaka and the Woro Woro have approximately the same ranking: all of them are crowded and not comfortable at all! Those who have the choice socially speaking would surely prefer a taxi or a family car.

The bus being used by law class citizens, we can assume that the great majority of students at the UFR/SEG do not come from a privileged social class. This assumption can be reinforced by the family dwelling place variable, the parents occupation variable, which was introduced together with the social class variable to identify the impact of social class on the UFR/SEG students' failure.(Please, refer to graph 7)

Another point that justifies that the majority of the UFR/SEG students are from low social class is that 45.8 per cent of them miss their classes because they do not have the minimum to pay their transport fees to the UFR/SEG. Still, 16.7 per cent of the same student population frequently faces this transport problem. 37.5 per cent of these students face that same financial difficulty to pay their transport to the UFR/SEG from time to time. All this means that many of these students have at least experienced this difficulty in paying their transport fees to the University (Please, refer to table 15).

5.1.1.3.2 Parents' Occupation Variables:

This variable can help in understanding some of our students' difficulties. For example, a student whose parents are top managers will not experience difficulties in paying his transport fees to get to the UFR/SEG, whereas a student whose parents are jobless will face such a difficulty.

5.1.1.3.3 Family Dwelling Place Variables:

As the bellow chart clearly shows, the majority of the UFR/SEG students live in the area of Abobo, Yopougou, Adjame and Anyaman. They represent 44 per cent of the UFR/SEG students' population. In number they are 440 students living in that area. To this number we have to add those students who live in Jean Foli, Adjoufou and Vridi Canal. They represent 6 per cent. Forty four per cent plus six per cent equals 50 per cent.

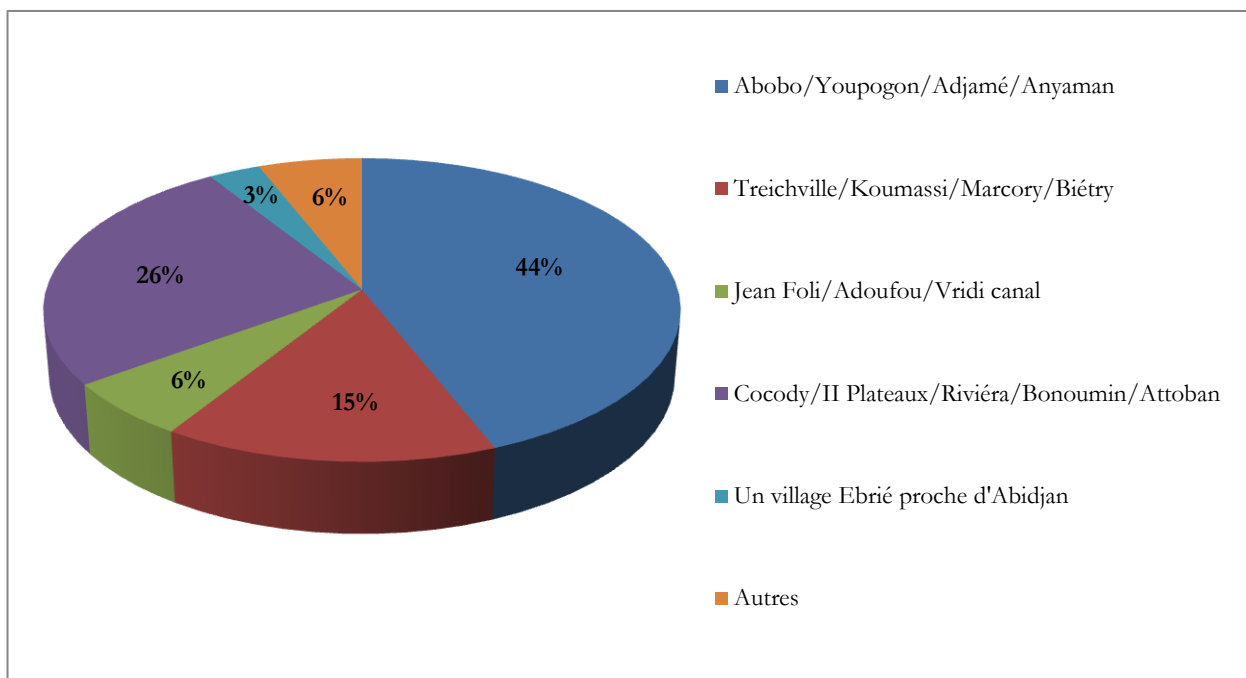
Though this cannot be proved scientifically, the above identified areas are known as places where people of low social class live. Of course, there are some exceptions, but this is true for the majority of them. If we consider family dwelling place, we would assert that fifty per cent of the UFR/SEG students are members of the low social class.

“There are many wonderful things that will never be done if you do not do them”. Charles D. Gill

Treichville, Koumassi, Marcory, and Biétry are considered as places where top class citizens live, due to the high cost of accommodation. Fifteen per cent of the UFR/SEG students live at this place. Another place where top social class people live is the area of Cocody, II plateau, Riviera, Bonomin and Atoban. With some exceptions, it is widely recognized that people of social privileged classes dwell at those places. Twenty six per cent of the UFR/SEG students live there.

The total students' families living in a place widely known as a place for privilege social people represent 41 (forty one) per cent! Still, even with this variable the majority of UFR/SEG students are considered poor.

Figure 1 : Distribution of students according to Dwelling Place (in %)



Source: our survey

5.1.1.4. Conclusion:

There is a link between parents' occupation, family dwelling place and social class. The first two variables enable to identify the student's social class. There is also a link between social class and students' failure at the UFR/SEG, but this link is not exactly the same as what the literature review presented.

In the case under study, the UFR/SEG does not reproduce social inequalities the same way as in primary or secondary schools. Social inequality reproduction, if any, concerns financial difficulties that prevent students from going regularly to school. After this partial conclusion, we find it important to end with this subsection by trying to answer the following research question, part of this variable.

5.1.1.5. What are the Causes of Students' Failure Related to Society?

The first society related cause that can be identified is the fact that 84 per cent of UFR/SEG students assert that they reach home too late to study. This is due to the importance of traffic jams in every city like Abidjan. Besides, this answer reveals the insufficiency of accommodation on the campus of Cocody, a situation that compels a great number of students to live with their parents or with guardians, most of the time, very far from the University of Cocody.

There is also the general employment problem in the Country which is an important disincentive for students. Indeed, 23 per cent of the respondents acknowledged that the fact that their elder brothers and sisters, university graduates, have no job, does not give them enough courage to work hard.

5.1.1.6 Conclusion:

Two factors at least are attributable to society. They are traffic and transportation problems that prevent students to reach home earlier and learn their courses. The second factor is of course, the general employment problem in the country, a problem that affects 23 per cent of students currently registered at the UFR/SEG. These two factors enable us to assert that the hypothesis according to which society plays a role in students' failure is verified. Progressively we are heading to the main mistakes that caused students' failure. Is Education not ***"the process of casting false pearls before real swine"*** as pointed out by Prof. Irwin Edman (1896–1954) American philosopher and educator?

“There are many wonderful things that will never be done if you do not do them”.

Charles D. Gill

5.1.1.7 More about Parents’ Occupation Variables:

The survey showed a variety of parents’ occupations, but this variable only serves to identify students’ social class, we will concentrate on the following fundamental research question:

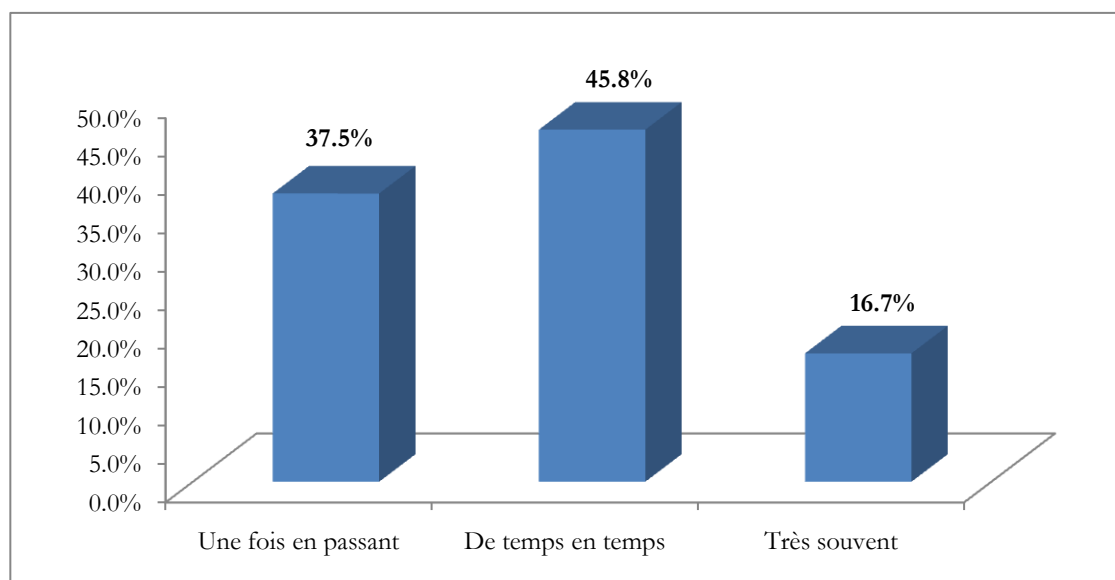
5.1.1.8 What are the Causes of Students’ Failure Related to Students’ Families?

Here the objective is to identify the different factors that can be attributed to students’ families. Indeed, 48 per cent of students at the UFR/SEG recognized to have missed at least a lecture because they were in lack of money to pay their transport to the university. This means that 480 students out of 1000 have experienced this at least once!

Missing some classes may be accidental for some students, but we need to stress the fact that this happens repeatedly to half of the 48 per cent who responded affirmatively to this question. In clearer terms, 240 students out of 480 students experience real difficulties in getting to the UFR/SEG, not because they are sick, but for financial problems! From time to time, they cannot just go to school because they have no money.

This financial difficulty that prevents some students from attending classes is more severely experienced by 16.7 per cent of this population. They are around 79 in number, those who cannot be in class regularly for financial difficulties. For a faster comprehension, figure 15 presents this student population.

Figure 2 : Distribution of students According to the Frequency of Missing Classes



Source : our survey

5.1.1.9 Conclusion:

The hypotheses according to which students' families play a role in students' failure is also verified in a sense that some families are unable to give money to their children to pay their transport to the UFR/SEG.

5.1.1.10 Structural Individual Variables:

These variables consist of teachers' related variables, students' related variables and UFR/SEG related variables.

5.1.1.11 Teachers Related Variables:

This variable is directly related to the following fundamental research question:

5.1.2.11.1. What are the Causes of Students' Failure Related to Teachers?

The learning process implies two actors: the learner, and the teacher. A good interaction between teacher and learner leads to course comprehension, consequently to success! Such an important interaction does not always prevail and the target which is comprehension is sometimes not achieved.

For example, when we asked learners' opinion about their teachers' command of the subjects they are specialized in, a subject that some of them have been teaching for years, 59 per cent of the UFR/SEG students noticed that, not all their teachers have a good command of their subjects. To this number we must add the 6 per cent of respondents who responded no. Students' negative answer to that question means that not all the teachers master the subject that they are supposed to be specialized in and that they normally teach.

As we can see, a total of 65 per cent of the UFR/SEG students have identified some weaknesses in their teachers' knowledge. Are these weaknesses related to a poor teaching approach? Do these teachers put the learner at the center of the learning process as recommended in Andragogy?

We can hardly make such an assertion, but what we are sure of, is that students are not involved in their curriculum design contrary to the recommendations of Dr. Franklin Valcin (2010). Students are read a lecture and are asked to listen and take notes. For Malcolm Knowles (1985) such a way of teaching is teacher-centered and will not necessarily lead to learning.

Maybe this is the reason why our students acknowledge that public secondary school teachers have a better teaching approach than that of the UFR/SEG teachers. In clearer terms, students assert that high school teachers teach more communicatively than their

“Adult education will become an agency of progress if its short-term goal of self-improvement can be made compatible with a long-term, experimental but resolute policy of changing the social order”. Eduard Lindeman, The Meaning of Adult Education (1926).

present teachers at the UFR/SEG. Table 10, table 11 and figure 19 are good illustrations of this assertion.

Table 10 presents a comparison between the way public secondary school teachers teach and that of university teachers, particularly those working for the UFR/SEG. Indeed, on a total of 830 students who were asked to make this comparison, 780 of them had a negative judgment about their teachers’ way of teaching. They represent 93.97 per cent of the respondents. We think that this judgment must be taken seriously, and serious decision should follow accordingly.

Table 2 : Comparing Secondary School Teachers’ Ability to Teach to that of University Teachers

	University teachers teach better than secondary school teachers	Secondary school teachers teach better than UFR/SEG teachers	Total
Private School	-	-	170
Public School	50	780	830
Total			1000

Source: our survey

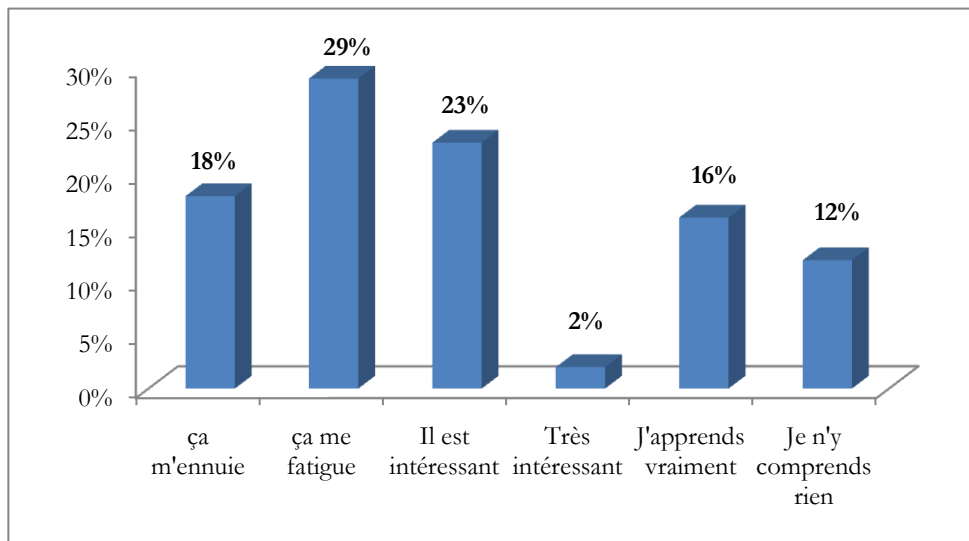
Table 3 : Students’ Opinions on their lectures in Amphiteaters

	Percentage
Fairly easy	7%
Neither easy, nor difficult	38%
Difficult to understand	49%
Very difficult	6%
Total	100%

Table 11 presents students’ opinions on their courses. For 7 per cent of them, courses are easy to understand. 38 per cent of them find the same courses neither difficult, nor easy.

The majority of these students, that is to say, 49 per cent of them, find their lectures difficult to understand. This number is reinforced by the 6 per cent few who find courses very difficult to understand. In all, 55 per cent of our students find their courses difficult!

Figure 3 : Students' Opinions on Lectures taken in amphitheatres



Source: our survey

As we can see here, figure 19 presents students' opinions on the courses that they receive at the UFR/SEG. 18 per cent of our students find their courses boring, whereas 29 per cent of them assert that the same courses are tiring, a way to say that they are not interesting. A small proportion of students assert that they understand nothing about the same courses. Finally, 59 per cent of our students have a negative view on teachers' courses against 41 per cent who find their courses interesting and understandable.

With such a view and state of mind, how can the UFR/SEG students learn? If for many scholars Andragogy is the art and science of helping adult learners in their learning process, for us it also a way to democratize the teaching-learning endeavor. We only learn what and when we desire to learn (Dr. Franklin Valcin, 2010), therefore, the learner has to be considered, not forced and nothing should be imposed to him.

5.1.1.11.2 Conclusion:

For students at the UFR/SEG, teachers do not seem very professional because they hardly succeed in helping them understand their lectures. The high number of students who prefer secondary school teachers' teaching approach proves students' desire to be their own learning-managers or at least for a more learner-centered teaching approach.

To paraphrase **William Butler in (Wohfarth, 2008): “teaching in not filling a bucket but lighting a fire”**. Therefore we can assert that teachers bear part of the responsibility of students’ failure. We can also affirm that the assumption according to which teachers play a role in students’ failure is verified.

5.1.1.12 Students Related Variables:

This variable is related to the following fundamental research question: How are students’ failure causes related to students themselves?

5. 1.1.12.1. How are the causes of students’ failure related to students themselves?

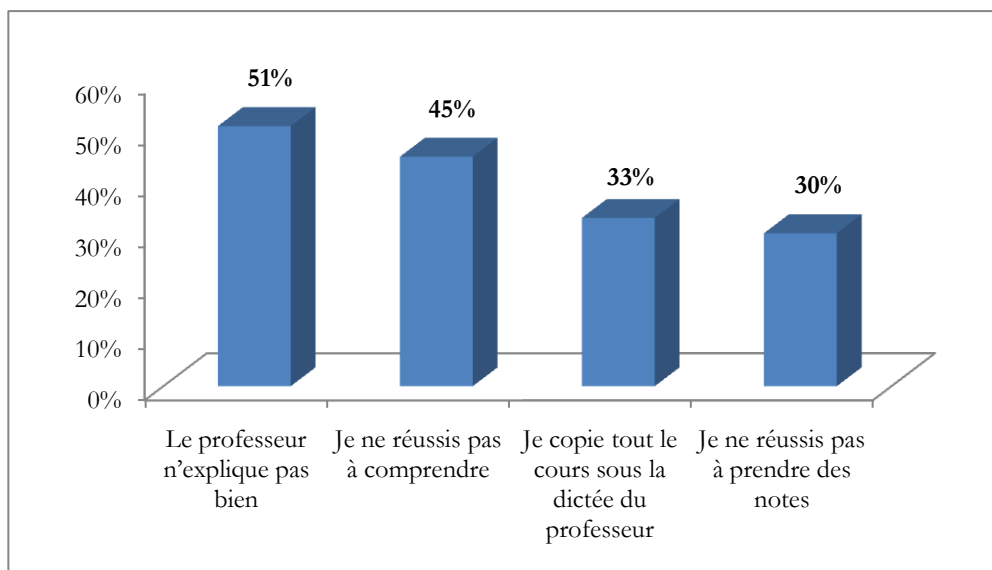
In order to answer this fundamental question, it seems very important to us to remind us of what students think of their courses first, then we will recall their learning habits during the academic year, and finally see the way they prepare their examinations.

5.1.1.12.2. Students’ Opinions on their Courses:

“Do not wait; the time will never be “just right”. Start where you stand, and work with whatever tools you may have at your command, and better tools will be found as you go along”. Napoleon Hill

Figure 21 clearly specify that 51 per cent of our students do not understand their courses because for them teachers do not explain very well. To this number, we must add those who clearly stated that they are unable to understand their courses. We can notice that a total of 96 per cent of our students are for one reason or another, unable to understand their course. This discovery is serious enough to induce a new behavior from our students; a behavior that should consists in making the wise and courageous decision to work harder in order to understand their courses. Instead of this how do they react?

Figure 4 : Factors that May contribute to Academic Failure



5.2. Students' Learning Habits:

"Every day do something that will inch you closer to a better tomorrow". Doug Firebaugh

To a question aiming at identifying how often they do read their notes, the majority of our students responded that they reach home too late to study. The reason is valid when we know the traffic of big towns like Abidjan, but the fact is that if they do not read their notes frequently, there will be a risk of work accumulation for 84 per cent of our students who are unable to read their courses regularly.

Another serious fact that necessarily increases our students' situation is that 58 per cent of them start studying only a few weeks before the exams. We got this figure by adding the 23 per cent of students who assert that they only start studying during the official revision period to those 35 per cent who study a few weeks before the exam. All this means that many students spend less than a month in the academic year to study!

What can be done in this case when we know that according to a Chinese proverb, the teacher's role is to "open the door for the student to enter by himself"? The answer seems to come from Anatole France for whom teachers have to "Awaken people's curiosity. It is enough to open minds, do not overload them. Put there just a spark"

Table 4 : Students' Time Devoted to their Courses

" Success loves (favors) those who take pains". Amat victoria curam

Frequency	Percentage
A few weeks before the examinations	35%
One month before the examinations	9%
For the official period of revision	23%
Daily studies	17%
At the beginning of the year	5%
Sometimes	11%
Total	100%

Source: our survey

" Be miserable. Or motivate yourself. Whatever has to be done, it's always your choice".

Wayne Dyer

The way students at the UFR/SEG behave can be interpreted the following manner. The whole academic year, 84 per cent of them put their notes aside because they reach home too late and too tired to read. They know that they have an examination at the end of the year. Three weeks before the exam, they find out that they have no other choice but work. It is now a must! They have to start working! This awareness concerns 58 per cent of them.

A week or ten days before the exam, the administration gives them the opportunity to stop classes and start their revisions for the exam. It is at this period that 23 per cent of them join the 58 per cent who started studying one or two weeks earlier.

Now, 81 per cent of them are engaged in the preparation of the exam, but they are too late. The revision period should be for revision only, but it is at that period that 81 per cent of our students start learning or reading their notes accumulated months ago!

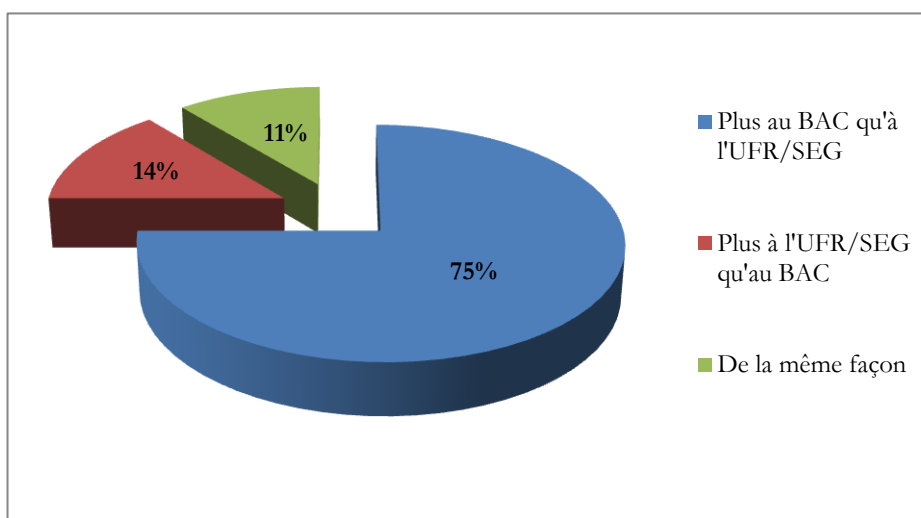
Only those who started reading their notes regularly, doing their exercises from the beginning of the year were really concerned with the revision period. They represent only 17 per cent of our respondents. All the others are trying to memorize what they themselves call the essential.

The revision period is not enough for those who accumulated their lectures to get the understanding that can enable them to pass their exam. Were they not the ones who acknowledged that they study less at the UFR/SEG than when they were preparing the baccalaureat? Figure 20 below shows that 75 per cent of our students study less at the UFR/SEG than when they were in high school, preparing to enter university. 14 per cent of our students study more at the UFR/SEG than at High school and 11 per cent of them study the same way as in high school.

. UFR/SEG teachers need to adapt their teaching approach to the above students' learning habits. Did Socrates not use to assert: "I cannot teach anybody anything, I can only make them think"?

Figure 20: Students' studying Effort at the secondary school and at the UFR/SEG

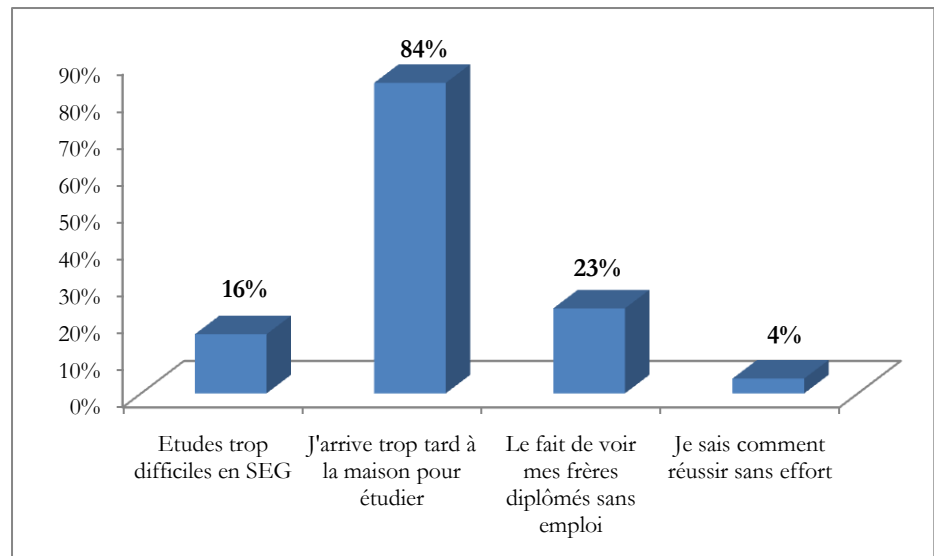
"People who are unable to motivate themselves must be content with mediocrity, no matter how impressive their other talents". Andrew Carnegie



Source: our survey

Figure 5 : Possible Failure Causes

"A man's doubts and fears are his worst enemies." William Wrigley Jr.



5.3 Conclusion:

Students at the UFR/SEG bear the biggest responsibility in their own failure. For several reasons, most of them find their courses difficult to understand. The logical decision our students should make in such a circumstance, should be an effort to work harder for a better understanding of their courses and for better results in their exams. Instead of this wise and courageous decision, 84 per cent of them assert to be unable to make that effort, because they do reach home too late to read their notes.

These situations lead to work accumulations throughout the whole academic year, an accumulation that cannot be overcome during the three weeks ultimate hard work time that they freely chose! Some of them, those who start hard work during the official revision time, have between a week and ten days, that is to say, the revision period granted by the administration of the UFR/SEG. The logical consequence is students' massive failure during their examinations, particularly during the first exam session. The hypothesis according to which students play a role in their own failure is justified too!

5.4. The UFR/SEG Related Variables:

These are all failure causes related to the nature of the UFR/SEG.

5.4.1. What are the causes of students' failure related to the UFR/SEG or to the University of Cocody as an institution?

" A good moral character is the first essential in a man..." --George Washington

When we questioned students about the causes that may justify their massive failure at their exams, 4 per cent of them responded they know how to succeed with less effort. These students are talking of corruption! They mean that they can pay someone involved in the examinations to help them succeed. Therefore, they do not feel obliged to work very hard. Perhaps, they reached that level in their studies by using the same strategy, when we know that during the examination called baccalaureat which entitled them to register at the University of Cocody, similar strategies exist.

If it is true that only 4 per cent of our students officially rely on this practice to succeed, it goes without saying that they are very numerous to be aware of the existence of this easy way of earning their degrees. The present survey revealed that 69 per cent of students at the UFR/SEG believe that such a practice exists.

It is true that rumors of corruption are widespread in all the fields of the Ivorian society. It is as well true that the same rumors assert that degrees are sold to boys and girls, to housewives who left schools centuries ago. It is true that some of those who buy degrees have no good instruction level, but they are said to be those who always succeed in employment tests because they are the ones who know the network for 'employment for sale'. It is moreover true that today primary school teacher training schools are full of trainees who are not able to read and write French correctly, because they maybe purchased both the degree and the test that qualified them. It is true that these trainees are the ones who are going to teach the nation's future executives and leaders. It is true that every body is aware of these society vices but nobody reacts, but when University staff and particularly some teachers involve themselves in such a moral degradation there is a matter to shed tears!

As a graduate of the University of Cocody and as a teacher at the University of Cocody, there is a matter to weep when the UFR/SEG of the University of Cocody is incriminated! The whole nation may be corrupted, but the University as a recognized place of knowledge should be preserved!

69 per cent of students at the UFR/SEG know a lot about the existence of corruption at the UFR/SEG! 18.8 per cent of those who are well informed assert that some teachers are involved. 66.7 per cent of students who know about that deal accuse the administrative

staff, whereas 14.5 per cent of them accuse the students' union called "la FESCI". How is this deal organized? This will be another interesting future research field (source: our survey).

This survey has revealed that the UFR/SEG has descended in the arena of moral degradation! This symbolizes another type of failure, the failure of the whole nation that deserves to be studied separately.

Here, looking for academic failure has led to another failure type that is rather moral! This accidental revelation has to be taken seriously into account. It is not an honor for the UFR/SEG to have a corrupted staff, a staff that can accept money against the degree, something money should never be able to buy! How can employers value the grades of deserving students when others got the same grades by just purchasing them? Our research question according to which the UFR/SEG and by extension the University of Cocody plays a role in students' failure is also verified in a sense that it can affect the whole graduates' employment facilities, the second definition given to the term failure!

5.4.2. Conclusion:

"To oppose corruption in government is the highest obligation of patriotism." G. Edward Griffin

The UFR/SEG as an institution plays an active part in students' failure. The UFR/SEG contributes to the general moral degradation of the Ivorian society by ignoring the existence of a corrupted staff who sells success to those who are not sure of their success. The corrupted staffs deserve to be discovered and sacked the most patriotic way!

5.4.3. Students' Failure to Find a Good Employment:

"A man willing to work, and unable to find work, is perhaps the saddest sight that fortune's inequality exhibits under this sun." Thomas Carlyle

This subchapter is a comparative analysis of students' training and available jobs on the job market. The key question to ask here is the following: "Is the UFR/SEG students' training profile in accordance with job offers? In case their training profile is not entirely in accordance with job offers, what is the rate of job offers that may be suitable to the UFR/SEG students?"

From October 2008 to January 2009, we selected job offers from thirteen publications of the government newspaper "*fraternite Matin*". After rejecting repeated job offers, a total a hundred and twenty one offers were found.

Of course, other job opportunities exist out of *Fraternite Matin*, but we limited our analyses to this newspaper because we just needed sampling job offers to illustrate the present research. The following lines will present a short analysis of those job offers.

5.4.4. Employers' Preferred Offer Mean:

Eighty five point one per cent (85.1 per cent) of employers decided to make their offers directly the public through the mean of the newspaper instead of contacting existing public and private structures specially founded for this purpose. Private consultancy firms published only 14.9 per cent of the offers.

5.4.5 Job Offers According to Sex:

“There are very few jobs that actually require a penis or vagina. All other jobs should be open to everybody”. Florynce Kennedy

In general, we noticed that the majority of employers are indifferent about sex. Only 13.2 percent of the general job offers are especially for ladies and those offers concern secretarial jobs. There are no jobs especially for men, that is to say, that 86.8 per cent of job offers are for men and women.

Coming back to the specific case of the UFR/SEG students, we can assert that men and women have equal chance to get a job, since none of the two sexes is concerned with secretarial job opportunities.

5.4.6. Job offers according to Degrees:

Potential employers prefer short studies after the baccalaureate. Thus, by order of importance, DUT and BTS bearers represent 14.9 per cent of the job offers posted by potential employers.

This preference for short studies can be explained by the fact that employers prefer to hire workers that the company can train quickly, because they have the basic knowledge, and who costs less to them. They prefer efficient workers for a low salary.

This new tendency deserves to be taken into consideration because it confirms more or less what AGEF published in 2008. Indeed, according to (*Action-Emploi, No 008, 2008*), the year 2007 experienced an increase in job offers with a total of 884 job offers among which BT bearers represent 26.5 per cent of them, that is to say that 234 offers were for them.

When we know that the BT as a degree is less important than BTS and DUT, we fully understand this new tendency and would like to call the attention of the Dean of the UFR/SEG on such a sudden change in potential employers' degree preferences. If we train for masters and doctorates, we can as well train for efficient degrees equivalent to BT, BTS or DUT and give our students more chance to get an employment.

Besides, if we combine the 2007 offers concerning DUT and BTS degrees with those of BT degrees, we find out that short training degrees represent about 41.4 per cent of the total job offers. Such a figure cannot be neglected. The UFR/SEG trains mostly for the masters'

degree which corresponds to 4.1 per cent only of the 2007 total job offers for this category of degree! Besides the UFR/SEG is not the only UFR that prepares for a master's degree! This figure is that of all the different types of masters, issued by the other schools of the University of Cocody and all the other universities of the Ivory Coast!

This survey that we conducted on job offers published in *Fraternite Matin* at the end of 2008 and at the beginning of 2009 in lieu of the unavailable official government figures that AGEPE publishes every year through *Action-Emploi* confirms the 2007 figures according to which only 4.1 per cent of job opportunities are for all masters' degree bearers, including those from the UFR/SEG. This figure is negligible and explains why so many masters' degree bearers have been waiting for their first employment for decades!

This tendency to look for cheap labor is confirmed by employers' desire to propose offers that request no degrees. These represent 30.6 per cent of the total job offers. It is true that master's degree bearers are allowed to apply for employments for which no degree is requested, but this is not rewarding, therefore not advisable. What is the use of graduation if it cannot help in getting a suitable social situation?

5.4.7. Job Offers According to Years of Experience:

"Everyone is a prisoner of his own experiences. No one can eliminate prejudices - just recognize them." Edward R. Murrow

Work experience was not demanded for a total of forty five offers out of a hundred and twenty one.

This figure represents 37.2 per cent of the total job offers. As for employments for which experience was requested, the number of years varies from one to ten years and they concern top management jobs.

For example, prospective employers offered forty four jobs for which applicants should have from one to three years work experience. Two offers demanded four years experience, whereas twenty three offers demanded five years experience.

There were six offers for which applicants were requested to have ten years experience job. As for the offers for which fifteen years work experience were requested, there was only one offer.

5. 4.8. Job Offers according to the good Command of the English Language

Although the Ivory Coast is a French speaking country, some employers demand a very good command of the English language for a certain number of positions in their companies. These positions are generally those of General Manager, financial and administrative

manager, and secretaries. The offers related to the mastery of the English language represent twenty five point six (25.6) per cent of the total offers.(figure 19)

5.4.9. Job Offers according to the Mastery of Computer Science

The place of computer science in modern companies is once again confirmed in this survey. Indeed, thirty four job offers out of hundred and twenty one requested from applicants a very good mastery of the computer science. This represents twenty eight point one per cent (28.1%) of the total offers. (Figure 20)

5.4.10. The Conclusion on our Findings:

"We should come home from adventures, and perils, and discoveries every day with new experience and character." --Henry David Thoreau

The aim of this research was to verify five research questions or hypotheses. The first one is to see if society has a responsibility in the UFR/SEG students' failure. After conducting a survey on 1000 students, it is revealed that two factors at least are attributable to society.

The first of these factors is the traffic and transportation problem that, not only compels students to leave home early, every morning, but it also prevents them from returning home earlier and start working on their notes.

The second factor is the general employment problem in the country that affects (23%) twenty three per cent of the UFR/SEG current students. Indeed, 23 per cent of the UFR/SEG students do not feel like working hard because they know many graduates from their school who cannot find an employment. These two factors enable us to assert that the hypothesis according to which society plays a role in students' failure is verified.

As for the hypothesis according to which students' families play a role in students' failure, it is also verified because our investigations revealed that some families are unable to provide their children with the necessary transport fees to reach the UFR/SEG for their course works.

The next research question to verify is to see if yes or no UFR/SEG teachers play a role in their students' failure. The answers to the question revealed that for students at the UFR/SEG, their teachers are not very professional.

Indeed, teachers' effort to lecture them does not always produce the expected result: many students find it very difficult to understand what their teachers teach! Further more, students assert that some of their teachers do not have a full command of their subject matters.

Therefore we can assert that teachers bear part of the responsibility of students' failure. We can also assert that the assumption according to which teachers play a role in students' failure is verified too. About education did Bernard Shaw not assert that it is ***"A succession of eye-openers each involving the repudiation of some previously held belief"***?

We also came to the conclusion that students at the UFR/SEG bear the biggest responsibility in their own failure! For several reasons, the majority of them find their courses difficult to understand. The logical decision expected from those students in such a circumstance, should be working harder in order to understand their lectures but, instead of that, 84 per cent of them assert to be unable to make that effort, because they do get back home too late to read their notes.

These situations lead to work accumulations throughout the whole academic year, an accumulation that cannot be overcome during the three weeks hard working time that they freely chose! Some of them, those who start hard work during the official revision time, have between a week and ten days to learn the courses of a full academic year!

Of course, it is clear in this situation that, the revision period granted by the administration of the UFR/SEG is far from sufficient. The logical consequence is students' massive failure during their examinations, particularly during the first exam session. The hypothesis according to which students play a role in their own failure is verified!

“A man may fall many times, but he won't be a failure until he says that someone pushed him”. Elmer G. Letterman

The UFR/SEG as an institution plays an active role in students' failure by contributing in the general moral degradation of the Ivorian society. Indeed, the UFR/SEG's lack of vigilance enabled some dishonest staff to dare selling success to those who are not meriting such a success. In the long term, this may reduce the luck of deserving students in getting an employment, because nobody would give credit to the degrees delivered by the UFR/SEG!

The second and last aspect of our findings concerns students' difficulties in finding a suitable employment even when they manage to pass their examinations. In order to discover the causes for this problem we promised a documentary analysis which consists in a comparative analysis of the UFR/SEG students' training and available jobs. The key question that this implies is the following: Is the UFR/SEG students' training profile in accordance with available job offers?

In order to answer this fundamental question, we decided to conduct a survey on job offers made through the newspaper, precisely *fraternite matin*, from October 2008 to January 2009. A total of a hundred and twenty five job offers were selected as a sampling frame. This survey enabled us to make the following findings:

- 1) Potential employers prefer to contact prospective applicants directly through the medium of *Fraternite Matin* instead of contacting private job connection companies.
- 2) In general employers have no sex preference, except secretarial jobs. This gives equal chance to the UFR/SEG male and female graduates.

- 3) Potential employers prefer short study degrees to masters' degrees. For example 234 job offers concerned BT bearers, that is 26.5 per cent. Fourteen point nine (14.9) per cent of the job offers concern DUT and BTS bearers. A total of 41.4 per cent of job offers are mainly for short training degrees. All these job opportunities get away from the students of the UFR/SEG.
- 4) The UFR/SEG trains mostly for masters' degrees and job offers for the bearers of the masters' degree for different subjects and universities, represent only four point one (4.1) per cent of all the job offers according to *Action-Emploi 2008* and the present survey! Here is the key, the reason why so many masters' degree bearers have so many difficulties in finding a suitable job!
- 5) Top Management Employments are conditioned by variable work experience ranging from one year to fifteen years.

"We have too many people who live without working. We have too many more who work without living. At some point in our 'career' we must choose between living to work and working to live..." Dean Charles R. Brown

- 6) A good command of the English language is requested from applicants for employments such as Managing Directors, Financial and Administrative Managers, Secretaries...Those employments represent 25.6 per cent of the total job offers.
- 7) A good mastery in computer science is requested from applicants for employments such as Secretaries, Accountants, and Managing Directors. These concern 28.1 per cent of the offers

CHAPTER SIX: OUR RECOMMENDATIONS

“Neither is a dictionary a bad book to read. There is no cant in it, no excess of explanation, and it is full of suggestions, the raw material of possible poems and histories”.

- Ralph Waldo Emerson

This chapter, the last one of this research, aims to explain the significance of the findings and will serve as a general conclusion of the present study. First, we will revise the information gathered from chapter one to chapter four, then we will have a quick look at the implications and the limitations of the findings before suggesting some policy recommendations. A brief summary will put an end to this research.

6.1. Conclusion

The second half of the nineteenth century experienced the invention of steam engine, which in turn generated industrial development, source of birth of new needs in Europe. The call for this need satisfaction inspired Europeans the colonization of the African continent.

According to Professor Joseph Ki-Zerbo, the colonization policy was based on what he calls the three Ms; **m**ilitaries, **m**issionaries and **m**erchants. Missionaries were entrusted the double role of evangelization and education.

Several missionary schools were built with the objective to teach Africans how to read, write and calculate. In so doing, Europeans prepared the first collaborators of the colonial masters.

This role of school which consists in training for immediate employment will experience a change with time, particularly during the decolonization period. Progressively, university graduates start facing employment problems.

First African Presidents, heroes of the African decolonization and their heirs could not settle adequate employment policies and this lack of employment policy lead to a general employment disaster. In the Ivory Coast, every family has its university graduates who have been looking for jobs for decades!

Some masters' degree bearers are watchmen and servants. Others are compelled to similar demeaning jobs. This difficult social situation has become worse with the general moral degradation of the Ivorian society. Merit tends to disappear! Degrees are sold. Employments too!

Thus, huge amounts of money are demanded from the examinees during job tests and those who are not able to pay are lost. Few people get their employment normally. It in this context of social and moral degradation that we noticed a drastic drop in the UFR/SEG students results during their examinations.

“Even if you are on the right track, you will get run over if you just sit there”. Will Rogers

From the academic year 2005-2006 to 2007-2008(three years), the UFR/SEG A students’ success rate hardly reached 40 per cent! Nobody complains about this drastic situation and we understand them in a sense that, because failing or succeeding does not make a real sense since, in both situations the objective which is to get an employment cannot be achieved if one is not rich enough to pay for an employment!

As a life student in Education, we found it as a duty to try! We needed to start somewhere! For us the smallest contribution could be the basis of bigger ones, stronger ones! Raising the problem was at least a way to start somewhere, even if we fail to identify the causes!

We started reading on school failure and the current literature review collected from our readings was a source of inspiration that helped in a better understanding of the possible causes of the UFR/SEG students’ failure. This literature review inspired our research questions that we translated into variables to be verified.

Do students fail because they are not motivated? Do they fail because they are not intelligent? Or do they fail for their teachers’ fault? What exact role do the UFR/SEG students play in their own failure? Does society play a role in the UFR/SEG students’ failure?

The answers to the above fundamental questions could be found nowhere. We found out that if we really needed to answer them, we had no other choice but play the role of an explorer. We felt that that exploration would be useful in a sense that, though the UFR/SEG students have been experiencing this failure and this employment problem for about fifteen years, no researcher has tried yet to identify the causes!

Such a problem that affects several generations of young people who are not taking an active part in the social and economic development of the Ivory Coast deserves every sacrifice! It deserves all our attention and energy!

Besides, on the research plan, this exploration was found as a very interesting university research subject! The end of the academic year 2006-2007 convinced us of the fact that, as a human being, we had no right to go on remaining passive! We had to react against this success rate that dropped as low as (28.2%) twenty eight point two per cent! This meant that (71.8%) seventy one point eight per cent of the UFR/SEG students failed at the end of that academic year 2006=2007!

“A good imitation is the most perfect originality” .Voltaire

When we know that some success rate in European, Asian and American universities is around 94 per cent against that of the UFR/SEG, which is under 30 per cent, we immediately decided to make a decision.

A questionnaire that consists of twenty eight questions was issued, distributed to the UFR/SEG students who answered all the questions with pleasure, as their personal contribution to a problem which was their own problem!

All the thousand copies of this questionnaire were collected, sorted out, analyzed and interpreted. Many surprising revelations and findings came out. Since we gave to the term school failure two interconnected definitions, failure as students’ incapability to pass their examinations, and failure as graduates’ inability to find a suitable job after passing their examination, we presented our findings accordingly. Thus, the subchapter 5.1.1 presented the findings on students’ failure to pass their examinations and the subchapter 5.1.2, graduates’ failure to find a suitable job.

6.1.1. Findings on Students’ Incapability to Pass their Exams

The aim of this research was to verify five research questions or hypotheses. The first one was to see if society had a responsibility in the UFR/SEG students’ failure. After conducting a survey on 1000 students, it is revealed that two factors at least are attributable to society.

The first of these factors was the traffic and transportation problem that, not only compelled students to leave home early, every morning, but it also prevented them from returning home earlier and too tired to start working on their notes.

The second factor was the general employment problem in the country that was identified to affect 23 per cent of the UFR/SEG current students. Indeed, 23 per cent of the UFR/SEG students asserted that they did not feel like working hard because they knew many graduates from their school who cannot find an employment. These two factors enabled us to assert that the hypothesis according to which society plays a role in students’ failure is verified.

As for the hypothesis according to which students’ families play a role in students’ failure, it is also verified because our investigations revealed that some families were unable to provide their children with the necessary transport fees to reach the UFR/SEG for their course works.

The next research question to verify was to see if yes or no UFR/SEG teachers play a role in their students’ failure. The answers to the question revealed that for students at the UFR/SEG, their teachers are not very professional.

“God gives every bird its food, but He does not throw it into its nest”. J.G. Holland

Indeed, teachers’ effort to teach them does not always produce the expected result: many students find it very difficult to understand what their teachers teach! Furthermore, students asserted that some of their teachers do not have a full command of their subject matters.

Therefore we did assert that teachers bear part of the responsibility of students’ failure. We also asserted that the assumption according to which teachers play a role in students’ failure is verified too. ***“Education is a progressive discovery of our ignorance.”***
Will Durant (1885-1981) U.S. author and historian

The preceding enabled us to reach the conclusion that students at the UFR/SEG bear the biggest responsibility in their own failure! For several reasons, the majority of them find their courses difficult to understand. The logical decision expected from those students in such a circumstance, should be to start working harder in order to understand their lectures but, instead of that, 84 per cent of them asserted to be unable to make that effort, because they do get back home too late and too tired to read their notes.

These situations lead to work accumulations throughout the whole academic year, an accumulation that cannot be overcome during the three weeks hard working time that they freely chose! Some of them, those who start hard work during the official revision time, have between a week and ten days to learn the courses of a full academic year!

6.1.2 Findings on Graduates’ Inability to Find a Suitable Job

The survey that we conducted through a hundred and twenty one job offers published in the newspaper allowed the following revelations or findings:

- 1) Potential employers prefer to contact prospective applicants directly through the medium of *Fraternite Matin* instead of contacting private job connection companies.
- 2) In general employers have no sex preference, except secretarial jobs. This gives equal chance to the UFR/SEG male and female graduates.
- 3) Potential employers prefer short study degrees to masters’ degrees. For example 234 job offers concerned BT bearers, that is 26.5 per cent. Fourteen point nine (14.9) per cent of the job offers concern DUT and BTS bearers. A total of 41.4 per cent of job offers are mainly for short training degrees. All these job opportunities get away from the students of the UFR/SEG.
- 4) The UFR/SEG trains mostly for masters’ degrees and job offers for the bearers of the masters’ degree for different subjects and universities, represent only four point one (4.1) per cent of all the job offers according to *Action-Emploi 2008* and the present

survey! Here is the key, the reason why so many masters' degree bearers have so many difficulties in finding a suitable job!

- 5) Top Management Employments are conditioned by variable work experience ranging from one year to fifteen years.
- 6) A good command of the English language is requested from applicants for employments such as Managing Directors, Financial and Administrative Managers, Secretaries...Those employments represent 25.6 per cent of the total job offers.
- 7) A good mastery in computer science is requested from applicants for employments such as Secretaries, Accountants, and Managing Directors. These concern 28.1 per cent of the total offers.

6.2. Implications:

“Men are made stronger on realization that the helping hand they need is at the end of their own arm”. Sidney J. Phillips

On the graduates' inabilities to find a suitable job, point three of the findings deserves a particular attention. Indeed, forty one point four per cent of the total job offers concern short study degrees, that is to say, BT, BTS, and DUT. They are employers' preferred degrees.

This discovery implies a change in the UFR/SEG's training policy. Indeed, what is the use of preparing for a masters' degree which will not immediately serve the bearers? Why a masters' degree at all cost if such a degree offers only 4.1 per cent of the total nation's job offers?

This last question introduces us to the point four of our findings, a point which revealed the real reason why university graduates hardly find a job! This reason is that there are few offers for masters' degree bearers!

We need to make a choice. Either we go on training for masters' degrees and the majority of our graduates will remain jobless for a long time, or we choose to create new short study degrees in many fields, with practical training in companies.

Is there anything wrong if a university decides to train secretaries? What can prevent a university from giving to these secretaries both the theory and the practice? The University of Cocody can also think of sending those secretaries to existing companies for exposure to work experience.

If we agree that training secretaries is feasible, how about transforming those secretaries into bilingual secretaries? Why can a University that trains bilingual secretaries not train accountants, commercial agents, cashiers, computer specialists?

6.3. Recommendations:

“The best augury of a man’s success in his profession is that he thinks it the finest in the world” .George Eliot

The following recommendations will surely improve students’ results if the authorities of The UFR/SEG accept to take them fully into account. From the present average success rate of 30% we will reach from 60 to 80% of success rate! The following pages will present our modest recommendations.

6.3.1. Professionalization of the UFR/SEG Teachers’ Jobs:

This policy recommendation is one of the most important of this piece of work. Indeed, 93% of the UFR/SEG students are not happy with the way their teachers actually teach them.

Besides, 96% of the same students find it somehow difficult to understand their lectures.

Students even found their lectures boring (18%), or tiring (29%). Some students even doubted the knowledge of some teachers for asserting that those teachers do not always master the content of the subject that they teach (59% Please see figure18).

Even 94% of our students asserted that secondary school teachers teach better than their teachers at the UFR/SEG. There is no doubt, a serious need for training the UFR/SEG teachers to the principles of Andragogy exist! By extension, all the teachers of the University of Cocody have to be trained.

The UFR/SEG students’ preference for the way secondary school teachers teach to that of their teachers at the UFR/SEG is explained by the fact that the majority of secondary school teachers are trained and certified teachers!

Not only were they provided with the theoretical teaching knowledge (theories, methods, etc...), but they are also inspected in real teaching situation before being certified. This certification does not exist in the case of university teachers!

To move from the grade of “assistant” to that of “maitre assistant”, maitre de “conference” and to the grade of “Professor” the criteria is research! This operates exactly the same way as those who are mainly engaged in research.

It is high time to separate professional researchers from professional teachers! Doctorate bearers who choose to teach should be given the basic knowledge in their new profession and should be graded accordingly! No one should move from the grade of “assistant” to that of “maitre assistant” if he has not been inspected and judged capable to teach.

The same way, secondary school certified teachers who become holders of a doctorate degree, should be recruited at the University on the grade of “maitre assistant” or “maitre de conference” according to their work experience.

“Believe passionately in what you do, and never knowingly compromise your standards and values. Act like a true professional, aiming for true excellence, and the money will follow.”David Maister

For this teacher training to be effective, we would recommend the creation of a center of Andragogy at the UFR/SEG of the University of Cocody though a similar center exists at the University of Cocody. The center’s role will be above all to identify the causes of professional problems similar to the topic of this research and spreads the principles of self learning, the use of information technology in teaching, etc...

“The chief wonder of education is that it does not ruin everybody concerned in it, teachers and taught”.
Henry Brooks Adams

This center will frequently make surveys aiming at the improvement of learning at the UFR/SEG. In Andragogy, we do not talk of teaching but assisting, helping, sharing knowledge and experience. Consequently, the Centre of Andragogy will offer its assistance to colleagues who desire that assistance. If our proposals are reinforced by a government decision, University teachers will tend towards what at AIU we call the Andragogic Educator and whose characteristics are the following:

- Be fully aware of students’ learning needs.
- Assume the role of a facilitator of learning.
- Position themselves as resources and knowledge and informational references.
- Manage the learning process through the learner’s general and specific needs.
 - Accept multiple functions as advisors, coaches, mentors, guides and facilitators through an efficient system that constantly evaluates formatively and summatively.
- Accept the tenet that assumes adult learners are able to assess their own performance.
- Establish interpersonal rapports with students and positively identify their characteristics.
- Integrate the group of adults as part of one family and play the role of a change agent.
- Participate in curriculum planning or in the design of learners’ own teaching programs.
- Remain open and flexible in front of the obligation to make curriculum changes in order to attend to adults’ specific needs.
- Promote a climate of tolerance, acknowledgement, and participation between educators.
- Capture and capitalize on the dynamic energy (synergy) of the group to attain learning objectives.
- Welcome the group as an additional set of resources intended for learning while discovering and acknowledging the package formed by all its components.
- Influence learners so that they can participate in the academic act as Academia agents from a within and a between vantage points.
- Assume learners rely on learning strategies and paces that are different.
- Promote transfer of knowledge towards concrete acts for every learner. This implies a necessary approach from learners’ very expectations from the outset of the learning process.
- Capitalize on the use of objectives as a teaching-learning strategy.
- Avoid debates based on unknown materials which can negatively interfere with the learning act.

- Apply diversifies options in the design of learning exercises or activities in order to tackle the same problems in multiple ways and apply possible solutions to different fields.
- Remain current with changes that occur constantly in school and professional life with regard to your field of expertise and your learners' life experiences as well.
- Manage to establish a link between the content of the learning process and the actual life situations surrounding learners.
- Always remain receptive and responsive to students' stated needs. Provide an environment in which adults can not only express themselves but also redeem themselves and share their experiences without pressure from dictatorial supervisors.
- Promote a climate of respect for the attainment of common objectives in such a way that failure, when it occurs, would not become a threat. Possess some type of charisma so that errors and heterogeneity of knowledge and experiences can generate new learning.

Partial Conclusion:

If for some scholars Andragogy is still the art and the science of teaching adults, we would rather say that it is the finest future of self-learning at all ages. As pointed out by (Dr. Franklin Valcin, 2010) it is at the same time the new trend since in 2001 it used to involve 3,000,000 learners in American high schools and colleges, it is expected to involve 50,000,000 people in 2025! It is high time for African to start now.

6.3.2. Change in Training Policy at the UFR/SEG:

“The survival of the fittest is the ageless law of nature, but the fittest are rarely the strong. The fittest are those endowed with the qualifications for adaptation, the ability to accept the inevitable and conform to the unavoidable, to harmonize with existing or changing conditions.
Dave E. Smalley

The present survey revealed that 41.4% (forty one point four per cent) of the total national job offers concern short training degrees requesting two academic years. Consequently, we would recommend:

- 1.) The creation of many specializations which combine theoretical and practical training. The total duration of those specializations should not exceed twenty four months. This duration should include six months work experience exposure in the existing companies.

We propose to call these degrees; “Diplome Professionnel Specialise” D.P.S. Equivalent to the present DEUG, but really efficient and professional! We can have

- D.P.S. in Computer Science and Accounting, (D.P.S. Informaticien-Comptable)
- D.P.S.in Sales and Marketing (D.P.S. Vente - Marketing)
- D.P.S.in Reception and cancelling (D.P.S. Accueil-Conseils)

Andragogic principles recommend that learners should be involved in their own curriculum design. Why not adopt a flexibility that will enable the UFR/SEG to offer specific trainings according to learners' and employers' specific needs? Thus, companies could specify the features of the type of workers that they want in advance, and the UFR/SEG will supply them accordingly.

2.) We are conscious of the fact that the general tendency of the UFR/SEG students is to go on studying until they bear their masters' degree. For this reason, we would recommend the authorities of the UFR/SEG to think of the creation of online degree programs for the UFR/SEG young professionals who chose short time trainings. They may or not add on campus activities during the week ends and, for twelve additional months, they can complete their Bachelor's degree in their field.

Other additional twelve months should enable them to complete their masters' degree and be eligible to employments for which work experience is demanded(finding 5.1.2-5). They can as well stay in the same company.

3) The traditional normal training that leads to the masters' degrees should be kept for those who have good reasons for such a choice!

"Adaptability is not imitation. It means power of resistance and assimilation". Mahatma Gandhi

4) Introduce other specialized masters' degrees to satisfy the market needs revealed by findings 5.1.2-6 & 7 and which are respectively "a good command of the English language and computer science.

Students' training should be concentrated either on Business Administration, Finance and Administration, Secretarial Works and Accounting, plus intensive English and Computer Science for four years after the baccalaureate. Human resources for this training already exist at the UFR/SEG. We propose to call these Masters' Degrees "Maitrises Professionnelles Specialisees", abbreviated: M.P.S.

Thus we will have fully bilingual (French-English) professionals, with a perfect command of the computer science, and specialized either in Management, Finance and Administration, Secretarial Works and Accounting etc... in accordance with present and future market needs.

Their training will be a combination of theory and practical work exposure in the existing companies. The overview of these new masters' degrees is as follow:

- M.P.S. in Business Administration
- M.P.S. in Secretarial Works and Accounting
- M.P.S. in Finance and Administration

5.) We recommend the development of a philosophy of market leader in the field of professional training! The UFR/SEG can be and must be the number one quality graduates provider!

France which devoted the role of professional training to colleges “les Grandes Ecoles” has now dropped its “Doctorat Troisieme Cycle” and adopted international Masters, and Ph.Ds. If their Education policies were so unerring, why are they following the British and Americans?

We know the weaknesses of present BT, BTS, DUT, as well as the so called professional masters’ degree issued by some private schools in the Ivory Coast. With the quality of our future trained professional teachers, most of them, holders of a Doctorate degree, the UFR/SEG can and must be the No 1 quality graduates provider!

In so doing, we will be in full compliance with the Universal Human Rights on education which states on article 26:

“1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.”

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

4. Parents have a prior right to choose the kind of education that shall be given to their children.”

6.3.3. Dissolution of the CROU and its replacement by a private entity:

“Challenges make life interesting, however, overcoming them is what makes life meaningful”. Mark Twain

The present survey proved that 84% of the UFR/SEG students asserted to reach home too late, meaning too tired to read their lectures. In order to take this discovery into consideration, we would recommend the gradual accommodation of all the students on the campus and near the campus.

We are aware of the fact that the present accommodation near and on the campus are not enough for all the students. We are also aware of the fact that government’s present financial difficulties cannot allow him to build new houses for students. We are also conscious of the fact that even the president of the republic will not dare to ask students’ union to free the existing rooms. FESCI Leaders rape, kill and nobody talks. They are a true Mafia!

Some students revealed that FESCI is feared by the majority of the UFR/SEG students. For this reason many students prefer to stay away from the campus for safety reasons. As a matter of fact only 20% of students live on the campus. Besides, FESCI Leaders and Accommodation officials find it more profitable to rent students' accommodation to workers at CFA 20,000 monthly than renting them to students at the official price of CFA 3000 monthly. What they cash goes into private pockets though the houses belong to the government. The campus is therefore inhabited by workers!

To solve this problem, we would recommend the disbanding of the CROU in charge of students' accommodation and its replacement by a private body. This private entity will be in charge of building new houses and rehabilitating the existing ones and rent to students at a reasonable price, but high enough to make a profit.

After privatizing students' accommodation and welfare, the government will stop paying the water bill as well as the electricity bill. Consequently, the water and electricity companies will cancel their service. FESCI Leaders and their customers will leave the campus, giving room to the private body to start its rehabilitation.

Accommodating all the students on the campus or near the University will automatically solve all their transport problems. Thus, after class they will be able to get to their rooms after a few minutes walk.

6.3.4. Assess students at least twice before final exam:

"The only kind of learning which significantly influences behavior is self-discovered or self-appropriated learning - truth that has been assimilated in experience". - Carl Rogers

The aim of this recommendation is to familiarize students with their teachers' assessment methods. It will improve students' comprehension of what is expected from them during their final exam. This knowledge will guide them in their final revision.

6.3.5. A forum per subject and per level after the results of the first exam session:

Some students fail just because they did not understand the topic, or what was expected from them. First, a forum will enable teachers to present common mistakes made by students in their subjects and how to avoid them. Second, a forum will offer the opportunity to students to talk to their teachers, ask them some clarification questions on the courses and on their assessment methods. Third, a forum will help students avoid the mistakes made during the first exam session and which surely caused their failure.

6.3.6 Two language Laboratories for a better learning environment for the English Language

The UFR/SEG has enough human resources to satisfy employers' requirements for graduates with a good command of the English language. To attain such an objective, two language laboratories that can host twenty students each will be necessary.

6.3.7 Increase the capacity of the computer science room

The colleagues of computer science are presently obliged to put five students per computer. This simply means that the present capacity of the room needs to be multiplied by five at least.

6.3.8 Help the government of Cote D'Ivoire fight the existing corruption which makes it possible for those who have money to purchase both the degree and the job while University graduates are unemployed.

6.4. Summary:

"Personally, I am always ready to learn, although I do not always like being taught". - Winston Churchill

The success rate at the UFR/SEG of the University of Cocody has been experiencing a progressive and constant drop and has reached an unbearable rate of only 30%. We consequently decided to find out the reasons for such a drop.

Our investigations revealed that the majority of the UFR/SEG students leave home early in the morning to school and get back home too late and too tired to read their notes on a regular basis. Consequently the general tendency of our students is work accumulation in all the subjects. Such a work accumulation is generally difficult to overcome during the short official revision period.

This problem is reinforced by the fact that students generally do not understand their courses that some of them qualify as boring and too difficult. Students also accuse their teachers for lack of professionalism, and sometimes for insufficiency of mastery of their subjects. This lack of professionalism is confirmed by the fact that students are assessed only once: during the exam. Besides, students do not fully take advantage of the second chance of success offered through the instauration of a second exam session for those who failed in the first one. The reason is that there is no assistance from their teachers who could help them understand the reasons and mistakes that caused their failure during the first exam session. Moreover, the time separating both exam sessions is generally too short (two weeks sometimes).

Students also revealed that they make less effort at the UFR/SEG than when they were at high school level because they have many jobless relatives with University degree and this situation is at the origin of a lack of motivation for them.

As for job offers, we noticed that the new tendency is employers' preference for short training degrees and certificates to our traditional Masters' degrees. Besides, the best job offers (those of managers and senior officials for international corporations) are conditioned by the mastery of computer science as well as a good command of the English language though we are in a French speaking country. With only forty computers for eight thousand students, with the lack of a language laboratory it will be a miracle to succeed in helping our students meet the above two employers' requirements.

In order to improve this situation we recommended:

- The privatization of students' residence in order to accommodate all of them near the UFR/SEG

"There is nothing wrong with change, if it is the right direction". Winston Churchill

- A change in the UFR/SEG training policy with the creation of short term trainings as well as new professional Masters. We also proposed on-line training to our short degree holders in order to help them complete their Master's degree while working.

- We also identified teacher training in Andragogy as an important issue at the UFR/SEG through the creation of a center that will sensitize students, assist them by anticipating their learning problems. The center could also assist teachers who wish to.

- We as well proposed to multiply the present capacity of the computer room by five in order to increase students' chance for practice.

- Furthermore, in order to create a better learning environment for the English language, we proposed the creation of two language Laboratories.

- In addition, we proposed to initiate a forum per subject and per level after the results of the first exam session to give a chance to students who failed to understand why they did fail.

- Finally, we proposed to assess students at least twice per subject before final exam or at least simulate assessments in order to familiarize them with our evaluation methods.

- To completely end with this policy recommendation we proposed the government to fight corruption in order to offer equal employment chance to all our graduates.

6.5 Further Research Questions:

The topic under study was an opportunity and a privilege for us to give the first aid to our injured education system (though we were limited to the specific case of the UFR/SEG), but the end of the first aid is another occasion to question our world education. Who has ever questioned himself about the origin of education? Who was the very first world teacher?

Hence according to Bologna history, the very first teacher in the world was “Mr. Lucifer Fallen Angel, the one who tutored Eve in the methods of gaining knowledge of good and evil. Eve, in turn, taught Adam this method and before you know it, the first thing Adam and Eve learned was that they were naked” (Wiki.answer.com). This caused the damnation of the mankind!

Please, forget the above if you are not a believer but note that in America, before the arrival of the Puritans, an arrival that can be seen as a reaction against the first world teacher’s disastrous agenda, parents were in charge of teaching what they knew to their children.

Then from the sixteen to the seventeen century, some English Protestants called the puritans exported education in connection with colonization to America. Their main objective was to fight Mr. Lucifer Fallen Angel (please call him Satan if you prefer) through knowledge. The following quotation justifies our point. **“The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him.”**2] A Godly Form of Household Government [Knappen, Tudor England, p. 18“

They were so pure and their teaching was based on the following philosophy: **“We must...bring human learning home to divinity to be pruned and pared with spiritual wisdom.”** Hall, Thomas, Vindicae Literarum [Greaves, Puritan Revolution and Educational Thought p. 122]...

The Puritans trained most of our world inventors and scientists from the sixteenth century to the seventeenth century...Harvard College is so popular because it was founded under the Puritans’ education philosophy in 1636. The products (graduates) were most of time philosophers, physicians, astronomers....at the same time though they went through very few disciplines, and during a very relatively short time.

Compulsory schooling started from the Prussian education system. Prussia was a small kingdom inside Germany. According to John Taylor Gatto (December, 2000), this Prussian Education will experience a change from 1806, after the battle of Jena which ended with the defeat of the Prussian army reputed for the professionalism of its soldiers by non trained and amateur soldiers of the French King Napoleon.

After that shameful defeat, the authorities of Prussia decided to found an education system which would teach citizens “how to take orders”. In 1819 compulsory schooling was decided with the aim of training “obedient and subordinated” citizens who will be loyal to the King, to the army, to the industry etc..., in a word, citizens ready to take orders instead of well

educated free thinkers (Gatto, Dec, 2000). As we can see, the goal of school in its present form is far from being our children's education (Gatto, 2001).

That compulsory schooling was adopted by most European nations and reached the United States of America in 1850, in the State of Massachusetts despite the opposition of an important rate of the population (Gatto, January 31, 1990).

The spread of compulsory schooling in the whole United States of America, still according to (Gatto, 2001), was fully financed by America's most successful business men such as Henry Ford, Andrew Carnegie, Rockefeller etc... who, for the continuity of their wealth were in need of the following three orders according to his own words: "1) compliant employees; 2) a guaranteed and dependent population; and 3) a predictable business environment encompassed by a rigid, caste-like social hierarchy of haves and have-nots" (Gatto, 2001).

In an other word, I would say that compulsory schooling aimed at changing the existing order to a new one in which the rich become richer whereas the poor remain poorer. Is this not what was clearly stated by Andrew Carnegie in the Gospel for Wealth in which, according to (Gatto, 1991) Carnegie declared the death of capitalism and its replacement by a new order in which schooling prevails because only those who succeed in school would get better living conditions. These are Gatto's own words; "Carnegie proposed that men of wealth re-establish a synthetic "free enterprise" system (since the real one was no longer possible) based on cradle-to-grave schooling in the scattering of science into several pieces was at the origin of big confusion for learners. They intentionally increased the time spent in school. Thus, most young men and girls have no time to think neither of business, nor of inventions. In order to encourage them in this time consuming and compulsory initiative, the Andrew Carnegies promised that "people who advanced most successfully in the schooling that was available to everyone would be given licenses to lead profitable lives, they would be given jobs and promotions and that a large part of the economy had to be tied directly to schooling"(Gatto, 2001). The same ideas made the heirs of the Andrew Carnegies and the Rockefellers engender Globalization, colonization, and to remain harmless world leaders, they later founded the World Bank, the United Nations, the Paris Club, the IMF, the European Union...to make sure they are permanently the leaders of the world economy and politics!

They organized the conference of Berlin that scattered Africa into small pieces and which ended in December 1885 and as early as 1886, the same Prussian education adopted by France was imported to Ivory Coast in Elima with the same hidden agenda!

Are we surprised if after fifty years of colonization Africans are still not independent? Are we surprised if after fifty years of colonization Africans are still killing Africans to please the former colonizers? Are we surprised if after fifty years of colonization we are still using the CFA, the currency of the domination of France? Are we surprised if our education system produces very few inventors? Are we surprised if PhD holders (medical doctors) earn as little as USD 600 monthly? Are we surprised if those who mostly succeeded in school are not necessarily a social success?

Where are the promised profitable lives for those who would succeed in school when workers hardly make ends meet? Where are the promised profitable lives when the promised licenses (degrees) cannot allow our children to get a job? Do you not have the impression that we are experiencing the revenge of Mr. Lucifer Fallen Angel over the Puritans who did great jobs in the past? Do you not have the impression that Mr. Lucifer Fallen Angel himself is leading our world economy and politics through education? Do you not have the impression that he fathers of compulsory schooling have succeeded in killing free endeavor and free thinking through education? What are we now?

We are obedient soldiers! Obedient heads of states! Obedient civil servants! Mere subordinated citizens, mere slaves or servants, loyal to our governments, bosses, to the army, to the industry, to the former colonizer, to the UN, to the IMF etc. We are even unable to question the hidden agenda of the said international organizations! We still trust them even when we know that they are wrong! We still believe all their lies for producing well educated free thinkers!

Students are not alone to fail! All those who spent too many years in school and finally are working for a salary (engineers, Masters and PhD holders) and whose children expect no direct heritage from them have failed! All those who are under the power of the few for whom the whole world has been working since the eighteen century have failed too! Do you not think that the best way to free the mankind from the domination of the few through the world cradle- to- grave schooling is to find a way to refund the present world Prussian inherited education? Is rethinking our present education not the real solution to failure? Will our next book be a better examination of a broader failure problem?

Are you interested in Education? Please contact Green publishing to order or read my following books or read some extracts from Google scholar. To read my complete works (ten other interesting articles) contact me on 22503010597 or 07982532

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<http://www.grin.com/e-book/156604/>
<http://www.grin.com/e-book/15603/>

CHAPTER SEVEN: ANNEX AND BIBLIOGRAPHY

A. ANNEX.

Annexe 1 : Raisons pouvant justifier l'échec aux examens à l'UFR/SEG

	Effectif
Etudes trop difficiles en SEG	160
J'arrive trop tard à la maison pour étudier	840
Le fait de voir mes frères diplômés sans emploi	230
Je sais comment réussir sans effort	40

Source : Enquête réalisée

Annexe 2 : Autres causes pouvant justifier l'échec aux examens

	Effectif
Autres causes	90
Conditions de vie et d'études	670
Moyen de transport	240
Total	1000

Source : Enquête réalisée

Annexe 3 : Rapport entre les cours d'amphithéâtre et les travaux dirigés

	Fréquence
Le TD est très utile à la compréhension du cours	530
Certains professeurs n'arrivent pas à me faire comprendre	520
Le TD a un rapport avec le cours	440

Le TD ne m'aide pas à comprendre le cours	60
-------------------------------------------	----

Source : Enquête réalisée

Annexe 4 : Perception des étudiants sur les cours en amphithéâtre

	Fréquence
Le professeur n'explique pas bien	510
Je ne réussis pas à comprendre	450
Je copie tout le cours sous la dictée du professeur	330
Je ne réussis pas à prendre des notes	300

Source : Enquête réalisée

Annexe 5 : Perception sur les sujets d'examen

		Fréquence
Pensez-vous que tous les sujets d'examen sont basés sur ce que les enseignants ont effectivement enseigné?	Oui	650
	Non	350
Total		1000

Source : Enquête réalisée

Annexe 6 : Conseil des enseignants aux étudiants pour les livres

		Fréquence
En dehors des cours et TD, les enseignants vous conseillent-ils les livres à lire?	Oui	940
	Non	60

Total	1000
-------	------

Source : Enquête réalisée

Annexe 7 : Perception des étudiants sur la fréquence à laquelle les livres sont conseillés

		Fréquence
En dehors des cours et TD, la fréquence à laquelle les enseignants conseillent les livres	Rarement	560
	Très souvent	380
Total		940

Source : Enquête réalisée

Annexe 8 : Maitrise des matières par les enseignants

		Fréquence
Pensez-vous que tous les enseignants maîtrisent parfaitement leur matière ?	Oui	350
	Non	60
	Certains, non	590
Total		1000

Source : Enquête réalisée

Annexe 9 : Comparaison entre la façon d'apprendre au BAC et à l'UFR/SEG

Fréquence

Plus au BAC qu'à l'UFR/SEG	750
Plus à l'UFR/SEG qu'au BAC	140
De la même façon	110
Total	1000

Source : Enquête réalisée

Annexe 10 : Perception sur les cours en amphithéâtre

	Effectif
Assez facile	70
Ni facile, ni difficile	380
Difficile à comprendre	490
Très difficile	60
Total	1000

Annexe 11 : Attitude face aux cours en amphithéâtre

	Effectif
ça m'ennuie	180
ça me fatigue	290
Il est intéressant	230
Très intéressant	20
J'apprends vraiment	160
Je n'y comprends rien	120
Total	1000

Source : Enquête réalisée

Annexe 12 : Lien entre les TD et les cours

		Fréquence
Les TD ont-ils un lien réel avec les cours en amphithéâtre?	Oui	860
	Non	140
Total		1000

Source : Enquête réalisée

Annexe 13 : Classe d'âge des étudiants

	Effectif
[17 ; 20 ans]	260
[21 ; 25 ans]	580
Plus de 25 ans	160
Total	1000

Source : Enquête réalisée

Annexe 14 : Statistiques des admis par année de formation et année académique

	2004/2005	2005/2006	2006/2007	2007/2008
DEUG1	42,0%	38,6%	36,7%	22,8%
F.I.P1	14,0%	1,2%	13,6%	5,8%
DEUG2	40,1%	53,2%	36,3%	25,9%
F.I.P2	11,5%	11,2%	13,6%	10,2%
L.E.S	47,5%	38,9%	43,0%	37,9%
L.S.G	29,5%	25,4%	38,6%	31,2%
M.S.E	48,3%	51,2%	44,3%	47,5%
M.S.G	45,8%	43,3%	55,0%	47,7%
TOTAL	34,3%	31,4%	36,9%	28,3%

Source : UFR/SEG

Annexe 15 : Statistiques des admis de l'UFR/SEG

	2004/2005			2005/2006			2006/2007			2007/2008						
	Effectif	1ère Session	2ème Session	Total	Effectif	1ère Session	2ème Session	Total	Effectif	1ère Session	2ème Session	Total	Effectif	1ère Session	2ème Session	Total
DEUG1	1320	201	353	554	1350	90	431	521	1746	85	555	640	1796	211	199	410
F.I.P1	542	6	70	76	867	3	7	10	413	7	49	56	466	16	11	27
DEUG2	1089	82	355	437	1165	22	598	620	703	63	192	255	1328	97	247	344
F.I.P2	914	19	86	105	1239	23	116	139	493	2	65	67	490	15	35	50
L.S.E	585	143	135	278	514	108	92	200	519	43	180	223	359	36	100	136
L.S.G	1694	190	310	500	1778	91	360	451	1663	258	384	642	1116	155	193	348
M.S.E	387	53	134	187	492	71	181	252	273	31	90	121	364	61	112	173
M.S.G	915	116	303	419	1081	142	326	468	782	105	325	430	959	125	332	457
Total	7446			2556	8486			2661	6592			2434	6878			1945

Source : UFR/SEG

QUESTIONNAIRE DESTINE AUX ETUDIANTS DE L'UFR/SEG

A l'UFR/SEG, moins de 40% réussissent aux examens. Aidez-nous à identifier les causes en répondant en toute honnêteté aux questions suivantes :

1. Quelles sont, par ordre d'importance les raisons pouvant justifier l'échec aux examens à l'UFR/SEG?

- Etudes trop difficiles en Sciences Eco
- J'arrive trop tard à la maison pour étudier.
- Le fait de voir mes grands frères/ grandes sœurs diplômés mais sans emploi me décourage.
- Je sais comment réussir sans effort.

2. Réussissez-vous à lire vos cours tous les soirs à la maison ?

- Oui
- Non

3. Identifiez d'autres causes d'échecs liées aux maux de la société Ivoirienne.

1)

2)

3)

4)

5)

4. Par quel moyen de transport arrivez-vous à l'UFR/SEG ?

- « Gbaka »
- « Woro-woro »
- Taxi compteur
- Bus SOTRA
- Voiture familiale

5. Identifiez votre zone d'habitation.

- Abobo/ Yopougon/ Adjamé/ Anyaman/
- Treichville/ Koumassi/ Marcory/ Biétry
- Jean Foli/ Adjoufou/ Vridi Canal
- Cocody/ II Plateaux/ Riviéra/ Bonoumin/Attoban
- Un village Ebrié proche d'Abidjan
- Autres (précisez) -----

6. A quelle heure quittez-vous la maison pour l'UFR/SEG le matin ?

- 4h à 5h
- 5h à 6h
- 6h à 7h
- Après 7h

7. A quelle heure arrivez-vous à la maison le soir ?

- Avant 18h
- Entre 18h et 20h
- Entre 20 et 21h
- A 22h ou plus

8. Combien de repas prenez-vous par jour ?

- Petit déjeuner
- Repas de midi
- Repas du soir

N B : cochez les trois si vous prenez 3 repas par jour

9. Vous est-il déjà arrivé de louper un ou plusieurs cours par manque d'argent pour le transport ?

- oui
- non

Si oui, quelle en est la fréquence ?

- une fois en passant
- de temps en temps
- très souvent

10. De la maîtrise du contenu des cours :

- Pensez-vous que tous les enseignants maîtrisent parfaitement leur matière ?
 - Oui
 - Non
 - Certains, non

11. De la façon de transmettre le savoir

- Dans quel établissement avez-vous fait le secondaire ?
 - Ecole privée
 - Ecole publique
- Si vous avez fréquenté un établissement public, quelle comparaison faites-vous de la façon d'enseigner au secondaire et de celle d'enseigner à l'UFR/SEG ?

- On enseigne mieux à l'UFR/SEG qu'au secondaire
- On enseigne mieux au secondaire qu'à l'UFR/SEG

Donnez quelques exemples de votre choix :

12. Que pensez-vous des cours en Amphi ?

- Très facile à comprendre
- Assez facile
- Ni facile, ni difficile
- Difficile à comprendre
- Très difficile

Les TD ont-ils un lien réel avec les cours en Amphi ? Les TD vous aident-t-ils vraiment à comprendre les cours d'amphi ?

- oui
- non

13. Quelle attitude avez-vous face aux cours d'Amphi ?

- ça m'ennuie
- ça me fatigue
- Il est intéressant
- Très intéressant
- J'apprends vraiment
- Je n'y comprends rien

14. Pensez-vous que tous les sujets d'examen sont basés sur ce que les enseignants ont effectivement enseigné ?

- Oui
- Non
- Votre commentaire : -----

15. Les différents sujets d'examen exigent de vous les choses suivantes :

- Dire ce que vous avez retenu du cours
- Dire ce que vous savez faire à partir du cours
- Autres

Expliquez vous : -----

16. A quel moment étudiez-vous vos cours ?

- Quelques semaines avant les examens
- Un mois avant les examens
- Pendant la période officielle de révision
- Autre (à préciser) : -----

17. Comment étudiez-vous ?

- J'apprends à retenir l'essentiel du cours
- J'apprends par cœur
- Je fais uniquement les exercices des TD
- Autre (à préciser) : -----

18. Vous arrive-t-il de compter sur l'aide d'un autre étudiant pendant les compositions ?

- Oui
- Non

Si non, cela est-il arrivé à un de vos camarades ?

- Oui
- Non

19. Croyez-vous qu'il existe des médicaments qui peuvent vous faire réussir à l'examen ?

- Oui
- Non

Si non, qu'est-ce qui peut vraiment vous aider ?

- La prière
- Donner l'argent à quelqu'un de l'administration pour vous aider
- Autre (à préciser) : -----

20. Comparons votre façon d'étudier au Bac et celle d'aujourd'hui. A quel moment avez-vous le plus étudié ?

- Plus au Bac qu'à l'UFR/SEG
- Plus à l'UFR/SEG qu'au Bac
- De la même façon

21. Combien de temps consacrez-vous aux études ?

-h tous les soirs
-h par semaine
-h par mois

22. Des points suivants, quels sont ceux qui contribuent le plus à l'échec des étudiants de l'UFR/SEG ?

a) Les cours à l'Amphi :

- Je ne réussis pas à comprendre
- Je ne réussis pas à prendre des notes
- Le professeur n'explique pas bien
- Je copie tout le cours sous la dictée du professeur

b) Rapport entre les cours d'Amphi et le TD

- Le TD ne m'aide pas à comprendre le cours
- Le TD a un rapport avec le cours
- Le TD est très utile à la compréhension du cours
- Certains professeurs n'arrivent pas à me faire comprendre leur cours

23. En dehors des cours et TD, les enseignants vous conseillent-ils les livres à lire ?

- Oui
- Non

Si oui, quel en est la fréquence ?

- Rarement
- Très souvent

24. La seconde session d'examen :

Pensez vous qu'un contact avec vos enseignants en vue de corriger les épreuves de la 1^{ère} session pourrait mieux vous aider à réussir la 2^{nde} session ?

- Oui
- Non

25. Pensez-vous que vous faire faire un ou deux devoirs par matière avant l'examen, vous aurait mieux aidé à réussir ?

- Oui
- Non

Justifiez votre réponse : -----

26. Le fait de vous faire composer dans les grandes salles favorise-t-il selon vous la tricherie ?

- Oui
- Non

Justifiez votre réponse : -----

27. Achats des résultats positifs :

Avez-vous entendu parler de la possibilité de donner de l'argent pour être aidé à réussir aux examens à l'UFR/SEG ?

- Oui
- Non

28. Si oui, qui sont ceux qui font ces offres ?

- Enseignants
- Personnels administratif
- Autre (à préciser) -----

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