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Causes of school failure

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ABSTRACT

The analysis of the problems of the teaching of the child shows that the origin of school failure comes down to psychological, sociological and pedagogical causes.

Keywords:


school failure; psychological causes; sociological causes; pedagogical causes.

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1. Introduction

In any school system, there are two categories of students: the good and the bad. The bad ones are the ones who fail, and who are sitting closest to the wall at the back of the class, the good guys who succeed and who sit in the front rows, the closer to the teacher, but where does it come from this difference?

Today we begin to talk about school failure [1, 2], children in difficulty [3] to help them overcome these difficulties [4-16].

2. Notion of school failure

In the context of teaching, failure is defined by its components and its manifestations, the results obtained by the pupil, the tripling, the abundance, and also the referrals. We can cite: The lagging school: the school system is built so that at each level of the class corresponds to a so-called normal age: any pupil having a year or two years more than this age is late school.

Students who fall behind due to external causes (hospitalization, long or repetitive illnesses) do not necessarily find themselves in check, but repetition is the alarm signal that has a strong predictive value of academic failure.

By noting that there are gaps in their basic learning, and thinking that the repetition will be fruitful, that the student will be able to "get off to a good start", the teachers have a particular pupil repeat, but in most cases, this restart is only not: a first repetition is followed by a second at the elementary school, even a third at the college.

3. Causes of school failure

The causes can be classified in three dimensions: psychological, sociological and educational. It is important to point out that there is a close link between these three areas.

3.1. psychological causes

Students' academic failure can be attributed to psychological factors that are essentially family-related. It is important to recognize the role of parents in the emotional disturbances of the adolescent, which leads him to delay his

schooling. Emotional disorders caused by parental attitudes can only lead to failure in school. So the unwanted child may not be accepted by his parents who consider him an error. This non-acceptance manifests itself under various appearances:

❖ The rejection:

Parents may have an attitude of rejection towards their children. The expression of this rejection can be expressed by the parents in an aggressive way at the level of behavior. The neglected, badly treated, criticized child contains his rage that he refrained from letting out his parents. And it is only at school that this child finds material to discharge his aggressive impulses. The child is in check to punish his parents.

❖ Overprotection

Overprotective behavior is manifested by an invasive parental affectivity that deprives the child of any initiative. The child then becomes fragile shy, passive lacking in self-confidence and unable to assume his academic responsibilities.

❖ The divorce

The divorce of the parents, causing the disruption of the family structure, and creates in the child a feeling of inferiority compared to other children of his age and insecurity which has repercussions on work and school driving.

3.2. Sociological causes

❖ Social and economic environment

The inequality of the grade level is reproduced from one generation to another. If the father has a degree at or above the bachelor's degree, the son has a one in two chance of having such a degree in parallel with this parental degree level set, the chances of academic achievement improve when the social origin rises and vice versa.

❖ Level of education

Like social background, parents' level of education also contributes to failure or academic success. One example is a child who is used to seeing his father read the paper in

the evening, he will take it as a model. And if the parents of this child are used to using a language level, the child will now have a certain culture acquired within his family. The latter can serve as a springboard for student success as it can be a handicap for him as it is torn between two environments, that of the school and that of the uneducated family.

3.2. Pedagogical causes

On the other hand other causes of school failure are to be reported. These of pedagogical origins, they are related to all that relates to pedagogy, ie the educational system.

❖ The program:

The program is one of the factors that leads to academic failure. This one so loaded that it is far from being adapted to the reserved schedule. Wanting to apply a program weighed down by a maximum of activities with such a short schedule is a difficult task and a non-educational procedure.

❖ The motivation:

Unfortunately education in Morocco has remained detached from reality, abstract and obligatory and boring, teaching a single goal that is the fulfillment of a program. What causes a let go to the student and make the school task difficult.

❖ The manual:

The manual becomes a determining factor in the non-interest of learners and consequently in their academic failures because it is composed of texts that are unsuited to the age of children and do not meet their needs.

❖ Membership:

It turned out that as the number of students increases, so does the failure of schooling and conversely.

❖ The attitude of the teacher:

The class atmosphere is an important factor in students' academic failure, as an overly authoritarian, even nasty teacher with devaluing criticism creates a climate of fear and insecurity in the classroom.

❖ Evaluation:

In turn, assessment can be an obstacle in the student's schooling that can lead to failure. The grade awarded must be as objective and fair as possible. But unfortunately the note is often far from objectivity, it is often influenced by the psychic state of the teacher.

4. Conclusion

The analysis of the problems of the teaching of the child shows that the origin of school failure comes down to psychological, sociological and pedagogical causes.

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