



ISSN : 2350-0743

www.ijramr.com



International Journal of Recent Advances in Multidisciplinary Research

Vol. 09, Issue 05, pp.7765-7771, May, 2022

## RESEARCH ARTICLE

### IMPACT OF ABSENTEEISM ON SCHOOL FAILURE IN CÔTE D'IVOIRE THE CASE OF THE STUDENTS OF THE LYCÉE MODERNE D'ANGRÉ IN THE COMMUNE OF COCODY IN ABIDJAN.

**\*Goubo Aka René, Lecturer**

Felix Houphouët Boigny University

#### ARTICLE INFO

##### **Article History:**

Received 15<sup>th</sup> February, 2022

Received in revised form

18<sup>th</sup> March, 2022

Accepted 07<sup>th</sup> April, 2022

Published online 30<sup>th</sup> May, 2022

##### **Keywords:**

School Absenteeism,  
School failure

#### ABSTRACT

This study investigated the object of our study is to examine the relationship between absenteeism and school failure. It concerns a sample composed of 50 4th graders from the Lycée Moderne de Cocody Angré. This sample is obtained from the method or sample technique by reasoned and criterion-based choice. These students were submitted to a questionnaire to assess their level of absenteeism. The results show that the average rate of absenteeism obtained by the subjects who fail without a diploma is significantly higher than that of the subjects who fail with a diploma. Consequently, we can say that absentee students without a diploma experience a higher failure situation than absentee subjects with a diploma. These results support our hypothesis.

#### INTRODUCTION

The economic, social and cultural development of any society is the combination of several factors such as the awakening of consciences, the acquisition of knowledge, and in a global way education. As a result, the development of humanity inevitably passes through education, which is the means for any society to ensure its sustainability. As old as human societies, education is a field that requires patience, attention, regularity and continuity. Economic growth, the reduction of poverty, the improvement of working conditions for men and the good health of the population are objectives linked to education. The question of education is therefore vital both at the individual level and at the community level. The Universal Declaration of Human Rights of December 10, 1948 stipulates that "everyone has the right to education (p.14)". It is therefore necessary to give everyone the possibility of accessing education, which has a cardinal value in the development of human beings on the mental and cognitive level. In other words, the child has the right to an education which must be free and compulsory, at least at the elementary level. He must benefit from an education which contributes to his general culture and which enables him, under conditions of equal opportunity, to develop his faculties, his personal judgment, and his sense of moral and social responsibilities. Thus, Côte d'Ivoire, concerned about the development of its citizens, has invested heavily in the education system in order to promote man to achieve sustainable development in order to get out of poverty. Despite all efforts, there are several obstacles to the success of the

educational mission. Secondary education, which is the central link in the education system, still experiences certain difficulties such as: the proliferation of overcrowded classes, the lack of teaching materials, the insufficient number of supervisors, student absenteeism, unsuitability of certain materials to social realities. To this end, we have chosen to focus on student absenteeism, which constitutes a real breach of compulsory schooling. The resurgence of student absenteeism is a major problem facing any education system despite the current treatment given to this phenomenon by the punishment or deduction of points. It is therefore necessary to question student absenteeism in order to identify the different contours of its management, and to propose possible solutions. Parents, teachers as well as administrative and supervisory staff are helpless in the face of the rate of student absenteeism which is increasing in establishments and which is undermining students' academic performance. This is why through our study; we aim to establish the relationship between absenteeism and school failure. For the sake of contributing to the education of these students, we have initiated a research project entitled "School absenteeism and school failure" whose general objective is to ultimately reduce the number of absentees during for an effective fight against school failure. The specific objectives should, on the one hand, make it possible, after the interview sessions on the question of the importance of school and the consequences of absenteeism at school, to develop an interest in school. And on the other hand, allow the students interviewed and the others to attend all classes. The school, a classic framework for the instruction and education of men, constitutes an essential link in the educational chain. The success or failure of its missions has a great impact on the education system. School failure, which therefore signifies the failure of a system, is characterized by

**\*Corresponding author: Goubo Aka René, Lecturer**

Felix Houphouët Boigny University.

the failure of parents, the failure of training institutions and above all the failure of governments to educate the youngest. School failure at both primary and secondary level shows the following rates: 45% at the CEPE, 80% at the BEPC and 75% at the BAC (GOUBO 2014) in his book school failure or failure of society. Our study must participate in solving this problem which plagues the Ivorian school. Education is therefore a collegial work. In the sense that the school cannot achieve its objectives without the effective participation of all the actors (teachers, pupils, parents, etc.). This participation is largely dependent on the school's ability to encourage students to participate in lessons. However, it is clear that student absenteeism undermines the functioning of high schools and colleges and leads to school failure. Absenteeism is commonly defined as the attitude of any person who is regularly absent from their place of work or from any place where they are required to be present. For example, being absent from work, meeting, worship, class, etc. According to the blue book of the Principal Educational Advisors (2002), absenteeism is a behavior marked by the repetition of voluntary absences. What is characterized by an unjustified absence or whose justification is not valid. The dictionary of education by R. LEGENDRE (2000) defines absenteeism as the fact of being absent from classes or school days; or like the behavior of a student or a teacher who is often absent. In an INSERM survey of adolescents published in 1994, absenteeism results from three criteria: "skipping class, arriving late, being absent for a day or more. Absenteeism is a phenomenon which is also at the root of school dropouts; it is a kind of misconduct, of failure to comply with the academic obligation which can hinder academic success". The issue of school absenteeism is nowadays a global concern. In France, law no. 2010-1127 of September 28, 2010 on absenteeism was proposed by eminent deputies to combat the phenomenon. This bill was presented and registered in the National Assembly before being adopted in the Senate. The presenters of this law such as Eric CIOTTI, Xavier BERTRANT, Henriette MARTINET, all deputies declare on the front line: "Ladies and gentlemen, in metropolitan France, for the 2007-2008 school year, 7% of pupils on average were in a situation school absenteeism or dropping out, i.e., more than four half-days of unjustified absence per month, all types of secondary school combined. This situation affects more and more students. It is unacceptable because it is the first indicator of a situation of danger for these children and which leads them to marginalization, exclusion or even delinquency". Thus Articles 1 and 2 of this law introduce a new system of parental responsibility and describe the new methods in the Education Code. These articles define the role of all the actors concerned (Directors of establishments, Inspectors of academy, President of the general council, Director of the family allowance fund) in the fight against the lack of attendance at school. Article 3 provides for the new terms and conditions for the implementation of the parental responsibilities contract. These deputies conclude that this bill which aims to fight against school absenteeism is firmly based on the responsibility of parental exercise. Indeed, the fight against school absenteeism must be based on a balance between accompaniment and support of parents on the one hand and the effectiveness of the sanction on the other, that is to say penalization. In addition to the elected members of the National Assembly, Nicolas SARKOZY (2002), Minister of the Interior of his state has taken an interest in the question on many occasions. He proposes to abolish family allowances and to make the parents of truant students pay fines.

In 2009, President of the Republic he returned to the charge again by offering bonuses to diligent students. And on October 5, 2009, we read in the columns of Nouvelle observer an article entitled: "Fight against absenteeism in high school: kitty or carrot? which reports the reaction of opponents and unions against attendance bonuses. In Africa, ESDIRI (2009), in his pedagogical dissertation at the end of secondary education teacher training, emphasizes that anti-school behavior of students such as violence and absenteeism are dependent on the abdication of the family. He states that: "Family support is lacking most of the time when the child, especially at the age of adolescence, goes through delicate physiological, psychological and behavioral changes". Indeed, the role of parents is not limited to providing children with material and educational needs: pocket money, notebooks, books, nice clothes, computers, etc. The pupil also needs parents who listen to him, direct him, guide him, dialogue with him and put him on the right path; parents who accompany him and provide him with the necessary support. Left in complete freedom, the student of this age is still unable to control himself and make relevant decisions. He may find it very difficult to get his bearings and often deviate from good conduct. The fact of feeling free, without any constraint, or parental supervision, can in this case be harmful to him. Thus, influenced by the changes and demands of life, parents abdicate and detach themselves, willingly or unwillingly, from their main responsibility: the education of children. Less controlled and more and more ignored, the child tries to rely on himself.

In Burkina Faso, a supervisor of the Philippe Zinda high school evokes on the one hand, the central position of the establishment in the city of Ouagadougou while the populations live in the peripheral districts. He also points out that, given the size of the establishment, that is eighty (80) classes and four thousand six hundred and ninety-two (4,692) students for the 2010-2011 school year. Several absences are not justified and according to the local rules of procedure, all unjustified absences are penalized by the withdrawal of one point per hour. When the absence concerns a homework, the mark Zero is automatically assigned if a valid justification is not made within seventy-two (72) hours. Parents are unhappy when they see these withdrawals of points on their children's report cards. This is more irritating when such sanctions cause the student to repeat a year or be expelled. Côte d'Ivoire, concerned about the fulfillment of its citizens and its development, has made efforts to allow the education system to experience significant growth in order to solve the problems of absenteeism in high schools and colleges. However, despite the efforts of the State, the deficiencies of the education system persist. At the Lycée Moderne Cocody Angré, the issue of school absenteeism and school failure is very worrying because in the first semester, we were able to note a high rate of absenteeism of 12.4% for the classes of 5ème1 and 18. .2% for 5ème 5 classes. Thus, in the absence management notebook for the first semester that we consulted, student absences occur between 07:00 and 08:00 also, we notice here that the pupils allow themselves too much delay; which suddenly leads to absences. These unjustified absences are penalized by withdrawal of points. Moreover, the withdrawal of points as a current mode of management of absences, reduces the chances of success in school exams. There was an unfortunate case that occurred in a Baccalaureate jury of the 2007 session. Indeed, the candidate did not benefit from the redemption of one (1) point after the second round, because it was mentioned in the conduct box of his school report a withdrawal of four (4)

consecutive points after 4 hours of absence from class (MEN, 2007). However, these comrades who were in the same situation and who had no withdrawal of points benefited from the decision of the jury to redeem one point. Based on this fact, we can establish that absenteeism is a precursor sign of school dropout. This is why absenteeism and school failure are the object of our essential concern. This phenomenon now affects almost all secondary schools and is a scourge that requires new treatment strategies. In view of the experience and the studies mentioned, it turns out that student absenteeism is an obstacle to academic success. It is therefore necessary to envisage a judicious management of the phenomenon. The magnitude of the problem raises questions: Why are students absent? Does absenteeism concern a specific category of pupils? What are the consequences of absenteeism on the academic performance of students? What strategies should be developed to better contain the phenomenon?

**RESEARCH OBJECTIVES:** An objective is a statement of results. It is a point of completion, that is to say a goal to be reached.

**General objective:** Our study must ultimately make it possible to reduce the number of absentees in class for an effective fight against school failure.

**Specific objective 1:** After the interview sessions on the question of the importance of school and the consequences of absenteeism in school, our research must be able to develop an interest in studies.

**Specific objective 2:** Our study on school absenteeism and school failure must enable the students interviewed and the others to be able to attend all lessons.

**GENERAL HYPOTHESIS:** There is a relationship between absenteeism and school failure.

**Operational hypothesis:** Absentee students in a situation of school failure without a diploma experience a higher rate of school failure compared to their absentee peers in a situation of school failure with a diploma.

## METHODOLOGY

This chapter will consist in defining and explaining the variables that we have chosen for our study: Absenteeism and school failure on the one hand and on the other hand the sample and the collection of data

**SCHOOL ABSENTEEISM (INDEPENDENT VARIABLE):** Absenteeism is the repeated and voluntary absence of a student from his class. Thus, at the Lycée Moderne Cocody Angré, during our observations and the collection of information concerning the pupils (call book, interview with the educators, etc.), we were able to note during the 1st semester the repeated absences particularly serious for 7 pupils in 4th class and 2 students in 3rd class. This situation has become very worrying since in the 5th grade classes, we have 124 absences, in the 5th grade classes we have 182 absences, in the 5th grade we have 43 absences and, in the 4<sup>th</sup>, grade classes we have 190 absences. This social phenomenon has pushed educators to seize the social unit for the efficient management of this problem. So we are going to give the different descriptions of absenteeism so that we can better

understand our approach: Local absenteeism designates the student who skips class without however leaving the establishment; consumer absenteeism, the student chooses à la carte courses, he sacrifices certain subjects that he considers secondary or not important; present absenteeism, here the student is physically present in class but has his head elsewhere; provocative absenteeism is an absence to get noticed, to attack parents and institutions. As for phobic absenteeism, we wrongly believe that the pupil is irresponsible but in reality, the school makes him literally sick with anxiety. On the other hand, the absenteeism of comfort is explained by the absence of the pupil with the complicity of his parents. Then the absenteeism of breathing, that is to say faced with the heaviness of the programs, the pressure of homework and exercises, the students are absent to break with the stress. We also have absenteeism due to economic necessity. So out of financial need, the students drop out of classes and go to do "odd jobs". Finally, we have the absenteeism of motivation or constraint. In the first case, given the uncertainty of professional outlets, the pupils prefer to be absent and in the second case, the pupil undergoes a temporary exclusion from the class or the establishment.

**SCHOOL FAILURE (DEPENDENT VARIABLE):** School failure is a meaning with different variables which could in the particular case of Côte d'Ivoire allow a more in-depth study. In other words, a better readability of the difficulties encountered by students and which cause losses in the ranks of learners in Ivorian schools and are composed as follows: The student's school failure means an exit from the education system without a diploma, without qualification, without specialization. The failure of parents consists in saying that they have not been able to fully play their role of complete care for their children given the financial and material difficulties they encounter GOUBO (2013) in his book poverty or long-term unemployment). Under these conditions, most schoolchildren become deviants and indulge in drugs and other prohibited substances (Deviant behavior in schools, 2013 by the same author); The failure of teachers because many people think that these civil servants work less and less and therefore do not finish training programs due to strikes and other wage demands. This necessarily contributes to the worsening of school failure in Côte d'Ivoire; Political failure refers to the responsibility of elected officials and rulers who have proposed social projects to Ivorians, including the education of young people in good place. So, the school failure translates a failure of the school policy of the government which certainly did not put enough means for the assumption of responsibility of the schoolchildren of Côte d'Ivoire. Difficulties can also be found at the level of unsuitable didactic infrastructures and tools, appalling working conditions for teachers, unsuitable training programs, unallocated scholarships, etc. Thus, school failure is complex and is at the crossroads of several disciplines (sociology, psychology, pedagogy, education, etc.). Conclusion school failure can have several readings and refers to the plural description of the author.

**STUDY SAMPLE:** The sample is the set of individuals chosen as representative of a population for the realization of a qualitative and quantitative study. But for the purists, it should be noted that the sampling technique used is the reasoned choice and criterion-referenced technique or method which led us to choose the participants, namely: Being students in 4th grade at the LMCA; Being an absentee student; Have an average of less than 10/20; Have a driving score of less than

10/20; Having difficulties communicating with their parents; Agree to participate in the study. Given the large number of absenteeism models, we favored the models that were representative at the LMCA. So we selected 10 students for the consumer absenteeism model: the student chooses courses à la carte, he sacrifices certain subjects that he considers secondary or not important; 10 students for the provocative absenteeism model: the student is absent to get noticed, to attack parents and institutions; 10 students of the phobic model: he is wrongly believed to be irresponsible but in reality, school makes him literally sick with anxiety; 10 students of the respiratory model: faced with the heaviness of the programs and schedules, the pressure of homework and exercises, the students take time off to break with the stress; 10 students of the model out of economic necessity, out of financial need, the students drop out of school and go to do odd jobs. That is to say, instead of more than 300 absentee students (source: LMCA) of all types, we have retained 50 students for greater efficiency.

## COLLECTION OF DATA

**QUESTIONNAIRE:** For the questionnaire, our choice of the population was driven by the desire to take variables into account. School failure being the result of school absenteeism, which is a plural term, we have therefore chosen to work with a certain category of absentees. This process will allow a more effective analysis which will show which type of absenteeism is the ground favorable and favorable to the school failure. This method will establish a link between the independent variable and the dependent variable.

**INTERVIEWS:** As part of our study, we chose a working group made up of 5 pupils in fourth grade and absentees for the semi-structured interviews and the researcher in educational psychology is a member of the group as a participating observer. To better understand, it seems useful to us to take this trip into the world of young absentee schoolchildren from the LMCA, which is a method of proximity research to be as close as possible to the reality of realities such as the Le Playiens trips among European workers. in his work "the social method" published by Klincksieck, 1986. This method offers the possibility to the interviewees to produce a speech without pressure.

**STATISTICAL TEST:** Our study focuses on two variables. The independent variable: school absenteeism with five modalities and the dependent variable: school failure with two modalities: school failure with a diploma and school failure without a diploma. From the above we will examine the relationship between the independent variable and the dependent variable. Here the statistical test indicated is Student's T to judge the existing links in this relationship.

## INSTRUMENTS USED

**IDENTIFICATION QUESTIONNAIRE:** The subjects are questioned on their surname and first name, their sex, their age, the type of family in which they live, the beginning of their absenteeism, the school results due to school absenteeism.

**THE OBSERVATION GRID:** It is a very useful tool because it reduces the number of questions that need to be asked. This instrument allows us during the study to note the attitudes and reactions of the members of the group.

**THE MAINTENANCE GUIDE:** This instrument makes it possible to follow the chronology of the points that must be discussed with the target people. It also allows us to record the information we are looking for. During the intervention, this instrument allows us to respect the plan of our work while addressing the desired topics. This instrument allows direct contact with the students for additional information for the interpretation of the results (Romelaer, 2005).

## TECHNIQUES USED

**GROUP INTERVIEW:** It is a method that allows you to communicate with all the members of the group, leaving everyone the latitude to express themselves and give their opinion on their difficulties and his fears. It is also a professional conversation during which the researcher will collect information that will allow him to understand the life stories of the students, in this case the absentee students of the LMCA, with a view to making appropriate proposals to fight against the phenomenon which is also at the root of school failure.

**OBSERVATION:** It is an information gathering technique used in social science. It allows to observe, to understand and to analyze structures, facts, behaviors of a given social situation to then extract the typologies. In our situation, it allows us to analyze the operation of the LMCA in general, to see the behavior and habits of the students and to realize the difficulties of some students in adapting to the rhythm of the lessons.

**THE PERSUASION:** This technique allows us to convince the members of the group and especially the parents of students who were initially reluctant about the scope of our research project. So, we used subtlety to bring them to understand our approach which is the rehabilitation of communication between parents and children.

## PRESENTATION AND ANALYSIS OF RESULTS

This chapter is devoted to studying the relationships that exist between the independent variable and the dependent variable.

## QUANTITATIVE ANALYSIS OF RESULTS

**Table 1. Types of school absenteeism and situation of school failure with diploma or without diploma**

Type of absenteeism	Situation of school failure		Total
	Without diploma	With diploma	
Consumer	7	3	10
Provocative	6	4	10
Phobic	7	3	10
Respiratory	5	5	10
Economic	4	6	10
Total	29	21	50

This table presents the summary of the data collected during our survey at the Lycée Moderne Cocody Angré. We note that there are more absentee students in a situation of school failure without a diploma (29/50) than absentee students in a situation of school failure with a diploma (21/50). These results confirm our thinking except that we must go further to demonstrate the origin and the significance of the differences between the types of absenteeism and establish the links that exist between the independent variable and the dependent variable.

**Table 2. Means and standard deviations**

School failure situation	Situation of school failure	
Absenteeism		
	Without diploma	With diploma
Averages	5.8	4.2
Standard deviations	1.3038	1.3038

This table presents the results of the entire sample indicating the average absenteeism of the subjects who fail without a diploma on the one hand and that of those who fail with a diploma on the other hand. The results allow us to observe that the average absenteeism obtained by the subjects who fail without a diploma is higher than that of the subjects who fail with a diploma (5.8 > 4.2). At the level of the standard deviations, we can notice that that of the subjects who fail without a diploma is equal to that of the subjects who have diplomas and who fail (1.3038 = 1.3038). The equality observed shows that the two groups are dispersed in the same way. The statistical analysis of these results indicates that the calculated Student's t is greater than the theoretical Student's t at all the usual probability thresholds [ $T_c(1.9403) > T_{th}(0.681)$  at 40 ddl and at .05] we denote the existence of a significant difference between the two means. Consequently, we can statistically say that absentee students without a diploma experience a higher failure situation than absentee subjects with a diploma. These results support our hypothesis.

**QUALITATIVE ANALYSIS OF RESULTS:** At this stage we will proceed to the presentation of the members of the group by telling the story of their lives. This in order to highlight the particularities of each and the difficulties they have in common. We have used assumed names to designate them because of professional secrecy and above all to preserve their identities so that this work is not detrimental to them in their school, university, professional and social career. JAMEHA is a 16-year-old student, enrolled in 4th grade at the LMCA during this year 2019-2020. He lives with his maternal uncle who is a dentist. His mother could not follow him since his father works in Benin and is often away from home. He does not study and favors fun and walks, it is for this reason that his mother decided to entrust him to his uncle in order to try to channel him. Equipped with all the teaching materials, he is a fan of skipping school when he is at school. He often prefers to be at the bottom of the stairs chatting with his friends or walking around the school. His lack of motivation for school led him to have an average of 07.86 in the first semester and 10 in driving. He has shortcomings in almost all subjects. He agreed to be a member of the group because he wants to give up his absentee behavior and attend class in order to improve his academic results.

AMOBEL is a 16-year-old student and is in 4th grade at the LMCA in this year 2019-2020. However, not having been recognized by his father, his maternal grandmother took him and his mother in to take care of them. His mother didn't work and had no place to go. AMOBEL is a boy who suffers from the absence of his father and the last time he saw him was in 2004 and since then he has not heard from him. He is demotivated in class because according to him he should not return to his class if his plastic arts teacher last year had not subtracted points (-2) from his average. As a result, he absents himself from class.

He obtained in the 1st semester is 7.44 average and 10 in driving. His grandmother took the initiative to send him to his aunt so that he could be better supervised because she could not afford to hire him a tutor. But nothing has changed in his studies. He wants to change establishment to go to a private establishment, which is not easy given the financial situation of his parents. He agreed to be a member of the group in order to change his behavior. MEDI is a 16-year-old boy in 4th grade at LMCA this year 2019-2020. He lives with his parents but lacks follow-up at home. According to him nobody takes care of him, at home nobody asks him to study or how the studies are going. At home, he studies when he wants and spends most of his time watching football matches on television. During individual interviews, he tells us about his passion for football and his ambition to become an international footballer. However, he has the same problems as the others, he comes to school but does not attend class. The few times he is in class he spends his time teasing his friends and disrupting class. He hangs around the school with his friends and his teachers are unanimous that he is an absentee student. His poor attendance in class earned him an average of 07, 62 in the first semester and 10 in driving. So, he accepted to be a member of the group in order to change his habits.

KALY is a 15-year-old girl in 4th grade at the LMCA this year 2019-2020. The only child of these parents, she is pampered (according to her) by them and gives in to all these whims. She lives with her paternal uncle because her parents live in the United States. At home, she does not benefit from any follow-up given the fact that her uncle is very often absent for his work and his wife has no control over KALY because she has a recalcitrant behavior. So, to avoid incessant headaches with the little one, she prefers to remain silent in the face of her bad actions. She averaged 06.95/20 and 09 in driving in the first semester. She told us during the interviews that she came to class according to her mood and that she was rather impatiently waiting for her parents to send her to the United States with them because that was what they had agreed with her. She prefers to go out with her friends in the neighborhood who have left school and spend their day in shopping centers or in outdoor play and leisure centers rather than coming to school. However, her parents threaten to leave her in Abidjan if she does not obtain her average to go to a higher class. She agreed to be a member of the group and to change her behavior.

BEMAR is a 17-year-old boy who is returning to his 4th grade this year 2019-2020. He is the oldest in his class and is subject to teasing which makes him mad and prefers to be absent from class to hang around the school or be in the cyber cafes located near the school to play games. He lives with his father who has a wealthy financial situation and who remarried. His mother, to whom he was really attached, died 2 years ago, he told us. The death of his mother earned him the resumption of his class last year. He got 09.75/20 in the first semester with an average of 10 in driving. BEMAR really wants to go to the next class so he agrees to join the group in order to improve his grades and be diligent in class.

**RESULTS AND DISCUSSION**

Our study aims to establish a relationship between absenteeism and school failure. This is a concrete way to show that absenteeism is the key reason, the basis of school failure of students.

BOURDIEU's notion of field (1992) expresses this well. For him, the field is a determined state of balance of power between agent and institution, engaged in a struggle that consists in defending the issues and interests specific to each. School failure is not a fatality but the result of student absenteeism as far as we are concerned on the one hand and on the other hand of the failure of society itself, from the family unit to to state institutions. BOURDIEU's analysis goes in the direction of our analysis which consists in fighting against this behavior of pupils who do what they want without worrying about the rules and norms of society and even less about the laws and internal regulations of the structures of hospitality and training. This behavior of course aggravates the situation of school failure. BOURDIEU and PASSERON (1964) make the same analysis in "Students and their studies". For BAUDELLOT, BOUDON and ESTABLET (1970) school failure is not due to a maladjustment of the child, but rather due to the maladjustment of the school to the child. It is the ideology of the gift that determines failure or success at school. This analysis strengthens us in the direction of our research which consists in proposing the reform of the education system which is a carbon copy of an imported system which does not take into account the realities on the ground and which does not encourage an effective fight against school failure.

ALTHUSSER (1970) distinguishes between two modes of combating school failure: repressive state apparatuses and ideological state apparatuses (ideology). effective maintenance of order. This analysis by ALTHUSSER is consistent with our proposed solutions (the systematic searching of students at the entrances to educational establishments). The results of the analyzes to which we have arrived confirm our hypothesis in the sense that they have made it possible to observe the existence of a relationship between our variables. We also note that the needs of basic necessities (physiological, security, belonging and self-esteem) for most of the interviewees are not satisfied and this is a source of demotivation as also specified by MASLOW's theory of needs. (1954) which is consistent with our research objectives. In short, the absence of parental monitoring in these pupils produces a demotivation in learning and leads to school failure. This is in line with the theory of school failure in particular by BAUDELLOT and ESTABLET (2009), when they say that the school rejects all those who refuse to adopt the values of the school (attendance at lessons, respect for texts of the institution and those who embody it...).

The analysis of the summary of the data collected during our survey at the Lycée Moderne Cocody Angré shows this: we have 29/50 for absentee students who fail without a diploma against 21/50 for absentee students who fail with a diploma. Statistically, the results we have also reached are in line with our objectives and our hypothesis because they have shown that the average rate of students who fail without a diploma is higher (5.8) than that of students who fail with a diploma (4.2). However, at the level of the standard deviations, we can notice that that of the subjects who fail without a diploma is equal to that of the subjects who fail with a diploma. The equality observed shows that the two groups are dispersed in the same way. The qualitative analysis also shows it, the case of KALY who has an average of 6.9 in 4th grade and for good reason, his tutors (his uncle and his aunt) are not interested in his studies. The same for MEDI 16 years old in 4th grade who does not study and who spends all his time watching football matches his passion and no one at home asks him to study let alone see his notes. We also have the case of AMOBEL who is looking

for his father who left home in 2004. He has a lot of difficulties and accumulates bad grades. In the first trimester he only gets an average of 7.44.

## CONCLUSION

Our research has established a link between absenteeism and school failure. To achieve this, we used a statistical study, Student's T, which allowed us to compare the modalities: school failure with a diploma and school failure without a diploma, taking into account the types of absenteeism retained for this study. The statistical analysis of these results indicates that the calculated Student's T is greater than the theoretical Student's T at all the usual probability thresholds [ $T_c (1.9403) > T_{th} (0.681)$  at 40 ddl and at .05] we denote the existence of a significant difference between the two means. Consequently, we can statistically say that absentee students without a diploma experience a higher failure situation than absentee subjects with a diploma. These results support our hypothesis that there is a link between school absenteeism and school failure. These results were obtained thanks to a statistical treatment on the one hand and on the other hand by the result of the semi-directive interviews carried out. The case of BEMAR who made a decision to reduce his absenteeism and raise his grades to avoid repetition and above all to avoid school failure because he wants to continue his studies. It is also the decision of KALI, AMOBEL and MEDI. This is in line with our study objective according to which our study should ultimately make it possible to reduce the number of absentees in class for an effective fight against school failure. So, to achieve this, our study has shown that all the institutions involved in the education system (the family, the school and the rulers) must provide more effort, namely: full support for school children in Côte d'Ivoire. That is to say financial support for students, the expansion and increase of scholarships, the construction of new classes and the recruitment of teachers to avoid students having to work and take lessons in classrooms overcrowded classes. The massive recruitment of educational psychologists to monitor and support truant students in order to prevent them from being excluded and failing at school. School canteens must be accessible to all. Similarly, the State must make an effort and failing that, transport tickets should be given to pupils. There is also the control of students who must increase at the entrances to schools to prevent the circulation of prohibited products (drugs of all kinds, and weapons, etc.) in schools.

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