

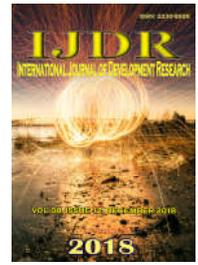


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THE ORGANIZATION OF THE CLASS AND ITS ROLE IN THE QUALITY OF SCHOOL LEARNING AT THE BRAZZAVILLE PRIMARY SCHOOL

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ABSTRACT

This study focuses on the organization of the class and its role in the quality of school learning at the primary school of the city of Brazzaville. It aims to educate teachers about good practices in the classroom. Our approach proceeds through a documentary analysis, questionnaires and through observation, we realized class visits which allowed us to realize the organization of the class, the quality of the learning given in the classrooms. It appears that the 170 teachers in our sample prepared 295 lessons and improvised 45 lessons. Improvised lessons, passable lessons and lessons to be learned are judged to be poor quality lessons. All of these bad lessons totaled 62.93% against 37.04% good lessons. We can conclude that good practices work well and bad practices do poorly. We also make some suggestions for improving current teaching practices

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INTRODUCTION

Education is an old social practice. It has always existed since there are fathers and mothers who have a duty to teach their children to talk, to feed themselves, to dress, in short to respect the common property and the property of others. Nowadays, parents want to give their children a quality education, more solid with extensive knowledge that can be converted for a better adaptation to life. The problems of the quality of education have become a major concern for education authorities all over the world. These problems have led to the design and implementation, at the level of education systems, of large programs aimed at improving infrastructure, acquiring equipment and textbooks, and developing teachers. Already in 1990, the World Declaration on Education for All noted that the quality of education as a whole is insufficient and needs to be improved.

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Quality is at the heart of education, a fundamental determinant of schooling, retention and learning. School and class are what educators are. On their own, they highlight the crucial role of the teacher and the importance of his place among the other factors of education. It is through him that a group of children is transformed or not transformed, that a building becomes a living environment, it is through him that a teaching method adapts both to the nature of knowledge to be acquired and that of children. His responsibilities are not limited to this, since he still has to take charge of all the pedagogical organization of the class. In this organizational work, it is not an easy job based on daily improvisations. On the contrary, it requires a difficult activity of the mind, where the analysis of difficulties makes it possible to teach precise knowledge, avoiding confusion, where minute conditions assurance, where the precision of detail commands the safety of syntheses. The preparation of the class is a highly intellectual activity. A teacher who prepares his class well, is likely to teach effective lessons.

The school is intended to give children a quality education. Its mission is to prepare the child for life. It is important for students to learn what they need to learn, and that basic mechanisms be taught. Higher quality education helps to increase individuals' incomes throughout their lives, promotes national economic growth, and helps individuals make more informed choices about fertility and other issues important to their own well-being. These benefits are closely related to the level of education achieved by individuals. Universal participation in education is fundamentally dependent on the quality of education. It is in this context that the quality of the education provided to students and the quality of what they learn can have a crucial impact on the length of their schooling and their attendance at school. Thus, it is through the legitimacy of the quality of the lessons and the organizational shortcomings observed as the improvisation of the courses, the insufficient preparations, the lack of the material or the bad exploitation of the supports in the school district of Makélékélé 1, that we undertook this research.

Problematic

Education and education are given at school. School is one of the ways the state uses to provide education for children. It is a book place exercise of thought. The child practices learning focused on reading, writing and arithmetic. The ideal of the school is to promote the full development of the child entrusted to him. It must ensure the development of the child from the physical point of view, artistic intellectual, moral and promote the development of all the potentialities it carries in him. The school is considered as a business for the transformation of children. It is par excellence the medium of education, life and school work. However, it is up to the school to fully assume its role for the achievement of quality teaching. Teaching is the transmission of knowledge, know-how. It is the action by which the teacher acquires, understands, learns, assimilates by him general or special knowledge, modes or means of thinking through the use of methods developed for this purpose and through his own competence. We can characterize the teacher by taking into account a certain number of parameters: His academic level, his profile, his professional status and the conditions of his professional practice. Addressing his role, the teacher is the person who has for the responsibility of providing instruction to school-age children in all disciplines included in the program.

By grouping together, the activities of the teacher can be grouped along several axes.

- The axis of education and education. This axis assumes that the teacher prepares and teaches according to didactic and pedagogical principles and mediates the child's integration of social norms.
- The axis of the collaboration. The teaching profession runs with the collaboration of several partners. Relationships within the school determine the work climate and can, to a large extent, affect the effectiveness of the school.

Thus, the personality of the director and his leadership play a key role. The working conditions it brings to teachers, their constant support and control have an impact on teaching / learning. Similarly, the teachers themselves, their educational exchanges they maintain contribute to the improvement of their teaching.

The school, as an institution, is in touch with the administration of the country and more particularly with the administration of the school. The functioning and nature of these relationships have an impact on its effectiveness. The pedagogical support comes mainly from inspectors and pedagogical advisors who contribute to the professional training intended to provide professional support to the exercise of their profession.

The axis of continuing education and research. The teacher must provide his own continuing education. Different strategies exist to perfect one's general culture. He is obliged to participate in pedagogical conferences organized by the inspectors, as well as educational activities in his locality or other training imposed by the school administration. Therefore, achieving the Sustainable Development Goals (SDGs) requires the action of the teacher, which is one of the main factors in the quality of teaching. Quality education, which is essential for achieving the new Education 2030 agenda and the goal of sustainable development 4, relies heavily on teachers LODD4 can only be achieved if education systems are supervised by quality teachers The central element of the quality of education is identifiable in the teaching / learning process: the good practice of the classroom. The teacher is a witness or servant of the educational system mandated by the school institution for the transformation of the citizens that it demands. This is how learning for the teacher has a fundamental meaning that allows him to have a lot of knowledge and to transfer some of it to the students. He must have a culture that should not be of the kind, nor the encyclopedic style, but a search for the activity of the mind, supported by the resources of the body and affectivity according to the dispositions and the individual resources of each one.

The teacher will have mastery of methods, techniques techniques and teaching strategies that respond to the need to understand the nature of the child and aim to acquire a genuine knowledge. The conditions of acquisition of knowledge by the student through the teaching action, imply for the teacher, the knowledge of the nature of the contents and the specific activities of the discipline taught.

The quality of teaching is a function of the teaching / learning process. In this process, we distinguish:

- Material teaching / learning conditions that refer to the availability and quality of school infrastructures, collective and individual materials, and various teaching tools for teachers.
- The pedagogical conditions of the teaching / learning process based on pupil / class ratio, multigrade classes, class organization, the program provided, the time devoted to learning, the teaching staff in relation to the availability, the quality of the staff in terms of level of education and training, experience, motivation.
- Relationships within the school with the administration, with teachers and students.

The quality of the education provided to students and the quality of what they learn can affect the length of their schooling and their attendance at school. Organizational deficiencies of the classes are increasingly denounced as a major cause of the lack of learning. Lack of preparation, insufficient preparation lessons made without supports and / or

teaching materials, insufficient homework to do in class and at home, lack of correction of students' homework, lack of mastery of teaching methods 'teach In fact, the relatively infrequent written controls are all deficiencies in our education system. The teacher's practices and the material working conditions must be conducive to the exercise of the teaching profession. During the supervision of the observation camp conducted in the Makélékélé 1 school district, we noted shortcomings in the teachers' practices. This supervision allowed us to make class visits to Angola-Libre, Kongo-Dia-Moukouba, Mabila-Mâ-Nganga and Moukoundzi-Ngouaka schools. Regarding the class visits, we made twelve (12) and the teaching practices revealed the following statement:

- A good lesson out of twelve;
- A pretty good lesson;
- A passable lesson
- Three bad lessons;
- Four lessons to pick up;
- Two teachers do not have any preparations.

As for the control of the mandatory documents to be kept and posted, five (5) teachers were visited. The observation is as follows:

- Two teachers had up-to-date documents;
- Three teachers did not have all the required documents.

Our investigations are not limited to these two activities. We then interviewed four principals, nine principal pedagogical advisors and four inspectors responsible for pedagogical activities. Regarding the directors, they acknowledged that they do not do the class visits. This task is reserved for educational advisers according to them. Secondly, they do not provide the educational and administrative supervision of teachers, their activities are limited to the receipt of documents. They recognize that teachers have problems in their classroom practice and that corrective action is needed.

The principal pedagogical advisors do the class visits and the teacher coaching assignments, but they all recognize that our teachers have difficulties in presenting lessons, using the materials and teaching materials available to them. despite the many advices given. They think that the initial level is insufficient to hold the class. Finally, inspectors responsible for educational activities hold school inspections and class inspections, and organize pedagogical conferences with the aim of remedying the ills that teachers suffer from. Teachers have problems in their class, even in the use of teaching materials when it exists. They all recognize that the problem of classroom practice is a thorny issue and therefore deserves improvement. Based on the results of our pre-survey, it appears that the organization of the class based on teaching practices would have a negative influence on students' learning. From this concern, we proposed to carry out a research to study the organization of the class and its role in the quality of learning. To do this, we asked ourselves questions, we identified hypotheses, defined the objectives and determined the limits of the study.

Main question

Does the organization of the class by the teacher have an influence on the quality of student learning?

From this main question, secondary questions arise.

Secondary issues

- 1) What are the practices of the classroom organization used by teachers?
- 2) What are the consequences of the implementation of these practices on the course of learning?
- 3) What needs to be done to improve teaching practices?

From these research questions, we have posited the working hypothesis.

Main hypothesis

Current teaching practices are the main factors that explain the level of learning achievement.

Objectives of the research

- Make the state of the situation of the practice of the class;
- Identify bad and good practices;
- Educate teachers about good practices in the classroom;

The organization of the class that constitutes the independent variable involves the dependent variable called the quality of learning. The quality of learning depends on the good organization of knowledge. This good organization has a beneficial impact on what learners acquire. It is also the quantity of knowledge transmitted and acquired that derives from this teaching. There is a cause-and-effect relationship between these two variables.

METHODOLOGY

In the context of our study, we will present:

- The field of investigation;
- The populations concerned by the research;
- Samples from different populations;
- The tools of research and;
- Data collection instruments.

Field of investigation: All the public schools in the school districts of Makélékélé 1, Moungali 2, Mfilou, Poto-Poto and Talangaï 2 constitute the field of investigation of our research. These five school districts were chosen as spatial representativeness to obtain more reliable information about classroom practice in the city of Brazzaville from north to south, from east to west and through the city center. The Makélékélé 1 school district, located in the southern part of Brazzaville, in district 1, was created on August 26, 1981. It has 17 public schools, 215 active teachers, 14,806 pupils, 9 principal pedagogical advisors and 4 inspectors educational activities. That of Moungali 2, resulting from the split of the inspection of Moungali, was created in 1998. Located in District 4, it has 8 public schools, 89 active teachers, 8,870 students, 8 principal pedagogical advisers and 5 inspectors responsible for educational activities (ICAP). As for the Mfilou school district, it is the offshoot of the Pool-Est school district, and became the inspection of Brazzaville in 1995 with the extension of the city. Located in borough 7, it has 8 public schools, 144 active teachers, 8 principal pedagogical advisers

and 3 inspectors responsible for educational activities, with a school population of 11,210 students. With regard to the school district of Poto-poto, it is located in the heart of the city, in district 4. Out of the inspection of Brazzaville center, it is created in 1981 and has 7 public schools, 82 teachers active, 7 principal pedagogical advisors, 3 inspectors in charge of pedagogical activities for a student population of 5,648 pupils. Lastly, Talangai 2, located in the northern part of Brazzaville, in district 6, came out of the outbreak of Talangai's inspection in 1993. It has 15 public schools, 144 active teachers and 11 councilors. main pedagogical, 4 inspectors responsible for educational activities with a school population of 14,878 students. At the head of each constituency is a Chief School District Inspector (ICCS).

Population and sample

Table 2. Characteristics of the study population

Désignation/School district	Directors	Active Teachers	Supervisors	Students		
				G	F	T
Makélékélé 1	17	215	13	7.510	7.296	14.806
Moungali 2	8	89	13	4.448	4.422	8.870
Mfilou	8	144	11	5.806	5.404	11.210
Poto-Poto	7	82	10	2.737	2.911	5.648
Talangai 2	15	144	15	7.388	7.490	14.878
Total	55	674	64	27.889	27.523	55.412

Source : 2015-2016 Back to School Reports, - ICCS, ICAP and PPC 2015-2016 Appointment Notes.

The characteristics of our sample are shown in the table below:

Table 3. Study sample

Workforce/ School district	Active Teachers	Directors	Supervisors	Students
Makélékélé 1	54	7	6	3.915
Moungali 2	23	4	6	2.342
Mfilou	36	4	5	2.853
Poto-Poto	21	3	4	1.461
Talangai	36	6	6	3.842
Total	170	24	27	14.413

Source : Data from our survey

The sample is a part or a subset of the population. We opted for the choice of a random sample. We have aligned the school classes of each school district with their respective enrollments. We considered the first and fifth classes, without taking into account the three classes immediately following the first class. Considering a gap of three classes, the results give us 170 teaching classes held by 170 active teachers who are responsible for 14,413 students. Given the small size of the number of directors and supervisors, we proposed to take 2/5 of these two populations in each school district.

The tools of research

The documentary analysis

In the case of our study, the literature review focused on a number of documents. We thus analyzed:

Back to school reports 2010-2011: The back-to-school reports allowed us to know the numbers of teachers and students in each school in order to identify the study population and the sample;

Appointment notes: Appointment notes have helped control the number of directors, school counselors and inspectors by school and school districts;

Teaching cards: They make it possible to identify the strengths and weaknesses of the teachers in the way of preparing the pedagogical sheets, the congruence that must

exist between the operational objectives and the items formulated. The documentary study allowed us to assess the skills and performance of teachers in the organization of the class and those of the students in the practice of the proposed exercises.

Observation: In the context of our study, it was a question of living concretely and objectively the pedagogic practices of teaching / learning in the classrooms. It is through observation, considered as the first moment of scientific activity, that we have been able to appreciate the quality of learning and make a valuable judgment on the ability of teachers to organize their class. To carry out this operation, we undertook class visits in which the lessons learned were examined in order to reveal the

strengths or weaknesses of the teachers in the daily practice of their class. This observation was extended to the lesson preparation sheets in the implementation of teaching methods and strategies.

An observation guide has been developed for this purpose and has two essential parts:

- The part of the general lessons;
- The part of the teacher's activities including:
- The header of the horizontal plug;
- preparation of the horizontal sheet;
- setting objectives;
- The realization of the lesson;
- Evaluation of learning.

Our observations are based on this grid, which takes into account observations on the general information and the various stages of the teaching practice as well as the difficulties experienced by teachers in this or that teaching.

The questionnaire

Regarding this study, the questionnaire is intended for school principals, pedagogical supervisors and aims to obtain from them their opinions on teaching practice and the following information:

- The appreciations of the lessons heard during their class visits;
- Course preparation; the modalities of use of the material and the educational supports;
- The arrangements for preparing the
- Conduct of the investigation

The survey took place in Brazzaville from January 2015 to June 2016, in the school districts of Makélékélé1, Moundali2, Mfilou, Poto-Poto and Talangā.

Presentation and analysis of the Results

After collecting the data using the methods chosen, it seems appropriate to present, analyze and interpret in this chapter all the results obtained. For the record, we recall the research tools that enabled us to obtain the results of the survey. Thus, we used the documentary analysis, the observation and the questioning.

Results from the literature review

The documentary analysis allowed us, from the back-to-school reports, to know the class size of the school districts. These numbers were used to evaluate lessons learned to judge whether or not the original objectives were achieved. It also allowed us to analyze the horizontal teaching sheets. The following facts were noted:

- 85 cards or 25% are not documented. The concepts to be taught are not thorough, the cards are not consistent;
- 32 teaching files, ie 9.41%, are not developed until the end;
- 12 cards whose operational objectives are not mentioned on the card, ie 3.52%;
- 15 cards do not include evaluation items, ie 5.29%;
- Fiches 9 cards have no learner's page, or 2.64%;
- 58 cards whose headings are not completed properly, ie 17.05%.

The observed shortcomings are due to the laziness and negligence of teachers in developing consistent teaching sheets.

The practice of pedagogical supervision by school heads

The opinions gathered show that 6 directors or 25% provide educational supervision. 18 directors or 75% do not provide pedagogical supervision. The results show that educational supervision is not provided by the vast majority of directors. As the first pedagogical advisor at the school, the first difficulties would be checked by the directors. Unfortunately, this activity is neglected by the Principal Pedagogical Counselors (CPP) and Inspectors in charge of the Pedagogical Activities (ICAP). These results confirm the responses of our pre-survey. Their activities are limited to the receipt of documents, the verification of daily preparations. Pedagogical activities should not be neglected to the detriment of the administration. This pedagogical support would contribute to the quality of teaching. CPP and ICAP, sometimes in short supply, sometimes do not reach all teachers. The organization of the work of the Director may allow him to plan his activities and affect a large number of his staff in one quarter.

Analysis of the opinions of the supervisors

The questionnaire for supervisors on the strengths and weaknesses in teaching practice allowed us to gather the opinions of the framers below.

Strengths

The framers recognize only teachers

- Develop teaching cards (78.52%);
- Present mandatory documents fairly correctly (85.12%);
- Operationalize learning objectives (67.22%).

Weak points

The supervisors mention only the teachers:

- Have insufficient preparations;
- Improvise classes (47.33%);
- Misuse the supporting texts (58.15%);
- Escamotrent the didactic steps (45,85%);
- Poorly manage the time allotted for a pedagogical sequence (71.15%);
- Do not use teaching materials often (11.12%).

The opinions of the supervisors reflect the observations made in the classes. It is true that teachers develop the cards, but these cards do not comply with professional requirements. The documentary analysis mentioned this. In this table, 4 supervisors out of 27 (14.81%) appreciate the lessons heard as lessons to be learned. 11 supervisors or 40.74% thought of the fair assessment. 10 supervisors or 37.03% appreciate the lessons of fairly good lessons and 2 framers or 7.40% of good lessons. The analysis of this table allows us to say that lessons to be learned and passable lessons are lessons of poor quality. 15 supervisors or 55.55% appreciate these lessons of poor quality and the 12 supervisors or 44.44% appreciate the lessons as being successful lessons. Course. Whether directors or supervisors, all recognize that teachers prepare courses. A small number of teachers improvise classes.

Table 5. Course Preparation Level

Indicators/Opinions	Directors	percentage	Encadreurs	percentage
Sufficient preparations	4	16,66%	00	00%
Inadequate preparations	20	83,33%	27	100%
Total	24	100%	27	100%

Source: Data from our survey

To the question of sufficient or insufficient drugs, 4 directors or 16,66% approve that the drugs are sufficient against 20 directors or 83,33% who consider the drugs insufficient. The supervisors approached this problem in the same direction. No supervisor has thought of the adequate preparations of the teachers. The 27 supervisors are 100% confirm that the preparations are insufficient. This table shows that teachers' preparations are considered insufficient. Admittedly, the teachers prepare the lessons, but these preparations do not give a satisfaction. As to whether the material and media are used properly, the opinions collected in this table are almost identical. Directors and supervisors believe that teachers do not have a good use of didactic material and support. Overall, there is a fairly good use of teaching materials. Only 9 managers and 10 supervisors rate this use as being of poor

quality. In classrooms, the materials and learning materials that exist are not used properly. The misuse of teaching materials and materials is at the root of lessons to be learned or passable lessons.

The criteria for a good lesson

Managers and supervisors have identified the criteria for a good lesson as follows:

- Rational use of materials and / or teaching aids;
- Achievement of the operational objective by the success of the items proposed by a large number of students;
- clear and precise communication of the tasks to be performed;
- Successful exploitation of the lesson;
- Follow-up of the didactic approach of the lesson;
- Respect of the time allotted to the pedagogical sequence;
- Effective participation of students in the lesson

The conditions for acquiring knowledge by students

To the question of the conditions of acquisition of knowledge by students, the directors and supervisors discussed what conditions the acquisition of knowledge:

- Sufficient preparations (documented, rich and researched);
- Mastery of the concepts to teach;
- The rational use of didactic material and support by concretizing the lessons;
- Trained teachers who teach effectively;
- The mastery of the French language;
- The good transmission of knowledge to learners;
- The use of clear language, adapted during teaching;
- The use of methods, processes and techniques that facilitate understanding.

General summary from the questionnaire

Preparation of classes by teachers

Table 6. Course preparation and improvisation

Directeurs Opinions	Directors	Percentage	Supervisors	Percentage
Course preparation	18	75%	15	55,55%
Course improvisation	06	25%	12	44,44%
Total	24	100%	27	100%

Source : Data from our survey

In examining the implementation of teaching practices in classrooms, it should be noted that principals and supervisors expressed their views on current teacher practices.

The opinions gathered on the teaching supervision of teachers by the directors show that 18 directors or 75% do not ensure it. These results are related to the difficulties experienced by teachers in classrooms. We have noticed that the different pedagogical activities of the teachers do not comply with the methodological requirements in force. Poorly manage the time allotted to the pedagogical sequence.

Overall assessments of lessons

Table 7. Level of appreciation of lessons

Directors Opinions	Number	Percentage
Lessons to redo	4	14,81%
Fair lessons	11	40,74%
Pretty good lessons	10	37,03%
Good lessons	2	7,40%
Total	27	100%

Source : Data from our survey

This observation is well conducted. The teachers' preparations are insufficient in the classrooms, they do not make good use of the supporting texts, they do not follow the didactic procedures. These insufficient preparations lead to lessons to be learned, passable lessons from which a small percentage of good lessons (02) is a percentage of 7.40%

The impact of teacher support at the teacher level

Table 8. Pedagogical supervision and teaching practices

Directors Opinions	Number	Percentage
Yes	12	44,44%
No	15	55,55%
Total	27	100%

Source : Data from our survey

The opinions of the supervisors on the pedagogical supervision and the teaching practice, 15 supervisors out of 27 or 55.55% consider that the pedagogical supervision does not bring a big change in the practices of the teachers. There is a relationship between pedagogical supervision and teaching practices. Pedagogical supervision should change the bad practices of teachers. But, it is clear that the educational framework does not change the way to lead the class with dignity. The lessons to be learned, the passable lessons testify to an ineffective framework.

Compatibility of acquired level of education

Table 9. Is the level sufficient?

Directeurs Opinions	Number	percentage
Oui	9	33,33%
Non	18	66,66%
Total	27	100%

Source : Data from our survey.

As for the level sufficient to teach, 18 supervisors or 66.66% find that the level of our teachers is insufficient to teach. These opinions are confirmed by the fact that teachers do not have enough command of the language of instruction, misuse the supporting texts, write summaries or retain them with mistakes. These faults are the usual consequence of underutilization of the brain.

Table 10. Dynamics Good and Bad Lessons

Indicators Teaching practices	Number	percentage	\bar{X}
Improvised lessons	45	13,23%	20,97%
Lessons to redo	71	20,88%	
Fair lessons	98	28,82%	
Pretty good lessons	65	19,11%	12,33%
Good lessons	42	12,32%	
Very good lessons	19	5,58%	
Excellent lessons	00	00%	
Total	340	100%	

Source: Data from our survey

Regarding the most frequent assessment of lessons observed, 11 supervisors or 40.74% thought that the most recurrent assessment is fair. These opinions are correct with our survey where 98 passable lessons of 28.82% were observed. Teachers prepare or improvise classes, 18 directors or 75% and 15 supervisors or 55.33% say that teachers prepare lessons, which allowed us to observe 295 lessons out of 340. Beside those who prepare the classes, a small number of teachers improvise classes and we observed 45 lessons or 13.23%. It appears that out of the 340 lessons observed, 45 lessons or 13.23% were improvised. 71 lessons or 20.88% are to resume and 98 lessons or 28.82% are considered passable. No teacher presented an excellent lesson. Bad practices accounted for 62.93% with a weighted average of 20.97% while good practices achieved a low percentage of 33.04%, an average of 12.33%.

Examining the degree of preparation of the courses, 27 supervisors are 100% and 20 directors or 83.33% agree that the preparations are insufficient. It is an objective reality. During the class visits, we found undocumented preparations, half-elaborated forms, texts full of mistakes. These failures prove that preparations are done in an early manner. Finally, the directors and supervisors discussed the conditions for acquiring knowledge by learners, including:

- Sufficient preparations;
- Mastery of the concepts to teach;
- The rational use of teaching materials and / or materials, methods, processes and techniques that facilitate understanding;
- The good transmission of knowledge;
- Effective participation of learners in the lesson.
- These are the requirements that make classes successful and promote learning.

Through observation, we conducted class visits that allowed us to realize the organization of the class and the quality of learning provided in the classrooms. Our observation focused on:

- The preparations of the class;
- The use of teaching materials and materials, as well as the methods, techniques and teaching methods in effect;
- The respect of the didactic steps and the time allotted to the pedagogical sequence;
- Student / master interactions;
- Assessment items proposed in congruence with the operational objective set at the start.

The ultimate goal is to identify the good and bad teaching practices of teachers in the five school districts of Brazzaville. The table below indicates the assessments that match the good and the bad teaching practices. Of the 170 teachers chosen as sample, we observed 295 lessons and we recorded 45 improvised lessons. As part of their job, the inspectors do not follow the improvised lessons, they are considered bad. We did 340 class visits, two lessons per teacher. The lessons observed took into account the day's schedule. It should be said that good practices lead to the category of good lessons and bad practices to bad lessons. In order to relate teaching practices to learning outcomes, we ranked the lessons observed by discipline, taking into account the assessment grid made up of five levels of assessment:

- 1st level: very low lessons: 0 to 20%
- 2nd level: weak lessons: 20 to 49%
- 3rd level: average lessons: 50 to 60%
- 4th level: good lessons: 60 to 85%
- 5th level: excellent lessons: 85 to 100%.

Table 11. Course Preparation Level

Indicators Opinions	Directors	percentage	Supervisors	percentage
Sufficient preparations	4	16,66%	00	00%
Inadequate preparations	20	83,33%	27	100%
Total	24	100%	27	100%

Source: Data from our survey

Table 12. Appreciation indicating good and bad Teaching practices

Good practices	Bad practices
- Good lesson	- Improvised lesson
- Very good lesson	- Lesson to take
- Excellent lesson	- Fair lesson

Source : Data from our survey

Table 13. Dynamics of good, bad practices Teachers and student results

Indications Disciplines	Good practices		Mauvaises pratiques	
	succes	failure	succes	succes
Maths	72,63 %	27,37 %	22,69 %	77,92 %
History	69,63 %	30,65 %	24,78 %	75,20 %
S.V.T	75,22 %	24,76 %	27,31 %	72,67 %
Grammar / Ortho.	71,49 %	28,49 %	26,91 %	73,07 %
Prepared Dictation	65,48 %	34,51 %	28,24 %	71,74 %
Geography	61,65 %	38,33 %	24,50 %	75,45 %
Vocabulary	71,48 %	28,49 %	26,89 %	73,10 %
Written expression	74,43 %	25,26 %	28,61 %	71,38 %
Oral expression	62,64 %	37,35 %	29,38 %	70,60 %
Conjugaison	74,65 %	25,33 %	39,34 %	60,65 %
Reading	72,06 %	27,91 %	27,19 %	72,79 %
Writing	71,77 %	28,21 %	26,39 %	73,59 %
Grammatical analysis	71,48 %	28,50 %	34,00 %	65,99 %
Total	70,37 %	29,62 %	28,14 %	71,85 %

Source : Data from our survey

Each lesson observed has a percentage of success and failure from the learning assessment. We used the weighted average for the lessons scored on the same level. Each lesson is scored at the end of the teacher's performance. Following the assessment made by the teacher, a certain number of pupils succeeded or not. Each coast has a student success rate. This rate is calculated as a result of the assessment done by the teacher at the end of each lesson.

General summary of results from observation of teaching practices

In examining the results of the observation of teaching practices, it should be noted that 340 lessons were observed and are distributed as follows:

- 45 improvised lessons,
- 71 lessons to take back,
- 98 passable lessons,
- 65 pretty good lessons,
- 42 good lessons,
- 19 very good lessons.

These results allowed us to be aware of current practices. We identified good and bad practices and compared them by analyzing the results of each discipline.

The analysis of this table shows us that bad practices generate very high failure rates and very low success rates, while good practices generate high success rates and very low failure rates. Ultimately, we can conclude that good practices work well and bad practices do poorly. At the end of our study on the organization of the class and its role in the quality of school learning, it seems useful to compare the information gathered from the research hypothesis. Course improvisations, insufficient preparation with lessons to be learned, passable lessons, rational non-use of materials and / or teaching aids, are current practices of teachers in the school districts surveyed. Analyzing the teaching practices, it appears that the 170 teachers in our sample performed 295 lessons and improvised 45 lessons.

The results of this survey are as follows:

- 45 improvised lessons or 13.23%,
- 71 lessons to take back, that is 20,28%,
- 98 passable lessons or 28.82%.

Improvised lessons, passable lessons and passable lessons are judged to be poor lessons. All of these bad lessons have achieved a rate of 62.93% against 37.04% good lessons. Bad lessons have given bad results and good lessons have good results. The analysis of different disciplines has shown that good practices give satisfactory results and bad practices do not allow the acquisition of knowledge by learners (unsatisfactory results). We can deduce that the information derived from the observation of teachers' practices confirms our hypothesis. The opinions gathered from the framers on the most frequent appreciation of the lessons they hear, the framers agreed that the most recurrent appreciation is " passable lesson ". The results of our survey showed that the passable lessons were more numerous than other lessons (98 lessons ie 28th, 82%). Passable lessons do not contribute to good school results.

We can also say that the opinions gathered from the framers confirmed our hypothesis. Inadequate preparations, directors and supervisors claimed that the preparations of teachers are very inadequate (directors 83.33% and supervisors 100%). Inadequate preparations are the source of bad teaching practices. Teachers do not provide the material needed for the lesson, do not document the courses they give, do not follow the didactic steps assigned to the discipline. We can thus conclude that the data obtained from the instruments used confirm our hypothesis. It is considered verified and confirmed.

These bad teaching practices have consequences on the quality of the education of the learners. The consequences can be:

- The decline in the level of learners,
- The poor academic performance,
- Inadequate schooling of learners,
- The abandonment of the learners' studies.

All these data collected allow us to confirm that the organization of the class by the teacher has an influence on the quality of learning. The organization of the class, which is a set of mechanisms coordinating different activities carried out by the teacher, it is clear that a well-organized class leads to good results, while a poorly organized class gives bad results. At the end of this chapter, it is advisable to propose some solutions to improve current teaching practices.

Suggestions

The results of our research allow us to say that the teachers in the school districts of Makélékélé 1, Moungali 2, Mfilou, Poto-Poto and Talangaï 2 have problems in their classroom practices. It is up to us to propose orientations likely to promote the improvement of the practices observed by actions hereafter.

To the public authorities

- To proceed with the quantitative and qualitative recruitment of teaching staff. Teacher training is important. It is they who are at the center of teaching and learning. Important resources must be allocated to their initial and continuing training. We will not forget the improvement of their living and working conditions and also the setting up of a system of encouragement and motivation of teachers.
- To decision-makers in the education system:
- To provide support for teachers, which consists of a teaching team, to follow a teacher, to walk with him for a more or less short period to improve his teaching practice. The accompaniment can concern:
- A beginning teacher in the profession and / or in an educational practice
- A teacher who encounters difficulties in teaching / learning, knowing that there are:
- Teachers who are aware of their difficulties with those who dare to express it and those who do not dare to express it,
- Teachers who are not aware of their difficulties and whose surroundings are sometimes aware of them.

- Intensify the pedagogical supervision of teachers by organizing relevant educational events on academic and professional training.
- To permanently strengthen the capacity of management staff to fully and effectively fulfill their role as educational supervisor.
- To teachers:
- To improve constantly, to create opportunities to learn, to have a rich and varied documentation, because the teacher remains at the center of the success of all strategies or innovations related to the improvement of school learning.
- To seriously prepare courses before claiming to teach even the most basic concepts. Preparations are one of the teacher's ethical tasks. Improvisations lead to trial and error and even failures.

Conclusion

The school is par excellence a living environment, an ideal setting for learning. The ideal of primary school is not to teach much, but to teach little and well. To teach well is to know how to distinguish the essence of the accession and to be able to enjoy the great freedom left to the teacher to adapt the teaching given to the needs of his students and to the realities of local life, to distribute a custom instruction. To teach well suggests that a lesson well done is better than a full lesson. The goal of this research is to review the status of classroom practice, identifying good and bad practices, to educate teachers about good classroom practices. In view of the results we have reached, the schools of Brazzaville are far from distributing satisfactory instruction. Classroom practice is a real problem for teachers in their profession. Indeed, current practices are characterized not only by improvisations of the courses, but also and especially by insufficient preparations, which indicates a poor quality of the lessons taught in the classes. The current school is no longer a school, the pupil is no longer a pupil, he is a learner even if he does not learn anything. It is a school at a discount that favors the pedagogy of failure. Current practices are becoming worrying for our education system in view of the difficulties that teachers face in convincing lessons. The training plans initiated by the school district inspectors and their collaborators are more than 80% executed. Conferences, educational seminars, test and demonstration lessons are animated, but our teachers always have bad teaching practices. They do not use what they learn in these educational animations. One can even wonder about the intellectual level of teachers and also the way in which educational supervisors conduct their sessions. The simple criticisms that they formulate towards the teacher after observing a pedagogical sequence are not sufficient. Rather, the supervisor should show how to stop some blunders. The mechanisms of supervision of teachers do not seem more promising in the light of multiple actions. To these training actions which ensure the improvement of However, it is also necessary that they be accompanied. Coaching teachers would individually help each of them in their daily practices. It is a question of improving the benefits of teachers in the classroom by strengthening professional skills. With the innovations that occur constantly in primary school, the courses must fill the professional gaps and consist in the acquisition of new skills. This educational scourge challenges teachers as class practitioners, pedagogical supervisors who have the heavy task of supervising the teaching staff and public authorities, guarantor of the education system in the country, to become

aware of the phenomenon. Public authorities, educational supervisors and teachers are condemned to combine synergistic efforts to improve the quality of education. This effort would lead to a reduction in the shortcomings found in our classrooms and would enable effective teaching to be achieved at satisfactory academic performance. The statistical data presented for the case of the city of Brazzaville, are precursors of the state in which our educational system evolves in the country. To achieve the Sustainable Development Goals (SDGs) with regard to education, SDG4 of the 2030 Global Agenda aims to ensure access for all to a quality, equal, and opportunities for lifelong learning. teachers are required to provide quality education.

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