East African Scholars Journal of Education, Humanities and Literature

OPEN ACCESS

Abbreviated Key Title: East African Scholars J Edu Humanit Lit
ISSN: 2617-443X (Print) & ISSN: 2617-7250 (Online)
Published By East African Scholars Publisher, Kenya
Volume-4 | Issue-8 | Aug- 2021 | DOI: 10.36349/easjehl.2021.v04i08.001

Original Research Article

Analysis of Pedagogical Determinants of School Performance in Sinende in the Northern Part of Benin

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Article History
Received: 24.06.2021
Accepted: 27.07.2021
Published: 01.08.2021

Journal homepage:
https://www.easpublisher.com

Quick Response Code

Abstract: In Benin, the national educational system has made outstanding progress in terms of school attendance, but the primary school completion rate still needs to be improved. Furthermore, African educational systems are still facing with various difficulties that prevent them from achieving quality education. Among these difficulties are teachers-related factors. In order to better understand the phenomenon, this paper entitled Analysis of the pedagogical determinants of the academic success of primary school pupils in Sinende highlights the pedagogical characteristics that influence the academic performance of pupils. To this end, data were collected on the basis of a questionnaire and a literature review. In order to achieve the objectives, in addition to the documents reviewed, surveys were conducted among 96 teachers in public primary schools in the commune of Sinende. The results of the study showed that the frequency of evaluations, the academic degree, in-service training, and the category of teachers do not influence school results. On the other hand, the study found a positive relationship between seniority, learning time, professional degree, status and academic performance. The results of this research indicate that academic performance is the result of a number of pedagogical determinants. From the perspective of improving students' school performance, it is important to focus on pedagogical factors that are more relevant in the Beninese context.

Keywords: Pedagogical determinants, learning, school performance, learner.

INTRODUCTION

African educational systems are facing many difficulties in different levels that prevent them from achieving good academic results (ROCARE 2010). Among these difficulties, we can mention in prime the quality of teaching. A severe teacher's deficit can be noticed in Benin educational system and this is the result of the freeze of enrollment in civil service during the 90's. To fill the vacancy, local communities proceed to community enrollment of teachers for primary schools, enrolling most of the time non-qualified individuals (IOFE Benin 2011). We notice a lack of teacher's training, both in initial and in-service training. This deficit noticed in the training of teachers has a negative impact on the quality of teaching.

Many studies carried out in Benin schools show that most of the time devoted in instruction is wasted because of the repetitive absenteeism of teachers and pupils, of the shortage of classrooms and the lack of teaching materials (UNESCO 2005). In most of its regions, there is a huge gap between the number of pupils completing their studies and those having a minimum of cognitive abilities. While in 2006 the academic completion in primary school was 65 %, it raised at 79.2 % in 2015. Despite the efforts made, the retention of pupils at school was slowed down by pupil's repeating the school year, which rate was 20.56 % at Sinende and 15 % in Borgou in 2015. These rates are highly above the national rate estimated at 13.2 % in the same year (PASEC, 2016). In spite of these difficulties charactering the Benin educational system, we have noticed that very few works were interested in analyzing teaching-based-factors. Thus, it is to better understand these determinants that this paper is written based on the data collected at Sinende in the northern part of Benin.

METHODOLOGY

Study framework

The township of Sinende is located in the north west of Benin, in the department of Borgou and land in a surface of 2.289 sq.km. It is 623 km away from Cotonou, the economical capital city of the country.

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Sinende is located at Latitude North 10°20 and Latitude East 2°22.

The educational sector of the commune of Sinende is characterized by a low level of schooling with the gross rate of children in full time education estimated to 70.19 % in 2018, well under the national rate. Regarding academic results, the promotion rate was 69.09% in 2018 and the success rate to the Certificate of Primary Studies (CPS) was 66.69 % in 2017. We could also notice a high rate of school year repeating estimated at 21.33 % in 2018, a low rate of completion of 33.35 % and dropout 9.58 %. The sector's situation is also characterized by a lack of school facilities. We count in the township 3 nursery schools, 58 public and private primary schools with a total of 339 occupied classrooms out of the 344 classrooms available and only one High School. However, it is important to notice that 70 % of total classrooms are well equipped and in good state. The total number of teacher is 316 with 51 Permanent State Agents, 145 State Contractual Agents, and 120 Community teachers. The latter have no pedagogical education, and are enrolled and paid by the community. The coverage ratios are low, compared to Basic Quality School regulations (BQS). The pupil-teacher ratio is 44.9, the pupils-classroom ratio is 41.9 and the classrooms-teachers ratio is 1.07 according the 2018 statistical yearbook.

In 2018, the teaching staff deficit of qualified teachers is 73 in primary school. Table 2 presents an overview on some indicators of the education at Sinende.

Table-2: Indicators of the primary school education at Sinende 2015-20178

Indicators	2015	2016	2017	2018
Gross Admission Rate	125.06 %	84.13 %	117.97 %	80.94 %
Completion Rate	74.96 %	46.33 %	58.28 %	33.35 %
Gross Schooling Rate	118.64 %	77.21 %	113.59 %	70.19 %
Promotion Rate	67.50 %	68.88 %	62.91 %	69.09 %
School Year Repeating Rate	20.56 %	19.97 %	20.46 %	21.33 %
Dropout Rate	11.94 %	11.15 %	16.63 %	9.58 %
Pupils-teachers Rate	57.7	52.4	58.1	44.9

Source: Statistic yearbook CRP, 2015-2018

Sampling

The data collection took place in 17 public primary schools out of the 59 available in the school district of Sinende. The investigation unit consists of teachers of all grades. In total, 96 teachers out of the 276 in service has been surveyed during the 2018-2019 academic year in the 17 primary schools targeted. To complete the collected information, interviews were carried out with 9 principals in the localities. Table 2 presents the localities where the survey took place.

Table-2: Sampling

Localities	Teacher	Principals
Fo-Boure	16	1
Sakarou	8	1
Sikki	12	1
Sekere	16	1
Nianro	8	1
Sinende Centre	16	2
Guessou Bani	10	1
Sokka	10	1
Total	96	9

METHODOLOGY OF DATA COLLECTION

The data collection has been supported by two principle sources: the literature review and the fieldwork. For the literature review, the annual reports of primary schools, the documents and annual reports of the Ministry of Primary Education have been consulted to obtain annual statistics of success, failure, promotion, school year repetition or dropout of learners.

For the fieldwork, a questionnaire about the required information has been submitted to teachers. It helped to identify the characteristics of teachers and of the pedagogical environment likely to impact the results of pupils. The interview guide was used with school principals. It permitted to obtain general information about primary schools.

DATA ANALYSIS TOOLS

The multiple regression models estimated by the ordinary least squares method allowed us to determine the pedagogical factors that could affect teacher's level of performance. The theoretical model that expresses that relation is: $P_i = f(Zm_i, e_i)$, with P_i the performance indicator of teacher i, Zm_i the factors that explain the difference of teachers performance, e_i the random error terms. In the literature review, many factors characterize efficient schools. The most cited are: the experience of the teacher, the total number of reinforcement trainings received during the career, the time for learning to read in minutes, the degree of the teacher, the status of the teacher, the average number of formative evaluation per month, the age of the teacher, the category or the grade of the teacher and the salaries (ROCARE, 2007; Claver, 2010).

Before the model is estimated, bivariate correlation tests were performed to verify the degree of association of the variables. This permitted to eliminate some variables among the strongly correlated ones. As a result, the estimated multiple linear regression model is as follow:

$P_i = \alpha_0 + \alpha_1 GENDER + \alpha_2 EXP_i + \alpha_3 TRAIN_i + \alpha_4 TIME_i + \alpha_5 DEGREE_i + \alpha_6 STATUS_i + \alpha_7 NBEVAe_1$

With e_1 the error term; α_1 the parameters to estimate

Table-3: Codes and terms of variables explaining the model regression

Variables	Modalities	Codages	Sign expected
Teacher's Experience	1 to 5 years	EXP0	-
	6 to 10 years	EXP1	±
	11 to 20 years	EXP2	-
	21 years and more	EXP3	+
Number of reinforcement trainings received in service time	Between 1 and 3	FORM1	-
	More than 3	FORM2	±
	No formation	FORM0	+
Time for learning to read in minutes	90 to 180 min	TIME1	-
	181 to 360 min	TIME2	-
	361 to 600 min	TIME3	+
	601 min and more	TIME4	+
	Professional Elementary Teaching Certificate (PETC)	PETC	+
Teacher's degrees	**Primary Teaching certificate (PTC)**	**PTC**	**+**
	University degrees	Graduate studies	+
	O'level	O'le vel	-
Teacher's status	State Permanent Agent	SPA	+
	State Contractual Agent	SCA	+
	Community teachers	COMT	-
Sex	Male	MAN	±
	Female	WOMAN	-
Monthly average number of formative evaluations	Between 1 and 2	NBEVA1	-
	Between 3 and 4	NBEVA2	±
	More than 4	NBEVA3	+
Students/Teachers ratio	Greater than 45	RATIO2	-
	Greater than 45	RATIO1	+
Multigrade classes	Yes	CRCLAS	+
	No	CRCLAS	-

RESULTS

Schedule of conditions of reforms in the educational sector in Benin

In Benin, the development of education is a field of central interest for the country's rulers. The national educational system has made outstanding progress in terms of reaching the school age population. The gross schooling rate (GSR) in primary education increased from 95.5% in 2006 to 124.8% in 2015 and the net schooling rate (NER) from 79.9% to 99% (PASEC, 2016). While progress was made in terms of schooling, in 2015 the fact remains that the primary completion rate was 79.2% (PASEC. 2016). This shows that there is still some way to go to achieve the Global Primary Completion's Sustainable Development Goal by 2030.

This matter on the quality of learning has already been the major concerns during the various national workshops on education. The 1962 reform, the management staffs national conference in 1968, the1991 national debate on education and the Ten-Year Plan of Educational Sector Development (TYPESD) which was developed for the 2006-2015 period of which the objective was to ensure global primary education of quality for every pupil from Benin. For this, three working programs are set up, including; program 1 access, equity and retention: program 2: quality of teaching; program 3: system field reviewing.

From 2006 to 2015, Program I helped to construct and improve the facilities of 12,976 classrooms, to enroll f 9,854 teachers; set up attendant measures for free nursery and primary education (grant subsidies to schools for their operation): promote school feeding by creating and making operate 2,574 school canteens in 32% of public primary schools for 29% of pupils: the provision of school kits for girls in deprived

areas. Through program 2, the following measures were implemented: the yearly initial training of 800 teachers in Primary Teachers Training Public School (PTTPS), and of around 654,000 teachers trained in private vocational training schools of Teachers (EPFI): the in-service training of nearly 20,000 teachers per year: a distribution of textbooks and workbooks to every pupil in private and public primary schools: the provision of instructional materials: the enhancement of the teachers' pedagogical supervision, the establishment of a policy of targeting interventions taking into account twenty-five municipalities said to be disadvantaged; this includes Sinendé in terms of education to reduce observed disparities of geographic areas in terms of the access and retention of pupils in school (PASEC, 2016).

The 2016-2021 periods will be marked at the level of the Nursery and Primary Education sub-sector by a transformation, both qualitative and quantitative, of the aspect of school in Benin, which will go through the main strategies, including:

- Increasing access to education for all by improving the quality of the educational supply;
- The development of educational alternatives which will make it possible to reduce by two thirds the number the out of school children estimated at more than 700,000 in 2015;
- The enrollment of around 10,000 teachers to make the objective "one class, one teacher " become a reality;
- The construction and improvement of 6,000 classrooms facilities and the renovation of 1,500 classrooms while on December 31, 2015 we needed the construction of 7,993 classrooms
- Taking suitable actions to ensure equity and retention of children in school by reducing geographic and gender disparities, improving internal efficiency (reduction in repeating classes and dropouts), school canteen for 51% of pupils in rural areas against 29% in 2016 and the inclusion of the English language teaching in primary education.

Despite these actions being implemented, the results did not meet expectations. So, the success rate in certain localities of the country such as Sinendé remains unsatisfactory. One of the reasons for this situation is linked to certain pedagogical facteurs of this locality. It is in this perspective that this research proposes to analyze the educational factors of success for primary school students in Sinendé. This article results will shed new light on the dimension that should the reforms go to improve the quality of learning in primary schools in Benin.

Pedagogical factors of performance

To analyze the factors that determine the level of teachers' performance, the model multiple linear regressions were used as specified in the methodology. Table 2 gives the estimation results of this model. Percentage was used as the performance indicator of success obtained by each teacher. Table 2 provides a summary of the linear regression model of teacher's success rate. The model is globally significant at the 1% level and 74% of the variables introduced into the model account for the performance of schools in the study environment.

Table-2: Summary of regression models for academic achieveme

Variables		**coefficient**	**signature**
constant		0.12	0.978
Teacher's experience	1 to 5 years	Control group	
	6 to 10 years	0.041	0.901
	11 to 20 years	0.182*	0.052
	21 at most	0.266***	0.000
Number of reinforcement trainings received	Between 1 and 3 trainings	0.091*	0.059
	More than 3 trainings	0.194*	0.096
	No training	Control group	
Time for learning to read	90 to 188 min	Control group	
	181 to 360 min	0.193	0.574
	361 to 600	0.094*	0.091
	601 min at most	0.215**	0.067
Teacher's degree	Elementary teacher's certificate	- 0.097**	0.026
	Teacher's professional certificate	0.085	0.712

	University degrees	**0.188*** **	**0.000**
	O'level	**Control group**	
Teacher's status	State permanent agent	0.162***	0.000
	State contract agent	0.229	0.180
	Community teachers	Control group	
Sex	Male	0.076	0.838
	Female	Control group	
Monthly Number of formative evaluations	Between 1 and 2	Control group	
	Between 3 and 4	0.004	0.028
	Over to 4	0.136	0.002
Pupils/teachers ratio	Greater than 45	0.193	0.574
	Lesser than 45	0.029	0.091
Multigrade	Yes	0.215	0.117
	No	Control group	0.574
Conditions of the classrooms		0.088	0.371
		Control group	1.167
Model summary	R^2= 0.745 Durbin Waston= 1.62 F= 2.873 p= 0.000		

Significant at 10%: ** Significant at 5%; *** Significant at 1%
Source processing of survey data, February 2021

The results of this table show that the sex of the teacher has no impact on his school results. So, whether the teacher is male or female has no effect on the academic performance of his pupils.

Regarding experience, it impacts on academic performance from 11 years of seniority. Indeed, a teacher's experience of 11 to 20 years significantly increases the success of his learners by 18.2% compared to the control group whose experience is from 1 to 5 years at the 10% threshold. When a teacher who is more than 21 years of experience in his profession, impacts positively and significantly 26.6% at the 1% level more than the control group. On the other hand, an experience of 6 to 10 years has no impact on the overall results of the learners.

Another factor that influences the success rate of teachers is how many reinforcement trainings he gets in the course of his career. Indeed from 1 to 3 and more than 3 trainings impacts positively and significantly the success rate of learners at the 10% threshold respectively 9.1% and 19.4% than the one who got no training. Attention shall therefore be put on the training of teachers to better equip them. The time for learning to read also has repercussions on the success rate of teachers in a postive and significant way.

This repercussion is 21.5% at the 5% threshold for a time greater than 601 minutes and 9.4% at 10% the threshold for a reading time between 361 and 600 minutes more than the control time which is between 90 and 190 minutes .However, for a learning to read time of 181 to 360 minutes, this has no influence on the success rate of teachers. As a result, programs demanding a learning to read time greater than 360 minutes must be imposed on teachers or through awareness campain.

As for the teacher's degree, teachers who have university degrees appear to be more efficient, performing to 18.8% more than the O-Level holders at the 1% threshold. Against all expectations, Professional Elementary Teaching Certificate (PETC) holders, a professional degree has up to 9.7% less success than those who have O-Level, a non-professional qualification. For the Professional Teaching Certificate (PAC). This diploma has no influence on the success rate of teachers. So, it is important that the rulers be careful about the training which is given to the teachers to be at the teachers training colleges.

Regarding the status of teacher, there are three modalities namely: State permanent agent worker, community teacher and the state contractual agent. The later has no impact on teachers' performances by taking for control status the community teacher. On the contrary, the fact of being a state permanent agent worker impacts positively and significantly teachers performance by 16.2% at a 1% threshold. The average number of formative evaluations per month is a factor taken into account in this analysis. It emerges that the numbers of assessments from 3 to 4 and more than 4 have a positive and significant effect respectively of 4.1% at the 5% threshold and 13.3% at the 1% threshold than the number of control assessments which is 1 or 2 formative evaluations per month. So with regard to these last three variables, to obtain good results, it is necessary that : first, the applicants with universities degrees ought to be privileged, secondly, the permanent agents recruitment should be emphasized to the detriment of community and contractual agents and thirdly, teachers should be encouraged to do formative assessments above 2 per month.

Regarding pupils/teachers ratios, multgrades classrooms' situations and classroom conditions, the regression results have not significant effect on teachers' academic performances. This could be explained by the fact that learners and teachers are for the most very familiar to this environment to the point where it no longer affects their performances.

DISCUSSIONS

Several studies related to the pedagogical determinants of academic success were carried out. Unlike our results, in a study conducted by Claver (2010), it was found that male teachers perform better than their female colleagues in peripherical urban districts. The results of this study reveal that students' progress better with male teachers. The explanation could be that teachers show more pedagogical devotion in the sense that they have more time to accomplish their pedagogical activities. Conversely, female teachers are generally occupied with daily houseworks preventing them from devoting more in teaching activities. On the other hand, Jarousse and Mingat (1989) rather argue that female teachers perform better than male teachers. They justify this result by the fact that the teacher's maternal instinct is a factor in favour of learning process. Children, especially girls, feel closer to women than to men. From this point of view, they seem to be more attentive to the teacher's instructions.

According to a study carried out by Unesco / BREDA (2009), more senior is the teacher, the more he obtains very good results. These results confirm ours in terms of experience. Thus, it is accepted that students supervised by teachers with a certain number of years of seniority in their career obtain good academic results. It is obvious that this is due to the perfection that the teacher acquires over the years of teaching practice.

Our results also showed a positive relationship between learning time and academic acquirements. This thesis is in the same direction as certain works including Bressoux (1994) which put forward the maximization of the effective time for learning to read as a factor frequently associated with better school performance. It is clear that the great time allocated to this discipline offers the opportunity to the pupil to learn better. Suchaut (2009) support this ea. For him, it is more than the great use of school time by teachers, but also and above all by learners that is important.

Comparing 28 countries, Cote (2012) showed that an increase in annual pay is associated with an increase in pupil achievement. In addition, the salary increase would also increase the number of applicants and therefore a larger sample to choose the best ones. However, linking the salary to the teacher's performance would improve the education quality only when these ones will be better paid than the rest of the population. For this study, the salary changes according to the status and the degree. This i confirms ndirectlyour results.

On the other hand, the results showed that teacher's in-service training influences the pupils performance. This thesis is confirmed by the works of Duru-Bellat and Mingat (1994). These authors reveal that the quality of teaching is linked to teacher's in-servce training. Koné (2000) notes that the level of teacher training is a crucial factor in academic success. Pelletier (2005) specifies, in the same way, that the success of students in schools could be linked to teachers in-servce training. Empirically, it is agreed that teachers in-service training leads to better performances for pupils compared to long-term academic education. In-service is an opportunity for the teacher to learn and master educational innovations. It also allows the teacher to find solutions to the difficulties encountered during his teaching practices. The teaching units of teachers Learning Community, which consists every fortnight of developing with teachers didactics practices focused on mathematics and reading ... could explain the good results of pupils supervised by teachers who receive little in-service. This is as real capacity enhancement in these subjects allows the teacher to correct his mistakes and thereby improve his teaching practices. The fact that some teachers perform well despite receiving less in-service training, could also be explained by the educational investment of the latters. These teachers strive to get good books which they use to fill their educational gaps. Very often, they are pushed by the desire to go to their colleagues to ask for clarifications on aspects they do not master. It is obvious that this determination to learn could compensate for the lack of in-service training of the teacher.

Moreover, studies including those of UNESCO (2005), have shown that successful schools are characterized by frequent evaluations of their students' progress. It is important to qualify his remarks in the sens that it is not evaluations anarchicallty done that have a positive impact on the results of the pupils but rather frequent and timely evaluations. Claver (2010) agrees with the assertion that frequent evaluations, organized at the right time, are a positive asset for student success. The better results obtained by students supervised by teachers who do less assessments could be explained by the students who put a lot of themselves in exercising regularly at home and having competitiveness. Therefore, it is obvious that students engaged in such a dynamic work in such a way as to obtain good academic results.

CONCLUSION

Through these different results, the hypothesis which maintains that the educational environment of students determines the academic performance of

Sinende's primary schools students is invalidated because the results have shown that Sinende's primary schools students' performance are related to a certain number of pedagogical factors. The results of this article showed that the frequency of assessments, academic diploma, in-service training, and category of teachers do not influence school results. On the other hand, the study found a positive relationship between seniority, learning time, professional qualification, status and academic performances. The findings bring out the fact that school performances are the result of a number of pedagogical determinants. In a perspective of improving pupils' academic performances, it is important to focus reflection and guide reforms on pedagogical factors more relevant in the Beninese context.

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Cite This Article: Soulé EL-HADJ IMOROU & Fabien AFFO (2021). Analysis of Pedagogical Determinants of School Performance in Sinende in the Northern Part of Benin. *East African Scholars J Edu Humanit Lit*, 4(8), 309-315.