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RESEARCH ARTICLE

EXPLANATORY APPROACH TO THE DISINTEREST OF AHOMEY-LOKPO LEARNERS, SCHOOL DISTRICT OF SÔ-AVA ON THE WRITING COPY

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ABSTRACT

This study aims to describe the phenomenon of disinterest in writing copy from the case of the district of Ahomey-Lokpo. The survey was of a quantitative and qualitative type, involving 60 learners, 08 teachers and 20 parents, totaling 86 subjects. The issue of disinterest in copying has become the leitmotiv of all debates about education as a factor of development. Indeed, like many developing countries, Benin is affected by the phenomenon: especially in the rural zone of its territory. It is specifically for us to expose the realities of teaching / learning conditions that favor the phenomenon of disinterest in writing copy at the EPP Ahomey-Lokpo then, describe the reasons at the social and economic levels which underlie the phenomenon of disinterest in this school. However, they can be categorized into two: social and economic causes. The present research entitled « explicative approach of Ahomey-Lokpo, parish of Sô-Ava's pupils uninterested about copy and calligrapher's activity » is carried out in the purpose of describing the phenomenon of the uninterested. The fieldwork allowed the collection of data, their treatment and the analysis of the results. Thus, the results have led to the conclusion that, on the one hand, teaching/learning conditions favor uninterested about copy in the parish of Sô-Ava and on the other hand, that the phenomenon of uninterested in underpinned by social and economic heaviness.

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INTRODUCTION

Commitment to an activity that requires endurance requires sufficient motivation. It is indeed because one thing interests us attracts us, we captivate that we prefer it to another. In the end, learning is behavior that needs to be motivated. In the school context, motivation could be understood as "a dynamic state that has its origins in a student's perceptions of himself and his environment and which encourages him to choose an activity, to engage in it and to persevere in its accomplishment in order to reach a goal" (Pintrich and Schrauben, 1992). The opposite is the demotivation, systematically leads the disinterest, disgust to the object concerned: the copy of writing in the context of this study. Writing seems to be an important issue that has always preoccupied the field of foreign language

didactics to the extent that scriptural activity seems to be considered the pillar of the acquisition of a foreign language, the French in our case. To write is to write, to elaborate sentences, of text; but it is also forming letters and binding them. It is in this second meaning of the term that writing interests us here, that is, as a graphomotor act, as a graphic gesture, a movement that leaves conventional signifying traces on a medium. Primary school has a long-standing mission to teach children how to write. If detailed programs and precise instructions once guided the masters in this task, it is no longer the case today. This evolution of the official texts thus gives them a margin of autonomy to conceive their educational action. The teacher can no longer be simple, executing instructions given him by the legislator. He must be a designer of his practice, which supposes that he has sufficient reference points to do so. Research and reflection results are now available to help develop a pedagogical practice in the field of writing, but teachers do not know much about it or, at any rate, do not explicitly refer to it.

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We are currently witnessing a real crisis in the pedagogy of writing. No doubt it is not new since Buisson already deplored, in 1887, the disinterest of the teachers for this discipline: "They make a mechanical part of it that they watch from a distance and do not manage much. The pupils copy the models without attention because the defects in the execution are not raised and that no principle is given to them to guide them. They rarely see the letter they missed and give them the key to regular writing. "Writing is a complex motor exercise, it consists of transcribing the spoken word using a graphics system. This system requires a certain standard and precision to be readable. In summary, the low level of investment of learners in the scriptural activity process has a cause: teaching conditions and socio-economic burdens. A large number of authors propose answers to this major question which has its implications in educational practice itself. Thanks to them, this question is revealed to researchers as interesting several disciplines starting with the Sciences of Education and Psychology. These disciplines find, moreover, in our humble opinion, a perfect meeting point in the service of transforming the behavior of human subjects. The writing is indeed a praxis according to the definition of Siblot (2001). Praxis focuses on practicing, doing, emphasizing the activity of the writer student when producing a text. Masseron (2008) reminds us that writing can only be learned if it is practiced. The involvement of the learner in his task of writing is essential. In this sense, it is good to know that the learner's lack of interest in writing is linked: either to the very object of learning (intrinsic disinterest); is maintained for social difficulties (extrinsic disinterest). However, it should be added that the educator must recognize that he / she has a significant role in triggering the forces that determine the direction, intensity and persistence of the learner's initiatives to write. This disinterest for the learner at these sources in the representation he makes of the writing copy and graphic exercises.

Important scientific works on the subject such as those of Charmeux (1983), Zerbato (1994) where the preoccupation of the meaning has led to focus essentially, if not exclusively, on the content of the written message, to the detriment of the act that allows realize it. Following the same logic, Leloup (2003) encourages us to analyze the learner's view of the educational relationship and its impact on learning when it states that "understanding the mechanisms of motivation is understanding how a student represents a discipline and invests it ". Although the rate of access to school is satisfactory (an increase of 6% per year since 2000 and 12% in 2006-2007), (RESEN, 2008). The situation is not shining at the national level, what would it be then at the level of the municipality of Sô-Ava? Are Ahomey-Lopo learners solving their problem? By choosing to work on "Explanatory approach of the disinterest of the learners of Ahomey-Lokpo, school district of Sô-Ava vis-à-vis the copy of writing", we would like to open a scientific debate on the place of the writing in primary education in Benin and raise awareness of the various actors in the education system about the gain from the interest of the learners of Ahomey -Lokpo, school district of Sô-Ava face writing. To conduct this research work the main objective aim to describe the phenomenon of disinterest in writing copy from the case of the district of Ahomey-Lokpo, School District of Sô-Ava. In this research work, it is specifically for us to: to determine teaching / learning conditions that favor the phenomenon of disinterest in writing copy at the Ahomey-Lokpo Public Primary School (PPS); describe the social and economic reasons that underlie the phenomenon of disinterest

in the Ahomey-Lokpo PPS. To achieve the set objectives we postulate that the lack of support from adults contributes to learners' disinterest in writing copy. Specifically we think that: -teaching / learning conditions favor disinterest in writing copy at Public Primary School of Ahomey-Lokpo School district of Sô-Ava; the phenomenon of lack of interest in copying is underpinned by socio-economic constraints, namely adults and poverty.

Methodological approach: Several actions have been carried out in order to better understand the different aspects of our work. To achieve our objectives, we first sampled a geographical area that allowed us to obtain data to analyze. Then we spoke with the teachers and some members of the office of the Association of Parents of Pupils (APP). In so doing, information on the quantitative and qualitative basis is collected to enable a description to be made of the phenomenon of Ahomey-Lokpo learners' disinterest in writing copy.

Target population and sample: It should be noted that the target population consists of primary school learners, primary school teachers and parents of students. The reason behind this targeting is that it is these categories of people that can allow a description of the phenomenon of disinterest. Firstly, 60 learners since it is within them that those who manifest this disgust for writing are counted. They are better placed to provide information on why they behave in this way. Then, the teachers who are in charge of the instruction of these learners. These are important for the collection of quantitative and qualitative data relating to the phenomenon of disinterest in the copy of writing. There are also 20 randomly selected parents who are submitted to the questionnaire for the simple reason that they are the ones who provide them with the necessary basic needs (they are their parents). They have a very high power over their offspring and their mission is to guide them. Thus, they have a responsibility in the decisions that their children make. Finally, we have crossed all this information with the actions of national or international private structures made up of associations or NGOs. For the constitution of the sample, we selected 02 levels of study in both groups of schools. If these two levels caught our attention, it is because they undergo the phenomenon of disinterest at high rates. To clearly observe the manifestation of the phenomenon, the class of the Elementary Course II (ECII), the class of the Middle Course I (MCI) and that of the Middle Course II (MCII) were retained. Finally, we approached the concerned population (parents and children) to note on the one hand the reality of the facts evoked in the school and also to receive from her (population), the reasons of their acts and other to cross these realities with the actions that lead the various technical structures.

Table 1. Sample of the study

| Target | Selected workforce |
|----------|--------------------|
| Learners | 60 |
| Teachers | 06 |
| Parents | 20 |
| Total | 86 |

Data collector technology and tools: This is a descriptive research based on a scientific approach called Empiricism. Indeed, empiricism according to Aktouf (1987) is this scientific approach that makes it possible to put reason at the level of the observed fact, to submit it to experimental

evidence. Thus, it is a question of starting from an experience on a fact and gradually building an explanatory system. Contrary to rationalism (which goes from the general to the particular: to deduce), empiricism starts from the particular for the general: to induce. Collette tools that go with such an approach are the survey questionnaire following a pre-test, the observation of the problem to make a good description and the interview schedule. The most appropriate tools for our research theme are observation and maintenance. Observation is "a process involving voluntary attention and intelligence, directed by a terminal or organizing objective and directed to a subject to collect information" (De Ketele, 1980, quoted by De Ketele and Roegiers, 1996). : 20). It is a research tool that requires a lot of attention and concentration so that all aspects of the observed fact are brought to light. We opted for this tool because we want to see and appreciate the reasons why students do not copy the texts well and compare them with the data collected during the interviews. These observations were made on all the two groups of schools selected and were made from an observation grid.

In the observation grids we have essentially based on three points:

- The way children copy the texts;
- The presentation of the student workbooks;
- The production of teachers and the use of the table.

These observation grids were used in both groups, and in all the classes constituting our sample. Regarding the second data collection instrument, we conducted semi-structured interviews with resource persons. According to Grawitz (1986), quoted by Boutin (1997), "the research interview is a process of investigation, using a process of verbal communication to collect information in relation to the fixed goal". As part of our work, we used the semi-directive interview because we thought it best suited the objectives set and the people interviewed. The interview is semi-directive when it allows the interviewees' speech to focus on the different themes previously defined by the interviewer and recorded in a guide (Euréval, 2010). Our interview guide was developed based on our assumptions.

Procedure for conducting the investigation: In the course of conducting these interviews, we first met the resource persons namely: the President of Parents' Association, the Secretary of the APE Office, the Chief of the Arrondissement (CA) of Ahomey-Lokpo and the Pedagogic Counselor (CP) of the area. We made an appointment with them individually. During each interview, specific questions were asked, giving the interested party the necessary time to answer them. These interviews lasted on average 15 minutes to 25 minutes. Note that these interviews provide qualitative data. They often reveal the existence of deeply inscribed representations in the interviewee's mind that cannot be captured through questionnaire. Thus, after the presentation of the topic, we approach the interview and note in a notebook as each of these people answered the questions.

Data processing methods: Fieldwork aims at collecting data and making the results reliable. This collected data is therefore transformed into information relevant to our assumptions and the objectives described in the statistical analysis method. We then summarized the data in a table in order to interpret them

and then compared them against the information extracted from the documents used in the literature review. Note also that the data processing is done manually using the tabs, the software used to produce the tables is Excel.

RESULTS

In this part of our research, it is a question of presenting the results of our researches accompanied by their analysis. Then we made their interpretation and the point of interviews with resource persons.

Results from questionnaire: Data on the IC enrollment rate since free tuition fees are needed to assess the number of children who enrolled in school before going out of school. From the reading of the Table 2, it appears that, the number of the learners to: the inscription with the IC is big. These statistics reflect the value that the school has in these areas of the district of Ahomey-Lokpo. The declining enrollment in MC2 gives the idea of a malfunction in the evolution of learners in their school curriculum. In view of this, it is important to know whether school supplies are actually purchased from children. Table 3 presents data that reveals the role of parents in the purchase of supplies for children. For this purpose, we note that parents are directly involved in the equipment of their children in terms of didactic material. They accompanied their children to school, provided the necessary information for their registration and paid school supplies for them.

Our survey tells us that the high rate of parents only buy slate and some notebooks as supplies. Even so, the children will attend classes. It is important to know if it is the teachers who are causing the dysfunction that we noted. Tables 4, 5 and 6 reveal that learners are supervised by experienced teachers with appropriate degrees and who are regularly hired by the state to care for children. These are pedagogically apt for the job. What then explains the phenomenon of learners' disinterest in copying writing? In view of this, it is important to know how these children live on a daily basis. The counting of the survey questionnaires that we carried out establishes that 36.66% take gari and 28.33% take Akassa as a lunch meal: nutrient-poor foods, that is to say 65% of learners don't have a balanced diet. We note that this is an indicator of their parents' standard of living and low purchasing power. Thus, this weak power is also an important factor that determines school learning since it disadvantages the acquisition of knowledge and demotivates the learner. Now let's look at the parents' level of education. From the survey results, we noticed that the majority of parents have a low level of education. This parameter seems to have a negative influence on the students' academic work. Such a finding leads to the wish that the family agrees to take a repeater for the children. This for the follow-up and accompaniment of children's schoolwork.

Table 2. Number of students per class

| Group | A | | | B | | | Together | | |
|-------|----|----|-------|----|----|-------|----------|----|-------|
| Class | G | B | Total | G | B | Total | G | B | Total |
| IC | 37 | 30 | 67 | 33 | 25 | 58 | 70 | 55 | 125 |
| PC | 18 | 28 | 46 | 20 | 25 | 45 | 38 | 53 | 91 |
| EC1 | 26 | 21 | 47 | 22 | 15 | 37 | 48 | 36 | 84 |
| EC2 | 10 | 33 | 43 | 07 | 25 | 32 | 17 | 58 | 75 |
| MC1 | 08 | 18 | 26 | 17 | 14 | 27 | 25 | 32 | 57 |
| MC2 | 14 | 08 | 22 | 16 | 12 | 28 | 30 | 20 | 50 |

Table 3. Learners receiving supplies

| Schoolsupplies | Number | Percentages |
|--------------------------------------|--------|-------------|
| Slate, all notebooks and all books | 00 | 00% |
| Slate, all the notebooks, some books | 01 | 01,66% |
| Slate, some notebooks, some books | 04 | 06,66% |
| Slate and some notebooks | 55 | 91,66% |
| Nothing | 00 | 00% |

Table 4. seniority of teachers in the service

| Year interval | 0 to 5 years | 5 to 10 years | More than 10 years |
|---------------|--------------|---------------|--------------------|
| Number | 01 | 01 | 04 |
| Percentage | 16,66% | 16,66% | 66,66% |

Table 4. seniority of teachers in the service

| Year interval | 0 to 5 years | 5 to 10 years | More than 10 years |
|---------------|--------------|---------------|--------------------|
| Number | 01 | 01 | 04 |
| Percentage | 16,66% | 16,66% | 66,66% |

Table 5. Professional Diploma of Teachers

| Diploma | None | ECPA | CPC |
|------------|------|--------|--------|
| Number | 0 | 2 | 4 |
| Percentage | 00% | 33,33% | 66,66% |

Table 6. Status of Teachers

| Status | PSA | CAS | Trainee | Occasional |
|------------|-----|-----|---------|------------|
| Number | 03 | 03 | 0 | 0 |
| Percentage | 50% | 50% | 00% | 00% |

Table 7. amount of breakfast

| Perceived sum | Number | Percentage |
|---------------|--------|------------|
| Nothing | 0 | 00% |
| 25F | 18 | 30% |
| 50F | 19 | 31,66 |
| 75F | 13 | 21,66% |
| 100F | 10 | 16,66% |
| 100F and more | 0 | 00% |

Table 8. Lunch

| Menu | Number | Percentage |
|------------|--------|------------|
| Gari | 22 | 36,66% |
| Corn dough | 18 | 30% |
| Akassa | 17 | 28,33% |
| Rice | 03 | 05% |
| Others | 00 | 00% |

Table 9. parents' level of education

| Level of study | Never attended | Did not finish primary | Did not finish high school |
|----------------|----------------|------------------------|----------------------------|
| Number | | | |
| Percentage | % | ,66% | ,33% |

Table 10. Parents' arguments on the lack of interest of learners

| Authors | Arguments |
|---------|---|
| Parents | Teachers do not care anymore correctly students |

Table 11. reasons for disinterest

| Authors | Reasons |
|-----------|---|
| •Parents | <ul style="list-style-type: none"> • The laziness of learners. • The students throw the bags after leaving the classes because having other concerns. |
| •Children | <ul style="list-style-type: none"> • Lack of material supports (pens, notebooks, books) • Lack of an attendant at home. |

From our survey results, no learner does not have a home study framework and in addition, none of them have a repeater. However, this factor is also very important in school learning. Teens spend most of their free time with peers in the same age group, and outside the family. Again, these comparisons are not meant to brand universal or absolute figures, but rather are meant to show the extent of lack of interest in copying students from Ahomey-LokpoPPS. So, since it is only a question of showing the existence of the phenomenon and its magnitude in this locality. Let's take a look at parents' arguments about the reasons for the phenomenon. Table 10 tells us about the arguments given by the parents during the exchanges between the teachers, the office of the association of the parents of pupils and themselves. Thus, according to them, teachers are at the base of the negative behavior of their children. But what is it really? Table 11 clearly indicates the causes of the lack of interest in the writing copy at PPSAhomey-Lokpo. This contradicts the arguments made by the parents and shows that they are responsible for the behavior of their children. In addition, we also find that some children are directly responsible either by making no effort to work, or by following their friends, neighbors and / or other children who express disinterest in the copy of writing. Faced with this reality, the actions taken to curb or even to influence the upward trajectory of the phenomenon are grouped in the table below. Table 12 provides information on some structures that carry out activities to curb or even eradicate problems related to education. It also indicates their actions in the field.

Analysis of the results of interviews: Here, it is for us to present all opinions collected from resource persons approached. Their remarks during these interviews are grouped into two categories such as: the explanation of the phenomenon with the causes on the one hand and the measures taken to contain it on the other hand. Finally, the verification of hypotheses will follow.

Phenomenon of disinterest and its causes: The phenomenon of lack of interest in copying is manifested in the refusal to copy the homework and lessons well. It is also the refusal to carry out any other activities related to copying or writing. This phenomenon has its cause well established in the immediate environment. According to the secretary of Parents' Association, the arguments of some authors of the phenomenon are among others: high cost of living, teachers who do not take proper care of pupils, school which is not the primary concern.

Box 1: Relegation of the school to the second rank

In our environment here, what is observed is that when students reach a certain age, they are sent to work in Nigeria or are started in the workforce. These parents do not take into account the school, no matter if the child is brilliant in class ... (Secretary of Parents' Association).

To follow it, it is as if the parents after having enrolled their children in school wash their hands. The rest only concerns the children themselves. So, one wonders why they took the

trouble to enroll them. Admittedly, they do not know the role of school in the lives of their children, but the fact remains that under their eyes, young men or women occupy administrative positions, thanks to their instructions. By always trying to better understand each other's actions, we went to Ahomey-Lokpo Board which explained that the school, which is not the first concern, questions the success of the learners. They go very young to carry out lucrative activities.

There is also absence or insufficiency of material of work, daily misery which are causes of the disinterest.

Box 2: Cause of disinterest

Children suffer daily misery. It is the parents or relatives of the family who cause the fact. They send the kids to school by barely giving them 100f for their breakfast. Lunch is not guaranteed. The child who fights hunger cannot work well in class.

Basically, poverty is what could explain the neglect of parents in the education of their children. The school-family relationship has never been the parents' choice, which confirms the lack of importance they place on the school. Most families in Ahomey-Lokpo are polygamous and therefore the number of children is not at all insignificant. So it's easier for them to leave the kids to their own fate. But in reality, one can still be poor in the education of his children, because it depends on what is established as an objective (set of priorities and a goal to achieve). To this end and according to the Pedagogical Adviser (PA) of the area, in addition to the demotivation among some teachers, mentalities among the parents of this locality have evolved compared to a few years ago. This is thanks to the multiple actions of the educational structures that constantly struggle against these phenomena, among which the lack of interest in the copy of writing.

Box 3: Choice of some parents

Even so, some parents currently think that sending a child to the school does not do great things ... (PA)

Always remember according to PA, that the real causes of disinterest are: parental unconsciousness, rural depopulation, children's liberty and children's early responsibility (children take care of all their needs as best they can). He finds that if parents become aware, everything will be fine and this phenomenon will come to an end. This information that PA gave us, led us to question several parents about this aspect of the thing. The report is far from happy. There are parents who did not know when they were talking about where their children were. Others have made it clear to us that girls do not have to go far to school because they have to obey their husbands and that what their mother learns at home is enough. As for boys, at a certain age, they will have to help their parents. It remains to identify the age they put in "a certain age". Further on, parents steeped in cultic practices evoke the reason that it is a way of life of the environment and that they will not give it up. As a result, among these parents, children continue to live in this precarious situation. As nothing is worth the life, nothing is worth the education of a child. School being the place par excellence where the mind of the child is formed for a know-how and a transversal know-how, it would be useful for parents to think about it. Education actors of all kinds have taken actions to avoid or to correct a time for themselves these opinions.

Measures taken to stem the various problems related to schooling: The Municipality of Sô-Ava has benefited from the support of certain structures to deal with this phenomenon. The United Nations Fund for the Protection of Childhood

(UNICEF), supported the municipality on various projects including the free distribution of school kits. His action on the ground made it possible to make parents understand that education is a right for children. In addition to this support, UNICEF has created micro-credits for mothers of pupils and provided targeted schools with supplies for schoolchildren. There are also other structures such as the Rotary Club, Francophone Initiative for Distance Learning of Masters (IFADEM), Fast Track Initiative Common Budget Fund (FTI-FCB) who invest in raising awareness for the right to education of children and their maintenance in the education system. They do it in different ways, but the goals are the same. It is thanks to their efforts that parents are accompanied in various ways for the education of their children. However, it is necessary to multiply the works of this kind to get rid of the phenomenon of drop out which begins with the lack of interest of the copy of writing.

DISCUSSION

The fieldwork allowed us to have quantitative and qualitative data. Thanks to these data, the causes of the phenomenon of lack of interest in the writing copy are clearly identified in Ahomey-Lokpo PPS, which makes it possible to locate the responsibilities with more precision. According to statistical information, children show little interest in writing copy. And this is by copying badly the texts, either by making fanciful abbreviations, or by simply abandoning the rest of the texts to copy. This invalidates the conclusions of the work of Barré-De Miniac (2000) when he asserts that the relation to the written word is built of conceptions, opinions, attitudes and feelings "attached to the writing, to its learning and its uses. Observation in Benin especially at PPS of Ahomey-Lokpo has led us to seek to understand what is happening in primary schools in this school district. Thus, it has been revealed to us that it is the parents who cause the problems. They are the people who school their children but it is they who are causing their misfortune. Tables 3, 7 and 3 show us that 91,66% only have a slate and some notebooks; all learners take at most 100F as breakfast amount; 65% take non-consistent midday meals. This reveals the meager resources available to learners. Next door, the n° 10 presents us the remarks which serve as arguments to these parents. All attempts, even those of the EPA, are mostly crowned with failure. This state of affairs indicates that these parents place little importance on the school. Otherwise they would normally be behind the teachers to get them to take care of their children's training. If we stick to them, the children would be the products of what the teachers have sown, which makes us think of the conclusions of the work of Zerbato-Poudou (1994) when he states that: "To write, that's learn ; there is no question of letting the child choose the form and the ducts of letters. It is clear that there is an efficient holding of the scripting tool; it is therefore wise to strongly suggest it to the child. It is the same postural and tonic aspects. Buisson proposes that "the pupil must be guided" and that in any lesson, the teacher must:

- Recall the rules for the position of the body and the holding of the pen;
- Have the model read, which must be the same for the whole class;
- Show on the board how to execute the most difficult or most often badly formed letters;

Finally move from table to table to correct the bad positions of the body and the pen and correct odd shapes. The investigations also proved that the parents themselves are also responsible for the lack of interest in the copy writing of their children either directly or indirectly. They do this directly when they force their daughters to marry at a very young age

responsible for their dependence. Then, the average share goes to the children themselves because after all, they are masters of their choice consciously or unconsciously when they vigorously manifest their disgust by conviction. This corroborates the results of Galand and Bourgeois on motivation.

Table 12. some structures leading actions in the school field

| Structure involved in education | Actions made |
|---------------------------------|--|
| SCHOOLS | Advice and sensitization given to parents by teachers. |
| UNCEF | •Tutoring between students. |
| -ROTARY Club | •Donations of supplies to schoolchildren. All the girls at school. |
| | •Sensitization. |
| | Documents of school furniture. |
| Municipality of Sô-ava | •Installation of the consultation framework of actors and educators to solve the problems of education |

(customary practices due to religion for some) or when they send them to sell in the big cities of Benin. They do this indirectly when they neglect the education and follow-up of their children. As a result, children cannot buy the educational materials and are sent back repeatedly, which makes them demotivable. Also, when children are left without parental care, they laze and indulge in any kind of distraction and then redouble the class if they go to school until the end of the year otherwise they give up 'themselves. The children who are responsible for this lack of interest by taking advantage of the carelessness of their parents do so by mimicry. In fact, young people who go to work in Nigeria or elsewhere, come back with material goods that they exhibit to snatch some learners from school who are convinced. Table 3 provided us with information regarding the real causes of the lack of interest in the writing copy. It should also be noted that the school favors a little bit the lack of interest in the copy of writing. The finding made in some primary schools of the school district of Sô-Ava, reveals that the number of teachers is insufficient to cover all classes. Thus, a teacher can cumulate two classes for him alone or this class does not exist outright because there is no teacher to hold it. Learners in such conditions, do not have the attention they need on them and easily do something other than what is asked of them as a schoolboy. They may even be absent for a few days without being spotted. Better, in these conditions, the quality of the assessment may not be good and demotivated more than one. This information is shown in Table 2. After its realization (Table 2), we emphasized in the analysis that some classes did not even work, these data corroborate with the conclusions of the work of UNESCO (2011) when the authors of the document say that: "In Africa, education systems remain largely dominated by the practice of assisted learning.

As a result, the analysis of the teaching question must be carried out in a holistic perspective that goes beyond the stereotyped antagonisms between, on the one hand, the non-formal and the formal and, on the other hand, between the sub-sectors of the latter. The issues of needs assessment, training, recruitment, deployment, career management, compensation and social dialogue remain relevant for all categories of learning facilitators ranging from the educator to preschool to university professors through teachers, post-primary teachers and literacy teachers ". In short, those responsible for disinterest are at three (03) levels namely: adults, children themselves and the education system through the inadequacy of conditions at school. Responsibilities vary by level. Most of the responsibility lies with the parents because they are entirely

responsible for their dependence. Then, the average share goes to the children themselves because after all, they are masters of their choice consciously or unconsciously when they vigorously manifest their disgust by conviction. This corroborates the results of Galand and Bourgeois on motivation.

Conclusion

In short, this research work carried out on the Ahomey-Lokpo EPP in the municipality of Sô-Ava, allowed us to evoke a reality that weakens the reliability of the education system. Although it has existed for ages, this reality, which can be called a phenomenon because it is a social fact, has increased in recent years. This is the lack of interest in the writing copy. This is a phenomenon that causes school failures. In its manifestation, it decreases the school success rate and increases the number of poorly literate children. It deprives the countries of juvenile intellectual competence which is not without consequence on their level of development. If the bet of the schooling of the children could be won thanks to the partners (national and international) and the State to the point where the rate of schooling is sometimes higher than 100%, the skills to acquire and to develop in the educational system on the other hand, huge problems for all the actors in charge of education. Each department or even commune, knows the presence of this phenomenon and is concerned.

It was to better understand this phenomenon that we undertook to make a descriptive study. In Ahomey-Lokpo, learners copy and write little. They find ways to lighten the "task" when it comes to copying and writing. Conceived as a transcription tool, support for the memory, it is reduced to a writing "abbreviated". The desire to reduce the "task" as well as teachers' ambivalent representations and rapport with writing is no doubt a reflection of the resistance shown by students to move from ordinary language to the work necessary to enter the social scriptural order. In fact, according to the answers obtained during our survey, more than 80% of learners state that they do not have / have not had extracurricular writing activities. All this research work could not be done without clear goals and assumptions. Thus, the specific objectives that allowed us to carry out this work were worded as follows: first, identify the difficulties that determine the lack of motivation of

learners to the correct transcription of words; secondly, to analyze the reasons for these difficulties and then suggest ways to improve the presentation of the copies for better returns. The hypotheses also fixed were firstly that the conditions of teaching / learning favor the disinterest in writing copy at PPS of Ahomey-Lokpoin the municipality of Sô-Ava. Secondly, the phenomenon of lack of interest is underpinned by social burdens. These hypotheses have been confirmed by field data, which leads us to say that disinterest has its roots in PPS of Ahomey-Lokpo because of a part of the way of life of the population including parents and especially their very unsatisfactory economic situation on the other hand. The other reality also confirmed in this research work is the shortage of teachers and didactic materials, resulting in poor teaching / learning conditions. The methodology followed in this research work consisted in choosing PPS of Ahomey-Lokpo because of its cosmopolite character. Then we collected information using tools such as the survey questionnaire, direct observation and interviews. Once collected, this information was categorized before being manually processed using the counting cards. Recall that apart from the EPP Ahomey-Lokpo, our sample also retained the parents of some learners and some local officials. The results we have achieved are suggestive. In short, this reality clearly explains the extent of disinterest in this representative school of the general situation in all the other schools in Ahomey-Lokpo district. This can lead us to say that the situation is identical in all schools of Sô-Ava. It will be said in view of these realities presented that the education system in the sub-sector of primary is undermined by the disinterest in the copying of writing teaching, and that if up to here the situation is not tackled, all the efforts made would have been useless.

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