

A STUDENT-CENTRED PEDAGOGICAL ORGANISATION THAT GUARANTEES THE EFFECTIVENESS AND EFFICIENCY OF SCHOOLS

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ABSTRACT

Education is the fundamental pillar of development. It is one of the instruments for combating poverty and all forms of social inequalities on the one hand and for promoting economic growth on the other. The situation in Madagascar still requires a lot of effort from both a quality and quantity point of view. As in many developing countries, geographic inequalities constitute a major problem. The rural area is so disadvantaged in terms of quality of education. However, nearly 80% of the Malagasy population lives in these areas. This research proposes to provide local solutions to help them access quality education as much as urban areas. The main objective is to analyze the importance of the contextual environment of students in the educational performance of public schools. In rural areas, conditions weigh heavily. Which implies in the first hypothesis of this research that the precarious standard of living of students limits their academic performance. In general, their social situation hampers their intellectual capacity. The second hypothesis assumes that educational supervision complements the effectiveness of the school establishment. These problems could be resolved by strengthening educational supervision at the level of the schools themselves. It is their duty to offer students comprehensive educational offerings that meet the conditions for their success. To undertake this research, a visit to the Antananarivo Atsimondrano School District was carried out in 2021 and a sample of 100 students from the high schools of Andoharanofotsy, Ampitatafika, Alatsinainy Ambazaha and Ampanefy were surveyed. These surveys were then supplemented by interviews with the 10 principals in CiSco. The data collected is processed using the Excel tool in the form of tables and graphs. The analyzes showed that the family status of students, their mode of accommodation, the professions of the parents, the material resources at home and the insufficiency of support outside of school enormously affect their academic results. Furthermore, it is also proven that the level of students remains average due to insufficient educational support aimed at filling their gaps. A student-centered organization and teaching methods optimize the educational services of schools. This strategy involves both administration teams and teachers.

Keywords: environment, students, educational organization, teachers, school administration

INTRODUCTION

High schools are secondary schools. In Madagascar, they welcome students around 15 to 20 years old from public or private colleges of General Education in their areas of establishment. Despite the various reforms of the education system, Malagasy public high schools are characterized by poor academic results and low student levels (MEN, METFP and MESURPRES, 2017). In rural areas, the situation has worsened due to endogenous and exogenous factors that particularly weaken schools, such as the lack of material, financial and human resources at their disposal and the socio-economic difficulties affecting the general population, especially parents of students (MEN, 2016). In terms of quality, education in rural areas is therefore confronted with educational poverty that conditions the development and academic success of students. This research attempts to find out how students' contextual environment could impact their academic success? Its main objective is to analyze the importance of the contextual environment of students in the educational performance of public schools. Two research questions can then arise: how does the social situation of students' students influence their academic success and how does the educational environment impact school performance? Thus, to answer the two research questions above, two specific objectives are also to be considered. The first is to analyze the effects of students' social situation on their academic performance and the second to study the impact of the pedagogical environment on school performance.

To achieve these specific objectives, the following two hypotheses must be verified. First, the precarious social situation of students limits their academic performance. The more or less precarious economic and social situation of students does not allow them to overcome the constraints (geographical distance, school infrastructure, lack of materials, etc.) hindering their academic development. Then, the pedagogical supervision completes the effectiveness of the school. This hypothesis claims that the pedagogical styles adopted by teachers and administration (pedagogical management and pedagogical method, supervision, etc.) influence academic success.

The study of all these situations contributes to the search for the improvement of the Malagasy education system at the grassroots level. It aims to bring strategic innovations in the pedagogical management of schools in rural areas through local initiatives aimed at compensating for the educational constraints of students.

1-MATERIALS AND METHODS

This research analyses the school system in rural areas. The data and information collected come from the four public high schools located in the School District (CiSco) of Antananarivo Atsimondrano, DREN Analamanga, Province of Antananarivo. This CiSco constitutes suburban and rural areas south and west of the capital. These schools include the high schools of Andoharanofotsy, Ampitatafika, in the suburban part (Rural Commune category 1) of the Constituency and those of Alatsinainy Ambazaha and Ampanefy in its rural part (Rural Commune category 2). The data and information relate to the educational community at school level. Indeed, samples of 100 students from the Première and Terminale classes were surveyed using questionnaires asking for their personal information and their academic and educational

situation within and outside their establishments. They are chosen randomly to ensure the neutrality of the results.

Some information from the 10 CiSco school heads was also collected and analysed. They are based on observations and interviews with these local school administration officials. Indeed, the interview guide contains questions concerning the educational system set up in the establishments.

For hypothesis 1 "The precariousness of students' standard of living limits their academic performance", the following variables are used: Socio-economic situation (family status, type of accommodation, Parents' occupation), Availability of resources (Materials available at home, proportion of time spent studying at home, school help outside school, educational support) and students' personal initiative to improve (Method of work at the house, Participation in opportunities). For hypothesis 2 "Pedagogical supervision completes the effectiveness of the school", the following variables are taken into account: the pedagogy of teachers (pedagogical attitudes, pedagogical methods) and the pedagogical system of high schools (supervision and pedagogical activities). This different information has revealed our analyses and interpretations concerning the pedagogical context of students as well as its influence on school performance. They are performed from Excel processing tools and Chi tests

2-RESULTS

2.1 Hypothesis 1: The precarious situation of students limits their academic performance

2.1.1 Economic and social contexts

2.1.1.1 Family Status

Table 1: Distribution of family status of students

Family status			Proportion
	Boy	Daughter	%
1 The 2 living parents	39	23	62
2 Orphan of father	6	6	12
3 Motherless	3	2	5
4 orphans	10	9	19
Total	58	42	100

At the family level, 36% are single parents or totally orphans. In this context, the students' family environment is more vulnerable. They feel under several social and economic pressures such as lack of insecurity, heavy responsibilities and obligations towards the family (financial assistance, role towards siblings, ...). In addition, parents alone cannot sufficiently meet their expectations and needs not only economically but also in terms of affection (emotional support), and counseling in life in general.

2.1.1.2 Type of accommodation during the school year

Table 2: Distribution of pupils' accommodation

	Boy	Daughter	Proportion %
1 Parents	43	36	79
2 Family member	11	4	15
3 3 Friends	1	0	1
4 Other	3	2	5
Total	58	42	100

Although these local high schools aim to bring local communities closer to schools, the situation in CiSco is still problematic. In total, 21% of the students surveyed do not live with their parents during the school year. Most of them live with family members (15%). This situation reinforces the precariousness of their school life. First, they escaped parental controls and supervision while they are still very young (15 to 20 years old). Given their age, they are exposed to difficulties in reconciling school responsibilities and the demands of daily life (meal preparation, housework, revision, homework ...) on the one hand, and to control negative external influences (drugs, theft, rape ...), on the other hand. Then, they are faced with problems of organization and autonomy. In most cases, it is always personal wishes that are prioritized over schooling. Frequent delays and absences can weaken learning outcomes. Finally, residential instability (coming and going between the parents' home and the student's residence) greatly reduces their free time outside of school. In other words, they do not have enough time for their learning at home (document exploration, ...).

2.1.1.3 Parents' occupation

Table 3: Distribution of parents' occupations

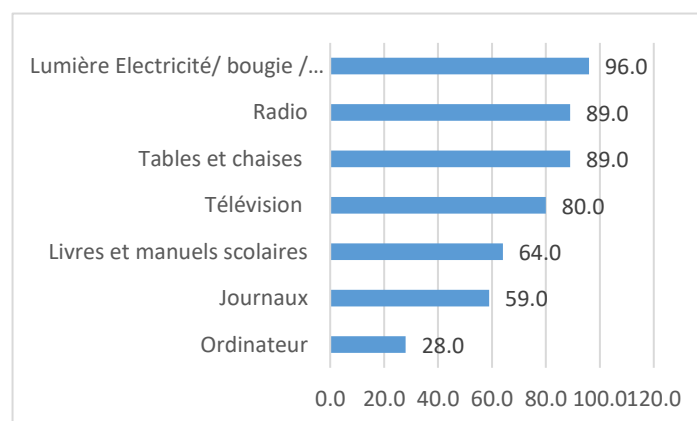
Parent/guardian profession	Boy	Daughter	Proportion %
1 Farmer/artisan	9	5	14
2 Merchant	10	12	22
3 Liberal profession (hairdresser, dressmaker....)	12	2	14
4 Private employee	18	14	32
5 Official	5	8	13
6 Other	4	1	5
Total	58	42	100

In general, the professional position of parents of students in public high schools is precarious. Their majority is in an unstable situation that does not allow a presentable standard of living. The private sectors (32% of parents) do not offer satisfactory wage conditions (the minimum hiring wage set by the State is 250,000 Ar per month) and social security. The liberal professions

(14%) and commercial activities (22%) are random. They are subject to the purchasing power of consumers, who are increasingly weak. For its part, agriculture (14%) can no longer provide for the family. Cyclones and floods aggravated by insecurity weaken production every year. To supplement their income, these parents are obliged to engage in other secondary/seasonal activities such as brickyards. Only civil servants (13%) have a stable professional situation, but they are not also immune to economic and social difficulties in view of their working conditions. In terms of schooling, children suffer the consequences of parents' financial difficulties. They cannot carry out their studies in favourable conditions because of the lack of means to pay the various expenses/charges such as school supplies and various expenses. These failures also limit opportunities for additional learning and participation in extracurricular activities necessary for their intellectual development.

2.1.2. Resource availability

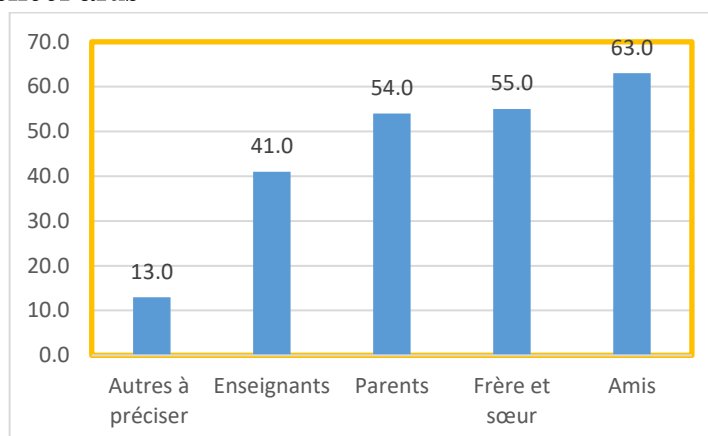
2.1.2.1 Material Resources at Home



Graph 1: Material resources at home

At the household level, the majority of students have the bare minimum of the necessary equipment to carry out their studies at home such as light, tables and chairs. However, 36% of them lack books or textbooks that allow them to improve their knowledge or reinforce their achievements in the classroom. Some students do not even have timely access to national or international news due to a lack of adequate means such as radio (10%) or television (20%) or newspapers (41%). Despite the strong development of Information and Communication Technology (ICT) which promotes the circulation of information via different channels such as the telephone, the programmes broadcast on radio and television are already sorted and offer students additional information to strengthen their academic achievements and improve their level of analysis as well as their sense of responsibility and citizenship. Also, more than 70% of students do not have access to the computer and internet connection at home. However, this tool allows students to become familiar with technological advances. It allows them to develop their technological skills such as browsing the internet, using different software and specific applications, creating digital documents. In the school field, this equipment therefore allows students access to vast amounts of information and various educational resources important for their personal and intellectual development.

2.1.2.2 Out-of-school school aids



Graph N°2: School help outside school

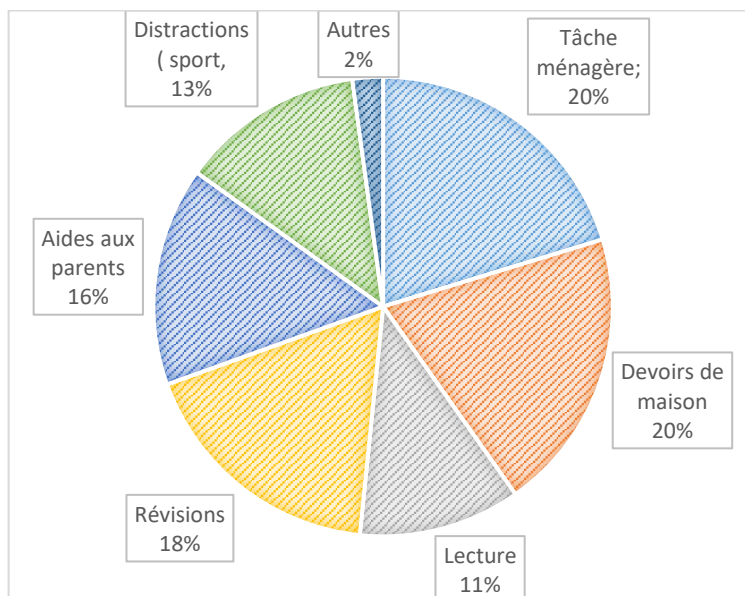
Students in the riding have fewer opportunities to meet people from different backgrounds. In order of importance, their main resource persons outside schools are friends, siblings and ultimately parents. In general, it is their loved ones whose pedagogical abilities could not be in accordance with their expectations and specific needs such as solving mathematical or physical problems or life and earth sciences. Those who have access to teachers' aids account for only 41%. However, there are at least 8 school disciplines in high school that require specific skills. In other words, students can only rely on reliable people at school. Below are the students' self-assessment of their level of mastery of the disciplines taught in high school.

Table N°4: self-assessment of students on their level of mastery of subjects

Materials	Weak	Medium	Satisfactorily	Good	TOTAL
Malagasy	11,0%	9,9%	48,4%	30,8%	100%
French	28,6%	41,8%	9,9%	19,8%	100%
English	20,9%	39,6%	28,6%	11,0%	100%
History and geography	9,9%	40,7%	30,8%	18,7%	100%
SVT	9,9%	20,9%	38,5%	30,8%	100%
Mathematical	40,7%	35,0%	20,9%	3,5%	100%
Physics and Chemistry	36,5%	50,5%	11,0%	2,0%	100%
EPS	2,0%	36,5%	29,7%	31,9%	100%
Philosophy	26,7%	60,4%	9,9%	3,0%	100%
Spanish/German	0,0%	30,8%	59,3%	9,9%	100%

For the ten disciplines, the "average" level of mastery dominates the six taught. The "Low" level is marked for Mathematics and Physics Chemistry. In other words, learning at school is largely insufficient to give students the necessary skills that guarantee their academic success, while outside of high school, the resource persons of students to provide effective supports are almost limited.

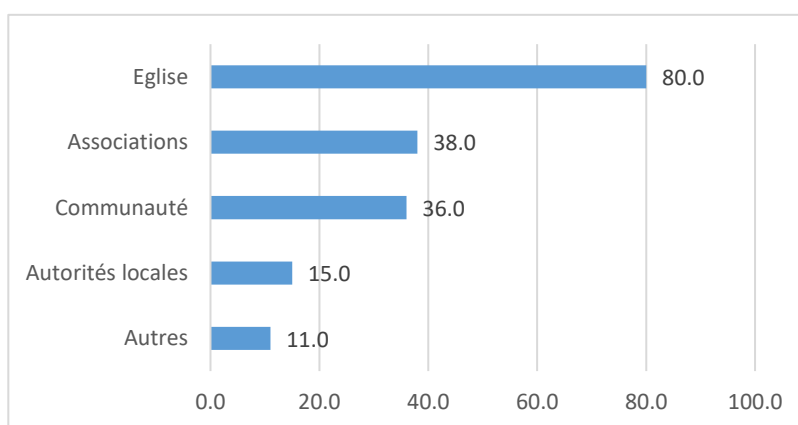
2.1.2.3 Time resource at home



Graph 3: Distribution of time at home

At home, almost half of students' time is spent on their studies. However, the optimization of achievements during these times is not effective due to lack of supervision and control. In addition, household chores and helping parents occupy 36% of their time. In these contexts, good self-control in time management and method of working at home is one of the determining conditions for achieving academic objectives.

2.1.2.4 Educational support at the social level



Graph N°4: Educational support

At the local level, the responsibilities of social entities towards young people are not mandatory. The optional and segregationist nature of churches and associations does not allow them to offer collective or individual accompaniment only to their members. However, not all students are part of it. On the other hand, the local authorities (Commune and Fokontany) do not set up school / educational support systems for high school students such as support courses or academic and vocational guidance sessions. As a result, these high school students cannot rely on other on-site educational programs and supervision outside of schools.

2.1.3 Student Personal Initiative

2.1.3.1 Working from home method

Table 5: Distribution of students' work methods at home

Working methods at home	Yes	No	Chi2	ddl	p-value	Significance
Homework/exercises at home	71,4%	28,6%	16,71	1	1-p = 99,99%	Very
Revisions at home	70,3%	29,7%	15,04	1	1-p = 99,99%	Very
Research (internet, doc) at home	59,3%	40,7%	3,18	1	1-p = 92,53%	Few
Improvement of general culture	39,6%	60,4%	3,97	1	1-p = 95,36%	Yes
Find out more about news	28,6%	71,4%	16,71	1	1-p = 99,99%	Very
Knowledge exchange and sharing	58,2%	41,8%	2,47	1	1-p = 88,41%	Few
Other things to succeed	60,4%	39,6%	3,97	1	1-p = 95,36%	Yes
Ensemble	55,4%	44,6%	33,24	1	1-p = 99,99%	Very

Addiction is very significant. Chi2 = 55.23, DDL = 6.1-P = >99.99%.

Given their social and economic situation, nearly a third of students cannot do their homework or revision at home, although this is the bare minimum to reinforce what they have learned in class. Even less, nearly 40% of students do not have the initiative to do personal research, exchange and share knowledge or find other ways to deepen their academic knowledge. On the other hand, more than 60% of them lack the sense to develop their general culture and have little interest in national and international news. This way of life, marked by a low openness to the outside world, does not allow them to stimulate their personal and social development and therefore reinforces their educational poverty.

2.1.3.2 Participation in external events

Table 6: Distribution of participation in external events

Participation in events	Yes	Not	Chi2	ddl	p-value	Significance
Student Lounges	19,8%	80,2%	33,24	1	1-p = 99,99%	Very
Conferences/debates	28,6%	71,4%	16,71	1	1-p = 99,99%	Very
Animations / awareness	30,8%	69,2%	13,46	1	1-p = 99,98%	Very
Fokontany meetings or associations	39,6%	60,4%	3,97	1	1-p = 95,36%	Yes
Volunteer/Volunteer Activity	30,8%	69,2%	13,46	1	1-p = 99,98%	Very
Other events	9,9%	90,1%	58,56	1	1-p = 99,98%	Very

The majority of CiSco students miss out on different opportunities that can help them orient themselves and improve their knowledge, know-how, skills and know-how. This situation is explained either by lack of awareness or by insufficient means (travel expenses, time ...) or simply by disinterestedness. In general, events such as student fairs or conferences debates often take place in the city. On the other hand, meetings of Fonkotany or associations as well as various awareness sessions and volunteer activities can take place on site. As a result,

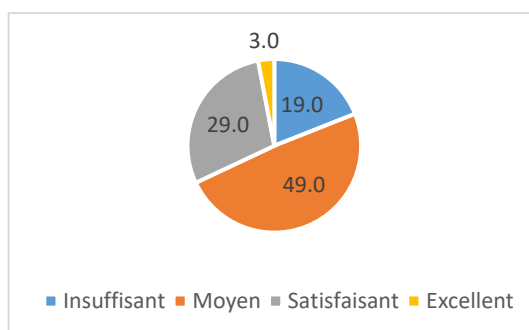
students experience the effects of misinformation that also hurt their motivation and desire to succeed.

2.2 Hypothesis 2: Pedagogical supervision complements the effectiveness of the school

The educational environment in high school throughout schooling greatly determines the success of students until their exit (obtaining the Baccalaureate). At the classroom level, teachers are expected to provide them with a caring learning environment that allows them to maximize their achievements and flourish broadly. At the school level, the school administration should organize educational programmes to strengthen the personal and social development of students.

2.2.1- Teacher pedagogy

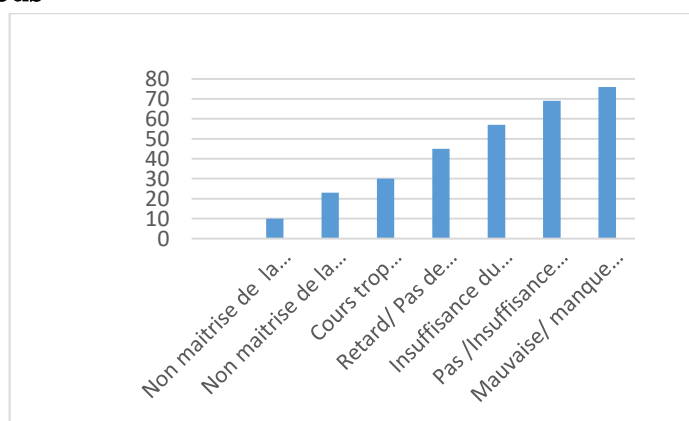
2.1.1.1 Pedagogical attitudes



Graph N°6 Educational benevolence of teachers

At the level of the schools visited, almost half of the pupils note that the level of teachers' attitudes towards their schooling is average. Overall, teachers are indifferent to students' circumstances such as learning difficulties, changes in behaviour, lack of motivation or even personal problems. The 19% of them even find it insufficient. They consider that these difficulties only reveal the responsibility of the students and their families. As a result, some of the teachers are not prepared to offer technical or pedagogical support to the needy. However, as a resource person, they can direct students to find solutions or best practices for their school tasks. Only the minorities of students (about one-thirds) who are most proficient in the classroom are the most supported and benefit from a learning environment conducive to their development.

2.1.1.2 Teaching methods



Graph 7: Methodological problems

According to student surveys, the problems of teaching and learning lie mainly in the teaching methods of teachers. Indeed, the lack or poor explanation, the insufficiency of illustration, poor time management, delay or non-existence of remediation as well as the overly lectured course are the main sources of these problems. In this sense, students learn better with good explanations and illustrations, more active and attractive courses spread over a well-distributed time.

2.2.2 School pedagogical system

2.2.2.1 Pedagogical supervision

Table 7: Supervisory entities at school level

Entities	Activities	Contributions
SPORTS CLUB	Inter-class and inter-institutional competition	Physical development, team spirit, social cohesion, c
CHORAL	Animation of events, rehearsal	Cultural development, experiences
ENGLISH CLUB	Class conversation, reading, exchange	Practice of English, general culture, relationship,
DRAWING CLUB	Drawing workshop, inter-class competition	Know-how, love of nature,
CLUB MAHATSANGY	Kabary, event animation, training	Personal development, network and relationship
CLUB CPO(HG)	Review, treatment of topics, group work	Cohesion, general knowledge
CLUB FOR THE UNITED NATIONS	Sharing, training, meeting	Personal development, relationship and general culture
CLUB VINTSY	Animation activities, school beautification, reforestation, training	Knowledge, personal development, self-esteem, attachment to the environment

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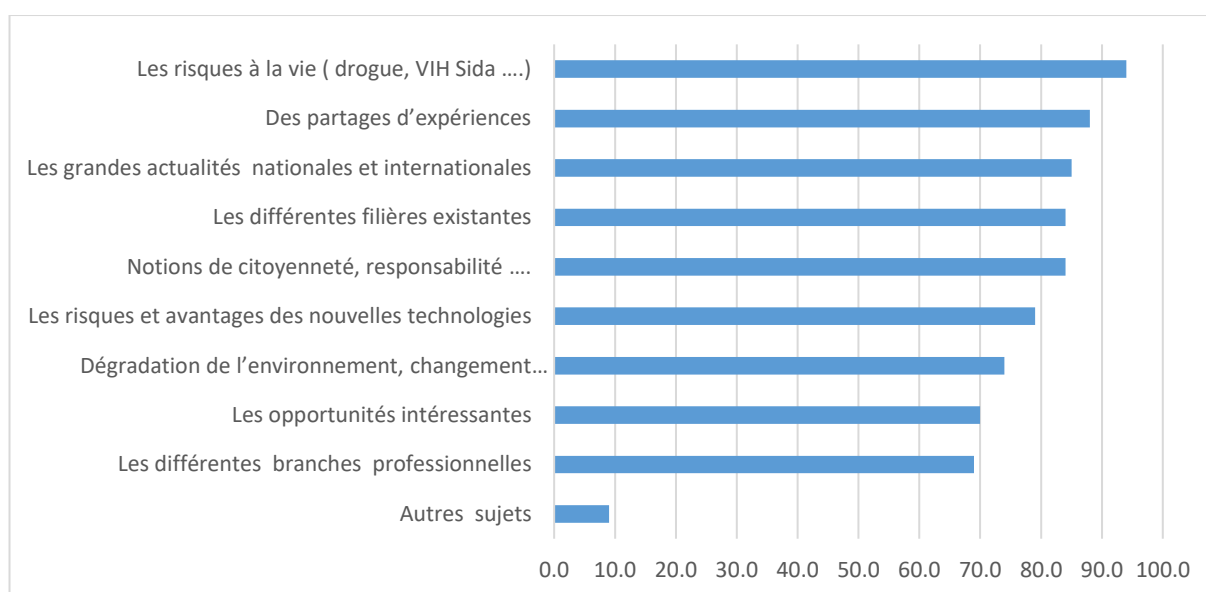
CLUB VINTSY Animation activities, school beautification, reforestation, training Knowledge, personal development, self-esteem, attachment to the environment

Despite the lack of supervision and organization at the level of the administration and the responsible teachers, the existence of these clubs in schools promotes the personal development and development of students in general. According to them, they offer additional knowledge in addition to the various classroom lessons. This allows them to develop their communication,

argumentation and persuasion skills as well as their analytical and observation skills. In general, by being a member, students have become more responsible and engaged. The additional tasks entrusted by teachers and the administration promote their interaction with each other and develop relationships of trust.

However, club activities are not part of their schedule and are not equally mandatory for all students. The lack of time and good organization weakens their functioning. Sometimes students had to work alone. However, given their situation, they do not have enough opportunities to open up more widely to the outside world.

2.2.2.2 Pedagogical activities



Graph N° 9: the different themes covered at school

Despite the relatively low level of pupils, the few activities undertaken at school level make it possible to improve their academic results. Thus, they benefit from the various activities on various themes such as awareness of life risks, experience sharing sessions, citizenship education and education for sustainable development. These opportunities contribute to the improvement of their intellectual level. They help to develop their general knowledge and their ability to think and analyze. Indeed, the socio-economic precariousness of students and the shortcomings in teachers' teaching methods are partly compensated by these complementary activities in the context of their education.

3-DISCUSSIONS

The common characteristics (complex and difficult) of rural areas suggest that worldwide even in developed countries, they are less advantageous in several areas compared to urban areas . In developing countries, the gap between the two spaces is more glaring. In Madagascar, the poverty that affects 80% of the population concerns the rural environment. In other words, the population is more vulnerable and their standard of living is lower. These areas are very handicapped due to different geographical, economic, cultural and social factors. Consequently,

their socio-economic situation constitutes fundamental obstacles to their development in general.

In the field of education, students' living conditions reinforce the low quality of education (Souad, 2021). Indeed, the low standard of living of parents has major impacts on the schooling of their offspring. The more insufficient the means at their disposal, the more children's intellectual capacities diminish. The lack of educational resources (books, audio video equipment, computers, ...) limits their ability to develop and their chance of success. Psychologically, their family situation (orphan, living with a third person, geographical separation from parents, etc.) generates damage to their motivation system. (Facchin, S., & Boisvert, S. 2019).

3.1 A huge need for quality education

3.1.1 Ambitious young people with potential

Despite their situation and skill level, most students have great prospects for the future and do not intend to relive their parent's situation. They have already considered their careers in the future (95% of students) and formulated personal goals or life plans (94% of students). Their high-level ambition (business leaders, doctor, computer scientist, architect, engineers...) deserves consideration from parents as well as from the various local and national authorities. Yet, in this context, current educational offers do not allow them to achieve these life goals. Given that they are small and not very diversified, they must be strengthened to become complete and inclusive. In this sense, education reduces the economic disparity between rural and urban youth. In other words, it promotes equal opportunities for all young people to achieve their dreams. (Vargas-Lundius, 2015)

3.1.2 An imminent need for development

In their current context, the constituency of Antananarivo Atsimondrano retains its rural aspect despite the surge of urbanization and its location near the big city. Indeed, its level of socio-economic development is still low despite the installation of economic infrastructures such as banks and industries. The district has great potential in local resources (rice-growing areas, large reserves of building materials, etc.) yet their farms have traditional and extensive characteristics. In addition, development opportunities are numerous following the extension of cities and communication routes (establishment of leisure areas, hotel establishments, processing industries ...), but they are mostly dominated by the newly installed rich. The living conditions of the majority of the population are not really improved due to a lack of low resources (financial, material, human) and level of skills that limit their creativity and entrepreneurial spirit.

3.1.3 A need to revitalize the local education system

The effective development of a region depends above all on the quality of education of children and young people who constitute its main economic actors in the future. It is the essential solution to fight poverty because education has long-term impacts on the living conditions and well-being of the population.

First, education stimulates the personal and social development of children (Kalali and ly 2019). In particular, secondary education across disciplines can train young people who are versatile and agents of change in their locality. Secondly, education especially in high school is also an important way to strengthen the resilience of rural communities. Given their socio-economic vulnerability through the vicious cycle of poverty, it provides knowledge and skills to young people to help communities develop from their own families. Indeed, parents with better-educated children accelerate the transformation of their situation once they have access to decent jobs or become successful entrepreneurs and entrepreneurs. Improving the quality of education in rural areas therefore promotes the development of human capital and growth. Thus, the education system should fulfil a triple cultural, social and economic role because it is through the school that the knowledge, ideas, and values that constitute the national heritage of a country are transmitted. Generally, these areas are in deficit, which delays their development and increases their precariousness. In short, with quality education, young people can change their paradigm and that of their society. (Diebolt, C & Fontvieille, L, 2001)

Finally, the rural world needs a technical and social revolution to accelerate its development. In this sense, education promotes innovation especially in this era of high technology that promotes inspirations and imaginations. Thus, the development of new ideas, joint or individual initiatives make it possible to set up local mechanisms to improve lifestyles and adapt to unavoidable phenomena such as climate change, temperature warming and natural disasters that affect the whole country in general.

3.2 Strategic axes to develop comprehensive and inclusive education

As long as the rural population constitutes 80% of the Malagasy population, it deserves quality education as much as the urban population. The specificities of rural areas should be transformed into their asset to develop effective strategies at the local level, particularly at the level of schools. From their vocation as a place of education, they are primarily responsible for the success of students despite their living conditions in a social environment. This is best done by adopting a student-centred management strategy. This operational reorganization implies placing students at the centre of all decisions and actions relating to their education. It aims to promote a positive learning environment and direct educational opportunities towards the success and development of students. In practice, this new management mode includes two fundamental strategic axes.

3.2.1 Student-centred school organization

This approach is aimed at principals and vice-principals who administer schools. In their respective attributions, the former are responsible for administrative and financial management, while the latter are responsible for pedagogical management. This school organization usually involves the establishment of a comprehensive approach based on gratitude that cultivates an atmosphere of respect, encouragement and support and active learning of students within their schools (Agustiningsih, 2021). Thus, they feel valued and encouraged, which can boost their motivation and self-confidence. In fact, schools prioritize the well-being of students (Galand, B, 2022).

On the technical level, it consists of planning and budgeting in their annual work plan (AWP) activities for the benefit of students. The program will be spread over the entire school year and every opportunity will be seized. The approach involves close collaboration with parents, teachers, partners as well as local authorities and communities to give more tangible impacts and guarantee its sustainability (financial, material and human conditions). Indeed, the main objective is to compensate for the educational shortcomings of students in their social environment. High schools could implement concrete actions to solve certain problems:

- access to diversified and sufficient educational resources. The provision of school libraries within schools is a priority programme. Apart from the provision of adequate rooms and equipment, the library should be provided with sufficient and necessary educational resources (books, books, textbooks, newspapers, etc.). In the event that the installation of a library is still impossible due to lack of infrastructure, collaborations with partners and local authorities are an alternative. Libraries could be relocated to the premises of the Commune or to neighbouring schools (public or private schools). Those responsible could also call on partners to replenish the necessary educational resources and put in more modern equipment (computer equipment, documents, etc.).

To optimize their use, the organization of students' schedules should be done so that they can access them at least once a week for two hours to do research or personal reading, for example. In addition, extracurricular activities such as workshops and competitions (writing competitions, kabary, theaters) initiated by the various clubs of the schools help to mobilize students to strengthen their skills and creativity.

- access to educational opportunities

As large events often take place in cities, and rural areas are sometimes forgotten, it is preferable for high schools to organize some kind of initiative for their students that constitute new opportunities. Apart from field visits or field trips to help students connect theory to practice, the administrative team of high schools could organize activities relating to academic and vocational guidance such as workshops on themes, sharing sessions with public or private universities where the different courses will be exposed, or also company days where the various industrial and service sectors are invited to expose the new professional skills in vogue. These allow students to maintain their motivation (Bell, 2021) and to make choices in accordance with their expectations either on the courses to follow or on the institutions to attend. Also, exchanges with the different personalities help them to develop their knowledge, know-how, know-how and know-how to become as well as their taste to succeed, their sense of performance and their motivation at work.

- access to activities related to the social development of the high

In addition to academic knowledge, the school should educate students to become good citizens. It is also their main role as a place of education (Yasmina N. E. F & Chaymaa, M.L., 2021). Thus, the school agenda should include a citizenship education program with practical activities to anchor in their lives the theories learned during civics classes in middle and high school. As an indication, the high school team could periodically organize awareness sessions on rights and duties, obligations, democracy, freedom... This requires close collaboration with public figures or specialists in the field (lawyers, civil administrators, etc.). These sessions can then be led by the District Manager, the Mayor or the Deputy for example.

At the community level, social actions can also be organized under the initiative of students such as cleaning public places, helping vulnerable people. In this case, collaboration with local associations or national or international organizations would be more beneficial. These activities develop in students patriotism, a sense of service and a sense of belonging (Xavier, N, 2021). Their level of responsibility will be strengthened and they will also be equipped with social skills and new experiences.

3.1.2 The student-centred pedagogical approach

This second strategic axis mainly involves teachers who are the artisans of teaching and in direct contact with students during learning sessions. It concerns their teaching methods and aspects of their teaching. In general, in this age of digital technology, teachers should adapt their pedagogy to this modernization to create an immersive environment that allows classes to feel exploratory, discovered, and adventurous (Kacher, D. 2022). With the different tools, this approach brings good educational practices.

- Improved student engagement: This approach encourages students to become more involved in their own learning. In fact, they are oriented to actively participate by encouraging them to ask questions and express their opinions. Thus, teachers should develop techniques that oblige them to become real actors in their own education. For example, students can work together on collective projects, (MAIZA, B. K., & Salsabil, N.2022) or group work or conversely exercises before lessons (Allard, C., & Robert, A. 2022). instead of lectures. Indeed, these active and learner-centered teaching methods encourage interaction, exploration, discussion and collaboration. Otherwise, students are just mere receivers of information, which can result in low engagement on their part.

- Adaptation of teaching to the needs of students. : The student-centred pedagogical approach allows teachers to better understand the common or individual needs of students in relation to their environment and living conditions. Thus, teachers must take into account their differences in their learning style, expectations and mode of perception. They could illustrate their courses on local situations (situation-based approach) and concrete examples that students could better understand (Héroid, J. F, 2019). . This adaptation of teaching helps students make connections between the knowledge they acquire and their real lives, promoting the practical application of concepts in real-life situations. In their usual pedagogy, teachers tend to direct their actions to their interests. As a result, their teachings are rigid and less relevant with information overload. This situation leads to learning difficulties and low motivation of students.

On the other hand, the personalization of teaching to the profile of the students allows those in difficulty to be much more accompanied according to their specific needs. This allows teachers to adapt their teaching methods to the pace and learning style of these students. They can also provide additional individual support during or outside their course. In general, these students often feel neglected compared to others. In the classroom, by supporting them, they end up improving and overcoming their obstacles (Duval, J. et al, 2019). tag.

Also, as educators, teachers should give students in addition to the main knowledge required at school, other essential life skills "lifeskills" to help them better manage their behavior. In fact, through their coaching and advice outside or during classes, they could train them on personal development, managing feelings, life risks, and other necessary skills.

Being young, they need adults to watch them out for drifting behavior or bad influence from society that can harm their schooling (Miri, S., et al, 2020).

In short, learner-centred pedagogical is an approach to creating a learning environment within schools conducive to the intellectual, moral and psychological development of students. With ongoing support, they feel more valued and encouraged. Therefore, they could undertake their studies under benevolent conditions. This context promotes better educational results in terms of quality and quantity.

CONCLUSION

Living conditions in rural areas can affect students' schooling. There are many internal and external problems affecting the school system. With very limited resources and poor professional practices, schools cannot provide quality education. For their part, students feel stuck by their socio-economic situation. This research attempts to prove that student-centred management could change this paradigm of rural education. It fills in the gaps related to students' educational conditions and promotes a caring and motivating learning climate. Its implementation requires close collaboration between all stakeholders at the local level, namely school leaders, teachers, local authorities, parents and communities.

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