

Factors of Success of Girls in The Faculties of The Public Universities of Togo

Tamégnon Yaou

ABSTRACT

Girls have less access than boys to the educational system in Togo. At the primary level, they perform relatively less well than boys. In junior high school and high school, the few girls who remain in school have a success rate close to that of boys. At the university entrance, there is one (1) girl for every four (4) boys enrolled, however, they do better than the boys. What explains the performance of female students in Togo's public universities? This article aims at explaining the factors of success of girls in the said universities. Based on secondary data and a literature search, it was shown that girls enroll in large numbers in predominantly literary fields and do better than boys. In addition, the main factors favoring the success of girls are: social origin modulated by age and the field of study in which they enroll. Female students from disadvantaged social backgrounds are more resilient and their good academic performance is due to the support of their immediate social environment (parents, teachers, NGOs, etc.) and the global environment marked by the rise of feminism.

Keywords: Academic Career, Academic Performance, Girls' Success, Public Universities.

Published Online: September 22, 2022

ISSN: 2736-4534

DOI : 10.24018/ejedu.2022.3.5.441

T. Yaou*

Sociology of Education, University of Kara,
Republic of Togo.
(e-mail: emmanuelyaou@yahoo.fr)

**Corresponding Author*

I. INTRODUCTION

The under-education of girls and consequently gender disparity is one of the common denominators of most education systems in Africa. This gender disparity is a consequence of the colonial school system that favored boys over girls. In Togo, the first girls to attend school was the initiative of the Catholic mission sisters at the beginning of the 20th century (Gbikpi-Benissan, 2007).

The explanatory factors often cited for the under-enrollment of girls in Africa are socioeconomic, sociocultural, institutional and pedagogical. The few girls who are enrolled in school have great difficulty in reaching university because they lose more than boys, especially in junior high school and high school. In addition, they drop out much more before the second cycle of secondary school (Gbikpi-Benissan, 2007). Most girls who reach the upper secondary level stay on course until university, where they make up only a quarter of the enrollment in public universities, according to statistics from the Department of Academic Affairs and Schooling (DAAS) of the University of Lomé (UL) and the University of Kara (UK). However, they are more likely to obtain their Bachelor's degree in three years better than boys according to Yaou (2015).

This article is intended as a contribution to understanding and explaining the performance of girls in Togolese public universities. After an overview of girls' schooling in Togo and the presentation of the theoretical framework, we will present the main factors of girls' performance.

II. ANALYSIS OF THE SITUATION AND IDENTIFICATION OF THE PROBLEM

A. Access and School Career of Girls Before the Baccalaureate

In the education system, girls and boys do not have the same trajectories because of the history of our education system. Gender disparity is perceptible at the lowest levels of the Togolese education system. This disparity is due to the weakness of primary education, as Deblé (1980, p. 21) points out: "The less developed primary education is, the greater the obstacles that girls have to overcome to access higher education". Indeed, as students progress to higher levels, the gap becomes significant. According to data from the Foresight, Education Planning and Evaluation Branch, in 2003, girls' access to preschool covered only about 3 percent of the 2-5 year old population, and girls represented 50.5 percent of all students. The problem of parity between girls and boys does not therefore arise at this level (EFA/PAN, 2005, p. 54). In fact, according to the 2020-2021 statistical yearbook, gender parity has been achieved in all regions except Golf-Lomé, where it is 0.99 (DPPE, August 2021).

At the primary level, the admission rate for girls rose from 69.2% in 1994 to 85.2% in 2003; the rate for boys fell from 91.1% to 85.5% over the same period. The parity index rose from 0.76 to 1 over the same period (EFA/PAN, 2005, p. 54). For the 2010-2011 school year, parity is achieved in terms of

access to CP1. The parity index is still equal to one (DPEE¹, 2011). That said, girls have the same chances of access to primary school as boys. In 2021, in general, gender parity is not achieved in access to CP1 or in completion. The indices are 0.87 and 0.94 respectively. These statistics show that parity in access to primary school has declined relatively, taking 2010 as a base (DPPE, 2021).

Looking at the enrollment rate, girls are slightly less enrolled than boys. The parity index is 0.92 (DRSP, 2010, p. 22). According to the DPEE (2011), from the point of view of enrollment, parity has not yet been achieved; for every 10 boys, there are 8 girls in primary school. The net enrollment rate in 2021 varies by gender, with 96% for boys and 92.6% for girls (DPPE, 2021). In 2021, the lower secondary school access rate is 70.7% and the gross enrollment rate (GER) is 76.6%, for a completion rate of 55.3%. The parity index for the GER is 0.87, or 87 girls for every 100 boys; the promotion rate for boys is higher than for girls (76.4% compared to 73.7%) (DPEE, 2021). This is probably due to the effect of COVID-19.

With regard to internal efficiency, in 2011, with the effect of repetition and dropout, which are 36% and 16% respectively in upper secondary education, the gap in the gender parity index widens further. Girls repeat more than boys, but drop out less than boys. The repetition rate for girls is 37.3% compared with 35.3% for boys. The dropout rate for girls is 12.8% while that of boys is 16.7% (DPEE, 2011). At the high school level, the few girls who enter the system remain in the system until the second year of secondary school better than the boys. In 2021, the gender parity index is 67/100. As for the promotion rate, the observation that emerges is that girls do slightly better than boys (78.2% against 75.8%).

In 2011, in the Bac 2, the success rate of girls and boys are generally similar; in some series, girls are ahead of boys. This is the case in the C series, where the success rate for girls is 89.7% compared to 64.7% for boys. In the D series, the gap is only one point (35.6% for boys and 34.5% for girls). In the A series, the gap in success is relatively large, with girls having a success rate of 30.6% compared to 35.3% for boys (DPEE, 2011). In 2021, in all streams, girls are more successful than boys. In the A series, 64% of girls succeed compared to 62.9% of boys; in the C series, 95.1% compared to 91.7% and in the D series, 61.2% of girls succeed compared to 57.8% of boys.

In sum, the further one progresses in the educational system in Togo, the more the number of girls decreases, and the few who remain in the system perform better than the boys whose numbers are higher than those of the girls. What about at the university?

B. Enrollment and Academic Progress of Girls in Public Universities

1) Girls' access to university

Globally, the GER for boys in higher education rose from 11% in 1970 to 26% in 2009, an increase of nearly 230%. For girls, this rate tripled during the same period, from 8% to 28% (UNESCO, 2012).

In Togo's public universities, most students enroll in faculties. Indeed, for the 2001-2002 academic year, 84% of UL students were enrolled in faculties. In 2005-2006 this percentage was 90.2% and 92.4% in 2009-2010. The University of Kara (UK) has only faculties (100% of students in faculties) and the total enrollment for the 2011-2012 academic year was 10,749 students.

The evolution of girls' enrollment follows the general evolution of the student population in public universities. In 2015, at the University of Lomé, out of 43960 national students, there were 12114 girls, or 27.62%. In 2020, at the UK, out of 21438 students, 6264 were female, a rate of 29.2%.

More and more girls are enrolling in university. In 2002, there were 3,024 girls enrolled in UL faculties. Ten years later, the number of girls has almost tripled from 3,024 to 9,954. The girl/boy parity index in UL faculties is therefore 0.3 for the year 2010-2011 compared to 0.2 in 2001-2002.

The enrollment of girls at UL depends on the faculty. More than half of the girls enroll in the two faculties with a literary orientation: the Faculty of Law (FDD) and the Faculty of Letters and Humanities (FLESH). Out of 3,024 girls enrolled in the faculties in 2001-2002, 1,553 were enrolled in these two faculties, a rate of 51.3%. In 2010-2011, 6,777 girls were enrolled out of 9,954 students enrolled in the faculties, i.e. a 68% enrollment rate. In fact, most girls who have access to university enroll in the literary fields.

The girl/boy parity index varies according to the different faculties. It is low in the scientific fields and relatively average in the literary fields. In fact, for the academic year 2001-2002, the parity index in the Faculty of Science (FDS) was 0.06, 0.1 in the Faculty of Economics and Management (FASEG) and 0.2 in the Faculty of Medicine and Pharmacy (FMMP). This index is 0.2 in the Faculty of Humanities (FLESH) and 0.3 in the Faculty of Law (FDD).

For the year 2010-2011, the girl/boy parity index is as follows: 0.1 at FDS, 0.2 at FMMP and 0.2 at FASEG. At FDD and FLESH, the index increased by one point from 0.3 to 0.4 and from 0.2 to 0.3 respectively. Despite their numerical inferiority, once in university, girls seem to do better than boys.

2) Academic career of girls and boys at university

At UL, boys do better than girls in almost all faculties. However, female students are ahead of males in some faculties. This is the case in the Faculty of Law. For the academic years 2001-2002, 2003-2004 and 2004-2005, girls had a relatively high annual success rate compared to boys, respectively over the three years, 42.93% versus 36.89%, 42.63% versus 30.40% and 40.96% versus 38.05%.

At FASEG, girls are less likely to succeed than boys. The success rate of boys in this faculty exceeds that of girls. The gap between the two rates was 7 points from 2001 to 2005. After 2005, the gap decreased and remained at 2 points. At the FMMP, the success rates for girls and boys are similar and the lead is given to boys. However, the gap remains minimal, varying between 4 and 2 points. The situation is identical at the Faculty of Science (FDS) (DAAS-UL statistical yearbook, 2005).

¹ Foresight, Education Planning and Evaluation Branch

At FLESH, from 2001 to 2004, boys did much better than girls; 66.14% versus 54.64% in 2001-2002, 51.02% versus 42.30% in 2002-2003 and 52.98% versus 45.63% in 2003-2004. Beginning in 2004, the gap between the two success rates decreased from 7 points to less than one point. For the 2005-2006 academic year, girls in this faculty were more successful than boys (47.06% versus 43.77%).

Yaou (2015) argues that in the two public universities in Togo, girls do better than boys, 71.12% of girls versus 52.58% of boys. The latter experience more failures during the university curriculum than girls; 47.42% of boys experience at least one failure during a 4-year curriculum (to get the master's degree) while 28.88% of girls are in the same situation. The younger girls do better than their male counterparts; and at the same age, at the beginning of the university, all the girls enrolled in any of the faculties reach the 4th year without experiencing any failures while two boys would fail at least once. Moreover, in the faculties, girls do better than boys in the faculties in which they are in the majority from a quantitative point of view, namely the FLESH and the FDD. Moreover, in science-dominated faculties, they have a clear advantage over boys.

How can we understand and explain the performance of girls in the faculties of public universities when we know that there are fewer of them at university and that they could be influenced by male demographic domination and, in turn, male psychological domination?

III. EXPLANATORY THEORIES OF GIRLS' SUCCESS

Several theories explain the success of girls in the educational system. Three types of theories compete in this field: theories of sexual and social reproduction, theories based on family socialization and theories of school socialization.

Theories of sexual or social reproduction postulate that it is girls from affluent backgrounds who succeed (Bourdieu & Passeron, 1970; Lautrey, 1980; Dubet, 1991). Baudelot and Establet (1992) confirm the supremacy of social origin in school success. They point out that the gap between girls and boys decreases as the social origin within a given society increases; it also decreases from one society to another as the wealth available to them increases.

They add:

In poor countries, schooling directly records the social domination of boys over girls; in rich countries, where schooling is well developed, schooling is translated into a cross-relationship, with each sex benefiting from the advantages and disadvantages of the social situation of domination (Baudelot & Establet, 1992, p. 157).

Although girls from disadvantaged backgrounds are less vulnerable to the effect of social origin than boys from the same background, the academic success of girls, as in the case of boys, is better for those from advantaged backgrounds.

It is, in part, the attitudes, behaviours and educational interventions of parents (father and mother) that favour the success of girls. This is the basis of family socialization theories. Parents project gender-based assumptions about social roles onto each child.

Parents socialize their children by reinforcing or repressing behaviors that are considered gender appropriate or

inappropriate. However, even more than this initial intervention, the exemplary models of social behaviour deemed appropriate for both sexes are the materials from which children construct gender categories, which are then used to guide their behaviour (Maccoby, 1990).

He argues;

This is how the gender stereotype is involved in identity construction. Children take their role models from their environment, acquiring gender-typical attitudes and traits that, once formed, are more difficult to change (Maccoby, 1990, p. 24).

Parents care for, nurture and mother girls. Girls are expected to be obedient, docile and orderly, and have fewer choices in their activities: "Girls learn to depend on adults; first on their mothers, then on their teachers and later on their boyfriends and boyfriends; rather than on themselves" (OECD, 1986, p. 38). "They guess the behaviors expected of them by their parents and other adults, internalize them and act on them" (Duru-Bellat, 1990, p. 97).

The socialization of boys is also different. They are educated to be responsible and not dependent like girls. This socialization continues at school, hence the theory of school socialization.

Parents take charge of girls, surrounding them and mothering them. Girls are expected to be obedient, docile and orderly, and have less choice in their activities:

(...)girls learn to depend on adults; first on their mothers, then on their teachers and later on their boyfriends and boyfriends; rather than on themselves" (OECD, 1986, p. 38).

"They guess the behaviors expected of them by their parents and other adults, internalize them and act on them" (Duru-Bellat, 1990, p. 97). The socialization of boys is also different. They are educated to be responsible and not dependent like girls. This socialization continues at school, hence the theory of school socialization.

Several studies show that teachers have more interactions, both positive and negative, with boys than with girls (OECD, 1986; BenTsvi-Mayer *et al.*, 1989; Merrett & Wheldall, 1992; Briskin, 1992): "Overall, teachers praise and scold boys more than girls. For example, they ask boys direct questions more often, praise them more often when their answers are correct, and also scold them more often when their answers are wrong or when they cannot answer" (OECD, 1986, p. 45).

A study of the (more numerous) reproaches addressed to boys shows that only one-third of them relate to the intellectual value of their work, compared to two-thirds for girls. As for praise, 94 percent of the praise directed at boys, compared to only 79 percent of the praise directed at girls, concerns the intellectual value of their work (OECD, 1986, p. 45).

Girls may be less prepared to cope with the pressures and demands of higher education because of their previous socialization experiences. They have integrated the norm of academic conformity explicitly to earn their place in the classroom, and build their identity on a model that leads them to be more attentive, meticulous, and studious (Subirats & Brüllet, 1988, p. 59).

Which theory best explains the success of girls in universities in Togo when we know that at the UK, for example, most girls who enroll are from disadvantaged

backgrounds? Can the theory of academic resilience explain in part the good performance of girls from this social background? What are the factors that explain the success of girls in public universities?

IV. FACTORS IN UNIVERSITY SUCCESS

According to several studies on the schooling of girls in Africa, the schooling rate of girls is relatively low compared to that of boys (Gbikpi-Benissan, 2006; UNESCO, 2012; Zoundi, 2006). Factors that affect the careers of girls in school include institutional, pedagogical, cultural, and economic factors (Quashie, 1992; Lange, 1998; Zoundi, 2006). Despite their numerical inferiority, in public universities, girls seem to perform better than boys. Several factors seem to influence the performance of girls at university: their background and the field of study they attend.

A. The Influence of Social Background on the Performance of Girls at University

The social background of students enrolled in university has an impact on their careers, but even more so when they are of a certain age. It is established that younger students do better than their older counterparts in age (Yaou, 2015). At the same age, upon entering college, girls do better than boys. How can this fact be explained?

In fact, this advance for girls began in primary school. In primary school in Togo, girls are ahead of boys when they are all admitted early to school. Better still when the pupils are from a privileged social background (MSF) (Gbati, 2008). Indeed, he shows that:

If the pupils who were admitted very early (3-4 years old) remain more or less well in the classes, it is because they come exclusively from privileged backgrounds (middle and upper CSP); if the pupils who were admitted late perform less well, it is because they come from underprivileged backgrounds (lower CSP); the disparities between pupils according to the age of schooling and social origin increase during primary schooling (thus with the level of difficulty presented by the subjects): in other words, the earlier or later a child is enrolled in school, and from disadvantaged backgrounds, the more academic difficulties he or she experiences during schooling (Gbati, 2008, pp. 72-73).

Moreover, an international study directed by Duru-Bellat confirms this social differentiation at the beginning of kindergarten. She writes:

It is estimated in the Anglo-Saxon literature (Nash, 2001) that at school entry, the gap in intellectual development between the children of the most and least qualified workers is of the order of one standard deviation. A difference of one standard deviation means that about 85% of the children whose parents are the least qualified have a level below the average of the children of the most favored families in this respect, whereas if the two groups were of equal level, it would be only 50% of them. (...). In France, the first signs of social and gender inequalities at school are observed when children are between 4 and 5 years old: it is in the area of verbal logic that the inequalities are most

marked, with a gap of 1.2 standard deviations between children of managers (middle and upper categories) and children of unskilled workers, the social gaps being equally significant, but a little smaller in the other cognitive dimensions (graphical ease, spatial structuring, temporal organization) (Duru-Bellat, 2003, pp. 24-25)

These two studies show that the success of the youngest children originates in primary school, or even in pre-school, and that it is the social environment that determines this success. This advance of students from privileged backgrounds who attend school early will continue until they reach university. This is reflected in their early success at the Bac 2 level. Once at university, they will keep this lead, hence their very good performance. In other words, the more advantaged students are, the better their chances of having a steady academic career because they enrolled early in school.

In contrast, Lange believes that in other social environments, "girls are always less educated than boys; when they lack the means, parents choose to educate the latter first and prolong their schooling more than the former" (Lange, 1998, p. 198). In short, the performance of girls from privileged social backgrounds is not due to the fact that they are more gifted than their counterparts from disadvantaged social backgrounds, but this performance is the consequence of the economic, cultural, psychological and environmental assets and advantages of their background.

In doing so, as Baudelot and Establet (1992), the effect of the social environment of origin is primary, while that of gender only comes second. They also consider that this is a constant fact in the architecture of the French school system. Bisseret argues:

At each stage of the school career, the opening or closing of the field of possibilities is a function of both the social class of origin and the sexual category to which one belongs. The future of students from a dominated class and that of women (whatever their class) are based on this reality. To be a woman, to be a worker, is to be economically dominated and deprived of the means of acquiring the knowledge necessary for the exercise of power in its various forms" (Bisseret, 1974, p.140).

In some cases, girls from the socially disadvantaged background (SDB) are more successful than their socially advantaged counterparts (SAB) especially in an environment where they are numerous, the case of UK (Yaou, 2015).

Indeed, the UK has the particularity of welcoming baccalaureate students coming from all social backgrounds, in majority those coming from MSD, from the northern region of the country. Considering the thesis of Bourdieu P. and Passeron J-C. (1964), the success of the latter could be considered an individual achievement (Boudon, 1973). If these MSD girls succeed, it is surely due to their motivation and that of their families. We must therefore add to the assertion made by Gbikpi-Benissan (2007), who emphasizes the following with respect to girls' secondary schooling:

Unfavorable socioeconomic conditions have a more negative impact on the enrollment and schooling of girls because of their inferior social situation': in poor environments, when families can only enroll a few children, girls are ineligible, unlike boys. In wealthy areas, such practices are not common and both girls and

boys are enrolled in school (Gbikpi-Benissan, 2007, p. 147).

That said, the few girls from MSD who are elected to attend school put more effort into their studies. With the support of their parents, they eventually made their way into what can be called the boys' preserve: university. At this level, they will build strategies specific to those of the popular masses, whose foundations are personal motivation and commitment to their studies, because, all things considered, nothing socially augured their academic success. These girls are more resilient and motivated than boys from their social backgrounds.

According to Yaou (2015), one of the factors for the success of these girls is, among others, the awareness campaigns of NGOs such as "Aide et Action", "Plan Togo", etc., which are very present in the north of the country. One of their objectives is to promote the enrollment of girls and their retention in the education system. The sensitizations carried out by these NGOs seem insignificant, but they have a notable influence on the psychology of girls. For they are often boosted by the multiform support coming from these institutions. This includes financial and material support and tutoring for girls (Yaou, 2021). It is in this sense that Terrail emphasizes that "the improved academic success of girls is in part deeply linked to the contemporary process of women's emancipation in the form of collective commitments: organized movements, informal solidarity, and occasional demonstrations" (Terrail, 1992, p. 674).

We can also mention the policy of "positive discrimination" that the Togolese state has been advocating for several years and which encourages girls to go far in their studies, by reducing school fees and making elementary school free for all. Thus, once the various barriers in the school curriculum have been overcome, it is easy to succeed at university, since it is estimated that they keep the same determination when entering it. The support of their immediate entourage (parents, brothers, and sisters) and that of society, through positive discrimination in terms of tuition fees in particular, are not the least important. Parents play a very important role in the success of these girls.

In addition, these girls seem to have a "masculinized style". When we say "masculinized style" we mean that these girls are less concerned with their feminine finery, they dress soberly and do not waste time on typically feminine activities. They live in a certain austerity that leads them to be more committed to their studies, which is the reason for their success. This result is in line with several other studies, notably those of Lahire, (1997), Frickey and Primon (2002), and Gruel and Thiphaine (2004a). These researchers emphasize that girls are more diligent, have less leisure time, and perform better than boys because of their more studious practices. All in all, successful girls have a "strong personality". The more MSD the girl is, the more aware she is of her disability, the more committed she is to her studies, leading a life of humble circumstances, the better her chances of succeeding at university.

The success of girls in university is influenced by an aggregation of political, socioeconomic and cultural factors and "family games" that lead to intrinsic motivation, especially for girls from MSD. The girls who succeed have a "very strong personality", they are psychologically well

doped and morally galvanized by their entourage and especially their parents. Their parents tell their daughters: "your salvation will only come from your success". These words have been said to them since they were little, and it is truly a source of motivation that has enabled them to overcome all obstacles throughout their school career.

All in all, the more the girl comes from MSD, the better she commits herself to her studies; because she is aware of her parents' economically precarious situation; by leading an austere life, the better she has the chance to succeed at university, especially in the UK. In fact, these girls are breaking with the clichés of traditional society that made them housewives, and dependent on men, and today they cling to the discourse of modernity that changes the vision that parents on the one hand, and society on the other, have of the "girls' school". Nowadays, they seek to build a new social identity through their academic success. They are aware that it is by succeeding at school that they will be able to assert themselves socially, and one of the consequences of this awareness is that the age of marriage for girls is falling.

B. Influence Of The Fields Of Study Attended By Girls On Their Academic Performance

University statistics show that the few girls who do get to university enroll more in the humanities. We are moving towards a kind of feminization of literary and legal faculties in public universities. Alaluf *et al.* makes the same point:

we see that girls often enroll in Humanities faculties, where they are sometimes in the majority. This is the case for the Psychological Sciences and Education, in the Faculty of Philosophy and Letters and in the Journalism and Communication section: girls represent 74%, 65% and 59% of the population (2003, p. 57).

Regarding their academic performance, Yaou (2015) points out that most boys in the Faculty of Law and Political Science (FDSP) at UK or the Faculty of Law at UL (FDD) experience two or more failures before obtaining their master's degree. On the contrary, most girls in the Faculty of Humanities (FLESH) and the FDSP (or law) at UL succeed. In sum, girls do better than boys in the faculties in which they are in the majority from a quantitative point of view, i.e. FLESH and FDD. In addition, in science faculties, they have a clear advantage over boys. This observation made in Togo is in line with that made by the Direction de l'évaluation, de la prospective et de la performance in France:

"the success of girls in higher education is significantly higher than that of boys, including in male-dominated courses such as STAPS and engineering schools. For example, 33% of them obtain their bachelor's degree in three or four years compared to 43% for girls" (DEPP, 2017).

That said, girls enrolled in science faculties are aware of their abilities and skills by enrolling in them especially since they are often few in number in science majors. How can this be explained?

Girls who enroll in science programs do not choose them by chance; their university orientation depends on the series they chose in high school. The scientific streams are still predominantly male and the literary ones very female (Lixi & Theulière, 2004; Duru-Bellat & Henriot-van Zanten, 1992; Merles, 2002; Rosenwald, 2006; Fontanini, 2008). Girls are

less likely to enter the scientific streams in high school, which will have a definite effect on university orientation (Duru-Bellat & Henriot-van Zanten, 1992). Marro (1995, p.28) emphasized that “girls tend to underestimate their success in science more frequently than boys, compared to the level attributed to them by their teachers, or to be more demanding than boys with regard to this success in order to move on to the science section”. This being said, girls only enroll in science courses when they are confident that they will succeed in science subjects. This all depends on the career plan that the girl and her family have when they enter university. “Indeed, girls more often than boys have a stated career plan. All of them put their interest in the content of their studies at the top of their list of motivations, but the boys put the opportunities in second place, far ahead of the choice of a profession” (Rosenwald, 2006, p. 93).

Some fields of study are favored by girls, and in these fields, they perform well. Baudelot and Establet (1992) and Merle (2002) have already shown that girls enroll less often and less willingly in science than boys. To explain this phenomenon, Baudelot and Establet put forward four hypotheses which we take up again.

The first one emphasizes the role of the biblical tradition which makes Eve the person full of intuition rather than rigor, and they propose cognitivist hypotheses.

The second hypothesis is built on an ethical model, given that girls are less involved in competitive activities, yet the woman in the restricted universe of domestic life must embody harmony and solidarity, it is assumed that girls are accustomed from an early age to refusing conflict and violence are rebellious to their euphemistic school forms.

The third hypothesis refers to the institutional framework of socialization of the two sexes. For girls, the family values the implementation of internal activities, and for boys, instrumentation anticipates the activities of a demiurge; on the one hand, books, on the other, the calculator.

Finally, the fourth hypothesis makes us think of gender in terms not of origin, but of probable destiny. The girls would give up paying the price too high.

V. CONCLUSION

Efforts to enroll girls in school in Togo are not yet sufficient. Although there is parity in terms of access to primary education, much remains to be done to keep them there until they leave university. They certainly experience the same realities as boys, sometimes worse than them, in terms of promotion in the pre-university system. However, once in university, they are ahead of boys in the long run. Most of them go to the two predominantly literary faculties (FDD/FDSP and FLESH). In addition, they are all very young and mostly from MSF or MSM at UL and MSD at UK. Economic and cultural capital is a determining factor in the success of girls at UL. In contrast, determination is the foundation for their success at UK.

Girls who succeed in general at the university benefit from the socioeconomic and cultural advantages of their social environment. At the University of Lomé, where most of the girls come from privileged social backgrounds, they are very young (at most 21 years old) and have a regular record, i.e. they have never failed. It is their social background that has

more influence on their academic success than any other factor. At the University of Kara, the girls who succeeded were mostly from disadvantaged and average social backgrounds. They are highly motivated (intrinsic and extrinsic motivation) by those around them, including their parents and teachers, etc., which favors their commitment to their university studies. These girls are quite aware of the socio-economic and cultural handicap of their social environment of origin, so they have no choice but to work without respite in order to take up the challenges they face, galvanized by the social and international environment that has been favorable to them for the past few years.

The interest of the present research lies in the fact that it has made it possible to highlight the essential factors favoring the success of girls at the university. These results make it possible to envisage the implementation of appropriate strategies to encourage the orientation of girls towards fields of study that were formerly intended for boys. If girls continue to enroll in large numbers in the literary fields, there is reason to believe that the change so desired by society will not be able to take place at a time of “gender equality” and the promotion of women. In a country such as ours, where the promotion of women has been the order of the day for several years now if there are no strategies to enable young girls to enroll in the fields of study that hold out hope for women, there will be a repetition of the same thing, because they will continue to enroll in the literary fields of study with the same opportunities that are less valued socially. Less valued, women will not be able to better educate their own daughters to enter higher education and even more so to enroll in scientific streams in high school and later to go into scientific streams at university. Under these circumstances, strategies need to be put in place to help girls become more interested in the sciences. Parents should be encouraged to monitor girls' schooling very closely in order to promote their regular success. The economic conditions of the parents being a determining condition for the success of the children, the present research must help the governments to review the living and working conditions of the population in order to favour the family supervision of the pupils in general and of the girls in particular. Finally, future research should consider understanding where the scarce resources that allow girls from disadvantaged social backgrounds to succeed in public universities come from.

REFERENCES

- Alaluf, M., Imatouchan N., Marage P., Pahaut S., Sanvura R., Valkeneers A., Vanheerswynghe A. (2003). *Les filles face aux études scientifiques. Réussite scolaire et inégalités d'orientation*, Éditions de l'Université de Bruxelles.
- Bisseret, N. (1974). *Les inégaux et la sélection universitaire*, Paris, PUF.
- Baudelot, C., & Establet, R. (1992). *Allez les filles !*, Paris, Seuil.
- Bentsvi-Mayer, S., Hertz-Lazarowitz, M., & Safir M. P. (1989). Teachers' selections of boys and girls as prominent pupils, *Sex Roles*, 21 (3/4), pp 231-241.
- Bouchard, P. Saint-Armand, J. C. (1993). La réussite scolaire des filles et l'abandon des garçons: un enjeu à portée politique pour les femmes, *Recherche féministes*, Vol 6, n° 2, pp 21-37.
- Boudon, R. (1973). *L'inégalité des chances. La mobilité sociale dans les sociétés industrielles*, Paris, A Colin.
- Briskin, L. (1992). “Feminist Pedagogy: Teaching and Learning Liberation”, Ottawa, ICREF, *Feminist perspectives féministes*, 19.
- Caille, J.-P. Lemaire, S. (2002), *Filles et garçons face à l'orientation, Éducation et Formation*, n° 63, DEP.

- Deblé, I. (1980). *La scolarité des filles : Étude internationale comparative sur les déperditions scolaires chez les filles et les garçons dans l'enseignement du premier et du second degré*, Paris, UNESCO.
- Dubet, F. (1991). *Les lycéens*. Paris, Seuil.
- Duguet, A., Lambert-Le Mener, M., Morlaix, S. (2016). «Les déterminants de la réussite à l'université Quels apports de la recherche en Éducation? Quelles perspectives de recherche?» In: *Spiral-E. Revue de recherches en éducation, supplément électronique au n°57*, Supplément au n° 57: Petite enfance et politique inclusive : quelle prise en compte du handicap ? pp. 31-53.
- Duru-Bellat, M. (1988). *Le fonctionnement de l'orientation, Genèse des inégalités sociales à l'école*, Paris, Delachaux et Niestlé, *Actualités pédagogiques et psychologiques*, 200.
- Duru-Bellat, M. (1990). *L'école des filles. Quelle formation pour quels rôles sociaux ?* Paris, L'Harmattan.
- Duru-Bellat, M., Henriot-Van Zanten, A. (1992). *Sociologie de l'école*, Paris, Armand Colin.
- Fontanini, C., Costes, J., Houadec, V. (2008). *Filles et garçons dans l'enseignement supérieur : permanence et/ou changement*, *Education et Formation*, n°77.
- Frickey, A., Primon, J.L. (2002) *Jeunes issus de l'immigration : les diplômes de l'enseignement supérieur ne garantissent pas un égal accès au marché du travail*, *Formation Emploi*, n°79, pp. 31-49.
- Gbati, K.Y. (2008). *Scolarisation précoce et performances scolaires des élèves du cours primaire à Lomé au Togo*, *Etudes togolaises, revue togolaise des Sciences*, pp 62-84.
- Gbikpi-Benissan, D.F.F. (2007). *Le comportement scolaire des filles et des garçons au Togo de 1955 à 2004*, *Revue du C.A.M.E.S, Sciences Sociales et Humaines*, Nouvelle Série B, Vol.008N°01 2007(1^{er} trimestre), Ouagadougou, pp 135-157.
- Gbikpi-Benissan, D. F. F., & Quashie, A. (1989). *Les échecs à l'Université du Bénin (1976-1988)*, UB, Lomé.
- Gruel, L. & Thiphaine, B. (2004a). *Des meilleures scolarités féminines aux meilleures carrières masculines*. Paris, Observatoire national de la vie étudiante.
- Lange, M-F. (1998). *L'école des filles en Afrique : scolarisation sous conditions*, Paris, Éditions Karthala.
- Lautrey, J. (1980). *Classe sociale, milieu familial, intelligence*. Paris, PUF.
- Lixi, C., & Theulière, M. (2004). *Les deux tiers de la croissance des effectifs d'étudiants depuis 1990 sont dus aux femmes*, *Éducation et Formation*, n° 67, DEP.
- Maccoby, E.E. (1990). *Le sexe, catégorie sociale* (traduction de Eric Fassin), *Actes de la Recherche en sciences sociales*, 83, pp 16-26.
- Marro, C. (1995). *Réussite scolaire en mathématiques et physique, en passage en 1^{re} S: Quelles relations du point de vue des élèves et des enseignants? Étude différentielle suivant le sexe des élèves*, *Revue française de pédagogie*, No. 110, pp. 27-35
<http://www.jstor.org/stable/41200501>.
- MEPSA, (2011). *Annuaire national des statistiques scolaires 2010-2011*, Lomé, DPPE.
- Merle, P. (2002). *La démocratisation de l'enseignement*, Paris, La découverte.
- Merret, F., & Wheldall, K. (1992). "Teachers' Use of Praise and Reprimands to Boys and Girls", *Educational Review*, 44, 1: pp 73-79.
- OCDE. (1986). *L'enseignement au féminin, Étude internationale sur la façon dont les filles et les garçons sont élevés et instruits*. Paris, OCDE.
- République Togolaise. (2005). *Plan d'action national pour l'éducation pour tous*.
- République Togolaise. (2009). *Document complet de Stratégie de Réduction de la Pauvreté 2009-2011*, (Version finale).
- République Togolaise. (2010). *Plan sectoriel de l'éducation 2010-2020, relever le défi du développement économique, social et économique*.
- Rosenwald, F. (2006). *Filles et garçons dans le système éducatif depuis vingt ans*, *Éducation et Formation*, Les données sociales, la société française.
- Subirats, M., & Brullet, C. (1988). *le sexisme dans l'enseignement primaire, interaction verbale dans des classes en catalogne*, *Recherches féministes*, 1, pp 47-59.
- Terrail, J.-P. (1992). *Destins scolaires de sexe: une perspective historique et quelques arguments*, *Population*, 3, pp 645-676.
- Theulière, M. (2004). *L'évolution des effectifs de l'enseignement supérieur (1990-2001)*, *revue Éducation et formations*, n° 67, DEPP-MEN.
- UNESCO (2012). *Atlas mondial, de l'égalité des genres dans l'éducation*, Paris, Collins Bartholomew.
- Yaou, T. (2015). *Les facteurs de réussite à l'université : cas des facultés des universités publiques du Togo*, Thèse de doctorat, Université de Lomé.
- Zoundi, L. (2006). *Analyse des écarts entre filles et garçons dans l'accès et dans la réussite à l'école au Burkina Faso*, *Les Cahiers de recherche du GREMF*, Cahier 92, Université Laval Québec.