



Sociological analysis of the factors of the academic trajectory of ladies at the Andre Salifou University of Zinder from 2010 to 2015

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Abstract

In African societies, education is conceived as a process of socialization of members of a given community, in order to enable them to acquire the knowledge, know-how and interpersonal skills necessary for their social life (A. Alpha Dia 2021) ^[1]. It is therefore through education that the child is shaped by transmitting knowledge, values, standards and skills essential to his integration into the society around him.

However, in Niger on the other hand, as in other African countries, the education of girls remains a challenge despite the mobilization of the international community. It is with this in mind that this article is interested in the sociological analysis of the factors of the academic trajectory of ladies at the Andre Salifou University of Zinder from 2010 to 2015. Thus, the main objective of this research aims to analyze the factors of the academic trajectory of ladies at the Andre Salifou University of Zinder from 2010 to 2015. In addition, in order to achieve the results, the qualitative method was favored.

As research hypotheses, we can retain that social and economic pressure constitutes a major obstacle for girls facing higher education and finally social support and quality of service constitute a means of protection for girls in higher education. higher education.

Keywords: Education, postmen, girls, university trajectory

Introduction

In African societies, education is conceived as a process of socialization of members of a given community, in order to enable them to acquire the knowledge, know-how and interpersonal skills necessary for their social life (A. Alpha Dia 2021) ^[1]. It is therefore through education that the child is shaped by transmitting knowledge, values, standards and skills essential to his integration into the society around him. As a result, it is easy to see that educational content can vary from one society to another or at least from one community to another. Thus, in traditional Africa, the education of children is rooted in the cultures and values of each society. Generally speaking, the educational process aims to train human beings so that they act responsibly. It is in this sense that L. Sauv  (1997, P.50) noted that "education concerns know-how and leads to knowing how to act. Acting indeed implies deliberate choices, which reflect one's being (in particular the emotional and ethical dimensions of the person) and are based on know-how.

However, in Niger as in other African countries, the education of girls remains a challenge despite the mobilization of the international community even if positive developments have been observed over the past twenty years at the primary cycle level. However, as early as 1966, Abdou Moumouni (1966) published Education in Africa. Thus, after a close analysis of colonial education, he concluded that there should be a total overhaul of the system, considering the characteristics of the environment and the imperatives of development. Indeed, World Bank experts, based on studies by Pasacharopoulos G. and Patrinos H. (2002), have convinced many African countries that primary education is more beneficial to poor populations. This is how the Jomtien declaration (1990) and the Dakar summit (2000) all advocated primary education alone as the engine of social well-being and left secondary and higher education in the background.

Furthermore, after the Second World War, several economists, including Milton Friedman, Gary Becker and Jacob Mincer, developed the theory of "human capital" to study the benefits of education for the individual and society. Friedman and his wife Rose hypothesized that higher education could promote "social unrest and political instability." This is also the case in studies by Psacharopoulos and Patrinos (2002), who in one 98-page report showed that from 1960 to 1997, the impact of primary education on GDP is 18.90% while for higher education it is only 10.8% in the countries in development. Since 1998, Niger has had a law governing the education system (LOSEN) which states in articles 2 and 8 that: "Education is a right for every Nigerien citizen, the right to education is recognized for all without distinction of age, sex, social, ethnic or religious origin. »

However, as we go up to the upper floor, the gross rate of Schooling at the basic 2 and middle level continues to plummet. Worse, the gap between girls and boys (almost balanced in 2010) continue to grow to the detriment of girls, this which led the State of Niger to make new investments in this sector in particular the creation of numerous general education colleges and high schools. The results obtained from 2010 to 2014 without any comment: Girls represent 36% of enrollment in middle school and 32% in high school in 2010. In 2014, they represent respectively 44% in middle school and 40% in high school.

Building on this success, the Nigerien authorities decided to move up a gear by applying this scheme at the level of higher education with the creation in 2008 of three university institutes of technology (then their transformation in 2010 into universities) the interior of the country. (Maradi, Tahoua, Zinder). One of the objectives sought through the creation of these new universities is the increase in the proportion of girls in education Nigerien superior.

Indeed, one of the reasons given to explain the low rate of schooling of girls at university is the insufficiency of reception and catering (university accommodation and restaurants) but also socio-cultural barriers such as marriage, negative beliefs and attitudes towards university. This state of affairs prompts the present research on Sociological analysis of the factors of the academic trajectory of girls at the André Salifou University of Zinder from 2010 to 2015. Thus, in order to conduct the research, we asked the following main question: How can we analyze the factors in the academic trajectory of girls at André Salifou University in Zinder from 2010 to 2015?

From this question arise the following subsidiary questions:

- What are the factors disfavoring the academic trajectory of girls at Andre Salifou University in Zinder?
- What are the factors favoring the academic trajectory of girls at Andre Salifou University in Zinder?

Indeed, the main objective of this article is to analyze the factors of the academic trajectory of girls at the André Salifou University of Zinder from 2010 to 2015. Thus, in specific ways, it is a question of identifying the factors disfavoring the academic trajectory of girls at the André Salifou University of Zinder and finally list the factors favoring the academic trajectory of girls at the André Salifou University of Zinder.

As research hypotheses, we can retain that social and economic pressure constitutes a major obstacle for girls facing higher education and finally social support and quality of service constitute a means of protection for girls in higher education. higher education.

Furthermore, as part of this research, we drew inspiration from two theories, namely: Bourdieu's theory of social space (1984) and Boudon's methodological individualism (1989). In addition, to properly analyze the result and clearly understand the subject, we used the causal scheme to determine the factors of the academic trajectory of girls at the André Salifou University of Zinder from 2010 to 2015. To this adds the model Andersen's behavioral theory (1995). It is a model originally used to identify the factors that lead to the use of health services and by extension, public services (education, judicial services, etc.). According to this model, the use of a service (or the adoption of a behavior) by the population is determined by three dynamics: predisposing factors, favorable factors and the assessment of need.

1. Methodological approach

Considering the nature of this article, the qualitative method was favored in order to arrive at the results. To this, it must be added that the value of a qualitative type interview does not depend so much on the number of respondents as on the quality of the information collected. Thus, the survey population consists of 734 students from Andre Salifou University in Zinder. Indeed, the option we took to give the actresses a voice so that they give meaning to the highlights and events that influenced their decisions and choice of the primary cycle up to the University requires us to question a very small number of surveyed.

In other words, it is a qualitative approach that is involved in this section, therefore non-probability sampling. Therefore, we decided to carry out 20 individual interviews

with the students. Therefore, we ensured that the sample included students from all faculties and at all levels. But first, we conducted interviews with teacher-researchers, parents, husbands and administrative officials at the University of Zinder. Conducting interviews in the field led us to carry out interviews with two students from vocational schools in Zinder. Which gives us a total of 22 students. Thus, this research led to several results which are presented in the following lines.

2. Search results

2.1. Factors disfavoring girls' academic trajectory or risk factors

The academic trajectory of girls and the assessment of risk: this category comes first in terms of the number of sub-themes loaded for the most part negatively, that is to say the main factor in the under-education of girls at the University. This category totals 76 sub-themes including 26 in favor, 47 against and 3 neutral. During our interviews, we felt the severity, the threats that mark the trajectory of these girls from primary school to university. These risks are perceived sometimes by the students themselves, by their husbands and by their parents.

Which leads us to establish three subthemes during coding as shown by the data in the following table:

Table 1: Distribution of “perceived risks” sub-themes according to the actors

Sub-themes	Risk perceived By the student	Risk perceived By parents	Risk perceived by husbands	Total
For	8	0	18	26
Unfavorable	38	9	0	47
Neutral	2	1	0	3
Total	48	10	18	76

Source: Field data, October 2015

The data in table no. 1 indicate that the risk subcategory perceived by female students comes first with 48 subthemes out of a total of 76, or 63.15%. Among these 76 sub-themes, 8 are in favor (16.66%), 38 against (79.16%) and 2 neutral (4.16%). These figures show us that female students perceive more risks and threats than husbands and parents. Obviously, as the main actresses, they constitute the cornerstone of these different interactions, whether with boys, with teachers or with husbands. It is they who run the risk of harassment, repetition, pregnancies (often unwanted), they are the ones who experience what happens in the dormitories, in the toilets. But above all, we will see it further, it is they who are the bearers of beliefs and social norms that are mainly against girls' access to university. Faced with these risks, many give up along the way and those who resist despite everything, have a need. a protective factor such as parental support, the perception of a benefit in the future, and above all protective measures on the part of the State or the university institution:

‘I have never been a victim, but when I was at Abdou Moumouni University, there was a girl who was a sociologist, the teacher told her to go see him to do her a favor and leave her. says that really this year, it's not God's business, he threw condoms at her, really that's it and it's with her that I learned that, otherwise I wouldn't have known it. (Student, Geography M2, UZ surveyed on 12/6/15).

The risk perceived by husbands is the 2nd subcategory with 18 subthemes out of 76, or 23.68% and all in disfavor (100%). We compared the comments that the girls gave us with other interviews including 4 husbands of students then 2 parents in favor of university studies by the girls and two others who are against. First of all, we noticed that the 4 husbands of female students have an educational level at least equal to BEPC +3 and that the 2 male leaders who are hostile to the attendance of a girl/woman at the University have not attended school. From there we deduced what most studies have reported, that is, that there is a correlation between the schooling of married students and the educational level of their husbands. Moreover, in relation to the risks perceived by these husbands, we noticed that they are most often based on beliefs developed within society.

Indeed, when we asked them the question if they have any proof regarding what we say about female students in general and married female students in particular, they claim not to have any proof but that is what they say. we tell in society. Here too, to encourage married female students to persevere in higher education, we need real awareness-raising work towards men to dispel these beliefs. The 3rd subcategory of this risk variable relates to the risks perceived by parents with a total of 10 subthemes out of 76 or 13.15% including 1 in favor (10%) and 9 against (90%). Here too, for the sake of triangulation, we carried out an individual interview with four parents of students at the University, including two men and two women. Then, we interviewed 4 parents whose daughters went to vocational schools, including 2 men and 2 women. After cross-checking the information, in the sample we did not find a relationship between the perception of risks and the socio-professional category of the parents. Indeed, of the parents of students interviewed, 2 are teachers, 1 is a tailor and 1 is a laborer. On the other hand, of the 4 parents of students who are in vocational schools, 2 are nurses and 2 are soldiers. On the other hand, we found a relationship between risk perception and school choice.

Parents whose children are in vocational schools perceive more risk in university studies for their daughters than parents whose children are at university. This conclusion deserves to be confirmed by a more exhaustive study with a representative sample. But whatever the case, these figures show us that parents need to be reassured about these risks (or a feeling of risk) that their children run by the State first and then the university institution. through regulatory measures. The words of this parent illustrate this feeling of risk:

On the one hand, we do everything, we use all means to promote the retention of girls in school, and on the other hand, there are no measures taken to protect our girls, for example there is no law which punishes sexual relations outside marriage in Niger, what a paradox! (Parent of a student in Zinder surveyed on 10/11/15).

The university trajectory of girls and the quality of services: this theme comes in 2nd position among the factors disfavoring girls' access to University with 64 sub-themes out of 722, or 8.86% including 24 in favor (37.5%), 36 in favor (56.25%) and 4 neutral (6.25). The answers to access these subcategories are obtained through questions such as: "What is your assessment of the quality of the service provided at the University of Zinder?" (transport, accommodation, catering, etc.). Many students avoid

university or give up because of the lack of quality of service. The girls revealed during interviews that their apprehension for university studies, citing as an example what is said about the functioning of the University of Niamey.

Others say they chose to enroll at the University of Zinder because they heard that the quality of service offered is impeccable. During the coding of the interviews, we identified two links forming this category, namely the teacher-student relationship and the organization of services as indicated by the data in the following table:

Table 2: Distribution of sub-themes contained in the "quality of service" variable

Sub-themes	Student teacher relationship	Organization of services	Total
For	6	18	24
Unfavorable	22	14	36
Neutral	2	2	4
Total	30	34	64

Source: Field data, October 2015.

The service organization subcategory comes first with 34 subthemes or 53.12% including 18 in favor (52.94%), 14 against (41.17%) and 2 neutral (5.88%). The students spoke a lot about this aspect because it directly affects their objective conditions of study such as catering, transport, scholarships, dormitories. which they consider better than in other public universities in Niger even if there too, they reported serious problems with the toilets, queues and delays at the restaurant. This is what attracted them to choose the University of Zinder. It should be noted that most of the criticism leveled at the organization of services concerns the dormitories (EN and Cité universitaire) where girls and boys live in the same buildings, which confirms the comments of certain parents who say that their girls are not protected. This also clashes with our cultural values and we have observed it, whether at the restaurant level (where girls and boys eat in the same dining hall) and at the dormitory level where boys have no difficulty joining the girls. What annoys this FSS student:

We need to change the methods such as, for example, separating the dormitory for men and women, if possible, fencing it off and putting a guard in, then opening universities in other regions; it would lighten the tasks for the girls (FSS student, UZ).

The 2nd sub-point of this quality of services theme is the student-teacher relationship with 30 sub-themes out of 64 or 46.87% including 22 in favor (73.33%), 6 in favor (20%) and 2 neutral (6.66%). This interaction between students (and girls in particular) has long been neglected in work on education before becoming the subject of several studies in recent years which highlight the determining weight of the teacher in this gender issue in higher education. Indeed, what really happens in the classroom or outside between students and teachers strongly influences girls' attitudes towards schooling, as these girls affirmed during our interviews.

For teachers, there are good ones and complicated ones, it's the nature of men; As for the grades, I have nothing to complain about because even if it's doubtful, what can you do? Why shoot with teachers? (PCC 3 student, UZ surveyed on 06/15/15).

The academic trajectory of girls and social/economic pressure: this category comes in 3rd position in terms of occurrences, among the factors acting negatively on the attitudes of girls' schooling towards higher education. It totals 60 sub-themes out of 722 or 8.31% including 56 in favor (93.33%), 1 in favor (1.66%) and 3 neutral (5%). During the interview, our respondents placed a lot of emphasis on these different types of pressure which forced several of their comrades to throw in the towel. Apart from social and economic pressures, they noted other obstacles encountered during their passage through the different cycles of education (primary, secondary, higher). This is why we created a third sub-theme called obstacles encountered. The data contained in table no. 3 gives us the details of three sub-themes which are: Social pressure itself, obstacles encountered and economic pressure.

Table 3: Types of pressure experienced by female students

Sub-themes	Social pressure	Economic pressure	Obstacles encountered	Total
For	1	0	0	1
Unfavorable	25	11	20	56
Neutral	1	0	2	3
Total	27	11	22	60

Source: Field data, October 2015.

Concerning the first subcategory, that is to say social pressure, we note that out of the 27 occurrences, 25 are in disfavor (92.59%), only 1 in favor (3.70%) and 1 neutral (3.70%). Indeed, throughout the interviews, the words of the respondents reveal a series of influences exerted on them by certain pressure groups to impose on them the dominant norms in terms of attitude and behavior. Faced with this social pressure, as we will see later, psychological social support is necessary (especially from parents) to reassure girls, as this student states:

Well, you know in the village, girls are married off too early; Currently my sister is married, she even has a daughter what the people of the village say, I don't even have the courage to go. They say that this one, until now she is not married; There's my mom. (GLT 2 student, UZ surveyed on 07/5/15).

For the 2nd sub-theme (economic pressure), it totals 11 sub-themes or 18.33% all in favor (100%). It is mainly carried out for students who do not have objective support such as a scholarship, financial support from parents or a relative. In the literature, we have mentioned for the case of certain countries how students get around these obstacles by the strategy of what has been called academic prostitution. At the University of Zinder, some students, particularly boys, have reported these types of practices, as stated by this PCC 4 student whom we recorded saying these words at the central education service. This statement is confirmed by a student: "We submitted our request to withdraw the certificates of success three weeks ago, but so far, R.A.S, but when the girls come, we give them these certificates immediately, and for free." (PCC M 1 student, UZ surveyed on 08/13/15).

Finally, the 3rd subcategory of this part is what we called the obstacles encountered, 22 subthemes or 36.66% including 20 in favor (90.90), 0 in favor (0%) and 2 neutral (9.09%). It must be emphasized that these obstacles do not only concern those encountered at university, but concern the entire educational trajectory of these girls. These 13

years of schooling were strewn with pitfalls, hesitation, repetition, loss of a loved one, travel, conflicts with family, pregnancies, disappointments in love, marriage, divorce. Thus, if these students were able to face these obstacles thanks to the protective factors that we will cite a little later (social support, perception of benefits, locus of control, etc.), this is unfortunately not the case. case for the overwhelming majority of girls. The latter give up along the way because they were unable to bounce back from these difficulties, or as we say in the jargon of development NGOs, they were not resilient. And the stigma left by these ordeals can still be felt in the words of this student:

At the beginning, my classmates made fun of me, saying: you're big, there's even one who gave up, there's even our director who does the same thing. -There were two of us who were taller than the others but I didn't give up, often even the director insulted me, but I didn't give up, I would like to continue, I cried sometimes, maybe one day I will succeed (FST/BGE 1 student, UZ surveyed on 09/25/15).

The academic trajectory of girls and belief: the data in table no. 4 show us that the variable belief with these 57 sub-themes or 7.89% (including 29 in favor, 20 against and 8 neutral) is the 3rd factor negatively influencing the educational attitudes of our students. Even if in their comments, the students mainly hold negative beliefs, we nevertheless note that the proportion of subthemes in favor are significant. (20 in favor or 35.08%). Concretely, these figures indicate that in the social environment where they evolve (or have evolved) the majority of people have a bad image of girls' access to university.

Table 4: Types of beliefs developed in society according to the respondents

Sub-themes	Belief in students	Belief in teachers	Belief in dormitories	Total
For	7	12	1	20
Unfavorable	26	1	2	29
Neutral	3	4	1	8
Total	36	17	4	57

Source: Field data, October 2015.

We note that belief in relation to female students comes first with 36 sub-themes out of the 57, i.e. 63.15% including 26 in disfavor (72.22%), 7 in favor (19.44%) and 3 neutral (8.33 %). Thus, female students are generally frowned upon by most members of Nigerien society. We've seen how long they take to deliver what people say about them. However, when we asked them about the cases of harassment that they had been victims of, or even witnessed, the vast majority of them answered no. Of course, that's the problem with beliefs, even if initially it's false, since people believe, the consequences are real: parents and husbands refuse to allow their children or their spouses to frequent this place.

Most of it is negative, people tend to say that "muna son kayan duniya", that is to say instead of getting married like God did for a woman, instead of thanking God, to go do something, we aim for another objective. (FSS student, UZ surveyed on 07/23/15).

The 2nd subcategory of this belief variable relates to teachers with a total of 17 subthemes out of 57 or 29.82% including 12 in favor (70.58%), 1 against (5.88%) and 4 neutral (23.52%). These figures constitute good news because for students, if people have bad beliefs about them, their "tormentors" are not their teachers since teachers

benefit from a positive image from members of the community unlike others. other countries where the literature reports that it is teachers who are accused of harassment. Thus, the belief in relation to what happens in the dormitories is the 3rd subcategory of belief with 4 subthemes or 7.01% including 2 in favor (50%), 1 in favor (25%) and 1 neutral (25%). These figures, at first glance meager compared to what should have been expected, should not mask the sensitivity of the question asked of the students (Have you or another person you know been a victim, witness or aware of the sexual harassment from students, teachers, administrative staff or another person?). I have never been a victim, but I saw a girl who was a victim and we had to call on a teacher to get him to leave her alone; she had to transfer her scholarship to Maradi to study there. (ATU 2 student, UZ surveyed on 06/30/15).

2.2. Factors favoring the academic trajectory of girls or protective factors

The academic trajectory of girls and social support: this is the variable that has the most influence on girls' attitudes towards higher education. Out of a total of 722 sub-themes recorded, it totals 101 occurrences or 14%, including 85 in favor (84.15%), 14 against (13.86%) and 2 neutral (1.98%). Some would be tempted to ask how social support can be detrimental to schooling. What some parents (or relatives of the student) given their knowledge and the information at their disposal, mobilize significant resources to pay for their children to attend a vocational school while they themselves wanted to go to university. This is what this student from IPAS Fogasso told us: "I was going to go to the first series A and my father told me, I can't do that, it would be better if someone paid me a professional institution ". (IPAS Fogasso student, Zinder, surveyed on 06/17/15).

The words of this girl join the theses of R. Boudon to refute the idea developed by Bourdieu who thinks that female students only benefit from the cultural capital of their parents. For Boudon (1988) the choice of University or faculties follows a rationality of the actors who make cost-benefit calculations.

Table 5: Types of support promoting the education of girls at university

Sub-themes	Parental support	Husband support	Support from other community members	Total
For	47	13	25	85
Unfavorable	8	1	5	14
Neutral	0	1	1	2
Total	55	15	31	101

Source: Field data, University of Zinder, October 2015.

As the data in Table 5 shows, we note the decisive role of parental support as has been reported in most studies on schooling in general. It totals 55 sub-themes out of 101 or 54.45% including 47 in favor (85.45%), 8 against (14.54%) and 0 neutral (0%). Thus, during the interviews, the students affirm that the emotional support of their parents constitutes an invaluable contribution to coping with stress, insults, shocks caused by bad grades, failures in exams, not to mention instrumental support, informational: And when I started 9th grade again, I really wanted to stop because I didn't even want to go to school; my parents encouraged me and the next year I took the BEPC, well that's really the only obstacle. (Master 2 geography student, UZ surveyed on 06/17/15).

The second social support that we detected is the support of the husband with a total of 15 subthemes or 14.85% including 13 in favor (86.66%), 1 in disfavor (6.66%) and 1 neutral (6.66%). Indeed, for all the students interviewed, the role of the husband is considerable. Better still, even those who are not married affirm that they condition the continuation of their studies on the agreement of their husbands and explain to us that several of their former classmates had abandoned studies for lack of support from their husbands. However, in the case of the husband, they tell us that the support they need most is emotional support: "But my husband, at his level too, since he understood me and left me, so I have his 100% support" (ATU 2 student, UZ surveyed on 06/17/15).

The 3rd subcategory of social support delivered by the words of the students is the support of what we called other members of the community with a total of 31 subthemes or 30.69% including 25 in favor (80.64 %), 5 in favor (16.12%) and 1 neutral (3.22%). Under this name we bring together all people who maintain a family, social or even geographical connection. The importance of this support should not be neglected, especially in African societies where mechanical solidarity (Durkheim, 1961) is still a reality. We have already seen this during our literature review, where in Benin, solidarity between nationals of the same region helps disadvantaged students to meet the costs of studies. Thus, in the speeches of our respondents, even when parental support is lacking, we always feel the presence of a close relative as proven by the words of this student:

She's the cousin, it was by chance that one of her husband's brothers told her to enroll me in school. I left at the beginning to look after her child. Otherwise, I would suffer the same fate as my brothers and sisters. It's my cousin's husband, he's the one who sends me something to satisfy my needs. (GLT 2 student, UZ surveyed on 06/17/15).

- The academic trajectory of girls and the locus of control: the presence of this variable in our conceptual framework is one of the novelties of this research. That is to say the contribution of psychology to sociology. For some of the girls interviewed, their educational fate depends on a coincidence of circumstances, luck or fate. On the other hand, for others, their future is in their hands, they are masters of their destiny even if they need the protection of God or their parents. In other words, faced with an environment where social norms, beliefs and group pressures are against girls' university education, the nature of the control link determines girls' attitudes towards university. In the analysis of the respondents' speech, we counted 94 sub-themes relating to this variable out of a total of 722, or 13% including 74 in favor (78.72%), 17 against (18.08%) and 3 neutrals (3.19%). The locus of control can be internal (most often positive) or external (most often negative).
- The academic trajectory of girls and the perception of benefits/advantages. This variable comes in 3rd position among the positive variables with 78 sub-themes out of 722 or 10.80% including 77 in favor (98.71%), 0 against (0%) and 1 neutral (1.28%). These figures tell us that the expectation and perception of the benefits linked to higher education is a necessary motivation to motivate girls to enroll and continue their studies despite the presence of negative norms and beliefs in society.

- The academic trajectory of girls and the knowledge of the respondents on the functioning and administrative orientation of the institution: this variable total 72 sub-themes out of 722, or 9.97% including 63 in favor (87.5%), 5 in favor (6.97%) and 4 neutral (5.55%). Many students have a bad image of the University or are unable to keep up when they enter because they do not have enough information regarding studies or even university functioning. Hence the very important role of parents (or relatives) and the university administration (or even high school students) in making all information concerning university life available to students (and future students). For example, a head of department told us during an interview that there are mechanisms allowing students to check their grades or report attempts at harassment. But for the students we interviewed, it is always the image of the closed, formidable, unassailable teacher-researcher as this student reports: “The reception: there is the information, but the teachers are not flexible because they do not give students the chance to open up and dialogue, it prevents communication.” (PCC 3 student, UZ surveyed on 08/19/15). Among the subcategories of knowledge that we coded in the students' comments, there is knowledge in relation to university studies and knowledge in relation to the functioning of the University.
- The academic trajectory of the girls and the attitude of the respondents: as much as the social support, the quality of service, the knowledge of the respondents on the university functioning and their place of control constitute a means of protection for the girl students, as much the attitude of female students facing university studies is essential to persevere despite obstacles. (Social norms, beliefs, social and economic pressure.). This attitude variable totals 67 sub-themes out of 722, or 9.28%, including 32 in favor (47.76%), 29 against (43.28%) and 6 neutral (8.95%). Thus, we discovered during our interviews that students come from essentially the same social origin, have the same objective conditions (scholarship, parental support, etc.), but who do not have the same appreciation of the value of university studies.

Conclusion

We have seen above that in our society, certain variables negatively influence the attitudes of girls to university education. This is particularly the case for variables (which act simultaneously in an interwoven manner): risk perceptions, social and/or economic pressure, beliefs and social norms. But despite everything, some resist and continue the “game” thanks to a certain number of protective factors that we detected through their words. In this part, we have seen the positive variables that allow girls to heroically counteract the negative variables by positively influencing the behaviors and attitudes of girls towards university.

Faced with such challenges, a single question has haunted our minds for several years: Why, for a long time, the overwhelming majority of girls who “drop out” of the Baccalaureate go back to the normal teacher’s school, the ENSP, or in other professional schools, instead of

continuing their studies at the University? But in 2008, a glimmer of hope: three university institutes of technology are created in the regions of Maradi, Tahoua and Zinder then established as public universities in 2010. From this year (2010), we see that more and more girls are enrolling at university, whereas two years ago, their trajectory after admission to the Baccalaureate is mainly towards the Normal School of Teachers or the National School of Public Health (ENSP).

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