

Topic: Chronopsychology at Fundamental II in Benin

PhD Judicael Kossi Ihuikotan, Prof Lei Jianghua²; PhD Yougboko Fatime³;
Prof.Dr.Maître de conférences to UAC Jean Claude Hounmenou⁴; Maître
assistant to UAC Houedenou Adjouavi Florentine⁵; Hadonou Kouessi⁶.

Central China Normal University, Wuhan

ABSTRACT: Chronopsychology is a scientific discipline that deals with the physical and psychological evolution of every learner. It is the implementation of schedules, in accordance with the school curriculum, with a view to rational management of the hours of classes according to the age of the child, these sleeping times, distraction so that he can have a physical balance for good intellectual performance by avoiding too much fatigue. Often the recommendations made by this discipline are not respected by certain African educational systems in general and particularly in Benin. Because, sometimes incompatible hours for certain disciplines difficult to assimilate are imposed on the children, even the holidays are no longer respected. The latter serve as a springboard for catching up. However, this abuse of intellectual work on the rest time of children will have a negative impact on the expected educational outcomes. This is why the government and education partners must pay particular attention to this unusual phenomenon which tends to become normal in order to remedy it.

Keywords: Chronopsychology, fundamental

INTRODUCTION

Of all the existing beings, only man is a "homo Faber" according to Henri Bergson, that is to say, a manufacturer of tools to transform nature as he pleases to obtain what he needs. Thus, by transforming nature, it transforms itself by constructing its history and also the history of humanity marked by the successive accumulation of knowledge and goods. What makes prehistorians say that it is by technique that man has left his trace in nature? This period was dominated by medieval obscurantism in opposition to freedom of expression, reason and progress. The body was neglected, and all the sciences were flouted at the expense of theology. In the same way, education was founded on spirituality. Everything took place as if only the church held the truth and the rest of the world belonged to ignorance and barbarism. Who knew that one day the body and sensible knowledge will be restored?

It was from the 14th century with the "Thirty War" and the invention of printing that gave a new vision to the intellectual world especially with thinkers such as: Rabelais, Erasme, Montaigne to cite only those -this. This is how humanism will be born with a new way of thinking, living and educating with the rehabilitation of sensibility as the source of knowledge sine qua none of human fulfillment.

Precisely, this humanism led to the development of the mind through education. Therefore, Erasmus considered the infantile soul as a field that must be cultivated. [1] In order to succeed in this mission, it would be wise to draw up a study plan for the teacher, Learn with ease. This is the direction of the implementation of the chronology of education everywhere, and particularly in Benin. In other words, these are the timetables of the Primary, Secondary, Technical and Academic establishments designed by the supervisors and handed over to the teachers concerned in order to respect the dates, days and times of the courses for the proper functioning of the calendar academic.

Unfortunately, these schedules are sometimes not used wisely by some secondary school teachers in Benin because, to make ends meet, they work together in private schools.

To this end, an arrangement will be made between teachers and supervisors on the timetable, or between the teachers themselves, without the knowledge of their leaders obliging the pupils willingly, in spite of coming to the courses at of the hours not conforming to the receptivity of the memory. In a nutshell, these are the schedules made by teachers to make them catch-up classes during small or large holidays or modified hours at inadequate study times.

This phenomenon become commonplace seems to be normal. This is worth thinking about in order to draw the attention of the government and education partners to the abusive use of the hours of study of secondary school students in Benin. For, as a saying goes, "a holy spirit in a holy body". Which means, the mind

in shape influences the body to be also in shape, if it is sick it is the whole body that is also sick and therefore could do nothing? This will have a negative impact on expected educational outcomes.

I. CONCEPT DEFINITION

According to Paul Fraisse, school chronopsychology is defined as "taking into account the psychological realities of learners at various levels in the implementation of the school timetables to which they are called upon to undergo during their school programs". For, he continues, "The psychology of time, deals with the temporal behavior of humans"; That is to say, the different ways in which man adapts to changes. It appears that change defines as "the succession of phases of the same process or of various concomitant processes, may, depending on the mode of adaptation, be understood differently. It is mainly the behavioral changes of the organism synchronous periodic variations of the physical environment "[2].

This knowledge became possible only when science succeeded in measuring and controlling time. That is to say towards the end of the nineteenth century where time obtained a "status of biological factor" [3]. For a long time anthropomorphism has exclusively subjected man to the external cycles of the physical world; He could not understand his internal, physiological and psychological rhythmicity. This gave a low score on any output

For the education sector, the concept can be understood as strictly taking into account the age and level of the different types of pupils in their environmental diversity before any curriculum is drawn up.

Among the earliest works in chronopsychology, attempts have been made to highlight the links between psychological efficiency and physiological variations (the variation in body temperature).

It has thus been found that when the temperature of the organism is high, the general activity, metabolic, nervous, is at its maximum, and consequently the individual performs better. This observation is at the origin of the so - called level theory, which makes it possible to explain variations in performance over time. However, this parallelism between performance and temperature is not always verified. Indeed, other studies have shown that "the complexity of variations in efficiency in humans depends on many parameters, including: the type of test or task on which these variations are measured, the characteristics of the subjects themselves "[4].

Moreover, it is possible to retain at least three definitions of "school rhythms":

1. They correspond to the progress of the subjects in their school learning;
2. They are assimilated to the rhythms of the environment, the alternation of moments of rest and activities imposed by the school, Primary, Secondary and the University. In other words, this is the problem of schedules of small or large holidays.
3. They are understood as periodic fluctuations of physiological, physical and psychological processes specific to children, adolescents and adults in school situations.

It is at its true value that Rousseau in *Emile or of Education* addressed the educators in these terms: "But ... begin then by studying your pupils because surely you do not know them". He wanted to talk about the scientific knowledge of the child. He said to end with pedagogical anthropomorphism, that is to say, a way of conceiving the child in the educational field in the image of the adult and treating him as such. "The race would have perished if man had not begun by being a child." Rousseau in the history of education of the "pedagogical revolution" wrote that "for a child to become accustomed to be attentive and to be well struck by some sensible truth, she gives him a few days of worry before discovering her. For the child is not an adult in miniature, nor an adult shortcut that there was no need to deal with as quickly as possible according to the processes, order and interests conceived by adults, The child has a nature of its own, each age has its springs which make it move "[5].

II. THE CHRONOPSYCHOLOGY AT THE SECONDARY OF BENIN

According to Paul Fraisse, the chronology of education, "aims to study the changes in the circadian rhythmicity of human activity and especially intellectual activity" [6]. In other words, she is interested in the various factors (age, time, environment, etc.) of pupils in the implementation of school timetables. This is what emerges from some research in chronopsychology as follows: see statistical table below on the useful working time that children can provide by age. These results specify for each age the number of hours of sleep, rest, studies in order to regularize physical and mental balance.

Table 1: Balanced use of daily time by children

Age of Children	Daily sleep time in children's hours	Daily personal life in children's hours	Daily working hours in children's hours
7	12	10	2
8	11,5	9,5	3
9	11,5	9	3,5
10	11,5	8	4,5
11	11	8	5

12	10,5	8	5,5
13	10	8	6
14	9,5	8	6,5
15	9,5	8	6,5
16	9	8	7
17	9	8	7
18	9	8	7

Source: Gaston Mialaret, General Pedagogy 1992.

Table 2: Unbalanced daily time use for learners (primary and secondary) in the Republic of Benin.

Age of Children	Daily sleep time in children's hours	Daily personal life in children's hours	Daily working hours in children's hours
3, 4, 5 6 and 7	11	7	6
8	10,5	7,5	6
9	10,5	7,5	6
10	10	8	6
11	10	8	6
12	10,5	7,5	6
13	9	8	7
14	9	8	7
15	8,5	7,5	8
16	8,5	7,5	8
17	8	7	9
18 and more	8	7	9

Source: Kouessi Hadonou, General study carried out on the development of timetables for primary and secondary education in the Republic of Benin (2015).

Consequently, the results of the studies in table No. 2 clearly show the inadequacy of the development of schedules in the Republic of Benin in accordance with the theory of the Chronopsychology of education. To this end, we should make a descriptive analysis of the factors that influence the non respect of the time of learning in the schools mainly secondary in Benin.

III. CAUSES LINKED TO THE INADEQUATE ELABORATION OF SCHOOL TIMETABLES IN BENIN

The situation of non-respect of school time in Benin is due to two causes:

- The first is linked to the modification of the hours duly acquired by the teachers involved concomitantly in the private schools.
- The second is a delay in the progress of the official program, which is taking place during holidays for catching up.

It should be noted that the misuse of these inadequate schedules has persisted for several years in public secondary schools in Benin. Yet it is a detrimental element in the level of student achievement. Regarding the first point, it is well known that teachers are poor parents in Benin because they are poorly paid. Now, the first and most important of man's needs is the food on which his being depends. The second is health, the third is housing, followed by others at various levels. The poorly paid teacher can not enjoy these goods pleasantly, as Plato pointed out: "wages are the price of punishment." [7] Therefore, when Georges Burdeau, a political scientist, questioned which state ? He replied that "no one has seen the state. Who could deny that it is a reality? Sometimes we curse him, but feel that for good or for worse, we are bound to him." [8]

The contribution of all members is a commendable effort because each person is exclusively concerned with his task for the good of the city. But when you work and you can not take care of yourself, you're stuck. It is precisely this situation that drives public teachers to intervene in private schools that will serve them as an oxygen balloon. As a result, students of the public will be harmed. In attempting to correct these deficiencies, conscientious teachers are obliged to impose hours of instruction independently of the hours required to validate the official curriculum or to direct them for money.

As for the second point, since teachers are poorly paid, any wage claim comes from this department through recurrent strikes. And, it is also worth noting that some teachers take advantage of successful election periods to become advocates for easy gains. Thus, the re-entry was always biased. For this reason, the participants of the classes of examinations (CM2, 3rd and Terminal) organize courses of minor catches during weekends, holidays and holidays.

These time surpluses have a negative impact on learners' pace of school life. The overload and pressure that the children's bodies suffer due to the lack of rest time, often create a health deficit or even mental disorders (overwork, amnesia ... etc). The serious consequence is the low success rate achieved in the various

examinations in relation to the objectives set. This is what has been highlighted by Malandain posing the problem of children's academic difficulties. It was clear that this is not the case in terms of instrumental deficiencies or learning disabilities, but one has to look at the symptom "Expression of suffering, the result of mistakes in the child's relations with his environment "[9]. This is what emerges from the results of Tetsu's research on school chronopsychology as follows:

1. During the day, generally the vigilance and ideas of the children are fixed, awakened until the end of the morning, fall after lunch, then progress again in the afternoon for the subjects older. The fluctuations are then not only quantitative but also qualitative. Indeed, if mathematical problems are posed for secondary school students, it can be seen that, depending on the time of day, the modes of resolution are more or less adapted [10].

During the "traditional" week (holidays on Wednesdays and Saturday morning classes), the efficiency is lowest on Monday and the highest on Thursday afternoons and Friday mornings. Monday is generally characterized by a strong heterogeneity in the fluctuations, heterogeneity which testifies to a more or less easy to live the process of desynchronization-resynchronization. These psychological results corroborate those highlighted physiologically and behaviorally by Montagner [11]. It should be pointed out that pupils considered "good" are also those for whom the desynchronization phase of school monday is best experienced. When one is good, one is always good.

2. These periodic variations may differ under the influence of age, personality factors and / or situation. The younger the student, the earlier the morning is the peak of intellectual performance and the more pronounced is the trough after breakfast. The peak of performance is observed closer to 10.30 than 11.30 and the recovery of cognitive activity remains low in the afternoon.

During the school week, the distribution of the best half-days of performances differs according to age. For example, for the elderly, (CM1, CM2, 3rd and 2nd cycle), it is Thursday afternoons (CP, CEI), Friday morning or afternoon, while for the youngest it is Tuesday afternoon, Afternoon or Thursday morning. In this regard, it should be noted that the Wednesday break reserved for the sport has no negative effect on Thursday identical to that of the weekend on Monday.

3. Factors of personality and situation influence the periodic variations of intellectual activity.

According to the pupils, the nature of the exercises proposed, the conditions in which they are carried out, the periodic variations in intellectual activity are modulated or even disappear. Previously, we mentioned that the students considered good are always good, and therefore their cognitive rhythmicity is practically non-existent.

Ultimately, in general, it is not a question of a person, of a gene, but rather a process of mastering the exercise of the task. The mastery of the task consists in executing the task without a significant cognitive investment, almost automatically. There is little demand for vigilance and several problems can be addressed simultaneously. This is an automatic processing of information.

Intellectual rhythmicity would be present only when the pupils do not master the exercises and the tests which are submitted to them. Is this lack of mastery even dependent on many factors: the level of schooling: pupils with low levels of education have more periodic fluctuations than high-level pupils (hence the interest for these pupils Adapted accordingly), the degree of learning: the presence of fluctuations is related to the stage of learning where the pupils are, the complexity of the task, the conditions of execution of the exercises. For this latter point, we have recently shown that the fluctuations may be different depending on whether the tests are collectively or individually and that there is a rhythmicity attached to the group. [12].

Despite the fact that children are subjected to this forced labor, the teacher himself is taken in part, exhausted by the weight of the number of items or items he is required to teach and cannot do the right thing Despite his goodwill.

It must be pointed out that in man; rhythmicity is not observable and quantifiable only through the intermediary of physiological indicators alone. Consideration of factors such as workplace performance, physical or mental performance, and vigilance also contributed to the identification of periodic variations in human activity. The researches in which these factors are considered constitute the experimental support of chronopsychology. These multiple causes have negative effects on the life and the academic performance of the learners. This leads us to propose to the authorities in charge of the Beninese education system appropriate perspectives to improve the quality of secondary education.

IV. PROSPECTS

The data provided by chronobiologists and chronopsychologists on school rhythms or chronopsychology constitute a corpus of knowledge that is limited but sufficiently objective and coherent to envisage further adjustments of the effects of the phenomenon in the education system in Benin. To this end, the report of the Organization for Economic Co-operation and Development (OECD) in French Journal of Pedagogy Year 1990 Volume 93 Number 1 pp.126-127 - the quality schools that "there are too many School failures and levels achieved do not meet the requirements of technology and economics. It is therefore necessary

today to question the conditions for better profitability ". It is accompanied by: "Curricula: their development, application and evaluation; the essential role of the teacher, durations, direction and administration ...; Scoring, evaluation and monitoring; Material resources and their relationship to quality "[13]. This requires among other things:

Strict adherence to the school calendar

Improving the quality of education in Benin necessarily involves strict respect for learning time and the school calendar.

On the other hand, cyclical strikes by teachers have greatly reduced learning time. The system of social dialogue set up in the ministries has not remedied this situation. The following strategies will be developed in the short term:

The continuation of the development of a comprehensive, financially sustainable education policy that responds to a strong recommendation from the study Unesco Teacher Training Initiative in Sub-Saharan Africa (TTISSA).

The redefinition, within the framework of the Center for the Study of Developing Societies (CSDS), of new bases of representativeness of trade unions to facilitate social dialogue.

Continue high-level discussions to ensure that the law regulating the rights and duties of trade unions is adopted. The strengthening of deconcentration / decentralization will also play an important role in respecting and using school time by bringing education services closer to communities.

➤ **Respect for sleep time in the daily life of learners**

In the schoolchild, sleep is normally monophasic, alternating, over 24 hours, a single period of sleep followed by a single period of wakefulness. It is normally around 4 years that the need for a short siesta in the early afternoon disappears. But in some children, the need may be felt for up to 8 years, or even 10 years.

In monophasic rhythm, the child's normal sleep consists of successive cycles in the night, totaling on average 11 to 12 hours for the adolescent. However, individual variations are important. Some children need more or less sleep than others for the same watch activity.

➤ **Harmonious division of daily activities of the child**

To balance daily activities in children, there must be a harmonious division between free activity and controlled activity, physical activity and mental activity.

Free activities have a double purpose: First, they are moments of relaxation after the school effort. They are devoted to the various individual or collective games, which are essential for the proper balance of the child. The content of the game varies with age, but remains an opportunity for an emotional rebalance, not to mention its appreciable contribution to cognitive development.

Family-controlled activities include meals, toilets, follow-up and sleep. The time spent on each of them must be reasonable. But most of the controlled activity is represented by school work. Because, the level of knowledge of the child will depend on the follow-up of the parents at home. If the parents are less busy intellectuals, they can assist the child to repeat his classes for a good mastery otherwise, he needs a home tutor. If it is not possible to channel these activities and think that everything is allowed, it will be able to misuse its hours of study.

When it comes to physical and intellectual activities, it can be said that there is symmetry between the two as a saying "a holy spirit in a holy body". Which means, the mind in shape influences the body to be also in shape, if it is sick it is the whole body that is also sick and therefore could do nothing? This will have a negative impact on expected educational outcomes. This is why; of all the school activities the sport is registered to release the stressed mind and relaxation of the body. As a saying goes, "a holy spirit in a holy body". Which means, the mind in shape influences the body to be also in shape, if it is sick it is the whole body that is also sick and therefore could do nothing? This will have a negative impact on expected educational outcomes. The same is true of the regulation of the child's sleeping time allowing him to have a physical balance.

Nevertheless, strengthening the pedagogical skills of teachers and principals would be an asset.

V. CONCLUSION

Without pretending to have done an exhaustive work on the chronology of the fundamental II in Benin. It should be noted that we have highlighted the effects of the various factors that influence the failure to respect the chronopathological theory or the school rhythm in the Republic of Benin. The first most fundamental factor is the excessive use of leave time by teachers to make upgrading courses. There are hours of useful work that children can provide according to their age according to the number of hours of sleep, rest, free activities and time spent on intellectual work.

The objective is to determine whether a particular temporal arrangement facilitates the physical development of the child and his / her learning. It is this approach that we follow to evaluate different types of

daily or weekly time arrangements for young African schoolchildren in general and especially those of Fundamental II in Benin. On the one hand, however, one can not announce an innovative policy on school rhythms and, on the other hand, fail to give the material and financial means of this policy. This is why the Beninese authorities must think of these time surpluses which have a negative impact on the pace of school life of the learners. The overload and pressure that the bodies of these children suffer due to the lack of rest time, create a health deficit or even mental disorders (overwork, amnesia ... etc). The serious consequence is the low success rate in the various examinations compared to the expected objectives.

What made Professor Debré say in 1976 that one of the first indispensable reforms of our national education is that which would allow experiments under good conditions, which, without harming at all, the education of our children, would help to see clearly. We should give our masters a taste for this original research and the freedom to do so, and at the same time facilitate their travels and visits to neighboring countries to examine on the spot the teaching methods used elsewhere and the different Organizations of schools.

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