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PREPARATION OF GEOGRAPHY AND HISTORY TEACHING UNITS ACCORDING TO THE APS: THE CASE OF PRIMARY SCHOOLS IN KISANGANI

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ABSTRACT

This study evaluates the preparation of geography and history lesson plans by 40 sixth-grade primary school teachers in the city of Kisangani. The results reveal that the overall implementation level of the Situation-Based Approach (SBA) is low, reaching an average of only 1.33 out of 5. Looking at the specific lesson phases, only the introductory stage sufficiently integrates the SBA. Conversely, teachers systematically omit group work from their lesson plans, and the concluding phase shows a critical integration level of 0.39 out of 5. Based on these findings, we argue that the SBA is struggling to take root in professional practices. Instead of persisting with this pedagogical imposition, it is time to consider alternative instructional approaches better suited to local realities.

Keywords: Situation-Based Approach (SBA), history and geography didactics, DRC, Kisangani, lesson planning.

1.0 INTRODUCTION

This article measures the quality of preparation of history and geography teaching sequences according to the situational approach. Indeed, the teacher who must lead the students' learning in history and geography must help the students to mobilize the knowledge they have of the past and their environments in order to answer concrete questions that they must solve.

It is no longer a question of preparing the sequences where students will have to remember the events of the past or simply describe their environment, but it is a question of getting learners to use these skills to make the environment more viable or to avoid the mistakes of the past or to consolidate what has been positive in history in order to build a better future.

By taking the decision to generalize the situational approach to all disciplines (EPST, 2018), the Congolese education system wants to make school learning closer to the reality of the learner's life. This is the logic shared by pedagogical socioconstructivism, which is on the side of the learning paradigm. To this end, the country has set up a pilot project to improve the teaching and learning of pupils. Situations were created and teachers were trained in the use of

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the approach. The new version of the school curriculum, like the original from the 2000s, is developed according to the APS (objective-based approach), but is enriched with situations that aim to develop students' skills (EPST, 2016, p. 12).

The generalization of APS in DR Congo, enshrined in the 2014 Framework Law, marks a major paradigmatic turning point in the country's politics. This curricular transition is not limited to a technical readjustment. It imposes a global reconfiguration of the didactic contract between the teacher and the learner. By establishing the problem-situation as a transversal pedagogical modality, the Congolese legislator is trying to correlate the acquisition of knowledge with the resolution of immediate societal problems.

For Cyr, Savard and Braham (2016), this initiative by the DRC is part of an intention to improve the quality of teaching in all disciplines, for all classes in general, starting with the primary cycle. This initiative to adopt new pedagogical practices is rooted in an African reform movement that promotes the development of skills. There is general support for a shift from a knowledge-based approach to learning (OPP) to a competency-based approach (CBA).

In a publication, Beckers (2008) talks about the pedagogical change that took place in the French Community of Belgium around the 2000s. For him, the history programs that have emerged and the teaching manuals distributed in the classroom ask teachers to orient their sequences towards activities that allow learners to develop skills. For these teachers, it is a question of developing in their students the ability to select the knowledge that allows them to develop the skills to use the facts of the past to better live the present and prepare for the future. The same goes for geography. The didactic sequences of this discipline must help students to take a critical look at their immediate environment. In concrete terms, they must develop a way of thinking capable of grasping the usefulness of an environmental configuration in order to make life better.

Indeed, since the change in pedagogical models, there has been a demand to move from the paradigm of teaching to that of the student. Tardif (1998) explicitly states that one of the shifts that the world of education must experience is to move from the paradigm of the teacher to that of the student. This is how the planning of sequences has moved from the history-matter model to that of history-discovery. According to Jadoulle (2009), this model is characterized by the importance given to the student's activity to discover knowledge and build know-how. It conveys the concept where learning consists of actively discovering and not memorizing information without understanding its meaning.

This is a major challenge for the Congolese school community. Teachers have to rethink their entire pedagogy. In concrete terms, the preparation of lessons must have a new connotation, which will certainly affect the conduct of teaching. This means that on the matrix using the curriculum, teachers must define clear objectives and explain them to the students. They also have to find situations that the students need to work on. We should then prepare how they will deal with the situation with the students. In addition, they have to prepare the work in sub-groups and the closing of the lesson. Here, teachers have to raise questions that will push students to transfer their knowledge to life situations. These are the elements that teachers must now work on in order to develop students' skills.

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According to Matthieu Bouhon (2014), the logic consists in identifying the content, making choices, putting it into pedagogical form and organizing it with a view to its teaching. From now on, it is in this spirit that it is necessary to prepare the didactic sequences of history and geography in Congo, because the country preaches the development of skills in learners. For teachers, it is a question of transforming the classroom into a workshop for discovering knowledge. This means that the course no longer begins with explanations of historical facts or a presentation of the child's immediate environment. The geography or history course begins with a concrete problem situation or a motivating challenge related to history or a geographical space. Students use what they already know to deal with the difficulty or mystery presented. Building knowledge involves, for example, the analysis of (geographical) maps or ancient texts. They can also decipher testimonies or decipher a photo of some environment. From the analyses, the student finds the solution and retains the lesson in a sustainable way.

An important fact to note is the fact that, since the curriculum reform and the adoption and generalization of APS (EPST, 2018), the shelves of library libraries and research centers have received little work dealing with this pedagogical modality. Also, the few works that have been carried out only speak of generalities. Among the studies that we are aware of, two have particularly caught our attention. First, there is the Kondombe study conducted in 2025 in Kisangani and the Batwenefoko study conducted in 2026 in Bukavu. In their investigation, these authors sought to identify the obstacles that prevent the effective implementation of APS in the classroom. In 2026, Buve identified the implementation of the situational approach among teachers at Bunia Primary School. We ourselves, in a press publication (Kenya, 2026), measured the level of application of APS among mathematics teachers in the final cycle of basic education in three politico-administrative entities of the Grande Orientale. These are the cities of Kisangani, Isiro and Faradje.

Apart from these studies, there is a great silence for other disciplines such as languages as well as human sciences and the environment. We found it interesting to examine one of the essential components of the implementation of this pedagogical practice, namely: the preparation stage. We plan to examine the effectiveness of the application of APS in geography and history by primary school teachers. Indeed, the application of this pedagogical modality in the two disciplines we have just mentioned can prove to be original and interesting if the principles are respected. The questions we ask ourselves are:

- How do sixth-grade teachers apply APS in the preparation of geography and history teaching sequences? Specifically, the questions we ask ourselves are:
- Do the sixth-grade teachers in the city of Kisangani apply the APS by fully following the steps when preparing the geography and history teaching sequences?
- What are the steps that are best followed by these teachers?

Does the application of this pedagogical approach vary according to the characteristics of the teacher (the subject prepared, professional experience, seniority in teaching in the sixth year, the type of diploma of the teacher)?

Based on the literature, we believe that teachers do not apply APS satisfactorily through the preparation of didactic sequences in history and geography. Specifically, the tentative answers we give to our research questions are as follows:

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- The teachers in question in this study do not satisfactorily apply all the steps prescribed by the authors when preparing the history and geography teaching sequences.
- Of all the steps, only the opening of the sequence is satisfactorily applied. The other stages, namely: the work in sub-groups and the closure of the didactic sequence, do not reach the threshold of acceptability of the APS, i.e. 50% of return.
- Teacher characteristics (subject prepared, work experience, length of time teaching in grade six, type of teacher degree) do not have a significant impact on the level of application of APS to teach maths in the basic education cycle.

Our general objective is to determine the level of application of APS by sixth-grade teachers in the preparation of geography and history didactic sequences. For us, it is a question of contributing to the debate around the use of pedagogical approaches for the teaching of history and geography in primary school. Specifically, through this study, we aim to achieve the following objectives:

- Determine the level of application of APS when preparing a geography and history didactic sequence in the sixth year of primary school.
- To shed light on the level of use of each of the stages of the APS during the preparation by the teachers of the sixth grade.
- To establish the link between the level of application of this pedagogical practice and the socio-demographic characteristics of the teachers (the subject prepared, professional experience, the length of time they taught in the sixth year, the type of diploma of the teacher).

2.0 METHODOLOGY

2.1 The method

To achieve our objectives, we conducted a literature review. We analyzed the compliance of the matrix exploitation sheets of some 6th-grade primary school teachers in the commune of Makiso in the city of Kisangani (DRC) with the principles of APS.

The analysis sheet thus designed is inspired by the model describing a didactic sequence of APS by Metre and Idenge (2023). This grid allowed us to analyze and measure the professional gestures that teachers had to show through their history and geography matrix exploitation sheets.

The elements to be analysed relate to three essential parts of a DPA didactic sequence. We have:

1) The opening of the didactic sequence:

- Preparation of prior knowledge: has the teacher prepared the activation of prior knowledge?
- Presentation of the objective: is there an operational objective of the day's subject and possibly the preparation of its explanation to the class?

- The situation and its treatment: has the teacher placed a problem-situation (historical account, map, etc.) that the students will have to analyze? How did the teacher prepare the situation with his class?

2) Sub-group work and the plenary:

- Has the teacher prepared the division of his students into sub-groups? What kind of work in sub-groups has he planned for his class?
- Has the teacher planned a plenary session? How will it work?
- What essential knowledge has he prepared to give to the class?

3) Closing of the sequence:

- Has he planned similar situations that can help the students to deepen the lesson of the day? N.B.: This situation can be another story that the teacher can ask the class to apply in another situation.

Each professional gesture is rated on a maximum of 5 points. The moves of each game are added up and reduced to a maximum of 5 points. The sum of the marks (out of a maximum of 15) obtained for the three parts gives an idea of the level of application of the principles of APS in the preparation of teaching sequences by these teachers. For the analyses, we reduce the scores by a maximum of 5 points.

Given the nature of the scores assigned, it is possible to calculate the different statistical indices around central tendency and dispersion. The final grade obtained shows that, overall, the teacher who either applied the APS or did not and, therefore, we consider that he remained in the APO. In concrete terms, grades varying between 0 and 2.5 out of 5 are a sign that the teacher did not teach at all according to the APS but remained in the APO.

2.2 Population and Study Sample

We randomly selected three management regimes that we were going to work on. After selecting the non-contracted network, the Protestant network and the private sector, we then proceeded to the random selection, using the urn technique, of the schools on which we worked. The following table gives the distribution of teachers according to the management regime.

Table 1. Sample distribution by management regime

Management regime	Workforce	Percentage
Contracted	6	15,0
Non-contracted	10	25,0
Private	24	60,0
Total	40	100,0

The following table shows that our sample is made up of 40 teachers distributed as follows:

- 24 teachers work in the following private schools: Okapi, Mukadona, San Sebastian, Home Feyen, La borne, Divin, La fétiche, Unikis, Nelson Mandela, Edap, La roche, Les anges.

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- 10 teachers are in the following non-contracted schools: Kisangani 1, Kisangani 2, Makiso 1, Makiso 2, Ifceps
- 6 teachers are in the following Protestant schools: Moshindo, Tobongisa 1, Tobongisa 2

In each school, we choose two teachers from different classes. If we choose in the first class to analyze the geography sheet, in the second class, it will be history. It is for this reason that we have 20 history exploitation sheets and 20 geography matrix exploitation sheets.

3.0 ANALYSES

For the analyses, we have a variable déHanging, à namely: the level of application of the APS by teachers. With the marks obtained at the end of the analysis of the exploitation sheet, it is concluded that the application of the APS was sufficient if the teacher scored at least 2.5 out of 5. Below this score, the application of the APS is poor. It will be said that he remained attached to the objective-based approach focused on the transmission of content and not on the development of skills.

We then have the following independent variables: 1) Teachers' qualifications, 2) Seniority in the sixth grade, 3) Work experience, 4) APS training, 5) School management system, 6) School, 7) Gender, 8) Type of diploma.

We consider the average obtained by a teacher at the end of the examination of the matrix exploitation sheets. Any teacher who has obtained at least 50% of the points, i.e. any teacher who has been rated 2.5 out of 5, is considered to have met the requirements of a sequence in APS. All those who were rated below 2.5 out of 5 are considered to use the APO as a model for preparing didactic sequences in geography and history. We apply Student's t-test or analysis of variance or its equivalent to see if the observed means according to the variables considered (Age of teachers, seniority in teaching in the sixth grade, their diplomaôme, the training in APS, the novelty of the subject... differ significantly.

The classical regression will allow us to evaluate the degree of explanation of each of the variables independent of the teachers' grades at the end of the preparation of their didactic sequences around the level of application of APS in the animated didactic sequences.

4.0 RESULTS

This section deals with the results obtained by calculating the statistical indices that help us to say whether or not the APS has been satisfactorily applied in the preparation of the geography and history didactic sequences in the sixth grade.

We present, on the one hand, the overall results and, on the other hand, the results for each stage: the opening of the didactic sequence, the work in groups, and the closure of the didactic sequence. In the opening of the lesson, we evaluate how the teacher prepared the discovery of the lesson, the presentation and explanation of the purpose of the lesson, how the teacher presented the situation, and how he prepared the treatment of the situation with the students. We then present the overall results for each variable we insert into our analyses.

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1. Results related to the application of the PSA at all stages and at the level of each stage

Table 2. Overall results on all stages and in each of them

	Lesson Opening	Sub-group work	Closing the Lesson	Grand Total
N	40	40	40	40
Medium	3,61	0	0,39	1,33
Median	3,38	0	0	1,17
Mode	3,25	0	0	1,08
Standard deviation	0,56	0	0,98	0,41
Minimum	2,75	0	0	0,92
Maximum	5	0	3,5	2,58
CV	11,26	0	19,68	8,17
Rdt	72,12	0	7,75	26,61

In view of this table, it appears that the level of application of the APS in all its stages, during the preparation of the didactic sequences of geography and history, is mediocre. The general average observed is 1.33 out of 5, or 26.61% return. We say that overall, teachers have referred to APO as a model for the preparation of didactic sequences. Indeed, they did not take into account the crucial aspects that differentiate teaching in the APS model from teaching in the APA model.

In concrete terms, teachers have remained in the APO overall. The lessons begin with explanations and not from the situations that lead children to build their skills. They are still considered as reservoirs that will have to store knowledge without sometimes thinking about it.

If we take into account each of the steps identified as so many of the APS, the observation is as follows:

- Only in the first stage, namely: the opening of the lesson, where the teachers have satisfactorily applied the principles of APS in the preparation of the didactic sequences. Indeed, the average obtained by these teachers at this stage is 3.61, i.e. 72.12% of performance. This score is well above 2.5, which is the threshold for the sufficient application of the APS when preparing a didactic sequence.
- The second stage, i.e. the work in sub-groups, the mark obtained shows that the teachers did not even allude to it. No teacher has prepared the formation of the sub-groups, how they will work or what should be done there. The average observed for this second stage is 0.00 out of 5.
- The closure of the session was also not prepared according to the principles of the APS. Indeed, the average points obtained by these teachers is also below 2.5 out of 5, i.e . 0.39 out of 5 (26.61% efficiency).

The following graph shows the situation in the following way:

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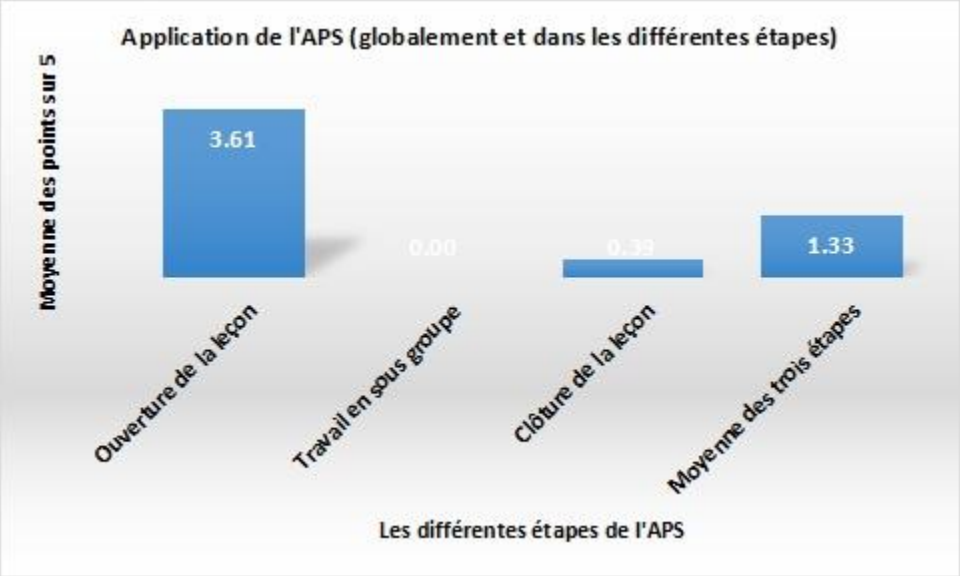

The result relating to the overall application confirms the hypothesis we put forward at the outset on the level of application of the APS during the preparation of the history and geography teaching sequences in the sixth grade. Indeed, we thought that teachers do not sufficiently apply the principles of APS when preparing didactic sequences.

Let's look at the results according to the variables that we find relevant to differentiate teachers from each other. We review the overall results according to the subjects to be taught, according to the seniority of the teacher in the sixth grade, according to professional experience, according to the type of diploma, and according to the school's management regime.

4.1 Overall application of the DPA by variables

4.1.1 Application of all steps of the DPA by discipline

Table 3. Overall application of the APS by discipline

	Lesson Opening	Sub-group work	Closing the Lesson	Grand Total
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Median	3,38	0	0	1,17
Mode	3,25	0	0	1,08
Standard deviation	0,56	0	0,98	0,41
Minimum	2,75	0	0	0,92
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average observed is 1.33 out of 5, or 26.61% return. We say that overall, teachers have referred to APO as a model for the preparation of didactic sequences. Indeed, they did not take into account the crucial aspects that differentiate teaching in the APS model from teaching in the APA model.

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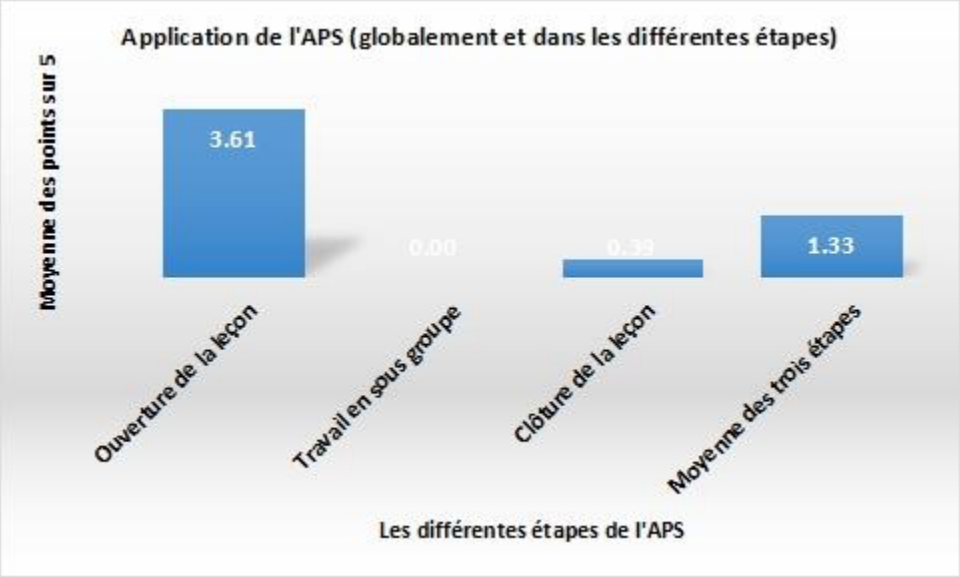

The result relating to the overall application confirms the hypothesis we put forward at the outset on the level of application of the APS during the preparation of the history and geography

teaching sequences in the sixth grade. Indeed, we thought that teachers do not sufficiently apply the principles of APS when preparing didactic sequences.

Let's look at the results according to the variables that we find relevant to differentiate teachers from each other. We review the overall results according to the subjects to be taught, according to the seniority to be taught in the sixth grade, according to professional experience, according to the type of diploma and according to the school's management regime.

4.2 Overall application of the DPA by variables

4.2.1 Application of all steps of the DPA by discipline

Table 3. Overall application of the APS by discipline

Industry	Medium	N	Median	Standard deviation	Min	Max	CV	Rdt
Geography	1,28	20	1,08	0,43	1	2,58	33,38	25,65
History	1,38	20	1,33	0,39	0,92	2,33	28,50	27,57
Total	1,33	40	1,17	0,41	0,92	2,58	30,70	26,61

Taking into account the subjects, we note that in no branch did teachers sufficiently apply the APS when preparing the didactic sequences. In both disciplines, the level of application of the APS does not reach 30%, i.e. 27.65% in history and 25.65% in geography. We applied the t-test for independent samples to compare the two means. The observation is that the two averages are not significantly different. Indeed, the value t, i.e. -0.739 with the probability associated with it, or p = 0.435 being greater than 0.05, this means that teachers have remained attached to the APO regardless of the discipline they are dealing with.

4.2.2 Application of all steps of the DPA based on work experience

Table 4. Overall application of the DPA by work experience

Professional experience	Medium	N	Median	Standard deviation	Min	Max	CV	Rdt
0 to 5 years	1,36	20	1,25	0,4	0,92	2,33	29,67	27,16
6 to 10 years	1,25	7	1,08	0,44	1	2,25	35,59	24,97
11 to 15 years old	1,4	7	1,17	0,55	1	2,58	39,55	28,06
16 to 20 years old	1,42	2	1,42	0,35	1,17	1,67	24,9	28,4
21 to 25 years old	1,17	4	1,13	0,12	1,08	1,33	10,12	23,3
Total	1,33	40	1,17	0,41	0,92	2,58	30,7	26,61

When we take into account the professional experience of teachers, it can be seen that no group of teachers' experience has applied the principles of APS satisfactorily in the preparation of the history or geography didactic sequence. No group has achieved even a 30% return. Let's say that they are far from reaching the sufficient level, i.e. 50% efficiency.

After applying the Levene test to compare the variances of these age groups of work experience, it turned out that the groups did not differ significantly because the probability

associated with the Levene statistic (0.761), i.e., p = 0.557, is above the 0.05 cut-off. For this reason, we used the analysis of variance to compare these means. The observation is that these averages do not differ significantly from each other. The probability associated with the F value (i.e., F = 0.312) is greater than the threshold of 0.05, i.e., p = 0.868. The conclusion is that, regardless of the age group of work experience, no group was able to apply the APS satisfactorily. In concrete terms, professional experience has not been able to help teachers adapt their preparations according to the principles of the new pedagogical approach recommended by the government.

4.2.3 Application of all steps of the APS according to seniority to teach in grade six

Table 5. Level of application of the APS by seniority as a teacher in grade six

Grade 6 Teacher Experience	Medium	N	Median	Standard deviation	Min	Max	CV	Rdt
0 to 5 years	1,37	10	1,21	0,46	0,92	2,25	33,36	27,48
6 to 10 years	1,24	7	1,17	0,18	1,08	1,5	14,37	24,74
11 to 15 years old	1,29	11	1,08	0,46	1	2,58	35,82	25,73
16 to 20 years old	1,50	4	1,42	0,53	1	2,17	35,15	30,05
21 to 25 years old	1,33	8	1,17	0,42	1,08	2,33	31,67	26,65
Total	1,33	40	1,17	0,41	0,92	2,58	30,7	26,61

The same observation can be observed when we take as a target the seniority to teach in the sixth year. No age group of teaching experience in sixth grade has reached the sufficient level of application of APS in history and geography preparation. Those whose experience as a sixth-grade teacher varies between the ages of 16 and 20 have a barely 30.05% performance. All other age groups do not even reach this level. No respondent exceeds 2.58 out of 5. This means that, taken from this angle, all age groups of these teachers are far from the sufficient level of application of the APS.

After applying the Levene test to compare the variances, it turned out that the variances are the same because the statistic calculated for this purpose, i.e. 0.779 with its probability, i.e. p = 0.547, is above the 0.05 threshold. It is for this reason that we applied the ANOVA to compare the averages of the five age groups reflecting the length of time they have been a sixth-grade teacher. The analysis proves that teachers applied APS in the same way in the preparation of the history and geography lessons. Indeed, the probability associated with the F, i.e. 0.306, being higher than the threshold of 0.05 (p = 872), this confirms the fact that teachers remained attached to the APO, regardless of the seniority of teaching in the sixth grade.

4.2.4 Application of all APS steps according to teachers' qualifications

Table 6. Level of application of the APS according to the type of diploma

Type of degree	Medium	N	Median	Standard deviation	Min	Max	CV	Rdt
Diploma in Pedagogical Sciences	1,31	30	1,17	0,36	1	2,33	27,35	26,21
Degree in a discipline other than pedagogy	1,34	10	1,17	0,44	0,92	2,58	32,96	26,85

Total	1,33	40	1,17	0,41	0,92	2,58	30,7	26,61

The table below informs us that the type of diploma of the teachers did not allow them to apply the APS sufficiently. Whether they have diplomas in pedagogy or in a discipline other than pedagogy, have a return of less than 30% on the integration of APS in the preparation of didactic sequences. After comparing the two means using the independent sample t-test, we conclude that the two means are not significantly different. Indeed, the probability associated with the value of the t, i.e. -0.235, being higher than the threshold of 0.05 (p = 0.815), this confirms that teachers remained attached to the APO, regardless of the type of diploma they hold.

4.2.5 Application of all steps of the DPA according to the management regime

Table 7. Level of application of APS according to the school management regime

Management regime	Medium	N	Median	Standard deviation	Min	Max	CV	Rdt
Contracted	1,75	6	1,54	0,58	1,08	2,58	33,10	34,97
Non-contracted	1,18	10	1,13	0,13	1,08	1,42	11,02	23,64
Private	1,29	24	1,13	0,38	0,92	2,25	29,71	25,76
Total	1,33	40	1,17	0,41	0,92	2,58	30,70	26,61

This table shows that, from the point of view of the school management regime, it can be observed that no group of teachers sufficiently applies APS in the preparation of history and geography didactic sequences. As teachers work in the three regimes, namely: the contracted network, the non-contracted network and the private network, no group of teachers has reached the sufficient level of application of the APS. This means that everyone remained attached to the APO in the preparation of the didactic sequences. The yield we are seeing is below 35%, i.e. 34.97% for the contracted network, 25.76% for the private sector and 23.64% for the non-contracted network.

After testing the homogeneity of the variances, it was found that they differ significantly because the probability associated with the Levene statistic (5.395) is below the threshold of 0.05, i.e. p = 0.009. For this reason, we applied the Welch test to compare the three means and it turned out that the three means are not significantly different, i.e. Welch's statistic = 3.127 with p = 0.081 above the 0.05 threshold. Therefore, we stop at the comparisons. Multiple comparisons are no longer made.

4.2.6 Regression analysis

To find an explanation of the professional and institutional factors on the level of application of APS in the preparation of geography and history didactic sequences, a study of the Entry method was used to analyze multiple linear regression. Our dependent variable is the grand total of grades referring to the overall level of application of the APS by teachers. The independent variables introduced are, on the one hand, the individual characteristics of the teachers (gender, professional experience, experience as a 6th grade teacher, type of diploma, training in APS, subject taught) as well as structural variables (management regime and type of school recoded in binary: public versus private).

The results of the model summary indicate that, overall, these independent variables explain only 12.7% of the variance in the level of application of the PSA. The rest of the factors, i.e. 87.7%, are to be found in the other factors that we have not integrated into our analysis model.

The ANOVA table confirms that this overall explanatory power is not statistically significant. Indeed, given that the probability associated with the F-value is well above the critical threshold of 0.05, this means that the characteristics of teachers and institutions do not allow us to predict the level of application of the APS in this sample, which is 40 in size.

Despite this observation, we considered that we would continue the analyses by presenting the overall results of the different coefficients. A careful analysis of this table shows the contribution of each variable in explaining the level of application of APS by history and geography teachers. Here's how it looks:

1) Individual teacher variables: None of the variables related to the teacher profile have a statistically significant effect on the application of the APS. This is the case for the subject taught ($p = 0.675$), gender ($p = 0.424$), overall professional experience ($p = 0.739$), specific experience in the sixth year ($p = 0.863$), type of diploma ($p = 0.816$), and completion of APS training ($p = 0.864$).
2) Institutional variables: After categorization into two modalities (Public vs. Private), the type of school variable does not show a significant effect ($p = 0.965$).

4.3 Application of the APS in each step

This section presents the results of the analyses of each part of a didactic sequence according to the principles of the APS. We review the opening of the didactic sequence and then we review the results around the group work and the closing of the teaching sequence.

4.3.1 The opening of the didactic sequence

In the opening of the didactic sequence, we examined how the teacher prepared the activation of the prior knowledge or better, what the student had already learned. We then looked at how he should present and explain the purpose of the day's lesson. Finally, we saw how the teacher prepared the situation to be presented to the class and how the situation should be handled. The sum of the points of each respondent was reduced to 5. It is from these points that the statistical indices were calculated that allowed us to establish the level of application of the APS in this introductory part of the didactic sequence.

4.3.2 Opening the lesson by branch

Table 8. Opening of the didactic sequence according to the branches

Industry	Medium	N	Median	Standard deviation	Min	Max	CV	Rdt
Geography	3,53	20	3,25	0,60	3,00	5,00	16,89	70,50
History	3,69	20	3,50	0,53	2,75	4,75	14,40	73,75
Total	3,61	40	3,38	0,56	2,75	5,00	15,61	72,13

In the preparation of the history and geography didactic sequence, the teachers applied the principles of APS in a very satisfactory way for both disciplines. In history, the level of application of the APS in this preparation phase is 3.69 out of 5 and in geography, it is 3.53. This means that more than 70% of the elements to be integrated into the preparation of the sequence are present.

After applying the mean comparison test for two independent samples, it was observed that the two means did not differ significantly. The probability associated with the t-value (-0.739) being greater than this value, i.e. p = 0.435, this means that, in both disciplines, the results are better for this phase of the preparation.

4.3.3 Opening up the didactic sequence according to professional experience

Table 9. Opening of the didactic sequence according to professional experience

Professional experience	Medium	N	Median	Standard deviation	Min	Max	CV	Rdt
0 to 5 years	3,7	20	3,5	0,59	2,75	4,75	15,9	74
6 to 10 years	3,25	7	3,25	0,14	3	3,5	4,44	65
11 to 15 years old	3,57	7	3,25	0,61	3	4,75	17,01	71,43
16 to 20 years old	4,25	2	4,25	1,06	3,5	5	24,96	85
21 to 25 years old	3,5	4	3,38	0,35	3,25	4	10,1	70
Total	3,61	40	3,38	0,56	2,75	5	15,61	72,13

By analyzing the teachers' preparations according to their professional experience, it can be seen that all age groups with professional experience have applied the principles of APS very satisfactorily. The first group is made up of the two teachers whose average is 4.25, i.e. an efficiency of 85%. This average is followed by a greater number of teachers, i.e. 20 who have an average of 3.7, or 74% performance. The other groups have between 65 and 71% efficiency.

After comparing the variances, it turned out that they differ significantly since the probability associated with the Levene statistic (5.754) is below the threshold of 0.05 (p = 0.001), this confirms that the groups are not the same. This is why we applied the Welch test to compare the averages of the 5 groups of teachers, which shows that the groups do not differ significantly. Indeed, the probability associated with the Welch statistic, i.e. 2.465, being higher than the threshold of 0.05, i.e. p = 0.166, proves that regardless of the age range of experience, the introduction phase remained attached to the PSA.

4.3.4 The opening of the didactic sequence according to seniority to be taught in the sixth year

Table 10. Opening of the didactic sequence according to seniority to be taught in the sixth form

Grade 6 Teacher Experience	Medium	N	Median	Standard deviation	Min	Max	CV	Rdt
0 to 5 years	3,63	10	3,25	0,69	2,75	4,75	19,03	72,5
6 to 10 years	3,71	7	3,5	0,53	3,25	4,5	14,24	74,29

11 to 15 years old	3,45	11	3,25	0,51	3	4,75	14,77	69,09
16 to 20 years old	3,75	4	3,5	0,87	3	5	23,09	75,00
21 to 25 years old	3,63	8	3,5	0,4	3,25	4,25	11,06	72,50
Total	3,61	40	3,38	0,56	2,75	5	15,61	72,13

We took another variable, namely: experience as a teacher in the sixth year of primary school. It turned out that, even from this angle, teachers have very well integrated the principles of APS into the introductory part of their preparation of the didactic sequences. It was those whose seniority in the sixth year was between 16 and 20 years old who performed better, i.e. 3.75 out of 5. After them, come directly those whose seniority varies between 6 and 10 years. The rest of the teachers have averages ranging from 3.45 to 3.63.

We tested the homogeneity of variances using the Levene test, which revealed that the variances are equal because the probability associated with the Levene statistic is greater than the 0.05 cut-off of 1.586 ($p = 0.200$). This is why we compared the averages of five groups on the basis of the ANOVA, which shows us that the groups are the same in terms of integration of the principles of APS in the introductory part of the didactic sequences of geography and history ($F = 0.311$; $p = 0.869$).

4.3.5 The opening of the didactic sequence according to the teachers' diploma

Table 11. Opening of the didactic sequence according to the type of diploma of the respondents

Type of degree	Medium	N	Median	Standard deviation	Min	Max	CV	Rdt
Diploma in Pedagogical Sciences	3,63	15	3,25	0,61	3,00	5,00	16,83	72,67
Degree in a science other than pedagogy	3,59	25	3,50	0,54	2,75	4,75	15,16	71,80
Total	3,61	40	3,38	0,56	2,75	5,00	15,61	72,13

The type of degree can be considered an asset or a disadvantage in the application of a pedagogical modality. In the case of this study, the type of diploma did not make it possible to differentiate the level of integration of the principles of APS in the introductory part of the preparation of a didactic sequence. Those who have studied pedagogy like those in other fields have remained better in this integration. Those with degrees in pedagogical sciences have an average of 3.63 out of 5 while those in other fields received an average of 3.59 out of 5. This is to say that the level has remained on the side of the APS.

Comparison of the two means from the t-test for independent samples shows that the two means do not differ significantly from each other. Indeed, the probability associated with the value t, i.e. 0.233, is greater than the threshold of 0.05, i.e. $p = 0.817$. The conclusion is that regardless of the type of diploma of the respondent, the level of application of the APS is always better.

4.4 Sub-group work and the closure of the

Since the group work and the closure of the coursewere generallyomitted by the teachers we worked on, we cannot detail the results here. Only, we allow ourselves to make a little reflection

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on this. We ask ourselves why teachers stick to the old method, namely: the APO, in their wayof preparingdidactic sequences according to the new approach, which requires that the content to be taught Is it imperatively accompanied by a work of reflection?

There are many reasons, but we highlight two: the insufficient training of the new method and the novelty of the subjects to be taught. As far as training is concerned, it is important to note that teachers in general need to be trained in the application of the new method, the APS. We should make a permanent upgrade through workshops, conferences, and radio broadcasts. It is clear that these kinds of activities are not organized. This is why teachers find it difficult to take off, that is to say, to leave the comfort zone where they are used to practising. To prepare didactical sequences without allowing group work.

Another more technical aspect is around the novelty of the subject that teachers must transmit. History and geography subjects are generally content that you need to know as such. For example: the 26 provinces of the DRC and their capitals. These are contents that must be taught as such, but the new methodological perspective (SPA) requires that, in addition to this knowledge, we must createreflection groupsaround the content to be learned. The example that we believe can be applied here is by knowing Kisangani as the capital of Tshopo with opportunities such as the river, the strategic position, etc. How can we help students to think about what these opportunities can bring to the full development of the country?

5.0 CONCLUDING DISCUSSION OF THE RESULTS

Our analyses of the results of our research show the following:

1° Overall, during the preparation of the didactic sequences, the teachers did not reach a sufficient level of integration of the APS principles for the geography and history lessons. They have remained in the logic of the APO.

2° At the level of each stage, only the introductory part complied with the indications of the APS in this matter. The other parts, namely: the work in sub-groups and the conclusion of the sequence is below the norms. What is curious is the fact that, during the preparation, the work in sub-groups was omitted by all the teachers. This suggests the fact that, until today, teachers are very attached to the APO, which is still present in their habits despite the government's directives.

3° The results also showed that in the concluding part of the sequence, the level of application of the principles of the APS is very low. At the end of the sequence, the average of the respondents' scores is 0.39 out of 5, i.e. 7.5% return. It's almost zero as a level of application. It is also curious that in the closing of the didactic sequence, the level of application of the principles of APS is very low. This means that teachers do not create opportunities for reflection on the subject of the day. As a result, there is a problem of reinvesting the knowledge acquired at school to solve life's problems.

4° In short, the survey data show a homogeneity of practices: the level of application of the APS does not depend on the individual skills/profiles of the teachers, nor on the legal nature of the establishment (public or private). The explanation for the variation in the application of the

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APS must be sought in other dimensions (availability of manuals, motivation, follow-up of inspectors, etc.).

This observation confirms the hypotheses we put forward at the outset. We felt that teachers do not sufficiently apply the principles of APS when preparing history and geography didactic sequences. The main reason is to look for the teacher's work. The latter is experiencing enormous difficulties because of the problems of management of his sector by the public authorities.

The same applies to specific hypotheses. Indeed, only the introductory part of the didactic sequence respects the principles of APS. The teachers do not even mention group work and the end of the lesson does not allow the students to reflect on other situations they encounter in their immediate environment.

These results confirm the results observed in the studies we have cited. The studies by Buve (2026), Kondombe (2025) and Batwendefoko (2016) have generally shown that teachers have enormous difficulties in applying APS in didactic sequences in general in primary school. Batwendefoko finds, for example, that in Bukavu, the major obstacles to the application of APS refer to the lack of adequate training of teachers, the inadequacy of teaching materials, the overcrowding, the attachment to traditional methods, and the inadequacy of pedagogical follow-up. In addition, he also stressed the existence of psychological and organizational resistance. For the Kenya study (2026), the conclusions prove that the application of APS is poor for the teaching of mathematics in the final cycle of basic education.

The results we observe in this study are hardly surprising. The context of the implementation and generalization of the APS by the government seems to have been carried out in haste. First, the study that pre-validated the PSA was a level 1 study. Indeed, in 2018, before its generalization, Jonnaert, Fall, Sampson, and Malu conducted a study entitled a pre-validation process for new educational programs in the field of science learning. This study conducted a questionnaire survey of 84 experts. The results indicated a strong acceptance of the curricular proposals. It is these results that have led to this generalization. An experimental study was not conducted, which could establish the cause-and-effect relationship between the new pedagogical proposal and the students' learning. Bocquillon et al (2024) state that in education, before generalizing a pedagogical proposal, it is imperative to conduct a high-level study. According to them, experimental studies, meta-analyses, and mega-analyses are those whose results are generalizable and are at a higher level than descriptive studies, which cannot be those that validate the effectiveness of a pedagogical modality that can be generalized to an entire school system.

As a result, the terrain into which the contrary idea falls cannot be welcomed with enthusiasm. But who wins by giving free rein to approaches in the classroom that do not offer a guarantee of success? The results of the empirical studies on which we rely are beyond comment: they remain attached to the APO, a method that they should logically abandon. The observation made in this study tacitly suggests that it is ultimately advantageous to turn our backs on the direction taken by the school for some time following the pressure of a dominant discourse which, unfortunately, is considered orthodox.

The results observed in this study confirm our deep conviction in terms of pedagogical methods. For us, the pedagogical modalities of the instruction family are more recommendable than those of pedagogical socioconstructivism (Tagne and Gauthier, 2014; Bocquillon et al, 2019; 2020). Indeed, research whose results are in press (Kenya, 2026) shows that the teachers we observed teaching mathematics lessons in Kisangani, Isiro and Faradje did not reach the satisfactory level of application of APS principles. The proof is that, almost a decade later, the application of the APS is still a problem.

The idea we defend, that of backpedaling in favor of instructional approaches to teaching, consists quite simply in questioning a pedagogical orthodoxy in class life. Indeed, during the 20th century, the educational world gave in to the demands of the supporters of the new school. Yes, the new school has succeeded in dethroning the instructionist approach to teaching by qualifying it as a traditional pedagogy based on a prescriptive and normative discourse but whose theoretical and empirical bases are far from standing the test of facts. This way of thinking and doing school has become the orthodox discourse in the educational world today, so much so that everything that is said and done in the classroom must obey this new way of conceiving the act of teaching, even if teachers struggle to side with the dominant discourse in pedagogy today.

Finn and Ravitch (1996) describe this reality by stating that strategies that take into account this orthodoxy are defined by terms such as: "student-centred", "child-centred", "learner-centred", "developmentally appropriate", "discovery-based", "self-managed", "constructivist", and so on. And Kozloff (2002) qualifies this orthodoxy that dominates the school as an educational establishment. For the latter, this educational establishment defines itself by the terms "modern", "child-centred", "holistic", "constructivism" and "appropriate for the development" of the student. These adjectives are used to describe a supposedly coherent philosophy of education based on research or pedagogy. For the latter, this orthodoxy has reigned for several decades over faculties of education, ministries of education and school boards, as well as educational publishers and journals.

It is in this sense that we should understand what Kozloff (2002) later asserts: that the educational establishment controlled public schools for at least a century. The educational establishment has made a definitive rejection of what it calls "traditional", "conservative" and "teaching methods inappropriate for the development" of the student – in particular the rejection of an approach (supported by most scientific research) ... which emphasizes the teaching of content (derived from traditional knowledge) towards a level of mastery, based on a logical and continuous hierarchy in which the teacher plays a strong and directive role; It provides extensive practical learning, systematic correction of errors, and regular evaluation of the effects of teaching with a view to ensuring follow-up.

Subsequently, authors such as Gauthier et al, 2013; Bocquillon et al, 2019; 2020 show that the results of numerous empirical studies questioning the effectiveness of approaches that are inspired by pedagogical socioconstructivism supported by pedagogical orthodoxy. Despite the proven ineffectiveness of such pedagogical methods, it does not succeed in worrying this reigning orthodoxy. The failures that followed the implementation of social constructivist approaches were mitigated by arguments relating to the lack of funds, the insufficient time to implement innovation, the lack of teacher training, the ignorance of parents, the malicious

media, but never the very foundations of these approaches. Finn and Ravitch (1996, p. 2) add: "It is never admitted that the concept itself can be problematic and the method ineffective, much less that different methods have been eliminated and never tried».

Bissonnette et al (2010); Gauthier et al (2013); Bocquillon (2020); Bocquillon et al (2020) show that international research that has compared the effectiveness of pedagogical approaches calls into question the effectiveness of the pedagogical assumptions of the dominant orthodoxy. According to them, it is now a question of relying more on what empirical research and evidence says rather than trusting the ideological discourse of orthodoxy. This orthodoxy has been claiming for decades that the teacher should be a guide behind the scenes and not a wise man on the stage. 0r Mayer (2004), reacting to this idea thinks that if this is true, then the effects of this assertion should be tested. Yet, for more or less five decades, research on direct instruction has gone in the opposite direction, showing that the teacher is effective when he or she plays the role of leader and manager of learning in his or her classroom.

Without dramatizing, we think that the path in which the Congolese education system is evolving requires us to stop and question ourselves. We maintain that we cannot hope to improve the achievements through the mere change of pedagogical methods. That we can equip the teacher with knowledge through in-service training and support him so that he makes good use of the pedagogical methods so that he chooses, on the basis of his objectives as well as the configuration of the subjects to be transmitted, the appropriate pedagogical modality.

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