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## Teacher Motivation Factors Affecting Quality Education in Public Primary Schools in Dungu – Democratic Republic of Congo

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### **Abstract:**

*This study investigated the teacher motivation factors that influence quality education in public primary schools in Dungu sub-county/Democratic Republic of Congo. The study specifically sought to determine the extent to which salaries and incentives, teacher training and professional development opportunities, and the safety of the school environment influence quality education. Human motivation theory anchored the study. A descriptive research design was adopted. The research was conducted among head teachers and teachers. The sample size comprised 280 teachers and 95 head teachers after Sloven's formula. Simple random sampling was used in collecting data from head teachers, while stratified sampling was applied to teachers. The research instrument consisted of questionnaires. The findings indicated that salaries and other incentives were very important for overall school performance, although the current pay and benefits for teachers were not satisfactory. It was also found that the opportunity for teacher professional development was very important, but the respondents were dissatisfied with current opportunities. The study further established that despite the safety of the school environment being very important, the respondents were dissatisfied with the current environment. The study concluded that teacher motivation had a positive correlation with quality education. The study recommended that the government should review the salary of teachers to make it competitive as well as offer benefits. Another recommendation was that salary of teachers should be paid on time and should be equitable for all. It was finally recommended that the security of the area should be ensured for safe teaching and learning.*

**Keywords:** Managerial factors, teacher motivation, quality education

### **1. Introduction**

Education is recognized worldwide as one of the most important economic and social triggers for countries' growth. Education, hence, prepares human capital for quality life improvement and stimulation of innovation and progress (Commonwealth, 2017). Furthermore, education contributes to alleviating poverty, preparing a workforce for employment, strengthening national institutions, and building capacity towards improved governance (World Bank, 2015). Particularly, basic education is globally regarded as the foundational level on which other stages are placed (Etor, Mbon & Ekanem, 2013). Accordingly, quality education has been in the heart of educational management for many years as it builds up human knowledge and transforms the lives of individuals through necessary skills which can be applied to improve their livelihoods (UIS, 2012; UNESCO, 2015).

Recent trends in education have led to a proliferation of definitions of quality education. For UNESCO (2000), being creative and taking charge of their learning experience allows students to learn through creativity and problem-solving, which helps them build critical consciousness about life realities. Quality education encourages students to think critically about their reality. It also includes good teaching and learning processes, infusing significant learning experiences, imparting good results and connecting with national goals with a progressive contribution to the society (UNICEF, 2000; UNESCO, 2015). Therefore, quality education becomes a system whose inputs are policies, schools basic amenities and a teaching workforce. All these components are interrelated in such a way that any deficit in one is likely to affect the quality of others and also slow down the transformation of livelihoods in the society (Shekytan, 2015; Namara, 2018).

In relation to quality education, social transformation can be defined as the optimization of a group's traditions, values, rules, and institutions. For reality to be redefined by agreement, social transformation typically brings a change in a society's collective consciousness at the local, state, national, or global level. Social change can take place in two different ways: positively or negatively. Although there are many factors that can help bring about social change, education remains the most effective strategy widely acknowledged (Pierli, 2017). This is explained by the fact that eradicating ignorance through education is most likely the only way to bring about societal transformation. Since children barely forget what they learn at a young age unless they are mentally challenged, providing quality education is the most effective way to bring about societal change. Thus, education transforms society for both the individual and the entire community. Teachers are the change-makers, education is the catalyst, and students are the beneficiaries and keepers of the shift.

At the Korean Education Forum in Incheon, which was held in 2015, countries committed to an urgent education agenda that would ensure general and unbiased quality education for all. The forum resolved to improve learning results by enhancing learning contributions, methods and evaluation as a way of measuring progress. The agenda decided to build teachers' capacity and enhance their motivation within efficient and effective systems (UNESCO, 2015). Furthermore, Finland is globally known as a leading country for providing quality basic education. In fact, Finnish education has a very minimal difference in learning outcomes in schools, and the gap between the top and bottom is significantly small (OECD, 2011). Finland's high success is a result of interrelated factors. For instance, Finnish teachers have master's degrees in education, and their salaries are higher than in any other European country. Teachers benefit every year from a fully paid professional development course and other incentives (OECD, 2011).

Based on the American Education and the Comprehensive Facilities Assessment, Leidnar and Myslinki (2014) postulate that if an American student fails in school, they are likely going to fail in life. This indicates that their lives were not transformed through the provision of quality education. Therefore, there is a commitment in the USA to provide quality education for students (Parsons, 2011). In order to ensure the provision of quality education, the American government ensures that schools are offered good set-ups to enhance learning towards social transformation. Each state has molded education policy concentrating on good testing and edifying teachers' excellence and accountability strategies (Parsons, 2011; Leidnar & Myslinki, 2014).

Most Sub-Saharan African countries have made significant efforts to increase quantitative school enrollment rates, but the quality remains very low (Chimombo, 2005; World Bank, 2014). The campaigns on Education For All, Free Primary Education, and the motivation to achieve Sustainable Development Goals (SDGs) have tremendously triggered a rise in primary school recruitment, leading to the successful completion of primary education in Africa. However, the ever-increasing enrollment rate in basic education has resulted in inadequate learning materials and inadequate amenities, along with underpaid teachers who are ever searching for part-time jobs, hence increasing absenteeism and demotivation (Asiago, 2018).

Namara (2018) argues that there has been good economic progress after the 1994 Rwanda genocide. Rwanda has experienced increased investment and enlargement of its public education system. Rwanda has also been able to expand its education system, especially in the area of provision of basic education. There has been an implementation of the Nine-Year Basic Education Policy. This strategy further increased primary recruitment, leading to 92% for boys and 94% for girls in 2009 (UNESCO, 2015). However, quality basic education, especially in rural areas, remains problematic.

Since 2001, the government of Tanzania has removed fees in primary schools to boost primary school access, while the World Bank and UNICEF help eliminate school fees. Accordingly, 94% of children between the ages of 7 and 13 were admitted to primary school in 2011, compared to only 59% in 2000 (Dennis & Stahley, 2012). In the country's Development Agenda 2025, the objective of accelerating quality education may be achieved by solidifying critical areas in human resources, namely in-service professional development of the teaching staff and equipping college tutors (Kampa, 2017). However, Norman (2013) claims that free education implementation in Tanzania has exposed teachers to numerous hardships, such as overcrowded classrooms, scarce related textbooks, inadequate skills in handling updated topics in the new curricula, and low ability to help those with special needs. These challenges limit their ability to fully transform the livelihoods of learners.

The last three decades have given a hint of net educational growth in the DRC's education sector, especially in 2005 and 2012. Respectively, the right of entry in education, as evaluated by Gross Enrollment Rate, evidently went upward at various levels of education in the country (World Bank, 2015; World Bank Group, 2015). DRC's completion rate at the primary level greatly increased from 29% in the year 2002 to 70% in 2014 (WBPAD, 2016). This implied that the number of pupils whose livelihood was under transformation in the country significantly improved due to their enrolment in school.

However, very little attention has been paid to providing quality education, which is instrumental in ensuring quality life. For instance, 47% of Congolese students are seen to be literate, compared to 59% in other African regions (World Bank, 2015). In addition, despite the improvement in school enrolment, the country has failed to attain the fourth goal of the UN Sustainable Development Goals (SDPs), quality education. As evidence, the government has failed to ensure that there is inclusive and equitable quality education offered to all school-going children and to promote lifelong learning opportunities for all. This is due to the failure to provide adequate facilities and learning environments and to ensure there are motivated teachers in the public schools. According to USAID (2019), the Congolese education system has witnessed epidemic challenges due to low coverage and poor quality. The report has it that 3.5 million children are not in school. In addition, 44% of students begin school very late. The national data further indicated that only 67% of children who enter first grade will end sixth grade, and of those who reach 6th grade, 75% will pass the final exam (USAID, 2019).

The DRC government has only allocated about 20% of its budget to education between 2018 and 2025. It has, therefore, been a challenge to attain quality education due to managerial constraints in financial management, human

resource management and asset management, which has led to inadequate teaching and learning materials, physical facilities and demotivated teachers (IRC, 2017). This is despite the struggle by public schools to collect fees from parents and guardians, which account for three-quarters of government spending on education in the DRC, which does not cover the deficit left after the government budgetary allocation (World Bank, 2015).

In addition, despite the fact that human resource management is central to the sub-sectoral policies produced by the three Ministries in charge of education in the DRC (MEPSINC, MAS, and MESU), there are certain outstanding challenges affecting this sector, such as paying all teachers with public funds. Furthermore, there are significant barriers to achieving gender parity in the composition of teaching and supervisory staff and retiring eligible teaching staff. Finally, the government acknowledges in its strategic plan that measures to analyze and repair damage to school infrastructure and equip schools with instructional materials to ensure educational continuity remains to be deployed. Infrastructure management necessitates improved construction quality control. This has led to poor academic performance in public primary schools compared to private schools and thus, the transition rate to secondary school is negatively affected (Arundhati, Bakisanani & Thatoyamodimo, 2016).

As a result, it is vital to investigate the potential causes undermining quality education in public elementary schools throughout the DRC, particularly in the Dungu sub-county. The provision of financial resources by the government and other foreign education partners, as well as education strategic plans, were insufficient to ensure the sustainability of quality education. Rather, managing available resources such as assets and human resources is crucial for the long-term construction of quality education. The resources evaluated in this study are instructional aids, school facilities, and the teaching workforce.

Therefore, it was necessary to examine the possible teacher motivation factors that undermine quality education in public primary schools in DRC at large, specifically in Dungu sub-county. The following question guided the study:

- To what extent does teacher motivation impact quality education in public primary schools in DRC, Dungu Sub-county?

## 2. Theoretical Framework

### 2.1. Maslow's Human Motivation Theory

Maslow's hierarchy of needs (1943) is a motivational theory in psychology made up of five scales of human needs, often represented in hierarchical levels within a pyramid. To this extent, lower needs in the hierarchy must be satisfied before individuals can attend to any higher needs. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem and self-actualization (McLeod, 2018). This theory is used in human resource management in any organization, including educational organizations.

Maslow's human motivation theory has made a significant contribution both in and out of psychology in fields such as education and business (Huitt, 2007). In fact, in his theory, Maslow considers the qualities of an individual holistically as they may be physical, cultural, social, and intellectual, and how these qualities influence the learning process (McLeod, 2018; Cherry & Gans, 2019). Using the hierarchy of needs in the educational field, logical thinking demonstrates that if basic needs are not met, then the teaching and learning process is likely to be hindered because individuals will focus on their basic needs as they are indispensable for survival. As a consequence, teaching and learning become a secondary priority (Huitt, 2007). For instance, an exhausted and starving teacher concentrates less on teaching. Teachers require emotional and physical security and professional recognition within their community to give their best in teaching.

## 3. Literature Review

### 3.1. Teacher Motivation and Quality Education

Motivation is one of the most researched topics in psychology and education. In this vein, motivation might be defined as something that drives people to carry out their responsibilities spontaneously (Han & Yin, 2016). Concerning teacher motivation, the same authors state that characteristics such as attraction, retention, and concentration are heavily weighted. Thus, teachers are motivated by both intrinsic and external factors. This study only kept three aspects of extrinsic motivation: salary, career development, and working environment (Guajardo, 2011; Wolf et al., 2015).

UNESCO (2015) identifies compensation as a critical issue in achieving strong functional education systems. Teachers lose interest in teaching as a result of low pay. In this logic, inadequate pay discourages teachers from teaching, particularly in low-income countries (International Labor Organization [ILO], 2016). Instructors' compensation in Singapore and Finland is comparable to that of engineers, lawyers, and medical doctors because teachers receive additional incentives, bonuses and reinforcement based on job performance (Asiago, 2018). Singaporean teachers are guaranteed sponsored studies and are given additional funds to purchase teaching materials and then software. Singapore's government develops the capacity of its teachers through teacher mentorship programs and teacher development courses (Singapore Ministry of Education, 2010; OECD, 2011). States in the United States have a system of Teacher Incentive Funds (TIF) that is in charge of rewarding high-performing teachers (OECD, 2011). In contrast, poor countries, particularly in Sub-Saharan Africa, face issues such as low teacher compensation, dwindling professional status, and bad working conditions. As a result, teacher absenteeism is high, teaching performance is undervalued, and turnover is high (Basil, 2013).

Furthermore, professional training for teachers is the primary priority of the educational system to ensure that they are properly prepared with the necessary abilities to be effective in their work (Fareo, 2013). Teacher career development refers to the advancement a teacher makes in their profession to improve teaching performance and student

achievement. As a result, professional or career training is carried out to increase proficiency and exposure (Frisoli, 2014; Reynolds, Notari & Taveres, 2016). The importance of teacher career development can be summarized as having adequate knowledge in their profession and developing effective strategies to transmit it to students, adhering to the curriculum and correlating concepts with one another, combining theory and practice, participating in responsibilities for student training in teaching, evaluation and observation, and encouraging research (Celik, 2017).

According to Kelani and Khourey-Bowers (2012), one-third of African instructors are underqualified, either academically or professionally. Many teachers are hired each year despite having shortcomings in their subject areas (UNESCO, 2014). The condition of African teachers in terms of career advancement is no better in the DRC. According to the findings of a study on the cumulative hazards of Congolese teachers, there is a lack of professional recognition and development possibilities (Wolf et al., 2015). Currently, the DRC Government's 2016-2025 education strategic plan aspires to embrace professional training techniques for teachers who patronize indigenous languages to facilitate reading skills in early children per the new curriculum. At the same time, the Ministry of Education believes that beginning teacher training is insufficiently professional (MEPS-INC et al., 2015; IRC, 2017).

A scholarly analysis demonstrated that the teaching profession's reputation was deteriorating due to a dissatisfying working environment (Tema, 2010). According to Toropova et al. (2020), recruiting more teachers may not improve the turnover problem as long as a considerable percentage of new teachers leave schools dissatisfied with their careers and working environment. Working in rural schools and conflict-affected communities in Sub-Saharan Africa can be difficult and demotivating due to poor living and working conditions (ILO, 2016). This problem is caused by a number of factors, including concerns about safety and security as a result of numerous wars and conflicts.

To comprehend the working conditions of a Congolese teacher, it is critical to recognize that DRC is one of the world's poorest and most conflict-affected countries. In 2010, almost 1.7 million individuals were displaced, with children constituting half of the population (UNHCR, 2010). In this context, a Congolese teacher faces the frustration of managing an overcrowded classroom due to Education For All, as well as inadequate pay and the trauma of civil war and violent conflicts (Frisoli, 2014; Wolf et al., 2015). Security trauma is equally palpable in Dungu sub-county, which has been a battleground for three decades. Between 1996 and 2003, the country was destroyed by two successive and complex wars. Since 2008, Dungu sub-county has been a battleground of Ugandan rebels of the "Lord Resistance Army" (LRA) and the Congolese Army (Commission Diocésaine Justice et Paix de Dungu-Doruma [CD]P/DD, 2018).

#### 4. Methodology

This study adopted a descriptive research design whereby quantitative data were accordingly collected, analyzed and interpreted to establish the influence of independent variables on the dependent variable. This research design provided more thorough evidence on the study problem and allowed greater flexibility.

#### 5. Population and Sampling

The target population is seen as the total population to whom the research applies conclusions from the findings (Mugenda & Mugenda, 2003). This study targeted 1170 people comprising head teachers (124), teachers (897) in the existing public primary schools and education officers (149) in Dungu sub-county. The researcher used Sloven's formula to compute sample size where  $n = N \div (1 + Ne^2)$  (Ellen, 2020). In this formula,  $n$  stands for the sample size,  $N$  represents the population size and  $e$  is the acceptable margin of error. Using this formula, the researcher conducted a study on 280 teachers, 95 head teachers, and 114 education officers. The researcher used a simple random sampling method to select the respondents for the study. Table 1 shows the distribution of the target population and sample.

Category	Number	Sample Size
Teachers	897	280
Head teachers	124	95
Sub-county education officers	149	114
Total	1170	489

*Table 1: Distribution of Target Population and Sample Size*

##### 5.1. Research Instrument

The instrument used consisted of a questionnaire. The questionnaire included Likert-scales and open-ended questions. Its use was justified by the fact that it collected data more effectively and efficiently over a broad sample, keeping the study frame from bias while maintaining confidentiality and accuracy.

##### 5.2. Pilot Testing of Instruments

The study instruments of this study were pre-tested to check for their validity and reliability. This pilot test was conducted in Niangara Sub-county, a neighboring sub-county having the same rural profile as Dungu sub-county. The pre-test considered triangulation as a cross-validation strategy and face validity to determine the validity, whereas internal consistency was applied to establish the reliability of the instruments. The instruments were subjected to a specialist to assess their ability to collect relevant data and they were adjusted accordingly after the test. The summary results of the reliability test on Likert scale items to ascertain if the data collected was reliable are presented in table 2.

Variables (Likert Scale)	Number of Items	Cronbach Alpha	Interpretation
Teacher Motivation	7	0.717	Reliable

Table 2: Reliability Test Results

The reliability threshold coefficient for Cronbach alpha is 0.6, as pointed out by Murphy and Davidshofer (1988). Thus, the results in table 2 indicate that the Likert scale constructs met the threshold and, hence, were found reliable. This implied that the tool was consistent.

### 5.3. Data Collection Procedure

After obtaining the required permission from the sub-county education office, consent letters accompanied the questionnaires to participant schools and key informants. Qualitative data were collected directly in person by the researcher to ensure that the questions were well understood, while quantitative data were obtained with the assistance of research assistants.

### 5.4. Ethical Considerations

The study ensured respect for the dignity of research participants by avoiding the use of any offensive or discriminatory language. Moreover, informed consent, confidentiality, anonymity of individuals and institutions participating in the research, acknowledging other authors' works used in the dissertation, and avoiding any bias, exaggeration, or distortion regarding the objectives of the study were all guaranteed in this study.

## 6. Findings and Discussion

This study collected and analyzed data from teachers and head teachers. The results are presented below:

### 6.1. Teacher Motivation and Quality Education

The study sought to determine the extent to which teacher motivation affects quality education in public primary schools in Dungu sub-county, DRC. The results are presented below.

#### 6.1.1. Salaries and Incentives

This study was interested in the opinion of the respondents on the importance of salary and other incentives. The results from the head teacher respondents are presented in table 3.

Item	Frequency	Percentage
Unimportant	-	-
Less important	3	3
Somewhat important	16	17
Very important	76	80
Total	95	100

Table 3: Importance of Salaries and Incentives to Head Teachers

Table 3 shows that the majority (76) of the head teacher respondents, representing 80% of the total percentage of participants, indicated that salary and other incentives were very important to their overall school management, while 16(17%) of the respondents indicated that salary and other incentives were somewhat important. Finally, 3(3%) of the respondents indicated that salary and other incentives were less important to their overall school management. This illustrates that the head teachers feel that they need to be motivated through a competitive salary and other incentives to be able to effectively manage the public primary schools. A study by Titeca and De Herdt (2011) noted that teachers were unable to meet their basic demands for food and drink due to low salaries. They suggested that the government should make sure that teachers are motivated by providing them with a suitable wage.

The researcher further sought the views of the teachers on the importance of salary and other incentives to their overall performance and the results are presented in table 4.

Item	Frequency	Percentage
Unimportant	1	1
Less important	20	7
Somewhat important	36	13
Very important	223	79
Total	280	100

Table 4: Importance of Salaries and Incentives to Teachers

Table 4 shows that most of the teacher respondents (223), representing 79% of the total percentage of participants, indicated that salary and other incentives were very important to their overall performance, while 36(13%) of the respondents indicated that salary and other incentives were somewhat important. 20(7%) of the respondents indicated that salary and other incentives were less important to their overall performance, while only 1(1%) respondent indicated that salary and other incentives were unimportant to their overall performance as teachers. This shows that

most of the teachers are motivated in a big way by salary and other incentives offered by the government and this influences quality education. This is supported by UNESCO (2015), which pointed out that salary is a crucial factor in attaining good functional education systems.

### 6.1.2. Pay Range

This study also sought to find out the pay range of the respondents. The results from the **head teacher** respondents are presented in table 5.

Item	Frequency	Percentage
10-50\$	19	20
50-100\$	40	42
100-150\$	34	36
150-200\$	2	2
200\$ and above	-	-
Total	95	100

Table 5: Range of Head Teacher's Pay

Table 5 shows that the majority (40) of the head teacher respondents, representing 42% of the total percentage of respondents, indicated that their range of pay was between 50 and 100\$, while 34(36%) respondents indicated that their range of pay was between 100 and 150\$. Further, 19(20%) of the respondents indicated that their range of pay was between 10-5-\$, while only 2 (2%) respondents indicated that their range of pay was between 150-200\$. This implies that the pay of the head teachers in the public primary schools ranges and this could be based on qualifications or years of experience. The study by Han and Yin (2016) recommended that teachers should be provided with good pay and incentives to get their attention, which will increase performance and improve teaching and learning.

The researcher sought the views of the teachers in the public primary schools with regards to their range of pay and the results are presented in table 6.

Item	Frequency	Percentage
10-50\$	77	27
50-100\$	117	42
100-150\$	78	28
150-200\$	8	3
200\$ and above	-	-
Total	280	100

Table 6: Range of Teacher's Pay

Table 6 shows that most of the (117) teacher respondents, representing 42% of the total percentage of respondents, indicated that their pay range was between 50-100\$ while 78(28%) of the respondents indicated that their pay range was between 100-150\$. 77(27%) of the respondents, on the other hand, indicated that their pay range was between 10-50\$ while only 8(3%) respondents indicated that their pay range was between 150-200\$. This shows that the pay range for teachers in public primary schools varies and is not standardized and this could be attributed to various factors. In addition, the pay for teachers is quite low. The findings are supported by Wolf et al. (2015), who established that low and irregular teacher's remuneration and incentives affect the provision of quality education.

### 6.1.3. Salaries Satisfaction

The researcher sought to find out whether the respondents were satisfied with their current pay and benefits. The results from the head teacher respondents are presented in table 7.

Item	Frequency	Percentage
Dissatisfied	28	29
Less Satisfied	49	52
Somewhat satisfied	18	19
Very satisfied	-	-
Total	95	100

Table 7: Head Teacher's Satisfaction with Current Pay and Benefits

Table 7 shows that the majority (49) of the head teacher respondents, representing 52% of the total percentage of respondents, indicated that they were less satisfied with their current pay and benefits, while 28(29%) of the respondents indicated that they were dissatisfied. Further, 18(19%) of the respondents indicated that they were somewhat satisfied with their current pay and benefits. This implies that most of the head teachers are not happy with their current pay and benefits and this affects their management of the public primary schools in Dungu sub-county. A study by Stirling (2014) noted that inadequate pay contributed to teachers' low job satisfaction.

This study sought to establish whether the teachers were satisfied with their current pay and benefits and the results are presented in table 8.

Item	Frequency	Percentage
Dissatisfied	91	32
Less Satisfied	179	64
Somewhat satisfied	10	4
Very satisfied	-	-
Total	280	100

*Table 8: Teacher's Satisfaction with Current Pay and Benefits*

Table 8 shows that the majority (179) of the teacher respondents, representing 64% of the total number of respondents, indicated that they were less satisfied with their current pay and benefits, while 91(32%) of the respondents indicated that they were dissatisfied with their current pay and benefits. In addition, only 10(4%) of the respondents indicated that they were somewhat satisfied with their current pay and benefits. This implies that the majority of the teachers feel that their current salary and benefits are not competitive enough to motivate them to enhance the quality of education in public primary schools.

#### 6.1.4. Importance of Teacher Training and Professional Development

It was also necessary to find out how important the opportunity for teacher training and development was to the head teachers and the results are presented in table 9.

Item	Frequency	Percentage
Unimportant	-	-
Less important	5	5
Somewhat important	23	24
Very important	67	71
Total	95	100

*Table 9: Importance of Teacher Training and Professional Development to Head Teachers*

Table 9 shows that most of the head teacher respondents (67), representing 71% of the total percentage of respondents, indicated that the opportunity for teacher training and professional development was very important to their overall school management, while 23(24%) of the respondents indicated that it was somewhat important. 5(5%) of the respondents, on the other hand, indicated that the opportunity for teacher training and professional development was less important to their overall school management as head teachers. This shows that the head teachers feel that with more opportunities for training and professional development, teachers will be equipped with more skills that can be applied to boost the quality of education in public primary schools. A report by ILO (2016) noted that teachers seem to be losing interest in teaching due to meagre remuneration as they are demotivated by low salaries.

The researcher also sought the opinion of the teachers on the importance of teacher training and professional development to their overall performance and the results are presented in table 10.

Item	Frequency	Percentage
Unimportant	3	1
Less important	5	2
Somewhat important	83	30
Very important	189	67
Total	280	100

*Table 10: Importance of Teacher Training and Professional Development to Teachers*

Table 10 shows that most of the teacher respondents (189), representing 67% of the total percentage of respondents, indicated that teacher training and professional development were very important for their overall performance, while 83(30%) of the respondents indicated that it was somewhat important. 5(2%) of the respondents indicated that teacher training and professional development were less important to their overall performance as teachers, while only 3(1%) respondents indicated that teacher training and professional development were unimportant to their overall performance. This depicts that in Dungu sub-county, teacher training and professional development is considered a key motivation for the overall performance of teachers in public primary schools. A study by Frisoli (2014) noted that professional or career training for teachers is important as it is done to enhance competency and exposure.

This study looked into how satisfied the head teachers were with the current opportunities for teacher training and professional development. The results are displayed in table 11.

Item	Frequency	Percentage
Dissatisfied	18	19
Less Satisfied	40	42
Somewhat satisfied	25	26
Very satisfied	12	13
Total	95	100

*Table 11: Head Teacher's Satisfaction with Current Opportunities for Teacher Training and Professional Development*

Table 11 shows that the majority (40) of the head teacher respondents, representing 42% of the total percentage of respondents, indicated that they were less satisfied with the current opportunities for teacher training and professional development, while 25(26%) of the respondents indicated that they were somewhat satisfied with the current opportunities for teacher training and professional development. In addition, 18(19%) of the respondents indicated that they were dissatisfied with the current opportunities for teacher training and development while only 12(13%) of the respondents indicated that they were very satisfied with the current opportunities for teacher training and development. This indicates that most of the head teachers are not satisfied with the current opportunities the government offers for teacher training and professional development. This could, in turn, affect their performance as they manage the public primary schools as they may lack some skills.

The researcher sought to find out how the teachers were satisfied with the current opportunities for teacher training and professional development. The results are presented in table 12.

Item	Frequency	Percentage
Dissatisfied	106	38
Less Satisfied	85	30
Somewhat satisfied	81	29
Very satisfied	8	3
Total	280	100

*Table 12: Teacher's Satisfaction with Current Opportunities for Teacher Training and Professional Development*

Table 12 shows that the majority (106) of the teacher respondents, representing 38% of the total number of respondents, indicated that they were dissatisfied with the current opportunities for teacher training and professional development. 85(30%) of the respondents indicated that they were less satisfied. 81(29%) of the respondents, on the other hand, indicated that they were somewhat satisfied with the current opportunities for teacher training and professional development, while 8(3%) indicated that they were very satisfied. The findings show that there is dissatisfaction among public primary school teachers regarding the opportunities they are currently being offered for training and professional development and this demotivates them to perform well. This shows that the opportunities for teacher training and professional development hardly exist for teachers in public primary schools. This is supported by Guajardo (2011), who noted that few and far-between opportunities for career development had a negative impact on teacher performance. Another study by Kelani and Khourey-Bowers (2012) noted that one-third of teachers in Africa are underqualified, either in academic or professional terms.

#### 6.1.5. Safety of the School Environment

It was also prudent for the researcher to find out how important the safety of the school environment was to the overall school management of the head teachers and the results are presented in table 13.

Item	Frequency	Percentage
Unimportant	-	-
Less important	3	3
Somewhat important	9	10
Very important	83	87
Total	95	100

*Table 13: Importance of Safety of the School Environment to Head Teachers*

Table 13 shows that the majority (83) of the head teacher respondents, representing 87% of the total number of respondents, indicated that the safety of the school environment was very important, while 9 (10%) of the respondents indicated that the safety of the school environment was somewhat important. Further, only 3(3%) of the respondents indicated that the safety of the school environment was less important. This shows that the head teachers understand that to manage the schools effectively, the school environment must be secure.

The researcher further sought the views of the teachers on the importance of the safety of the school environment in Dungu sub-county and the results are presented in table 14.



Item	Frequency	Percentage
Unimportant	-	-
Less important	13	5
Somewhat important	52	18
Very important	215	77
Total	280	100

Table 14: Importance of Safety of the School Environment to Teachers

Table 14 shows that the majority (215) of the teacher respondents, representing 77% of the total percentage of respondents, indicated that the safety of the school environment was very important for their overall performance, while 52(18%) of the respondents indicated that safety of the school environment was somewhat important. However, only 13(5%) of the respondents indicated that the safety of the school environment was less important to their overall performance as teachers. This illustrates that most of the teachers appreciate the importance of having a safe environment as it will enable them to offer quality teaching to the pupils. This is confirmed by Toropova et al. (2020), who established that teachers' working environment is crucial for their motivation, retention, job satisfaction, and performance.

#### 6.1.6. Environmental Safety Satisfaction

This study also investigated whether the head teacher respondents were satisfied with the current environment safety of the public primary school and the results are displayed in table 15.

Item	Frequency	Percentage
Dissatisfied	36	38
Less Satisfied	23	24
Somewhat satisfied	22	23
Very satisfied	14	15
Total	95	100

Table 15: Head Teacher's Satisfaction with Current Environment Safety of the School

Table 15 shows that the majority (36) of the head teacher respondents, representing 38% of the total percentage of respondents, indicated that they were dissatisfied with the current environment safety of the school, while 23(24%) of the respondents indicated that they were less satisfied. In addition, 22(23%) of the respondents indicated that they were somewhat satisfied with the current environmental safety of the school, while only 14(15%) of the respondents indicated that they were very satisfied with the current environmental safety of the school. This shows that most of the head teachers are not satisfied with the security of their school environment as they are located in an area that experienced civil war from rebels. This is in line with Frisoli (2014), who suggested that the government should make sure instructors are safe by ensuring the safety of the school environment.

The researcher also sought the views of the teacher respondents on their satisfaction with the current environment safety of the school. The results are displayed in table 16.

Item	Frequency	Percentage
Dissatisfied	140	50
Less Satisfied	104	37
Somewhat satisfied	27	10
Very satisfied	9	3
Total	280	100

Table 16: Teacher's Satisfaction with Current Environmental Safety of the School

Table 16 shows that the majority (140) of the teacher respondents, representing 50% of the total percentage of respondents, indicated that they were dissatisfied with the current environment safety of the school, while 104(37%) of the respondents indicated that they were less satisfied. In addition, 27(10%) of the respondents indicated that they were somewhat satisfied with the current environmental safety of the school while only 9(3%) of the respondents indicated that they were very satisfied with the current environmental safety of the school. This depicts that there is still some insecurity in Dungu sub-county. A study by Tema (2010) demonstrated that a decreasing reputation of the teaching profession resulted from a dissatisfying working environment.

#### 6.2. Correlation Matrix for Teacher Motivation

The coefficient correlation matrix for the teacher motivation and quality education variables is shown in table 17.

		Teacher Motivation
Quality Education	Pearson Correlation	.387(**)
	Sig. (2-tailed)	.000
	N	375

Table 17: Correlation Matrix for Teacher Motivation and Quality Education  
 \*\* Correlation is Significant at the 0.01 level (2-tailed)

There is a significant relationship between teacher motivation and quality education, as seen in table 17. This is demonstrated by correlation analysis, which revealed a positive correlation ( $r=0.387^{**}$ ,  $p>0.05$ ) between teacher motivation and quality education. The findings are in tandem with those of Frisoli (2014), who established that there was a positive relationship between teacher motivation and quality education.

### 6.3. Hypothesis

A summary of the study hypothesis is presented in table 18.

SN.	Hypothesis	Rule	p-value	Remarks
Ho1	Teacher motivation does not affect quality education in public primary schools in DRC, Dungu Sub-county	$r=0.387^{**}$ $p=0.000$	$p>0.000$	Rejected

Table 18: Summary of Hypotheses

The above statements demonstrated that the independent variable determines the provision of quality education in public primary schools in Dungu sub-county. This means that teacher motivation enhances the provision of quality education in public primary schools. Therefore, the research rejects the null hypothesis that teacher motivation does not affect quality education in public primary schools in DRC, Dungu Sub-county.

## 7. Conclusion and Recommendations

### 7.1. Conclusion

Based on the findings, it was concluded that salary and other incentives are considered to be very important for the overall performance of teachers. It was also concluded that the current pay for teachers was very low and did not include incentives. Another conclusion was that opportunities for teacher training and professional development were very important. However, there was dissatisfaction with the current opportunities for the same teachers in Dungu sub-county. This study also concluded that although the safety of the school environment was very important, the teachers were dissatisfied with the current situation. It was concluded that there is no policy in place for teacher incentives or for the payment of newly recruited teachers in the sub-county. This study further concluded that teachers were paid late and this affects their performance. Another conclusion was that there was a disparity in the payment of teachers in the rural and urban areas, which negatively affected their motivation. This study further concludes that teacher motivation had a positive relationship with quality education in the public primary schools in Dungu sub-county.

### 7.2. Recommendations

Based on the findings of this study, it is recommended that the government should review policies on salaries and incentives for teachers in public primary schools. It is also recommended that the government should make the current pay competitive and also offer incentives. Another recommendation was that opportunities for teacher training and development should be availed for all teachers in public primary schools. This study also recommends that the security of the area should be beefed up to ensure that the school environment is safe for learners and teachers. Another recommendation is that a policy that newly recruited teachers will be paid by the government should be established. It is also recommended that the government should pay teachers on time and equally for those working in rural and urban areas.

Regarding academic recommendations, this study was limited to public primary schools in Dungu Sub-County. Therefore, the report proposed that similar studies be performed in other DRC regions to determine the management elements influencing the provision of quality education. Furthermore, the study concentrated on teaching and learning materials, physical facilities, and instructor motivation. Consequently, other managerial variables that influence the provision of quality education should be examined.

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