MANAGERIAL FACTORS AFFECTING QUALITY EDUCATION IN PUBLIC PRIMARY SCHOOLS IN DUNGU – DEMOCRATIC REPUBLIC OF CONGO

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DECLARATION

I, the undersigned, assert that this thesis is my work and has not been presented in any other University for academic credit. All sources have been appropriately cited and duly acknowledged.

Signature……...

Blaise Mbikoyezu Mersi Date……

We confirm that this thesis was carried out under our supervision, and fulfils all requirements for examination.

Signature……..

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Date……..

Signature……..

Dr. Mugambi Peter

Date …….

DEDICATION

The project is dedicated to my mother and the Order of Saint Augustine.

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I thank God for giving me the good health all through my coursework and thesis writing. I acknowledge the Order of Saint Augustine for sponsoring my master's studies in progression and for the support I got from brothers in the community. Many thanks to my mother Mrs. Jacqueline Iningayote for the encouragement I always got from her as sometimes I felt drained by the burdens of studies. May the Tangaza University College receive my heartfelt gratitude for offering me the chance to undertake this research. I thank my supervisors, Rev. Br. Dr. Jonas Yawovi Dzinekou and Dr. Peter Mugambi for supporting my academic journey. God bless you all.

ABSTRACT

Education quality has become increasingly important in educational management throughout the years. The goal of this study was to investigate the management factors that influence the provision of quality education in public primary schools in the Democratic Republic of the Congo's Dungu sub-county. The study's aims were to determine how teaching and learning materials, school amenities, and teacher motivation influence quality education in public primary schools in the Dungu sub-county of the Democratic Republic of the Congo. Systems theory, human motivation theory, and equity theory anchored the study. The study employed the mixed method research design. The target population was 1170 respondents who comprised of 897 teachers, 124 head teachers and 149 sub-county education officers. Following Sloven's formula, the sample size was 280 teachers, 95 head teachers, and 114 sub-county education officers. Both stratified and simple random sampling methods were used. Questionnaires and interviews were used as research instruments. Questionnaires were distributed to head teachers and teachers, while interviews were conducted with sub-county education officers. The findings revealed that the provision of teaching and learning materials was insufficient and that physical facilities were also insufficient or lacking. Further, teacher motivation was shown to be inadequate in the public primary schools. The study concluded that managerial factors have a positive relationship with academic performance of public primary schools in Dungu sub-county. The study recommends that the government should provide appropriate teaching and learning resources of high quality to public primary schools. It is also suggested that existing physical amenities be renovated. Another recommendation is that the government should reevaluate teacher motivation in order to promote equity especially in the provision of salaries and benefits to the teachers.

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LIST OF ABBREVIATIONS/ACRONYMS

AFREA	African Evaluation Association
CDJP/DD	Commission Diocésaine Justice et Paix de Dungu-Doruma
CLEAR	Centre for Learning on Evaluation and Results
DRC	Democratic Republic of Congo
EAC	Educate a Child
EFA	Education for All
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GNP	Gross National Product
GPE	Global Partnership for Education
ICT	Information and Communication Technologies
ILO	International Labor Organization
IRC	International Rescue Committee
LRA	Lord's Resistance Army
M&E	Monitoring and Evaluation
MAS	Ministère des Affaires Social
MEPSP	Ministère de l'Enseignement Primaire, Secondaire et Professionnel
MESU	Ministère de l'Enseignement Supérieur et Universitaire
NGO	Non-Governmental Organization
OECD	Organization for Economic Co- operation and Development
OMS	Organisation Mondiale de la Santé

SDGs	Sustainable Development Goals
TLMs	Teaching and Learning Materials
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
UN	United Nations
USAID	United States Agency for International Development
WBPAD	World Bank Project Appraisal Document
WHO	World Health Organization

OPERATIONAL DEFINITION OF KEY TERMS

Co-Curricular Activities	Activities that take place outside of a traditional classroom and function to complement class curriculum
Managerial Factors:	are determinants linked to the provision of quality education such as teaching and learning materials, physical facilities and teacher motivation in public primary schools.
Private School:	is a school initiated and managed by a private entity
Public Primary School:	refers to a school which is under government administration and management.
Physical Facilities:	constitutes a school's amenities like school buildings, libraries, laboratories, playground and toilets in a public primary school
Quality Education:	it includes national examination academic performance of the public primary schools, transition rates and academic performance in co-curricular activities in the public primary schools
Teacher Motivation:	refers to salary and incentives, career development and the work environment offered to teachers in the public primary schools

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This chapter introduces the research project. The insertion gives the researcher's own experience with great education, whereas the study background lays the groundwork for interpreting the research inquiry from a global to a local perspective. The shortcomings that the study aims to solve are identified in the problem description. The subsequent sections discuss the study's objectives, research questions, significance, scope, and restrictions, as well as operational definitions of key terms.

1.2. Insertion

The education system in the Democratic Republic of Congo (DRC) includes both public schools, which are administratively and financially controlled by the government, and private schools, which are founded and administered by either an individual or a private organization. When selecting schools for their children, parents can use a variety of criteria. Surprisingly, in their school selection, most DRC parents strive for strong facilities and school outcomes such as national test success, transition rate, and academic performance in co-curricular activities. As a result, financially secure families have developed a predilection for private schools. However, due to budgetary constraints, disadvantaged, impoverished households are forced to enrol their children in public schools.

It should be noted that the researcher is the son of a DRC public primary school teacher. Thus, his mother's decision to send him to a private school troubled him. Her decision suggested to him that his mother did not trust her workplace, most likely due to the level of schooling provided. Furthermore, there is a knowledge gap between students

who attend public and private schools in Dungu sub-county. Some of the researcher's children attended private schools, while others attended public institutions. Notably, when compared to those at private schools, the latter have demonstrated difficulty in speaking French fluently and demonstrating basic literacy and numeracy. As an example, during the COVID-19 pandemic, the Congolese government recently conducted online classes for students via radio stations, with a few youngsters at the station serving as a sample for response during classes. All of the youngsters and teachers chosen for the radio show attended private schools. Parents of children in public schools, on the other hand, pushed for a shift in language from French, the DRC's official and education language, to Lingala, a native language, because their children could not grasp classes offered in private schools. These previous experiences appeared to point to certain administrative inadequacies in public schools as a result of the loss of credibility that is evident on the ground.

As a result, the researcher's initial puzzle was to discover why education agents in public schools, such as teachers, preferred to educate their children in private schools rather to their own workplace. Second, the researcher asked about the impact of the DRC's rising privatization of the education sector.

1.3. Background of the Study

Education is widely acknowledged as one of the most essential economic and social catalysts for country growth. As a result, education develops human capital for higher quality of life, as well as the promotion of innovation and progress (Commonwealth, 2017; Nadir, Noam, & Patrinos, 2018). Furthermore, education helps to alleviate poverty, prepare workers for jobs, develop national institutions, and build capacity for better governance (World Bank, 2005; Chimombo, 2005). Basic education, in particular, is widely regarded

as the fundamental level of a school since it provides the mini-structural base upon which the quality of subsequent stages of education is built (Etor, Mbon, & Ekanem, 2013). As a result, for many years, excellent education has been at the center of educational management (UIS, 2012). Quality education continues to edify human knowledge and enhance people's lives by providing them with skills that they may use to improve their livelihoods (World Bank, 2014; UNESCO, 2015).

Recent educational changes have resulted in a profusion of definitions of quality education. According to UNESCO (2000), being creative and taking ownership of their learning experience encourages students to learn via creativity and problem solving, which aids in the development of critical consciousness about the reality in which they live. A good education teaches pupils to think critically about their surroundings. It also comprises good teaching and learning methods, instilling significant learning experiences, imparting good results, and being linked to national goals with progressive contributions to society (UNICEF, 2000; UNESCO, 2015). As a result, great education encourages students to embrace critical thinking because it will help them solve problems in their life and society. In this vein, good education becomes a system whose inputs include policies, basic school amenities, and teachers. All of these components are interconnected in such a way that any deficiency in one is likely to have an impact on the quality of others while also slowing the transformation of livelihoods in society (Shekytan, 2015; Namara, 2018).

The changing of a group's traditions, values, rules, and institutions is referred to as social transformation. To redefine reality through agreement, social transformation often necessitates a shift in a society's collective consciousness at the local, state, national, or

global levels. Social change can occur in two ways: positively or negatively. Although there are numerous factors that can assist bring about social change, education is the most frequently accepted technique (Peter, 2019). This is because removing ignorance through education is most likely the only method to achieve societal transformation. Because children, unless they are mentally impaired, never forget what they are taught at an early age, offering outstanding education is the most effective strategy to promote societal change. As a result, education transforms society for both individuals and communities. Teachers are the agents of change, education is the catalyst, and students are the beneficiaries and caretakers of the transformation (Barron, Cobo, Munoz-Najor & Ciarrusta, 2021).

Countries pledged to an urgent education agenda at the Korean Education Forum in Incheon in 2015, ensuring general and unbiased decent education for all. The forum was dedicated to increasing learning outcomes by enriching learning contributions, techniques, and learning evaluation as a means of monitoring progress. The agenda decided to increase teachers' capacity and motivation within efficient and effective methods (UNESCO, 2015). This is critical because instructors play a significant influence in improving students' livelihoods through great instruction.

Finland is often regarded as a world leader in the provision of high-quality basic education. The country is famed for its excellent academic performance that is outstandingly consistent around the world, to the point where it has become a tourist destination for learning as well as a destination for policymakers due to good education. In this regard, Finnish education has relatively little difference in learning results in schools,

and the gap between the top and bottom is very small (OECD, 2011). Finland's success is due to a number of interconnected variables. The schools are constructed in modern buildings that provide good learning environments, are compact in size, and school finances are solely focused on classrooms. Finnish teachers hold master's degrees in education and earn the highest wages in Europe. Every year, teachers receive a fully funded professional development course as well as other incentives (OECD, 2011).

According to Leidnar and Myslinki (2014), based on the American Education and the Comprehensive Facilities Assessment, if an American student fails in school, he or she is likely to fail in life. This indicates that the availability of quality education did not transform their lives. As a result, the United States is committed to providing a solid education for its young (Parsons, 2011). American school amenities are adequately maintained in order to facilitate the provision of a good education, laying the way for a good conducive learning atmosphere. As a result, the government ensures that schools are well-equipped to promote learning and social transformation of students' livelihoods. Each state has developed an education policy that focuses on good testing and enhancing teachers' excellence and accountability measures (Parsons, 2011; Leidnar & Myslinki, 2014).

Although most Sub-Saharan African countries have made great efforts to boost quantitative school attendance rates, the quality education remains extremely low (Chimombo, 2005; World Bank, 2014). The education for all campaign, as well as incentive to attain the Sustainable Development Goals (SDGs), have significantly increased primary school enrollment, resulting in the successful completion of basic

education throughout Africa. However, the ever-increasing enrolment rate in basic education in Africa has led in a lack of learning materials, inadequate study facilities, and underpaid teachers who are always looking for part-time work, resulting in increased absenteeism and demotivation (Asiago, 2018).

According to Namara (2018), Rwanda has made significant economic development since the 1994 genocide, with greater investment and expansion of the country's public education system. Rwanda has also been able to develop its education system, particularly in terms of basic education. Rwanda also put in place a nine-year basic education policy. The guiding principle was successful in providing free education to all Rwandese children for their first nine years of schooling. This technique raised primary recruitment even more, resulting in 92% for boys and 94% for girls in 2009 (UNESCO, 2015). Quality basic education, particularly in rural areas, remains a challenge.

Since 2001, the Tanzanian government has eliminated primary school fees in order to increase primary school access, with assistance from the World Bank and UNICEF. As a result, 94% of students aged seven to 13 were admitted to primary school in 2011, compared to 59% in 2000 (Caroline & Katie, 2012). The goal of accelerating good education in the country's Development Agenda 2025 may be reached by stabilizing three areas in human resources, including in-service professional development of teaching staff and equipping college tutors (Kampa, 2017). According to Norman (2013), the implementation of free education in Tanzania has exposed teachers to numerous challenges, including overcrowded classrooms, a scarcity of related textbooks, insufficient skills in handling updated topics in the new curricula, and a lack of ability to assist those

with special needs. These obstacles limit their ability to completely improve the lives of the students in their care.

According to Najjumba and Mashall (2013), the absence of quality education in Uganda is due to unsuitable pedagogical techniques and insufficient teaching materials. Similarly, Veerspoor and Joshi (2013) classified Ethiopian education as unacceptably low due to inadequate teacher preparation and poor teacher administration in schools. It is the government's role in Kenya to provide citizens with enough educational opportunities (Republic of Kenya, 2017). Free primary school education was established in 2003, and free day secondary schools was established in 2008. This resulted in an increase in basic education admissions for young people from 1.3 million in 2008 to 2.8 million in 2017. (MoEST, 2014; Republic of Kenya, 2018). However, the high success rate of free education adoption stretched school resources, and quality education remained a difficulty in the majority of schools. As a result, students in Kenyan schools confront issues such as small classrooms, instructor absence, and sporadic class attendance (Republic of Kenya, 2018). Because students do not have access to quality education, this has a negative impact on their social change.

In 2005 and 2012, the DRC's schooling sector showed signs of net educational enlightenment over the previous two decades. The right to enter school, as measured by the Gross Enrolment Rate, has clearly increased at all levels of education in the country. (World Bank, 2015; World Bank Group, 2015). The primary completion rate in the Democratic Republic of the Congo improved dramatically from 29% in 2002 to 70% in 2014. (WBPAD, 2016). This suggests that the number of students whose livelihoods are being transformed in the country as a result of their enrollment in school has increased.

However, relatively little emphasis has been dedicated to the provision of high-quality education, which is critical in altering people's livelihoods. For example, 47% of Congolese pupils are literate, compared to 59% in other African regions, (World Bank, 2015). Furthermore, despite improvements in school enrollment, the government has failed to meet the fourth of the UN Sustainable Development Goals (SDGs), which is quality education. For example, the government has failed to ensure that all school-age children get inclusive and equitable quality education, as well as to encourage lifelong learning opportunities for all. This is due to its failure to provide suitable facilities and learning settings, as well as to assure enough teacher numbers in public schools. The Congolese education system has faced pandemic issues due to insufficient coverage and poor quality, according to USAID (2019). According to the statistics, 3.5 million children are not attending school. Furthermore, 44% of students start school quite late. According to national data, only 67% of children who begin first grade will complete sixth grade, and 75% of those who reach sixth grade will pass the final exam (USAID, 2019).

Social transformation refers to the process of changing institutionalized connections, norms, values, and hierarchies across time. Social transformation influences how people interact and live. In terms of people, social transformation refers to the process of adjusting one's parents' social standing to match their own. This metamorphosis process transforms one from an assigned status to one that has been attained. A child's ascribed social status is determined at birth, but a person's earned social standing is established by their education, talents, merit, and abilities. Over time, societies evolved from small groups of individuals together by instinct, necessity, and terror to small groups of people united

by circumstance, kinship, traditions, and religious beliefs to nations united by history, politics, ideology, culture, and laws (Rabie, 2013).

Culture and globalization are two fundamental concepts that demonstrate how society is developing in the current day. The culture of a certain group of people refers to their own way of life. The values, rules, laws, traditions, and creative expression of a society are referred to as its culture. Globalization refers to the worldwide standardization of educational policies, trade, ideas, music, art, and lifestyles. The social transformation process consists of three steps: associational embracement, associational distancing, and self-presentation. A "associational embracement" is an individual's verbal recognition and approval of the group they wish to join. Associational distance, on the other hand, means breaking links with persons who do not fit the desired social identity. To show oneself as part of social reform, one's look must correlate to their intended social status (Omondi, 2018).

This is due to the fact that social change is impossible without education. Many children from lower socioeconomic categories have benefited from quality education by pursuing a career, then a job, and eventually a better standing than their father. As a result of this educational opportunity, many people's attitudes have shifted. Illiteracy and ignorance have been identified as the primary causes of the general population's backwardness and poverty. Consequently, education may be the key to rescuing people from their predicament (Pandey, 2020).

Education influences communities and individuals by changing their cognitive processes, problem-solving approaches, and lifestyles. This will then help to sustain

continuing personal and societal transformation. According to this study, by strengthening social skills, the educational process helps individuals make significant changes to their identities and, ultimately, to their societies (New & Ghafar, 2012).

While there has been a proliferation of studies on school enrollment and a few more on government spending on the education sector in the DRC, there is still a great deal of confusion concerning the relationship between managerial characteristics in schools and quality education. As a result, the current study was designed to assess the impact of managerial factors on good education in public primary schools, specifically in the Dungu sub-county of the Democratic Republic of the Congo. The managerial factors investigated how asset and human resource management in public primary schools can influence the provision of quality education.

1.4. Statement of the Problem

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 remain to be deployed. Infrastructure management necessitates improved construction quality control. This has led to poor academic performance of public primary schools as compared to the private schools and thus the transition rate to secondary school is negatively affected (Arundhathi, Bakisanani, & Thatoyamodimo, 2016).

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. It is unclear how the management of the different sort of available resources affects the quality of education. 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.

1.5. Objectives of the Study

1.5.1. General Objective

The overall objective of this research is to examine the managerial factors that affect quality education in public primary schools in Dungu, DRC.

1.5.2. Specific Objectives

1. To determine the extent to which teaching and learning materials influence quality education in public primary schools in Dungu sub-county, DRC.
2. To establish the influence of physical facilities on quality education in public primary schools in Dungu sub-county, DRC.
3. To determine the extent to which teacher motivation affect quality education in public primary schools in Dungu sub-county, DRC.

1.6. Research Hypotheses

H_o1 Teaching and learning materials does not affect quality education in public primary school in DRC, Dungu Sub-county.

H_o2 Physical facilities do not influence quality education in public primary school in DRC, Dungu Sub-county.

H_o3 Teacher motivation does not affect quality education in public primary school in DRC, Dungu Sub-county.

1.7. Significance of the Study

The purpose of this study was to investigate how specific managerial elements influence quality education in public elementary schools in Dungu Sub-County, DRC. As a result, the findings would be beneficial to the following:

School administrators/head teachers: They will profit from this study because they will have a better understanding of the problem and will be able to implement effective managerial measures to improve educational quality. This, in turn, would encourage them

to actively participate in policymaking in order to improve the provision of excellent education in public primary schools.

Local/County Authority: They will value the study findings because they will be able to embrace their responsibility in the education system to guarantee that good education is provided in public elementary schools in their area.

Government: The findings will urge the government to train school local managers in effective and efficient financial, asset, and human resource management capable of sustaining quality education. In doing so, they would have strengthened quality education policies capable of enabling students to be productive and innovative members of society, hence increasing global market competitiveness.

Other stakeholders (parents association, NGOs, teachers and students): This study will help them because they will be able to grasp the current status of public primary schools and be encouraged to participate in policy review as stakeholders in order to support the provision of excellent education.

Scholars/academicians: They will benefit from this study because it will scientifically add to practical literature, particularly in primary schools.

1.8. Scope and Delimitations of the Study

This research looked into the quality education in the Dungu sub-county of the Democratic Republic of the Congo. The study portrayed the factors impeding the provision of high-quality education in the studied area. The variables under consideration were teaching-learning materials, physical facilities, and instructor motivation. All educational stakeholders, including the sub-county education ministry, school administration, teaching personnel, students, and parents, were included in the target audience. Respondents

included teachers and principals of public primary schools, as well as education officers from the Dungu sub-county.

1.10. Limitations of the Study

The research was hampered by respondents' reticence, particularly from government officials, to reply to interviews or give reliable records for the study. Finally, the researcher experienced budgetary constraints due to frequent field trips.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter examines scholarly literature in order to connect the variables of the investigation. To begin, relevant theories and the theoretical framework are presented. Second, the notion of quality education is examined in its scholarly literature, as well as sub-topics such as teaching-learning materials and quality education, physical facilities and quality education, and teacher motivation and quality education. Finally, the chapter provides an empirical investigation of the factors. The research gap is offered after a summary of the literature. Finally, the study's conceptual framework is presented.

2.2. Theoretical Literature Review

Theories typically provide an explanation for why a research study was conducted and act as a guide for the researcher's arguments. This research used three theories namely; systems theory Maslow's human motivation theory and equity theory. These theories are discussed in the following sub-sections.

2.2.1. Systems Theory

Von Bertalanffy (1968) proposed the systems theory. In the 1930s, an Austrian scientist called Karl Ludwing Von Bertalanffy devised the basic argument of this idea (Bertalanffy, 1968; Bertalanffy, 1972; Adams, Hester, & Bradley, 2013). A system, according to the notion, is made up of various interacting pieces. As a result, an organization, according to systems theory, is analogous to an organism made of distinct and autonomous elements. Each component has a distinct purpose as well as interconnected responsibilities, to the point that the failure of one component might impair the overall

operation (Friedman & Allen, 2014). A system is described as a collection of interconnected pieces that work together to achieve common goals. When a component of the system is removed or fails, the nature of the system changes. In addition, systems theory views an organization from a linear perspective, in which inputs are invested to facilitate processes in order to achieve desired outputs.

Education can benefit from systems theory. According to Lunenburg (2010), a learning institution is an open structure that accommodates students and transforms them into knowledgeable and helpful citizens through instruction. In other words, education, according to John (2010), is vital in the production of human resources, and the production function is a link between the amount of inputs and processes in order to produce quality outputs. As a result, the quality of learners that a school provides to society is more dependent on the tactics that school administration implements. These tactics may include the provision of adequate learning and teaching materials, high-quality physical facilities, and an effective teacher motivating mechanism. Educational decision-makers and parents have an impact on these process elements. This idea can be used to explain the interconnectedness and interrelationships among school stakeholders. Furthermore, continual feedback between inputs and outputs educates process methods to achieve more successful goals.

However, systems theory is flawed because it fails to define the kind of interactions and interconnections that exist between an organization and its operating environment (Asiago, 2018). Another weakness in the theory is that, due to the complexity of systems, it cannot provide a complete description of one using only one modal point of entry. As a result, any attempt to overextend any one mode's capacity to describe phenomena leads to

reductionism, such as atomism or holism. Furthermore, identifying systems in terms of the concurrent application of a range of explanatory modal functions underlines an important and beneficial component of contemporary systems theory. However, systems theory was unable to entirely liberate itself from the spatial whole-parts relation. Furthermore, it has been stated that shifting from one level to another does not always represent an increase or decrease in complexity. As a result, thinking "systematically" does not necessitate constantly considering the big picture when tackling a problem. Another issue is that the border of a system cannot be adequately defined since it contains "grey zones" where marginal components exist that are neither entirely included nor excluded from the system (Fischer-Lescano, 2012).

2.2.2. Maslow's Human Motivation Theory

Maslow's hierarchy of needs is a motivational theory in psychology that consists of five dimensions of human wants, which are frequently represented in hierarchical levels within a pyramid. In this sense, individuals must attend to lower needs in the hierarchy before attending to higher needs. The needs are listed in ascending order: physiological, safety, love and belonging, esteem, and self-actualization (McLeod, 2018). This approach is applied to human resource management in all companies, including educational institutions.

Maslow's human motivation theory has made significant contributions in and out of psychology, including education and business (Huitt, 2007). In fact, Maslow's theory evaluates an individual's attributes 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 sphere, logical

reasoning shows that if basic psychological requirements are not addressed, the teaching and learning process is likely to be hampered since individuals will focus on their basic wants because they are necessary for survival. As a result, teaching and learning are pushed to the back burner (Maslow, 1954; Dagar, 1959; Huitt, 2007; King-Hill, 2015). A tired and hungry instructor, for example, focuses less on instructing. Teachers need emotional and physical security, as well as professional acknowledgment in their society, to give their all in the classroom. This theory was therefore relevant in this study because it explained the importance of the school management and the government to take care of the various needs of teachers so as to motivate them offer quality education to the students in the public primary schools in DRC.

Despite the fact that everyone has some form of arrangement for satisfying their wants, one of this theory's flaws is the lack of the Maslow-proposed hierarchical structure of requirements. Another difficulty is the lack of a direct cause-and-effect relationship between behavior and need. This is because different persons may display different actions in response to the same demand (Tay & Diener, 2011). A unique individual's behavior, on the other hand, may be the result of many requirements. As a result, the need hierarchy is more complicated than it appears at first. Furthermore, need and need fulfillment have been identified as psychological feelings. As a result, the individual may not always be aware of his own requirements. As a result, it is unclear how the supervisors could learn about these demands. Another weakness in Maslow's theory of motivation is the operationalization of some of his notions, which makes it difficult for researchers to prove his hypothesis (King-Hill, 2015). Finally, an African critic of Maslow's theory of human motivation claims that Maslow's approach fosters individualism by emphasizing individual rather than

community well-being, therefore relegating the African "Ubuntu" (Mawere, Mubay, Reisen, & Stam, 2016).

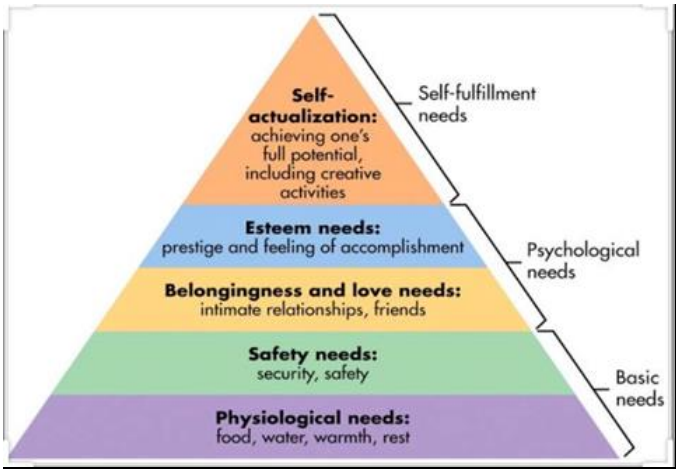

Figure 2.1. Maslow's' Hierarchy of Needs

2.2.3. Equity Theory

The equity hypothesis is the third theory guiding this research (Adams, 1963; Adams, 1965). In 1963, an American psychologist named John Stacey Adams developed the aforementioned theory (AlFayez, 2016). The theory is concerned with the balance between the employee's consented effort and the result achieved in return. Input involves efficient skills, expertise, and a strong desire to work, whereas output includes remuneration, recognition, and accountability. Similarly, a healthy balance between input and output contributes to employee work satisfaction, which improves the organization's overall academic performance (Al-Zawahreh & Al-Madi, 2012; Mulder, 2018).

Adams believes that employment motivation is lost when people realize that their input exceeds their output (Adams, 1963; Adams, 1965). As a result, equity theory has a greater empirical soundness than many other organizational behavioral theories and is

recognized as a valuable indicator for academic performance management (Tudor, 2011). Because of its strong link with employee stress, burnout, turnover, and job satisfaction, this theory is relevant in human resource management, notably in the education sector. Furthermore, according to the Adams Equity Theory, incentives alone do not define an employee's motivation. Rather, in any given workplace, fairness and equity are determinants of professional drive (Balassiano & Salles, 2012; Mulder, 2018).

Adams Equity Theory, however, is not without scientific criticism. To begin, Pritchard (1969) contends that while equity predictions are supported in the domain of underpayment, overpayment effects are not adequately proved in equity theory. Second, people's perceptions of fairness are influenced by a variety of democratic and psychological elements rather than specific inputs and outputs - despite the fact that inputs and outputs are decided by organizational structures (Al-Zawahreh & Al-Madi, 2012). Finally, even though everyone is in the same situation, not everyone will see the compensation mechanism as unfair.

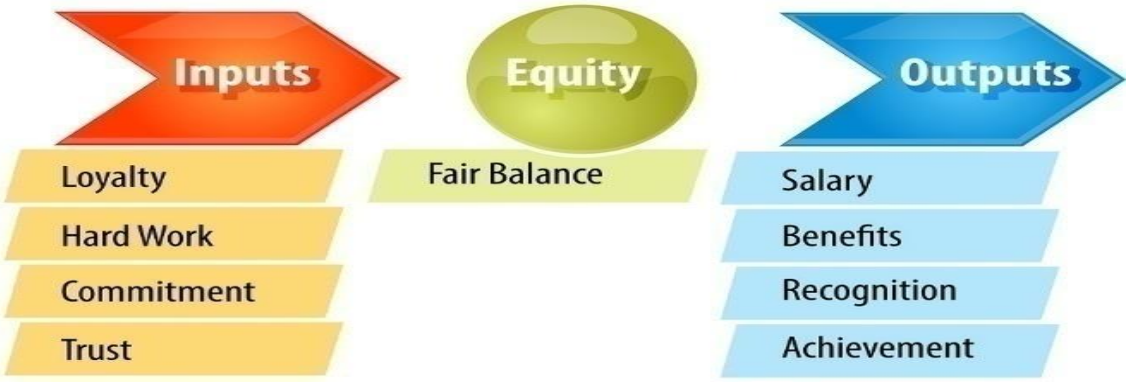

Figure 2.2. Adams' Equity Theory Schema

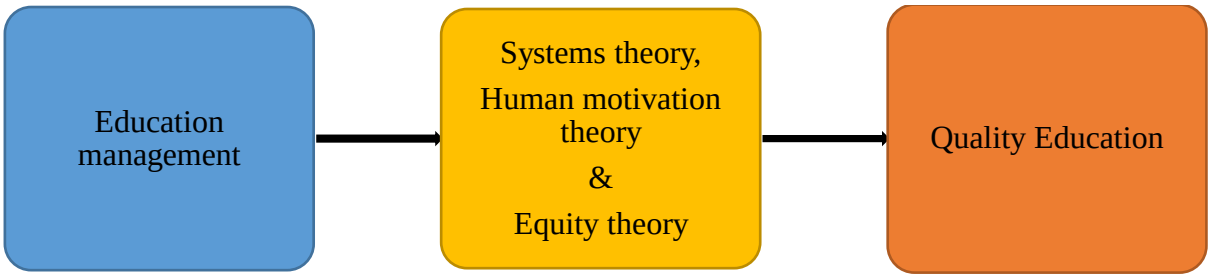

Figure 2.3. Theoretical Framework

2.3. The Concept of Quality Education

According to the Commonwealth (2017), well-defined constituent parts of quality education should be examined globally, taking into account varied cultures and beliefs that impact curriculum and practices in educational arenas. Scholars today agree on the fundamental and common methods of providing effective education. UNESCO (2000) defines quality education as meeting five criteria. The first standard includes learners who are eager to study. The second standard involves pleasant surroundings and basic facilities. The third standard implies programs that explain knowledge and living skills.

The fourth requirement calls for practices that involve skilled teachers using child-centered teaching strategies to improve learning and reduce inequities. The fifth standard looks at outcomes that include knowledge and enable positive engagement in society. A good mix supports high-quality education for students (UNESCO, 2000; Auwalu, 2015; Asiago, 2018; Namara, 2018). According to Namara (2018), great education prepares students to contribute meaningfully in the development of their life as well as their country. Furthermore, excellent education is determined by a variety of variables such as teaching and learning procedures, curriculum oversight and implementation, infrastructure, equipment, teaching styles, and skilled staff. These definitions logically incorporate school

buildings, classrooms, restrooms, libraries, labs, learning materials, and textbooks, as well as teacher working conditions, as inputs that can influence either positive or negative educational outcomes. According to Slade (2016), the maximum degree of quality education is regarded to be met only by focusing on both literacy and numeracy. The evidence comes from the Sustainable Development Goals (SDGs), which define education as a system designed to help people reach their greatest potential as productive citizens. As a result, the fourth SDG (SDG4) emphasizes ensuring comprehensive and reasonable quality education, as well as fostering lifelong learning (UNDP, 2015). There are two major educational institutions. Association for Supervision and Curriculum Development and Education International are two of them. According to these organizations, great education entails providing access to effective learning resources as well as favorable learning environments (Slade, 2016; EI & ASCD, 2017).

In conclusion, it appears that quality education results from effective management of multifaceted elements. On the one hand, the allocation of resources for the educational process is critical. On the other hand, good and efficient resource management during the process would have a significant impact on the outcome. Finally, educated evaluation and monitoring of the entire educational process aids in the revision of educational planning. Quality education is thus the consequence of a system in which human, financial, physical, informational, and time resources are made accessible for the process and are properly and efficiently managed such that the outcomes match the high quality of products on the market (successful students).

2.4. Teaching-Learning Materials and Quality Education

Serbessa (2006) defines Teaching and Learning Materials (TLMs) as instruments used by educators in the classroom to promote students' learning and understanding of topics. According to Lewis (2019), TLMs refer to a variety of instructional tools used by teachers in the classroom to assist certain learning outcomes as outlined in the lesson plan. The importance of textbooks and other LTMs in boosting learning and improving student academic performance is widely acknowledged (UNESCO, 2014; Global Education Monitoring (GEM), 2016; Smart & Jagannathan, 2018). As a result, Veespoor (2008) observes that a lack of TLMs has a significant impact on instructional effectiveness.

The relevance of textbooks in lesson assimilation is highlighted in a World Bank report on education in South Asia (World Bank, 2014). According to the same study, textbooks have a positive impact on learning effectiveness and must be widely available and relevant. Global educational research has confirmed the efficiency of textbooks and other TLMs in students' lesson assimilation. School administrators argue that a lack of instructional materials or their poor quality has an impact on educational quality (Savasci & Tomul, 2013).

Okongo et al. (2015) state that textbooks are key learning resources for good teaching and learning. Quality TLMs reduce certain burdensome issues in low-income countries, including as class numbers, unskilled teachers, limited instructional time, a high percentage of illiteracy among parents, and a lack of reading habits (Read, 2015; Smart & Jagannathan, 2018). However, Veespoor (2008) contends that the lack of TLMs in Sub-Saharan Africa has had a negative impact on educational success in the region.

Textbooks are the most visible representation of a curriculum, as well as the most typical core script that supports instructional procedures (UNESCO, 2017). According to Read (2011), textbooks and teachers' manuals have been a common component in educational programs since 1970. Similarly, Opoku, Brew, and Mahama (2015) contend that quality textbook production and distribution are divided into four stages: curricular framework development, procurement schemes of approved textbooks lists by the state or private sector, distribution to schools and access by learners, and storage. Furthermore, good teachers' guides must be explicit about their aims in relation to anticipated activities in order to help teachers understand and implement teaching plans, as well as for mastery and edification of one's pedagogical skills (Opoku, Brew, & Mahama, 2020).

Other TLMs are represented via supplements. Books, periodicals, informational pamphlets, and other printed materials are examples of instructional aids. These aids improve knowledge explanation by integrating students in multiple modes of learning and consolidating learners' capacities in order to use this knowledge in one's life. Elliott and Corrie (2015) According to studies, pupils' reading habits are directly related to their academic achievement (Read, 2011; 2015).

Appropriate use of Information and Communication Technologies (ICT) may improve teaching and learning processes, paving the way for a paradigm change in content and teaching methodology (Sharma, Gandhar, Sharma, & Seema, 2011). Multimedia integration in education has had a significant impact on the sector's efforts to improve educational quality (Opoku, Brew, & Mahama, 2020). According to recent research, more access to ICTs in schools could help bridge the digital divide between low- and high-income groups (UNESCO, 2014; Jacob, 2016). The digital age has challenged traditional

textbook practices to the point where textbooks must be updated on a regular basis in order to support interactive instructional methods (Smart & Jagannathan, 2018). However, digital learning should not be viewed as a replacement technology, but rather as a supplement (Sharma et al., 2011).

The situation of TLMs in Africa is concerning. According to a USAID (2015) analysis on the region, 21 of the 33 Sub-Saharan African countries are believed to lack necessary TLMs, particularly textbooks. According to the same article, students in Benin, Burkina Faso, Ghana, Kenya, and other regions of Africa are required to share academic materials with at least one of their peers (GPE, 2019). In Kenya, poor learning and teaching aids contribute to substandard basic education achievement (MoEST, 2014). A study on the association between TLMs and excellent basic education in Rwanda found that the availability of instructional aids may be improved (Namara, 2018).

The Democratic Republic of the Congo's Ministry of Education is in charge of developing textbooks and other teaching aids, as well as administering examinations. Because of financial restrictions during the last two decades, most structures hardly function (World Bank, 2015). Despite many hurdles, the educational materials production center continues to produce classic low-technology teaching aids such as maps, human body models, and planetary body models that are marketed to schools (MEPSP, 2012). The Education Ministry recognizes in its 2016-2025 strategy plan that instructional materials are expensive and difficult to get for children from low-income families. As a result, the government has decided to provide only two textbooks - French and Mathematics - to primary schools across the country (MEPS-IN et al., 2015). Currently, schools, particularly

in Dungu, rely heavily on UNICEF assistance for other textbooks and instructional resources (UNICEF, 2017).

There are undoubtedly a lot of barriers to the integration of new technologies in education, particularly in rural areas of Congo. These challenges are related to insufficient amenities, poor internet, expensive ICT costs, outdated systems, and sporadic repair and management. Certainly, many teachers teaching in Congolese communities do not have access to a computer (Ngoma, 2010).

According to the above-mentioned literature on TLMs, a significant managerial gap has been observed throughout Africa as a whole, and in the Democratic Republic of the Congo in particular. For example, when more than two students must share a single textbook or when students have nothing in their hands, there is indication of either a difficulty with providing schools with instructional resources or a weak management of available resources. The same is true for teachers' guides, supplementary materials, and educational ICT.

2.5. Physical Facilities and Quality Education

The Education for All campaign, a regulatory organization that holds educational institutions accountable for making good education accessible and maintaining high academic attainments for children worldwide, appears unattainable in many schools (Asiago, 2018; Namara, 2018). A few critical issues must be examined in order to implement the terms of this statute. The first is an instructional program that ensures students' exam skills. The second requirement is an adequate number of teachers who can translate the curriculum in relevant instructional activities. The third and most overlooked

component is physical school facilities, which influence learners' knowledge and skill acquisition (Limon, 2016).

The Sustainable Development Goals encourage governments to promote and improve education facilities for children with disabilities, as well as to provide a gender-sensitive, suitable learning environment for all (UN, 2015). Thus, the development of school infrastructure (buildings, classrooms, libraries, laboratories, playgrounds, and other equipment) is critical in increasing student enrollment, enabling students to achieve expected academic results, and enabling teachers to perform in the most professional manner possible in order to achieve educational goals and objectives (CAF, 2016; Teixeira, Amoroso & Gresham, 2017). Furthermore, the availability of infrastructure amenities assists individuals in creating an enabling and productive working environment (Kapur, 2019). Recent study, for example, has shown that kids' academic performance improves in schools with improved physical learning settings (Barrett et al., 2019).

Studies have shown that classrooms, libraries, laboratories, dorms, administration buildings, and playgrounds have a direct impact on students' academic academic performance and instructor effectiveness (Saeed & Wain, 2011; Akomolafe & Adesua, 2016; Bin Zainuddin & Subri, 2017). Quality physical amenities help to attract and retain both students and teachers (World Bank, 2014). Governments and international education partners from all around the world have made significant financial contributions to school amenities (OECD, 2011; Asiago, 2018). Schools in Singapore have improved their classrooms to an acceptable quality, with digital libraries, information technology learning rooms, outdoor amphitheatres, art studios, and sturf fields (OECD, 2011). School buildings in the United States are well kept and equipped to satisfy educational demands (Parsons,

2011). Bakari, Likoko, and Ndinyo (2014) reveal that physical facilities are a crucial element in the development of plausible explanations for low academic performance in O' level examinations in Kenya.

The Democratic Republic of the Congo is dealing with the region's most concerning infrastructure crisis. In fact, an analysis by World Bank experts (2011) demonstrated that Congolese infrastructure spending of $700 million falls far short of what is required to make an impact over the next decade. Congolese public schools are characterized by overcrowded classrooms and, in many cases, a lack of suitable equipment, water and sanitary facilities, and adequate TLMs (CERC, 2019). According to the same report, some schools exist but lack infrastructure, particularly in rural areas where students are undeniably disadvantaged due to their low-income rural families' origin. As a result, individuals are obliged to attend poorly managed educational institutions (CERC, 2019).

Concerns regarding physical infrastructure arose as a result of poor educational planning. For example, the presence of a large number of schools in DRC with thatched and semi-durable construction demonstrates that the Congolese government did not plan enough for long-term school infrastructure before beginning the education process. As a result, when kids do not have a favorable learning environment, the consequences are logically insignificant. However, management planning is inextricably linked to both the process and the outcomes.

2.6. Teacher Motivation and Quality Education

Motivation is one of the most researched issues in psychology and education. As a result, motivation might be defined as the desire that drives people to carry out their responsibilities with spontaneity (Han & Yin, 2016). Concerning instructor motivation, the

same authors state that characteristics such as attractiveness, 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: income, career advancement, and working environment (Guajardo, 2011; Wolf et al., 2015). However, a study of the research on teacher motivation revealed a number of factors that have a detrimental impact on teacher academic performance. Among these factors are increasing workloads, low and irregular teacher remuneration and incentives, a lack of professional recognition and prestige, a lack of accountability, few and far between opportunities for career advancement, unfavorable institutional and working environments, a lack of decision-making authority over their work, and insufficient materials and learning facilities (Guajardo, 2011).

Teachers' motivation is seen as an important aspect in providing great education to students (Asiago, 2018). Furthermore, 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. As a result, 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 physicians because teachers receive additional incentives and bonuses, as well as reinforcement based on job academic performance (Asiago, 2018). Singaporean teachers are guaranteed sponsored studies and are given additional funds to purchase teaching materials, 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 are in charge of rewarding high-performing teachers (OECD, 2011). In contrast, poor countries, particularly 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 academic performance is undervalued, and turnover is high (Basil, 2013).

Furthermore, professional training for teachers is the primary priority of the educational system in order to ensure that they are properly prepared with the necessary abilities to be effective in their work (Fareo, 2013). Teacher development refers to the advancement a teacher makes in their profession in order to improve teaching academic performance and student achievement. As a result, professional or career training is carried out in order to increase proficiency and exposure (Frisoli, 2014; Reynolds, Notari, & Taveres, 2016). It is worth noting that students' academic performance varies as a function of teachers' ongoing professional development (Celik, 2017).

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).

Kelani and Khourey-Bowers (2012) suggest in a study on teacher professional development in Benin that many teachers are trained in several Sub-Sahara African nations. However, a significant proportion of teachers are untrained. According to Kelani and

Khourey-Bowers (2012), one-third of African instructors are underqualified, either academically or professionally. Many instructors are hired each year despite having shortcomings in their subject areas. Some students are less systematic in class (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 instructors that patronize indigenous languages in order to facilitate reading skills in early children in accordance with 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).

Teaching is a difficult profession in compared to others due to the high level of tiredness and cynicism encountered by teachers. As example, it is estimated that up to one-fifth of American teachers are burned out at any given time (Wolf et al., 2015). Teachers who are fatigued, on the other hand, may make the learning atmosphere unsuitable for students. As a result, the working environment of teachers is critical for their motivation, retention, job satisfaction, and academic performance (Toropova, Myrberg, & Johansson, 2020).

A scholarly analysis demonstrates that the teaching profession's reputation is deteriorating as a result of a dissatisfying working environment (Tema, 2010). Toropova et al. (2020) believe, however, that recruiting more teachers may not improve the turnover

problem as long as a considerable percentage of new teachers leave schools dissatisfied with their career 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, as well as overcrowded classrooms as a result of the Universal Primary Education program (Guajardo, 2011; Wolf et al., 2015). For example, evidence from a case study conducted in Juba county, South Sudan revealed that working conditions in schools are not welcoming because pay are too low, training chances are scarce, and teaching is viewed as a low-income and low-status profession (Alyaha & Mbogo, 2017).

To comprehend the working conditions of teachers in the DRC, it is critical to recognize that the 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 as a result of 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, the Dungu subcounty has been a battleground for Ugandan rebels of the "Lord Resistence Army" (LRA) and the Congolese Army (Commission Diocésaine Justice et Paix de Dungu-Doruma [CDJP/DD], 2018).

As a result, in the DRC in general, and Dungu sub-county in particular, teachers face not just poverty-related hazards, but also war-related trauma and, more often than not, the legacy of the violence in their personal life (Wolf et al., 2015). As a result, several types of help to teachers in the country have been recognized to make them more effective and motivated. Otherwise, Congolese teachers are frequently unable to rise above the poverty line and are more inclined to seek supplementary employment or relocate to safer locations to ensure their safety (Bahtilla, 2017).

Human resource management is always crucial in every successful firm. Working with a disengaged workforce has a direct impact on an organization's success. Keeping teachers motivated in the education sector necessitates some managerial practices, which are detailed in this paper at three levels. The first managerial technique entails developing effective teacher incentive strategies. The second strategy entails a policy of frequent professional development for teachers in order to strengthen their capacities and open the way for some of them to be promoted. Finally, the final technique entails creating a favorable working atmosphere for instructors.

2.7. Empirical Literature Review

2.7.1. Teaching-Learning Materials and Quality Education

According to the UNESCO Institute for Statistics (UIS), 6 out of 10 children and adolescents globally do not achieve basic competency levels in reading and mathematics due to a shortage or inadequacy of instructional resources (UIS, 2017). Another study shows that instructors in some poor countries are not sufficiently prepared to face potential problems when providing professional services (Wolf, Torrente, Mccoy, Rasheed, & Aber, 2015).

Figueroa, Lim, and Lee (2016) investigated the relationship between academic success and the availability of teaching and learning resources in the Philippines. According to the research, the availability of teaching and learning materials improves educational effectiveness since they are reliable in ensuring students' academic achievement. In a separate study, Saad and Sankaran (2020) investigated how the availability of digital teaching and learning materials influences the academic performance of Malaysian students. The study discovered that, regardless of how well staffed a school is, the core goals of teaching and learning to achieve high academic performance can be substantially impeded in the absence of adequate teaching and learning resources. The study concluded that learning materials should provide students with the analytical critical thinking and problem-solving skills required for institutional development and support.

Jojo (2019) did a study in South Africa to investigate how teaching and learning materials affected students' academic performance. The study discovered that a lack of critical school materials was linked to low educational success in mathematics. It has also been demonstrated that having access to teaching and learning resources improves the quality of instruction. According to the study, in order to improve subject academic performance, schools should be equipped with adequate teaching and learning materials.

A study in Rwanda aims to determine how instructional materials influence the provision of quality basic education in the Nyagatare district. The study employed the ex-post facto approach. The sample included 260 teachers, 346 students, and 36 school principals from the Nyagatare district. Questionnaires were used to collect data from students and teachers, while an interview schedule was employed to collect data from principals. According to the findings of this study, the majority of students (72.8%) stated

that most science teachers never used instruments to explain science courses. Approximately 55.8% of the students also indicated that laboratories were underdeveloped. According to the findings, the majority of schools do not have laboratories or libraries. Another conclusion was that poorly equipped laboratories result in poor quality science education since students are not exposed to practical skills, resulting in poor academic academic performance in science topics, which eventually affects mean scores (Namara, 2018).

In Kenya, the Ministry of Education claimed that the textbook-to-student ratio was around 1:3, and even higher in compulsory subjects (Ministry of Education, Science, and Technology (MoEST), 2014). Furthermore, an examination of Kenyan education discovered that most elementary and secondary schools were unable to provide a variety of topics due to a lack of suitable facilities and teaching tools. National schools could only provide a maximum of 16 topics, whereas county and sub-county schools could provide 11 subjects (MoEST, 2014).

In Kenya, Naisianoi, Koome, and Marima (2020) investigated how teaching and learning resources influenced student academic performance. The findings revealed that the availability of learning and teaching materials influences upper primary children' growth and academic performance (TLR). Furthermore, using teaching and learning resources helped students learn more effectively and helped slow learners do better in class. According to the survey, there are sufficient tools and publications, as well as adequate supplies of instructional aids such as chalk, duster, manilas, charts, models, and calculators. The study concluded that the availability of teaching and learning tools had a positive and statistically significant impact on the progress of upper primary children. Based on this

finding, the study advised that the Kenyan government, through the Ministry of Education, Science, and Technology, expand the accessibility of teaching and learning materials in public elementary schools in order to support children' full development (Naisianoi, et. al., (2020).

Makokha and Wanyonyi (2015), for example, explored how the usage of instructional materials enhanced schooling in Kenya. Due to a dearth of learning resources, teachers frequently employ the talk-and-chalk method to encourage skill development, according to the study. Another discovery was that poor school academic performance was caused by a lack of learning materials.

According to a UNICEF (2018) report, there was a chronic shortage of professional instructors in DRC, classrooms were dangerous, and primary school kids were not provided with the essential teaching and learning materials, such as textbooks, or appropriate and modern teaching methods. Another study on enhancing primary education in DRC by Torrente et al. (2019) found that providing adequate teaching and learning resources was critical for improved pupil academic performance. in addition According to a study on educational efficacy in the DRC conducted by Mokonzi et al., 2020, many schools lack the bare minimum of equipment and tools required to give high-quality instruction. As a result, it is common to see schools without benches, blackboards, and instructional supplies, which has an impact on the provision of excellent education.

2.7.2. Physical Facilities and Quality Education

Bibi and Khan (2020) investigated the relationship between high-quality physical amenities and high-quality education in schools in Islamabad. According to the findings,

there were enough classrooms and institution buildings, as well as basic amenities such as furnishings, restrooms, boundary walls, and furniture. The survey also found that, while schools had appropriate multimedia resources, they lacked books, current periodicals, computer facilities, transportation, and sports and medical care facilities. The report recommended that greater funds be provided to schools in order to guarantee that they have adequate physical facilities, computer resources, and book availability.

Arshad, Qamar, and Gulzar (2018) investigated how physical amenities in Pakistani public schools influenced instructional quality. The research looked at how play spaces, classrooms, libraries, markets, labs, and staff rooms affected students' academic progress. The study discovered a substantial link between the availability of high-quality education and the availability of all physical facilities. It was advised that the government ensure that all public schools have enough physical facilities in order to boost the academic academic performance of the children.

Jenkinson and Benson (2010) conducted study to identify the barriers to teaching in Victorian state primary and secondary schools in Australia. Participants included teachers and students from 270 state secondary and primary schools. The findings indicated that the most significant impediment to learning effectiveness in Victorian state primary and secondary schools in Australia was a lack of adequate facilities such as libraries, laboratories, swimming pools, and playgrounds. The report advised that the government and other stakeholders ensure that schools have adequate physical facilities to improve the quality education provided to students.

Javier and Marcella (2011) investigated how school resources and infrastructure affected primary school students' academic performance in Latin America. The response rate was made up of 180,000 kids in the third and sixth grades from 3,000 schools. The study discovered that the presence of essential infrastructure and services such as water, power, and sewage, as well as instructional amenities such as sports facilities, labs, and libraries, aids in the provision of quality education. Furthermore, it was revealed that the use of computers in the classroom had no impact on kids' academic performance in primary school. According to the survey, in order to become widespread, schools must continue to invest in materials and physical facilities.

Bhunia, Shit, and Duary (2012) conducted research in Medinipur district, India, to analyze infrastructure accessibility, classroom type and quality, and the number of classrooms given to primary schools. To assess the spatial distribution of basic infrastructure across the area, Moran's I statistics were used. According to the findings, school infrastructure was critical in improving not just school academic performance but also attendance and completion rate. The same study found that quality classrooms, libraries, playgrounds, school fences, toilets, and kitchens were directly related to quality education. Furthermore, studies from Bangladesh, Ecuador, India, Indonesia, Peru, and Uganda found that instructors in schools with good infrastructure had 10% less absenteeism than teachers in schools with poor infrastructure. According to the study, a lack of amenities had a greater impact on lowering absenteeism than teacher salary (CAF, 2016).

The UNESCO Institute for Statistics (UIS) published a research on factors influencing the quality education in public schools in Sub-Saharan Africa in 2012. In

collecting data from 45 Sub-Saharan African states, factors such as class size, access to textbooks, number of newly recruited teachers, and provision of essential school services were used in the report. According to the findings, the average class size in public primary schools in the region ranges from 26 students in Cape Verde to 67 students in Chad. Four out of ten nations reporting data indicated that a class had 50 or more students. This was discovered to be significantly larger than the average class size in the European Union or OECD countries, which is less than 20 in the majority of countries and less than 30 in all countries. Aside from being huge, many primary school classes in Sub-Saharan Africa are multi-grade courses with two or more grades taught in the same classroom by the same teacher. In most of the nations studied, at least 10% of students are taught in such sessions. In Chad, this figure approaches 50%. (USAID, 2015). This demonstrates how classrooms impede educational academic performance in Sub-Saharan Africa.

Akomolafe and Adesua investigated the impact of physical facilities on students' motivation and academic academic performance in Nigeria (2016). The data demonstrated a significant relationship between student motivation and academic accomplishment and physical facilities such as school buildings, classrooms, libraries, laboratories, bathrooms, and offices. The study suggested that more high-quality physical and material resources be made available in public schools to motivate students to learn. It was also said that putting more emphasis on financial allocation would help public schools attain higher academic standards by providing an environment conducive to teaching and learning.

Etale, Agnes, and Felicity's (2020) study in Kenya looked at the impact of physical facilities on student academic performance in public elementary schools. The findings of this study indicated that the sufficiency of physical facilities, particularly the quality of

their classrooms, has a significant impact on students' academic performance. The only physical facility component that significantly impacted teaching and learning, according to the study's findings, was classroom quality, with adequate classrooms having a positive impact and deficient classrooms having a negative impact. According to the report, national and local governments should ensure that basic public schools have adequate classrooms to provide a decent education.

Ojuok, Gogo, and Olel (2020) investigated how physical conditions influenced pupils' academic academic performance in secondary schools in Kenya's Rachuonyo South sub-county. According to the findings of the study, a shortage of resources leads to an undesirable learning environment. For example, a shortage of lavatories and laboratories prohibits students from learning through experimentation and practical experience, resulting in students being unprepared for science classes. Furthermore, it was shown that uncomfortable chairs and lockers, as well as substandard classrooms, made students feel nervous in class. The research also revealed a minor but significant relationship between physical amenities and academic achievement.

According to the report, the government should give the essential infrastructure in order to provide high-quality instruction in schools. It was also suggested that big classrooms with adequate ventilation be built in order to offer a conducive learning environment, and that schools have libraries so that students have easy access to reference resources. Another recommendation was that schools have labs in order to teach a variety of practical lessons, and that instructors have officers to assure their comfort (Ojuok, et. al., 2020).

In the Democratic Republic of the Congo, nearly one-third of public elementary schools under government administration and one-fifth of classrooms formerly under rebel control are estimated to have deteriorating infrastructure. This category has a greater number of schools with thatched and semi-durable construction (World Bank, 2005). In this example, bad condition is unfit for safe instruction, such as no roof or partially damaged roofing, as well as damaged walls. In practice, many of these institutions are closed due to inclement weather for students (De Herdt & Titeca, 2016).

2.7.3. Teacher Motivation and Quality Education

Luu (2020) researched teacher motivation and how it affects the quality education in Vietnam. According to the study, instructors are still motivated by intrinsic factors such as job responsibility, a sense of success, and the chance for professional advancement in addition to "income" or monetary compensation. Extrinsic factors such as compensation and employment stability were also discovered to be key motivators for instructors to enhance their academic performance. The study concluded that instructors' ability to increase educational quality is dependent on their motivation. As a result, the study discovered a correlation between teachers' motivation levels and high-quality instruction. The study recommended that the government and other stakeholders recognize and consider the many incentive tactics that are appropriate for teachers.

Kumarsir and Shah conducted a study on teachers' motivation to teach in rural indigenous schools in Malaysia (2020). According to the assessment, the teachers were unable to meet their basic needs for food and drink, and the school was not putting their health at risk. It was also observed that they could apply their creativity in their field of work, but they disagreed with the assumption that teaching provided them with the

opportunity to expand their knowledge. The study concluded that this goal necessitated both high-quality teachers and a high level of devotion. The government was recommended to ensure that teachers are motivated by paying them a fair compensation and giving them with adequate benefits, as well as by preparing trainings to improve their talents. It was also proposed that the government ensure the safety of the school environment to ensure the safety of the instructors.

Save the Children (2011) conducted a situational analysis study on teacher motivation in order to develop measures to enhance quality education. According to the findings, educators in developing countries require both intrinsic and extrinsic motivational aids. Professional growth, professional prestige, and recognition were discovered to be effective in improving instructors' talents and efficiency toward student academic performance. To be intrinsically driven, a teacher must be extrinsically motivated through adequate salary, academic performance-based incentives and bonuses, and a safe working environment. When a teacher's basic requirements are addressed, higher level demands can be met in order to achieve job satisfaction.

According to Save the Children (2011), teacher pay in low-income nations, notably on the African continent, are meager and irregular. This caused instructors to seek supplementary jobs, lowering their academic performance in their core position as teachers. Furthermore, according to the UNESCO Institute of Statistics (2016), 68.8 million new teachers are needed worldwide by 2030 to provide children with elementary and secondary education, comprising 24.4 million primary school teachers and 44.4 million secondary school teachers. However, according to the same source, less than 75% of primary school teachers in 31 of the 96 nations providing data after 2012 were allegedly trained according

to national requirements in 2014. As a result, one of the most important domains for supporting teacher growth and improving teacher effectiveness is teacher beginning and continuing education. For many developing countries, the scope of the issue in hiring excellent teachers is enormous (GPE, 2019).

Furthermore, Wolf et al. (2015) discovered that, when compared to other professions, teaching is a stressful job due to instructors' high levels of tiredness and cynicism. According to the report, over 20% of teachers in the United States suffer from burnout at any given time. However, distracted teachers might create hazardous learning settings that are likely to have a detrimental impact on students' outcomes. As a result, the working environment of teachers is critical for their motivation, retention, job satisfaction, and academic performance. Toropova, Myrberg, and Johansson (2020) compared the degree of stress and burnout among Israeli teachers to that of their American counterparts in their cross-cultural study. This study revealed that Israeli teachers were more stressed than their American colleagues due to overcrowded classes, working overtime, less managerial assistance, insufficient amenities, and the risk of poor working conditions.

A number of governments in Sub-Saharan Africa provide cash incentives to lure teachers to schools in locations where they may face difficulties. These include wage supplements, housing allowances, annual or monthly bonuses, hardship and risk allowances. A retention allowance of 60% of basic salary is paid to teachers in Zimbabwe's rural areas to promote motivation and morale (ILO, 2016). In 2012, the Lesotho Ministry of Education and Training advertised for certified teachers, offering a transit allowance of 500 maloti (LSL), a housing allowance of LSL250, and a communication allowance of LSL250 per month (about US$76 per month, up from US$47 per month).

According to a USAID (2015) research, although the budget for teacher wages varies depending on need, 66% of total education spending is a good starting point. In 2016, Morocco devoted about 26% of total government spending to education, with 18% going to teacher salaries, whereas Zimbabwe allocated over 8% of government spending to education, with 100% going to teacher salaries (De Herdt & Titeca, 2016). Furthermore, Akuoko, Dwumah, and Baba (2012) investigated the relationship between teacher motivation and the provision of high-quality education in Ghana's public basic schools. There was no noticeable difference in motivation between urban and peri-urban teachers, according to the findings. The majority of teachers joined the service because they wanted to teach, however the level of motivation was found to be inadequate.

Akuoko et al. (2012) discovered a significant relationship between teacher motivation and high-quality instruction. It was suggested that teacher salaries and perks be raised in order to inspire and recruit skilled instructors for high-quality education delivery. Another recommendation was that the government construct new classrooms to relieve overcrowding in current classes, collaborating with other stakeholders to offer an appropriate environment for teaching and learning. Furthermore, it was advised that in order for teachers to expand their professional knowledge and talents, their living and working conditions, as well as their access to career prospects, should be enhanced.

The Busingye (2016) study looked at teachers' motivation as a component of inclusive education in early childhood centers in Uganda. The study discovered that inadequate remuneration, a lack of professional development, and poor working conditions all led to teachers' low job satisfaction and neutral attitudes, preventing them from using their expertise in ECD centers to promote inclusive education. It was advised that

educational stakeholders take demotivating factors seriously in order to better equip teachers to implement inclusive education.

Naomi investigated how teachers' motivation affects the quality of teaching and learning in public elementary schools in Tanzania's Ilala District in her 2015 study. According to the report, teachers play a vital role in ensuring that children get high test scores, and factors such as inadequate salary, bad working conditions, and a lack of appreciation from educational officers and school heads all contribute to low teacher morale. In order to improve teaching and learning, the study proposed that teachers be given incentives to gain their attention, which will raise academic performance.

Ngotho and Buna (2020) investigated the effect of teacher motivation on the delivery of high-quality early childhood education in Kenya. The study discovered that increasing teacher motivation is critical for enhancing educational quality. The study also discovered that instructors lacked motivation due to unpleasant working conditions, a lack of retirement benefits, low salary, a lack of professional progression chances, and job insecurity. The study concluded that teacher motivation affects the provision of high-quality early childhood education in a positive and significant way. According to the study, early childhood teachers should be the target of special incentive strategies. It was also suggested that all professors who work in inclusive environments earn a stipend. Another suggestion was to spend more money on teacher training in order to develop trained instructors and increase the grade of inclusive education.

Brandt (2014) conducted a research in the Democratic Republic of the Congo on teachers' struggles for remuneration vs excellent education. According to the report, a total

of 230,000 Congolese primary school teachers face several obstacles, including low remuneration, parental involvement in financial contributions, and adverse regulation. Congolese teachers have additional problems, such as teaching in dilapidated facilities, having little or no opportunities for professional growth, and living in a declining social status (Mokonzi & Kadongo, 2010). De Herdt and Titeca (2016) conducted research to determine Congolese government regulations and their implications for teacher remuneration. According to the report, the government allocation for teacher salaries in 2009 totaled US$ 90 million. This paved the path for 158,000 teachers in government primary schools to be paid. On the other hand, the actual number of teachers is estimated to be 291,000. This means that around 45% of teachers were paid by parents rather than the government.

Until 2019, school fees, particularly at the primary level, were a clear impediment to learning access in the DRC. Despite the "politique de gratuité" (free primary education policy), which is also included in the education sector strategic plan 2016-2025, a yearly average estimate of school costs per student in DRC might range from CFs (Congolese Franc) 26,300 to 59,900 (from $27 to $62). The influence of school fees is amply demonstrated by the fact that for every 1000 CFs spent by the Congolese government on elementary education, parents donated almost 2000 CFs directly in 2012. Furthermore, even in schools with lower estimated levels of school fees, the load imposed on the population is tremendous and unbearable, according to the same assessment. Given that 81% of Congolese families earn less than 1,080,000 CFs ($1100) per year and that Congolese women have up to seven children, Universal Primary Education goals appear unreachable or impossible to achieve due to school costs. With the assistance of foreign

partners such as the World Bank, the Congolese government strengthened its Free Primary School policy in 2019. However, a lack of effective accountability has caused allies to withdraw help, leaving the government stranded.

Frisoli (2014) performed research to determine teachers' perspectives of professional growth in (post) crisis in Katanga province, DRC. The study employed a crystallized qualitative case study method. The findings revealed that teaching agents in crisis situations face a variety of demotivating factors, including insecurity, a lack of pay, difficult working conditions, bad leadership, and a lack of recognition.

2.8. Summary of Related Literature Review

The determinants of good education in government primary schools in Dungu sub-county, DRC, were the subject of a literature review. The review looked at things including education quality, learning and teaching materials, physical facilities, and teacher motivation. A substantial quantity of relevant material demonstrated that quality education is important to sustainable development since it provides countries with an appropriate workforce to meet development issues. However, in order to provide quality education, various intervening determinants must be considered. TLMs, school physical facilities (assets), and teacher motivation are the study's independent variables that must be effectively managed (human resource).

It has been observed that without proper teaching and learning resources (textbooks, teacher guides, additional sources, and ICT aids), both teachers and students will fall short of their educational goals. It will be difficult for teachers to contextualize and make realistic teachings, and it will be difficult for pupils to digest information.

Students' progress is heavily reliant on the availability and good management of school physical facilities.

Better physical school facilities, such as classrooms, libraries, laboratories, playgrounds, and bathrooms, improve the conducive learning environment, leading to improved academic performance. Reviewed research also suggested that educational outputs are more likely to be met if instructors - the workers in the education process - are well motivated. Teachers who are motivated by incentives, career advancement, and a safe working environment have higher professional academic performance and job satisfaction.

2.9. Research Gap

Recent educational changes have resulted in a proliferation of research, both internationally and nationally, to determine the rate of education access and the quality education, but all the dimensions in relation to education have not been exhaustively studied (Namara, 2018; Asiago, 2018; Leidner & Myslinki, 2014; and Pandey, 2020). The majority of researches have been carried out only with a focus on education access and equity (Barron, et. al., 2021; Shekytan, 2015; and Nadir, et. al., 2018).

So far, however, thediscussion is at DRC national level and not specifically in Dungu sub-county (Frisoli, 2014; Mbokonzi, et. al., 2020; Torrente, et. al., 2019), about the relationship of quality education and sound management of available school resources. In other terms, the feedback resulting from education inputs and outputs has not been subject to local investigation. On one hand, it has been reported that education officers have focused more on fee collection than improving amenities and teaching materials in public primary schools. On the other hand, teachers' syndicate has most often vindicated for teachers' rights in terms of remuneration. Therefore, this research investigated the

provision and management of amenities and teaching aids as well as to assess teachers working environment and career development besides their salary.

2.10. Conceptual Framework

Figure 2.4 presents the relationship between the independent variables and the dependent variable.

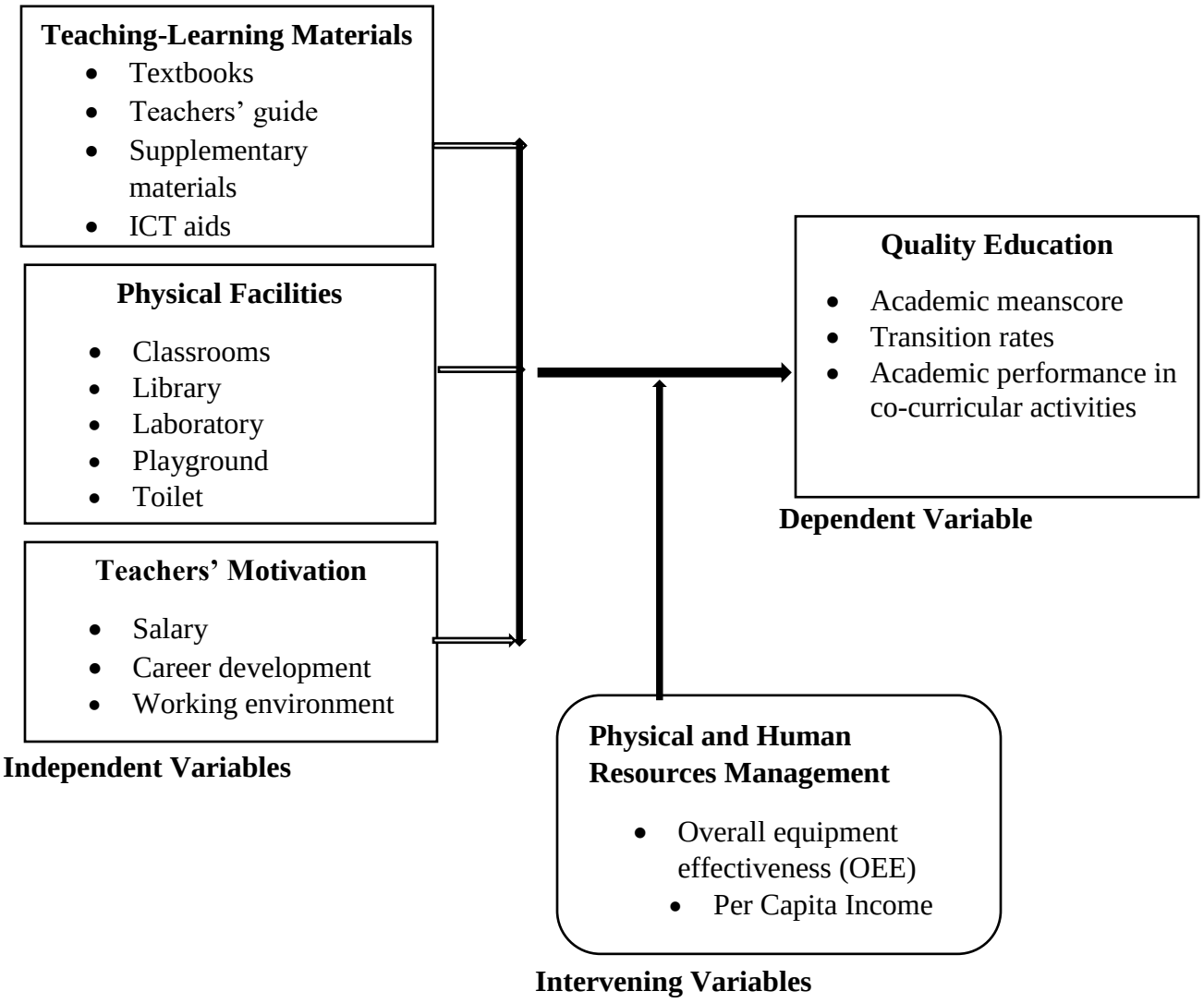

Figure 2.4. Conceptual Framework

2.11. Chapter Summary

This chapter reviewed the literature on the guiding variables, namely learning and teaching materials, physical facilities, and teacher motivation, both theoretically and experimentally. Furthermore, the chapter discussed three theories that support the findings. To begin, the systems theory portrayed school as an organization whose effectiveness is determined by the interconnected and autonomous roles that its constituents play. A human motivation theory and equity theory focusing on motivation indicators that can improve teacher effectiveness. Finally, the chapter offered the study's theoretical and conceptual underpinnings. At this point, it was critical to present the study's design and methodology.

CHAPTER THREE

RESEARCH METHOD

3.1. Introduction

The research approach is the topic of this chapter. It examines the researcher's research design and articulates the location where the investigation was conducted. The chapter also discusses the study's target demographic, study sample, methodology, and research instruments. Furthermore, the pre-testing, validity, and reliability of research instruments, as well as the methods used to collect data, data analysis, and ethical considerations, will be highlighted.

3.2. Research Design

This study used a mixed method that included both quantitative and qualitative data. This method is a method for conducting a study that collects, analyzes, and integrates quantitative and qualitative data (Mugenda, 2008). The mixed technique provides more thorough evidence on the study problem and allows for greater flexibility than either the quantitative or qualitative methods (Creswell, 2012). Furthermore, the mixed method provides consistency and comparability in the respondents' responses (Zohrabi, 2013). This study, in particular, adopted the mixed technique because of its most desirable feature of allowing for triangulation. Similarly, in order to capture the factors influencing quality education in Dungu sub-county/DRC, the researcher employed questionnaires to collect quantitative data, while an interview guide was used to acquire qualitative data.

The study relied on descriptive research design which involved obtaining data through questions and interview schedules in order to test hypotheses as well as answer research questions of a given study. Concretely, this study sought to evaluate quality

education in public primary schools in Dungu in its relationship with the management of TLMs, schools' amenities, and teacher motivation.

3.3. Location of the Study

The study was conducted in the DRC's Dungu Sub-county. Dungu sub-county was chosen at random from among Haut-Uele County's six other sub-counties because it responds better to a rural area where education management meets significant obstacles. In actuality, this sub-county is located in the northern section of the Democratic Republic of the Congo, bordering South Sudan Republic and Central Africa Republic. Dungu is 1,067.16 miles (1,717.43 kilometers) from Kinshasa, the capital city. As a result, such a distance frequently makes administrative and economic interactions problematic (including education sector). Dungu sub-county is largely reliant on Kampala/Uganda for economic provision. According to Mivunguba (2012), Dungu has an estimated population of 85.000 people. Due to financial constraints, most parents are unable to provide decent education for their children in private institutions. This study therefore sought to find out how the various managerial factors can be strengthened to enhance the provision of quality education especially to low-income families.

3.4. Target Population

Target population is seen as total population to whom the research applies conclusion from the findings (Mugenda & Mugenda, 2003). This study targeted 1170 people comprising of head teachers (124), teachers (897) in the existing public primary schools and education officers (149) in Dungu sub-county.

3.5. Sample and Sampling Techniques

3.5.1 Sample Size

There are 124 existing public primary schools in Dungu sub-county. These schools are made of a population of 45,165 pupils of whom 22,641 boys and 22,524 girls. The number of teachers is 897, of which 628 men and 269 women. The number of education officers in the sub-county is 149 of which 129 men and 20 women (Sous-division de Dungu, 2020). The researcher used the 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 study on 280 teachers, 95 head teachers, and 114 education officers.

3.5.2 Sampling Technique

This study used stratified and simple random sampling methods. The respondents were stratified by the category they were representing using stratified sampling. Thereafter, a basic random sampling procedure was used to select each strata's sample using the lottery method. Each member of the population was allocated a number and the samples were chosen at random from a box. Simple random sampling was chosen since it offered each unit a chance to be sampled (Taherdoost, 2016).

Table 3.1: Distribution of Target Population and Sample Size

Category	Number	Sample size
1. Teachers	897	280
2. Head teachers	124	95
3. Sub-county education officers	149	114
Total	**1170**	**489**

Source : Sous-division de Dungu (2021)

3.6. Research Instruments

3.6.1. Questionnaires

A questionnaire is a data gathering device composed of a series of questions and prompts designed to elicit information from participants (Abawi, 2013; Annum, 2019). The use of questionnaires thus protects the study frame from bias and ensures the quantity of findings is accurate. Furthermore, the use of questionnaires is crucial since it collects data more effectively and efficiently over a broad sample while maintaining confidentiality (Zohrabi, 2013). A questionnaire was distributed to teachers and principals in this case. The desire for dependable data drove the selection of this population. In regard to the various objectives, the questionnaire included likert scale and open-ended questions. The questionnaire was designed for two types of respondents: instructors and principals. The questionnaire had two sections in the first group. The first segment concentrated on demographic information, while the second focused on the study's objectives. In the second group, the first section concentrated on school facts, while the second section focused on study objectives.

3.6.2. Interviews

An interview is a tool used by researchers to obtain data by asking questions of respondents in personas. In other words, during an interview, the researcher asks questions in order to obtain information or opinions from specific respondents. Furthermore, interview data could be gathered by listening to and recording individuals (Abawi, 2013). In this case, interviews were conducted with sub-county education officers, who were regarded as key informants. The interview guide utilized was based on the study's objectives.

3.7. Pre-testing

3.7.1. Validity

The validity of a research instrument entails its precision in measuring the study variables (Mugenda, 2008). However, it is advised to do a pre-test of the instruments to be used in order to detect and correct any unclear questions or procedures. As a result, two testing methodologies were used in this investigation. To begin, triangulation was utilized as a cross-validation strategy in qualitative research. When comparing the data to the literature, triangulation came into play. Second, face validity was utilized to double-check the accuracy of data. Face validity examined if a figure appeared to be a good translation of the concept on its face by looking at the operationalization. Third, content validity stepped in to validate the operationalization against the construct's relevant content domain.

3.7.2. Reliability

According to Mugenda (2008), the reliability of a measuring instrument refers to the device's level of consistency. As a result, reliability aims to acquire the same answer when measuring something multiple times with the same instrument. Reliability is the extent to which a research approach produces reliable and consistent results. Internal consistency reliability was utilized in this study to establish the link between multiple items in a test that measure the same concept (Middleton, 2019). The consistency of respondents' responses demonstrated the instruments' dependability.

3.8. Pilot Study

This is a preliminary minimal study that researchers conduct in order to determine how they would carry out a large research endeavor. In this approach, a researcher develops research topics before determining the optimal research methodologies (Crossman, 2019).

In this situation, the instrument was pilot tested in two schools that were not included in the study samples. As a result, these schools were in a nearby sub-county, where the researcher contacted two education officers, headmasters, and teachers. Using the opinions of individuals sampled, the researcher was able to update and correct the research equipment.

3.9. Data Collection Procedure

In terms of data collection procedures, the researcher first obtained permission from the learning institution Tangaza University College before contacting respondents. Second, before conducting the study, the researcher obtained permission from the sub-county education office and the sub-county administrator. Once authorization was granted, the researcher sent a formal application letter to chosen schools via their principals in order to gain access. Finally, qualitative data was collected directly in persona by the researcher to ensure that the questions were well understood, whilst quantitative data was obtained with the assistance of research assistants.

3.10. Data Analysis

The study used a mixed style of data analysis, analyzing both quantitative and qualitative data. On the one hand, because the researcher conducted interviews in qualitative research, the data analysis consisted of common patterns within the responses and critically examining data in order to achieve study objectives (Dudovskiy, 2018). The results of interviews with education officers were verbatim transcribed in order to facilitate quotations in the interpretations. In practice, data was categorized to assist the researcher in developing themes for accurate information comparison in order to acquire common

patterns to be evaluated and conclusions taken over. The Statistical Package for Social Sciences (SPSS) version 21 was used to analyze the data.

On the other hand, quantitative data analysis entailed the examination and interpretation of figures and numbers, followed by a conclusion based on the rationale for the emergence of discoveries. To examine and interpret quantitative data, descriptive and deductive statistical analyses were used. Inferential statistics entailed hypothesis testing in relation to the study hypotheses in order to either approve or disapprove them. Pearson correlation was used to assess the statistical relationship between independent variables and dependent variables. The findings were presented in the form of frequencies, percentages, tables, charts, and graphs.

3.11. Ethical Considerations

According to Mugenda (2008), an ethical study is one that gives participants freedom of purpose while also protecting their rights to voluntary participation, anonymity, informed permission, and confidentiality. Respect for the dignity of research participants (the researcher avoided using any language that could offend or discriminate the respondent), informed consent of the respondents, 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 ensured in this study.

3.12. Chapter Summary

The purpose of this chapter was to present the study methodology and design. The mixed method research design was kept. The study location was Dungu sub-county, and the target group included teachers, head teachers, and sub-county education officers. The many subheadings within methodology were discussed in turn. The research findings were provided in the following chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

The chapter offers the study's findings and discusses them in the following sections: response rate, demographic features of respondents, and data presentation in connection to the research objectives.

4.2. Response Rate

Table 4.1 displays the findings of the respondents' response rate.

Table 4.1: Questionnaires Response Rate

Response rate	Distributed	Returned	Percentage (%)
Head teachers	95	95	100
Teachers	280	280	100

Table 4.1 shows that 95 (100%) of the head teachers and 280(100%) of the teachers took part in the study. The study was therefore able to achieve 100% response rate from the head teachers and teachers in public primary schools in Dungu sub-county. In addition, the study was also able to achieve a response rate of 100 (88%) of the sub-county education officers who were interviewed. According to Mugenda and Mugenda (2003), the data was ideal for analysis because the response rate was greater than 70%.

4.3. School Profile

This study sought to establish the school profiles of public elementary schools from the principals, and the results are described here.

Table 4.2: Year when the Schools were Established

Year	Frequency	Percentage (%)
1930-1950	11	12
1951-1970	31	33
1971-1990	10	10
1991-2010	25	26
2011 and above	18	19
Total	**95**	**100**

This study was interested in finding out the year the public primary schools were established. Table 4.2 shows that most of the public primary schools 31(33%) were established between the year 1951 and 1970 while 25(26%) of the public primary schools were established between 1991 and 2010. Further, 18(19%) of the public primary schools were established between the year 2011 and above while 11(12%) of the public primary schools were established between year 1930 and 1950. Finally, 10(10%) of the public primary schools were established between 1971 and 1990. This implies that the researcher collected data from schools that have been in existence for a minimum of two years.

The study attempted to determine the total number of teachers in each public primary school, and the results are shown below.

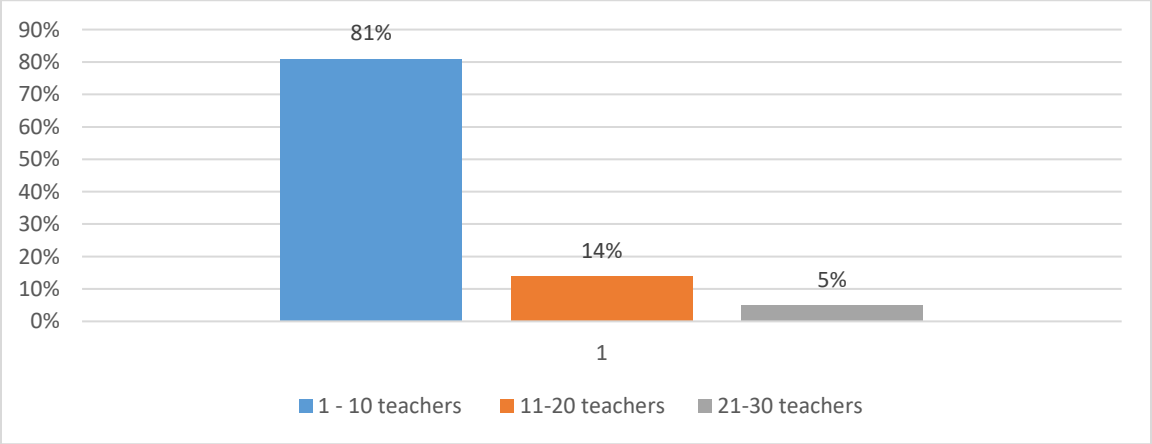

Figure 4.1: Total Number of Teachers in the Public Primary Schools

Figure 4.1 shows that majority of the **head teacher** respondents 77(81%) indicated that the total number of teachers in their public primary schools were between one and ten teachers followed by the public primary schools with a total of between 11 and 20 teachers (14%). The respondents indicated that remaining public schools had a total of between 21 and 30 teachers (5%). This is an indication that the public primary schools do not seem to have adequate number of teachers and this could affect quality education.

Table 4.3 shows the results of the study's interest in the number of pupils in public primary schools.

Table 4.3: Number of Pupils in the Public Primary Schools

Number of Pupils	Frequency	Percentage (%)
1-200	28	29
201-400	43	45
401-600	9	10
601-800	9	10
801-1000	1	1
1001 and above	5	5
Total	**95**	**100**

Table 4.3 shows that majority of the public primary schools 43(45%) had between 201 and 400 pupils while 28(29%) of the public primary schools had between one and 200 students. In addition, the head teachers indicated that9(10%) of the public primary schools had pupils between 601 and 800 while the same number of respondents also indicated that their public primary schools had pupils between 401-600. In addition, 5(5%) of the public primary schools had 1001 and above pupils while 1(1%) of the public primary school had between 801 and 1000 pupils. This shows that the public primary schools have not enrolled as many pupils as is expected in Dungu sub-county which could be attributed to the management of the public schools.

This study was also interested in determining the management regime of the public primary schools in Dungu sub-county and the results are presented below.

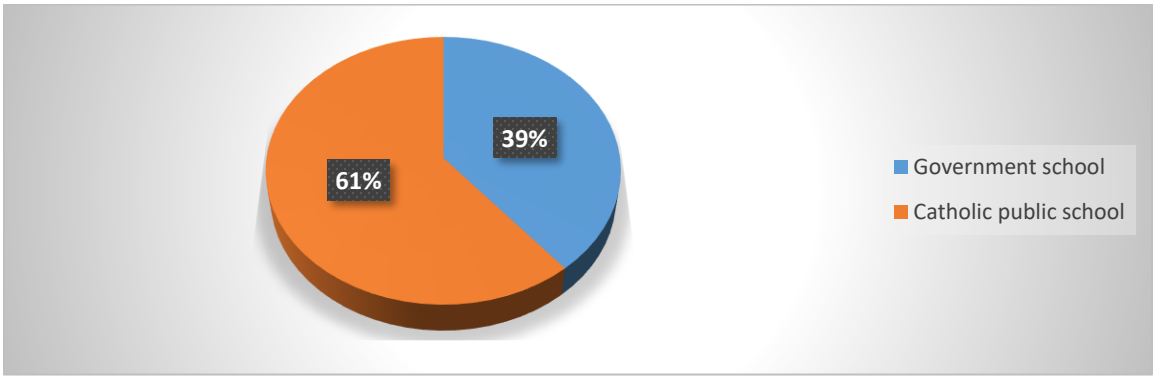

Figure 4.2: Management Regime of the Public Primary School

Figure 4.2 shows that most of the **head teachers** 58(61%) indicated that the management of their school was catholic owned public school while 37(39%) indicated that the management regime of the public primary school was government school. None of the respondents indicated that the management regime of their school was protestant public school, Kimbangist public school or Islamic public school. This implies that only the Catholic Church and the government have taken an interest in providing public primary education to children in Dungu sub-county.

4.3. Demographic Characteristics of the Respondents

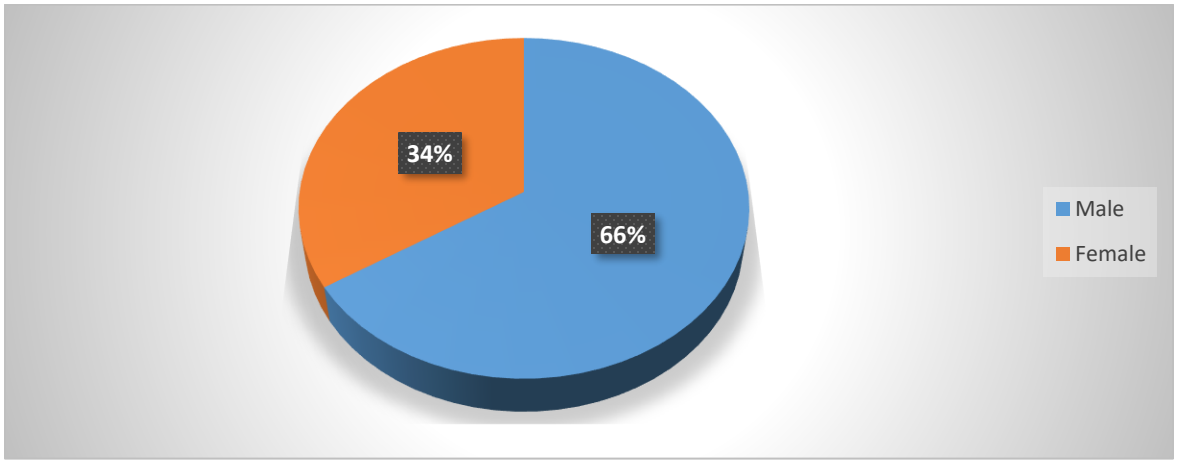

Figure 4.3: Gender of the Head Teacher's Respondents

The data shown in Figure 4.3 reveals that the majority of the **head teachers**, 63(66%), identified as male, while 32(34%) identified as female. This indicates that there is gender discrepancy among the principals of public elementary schools in Dungu sub-county.

The study sought to ascertain the gender of the teachers and the findings are presented below.

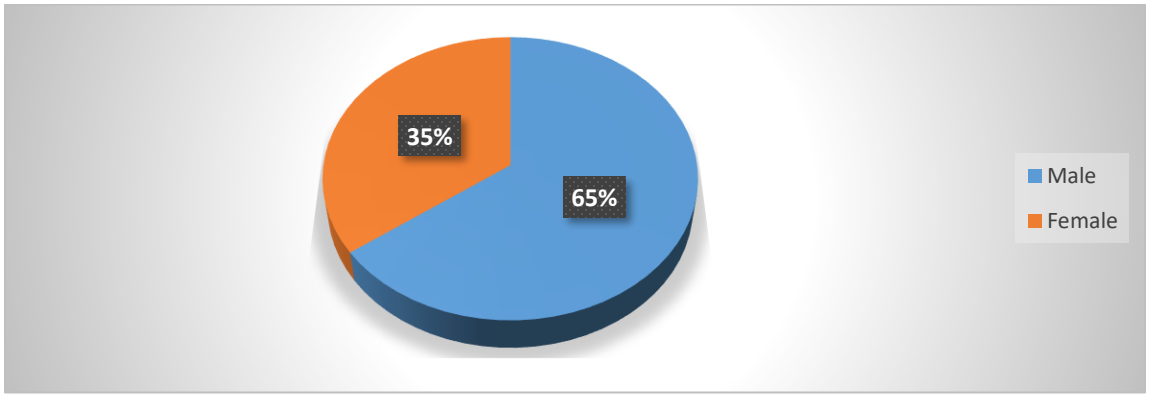

Figure 4.4: Gender of the Teachers

Figure 4.4 shows that majority of the **teacher** respondents 182(65%) were male while the remaining 98(35%) were female. This implies that the public primary schools do not consider gender equality when engaging teachers.

The results on the academic qualifications of **head teachers** in public primary schools, are shown below.

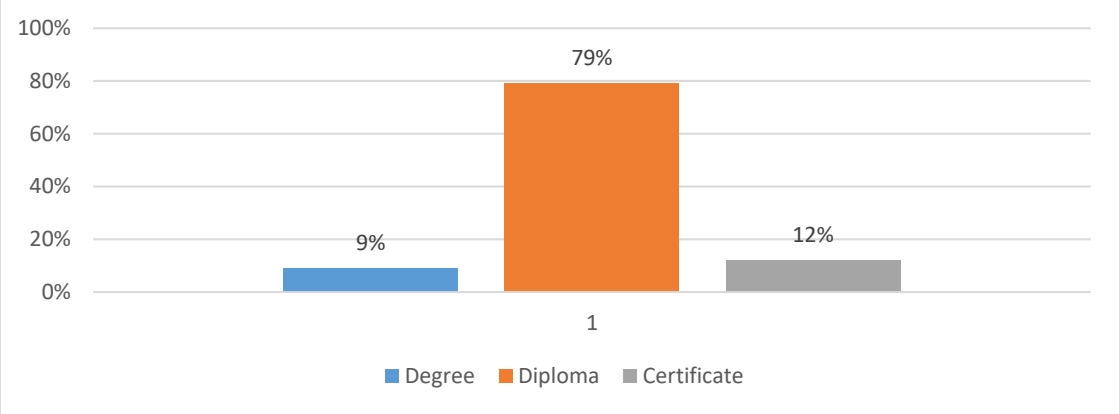

Figure 4.5: Academic Qualifications of the Head Teacher's Respondents

According to Figure 4.5, the majority of **head teacher** respondents (75%) said their greatest academic qualification was a diploma, while 11 (12%) said their highest academic qualification was a certificate. Finally, 9(9%) of the respondents indicated that their highest academic qualification was a degree. None of the responders held a doctorate or a master's degree. This could be a management restriction because the principals of public primary schools are well educated.

This study sought to find out how long the **head teachers** had been heading the public primary schools and the results are presented in Figure 4.6.

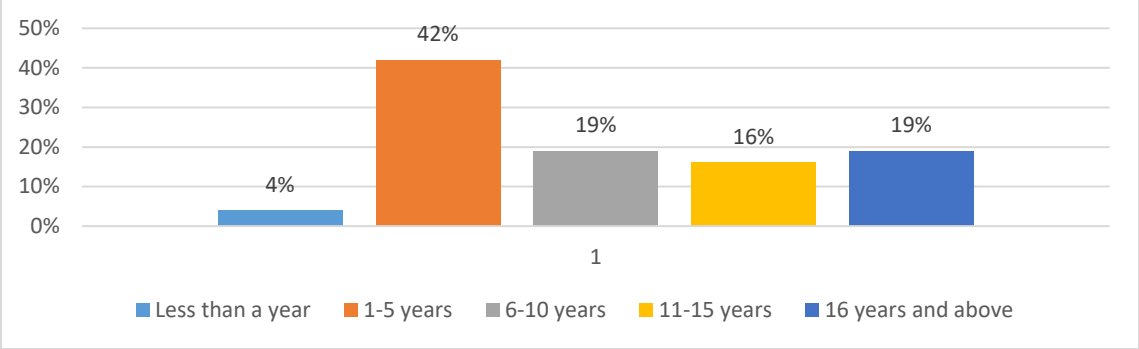

Figure 4.6: Length of Time Heading the Public Primary School

Figure 4.6 shows that the majority of **head teacher** respondents (40%) reported that they had been in charge of the school for 1-5 years, while 18(19%) answered that they had been in charge of the school for 6-10 years or for 16 years or more. Finally, 4(4%) of the respondents indicated that they had been heading the school for less than a year. This is an indication that the public primary schools are headed by experienced head teachers who have served for a number of years and thus are able to effectively management them to offer quality education.

The age of the **teachers** was of relevance in this study and Figure 4.7 depicts the findings of the statistically examined data.

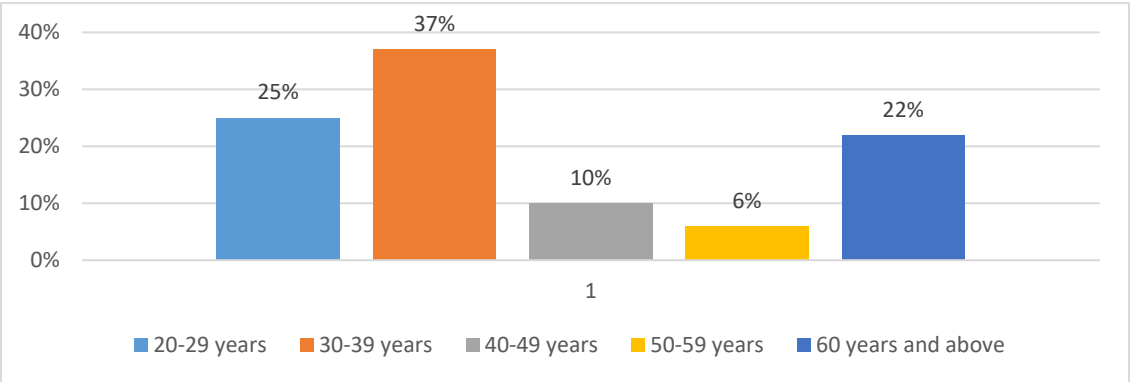

Figure 4.7: Age of the Teacher Respondents

According to the results in Figure 4.7, the majority of the **teachers** 10(4%) indicated that they were between the ages of 30 and 39, while 70(25%) indicated that they were between the ages of 20 and 29. 60(22%) of the teachers on the other hand indicated that they were 60 years old and above while 29(10%) indicated that they were 40-49 years old. Further, 17(6%) of the teachers indicated that they were of the age group between 50 and 59 years. This implies that the public primary schools in Dungu sub-county employ teachers of different age groups who complement each other in managing the schools for enhanced quality education. The findings also raise a concern as there are more aged teachers who are 60 years and above whose services might be lower than the younger teachers.

The study further looked at the employment status of the **teacher** respondents and the results are displayed below.

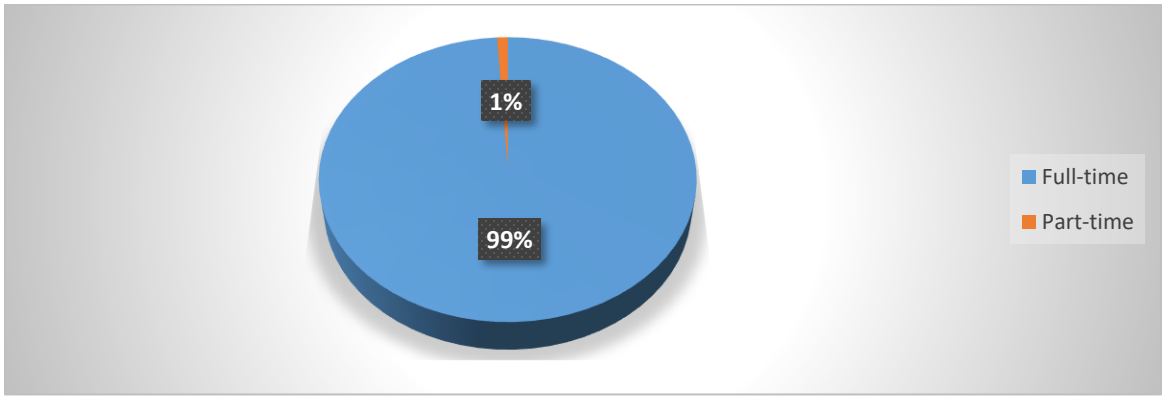

Figure 4.8: Employment Status of the Teacher Respondents

Figure 4.8 shows that most of the **teacher** respondents 276(99%) indicated that their employment status was full-time while only 4(1%) indicated that their employment status was part-time. This shows that the public primary schools ensure that there is no

interruption in learning as most of the teachers have permanent employment status permanently.

This survey also attempted to determine the level of education of the **teacher** responders, and the results are shown below.

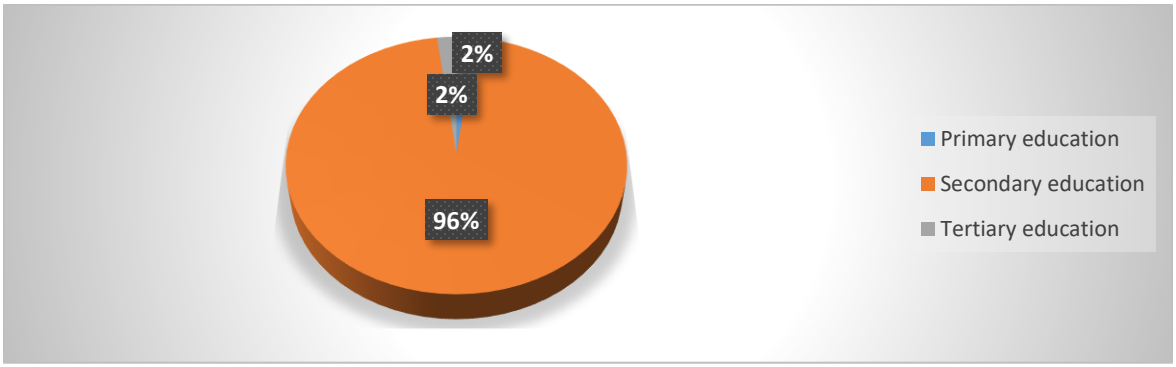

Figure 4.9: Level of Education of the Teacher Respondents

Figure 4.9 reveals that the majority of **teacher** respondents (269(96%) answered that their greatest level of education was secondary education, whereas 6(2%) selected primary education. Furthermore, 5(2%) of respondents said their greatest level of education was tertiary degree. This is an indication that majority of the teachers employed in the public primary schools have not attended post-secondary training for teachers and this could hinder the delivery of quality education to the pupils in Dungu sub-county as they lack pre-requisite skills.

The study was also interested in the **teacher** respondents' teaching experience, and the results are shown below.

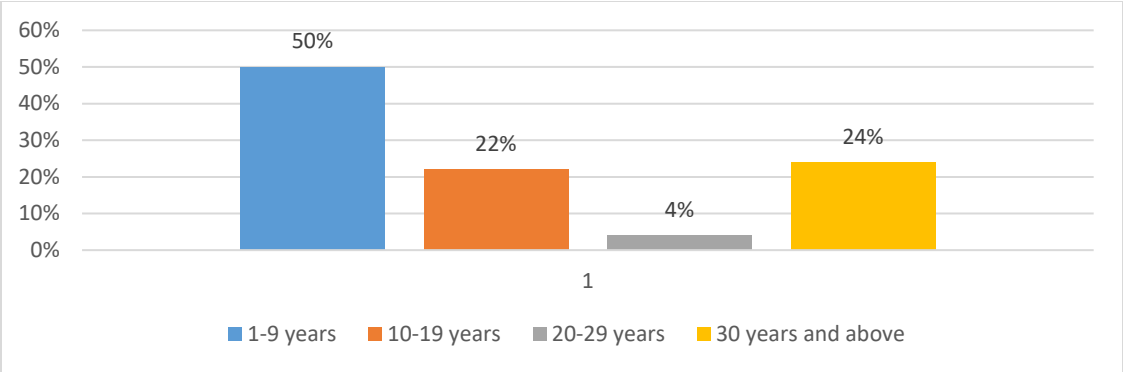

Figure 4.10: Teaching Experience of the Teacher Respondents

Figure 4.10 shows that the majority of **teacher** respondents, 139 (50%), reported that they had 1-9 years of teaching experience, while 68 (24%) said that they had 30 years or more of teaching experience. Furthermore, 61(22%) of respondents stated that they had 10-19 years of teaching experience, while the remaining 12(4%) stated that they had 20-29 years of teaching experience. This demonstrates that the teachers at public elementary schools are experienced, having taught for a number of years.

This study was also interested in the teaching level of the teachers in the public primary schools and the results are displayed below.

Table 4.4: Teaching Level of the Teachers

Teaching Level	Frequency	Percentage (%)
Class one	25	9
Class two	34	12
Class three	57	20
Class four	67	24
Class five	52	19
Class six	45	16
Total	**280**	**100**

Table 4.4 shows that majority of the **teacher** respondents 67(24%) indicated that they are teaching class four while 57(20%) indicated that they are teaching class three. 52(19%) of the respondents indicated that they are teaching class five while 45(16%)

indicated that they are teaching class six. Further, 34(12%) of the respondents indicated that they are teaching class two while 25(9%) indicated that they are teaching class one. This implies that the teachers in the public primary schools have been evenly distributed to teach in the various classes so as to promote quality teaching.

This study wanted to know how many children were in each class at the public primary schools in Dungu sub-county, and the results are shown below.

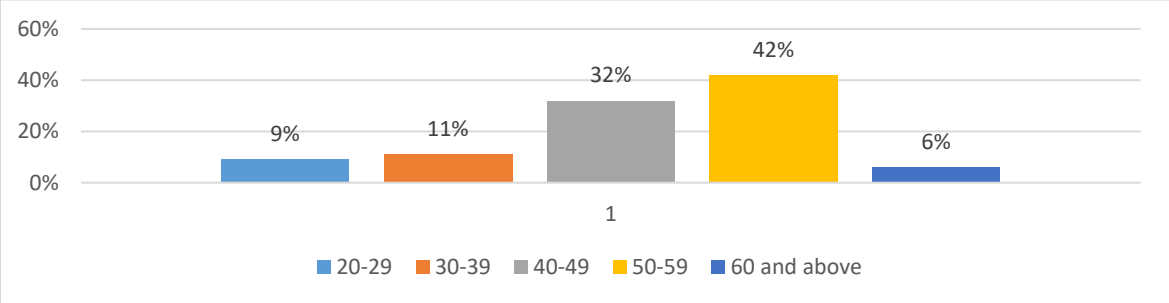

Figure 4.11: Number of Children in Class

Figure 4.11 shows that most of the **teacher** respondents (118(42%) indicated that the number of children in class were 50-59 while 89(32%) indicated that the number of children in class were 40-49. In addition, 31(11%) of the respondents indicated that the number of children in class were 30-39 while 26(9%) indicated that the number of children in class were 20-29. Finally, 16(6%) of the respondents indicated that the number of children in class were 60 and above. This is an indication that most of the class rooms accommodate a large number of pupils and this could affect the effective management of the pupils for enhanced quality education.

4.4. Teaching and Learning Materials

The study's first goal was to assess how much teaching and learning materials influence quality education in public primary schools in Dungu sub-county, DRC. As a

result, the researcher tried to determine the extent to which the government supplies teaching and learning resources to the school. A4-point Likert scale, with four denoting More sufficiently, three denoting Sufficiently, two denoting Insufficiently, and one denoting Not at all was used. A summary of the findings of the head teacher and teacher responders are presented in the subsequent sections.

Textbooks: On the extent to which the government provides textbooks and the results from the **head teachers** are presented in Figure 4.12.

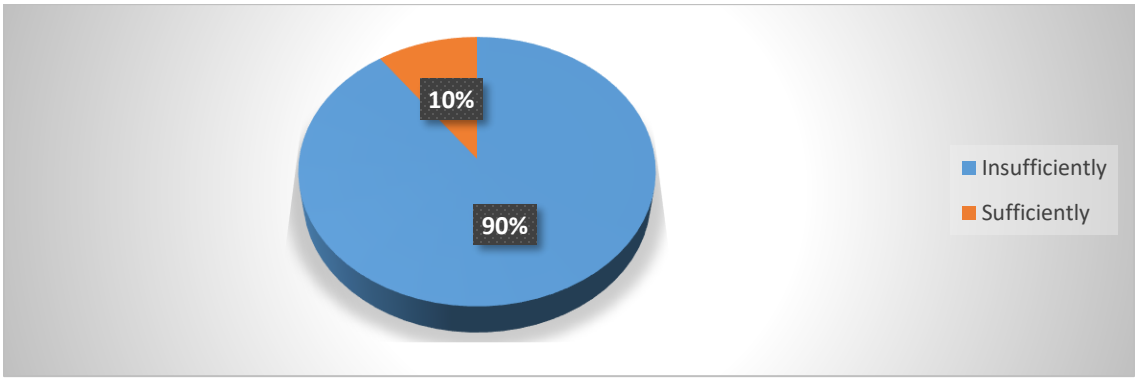

Figure 4.12: Provision of Textbooks by the Government

Figure 4.12 show that majority of the **head teacher** respondents 86(90%) indicated that the government provides insufficient textbooks y while 9(10%) indicated that the government provides textbooks sufficiently. This means that the government has been distributing teaching and learning resources to public primary schools in the form of textbooks. The distribution of textbooks to students in public elementary schools guarantees that they have a reference point when being taught as well as the ability to learn independently. This improves the availability of high-quality education. Smart and Jagannathan (2018) agree, stating that textbooks have an important role in promoting learning and improving student academic performance.

The opinion of the **teacher** respondents on the provision of textbooks by the government and the results are presented in Table 4.5.

Table 4.5: Textbooks

Item	Frequency	Percentage
Not at all	10	4
Insufficiently	258	92
Sufficiently	12	4
More sufficiently	-	-
Total	**280**	**100**

Table 4.5 shows that most of the **teacher** respondents 258(92%) indicated that the government insufficiently provides textbooks while 12(5%) indicated that the government sufficiently provides textbooks. Further, 10(4%) indicated that the government did not provide textbooks at all. This is an indication that the teachers in the public primary schools are unsatisfied with the number of textbooks provided by the government despite the head teachers pointing out that the textbooks provided are sufficient. This is consistent with Savasci and Tomul (2013), who asserted that school administrators believe a lack of instructional resources or their poor quality has an impact on educational quality.

Teacher's Guide: This study also looked at the extent to which the government provides the public primary schools with teacher's guides. A summary of the views from the **head teachers'** respondents is presented in Table 4.6.

Table 4.6: Provision of Teacher's guide by the Government

Item	Frequency	Percentage
Not at all	17	18
Insufficiently	73	77
Sufficiently	5	5
More sufficiently	-	-
Total	**95**	**100**

Table 4.6 shows that majority of the **head teacher** respondents 73(77%) indicated that the government provides teacher's guides to the public primary schools insufficiently while 17(18%) indicated that the government does not provide teacher's guides at all. In addition, 5(5%) of the respondents indicated that the government sufficiently provides teacher's guides to the public primary schools. This is an indication that in most public schools in Dungu sub-county, the government has not been adequately providing teacher's guides which are very crucial for the provision of quality education. As noted by Veespoor (2008), shortages of TLMs such as textbooks deeply affect instructional effectiveness.

The views of the **teacher** respondents on the extent to which the government provides teacher's guide are presented in Figure 4.13.

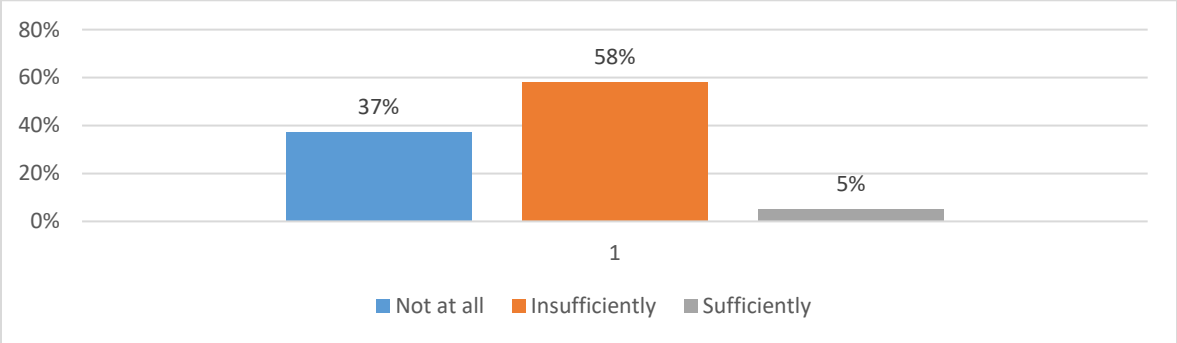

Figure 4.13: Teacher's Guide

Figure 4.13 shows that 161(58%) of **teacher** respondents indicated that the government insufficiently supplies teacher's guide to the public primary schools while 105(37%) indicated that the government does not supply teacher's guide to the public primary schools at all. Further, 14(5%) of the teacher respondents indicated that the government sufficiently supplies teacher's guides to the public primary schools. This shows that very few teacher's guides are provided to the public primary schools as most of the teachers note that the provision is insufficient to enable them offer quality teaching to

the pupils. According to World Bank (2014), books have a good influence on learning effectiveness, and they have to be adequately available and relevant.

Supplementary materials: The researcher investigated the extent to which the government provides supplementary materials such as books, newspapers, pamphlets and other didactical materials to the public primary schools and the results from the **head teacher** respondents are presented in Figure 4.14.

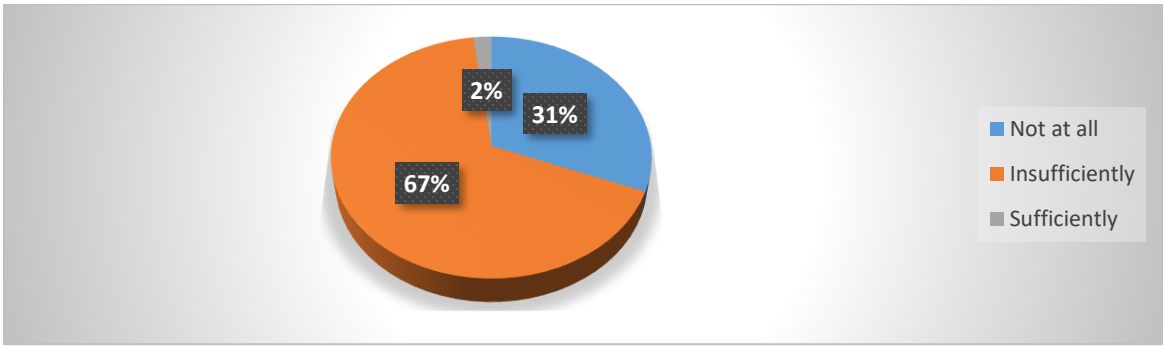

Figure 4.14: Provision of Supplementary Materials by the Government

Figure 4.14 shows that majority of the **head teacher** respondents 64(67%) indicated that the government's provision of supplementary materials was insufficient while 29(31%) indicated that the government did not provide any supplementary materials to the public primary schools. 2(2%) of the respondents on the other hand indicated that the government sufficiently provides supplementary materials such as books, newspapers, pamphlets and other didactical materials. This demonstrates that additional materials are in short supply, which has a negative impact on the quality of teaching and learning in Dungu sub-public county's elementary schools. According to Veespoor (2008), the lack of TLMs in Sub-Saharan Africa has had a negative impact on educational success in the region.

The views of the **teacher** respondents are presented in Table 4.7.

Table 4.7: Supplementary Materials

Item	Frequency	Percentage
Not at all	72	26
Insufficiently	191	68
Sufficiently	17	6
More sufficiently	-	-
Total	**280**	**100**

Table 4.7 shows that majority of the **teache**r respondents 191(68%) indicated that the government insufficiently provides supplementary materials for teaching and learning while 72(26%) indicated that the government does not provide any supplementary materials to the public primary schools. In addition, 17(6%) of the respondents indicated that the government sufficiently provides supplementary materials such as books, newspapers, pamphlets and other didactical materials. This is an indication that in most public primary schools, the government is not providing the supplementary materials which are key for the achievement of quality education. According to Elliot and Corrie (2015), supplementary materials enhance explanation of knowledge, involving students in various ways of learning, consolidate learners' capabilities in order to apply this knowledge in one's life and thus should be sufficiently provided.

ICT Aids: This study looked in to the extent to which the government provides ICT aids to the public primary schools. The results from the **head teacher** respondents are presented in Table 4.8 below.

Table 4.8: Provision of ICT Aids by the Government

Item	Frequency	Percentage
Not at all	95	100
Insufficiently	-	-
Sufficiently	-	-
More sufficiently	-	-
Total	**95**	**100**

Table 4.8 shows that all the **head teacher** respondents 95(100%) indicated that the government does not provide any ICT aids to the public primary schools. This shows that the schools have a challenge when teaching technological subjects as they are lack the basic necessities to offer quality education. As noted by Namara (2018), the provision of these instructional aids needs improvement.

The results from the **teacher** respondents are presented in Figure 4.15.

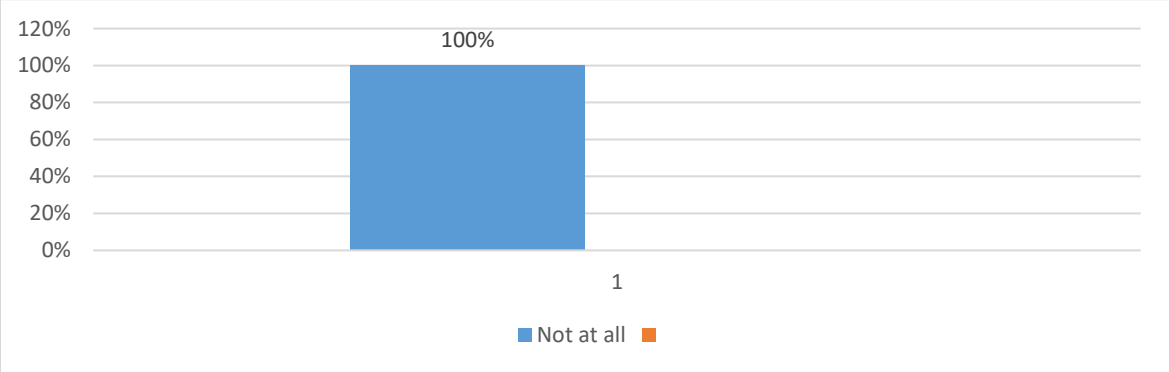

Figure 4.15: ICT Aids

According to Figure 4.15, the majority of the **teachers** 280 (100%) answered that the government does not give ICT aids to public primary schools. This demonstrates that the government has overlooked the significance of giving ICT aids to public primary schools, which might have a negative impact on teaching and learning. As noted by Ngoma (2010), obstacles are in line with inadequate amenities, weak internet, high cost of ICT,

expired systems, irregular repair and management affect the provision of ICT aids facilities in schools.

Importance of the Quality and Accessibility of Instructional Materials: In accordance with primary school teaching and learning materials, this study was interested in finding out the importance of the quality and accessibility of instructional materials to the overall school management. The results from the statistically analyzed data are presented in the subsections below.

Textbooks: On the importance of the quality and accessibility of textbooks, the researcher obtained the following information from the head teachers of the public primary schools.

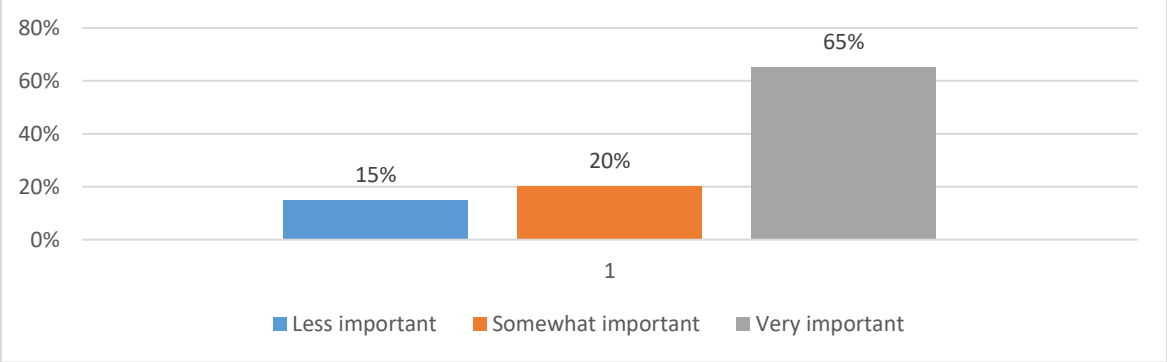

Figure 4.16: Importance of the Quality and Accessibility of Textbooks to School Management

Figure 4.16 shows that most of the **head teacher** respondents 62(65%) indicated that the quality and accessibility of textbooks was very important to their overall school management while 19(20%) indicated that the quality and accessibility of textbooks was somewhat important. On the other hand, 14(15%) of the respondents indicated that the quality and accessibility of textbooks was less important for the overall school

management. This is an indication that the textbooks are considered to be very important and thus being accessible and of good quality makes it easier for the head teachers to manage the public primary schools in Dungu sub-county. This is reinforced by Okongo et al. (2015), who stated that textbooks are crucial learning tools.

Table 4.9 displays the responses of the instructor respondents.

Table 4.9: Importance of Quality and Accessibility of Textbooks to Overall Academic performance

Item	Frequency	Percentage
Unimportant	-	-
Less important	-	-
Somewhat important	41	15
Very important	239	85
Total	**280**	**100**

According to Table 4.9, the majority of **teacher** respondents (239(85%) indicated that the quality and accessibility of textbooks were very important, while 41(15%) indicated that the quality and accessibility of textbooks were somewhat important for the overall academic performance of teachers in Dungu sub-county public primary schools. This implies that the quality of the textbooks provided to the public primary schools and ease of access to the teachers is very important in improving their overall academic performance as they are able to offer quality education. This is confirmed by Jojo (2019) who revealed that scarcity or unavailability of crucial school materials were connected to low educational achievements

Teachers' guide and School management: The purpose of this study was to determine how essential the quality and accessibility of teacher's guides are to the overall school management of the head teachers, and the results are shown below.

Table 4.10: Importance of the Quality and Accessibility of Teacher's Guide to School Management

Item	Frequency	Percentage
Unimportant	3	3
Less important	12	13
Somewhat important	23	24
Very important	57	60
Total	**95**	**100**

According to Table 4.10, the majority of **head teacher** respondents (57%) answered that the quality and accessibility of teacher's guides were extremely important to their overall school administration, while 23(24%) indicated that they were somewhat important. Further, 12(13%) of the respondents indicated that the quality and accessibility of teacher's guide was less important while 3(3%) indicated that the quality and accessibility of teacher's guide was unimportant to the head teachers overall school management. This shows that there is a variation perception of the influence of teachers' guide on the management of the school. This could be attributable to the fact that the principals believe that instructors have the choice of using textbooks to direct their instruction. Opoku, et al, (2020), postulated that good teachers' manuals are necessary for enhanced academic performance.

The results of the **teacher** respondents on the importance of quality and accessibility of teacher's guide on their overall academic performance as teachers are shown in Figure 4.17.

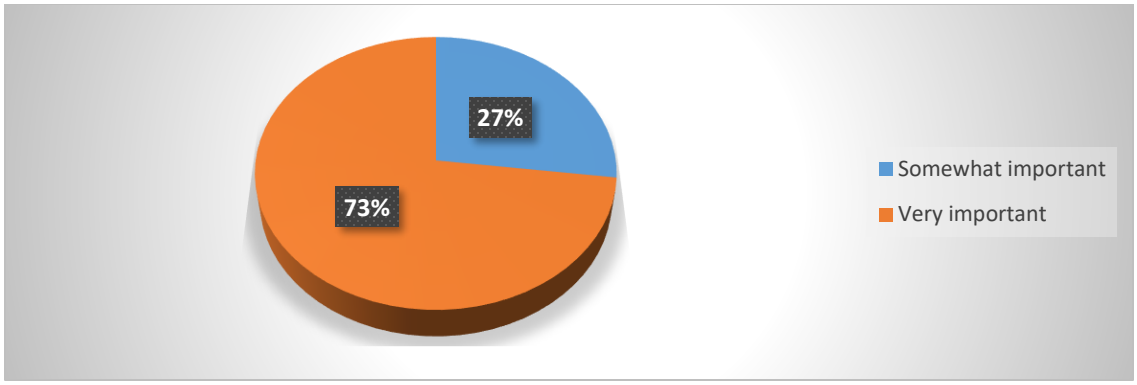

Figure 4.17: Quality and Accessibility of Teacher's Guide to Overall Academic performance

According to the findings in Figure 4.17, the majority of **teacher** respondents, 204 (73%), indicated that the quality and accessibility of the teacher's guide was very important for their overall academic performance as teachers, while 76 (27%) indicated that the quality and accessibility of the teacher's guide was somewhat important for their overall academic performance as teachers. This implies that for the teachers to be able to offer quality teaching to the pupils in the public primary schools they need good quality teacher's guide which should be easily accessible. A study by USAID (2015) noted that to lack adequate TLMs such as teachers guide compels teachers to share available materials.

Teaching Supplementary materials: This study investigated the importance of supplementary materials such as books, newspapers, pamphlets and other didactical materials to the overall management of public primary schools by the **head teachers**. The results are presented in Figure 4.18.

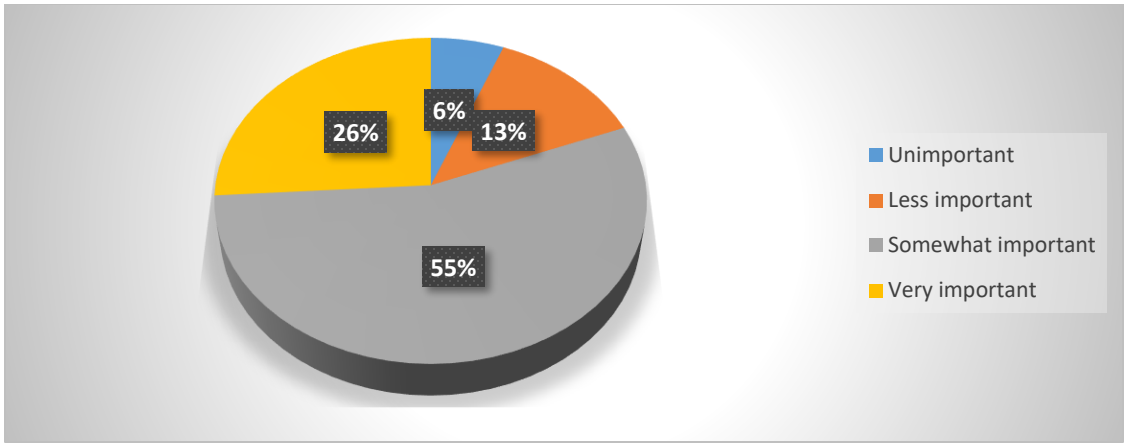

Figure 4.18: Importance of the Quality and Accessibility of Supplementary Materials to School Management

According to Figure 4.18, the majority of **head teachers** (52%) answered that the quality and accessibility of supplemental materials was somewhat significant to their overall school management while 25(26%) indicated that the quality and accessibility of supplementary materials was very important to their overall school management. In addition, 12(13%) of the respondents indicated that the quality and accessibility of supplementary materials was less important while 6(6%) indicated that the quality and accessibility of supplementary materials was unimportant to their overall school management. This indicates that the majority of head teachers believe that providing a variety of high-quality supplemental materials such as books, newspapers, pamphlets, and other didactical materials is critical for improved school management, which leads to quality instruction. Using teaching and learning materials, according to Naisianoi et al (2020), helps students learn more effectively and helps slow learners do better in class.

This study also intended to ascertain the **teacher** respondents' perspectives on the importance of the quality and accessibility of additional materials such as books,

newspapers, pamphlets, and other didactical materials for their overall academic performance as teachers. Table 4.11 summarizes the findings.

Table 4.11: Importance of the Quality and Accessibility of Supplementary Materials to Overall Academic performance

Item	Frequency	Percentage
Unimportant	-	-
Less important	10	4
Somewhat important	55	20
Very important	215	77
Total	**280**	**100**

According to Table 4.11, the majority of **teacher** respondents (215(77%) answered that the quality and accessibility of supplemental resources was extremely important to their overall academic performance as teachers, while 55(20%) indicated that it was moderately important. In addition, 10(4%) of the respondents indicated that the quality and accessibility of supplementary materials was less important to their overall academic performance and teachers. This depicts that the teachers in the public primary schools have noted that it is important to have good quality and accessible supplementary materials as they make it easier to teach which leads to quality education. A study by Read (2011) noted that supplementary materials encourage a reading habit have a direct link with better academic academic performance among students.

ICT Aids: The study intended to determine the importance of the quality and accessibility of ICT aids to the overall school management of the head teacher respondents, and the results are shown in Table 4.12.

Table 4.12: Importance of the Quality and Accessibility of ICT Aids to School Management

Item	Frequency	Percentage
Unimportant	15	16
Less important	3	3
Somewhat important	56	59
Very important	21	22
Total	**95**	**100**

Table 4.12 shows that most of the **head teacher** respondents 56(59%) indicated that the quality and accessibility of ICT aids was somewhat important to their overall management of the public primary schools while 21(22%) indicated that they were very important. However, 15(16%) of the respondents indicated that the quality and accessibility of ICT aids was unimportant to their overall management while 3(3%) indicated that the quality and accessibility of ICT aids was less important. This shows that due to the challenge of the government not providing ICT aids has made the head teachers to come up with alternative ways of managing their schools to ensure that quality education is offered. As noted by Bibi and Khan (2020), there is a need to provide computer facilities in schools to promote quality teaching and learning.

Figure 4.19 depicts teachers' perspectives on the importance of quality and accessibility of ICT aids to overall school academic performance.

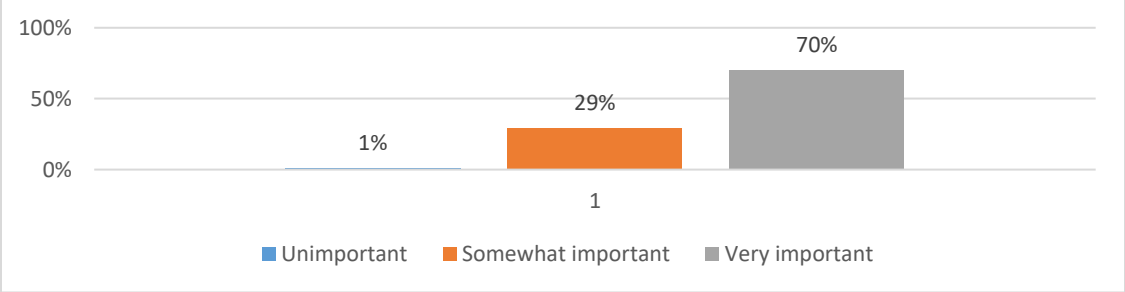

Figure 4.19: Importance of the Quality and Accessibility of ICT Aids to Overall Academic performance

According to Figure 4.19, the majority of the 196 **teacher** respondents (70%) stated that the quality and accessibility of ICT aids was highly significant for their overall academic performance while 80(29%) indicated that it was somewhat important. 4(1%) of the respondents indicated that the quality and accessibility of ICT aids was unimportant for their overall academic performance. This is an illustration that the teachers know that good quality ICT aids which are easily accessible will make their work easier and thus boost their academic performance. The findings are consistent with those of Sharma et al. (2011), who observed that appropriate use of ICT may improve teaching and learning methods, paving the door for a paradigm change in content and teaching strategy.

Level of Adequacy of Teaching and Learning Materials: The researcher sought the views of head teachers and teacher responses on the sufficiency of teaching and learning resources in public primary schools in Dungu sub-county.

Textbooks: The results on the views of the **head teacher** respondents on the level of adequacy of text books are displayed in Figure 4.20.

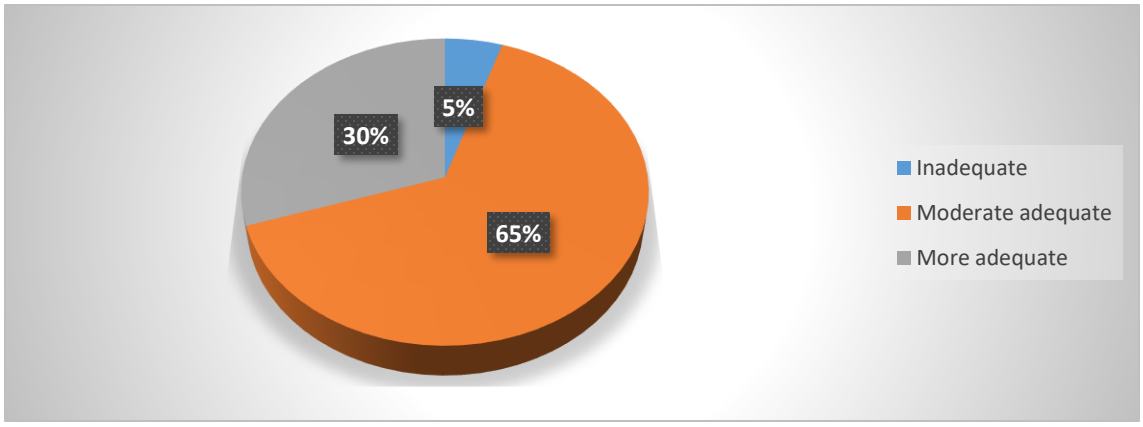

Figure 4.20: Level of Adequacy of Text Books to School Management

Figure 4.20 shows that most of the **head teacher** respondents 62(65%) indicated that the textbooks were moderately adequate while 28(30%) indicated that the textbooks were more adequate. Finally, 5(5%) of the respondents indicated that the textbooks were inadequate. This indicates that the text books that have been provided to the public primary schools are not as adequate as should be and this affects quality education.

The results from the teacher responders are shown in Table 4.13.

Table 4.13: Level of Adequacy of Text Books to Overall Academic performance

Item	Frequency	Percentage
Inadequate	5	2
Moderate adequate	173	62
More adequate	65	23
Very adequate	37	13
Total	**280**	**100**

According to Table 4.13, 173(62) of the **teacher** respondents felt that the textbooks were fairly adequate, while 65(23%) indicated that the textbooks were more adequate. Furthermore, 37(13%) of respondents said the textbooks were extremely acceptable, whereas 5(2%) said they were less adequate. This demonstrates that the appropriateness of textbooks in public elementary schools varies, with some having more books than others. This can have an impact on the academic performance of instructors in public elementary schools, particularly the quality education. According to Akomolafe and Adesua (2016), effective provision of material resources such as textbooks helps a school reach greater academic standards.

Teacher's Guide: The researcher was also interested in the level of adequacy of teacher's guides and the responses from the **head teacher** respondents are displayed in Table 4.14.

Table 4.14: Level of Adequacy of Teacher's Guide to School Management

Item	Frequency	Percentage
Inadequate	24	25
Moderate adequate	60	63
More adequate	11	12
Very adequate	-	-
Total	**95**	**100**

Table 4.14 demonstrates that the majority of **head teacher** respondents (60%) thought the teacher's handbook was reasonably adequate, while 24(25%) thought it was inadequate. Furthermore, 11(12%) of respondents felt that the teacher's guides were more adequate. This implies that just like the textbooks, the teacher's guide provided to the public primary schools are not adequate for use and this influences the academic performance of schools.

The opinions of the **teachers** are shown in Figure 4.21.

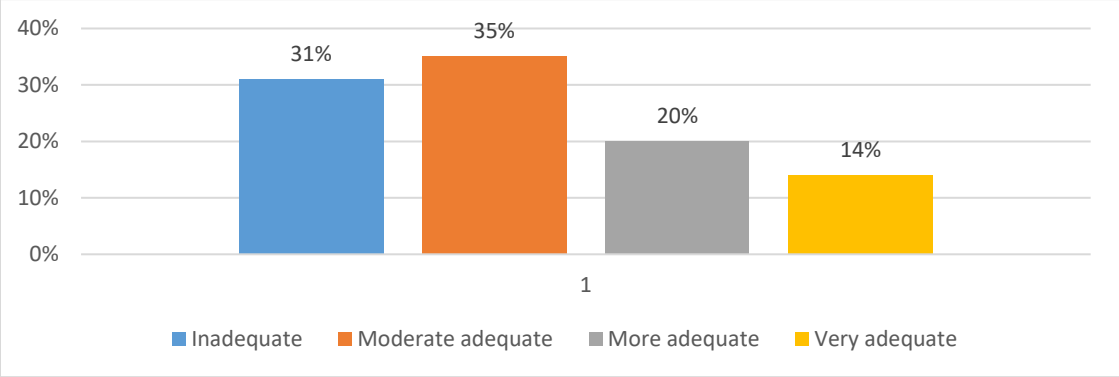

Figure 4.21: Level of Adequacy of Teacher's Guide

Figure 4.21 shows that majority of the **teacher** respondents 98(35%) indicated that the teacher's guides were moderately adequate while 86(31%) indicated that the teacher's guides were inadequate in the public primary schools. 55(20%) of the respondents further indicated that the teacher's guides were more adequate while 41(14%) indicated that the

teacher's guides in the public primary schools were very adequate. This shows that the teacher respondents feel that they are able to use the teacher's guides available to improve the academic performance of the pupils as they are adequate. A report by MoEST (2014) indicated that lack of adequate instructional materials affected the academic performance of teachers in primary schools.

Supplementary materials: The researcher sought to find out from the head teacher respondent's opinions on the level of adequacy of the supplementary materials such as books, newspapers, pamphlets and other didactical materials. The results are displayed in Figure 4.22.

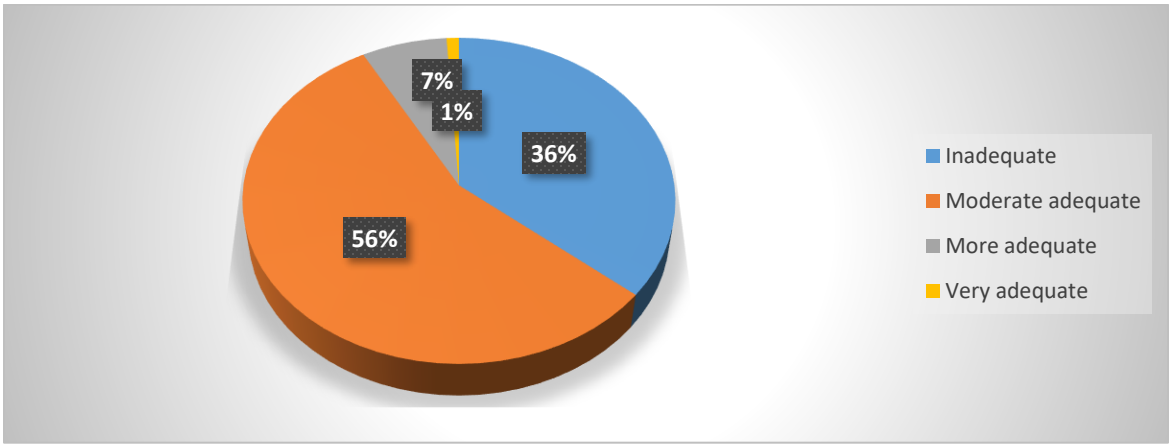

Figure 4.22: Level of Adequacy of Supplementary Materials

Figure 4.22 shows that most of the **head teacher** respondents 53(56%) indicated that the supplementary materials were moderately adequate while 34(36%) indicated that the supplementary materials were less adequate in the public primary schools. In addition, 7(7%) of the respondents indicated that the supplementary materials were more adequate while 1(1%) indicated that the supplementary materials were very adequate. This illustrates that there is a still a gap on the supplementary materials being supplied to the public

primary schools that is affecting quality education. A study by Makokha and Wanyonyi (2015) by established that insufficient learning materials leads to poor academic performance.

The views of the **teacher** respondents are displayed in Table 4.15.

Table 4.15: Adequacy of Supplementary Materials

Item	Frequency	Percentage
Inadequate	64	23
Moderate adequate	147	52
More adequate	58	21
Very adequate	11	4
Total	**280**	**100**

According to Table 4.15, the majority of **teacher** replies 147(52%) indicated that the supplementary materials such as books, newspapers, pamphlets and other didactical materials were moderately adequate while 64(23%) indicated that they were less adequate. 58(21%) of the respondents on the other hand indicated that the supplementary materials were more adequate while 11(4%) indicated that they were very adequate. This implies that there is variation on provision of supplementary materials to the public primary schools with some schools having adequate materials while others have less. This influences the academic performance of the teachers in delivering quality education to the pupils in some of the public primary schools. According to a UNICEF report (2017), schools, particularly in Dungu, rely more on UNICEF aid for other textbooks and didactical materials.

ICT aids: The researcher was interested in learning what the **head teacher** respondents thought about the adequacy of ICT aids in public primary schools, and the results are reported in Table 4.16.

Table 4.16: Adequacy of ICT Aids

Item	Frequency	Percentage
Inadequate	91	96
Moderate adequate	3	3
More adequate	-	-
Very adequate	1	1
Total	**95**	**100**

According to Table 4.16, the majority of **head teacher** respondents (91%) felt that ICT aids in public primary schools were insufficient, while 3(3%) indicated that they were reasonably competent. Finally, 1(1%) of those polled said that ICT aids in public primary schools were extremely adequate. This demonstrates that there is a lack of ICT aids in public elementary schools, which are designed to facilitate the teaching and learning process, and this is impeding excellent education in Dungu sub-county. According to Saad and Sankaran (2020), providing schools with ICT tools is critical for increasing educational efficacy.

The **teacher** respondents' views are presented in Figure 4.23.

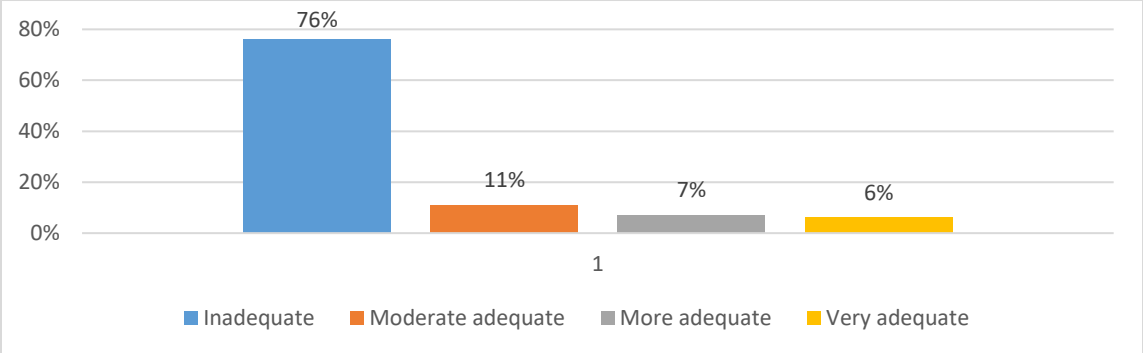

Figure 4.23: Level of Adequacy of ICT Aids

According to Figure 4.23, the majority of **teacher** respondents (213(76%) felt that ICT aids in public primary schools were inadequate, while 32(11%) indicated that they were somewhat competent. 19(7%) of the respondents indicated that the ICT aids in the

public primary schools were more adequate while 16(6%) indicated that they were very adequate. This illustrates that majority of the public primary schools lack ICT aids which are useful in improving the academic performance of teachers and this affects quality education. This could be because as noted by Fall (2007), a proposed initiative in DRC of computers in education has not materialized and this has become an obstacle in integrating technology in education.

The researcher sought the opinions of the **sub-county education officers** on provision of teaching and learning materials for the public primary schools in Dungu sub-county and the results are presented as follows. In an effort to find out whether the government provides the sub-county with teaching and learning materials in terms of books, teacher's guide, supplementary materials and ICT aids, the sub-county education officers were requested to confirm this. The results are presented in Table 4.17.

Table 4.17: Provision of Teaching and Learning Materials by the Government

Item	Frequency	Percentage
Yes	100	100
No	-	-
Total	**100**	**100**

Table 4.17 reveals that 100(100) of the sub-county education officer respondents agreed that the government provides teaching and learning materials such as textbooks, teacher's guides, supplementary materials, and ICT aids to the sub-county. This contradicts the views of head teachers and instructors who claim that teaching and learning materials are scarce in Dungu sub-public county's elementary schools. According to Figueroa et al. (2016), the availability of teaching and learning resources improves the provision of excellent education.

The sub-county education officers who were considered to be key informants (KI) were further requested to explain whether the teaching and learning materials were sufficient. One key informant explained that the teaching and learning materials provided by the government were insufficient while another key informant explained that only a few books are provided to the public primary schools.

KI 1 who was interviewed on 4thOctober 2021 pointed out that:

> "We only receive some books of mathematics, French, natural sciences, citizen education and national languages. Rarely do we receive teacher's guide. Therefore, the government needs to provide at least every year instructional materials for easy running of sub-county schools."

This depicts that despite the government providing teaching and learning materials to the public primary schools, they do so minimally and this affects provision of quality education.

The researcher also sought further explanation from the sub-county education officers and was informed that the dictionary, primary school guides and other books were insufficient.

KI 2 who was interviewed on 5th October 2021 pointed out that:

> "There have never been any ICT aids provision and therefore they do not exist in the public primary schools."

This indicates that some teaching and learning materials such as ICT aids are hardly provided by the government. Another KI 3 who was interviewed on 5th October 2021 explained that:

> "Some of the teaching and learning materials are sufficient such as teachers guides for nursery schools. However, dictionaries and other books are insufficient."

This displays the government providing some of the teaching and learning resources necessary by public primary schools. According to MEPS-IN et al (2015), the DRC government chooses to provide only two textbooks - French and Mathematics - to elementary schools across the country. KI 4 who was interviewed on 7th October 2021 pointed out that:

> "There is an increase in school population every year in the sub-county and this has not been factored in by the government when providing schools to the public primary schools. This makes the available books insufficient."

It was also important for the researcher to find out how adequate the teaching and learning materials for the schools were. One key informant explained that they are in adequate.

KI 5 who was interviewed on 8thOctober 2021 stated that:

> "The teaching and learning materials are somewhat adequate where they are provided."

This is an indication that in some of the public primary schools in the sub-county, the government has been providing the teaching and learning materials. In addition, KI 6 who was interviewed on 8th October 2021 explained that:

> "I have never seen nor heard that the government has given ICT aids such as computers and other tools to schools in the sub-county."

This was echoed by another key informant who explained that the teaching and learning materials are inadequate to national planning for primary education. However, another key informant explained that books, teacher's guide are adequate in public primary schools. This was a contradiction with the other sub-county education officers who had

explained that the teaching and learning materials provided by the government were inadequate.

As the researcher proceeded to look for information on how the provision of teaching and learning materials affects quality education in the public primary schools, the key informants were asked to give any other comment on teaching and learning materials. One key informant explained that the government should bring previous books as they were more relevant than the new books being provided. According to MEPSP (2012), despite many problems, the center for generating educational materials continues to make various traditional less expensive, low-technology instructional aids such as maps, human body models, and planetary body models that are sold to schools.

KI 7 who was interviewed on 11thOctober 2021 stated that:

> "Some recent books do not explain lessons well like those of 1963. They are kind of superficial."

This implies that there is a concern of low quality content in the books being provided by the government in recent years. The researcher was also informed by KI 8 who was interviewed on 11th October 2021 that:

> "Considering the insufficiency of the materials given by the government, teachers should be appreciated for creating teaching support locally."

This was supported by another key informant who suggested that head teachers in the public primary schools should be encouraged to be creative in acquiring teaching and learning materials for their schools. This illustrates that the education officers in Dungu sub-county are of the opinion that the teachers and head teachers in the region can enhance the quality education offered to the pupils through innovative methods instead of relying on the government.

Opoku et al. (2015) discovered that preserving high-quality teaching and learning materials and making them available to students improved the quality education. The findings are also reinforced by Naisianoi et al. (2020), who noted that appropriate teaching and learning resources increased school academic performance.

Correlation Matrix for Teaching and Learning Materials

Table 4.18 displays the coefficient correlation matrix for teaching and learning materials as well as quality education characteristics.

Table 4.18: Correlation Matrix for Teaching and Learning Materials and Quality Education

		Teaching and Learning Materials
Quality Education	Pearson Correlation	.430(**)
	Sig. (2-tailed)	.000
	N	375

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.18 shows that there is a positive relationship between teaching and learning materials and excellent education. Correlation study found a significant association ($r=0.430^{**}$, $p>0.05$) between teaching and learning materials and quality education. The findings are consistent with those of Naisianoi et al., (2020), who found that the availability of teaching and learning resources had a positive and statistically significant impact on the growth of upper primary children.

4.5. Physical Facilities

The study's second goal was to determine the impact of physical amenities on quality education in public primary schools in Dungu sub-county, DRC.

Existence of Physical Facilities:

Classrooms: The survey wanted to know if physical amenities were available in the respondents' public primary schools. Table 4.19 displays the findings on the existence of classrooms.

Table 4.19: Existence of Classrooms

Item	Frequency	Percentage
Does not exist	8	8
Inadequate	68	72
Moderately adequate	12	13
Very adequate	7	7
Total	**95**	**100**

According to Table 4.19, the majority of the **head teacher** respondents, 68(72%), reported that the classrooms existed insufficiently, while 12(13%) indicated that the classrooms existed relatively adequately. Furthermore, 8(8%) of respondents stated that classrooms did not exist, while 7(7%) stated that classrooms were extremely suitable. This means that the classrooms in Dungu sub-public county's primary schools are insufficient to allow the management to provide quality instruction. According to Bibi and Khan (2020) having sufficient classrooms and institution buildings, as well as basic amenities including furnishings, restrooms, boundary walls, and furniture enhances the academic performance of a school.

The opinions of the **teacher** respondents on the existence of classrooms in the public primary schools and the results are presented in Figure 4.24.

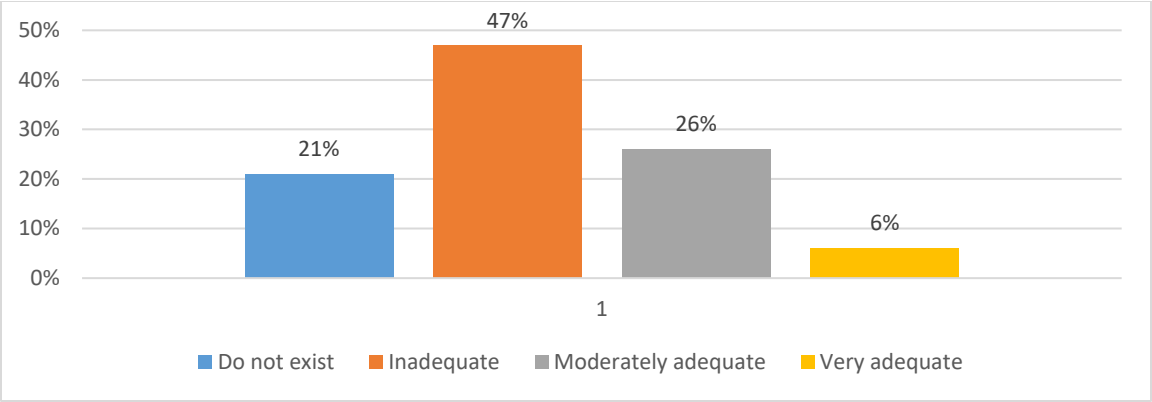

Figure 4.24: Existence of Classrooms

Figure 4.24 shows that most of the **teacher** respondents 133(47%) indicated that classrooms existing were inadequate while 72(26%) indicated that the classrooms existing were moderately adequate. In addition, 59(21%) indicated that the classrooms did not exist while 16(6%) indicated that the classrooms existing were very adequate. This is a confirmation of the views of the head teacher respondents who note that the classrooms in the public primary schools are not adequate to enhance their academic performance while in some schools there are no classrooms. According to Parsons (2011), well-maintained and equipped classrooms are capable of meeting educational demands.

Library: This study was also interested to find out whether libraries existed in the public primary schools. The results from the **head teacher** respondents are presented in Figure 4.25.

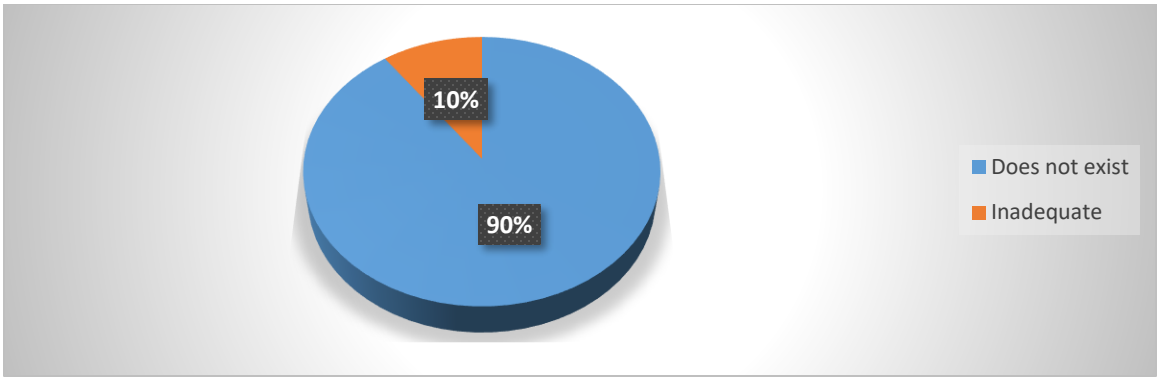

Figure 4.25: Existence of Library

Figure 4.25 shows that 86(90%) of the **head teacher** respondents indicated that libraries did not exist in the public primary schools while 9(10%) indicated that the libraries were inadequate. This is an indication that the government has not invested much in the construction of libraries in the public primary schools despite them being crucial to enhance quality education. Arshad et al. (2018) discovered that having libraries in schools affected academic success.

Table 4.20 displays the **teacher** respondents' perspectives on the existence of a library and the findings.

Table 4.20: Existence of Library

Item	Frequency	Percentage
Does not exist	233	83
Inadequate	41	15
Moderately adequate	6	2
Very adequate	-	-
Total	**280**	**100**

According to Table 4.20, the majority of the **teacher** respondents 233(83%) stated that libraries did not exist in public elementary schools, while 41(15%) stated that the libraries that did exist were inadequate. Furthermore, 6(2%) of respondents said the libraries at public primary schools were moderately adequate. This demonstrates that there

are few libraries in public elementary schools, which has an impact on the quality education provided to students. According to Javier and Marcella (2011)'s research, the availability of essential infrastructure and services such as libraries aids in the provision of quality education.

Laboratory: The study sought the views of the **head teacher** respondents with regards to the existence of laboratories in the public primary schools and the results are displayed in Table 4.21.

Table 4.21: Existence of Laboratory

Item	Frequency	Percentage
Does not exist	95	100
Inadequate	-	-
Moderately adequate	-	-
Very adequate	-	-
Total	**95**	**100**

According to Table 4.21, all of the **head teachers** who responded (95%) said that laboratories did not exist in the public elementary schools in Dungu sub-county. This demonstrates that the government has neglected to provide laboratories, which are critical physical facilities required by schools in order to provide effective instruction. According to (Namara, 2018), poorly equipped laboratories result in poor quality science instruction since students are not exposed to practical skills, resulting in poor academic performance in science topics, which eventually affects mean scores.

The teacher respondents were also asked to express their thoughts on the existence of laboratories, and the results are shown in Figure 4.26.

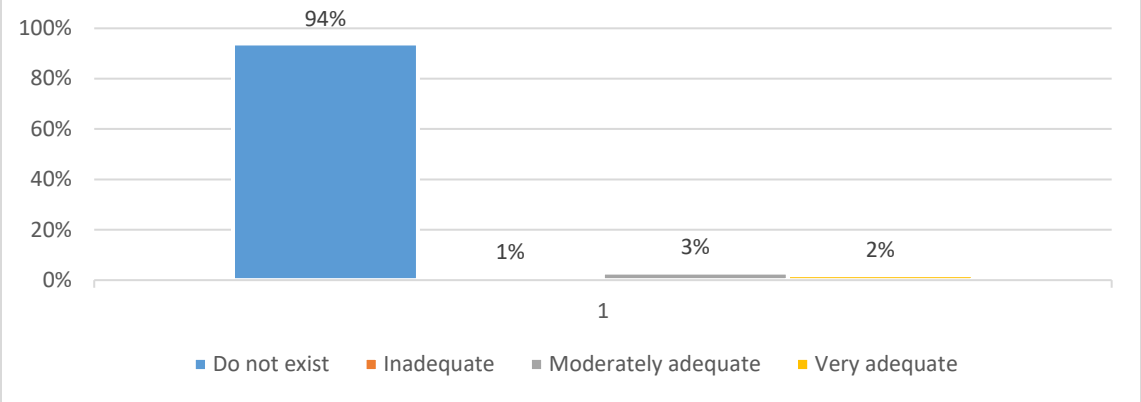

Figure 4.26: Existence of Laboratory

Figure 4.26 shows that majority of the **teacher** respondents 264(94%) indicated that laboratories do not exist in the public primary schools while 10(3%) indicated that the laboratories were moderately adequate. In addition, 5(2%) of the respondents indicated that the existing laboratories were very adequate while 1(1%) indicated that the existing laboratories were inadequate. This illustrates that most public primary schools do not have laboratories while very few have libraries that are adequate and this could be attributed to funding by the NGOs. The findings are consistent with those of Jenkinson and Benson (2010), who determined that the lack of adequate facilities such as laboratories was the most significant impediment to learning effectiveness in elementary and secondary schools.

Playgrounds: The study investigated the presence of playgrounds in public primary schools, and the results from head teacher responses are shown in Table 4.22.

Table 4.22: Existence of Playground

Item	Frequency	Percentage
Does not exist	-	-
Inadequate	45	48
Moderately adequate	43	45
Very adequate	7	7
Total	**95**	**100**

According to Table 4.22, the majority of **head teacher** respondents 45(48%) reported that the availability of playgrounds in public primary schools was insufficient, while 43(45%) indicated that the availability of playgrounds was somewhat enough. Finally, 7(7%) of respondents said that having a playground was very important. This demonstrates that playgrounds for students to use exist in the majority of public primary schools, however they are not as suitable as intended, and this effects the quality of instruction.

The study sought teacher respondents' opinions on the presence of playgrounds in public primary schools, and the results are shown in Figure 4.27.

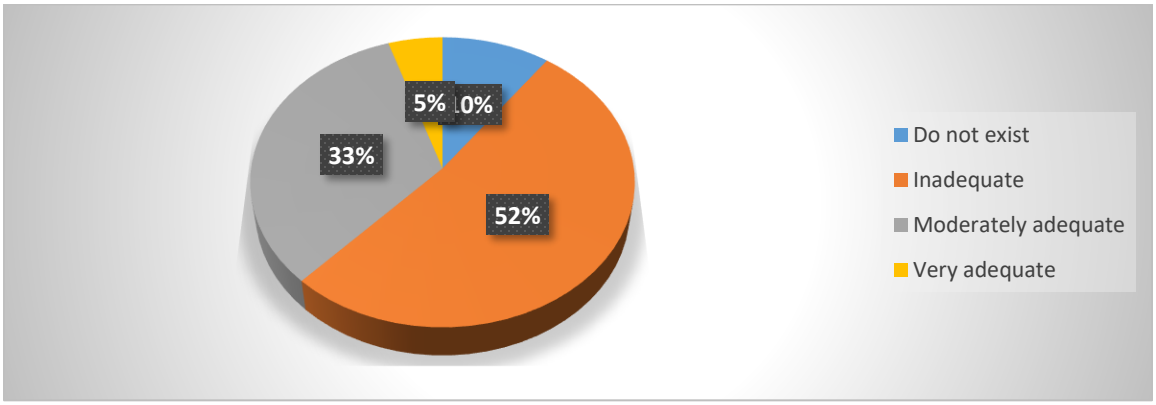

Figure 4.27: Existence of Playground

Figure 4.27 shows that in public primary schools, the majority of **teacher** respondents (145%) felt that the presence of a playground was insufficient, while 94(33%) indicated that the presence of a playground was somewhat suitable. In addition, 27(10%) of the respondents indicated that the playgrounds did not exist in the public primary schools while 14(5%) indicated that the existence of playground was very adequate. This implies that some public schools have adequate playground while majority are experiencing a challenge and this hinders the delivery of quality education. According to Bakari et al.

(2014), inadequate physical facilities are the leading cause of poor academic performance in primary schools.

Public toilet: The researcher investigated the existence of toilets in the public primary schools and the views of the **head teacher** respondents are presented in Table 4.23.

Table 4.23: Existence of Toilets

Item	Frequency	Percentage
Does not exist	17	18
Inadequate	39	41
Moderately adequate	29	31
Very adequate	10	10
Total	**95**	**100**

Table 4.23 shows that most of the **head teacher** respondents 39(41%) indicated that the existence of toilets was less adequate while 29(31%) indicated that the existence of toilets was moderately adequate. 17(18%) of the respondents on the other hand indicated that toilets did not exist in the public primary schools while 10(10%) indicated that the existence of toilets was very adequate. This illustrates that having toilets that are inadequate with some schools not having any toilet is a great concern as this physical facility is crucial for the academic performance of the public primary schools. This is contradicted by Bhunia, et al. (2012) who established that playgrounds are key in enhancing school academic performance.

The results on the views of the **teacher** respondents as obtained by the researcher in line with the existence of toilets are presented in Table 4.24.

Table 4.24: Existence of Toilets

Item	Frequency	Percentage
Does not exist	13	5
Inadequate	205	73
Moderately adequate	52	18
Very adequate	10	4
Total	**280**	**100**

Table 4.24 shows that majority of the **teacher** respondents 205(73%) indicated that the existence of toilets in the public primary schools was Inadequate while 52(18%) indicated that the existence of toilets was moderately adequate. Further, 13(5%) of the respondents indicated that toilets did not exist while 10(4%) indicated that the existence of toilets was very adequate. This indicates that there are very few schools in Dungu sub-county that have adequate toilets as majority have less adequate toilets and this negatively affects the overall academic performance of the schools. According to a CERC report (2019), Congolese public schools are characterized by overcrowded classrooms and, in many cases, a lack of proper equipment, water, and sanitation facilities.

Importance of Physical Facilities:

Classrooms: The results on the **head teacher** respondents for classrooms are presented in Figure 4.28.

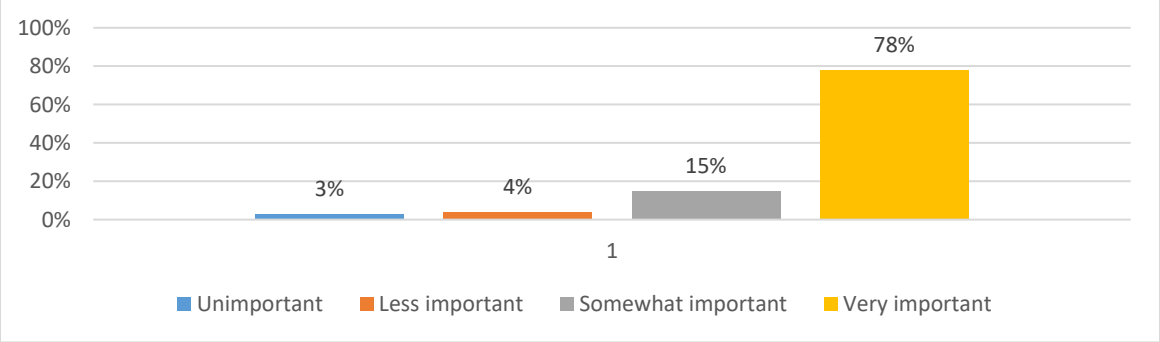

Figure 4.28: Importance of Classrooms

Figure 4.28 shows that majority of the **head teacher** respondents 74(78%) indicated that classrooms were very important in the overall school management while 14(15%) indicated that classrooms were somewhat important. Further, 4(4%) of the respondents indicated that classrooms were less important while 3(3%) indicated that school buildings were unimportant. This shows that for effective management of the public primary schools, classrooms are very important. According to Akomolafe and Adesua (2016), physical amenities such as classrooms play an important role in the provision of quality education.

Table 4.25 summarizes the findings of a study that tried to determine the impact of Classrooms on teachers' overall academic performance.

Table 4.25: Importance of Classrooms

Item	Frequency	Percentage
Unimportant	11	4
Less important	-	-
Somewhat important	91	32
Very important	178	64
Total	**280**	**100**

Table 4.25 shows that majority of the **teacher** respondents 178(64%) indicated that the classrooms were very important for their overall academic performance while 91(32%) indicated that the classrooms were somewhat important for their overall academic performance. On the other hand, 11(4%) of the respondents indicated that classrooms were unimportant for their overall academic performance. This depicts that most of the teachers feel that with classrooms they will have a conducive environment to offer quality teaching to the pupils in the public primary schools. Barrett et al. (2019) validated these findings by

demonstrating that kids' academic performance improves in schools with better physical learning settings.

Library: The researcher was interested in the responses of the head teachers to the relevance of libraries in public primary schools, and the results are provided in Table 4.26.

Table 4.26: Importance of Library

Item	Frequency	Percentage
Unimportant	3	3
Less important	4	4
Somewhat important	25	26
Very important	63	66
Total	**95**	**100**

According to Table 4.26, the majority of **head teacher** respondents (63%) felt that libraries were extremely essential in overall school management, while 25(26%) indicated that libraries were moderately significant in overall school management. In addition, 4(4%) of the respondents indicated that libraries were less important while 3(3%) indicated that libraries were unimportant in their overall school management. This shows that most head teachers are of the opinion that libraries in the public primary schools are crucial as they make the management of school activities easier thus boosting the provision of quality education. According to Etale, et al (2020), the sufficiency of facilities such as libraries encourages pupils to learn.

The **teacher** respondents were also asked about the importance of libraries to their overall academic performance, and the results are shown in Figure 4.29.

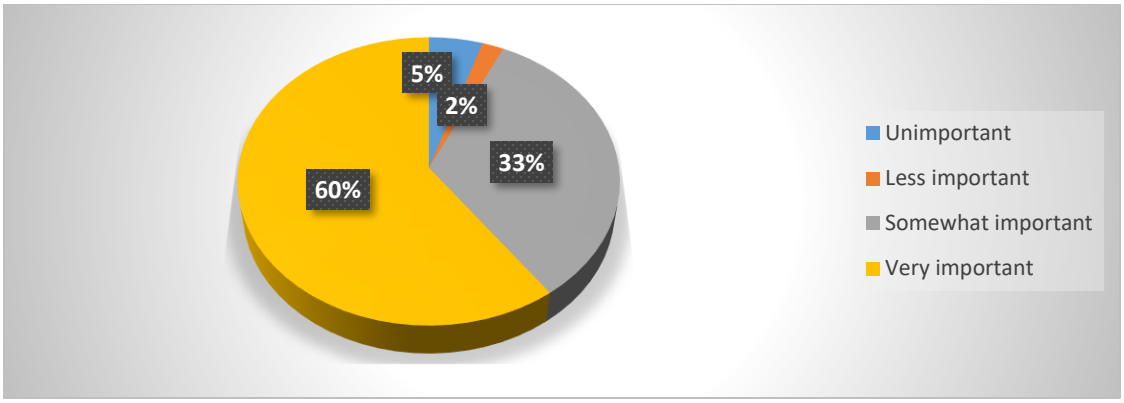

Figure 4.29: Importance of Library

According to Figure 4.29, the majority of **teacher** respondents, 167(60%), felt that libraries were extremely important to their overall success, while 92(33%) answered that libraries were somewhat important to their overall academic performance. However, 16(5%) of the respondents indicated that libraries were unimportant to their overall academic performance while 5(2%) indicated that libraries were less important to their overall academic performance as teachers. This implies that the teachers are of the opinion that having libraries can serve as a reference point for the pupils to get more information on the subjects being taught and this will enhance quality education. The findings are reinforced by Bhunia et al. (2012), who found that well-equipped libraries were directly related to high-quality education.

Laboratories: This study was also interested in the views of the principals on the importance of laboratories in public elementary schools in Dungu sub-county, and the results are shown in Figure 4.30.

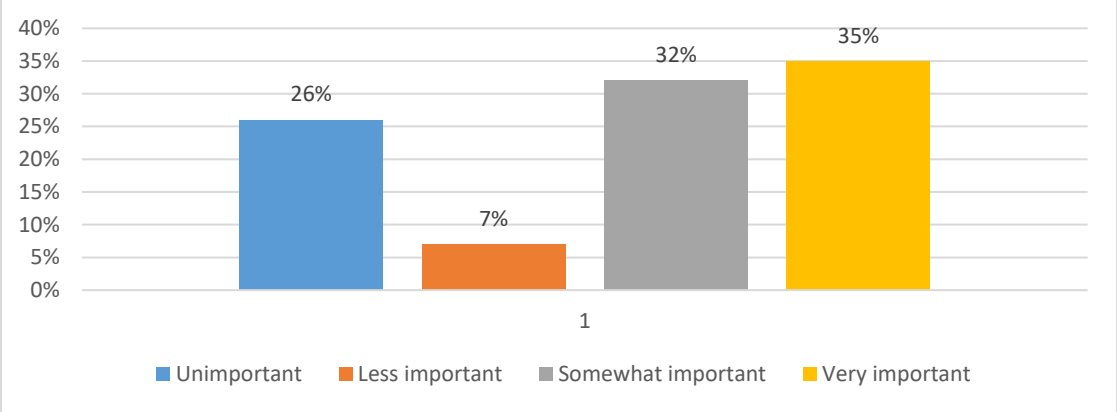

Figure 4.30: Importance of Laboratory

According to the data in Figure 4.30, the majority of the **head teacher** respondents (33%) said laboratories were extremely important for their overall school administration, while 30(32%) said laboratories were moderately important. On the other hand, 25(26%) indicated that laboratories were unimportant for their overall school management while 7(7%) indicated that laboratories were less important to the head teacher's overall school management. This is an indication that there are varying opinions on the role of laboratories in the school management of the head teachers.

Table 4.27 shows the results of the researcher's investigation on the importance of laboratories on the overall academic performance of teachers.

Table 4.27: Importance of Laboratory

Item	Frequency	Percentage
Unimportant	20	7
Less important	22	8
Somewhat important	93	33
Very important	145	52
Total	**280**	**100**

According to Table 4.27, the majority of **teacher** respondents (145%) said laboratories were extremely important for their overall academic performance, while 93

(33% said laboratories were moderately important). Further, 22(8%) of the respondents indicated that laboratories were less important to their overall academic performance while 20(7%) indicated that laboratories were unimportant to their overall academic performance as teachers. This implies that most of the teachers are of the opinion that having laboratories in the schools will make easier to demonstrate experiments to the pupils and this will influence quality education. A study by Bhunia et al., (2012) posited that access to laboratories by students directly significant to quality eduation.

Playground: This research further investigated the opinion of the **head teacher** respondents on the importance of playground in the public primary schools to their overall school management. The results are displayed in Table 4.28.

Table 4.28: Importance of Playground

Item	Frequency	Percentage
Unimportant	-	-
Less important	2	1
Somewhat important	17	18
Very important	76	80
Total	**95**	**100**

According to Table 4.28, the majority of **head teacher** responses (76%) felt that the playground was very important to their overall school administration while 17(18%) indicated that playground was somewhat important. However, 2(1%) of the respondents indicated that playground was less important to their overall school management. This illustrates that most head teachers appreciate the role recreational activities play in the education system and thus know that a playground will promote quality education in the public primary schools.

This study also investigated the importance of playground to the overall academic performance of **teachers** and the results are presented in Figure 4.31.

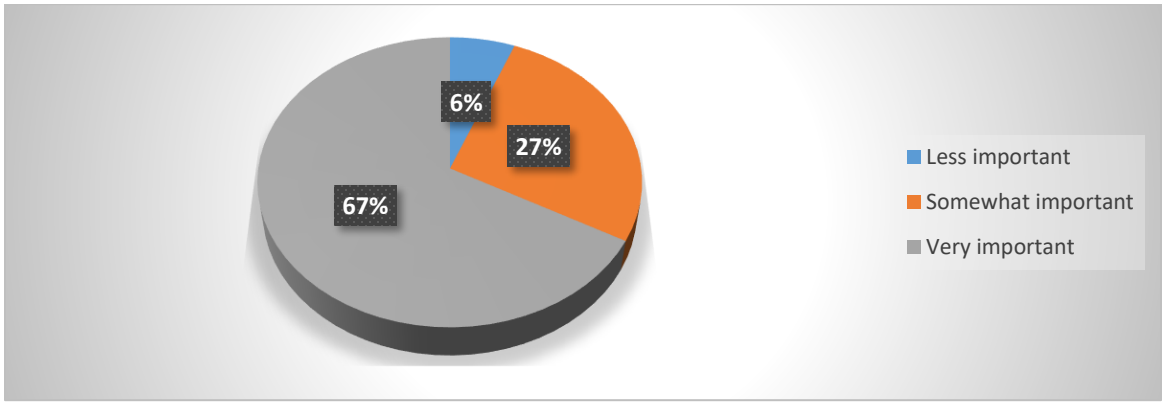

Figure 4.31: Importance of Playground

Figure 4.31 demonstrates that the majority of the **teacher** respondents, 189 (67%), said a playground was extremely important for their overall academic performance, while 75 (27%) said it was moderately important. A playground, on the other hand, was rated as less vital by 16(6%) of respondents for their overall success as teachers. This depicts that the teachers know the importance of physical health to the pupils academic performance and thus appreciate having a playground in their public primary school. This is confirmed by CAT (2016) who established that amenities such as playgrounds had a higher effect on enhancing teacher academic performance.

Toilets: Figure 4.32 depicts the findings of the researcher's survey of head teacher responses on the importance of bathrooms to their overall school administration.

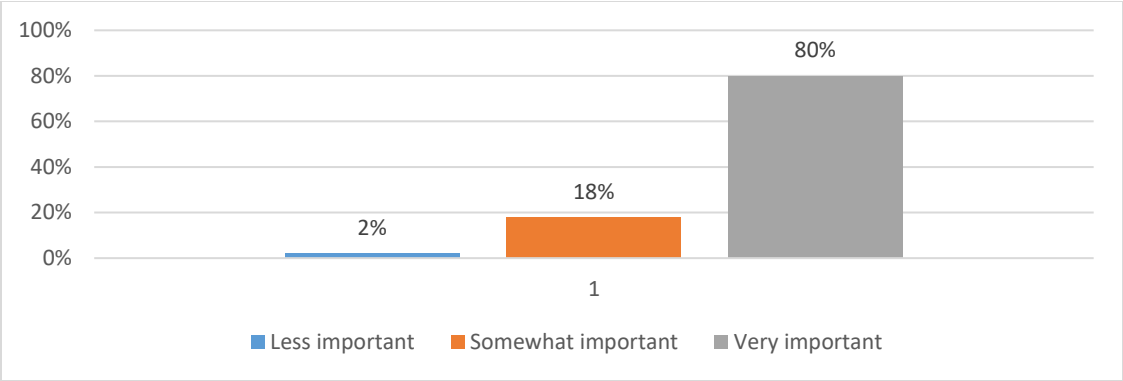

Figure 4.32: Importance of Toilets

According to the findings in Figure 4.32, the majority of **head teacher** respondents (76%) answered that toilets were extremely important to their overall school administration, while 17(18%) indicated that toilets were moderately important. Furthermore, 2(2%) of those polled stated that restrooms were less vital to their overall school administration. These findings suggest that principals understand the relevance of excellent health for students and staff because it simplifies school management and so value having restrooms. As noted by Ojuok, et al. (2020) lack of resources such as toilets leads to an unhealthy learning environment.

The purpose of this study was also to find out from the teacher respondents what they thought about the importance of bathrooms to their overall academic performance, and the results are shown in Table 4.29.

Table 4.29: Importance of Toilets

Item	Frequency	Percentage
Unimportant	5	2
Less important	11	4
Somewhat important	55	19
Very important	209	75
Total	**280**	**100**

According to Table 4.29, the majority of **teacher** respondents 209(75%) said toilets were extremely important for their overall academic performance, while 55(19%) said toilets were moderately important for their overall academic performance. Further, 11(4%) of the respondents indicated that toilets were unimportant to their overall academic performance as teachers. This proves that the teachers know that the pupils need a conducive learning environment that has adequate social amenities such as toilets so as to be able to perform better. A report by USAID (2015) noted that having insufficient toilets in schools present a barrier to educational achievement in Sub-Sahara Africa.

This study requested the **head teachers** and **teacher** respondents to state any other comment they had regarding physical facilities in their public primary schools. They stated that the government should improve the physical facilities in schools by building more classrooms, libraries and laboratories. The respondents also stated that the existing physical infrastructure should be renovated to improve their appearance. The respondents further stated that other physical facilities such as teacher staffroom were required in their schools. Some of the respondents noted that they had land for school expansion but lacked the resources to put up more physical facilities. They thus needed the government to intervene and ensure that they make use of the available land. According to a study conducted by De Herdt and Titeca (2016) in the Democratic Republic of the Congo, physical facilities in schools were in poor condition, rendering them unfit for safe teaching, having no roof or partially damaged roofs, as well as damaged walls.

The researcher solicited the views of Dungu **sub-county education officers** on the impact of physical infrastructure on quality education in public primary schools in the DRC. In line with this, the key informants were requested to explain the overall state of

school physical facilities such as school building, library, laboratory, playground and toilet in the sub-county.

According to one key informant, there are numerous difficulties to address in terms of physical amenities in the public elementary schools in Dungu sub-county. KI 9 who was interviewed on 12th October 2021 explained that:

> "Most schools do not have appropriate physical facilities especially toilets."

This was echoed by KI 10 who was interviewed on 12th October 2021 who stated that:

> "The public primary schools in this sub-county lack libraries, laboratories, playgrounds and toilets. In fact, only one or two schools have a laboratory and a library. In terms of school buildings, only four schools have well-built classrooms."

This supports the opinions of the head teachers and teachers who indicated that the physical facilities in the public primary schools were wanting.

KI 11 who was interviewed on 13th October 2021 explained that:

> "The state of physical facilities in the public primary schools in Dungu sub-county depend on location. Schools in urban areas have somewhat good physical facilities while those in rural areas lack good facilities."

Another sub-county education officer also explained that some physical facilities in the sub-county were excellent, others good and others mediocre. This shows that the provision of physical facilities by the government in the sub-county is not evenly distributed as some have excellent facilities while others have nothing. These findings are corroborated by a CERC (2019) report, which said that some schools exist but lack infrastructure, particularly in rural areas where students are undeniably disadvantaged due to their low-income rural family origin.

The key informants were also requested to explain if physical facilities exist in schools and if they do, the extent of their adequacy. One key informant explained that some facilities were substandard. KI 12 who was interviewed on 18th October 2021 explained that:

> "The four schools that have good buildings were built by international and national NGOs and hardly by the government. All the other public primary schools in the sub-county have inadequate physical facilities."

This was supported by another key informant who pointed out that in most schools, physical facilities were not adequate at all. This demonstrates that the intervention of non-governmental organizations (NGOs) in the sub-county has improved the adequacy of physical facilities in public elementary schools in an effort to provide quality education. These findings are reinforced by Asiago (2018), who observed that governments and international education partners around the world have made significant financial contributions to school amenities.

In addition, KI 13 who was interviewed on 18th October 2021 stated that:

> "Some of the public primary schools have adequate physical facilities and other do not because most of them were built during war as fruits of emergency action. Therefore, such things cannot last.

This could explain why most schools had dilapidating physical facilities as they were built in a rush.

The researcher interrogated the sub-county education officers to find out whether the physical facilities were important for good academic performance of public primary schools. The key informants agreed that the physical facilities were important for good

academic performance of schools. One key informant stated that having good physical facilities attracted and motivated both teachers and pupils to perform better.

KI 14 who was interviewed on 19th October 2021 explained that:

> "Physical facilities such as laboratories are important in order to merge theory and practice. Libraries too are important as they encourage the pupils to have innovative minds as they read more."

Another key important also reiterated this by explaining that physical facilities such as playgrounds are important for leisure. KI 15 who was interviewed on 20th October 2021 stated that:

> "Without any good playground facilities, the school does not exist."

This is a clarification that physical facilities in the public primary schools are considered to be important.

The researcher was further informed by KI 16 who was interviewed on 21st October 2021 that:

> "Physical facilities allow learners to learn in conducive conditions. A well-built school enhances teaching and learning."

This was confirmed by another key informant who explained that lacking adequate school building makes students uncomfortable especially during rain and strong wind with dust. KI 17 who was also interviewed on 21st October 2021 pointed out that:

> "The lack of adequate toilets in the public primary schools' spreads diseases among students and this hinders learning."

This demonstrated how physical infrastructure in public elementary schools could be used to improve education quality. According to the study by Ojuok et al., (2020), the

government should give the required facilities in order to provide high-quality instruction in schools.

The researcher requested the sub-county education officers to state other comments on physical facilities. They key informants explained that schools without adequate physical facilities lack quality education and are exposed to any kind of diseases. This was supported by KI 18 who was interviewed on 22nd October 2021 stated that:

> "School physical facilities portray the image of the school. A school therefore should be good."

In addition, KI 19 who was interviewed on 22nd October 2021 pointed out that:

> "Physical facilities in a school capture parents attention to come and register their children so that they may learn in better conditions. The government should therefore ensure that the public primary schools have goof physical facilities so as to attract more learners to be enrolled."

Another key informant also stated that in general, physical facilities should be improved and laboratories and libraries should be built and equipped in all the public primary schools.

These findings are consistent with the findings of Amoroso and Gresham (2017), who determined that the construction of school infrastructure (buildings, classrooms, libraries, laboratories, playgrounds, and other equipment) is critical in enabling instructors to function professionally. According to Kapur (2019), the availability of infrastructural facilities assists individuals in creating a pleasant and productive working environment.

Correlation Matrix for Physical Facilities

The coefficient correlation matrix for the physical facilities and quality education variables is shown in Table 4.30.

Table 4.30: Correlation Matrix for Physical Facilities and Quality Education

		Physical Facilities
Quality Education	Pearson Correlation	.221(**)
	Sig. (2-tailed)	.000
	N	375

** Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4.30, there is a positive relationship between physical amenities and educational quality. Correlation study found a significant link (r=0.212**, p>0.05) between physical facilities and quality education. The findings are comparable with those of Akomolafe and Adesua (2016), who discovered that physical amenities had a direct and significant effect on students' academic achievement and the effectiveness of teachers.

4.6. Teacher Motivation

The third goal was to assess how much teacher motivation influences excellent education in public primary schools in Dungu sub-county, DRC.

Salaries and incentives: The purpose of this survey was to find out what respondents thought about the importance of compensation and other incentives. Table 4.31 displays the results of the head teacher responders.

Table 4.31: Importance of Salaries and incentives

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

Table 4.31 shows that majority of the **head teacher** respondents 76(80%) indicated that salary and other incentives were very important to their overall school management while 16(17%) 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 demonstrates that the principals believe that in order to properly manage the public primary schools, they must be motivated through a competitive wage and other incentives. According to a study conducted by Kumarsir and Shah (2020), instructors were unable to meet their basic needs for food and water due to poor pay. They proposed that the government ensure that teachers are motivated by paying them a fair wage.

The researcher also solicited the **teachers'** opinions on the significance of money and other incentives to their overall academic performance, and the results are shown in Figure 4.33.

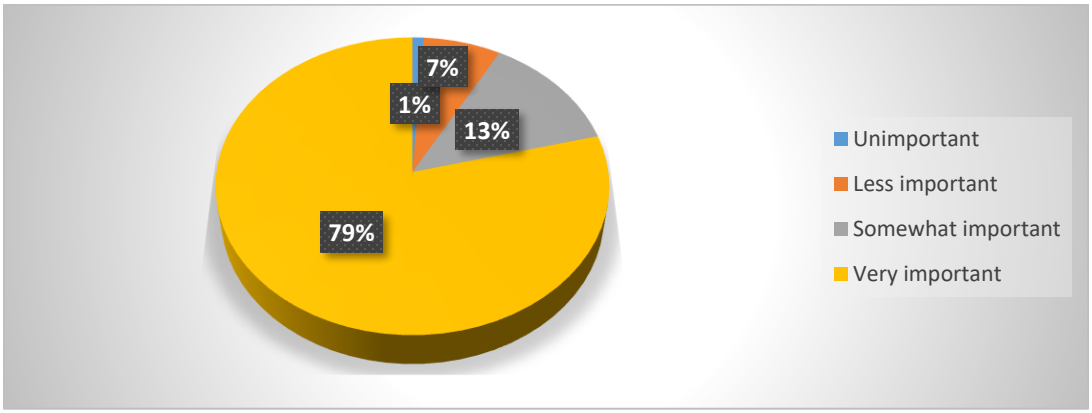

Figure 4.33: Importance of Salary and Other Incentives

Figure 4.33 shows that most of the **teacher** respondents 223(79%) indicated that salary and other incentives were very important to their overall academic performance while 36(13%) 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 academic performance while 1(1%) indicated that salary and other incentives were unimportant to their overall academic performance as teachers. This demonstrates that most instructors are highly motivated by income and other government incentives, which influences the quality education. This is reinforced by UNESCO (2015), which stated that wage is an important aspect in achieving effective functional education systems.

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 Figure 4.34.

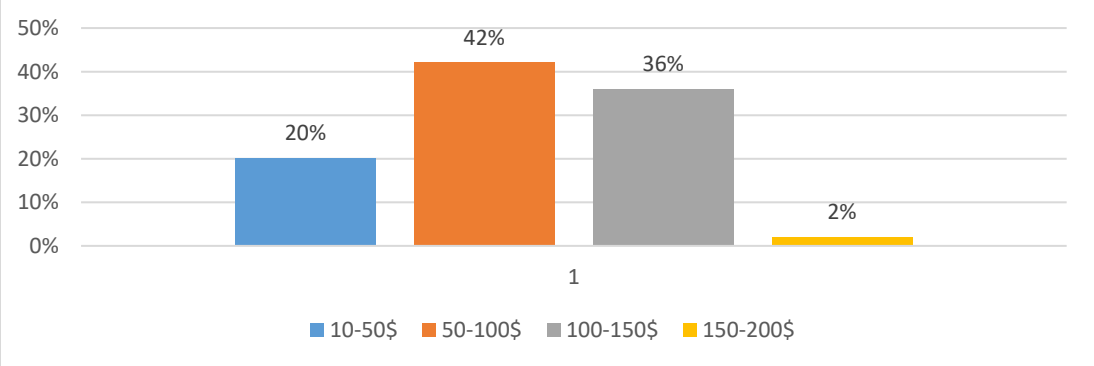

Figure 4.34: Range of Head Teacher's Pay

Figure 4.34 shows that majority of the **head teacher** respondents 40(42%) indicated that their range of pay was between 50-100$ while 34(36%) indicated that their range of pay was between 100-150$. Further, 19(20%) of the respondents indicated that their range of pay was between 10-5-$ while 2(2%) indicated that their range of pay was between 150-200$. This implies that the pay of the head teachers in the public primary school's ranges and this could be based on qualifications or years of experience. Naomi (2015) proposed that teachers be paid well and given incentives to get their attention, which will raise academic performance, in order to improve teaching and learning.

The study surveyed **teachers** at public primary schools about their wage range, and the results are provided in Table 4.32.

Table 4.32: Range of Teacher's Pay

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 4.32 shows that most of the **teacher** respondents 117(42%) indicated that their pay range was between 50-100$ while 78(28%) 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 8(3%) indicated that their pay range was between 150-200$. This demonstrates that teacher remuneration in public primary schools varies and is not standardized, which could be ascribed to a variety of variables. Furthermore, teacher salary is relatively low. Wolf et al., (2015) found that low and irregular teacher remuneration and incentives had an impact on the provision of excellent education.

Salaries satisfaction: The researcher wanted to know if the respondents were happy with their present income and benefits. Table 4.33 displays the results of the head teacher responders.

Table 4.33: Head Teacher's Satisfaction with Current Pay and Benefits

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

Table 4.33 shows that majority of the **head teacher** respondents 49(52%) indicated that they were less satisfied with their current pay and benefits while 28(29%) indicated that they were dissatisfied. Further, 18(19%) of the respondents indicated that they were somewhat satisfied with their current pay and benefits. This means that the majority of head teachers are dissatisfied with their current pay and perks, which has an impact on their management of the public primary schools in Dungu sub-county. According to Busingye (2016), inadequate remuneration contributes to teachers' dissatisfaction with their jobs.

This survey intended to determine if teachers were content with their existing pay and benefits, and the results are shown in Figure 4.35.

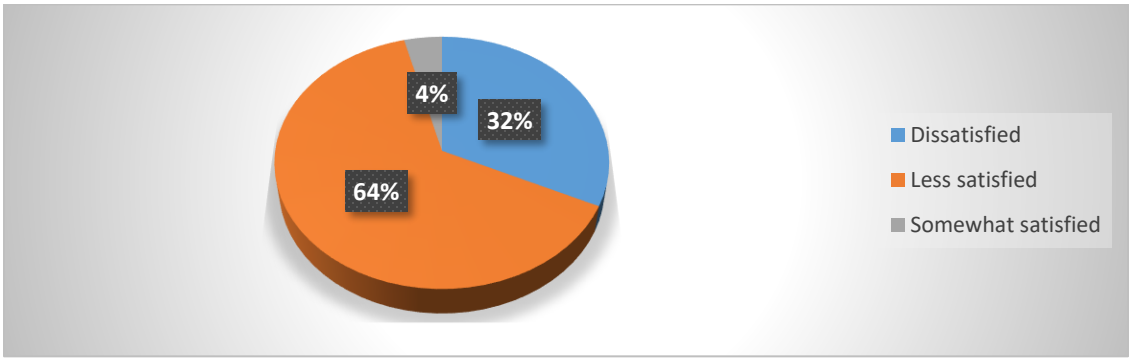

Figure 4.35: Teacher's Satisfaction with Current Pay and Benefits

Figure 4.35 shows that majority of the **teacher** respondents 179(64%) indicated that they were less satisfied with their current pay and benefits while 91(32%) indicated that they were dissatisfied with their current pay and benefits. In addition, 10(4%) of the respondents indicated that they were somewhat satisfied with their current pay and benefits. This implies that majority of the teachers feel that their current salary and benefits are not competitive enough to motivate them to enhance the quality education in the public primary schools.

Teacher training and professional development: It was also necessary to find out whether the respondents had an opportunity for teacher training and professional development. The views of the **head teachers** are presented in Figure 4.36.

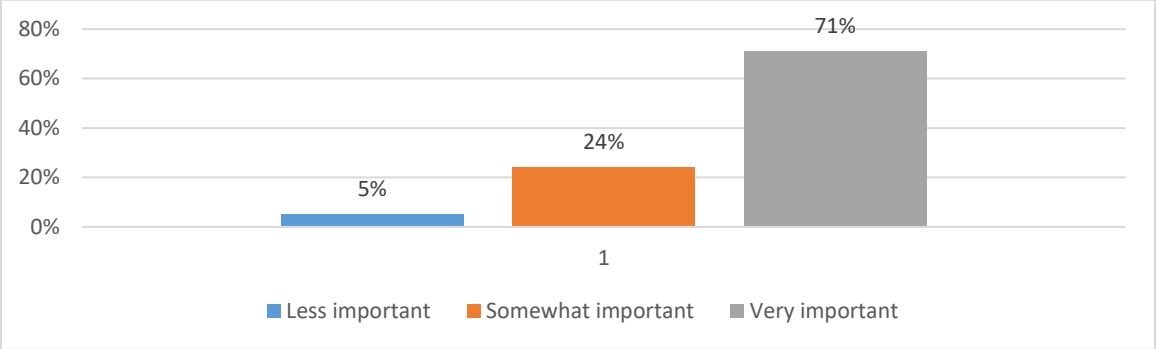

Figure 4.36: Important of the Opportunity for Teacher Training and Professional Development to the Head Teachers

Figure 4.36 shows that most of the **head teacher** respondents 67(71%) indicated that the opportunity for teacher training and professional development was very important to their overall school management while 23(24%) indicated that it was somewhat important. 5(5%) of the respondents on the other hand indicated that 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 education in the public primary schools. According to an ILO (2016) report, teachers appear to be losing interest in teaching due to low pay, since they are demotivated by low pay.

The researcher also polled teachers about the significance of teacher training and professional development to their overall academic performance, and the results are shown in Table 4.34.

Table 4.34: Importance of Teacher Training and Professional Development

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

Table 4.34 shows that most of the **teacher** respondents 189(67%) indicated that teacher training and professional development was very important for their overall academic performance while 83(30%) indicated that it was somewhat important. 5(2%) of the respondents indicated that teacher training and professional development was less important to their overall academic performance as teachers while 3(1%) indicated that teacher training and professional development was unimportant to their overall academic performance. This demonstrates that in Dungu sub-county, teacher training and professional development are viewed as a crucial motivator for overall teacher academic performance in public primary schools. Frisoli (2014) found that professional or career training for teachers is crucial since it increases proficiency and exposure.

Current opportunities for teacher training and professional development satisfaction: 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 4.35.

Table 4.35: Head Teacher's Satisfaction with Current Opportunities for Teacher Training and Professional Development

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

Table 4.35 shows that majority of the **head teacher** respondents 40(42%) indicated that they were less satisfied with the current opportunities for teacher training and professional development while 25(26%) 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 12(13%) indicated that they were very satisfied with the current opportunities for teacher training and developments. 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 academic performance as they manage the public primary schools as they may lack some skills. According to Luu (2020), instructors are still motivated by intrinsic factors such as the possibility for professional advancement in addition to "income" or monetary compensation.

The study wanted to know how pleased teachers were with the current opportunities for teacher training and professional development. Table 4.36 summarizes the findings.

Table 4.36: Teacher's Satisfaction with Current Opportunities for Teacher Training and Professional Development

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

Table 4.36 shows that majority of the **teacher** respondents 106(38%) indicated that they were dissatisfied with the current opportunities for teacher training and professional

development while 85(30%) 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 indicate that public primary school teachers are dissatisfied with the options for training and professional development that are currently available to them, which demotivates them to perform well. This demonstrates that possibilities for teacher training and professional development for teachers in public primary schools are scarce. This is corroborated by Guajardo (2011), who found that limited options for professional growth had a detrimental influence on teacher academic performance. According to Kelani and Khourey-Bowers (2012), one-third of African instructors are underqualified, either academically or professionally.

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 Figure 4.37.

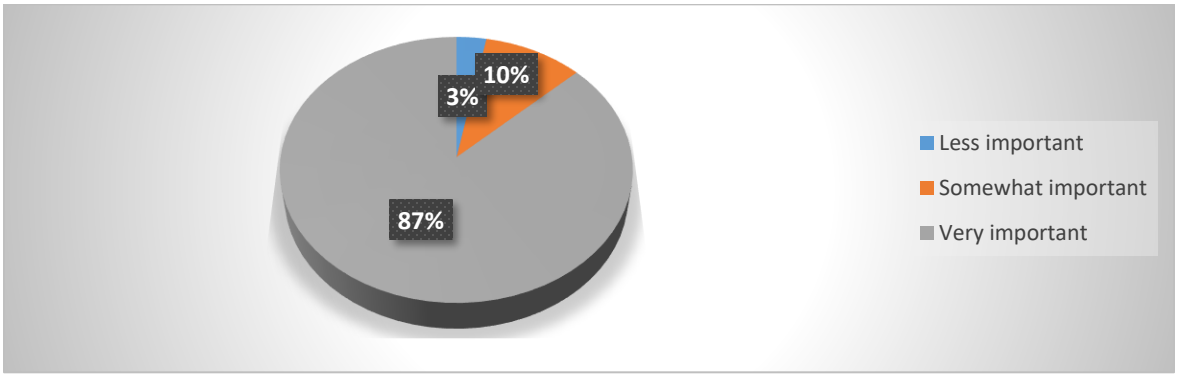

Figure 4.37: Importance of Safety of the School Environment to Head teachers

Figure 4.2 shows that majority of the **head teacher** respondents 83(87%) indicated that the safety of the school environment was very important while 9(10%) indicated that the safety of the school environment was somewhat important. Further, 3(3%) of the

respondents indicated that the safety of the school environment was less important. This shows that the head teachers understand that in order to manage the schools effectively, the school environment must be secure.

The study further sought the views of the **teachers** on the importance of safety of the school environment in Dungu sub-county and the results are presented in Figure 4.38.

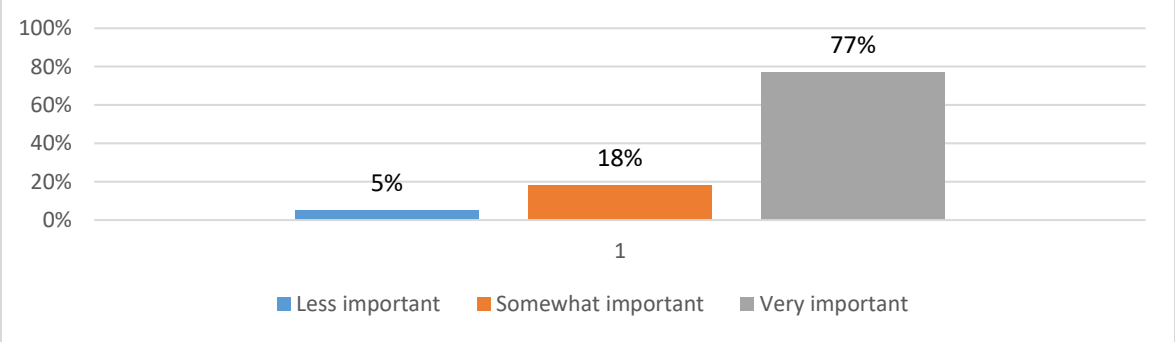

Figure 4.38: Importance of Safety of the School Environment to Teachers

Figure 4.38 shows that majority of the **teacher** respondents 215(77%) indicated that the safety of the school environment was very important for their overall academic performance while 52(18%) indicated that safety of the school environment was somewhat important. However, 13(5%) of the respondents indicated that safety of the school environment was less important to their overall academic 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. Toropova et al. (2020) found that teachers' working environments are critical for their motivation, retention, job satisfaction, and academic performance.

Environment 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 37.

Table 4.37: Head teacher's Satisfaction with Current Environment Safety of the School

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

Table 4.37 shows that majority of the **head teacher** respondents 36(38%) indicated that they were dissatisfied with the current environment safety of the school while 23(24%) indicated that they were less satisfied. In addition, 22(23%) of the respondents indicated that they were somewhat satisfied with the current environment safety of the school while 14(15%) indicated that they were very satisfied with the current environment safety of the school. This demonstrates that the majority of head teachers are dissatisfied with the security of their school environment because they are located in a region that has suffered civil conflict from rebels. This is consistent with Kumarsir and Shah's (2020) suggestion that the government ensure the safety of instructors by assuring the safety of the educational environment.

The study also inquired about the teacher respondents' comfort with the school's present environmental safety. Table 4.38 displays the outcomes.

Table 4.38: Teacher's Satisfaction with Current Environment Safety of the School

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

Table 4.38 shows that majority of the **teache**r respondents 140(50%) indicated that they were dissatisfied with the current environment safety of the school while 104(37%) indicated that they were less satisfied. In addition, 27(10%) of the respondents indicated that they were somewhat satisfied with the current environment safety of the school while 9(3%) indicated that they were very satisfied with the current environment safety of the school. This demonstrates that instability persists in Dungu sub-county. Tema (2010) found that a dissatisfying working environment was to blame for the teaching profession's declining repute.

The researcher sought the views of Dungu **sub-county education officers** on the impact of teacher motivation on the provision of quality education in public primary schools in the DRC. In keeping with this, key informants were asked to explain how compensation and other incentives influence teacher academic performance in schools. One key informant explained that the government does not have any policy for teacher incentives besides the meagre salary. KI 20 who was interviewed on 25th October 2021 stated that:

> "Salaries and incentives influence the academic performance of teachers to a high extent. They both contribute enormously in motivating a teacher so as to perform better."

This was supported by KI 21 who was interviewed on 25th October 2021:

> "Salaries and incentives have a big influence on teaching because it is said that an empty stomach hardly listens."

Another key informant further stated that some new employed teachers did not have any salary from the government but they were being paid by the parents. KI 22 who was interviewed on 26th October 2021 stated that:

> "As per now, the insignificant salary plays a negative impact on teacher academic performance."

This comment was supported by another sub-county education officer who stated that poor pay negatively influences teacher motivation because it is insignificant. This demonstrates that instructors are only paid a pittance by the government and are not entitled to any perks, which has a negative impact on their motivation. This is consistent with the findings of Alyaha and Mbogo (2017), who discovered that working conditions in schools are unfriendly because the pay is too low, training chances are scarce, and teaching is perceived as a low-income, low-status job.

The researcher further interrogated the sub-county education officers on the extent to which the government currently pays teachers in the sub-county. One key informant explained that the current pay by the government to the teachers was very dissatisfactory. KI 23 who was interviewed on 27th October 2021 stated that:

> "The government cannot talk about salary difference in between rural and urban areas since teaching profession requires the same dynamics. This is affecting the academic performance of teachers."

The sentiments were also echoed by another key informant who noted that the salary by the government depends on rural or urban area. Salaries for teachers in rural areas were on pure marginalization.

In addition, KI 24 who was interviewed on 27th October 2021 explained that:

> "In DRC, the pay for teachers by the government is very poor compared to other countries in the region."

Another key informant also explained that the teachers in the sub-county were suffering due to poor pay by the government. It was also noted by a key informant that the

recent demonstrations by the teachers were proofs that teachers are not well paid as they want a salary increment. This implies that the current pay by the government to teachers is wanting and differs based on the location of the school which is seen as discriminatory.

Further, enquiry was made by the researcher on whether the teachers were satisfied with their current pay. KI 25 who was interviewed on 28th October 2021 stated that:

"No. The current pay cannot satisfy any teacher."

Another key informant explained that the cost of living in the country was going up and thus the current teacher salary could not enable them to cater for their monthly expenses. Further, KI 26 who was interviewed on 28th October 2021 explained that:

> "It is hard to get medical treatment, food and education for the teachers' children. This is because the price of food in the market and on medical treatment is very expensive while the salary is insufficient."

A key informant also pointed out that teachers were not satisfied with the current pay due to late payment by the government. This is an indication that the sub-county education officers have noted the dissatisfaction of the teachers due to low pay which is also done late in the month as it affects their academic performance.

This study also sought the opinions of the key informants on how important the safety of school environment was on teacher's academic performance. KI 27 who was interviewed on 28th October 2021 pointed out that:

> "The school environment does not have any impact on teacher academic performance."

However, this sentiment was not supported by another key informant who stated that the safety of the school environment was very important because rebellions, aggressions, violence and any other form of incidence destabilizes a region and this affects the academic performance of teachers. Another key informant also noted that an insecure

place causes trauma and thus having a safe school environment lessens fear. KI 28 who was interviewed on 28th October 2021 explained that:

> "If the environment is unsafe, it is risky for teachers and can lead to kidnapping by rebels. For example, when there was insecurity by SPLA and LRA rebels, schools remained closed most of the time."

Another significant informant agreed, stating that the insecurity induced by COVID-19 triggered school closures. This demonstrates that the safety of the school environment is critical for teacher effectiveness since it protects them from any incidents. According to Wolf et al. (2015), teachers in the DRC in general, and Dungu sub-county in particular, face not just poverty-related hazards, but also war-related trauma and the repercussions of the violence in their personal lives.

The researcher also wanted to learn about the situation of school safety in the sub-county from sub-county education officers. A key informant explained that school safety was not stable in Dungu sub-county. Another KI 29 who was interviewed on 28th October 2021 explained that:

> "There are trouble making groups in some parts of the sub-county. Therefore, the school environment is safe apart from those isolated cases."

Another key informant agreed with this by stating that the safety of schools was quite good as the government makes efforts to ensure security in schools. This shows that apart from a few areas in the sub-county, the government has worked hard in ensuring that the school's safety is guaranteed. According to a report by CDJP/DD (2018), security-related trauma is as genuine as in Dungu sub-county, which has been a battleground for the previous three decades.

This study was also interested in getting other views from the key informants on teacher motivation. One key informant stated that the government should pay basic salary and incentives to teachers but consider the education level and social set up. Another key informant also pointed out that payment for teachers should be timely and that the government must respect deadlines. There was also a suggestion by a key informant that the government should create a microfinance for teachers to avoid debts from other people. KI 30 who was interviewed on 29th October 2021 stated that:

> "If teachers are well paid, the quality education will surely improve. If they are not well paid, teaching as a vocation will remain stagnant."

In addition, KI 31 who was interviewed on 29th October 2021 explained that:

> "The education budget should be aligned because a teacher is equivalent to the father of all other public workers of the country. Therefore, good pay will lead to improved professionalism by teachers."

Another KI 32 who was interviewed on 29th October 2021 stated that:

> "Apart from salary and incentives, the government should mind about teacher training and career development."

This demonstrates that the sub-county education officers recognize the need for the government to align teacher remuneration in order to ensure that instructors are encouraged to be more professional, which will improve the provision of excellent education. This is corroborated by a study conducted by Bahtilla (2017), who discovered that in order to be effective teachers, teachers require several types of aid, including improved working circumstances and pedagogical knowledge training.

Correlation Matrix for Teacher Motivation

The coefficient correlation matrix for the teacher motivation and quality education variables is shown in Table 4.39.

Table 4.39: Correlation Matrix for Teacher Motivation and Quality Education

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

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.39 shows that there is a positive relationship between teacher motivation and excellent education. Correlation study found a significant relationship (r=0.387**, p>0.05) between teacher motivation and quality education. The findings are consistent with those of Frisoli (2014), who discovered a favourable link between teacher motivation and quality education.

4.7. Summary of Hypotheses

Table 4.40 contains an overview of the study hypotheses.

Table 4.40: Summary of Hypotheses

SN.	Hypothesis	Rule	p-value	Remarks
Ho1	Teaching and learning materials does not affect quality education in public primary school in DRC, Dungu Sub-county.	r=0.430** p=0.000	p>0.000	Rejected
Ho2	Physical facilities do not influence quality education in public primary school in DRC, Dungu Sub-county	r=0.221** p=0.000	p<0.000	Rejected
Ho3	Teacher motivation does not affect quality education in public primary school in DRC, Dungu Sub-county	r=0.387** p<0.000	p<0.000	Rejected

Table 4.40 reveals that all three independent variables influence the provision of quality education in Dungu sub-county public elementary schools. This means that teaching and learning materials, physical facilities, and teacher motivation all contribute to the provision of high-quality education in public elementary schools. As a result, the research rejects the first, second, and third hypotheses, saying that teaching and learning materials have no effect on the quality education in public primary schools in the DRC's Dungu Sub-county. Physical facilities have no influence on the quality education at a public primary school in the DRC's Dungu Sub-county, and teacher motivation has no influence on the quality education in a public primary school in the DRC's Dungu Sub-county.

4.6 Summary of the Key Findings

The investigation discovered that the government provided teaching and learning resources to public primary schools in Dungu sub-county. However, textbooks, teaching manuals, additional materials, and ICT aids were insufficient. The study also discovered that providing teaching and learning materials was critical to teachers' overall effectiveness; however, the materials offered were insufficient. It was also discovered that the government's teaching and learning materials were of poor quality. Another conclusion was that teaching and learning materials have a substantial impact on the provision of excellent education in Dungu sub-public county's elementary schools.

This survey discovered that physical amenities such as school buildings, playgrounds, and bathrooms were insufficient, and that libraries and laboratories did not exist in the majority of public primary schools. The survey also discovered that physical facilities were seen as extremely crucial for instructors' overall success. It was also

discovered that the physical infrastructure at public elementary schools were in poor condition, with rural schools being the worst affected. This study also discovered that engagement with the private sector, such as NGOs, resulted in physical facility improvements. Another conclusion was that there was a favorable association between physical facilities and the provision of quality education in Dungu sub-county public elementary schools.

Although the existing compensation and perks for teachers in Dungu sub-county are not sufficient, this study proved that salary and other incentives are very significant for overall school academic performance. It was also discovered that the possibility for teacher training and professional development is highly significant, yet respondents in Dungu sub-county are dissatisfied with current opportunities. The study also discovered that, despite the importance of school safety, the respondents were dissatisfied with the current environment. It was discovered that the government did not have a program for teacher incentives, so teachers were just paid a wage. This survey also discovered that freshly hired teachers were paid by their parents rather than the government. Another conclusion was that teacher pay was delayed, and teachers in rural areas were paid less than those in urban areas. The study also discovered that there is a link between teacher motivation and educational quality.

CHAPTER FIVE

THEOLOGICAL REFLECTION

5.1. Introduction

This chapter offers a theological analysis of the findings and how they are interpreted in light of Christian faith and social moral norms. This study shed light on the management elements influencing excellent education in public elementary schools in Dungu Sub-County, Democratic Republic of the Congo. In this chapter, the researcher conducts a theological reflection on the educational situation in order to provide a solution to the provision of quality education in public elementary schools. This would require the government to take necessary action and enhance numerous factors such as the availability of teaching and learning materials, physical facilities, and motivating teachers to ensure that students enrolled in public primary schools receive a quality education.

5.2. Theological Analysis on the Research Findings

Effective school management is critical for providing quality education to students enrolled in Dungu sub-public county's elementary schools. Pope Paul VI states in the *Gravissimum Educationis* (1965) that schools are of exceptional importance because they are created to not only develop the intellectual capabilities of pupils with special care, but also to form the aptitude to evaluate correctly. Those working in school administration are so urged to devote themselves to the noble mission of education and schools of all types and levels. They are also encouraged to exhort themselves and continue freely in their job, and to motivate pupils with the Spirit of Christ to excel in the pursuit of knowledge. 'Do nothing out of selfish ambition or vain concert,' says Philippians 2:3-4. Rather, in humility, value others above yourself, not looking to your own interests but to the interests of others,

and the government, which is in control of public primary schools, should prioritize the majority's interests above all. This will ensure that schools provide students with a high-quality education.

According to *Gravissimum Educationis* (1965), children must be helped with the aid of the latest advances in order for them to progressively gain their own adult feeling of responsibility in working endlessly to properly construct their own lives, as this is under the universal right to an education. As a result, in order for the government to deliver quality education to students in public elementary schools, suitable teaching and learning resources must be provided. For "true education aims at the formation of the human person in pursuit of his ultimate end and of the good of the society of which, as a man, he is a member and whose obligation, as an adult, he will share," providing a high-quality education is both an inalienable right and must be consistent with mankind's ultimate goal (GE,1).

According to 1 Timothy 5:8, "anyone who does not provide for their relatives, particularly their own household, has abandoned the faith and is worse than an unbeliever." Because the government owns public schools, they are similar to homes. As a result, the government's provision of suitable teaching and learning resources will decide the improvement of quality education in public elementary schools. Furthermore, Ecclesiastes 9:10 says that regardless of how tough or easy a work is, competent leaders do their best to guarantee that quality results are delivered.

Furthermore, while it is critical, *Amoris Leititia* adds that doing what is right includes more than just "evaluating what appears best" or having a clear grasp of what needs to be done. Even when our conscience pushes us to make a clear moral choice, we

regularly display inconsistencies in our own convictions, regardless of how strong they are. We need to get to a point where the good that the intellect recognizes becomes deeply ingrained in us as a profound affective inclination, as a thirst for the good that outweighs other attractions and aids in our realization that what we consider to be objectively good is also good "for us" right now. As a result, while the government may be experiencing a lack of necessary money for the education sector, they should prioritize providing quality teaching and learning materials to public schools in order to accomplish quality education.

The second goal was to determine the impact of physical amenities on the quality of instruction in public primary schools in Dungu sub-county, DRC. The government is required to ensure that public elementary schools have enough physical facilities in order to provide quality education. According to *Amoris Leititia*, education is encouraging the appropriate use of freedom to approach challenges with common sense and intellect. It requires raising students who understand that freedom is a priceless gift in and of itself, and that their own and their communities' lives are in their hands. Only when the government ensures that all public primary schools have suitable physical facilities will this be possible.

As a result, as Ephesians 4:12 says, "for the equipping of the saints for works of service, to the building up of the Body of Christ." The government should prioritize the equipping of public primary schools because it is viewed as part of the building up of the Body of Christ. "From whom the whole body being fitted and held together by what every joint gives, according to the correct working of each individual component, promotes the growth of the body for the building up of itself in love," Ephesians 4:16 says. This explains why a school cannot operate solely on the basis of its buildings, as other physical facilities

such as playgrounds, restrooms, libraries, and laboratories are vital in ensuring that students receive a decent education. This is because each physical facility contributes to the overall success of the public school and hence deserves special consideration.

Furthermore, working with the private sector, such as NGOs, allows the government to ensure that schools have enough physical infrastructure. "The people are bringing far more than enough for the construction work which the Lord told us to accomplish," Exodus 36:5 says. As NGOs have finances that can be utilized to facilitate the creation of physical facilities in public elementary schools, collaborating with them will benefit the students.

The third goal was to assess how much teacher motivation influences excellent education in public primary schools in Dungu sub-county, DRC. "Do not withhold good from those to whom it is due, while it is in your power to do it," Proverbs 3:27 says. As a result, teachers want the government to do everything in its power to stimulate them and help them improve their academic performance. Salary and other incentives, as highlighted in the report, are significant but insufficient for instructors in Dungu sub-public county's elementary schools. Teachers and parents, as Amoris Leititia points out, are responsible for teaching their children trust and loving regard via their commitment and example. As a result, in order for teachers to fulfill their role effectively in providing quality education, they must be adequately compensated. According to Psalms 33:5, "He loves righteousness and justice." The world is overflowing with the Lord's tender mercies." The government is encouraged to be just and righteous in the payment of teacher salaries and incentives. Offering low wages with no benefits is thus an injustice that goes against Christian teaching.

Teachers at public elementary schools are frequently underpaid, especially those in rural areas are underpaid. This is contrary to the Bible, which states in Leviticus 19:13, "... the earnings of a hired servant must not remain with you all night until the morning." As a result, the government should make every effort to pay teachers on time. According to Proverbs 24:3, "a house is constructed by wisdom, and a house is founded by understanding." The government has created public elementary schools, and they should understand that teachers should be fairly compensated regardless of whether they work in urban or rural locations. This is due to a widespread misconception that instructors in rural schools face fewer demands.

Furthermore, teachers are obliged to give their all when teaching students in order to improve educational quality. They are unable to do so, however, due to late payments and low salaries. According to Colossians 3:23 "They are called to go about their work with all their heart for the cause of the Lord." By denying teachers opportunities for training and professional development, the government limits their ability to work with passion. According to *Amoris Leititia*, the responsibility of parents and teachers is to help pupils acquire good character, good habits, and a natural proclivity toward virtue. This necessitates presenting specific patterns of thinking and behavior as useful and desirable as part of a steady maturing process. As a result, by providing training and development opportunities for teachers, the government will provide them with the necessary abilities to influence pupils to think and act in a desirable and valuable manner, which is considered part of great teaching.

Positive habits must, in essence, be created. Even early habits can help in the conversion of substantial interiorized ideas into excellent and consistent conduct, which is

critical in transforming livelihoods. As a result, a strong ethical and high-quality education entails showing a student that doing the right thing is in his best interests (*Amoris Leititia*). This is supported by *Spectata Fides* (1885), which stated, "therefore, venerable brethren, continue on in making the young your primary concern; press on in all your Episcopal activity; and cultivate with eagerness and hopefulness whatever excellent seeds you find: for God, Who is rich in mercy, will supply the increase." This is an encouragement to teachers to remain self-motivated in their careers, since they will be rewarded by God for providing outstanding education to students in public elementary schools.

5.5. Chapter Summary

Quality education in public primary schools is achievable via collaboration with all stakeholders in the industry. As the primary partner, the government should try to collaborate with other like-minded individuals and institutions to guarantee that schools are appropriately managed for improved academic performance. Theological study has clearly demonstrated that variables such as the supply of teaching and learning materials, physical facilities, and teacher motivation have theological linkages that can be implemented to ensure that students receive a high-quality education. Management of public elementary schools should therefore be done in such a way that educational provision is not jeopardized owing to managerial considerations.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND MINISTERIAL ACTION

6.1. Introduction

The goal of this study was to look at the managerial elements that influence excellent education in Dungu, DRC public primary schools. This chapter discusses the data analysis findings and conclusions. The key findings summary is based on the study objectives, and conclusions are taken from the findings. The ministerial actions are based on the study's findings, and proposals for further research are also made.

6.2. Summary of Key Findings

6.2.1 Teaching and Learning Materials

According to the findings of the study, the government supplies teaching and learning resources to public elementary schools in Dungu sub-county. The survey also discovered that textbooks, teacher's manuals, and additional resources such as books, periodicals, pamphlets, and other didactical materials were not provided in sufficient quantities to public primary schools in order to promote quality education. According to the findings, the government's provision of ICT aids to public primary schools was modest. Another study finding was that the quality and accessibility of teaching and learning materials such as textbooks, teacher's guides, supplementary materials, and ICT aids were extremely significant for instructors' overall academic performance. This study also discovered that the level of appropriateness for teaching and learning materials was somewhat suitable for textbooks, teacher's guides, and supplementary materials, but less adequate for ICT aids. Another study conclusion was that the content of freshly published learning materials, such as textbooks, was of lower quality than those published previously.

Furthermore, the study found a substantial positive link between teaching and learning materials and quality education (r=0.430**, p>0.000).

6.2.2 Physical Facilities

This study discovered that, in terms of physical amenities at public primary schools, the presence of school buildings, playgrounds, and toilets was insufficient, while libraries and laboratories were usually absent. It was also determined that physical facilities, such as school buildings, were critical to the overall effectiveness of teachers and principals. The study also discovered that while the public elementary schools possessed property for development, they lacked the resources to build extra physical buildings. Physical facilities in public elementary schools were found to be in poor condition, with most schools lacking adequate facilities. Another conclusion was that the state of the physical amenities varied depending on whether the public primary school was located in a rural or urban area. It was also revealed that several of the public primary schools have good physical amenities due to the engagement of NGOs. The study also discovered a significant relationship between physical facilities and educational quality (r=0.221**; p=0.000).

6.2.3 Teacher Motivation

Salary and other incentives were found to be particularly essential for overall school administration and academic performance in this study. The study also discovered that the majority of teachers were paid between $50 and $100 per hour. The study discovered that respondents were dissatisfied with their present wages and benefits. Another conclusion was that teacher training and professional development opportunities were deemed critical for overall academic performance and school management. The survey, however, discovered that respondents were unhappy with current alternatives for teacher training and

professional development. This study also discovered that the safety of the school environment was very significant for overall academic performance of public primary schools, despite the fact that respondents were dissatisfied with the school's current environment safety. It was discovered that the government did not have a program for teacher incentives, so teachers were just paid a wage. Another conclusion was that freshly hired teachers were compensated by parents rather than the government. The study also discovered that teachers' salaries were not paid on time, and teachers in rural areas were paid less than those in urban areas. The study also discovered a favorable relationship between teacher motivation and educational quality (r=0.387**; p=0.000).

6.3. Conclusion

According to the study's findings, the government provides teaching and learning resources to public elementary schools in Dungu sub-county. It is also found that the teaching and learning materials given are insufficient and insignificant for improving educational quality. According to the findings of this study, the quality and accessibility of teaching and learning resources to instructors is critical for improving their academic performance. It is also decided that adequate teaching and learning materials are provided to public elementary schools in a moderate manner. It is also determined that the recently published teaching and learning materials are of poor quality. This study also suggests that teaching and learning materials have a favorable link with quality teaching in Dungu sub-county public elementary schools.

According to the study, physical amenities such as school buildings, playgrounds, and toilets at public primary schools in Dungu sub-county are insufficient, while libraries and laboratories are scarce. It is also stated that physical amenities are critical in improving

teacher effectiveness in public elementary schools. This study also suggests that there is room for increased physical amenities in public elementary schools, but only a shortage of financial resources. Another conclusion is that the poor status of physical infrastructure in most public primary schools makes providing quality education difficult. It is also established that there is prejudice in the supply of adequate physical infrastructure, with public schools in rural areas suffering the most. The study suggests that non-governmental organizations (NGOs) pressing the government can ensure that improved physical amenities are supplied in public primary schools. Physical facilities are also found to have a beneficial link with quality education.

The study also suggests that compensation and other incentives are particularly essential for teachers' overall effectiveness. It is also decided that existing teacher pay is extremely low and does not include incentives. Another conclusion is that possibilities for teacher training and professional development are critical, however teachers in Dungu sub-county are dissatisfied with the current options. This study also reveals that, while school safety is extremely important, instructors are dissatisfied with the current scenario. It is concluded that there is no policy in place in the sub-county for teacher incentives or remuneration of newly hired teachers. According to the findings of this study, instructors are paid late, which has an impact on their academic performance. Another conclusion is that there is a gap in teacher salary between rural and urban locations, which has a negative impact on their motivation. This study also shows that teacher motivation has a favorable association with excellent education in Dungu sub-public county's elementary schools.

6.4. Ministerial Action

As a Church Minister, the researcher intents to take the following action to ensure that the provision of quality education to public primary schools is improved: On teaching and learning materials, the researcher will strive to sensitive the government on the importance of providing adequate and good quality teaching and learning materials to all the public primary schools. The researcher will also sensitive head teachers and teachers in the public primary schools of various ways they can be innovative in teaching the pupils to ensure there is no gap experience in offering quality education due to lack of adequate teaching and learning materials.

On the provision of quality physical facilities, the researcher will encourage the government to rehabilitate the existing school infrastructure and also encourage them to partner with the NGOs to build more physical facilities. The researcher will also sensitive the government officials on the importance of ensuring there is equality in the provision of physical facilities in urban and rural areas so that all pupils get access to quality education.

On teacher formulation, the researcher will suggest the government to formulate policies for incentive provision for the teachers and also for the payment of newly recruited teachers in public schools. The researcher will also encourage the government to promote equality in remunerating teachers based on their qualifications instead of marginalizing those in rural areas as it is affecting the provision of quality education. In addition, the government will be encouraged to ensure they provide adequate security in the school environment to ensure there are no attacks. Finally, the researcher will request the government to review the current policy on training and professional development so as to

ensure that all the teachers get the opportunity to be equipped with requisite skills for enhanced quality education.

Table 6.1 Ministerial Action Work Plan

Objective	Action Item	Description	Responsibility	Start date	End date	Percentage Complete	Budget
Teaching and learning materials	Sensitization	Joint meeting with the government officials, head teachers and teachers to share findings of this study so as to enable them know the role teaching and learning materials play on enhancing quality education.	Fr. Blaise	2/11/2022	2/11/2022	10%	N/A
Provision of teaching and learning materials	Provide adequate and good quality teaching and learning materials	Meeting with the government officials to request them to check on the quality of teaching and learning materials supplied to schools and also to encourage them to provide adequate materials to the public primary schools	Fr. Blaise	7/11/2022	7/11/2022	5%	N/A
Innovation in teaching methods	Innovativeness in teaching by the teachers	Workshop with the head teachers and teachers to sensitize them of various ways they can be innovative in teaching the pupils to ensure there is no gap experience in offering quality education due to lack of adequate teaching and learning materials	Fr. Blaise	25/11/2022	25/11/2022	20%	$200
Physical facilities	Rehabilitation of physical facilities	Joint meeting with the government officials and head teachers to sensitize them on the importance of rehabilitating existing physical facilities to boost provision of quality education.	Fr. Blaise	2/11/2022	2/11/2022	5%	N/A

Partnership in provision of physical facilities	Memorandum of understanding with NGOs	A workshop with the government officials to train them on the advantage of seeking public-private partnerships to provide physical facilities in public primary schools	Fr. Blaise	26/11/2022	26/11/2022	20%	$200.00
Utilization of available land for physical facilities	How to fundraise to raise fund to put up infrastructure in the public primary schools	A seminar with the head teachers and teachers to train them on how to fundraise from sponsors so as to build good physical facilities in their schools instead of relying on the government	Fr. Blaise	9/12/2022	9/12/2022	20%	$200.00
Equality in provision of physical facilities	Sensitization	Meeting with the government officials to sensitize them on the importance of ensuring there is equality when providing physical facilities instead of sidelining rural areas	Fr. Blaise	7/11/2022	7/11/2022	5%	N/A
Teacher motivation	Formulation of policies	Meeting with the government officials to request them to formulate policies for incentive provision for the teachers and also for the payment of newly recruited teachers as they are important	Fr. Blaise	7/11/2022	7/11/2022	5%	N/A
Payment of teachers	Encouraging equality	Meeting with the government officials to sensitize them on the importance of ensuring that teachers are paid equally based on their qualifications instead of marginalizing those in rural areas. The government officials will also	Fr. Blaise	7/11/2022	7/11/2022	10%	N/A

		be encouraged to ensure that the teachers get their pay on time					
Safety school environment	Provision of security in the school environment	Meeting with government officials to inform them of the importance of ensuring there is adequate security in the public primary schools to make the school environment safe	Fr. Blaise	7/11/2022	7/11/2022	5%	N/A
Teacher training and professional development	Review of current policy	Meeting with the government officials to inform them of the dissatisfaction with the teachers on the current teacher training and professional development. They will also be requested to review the current policy on training and professional development so as to ensure that all the teachers get the opportunity to be equipped with requisite skills for enhanced quality education	Fr. Blaise	7/11/2022	7/11/2022	5%	N/A

6.5. Recommendations for Further Studies

This study was limited to public primary schools in Dungu Sub-County. The report proposes that similar studies be performed in other DRC regions in order 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. As a result, other managerial variables that influence the provision of quality education should be examined.

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APPENDICES

Appendix I: Consent Form

Managerial Factors Affecting Quality Education in Public Primary Schools in Dungu Sub-county, Democratic Republic of Congo
The primary aim of this research is to examine the managerial factors that are affecting the provision of quality education in the public primary school in Dungu sub-county. The respondents are urged to respond to questionnaires as a voluntary act. The key informants are also urged to be interviewed by the researcher as a voluntary act.
BLAISE MBIKOYEZU MERSI, Reg. No 18/00530
Master's student in Social Transformation at Tangaza University College
Kenya/Nairobi/Karen/Langata South Road, +243 810 355 152, blaisembikoyezu92@gmail.com
Contact of the college: P. O. Box 15055-00509 Langata South Rd, Nairobi, Kenya Tel:+254 722204724
Signed by researcher: …… Date:……
Statement to be signed: • I confirm that the organizer has explained fully the nature of the project and all the activities which I will be asked to do. I confirm that I have had enough opportunity to ask questions about this project. • I understand that my participation is voluntary and that I may withdraw at any time during the project, without having to give a reason. • I agree to take part voluntary in this project. Signature:…… Date:……

Appendix II: Questionnaire for Teachers

Part I: Demographic information

1. Gender

Male [ ] Female [ ]

2. Age of respondents

20-29 [ ] 30-39 [ ] 40-49 [ ] 50-60 [ ] 60 and above [ ]

3. Employment status

Full-time [ ] Part-time [ ]

4. Education level

Never attended school [ ] Primary education [ ] Secondary education [ ]

Tertiary education [ ]

5. Teaching experience

1-9 years [ ] 10-19 years [ ] 20-29 years [ ] 30 years and above [ ]

6. Teaching level

Class one [ ] Class two [ ] Class three [ ] Class four [ ]

Class five [ ] Class six [ ]

7. Number of children in class

20-29 [ ] 30-39 [ ] 40-49 [ ] 50-60 [ ] 60 and above [ ]

Part II: Specific Objectives

Objective 1: Teaching and Learning Materials

9. One of the objectives of this study is to determine the existence and relevance of teaching and learning materials. Please, indicate the extent to which the government provides your school with teaching and learning materials using the key where:

1 = Not at all; 2 = insufficiently; 3 = sufficiently; 4 = More sufficiently

Statement	1	2	3	4
Textbook				
Teacher's guide				
Supplementary materials (books, Newspapers, pamphlets, other didactical materials)				
ICT aids				

10. How important is the quality and accessibility of instructional materials to your overall academic performance as a teacher? Please **note that:**

1 = Unimportant; 2 = Less important; 3 = somewhat important; 4 = Very important

Statement	1	2	3	4
Textbook				
Teacher's guide				
Supplementary materials (books, Newspapers, pamphlets, other didactical materials)				
ICT aids				

11. Indicate the extent of teaching and learning materials' adequacy in your school where:

1 = Less adequate; 2 = Moderate adequate; 3 = More adequate; 4. Very adequate

Statement	1	2	3	4
Textbook				
Teacher's guide				
Supplementary materials (books, Newspapers, pamphlets, other didactical materials)				
ICT aids				

Objective 2: Physical facilities

12. Another field of interest of this research is to find out the adequacy of physical facilities in the school. Please, state the extent to which the statement applies to your school using the key where:

1 = Does not exist; 2 = Less adequate ; 3 = Moderately adequate ; 4 = Very adequate

Statement	1	2	3	4
School building				
Library				
Laboratory				
Playground				
Toilet				

13. How important is the quality of physical facilities to your overall academic performance as a teacher? Please **note that:**

1 = Unimportant; 2 = Less important; 3 = somewhat important; 4 = Very important

Statement	1	2	3	4
School building				
Library				
Laboratory				
Playground				
Toilet				

14. Please, add any other comment about physical facilities in your school.....

Objective 3: Teacher motivation

Another objective of this study is to evaluate the extent of teacher motivation through salary, career development and working environment. Please answer the following questions by **ticking one.**

15. How important is salary and other incentives to your overall academic performance as a teacher?

i. Unimportant [ ]

ii. Less important [ ]

iii. Somewhat important [ ]

iv. Very important [ ]

16. What is the range of your pay?

a) 10-50 $ [ ]

b) 50-100 $ [ ]

c) 100-150 $ [ ]

d) 150-200 $ [ ]

e) 200 $ and above [ ]

17. How satisfied are you with your current pay and benefits

1. Dissatisfied [ ]

2. Less satisfied [ ]

3. Somewhat satisfied [ ]

4. Very satisfied [ ]

18. How important is the opportunity for teacher training and professional development to your overall academic performance as a teacher?

1. Unimportant [ ]

2. Less important [ ]

3. Somewhat important [ ]

4. Very important [ ]

19. How satisfied are you with your current opportunities for teacher training and professional development?

1. Dissatisfied [ ]

2. Less satisfied [ ]

3. Somewhat satisfied [ ]

4. Very satisfied [ ]

20. How important is the safety of your school environment to your overall academic performance as a teacher?

1. Unimportant [ ]

2. Less important [ ]

3. Somewhat important [ ]

4. Very important [ ]

21. How satisfied are you with the current environment safety of your school?

1. Dissatisfied [ ]

2. Less satisfied [ ]

3. Somewhat satisfied [ ]

4. Very satisfied [ ]

Thank you for your willingness!

Appendix III: Head teachers' Questionnaire

Dear Respondent,

I am carrying out a study on **Managerial factors affecting quality education in public primary schools in Dungu, Democratic Republic of Congo.**

You are kindly requested to answer the questions below as honestly as possible. The study is done only for academic purpose. If you have any additional comments you feel like making, kindly write at the back of this questionnaire. Please keep your name or that of your school anonymous on this questionnaire.

Thanks in advance for your cooperation.

Part I: School Profile

1. Please, indicate the year in which the school was established.....

2. Please, indicate the population size of teachers in your school.....

3. Please, indicate the population size of pupils in your school.....

4. Please, state your school administration regime by **ticking**

i. Governmental regime [ ] ii. Catholic public school iii. Protestant public school [ ]

iv. Kimbangist public school [ ] v. Islamic public school [ ]

5. Please, specify your gender by **ticking**

Male [ ] Female [ ]

6. Please indicate your academic qualification by **ticking**

i. Doctorate [ ]

ii. Masters [ ]

iii. Degree [ ]

iv. Diploma [ ]

v. If any other, please specify.....

7. For how long have you been heading the school? **Please Tick**:

a) Less than a year [ ]

b) 1-5 [ ]

c) 5-10 [ ]

d) 10-15 [ ]

e) 15 and above [ ]

Part II: Specific objectives

Objective 1: Teaching and Learning materials

7. One of the objectives of this study is to determine the existence and relevance of teaching and learning materials. Please, indicate the extent to which the government provides your school with teaching and learning materials using the key where:

1 = Not at all; 2 = insufficiently; 3 = sufficiently; 4 = More sufficiently

Statement	1	2	3	4
Textbook				
Teacher's guide				
Supplementary materials (books, Newspapers, pamphlets, other didactical materials)				
ICT aids				

8. How important is the quality and accessibility of instructional materials to your overall school management as a head teacher? Please **note that:**

1 = Unimportant; 2 = Less important; 3 = Somewhat important; 4 = Very important

Statement	1	2	3	4
Textbook				
Teacher's guide				
Supplementary materials (books, Newspapers, pamphlets, other didactical materials)				
ICT aids				

9. Indicate the level of adequacy of teaching and learning materials in your school where:

1 = Less adequate; 2 = Moderate adequate; 3 = More adequate; 4. Very adequate

Statement	1	2	3	4
Textbook				
Teacher's guide				
Supplementary materials (books, Newspapers, pamphlets, other didactical materials)				
ICT aids				

Objective 2: Physical Facilities

10. Please, indicate the extent to which the adequacy of physical facilities applies to your school using the key where:

1 = Does not exist; 2 = Less adequate; 3 = moderately adequate; 4 = Very adequate

Statement	1	2	3	4
School building				
Library				
Laboratory				

Playground				
Toilet				

11. How important is the quality of physical facilities to your overall school management as a head teacher? Please **note that:**

1 = Unimportant; 2 = Less important; 3 = Somewhat important; 4 = Very important

Statement	1	2	3	4
School building				
Library				
Laboratory				
Playground				
Toilet				

12. Kindly, add any other comment concerning physical facilities in your school.....

Objective 3: Teacher Motivation

Another objective of this study is to evaluate the extent of teacher motivation through salary, career development and working environment. Please answer the following questions by **ticking one.**

13. How important is salary and other incentives to your overall school management as a head teacher?

i. Unimportant [ ]

ii. Less important [ ]

iii. Somewhat important [ ]

iv. Very important [ ]

14. What is the range of your pay?

a) 10-50 $ [ ]

b) 50-100 $ [ ]

c) 100-150 $ [ ]

d) 150-200 $ [ ]

e) 200 $ and above [ ]

15. How satisfied are you with your current pay and benefits?

1. Dissatisfied [ ]

2. Less satisfied [ ]

3. Somewhat satisfied [ ]

4. Very satisfied [ ]

16. How important is the opportunity for teacher training and professional development to your overall school management as a head teacher?

1. Unimportant [ ]

2. Less important [ ]

3. Somewhat important [ ]

4. Very important [ ]

17. How satisfied are you with your current opportunities for teacher training and professional development?

1. Dissatisfied [ ]

2. Less satisfied [ ]

3. Somewhat satisfied [ ]

4. Very satisfied [ ]

18. How important is the safety of your school environment to your overall school management as a head teacher?

1. Unimportant [ ]

2. Less important [ ]

3. Somewhat important [ ]

4. Very important [ ]

19. How satisfied are you with the current environment safety of your school?

1. Dissatisfied [ ]

2. Less satisfied [ ]

3. Somewhat satisfied [ ]

4. Very satisfied [ ]

Thank you for your time and cooperation!

Appendix IV: Interview for Sub-county Education Officers

Dear Respondent,

I am conducting research on **Managerial factors affecting quality education in public primary schools in Dungu, Democratic Republic of Congo.**

The study is used for educational purpose only. Kindly feel free to respond honestly to questions that you are asked.

Thanks in advance for your collaboration.

Objective 1: Teaching and Learning Materials

1. Does the government provide the sub-county with teaching and learning materials (textbooks, Teacher's guide, supplementary materials, ICT aids)?

Yes [ ] No [ ]

2. If yes, are the teaching and learning materials sufficient?

.....

.....

3. If yes in question 1, how adequate are the teaching and learning materials for school?

.....

.....

4. Any other comment on teaching and learning materials?

.....

.....

Objective 2: Physical facilities

5. Please, what is the overall state of school physical facilities (building, library, laboratory, playground, and toilet) in the sub-county?

.....

.....

6. If physical facilities exist in schools, what is the extent of their adequacy?

.....

.....

7. Are physical facilities important for good academic performance in school?

.....

.....

8. Please, state any comment on physical facilities

.....

.....

Objective 3: Teacher motivation

9. To which extent salary and other incentives influence the academic performance of teachers in schools?

.....

.....

10. To what extent does the government currently pay teachers in the sub-county?

.....

.....

11. Are teachers satisfied with their current pay? In any case, please explain.

.....

.....

12. How important is the safety of school environment on teachers' academic performance?

.....

.....

13. What is the state of schools' safety in the sub-county?

.....

.....

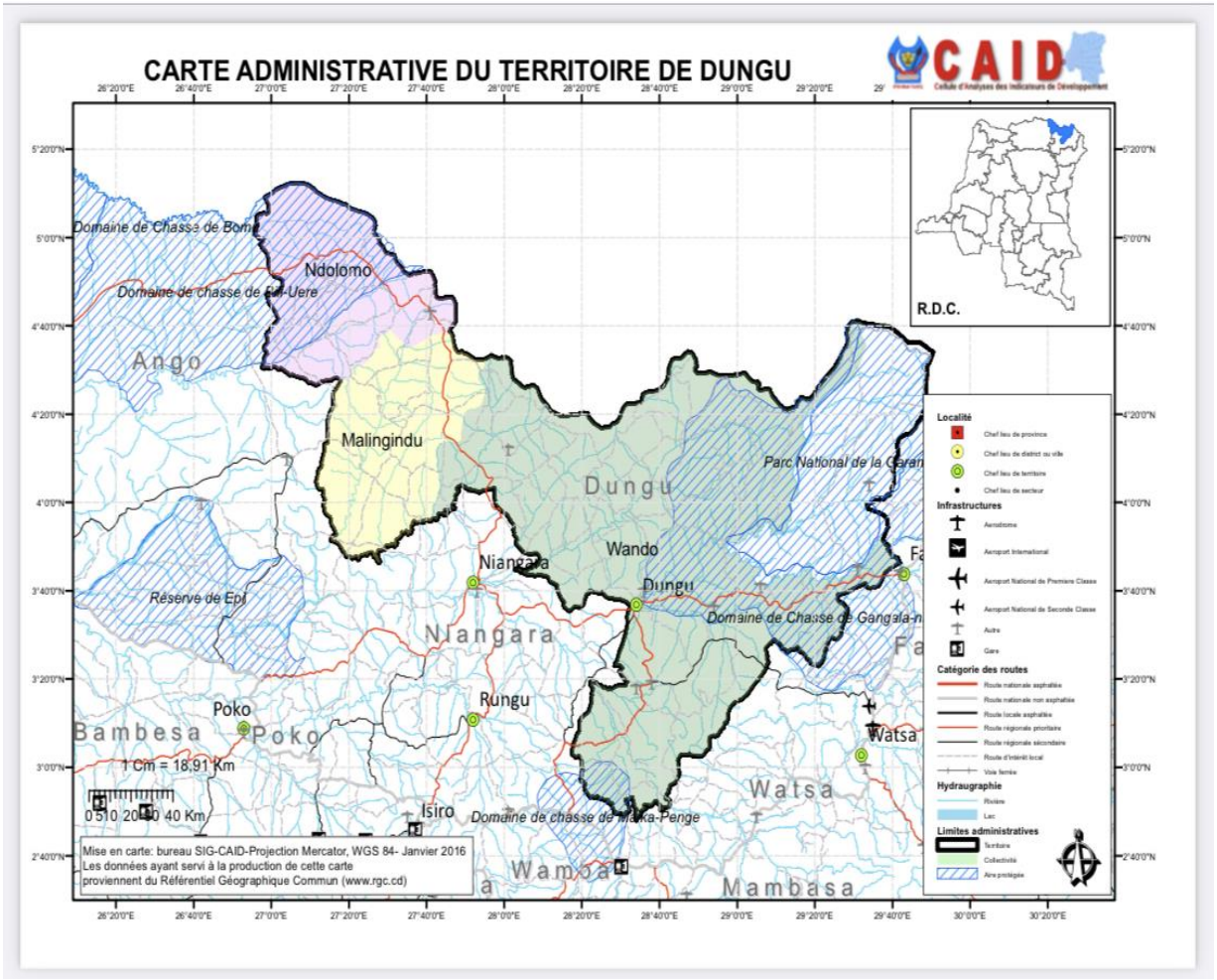
14. Please, state any other comment on teacher motivation if any

.....

.....

Thanks for your collaboration!

Appendix V: Map of Dungu Sub-county



Appendix VI: Study Timeframe

Activity	Start date	Target date	Completion date
Select topic	August 2019	September 2019	October 2019
Select supervisors	October 2019	November 2019	February 2020
Proposal writing	February 2020	Mai 2021	June 2021
Proposal submission		July 2021	July2021
Proposal defense		August 2021	
Data collection	October 2021	October 2021	
Data analysis	November 2021	November 2021	
Draft of paper completion		December 2021	
Research submission	July 2022	July 2022	
Thesis Defense	September 2022	September 2022	

Appendix VII: Research Budget

Activities	Costs/Unit	Unit	Total Cost
Printing papers	USD 15	10 reams	USD 150
Research materials	USD 350	-	USD 350
Data collection	USD 500	Distribution and collection of questionnaires and interviews	USD 500
Flight for Data Analysis and Defense	USD 1500	Return flight (DRC-NBI-DRC)	USD 1500
Data Analysis	USD 150	Technical Assistance	USD 150
Article Publication	USD 200	1	USD 200
Graduation gown	USD 50	1	USD 50
Total			**USD 2400**

Appendix VIII: Research Permit

REPUBLIQUE DEMOCRATIQUE DU CONGO.
MINISTERE DE L'ENSEIGNEMENT PRIMAIRE, SECONDAIRE ET TECHNIQUE
SOUS-DIVISION DE DUNGU

Dungu le 30 / 07 /2022.

N°Réf. : MINEPST/HU2/S-PROV/DGU/800/89/2022.

TRANSMIS COPIE POUR INFORMATION AU:

- Vice-Chancelier de Tangaza University College.

Objet : Autorisation de recherche.
ACCUSE DE RECEPTION.

A Monsieur l'Etudiant MBIKOYEZU MERSI BLAISE, ETUDIANT EN MASTER A TANGAZA UNIVERSITY COLLEGE (CUEA).
P.0 BOX 15055-00509 Lang'ata Nairobi/Kenya.

Monsieur l'Etudiant,

C'est avec un grand plaisir que j'ai reçu votre lettre N° Ref/TGZA/MMB/001/20022 du 4/5/2022, relative à ce dont l'objet est mieux susvisé et vous en remercie.

En effet, très intéressé par votre demande, je vous autorise de plein cœur de mener vos nobles recherches scientifiques dans ma juridiction éducationnelle de l'Enseignement Primaire, Secondaire et Technique sur : « **Les Facteurs de gestion qui affectent la qualité de l'éducation dans les écoles primaires publiques du Territoire de Dungu, République Démocratique du Congo ».**

De ce fait, vous êtes ainsi libre de mener vos recherches auprès des agents administratifs de la Sous-Division (114), des Directeurs (95) et des enseignants (280) sans aucun obstacle.

Tout en vous souhaitant un fructueux travail de recherche scientifique pour une carrière éducative de qualité en faveur de notre jeunesse et leur émergence en République Démocratique du Congo, veuillez recevoir Monsieur l'Etudiant MBIKOYEZU MERSI BLAISE, ETUDIANT EN MASTER A TANGAZA UNIVERSITY COLLEGE, notre soutien total et franche collaboration.

Sentiments patriotiques.

Le Chef de la Sous-Division Provinciale de l'Enseignement Primaire, Secondaire et Technique de Dungu.

INIKWO KELEKULU François.
CHEF DE DIVISION