



The relationship between physical resources and teachers' productivity in secondary schools of Kinshasa City, Democratic Republic of the Congo

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Abstract

This study investigated the relationships among salary, physical resources, teacher quality, and teachers' productivity in the context of secondary schools in Kinshasa City, Democratic Republic of the Congo. The background revealed a critical need to understand how these factors intersected to enhance educational outcomes in a challenging socio-economic environment. Using a cross-sectional research design, the study employed both purposive and random sampling methods to select schools and participants. Data collection included administering questionnaires to teachers to assess salary perceptions and resource adequacy, conducting interviews with educators and administrators to explore teacher quality, and employing observations to understand classroom dynamics. Quantitative analysis involved using SPSS to derive frequencies and percentages, which provided a clear understanding of the prevalence and distribution of key issues explored in the study, while qualitative data were thematically analysed to provide deeper insights into the perceptions and experiences of educators. Initial findings indicated that higher salaries and improved physical resources positively impacted teachers' productivity, with teacher quality playing a pivotal role. Consequently, the study concluded that targeted interventions such as salary enhancements, infrastructure improvements, and professional development initiatives were crucial for fostering a conducive environment that supported teachers' productivity and enhanced educational quality in Kinshasa's secondary schools. Recommendations included implementing competitive salary structures, allocating resources effectively, and investing in continuous teacher training programs to optimize educational outcomes in the region.

Keywords: physical, resources, teachers, productivity, secondary, schools

1. Introduction

The Democratic Republic of the Congo is extremely rich in natural resources but has suffered from political instability, a lack of infrastructure, corruption, and centuries of both commercial and colonial extraction and exploitation, followed by more than 60 years of independence, with little widespread development. Besides the capital Kinshasa, the two next largest cities, Lubumbashi and Mbuji-Mayi, are both mining communities. The DRC's largest export is raw minerals, with China accepting over 50% of its exports in 2019. In 2021, DR Congo's level of human development was ranked 179th out of 191 countries by the Human Development Index, and is classed as a least developed country by the UN. As of 2018, following two decades of various civil wars and continued internal conflicts, around 600,000 Congolese refugees were still living in neighbouring countries. Two million children risk starvation, and the fighting has displaced 4.5 million people. Although the country is a member of the United Nations, Non-Aligned Movement, African Union, COMESA, Southern African Development Community, *Organisation Internationale de la Francophonie*, and Economic Community of Central African States, it lags behind in education even in big cities like Kinshasa (UNESCO, 2021) ^[18].

The political turmoil in the country has had negative impacts on teachers' pay, school resources and finally to teachers'

performance (UNESCO, 2021) ^[18]. By 1996, following the Rwandan Civil War and genocide and the ascension of a Tutsi-led government in Rwanda, Rwandan Hutu militia forces (Interahamwe) fled to eastern Zaire and used refugee camps as bases for incursions against Rwanda. They allied with the Zairian Armed Forces to launch a campaign against Congolese ethnic Tutsis in eastern Zaire. A coalition of Rwandan and Ugandan armies invaded Zaire to overthrow the government of Mobutu, launching the First Congo War. The coalition allied with some opposition figures, led by Laurent-Désiré Kabila, becoming the Alliance of Democratic Forces for the Liberation of Congo. In 1997 Mobutu fled and Kabila marched into Kinshasa, naming himself as president and reverting the name of the country to the Democratic Republic of the Congo.

Kabila later requested that foreign military forces return to their own countries. Rwandan troops retreated to Goma and launched a new Tutsi-led rebel military movement called the Rassemblement Congolais pour la Démocratie to fight Kabila, while Uganda instigated the creation of a rebel movement called the Movement for the Liberation of the Congo, led by Congolese warlord Bemba. The two rebel movements, along with Rwandan and Ugandan troops, started the Second Congo War by attacking the DRC army in 1998. Angolan, Zimbabwean, and Namibian militaries entered the hostilities on the side of the government.

Kabila was assassinated in 2001. His son Joseph Kabila succeeded him and called for multilateral peace talks. UN peacekeepers, MONUC, now known as MONUSCO, arrived in April 2001. In 2002–03 Bemba intervened in the Central African Republic on behalf of its former president, Ange-Félix Patassé. Talks led to a peace accord under which Kabila would share power with former rebels. By June 2003 all foreign armies except those of Rwanda had pulled out of Congo. A transitional government was set up until after the election (UNESCO, 2021) ^[18]. A constitution was approved by voters, and on 30th July, 2006 DRC held its first multi-party elections. These were the first free national elections since 1960, which many believed would mark the end to violence in the region. However, an election-result dispute between Kabila and Bemba turned into a skirmish between their supporters in Kinshasa. MONUC took control of the city. A new election took place in October 2006, which Kabila won, and in December 2006 he was sworn in as president.

Laurent Nkunda, a member of Rally for Congolese Democracy–Goma, a Rally for Congolese Democracy branch integrated to the army, defected along with troops loyal to him and formed the National Congress for the Defence of the People (CNDP), which began an armed rebellion against the government. They were believed to be again backed by Rwanda as a way to tackle the Hutu group, Democratic Forces for the Liberation of Rwanda (FDLR). In March 2009, after a deal between the DRC and Rwanda, Rwandan troops entered the DRC and arrested Nkunda and were allowed to pursue FDLR militants. The CNDP signed a peace treaty with the government in which it agreed to become a political party and to have its soldiers integrated into the national army in exchange for the release of its imprisoned members. In 2012 Bosco Ntaganda, the leader of the CNDP, and troops loyal to him, mutinied and formed the rebel military March 23 Movement (M23), claiming the government had violated the treaty.

Additionally, in northern Katanga, the Mai-Mai created by

Laurent Kabila slipped out of the control of Kinshasa with Gédéon Kyungu Mutanga's Mai Mai Kata Katanga briefly invading the provincial capital of Lubumbashi in 2013 and 400,000 persons displaced in the province as of 2013. On and off fighting in the Ituri conflict occurred between the Nationalist and Integrationist Front and the Union of Congolese Patriots who claimed to represent the Lendu and Hema ethnic groups, respectively. In the northeast, Joseph Kony's Lord's Resistance Army moved from their original bases in Uganda and South Sudan to DR Congo in 2005 and set up camps in the Garamba

With a population of around 112 million, the Democratic Republic of the Congo is the most populous officially Francophone country in the world. For years, DRC has been hit by wars, armed rebellions and insurgency. Because of this, schools have been negatively affected (UNESCO, 2021) ^[18]. Children and adolescents face many risks, including abuse and exploitation, forced recruitment by armed groups, child labour, child marriage, gender-based violence, food insecurity and poverty (UNESCO, 2021) ^[18]. In 2018, government of the Democratic Republic of Congo debt accounted for 14.47 percent of a gross domestic product of \$72.2 billion, according to an estimate by the International Monetary Fund, while annual GDP per capita was put at \$814. Some 73 percent of the population live in extreme poverty, the World Bank said, the second worst rate south of the Sahara.

In 2021, DR Congo's level of human development was ranked 179th out of 191 countries by the Human Development Index, and is classed as a least developed country by the UN. As of 2018, following two decades of various civil wars and continued internal conflicts, around 600,000 Congolese refugees were still living in neighbouring countries. Two million children risk starvation, and the fighting has displaced 4.5 million people. Many rebel groups fighting the government of DRC and those fighting neighbouring countries like Rwanda, Uganda, Congo Brazzaville etc, have their bases in the DRC for example Rally for Congolese Democracy–Goma, a Rally for Congolese Democracy, the National Congress for the Defence of the People (CNDP), Democratic Forces for the Liberation of Rwanda (FDLR), the March 23 Movement (M23), the Mai-Mai created by Laurent Kabila, the Nationalist and Integrationist Front and the Union of Congolese Patriots, the Lord's Resistance Army, the Allied Democratic Forces.

The humanitarian situation continues to deteriorate, with violent intersecting conflicts forcing people to flee their homes and preventing their return. More than 5 million people are displaced within the country and more than 1 million Congolese have sought asylum, mostly within Africa. For students who are fortunate enough to attend school, the quality of education is impacted by over-crowded classrooms and low budgets (UNESCO, 2012) ^[18].

Although since primary education was made free in 2019, and although there has been a steep rise in both numbers of students and teachers in primary schools, enrolment in secondary schools has remained low and some of those who are enrolled drop out of school partly due to poverty (UNESCO, 2021) ^[18]. The quality and motivation of the teaching force has deteriorated at all levels and one of the most significant factors inducing this is their low and uncertain earnings. State salaries range from \$10 (primary level) to \$50 (higher education) per month. These are

supplemented by family contributions, but even so total earnings of school teachers are meager (\$25 for primary and \$50 for secondary); both state salaries and household supplements are irregular. In poorer provinces, the total earnings of a primary teacher may be as low as \$15 per month. Total earnings of university professors are significantly higher (\$200–\$450 per month). Many school teachers resort to farming or other odd jobs when fee collections are low (UNESCO, 2021) ^[18]. For almost two decades, the country has had no system of regular in-service training for school teachers. Poor subject matter mastery and language skills (both in French and in the languages of instruction in classes 1 and 2) are identified by Congolese educators to be the main problems of teacher quality. In higher education, the number of qualified teachers is declining and the existing teaching force in public institutions is stretched across the large number of private institutions. This is because there are relatively few students joining doctorate programs. Private institutions use public sector professors to teach and conduct examinations. Many teachers work considerably in excess of their stipulated workload in their parent institution; this also results in prolongation of the academic year and a general fall in quality.

Lack of textbooks and other materials is pervasive at all levels (Funke, Sofia, Kibbuuka & Asiimwe, 2023) ^[10, 11]. The vast majority of primary and secondary students have not had textbooks for many years—textbooks are now being distributed in certain grades and some schools through donor grants. At the secondary and higher education level, lecture notes of teachers are used in lieu of textbooks (Apiku and Asiimwe, 2023; Funke, Sofia and Asiimwe 2023; Bundi, Asiimwe, Mugenyi, Asiimwe, 2024) ^[2, 10, 11, 6]. Some of the richer private schools are able to procure textbooks and lend them to students on a payment basis. At the secondary and higher education levels, laboratories, equipment and libraries are lacking. Only the most prestigious institutions, especially in Kinshasa, have garnered some resources through donations or parental contributions to make modest investments in these resources. The above political instability disorganised the productivity and education system of Democratic Republic of Congo (UNESCO, 2021; Dessler 2000; Org & Johor 2018; darling 2020) ^[18, 9, 14].

Related literature

Productivity has been described by Ryatura, Serungogi and Asiimwe (2023) ^[15]; Funke, Sofia and Asiimwe (2023) ^[10, 11]; Asmaa, Sofia, Asiimwe and Kibuuka (2024) ^[4] as the level of an individual's work achievement after having exerted effort. They believe that productivity is an individual phenomenon. However, certain environmental factors will have a significant bearing on performance Sofia, Asiimwe Emurungant and Mugenyi, 2022; Apiku and Asiimwe, 2023; Bundi, Asiimwe, Mugenyi, Asiimwe, 2024; Whye and Asiimwe, 2024) ^[6, 2, 4, 10, 11]. According to Herti, determining the individuals work as attempted by various evaluations gives the organization certain advantages. Evaluations and assessments could also have a negative influence on the individual. Funke, Sofia and Asiimwe (2023) ^[10, 11], Asmaa, Sofia, Asiimwe and Kibuuka (2024) ^[4] however, points out that successful organizations in the private sector are adherents of the various work measurement and evaluation schemes. Tumwesigye, Asiimwe, Sofia and Emurungat (2022); Asiimwe and Zuena, (2023) ^[2]; Funke, Sofia and Asiimwe (2023) ^[10, 11]; Asmaa, Sofia, Asiimwe and

Kibuuka (2024) ^[4], give the example of certain organizations that have seen sustained superior performance over the years. They also link these organizations' success to their superior organizational culture. Measuring performance is part of that corporate culture. Organizational structures and advanced human resource management practices, including the use of realistic job pre-view techniques as well as employee evaluation have also been cited as part of that organizational culture (Dessler 2000; Azabo, Sofia, Asiimwe & Mugenyi, 2022; Asmaa, Sofia, Kibuuka & Asiimwe, 2024) ^[9, 5, 4].

According to Dessler (2000) ^[9] Azabo, Sofia, Asiimwe & Mugenyi (2022) ^[6]; Funke, Sofia and Asiimwe (2023) ^[10, 11]; Asmaa, Sofia, Kibuuka and Asiimwe (2024) ^[4] employee's productivity must be expressed as measure of how well the individual workers output compare to some set standard. Good performance shows a high measure against the set standards. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance (Dessler 2000; Azabo, Sofia, Asiimwe & Mugenyi, 2022; Asmaa, Sofia, Kibuuka & Asiimwe, 2024) ^[9, 5, 4]. Maila and Asiimwe (2024) ^[13] Asmaa, Sofia, Asiimwe and Kibuuka (2024) ^[4] mentioned several performance parameters that may have important implications for the job performance setting and should be investigated by industrial and organizational psychologists.

Apiku and Asiimwe (2023) ^[2]; Funke, Sofia and Asiimwe (2023) ^[10, 11]; Bundi, Asiimwe, Mugenyi, Asiimwe (2024) ^[6] write that school teaching and learning resources include buildings particularly classrooms with lockable doors for storage of materials, teaching aids like textbooks, visuals aids and other scholastic materials. According to Mugenyi, Mataagi, Kobusingye, Asiimwe (2023) at a bare minimum level, schooling would require a building; some provision for seating children, drinking water, and sanitation facilities, teaching material; teachers and provision for upgrading skills of teachers. Lack of any of these would render the schooling experience ineffective. Kayindu and Asiimwe (2023), Ryatura, Serungigi and Asiimwe (2023) ^[15] write that a teaching and learning resource is any support material available for use by the teacher in the class and a reading material for children.

Asmaa, Sofia, Kibuuka & Asiimwe (2024) ^[4], Maila and Asiimwe (2024) ^[13] contend that resources directly utilized in teaching and learning are clearly classrooms and curriculum support resources (i.e. books, stationery materials and equipments, wall pictures, blackboards, audio-visual aids, globes, maps, atlases, concrete objects and classroom environment). UNESCO (2021) ^[18], Tumwesigye, Asiimwe, Sofia and Emurungant (2022), Apiku and Asiimwe (2023) ^[2], Maila and Asiimwe (2024) ^[13] recommend audio-visual materials namely wall pictures, charts diagrams, films tape-recorders, maps, blackboards, projectors, motion pictures, television, radios and video. UNESCO (2021) ^[18] Apiku and Asiimwe (2023) argue that teaching and learning resource appear in three types. The first type of instructional materials includes such objects and phenomena as minerals, rocks, raw materials; semi-finished and finished manufactured articles, and plant and animal specimens. Included among these

materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying such reactions during laboratory sessions ((Dessler 2000; Azabo, Sofia, Asimwe & Mugenyi, 2022; Asmaa, Sofia, Kibuuka & Asimwe, 2024; Whye & Asimwe, 2024) ^[9, 6, 4, 18].

Also included in the first group are materials and equipment for students' expeditions and other travel, as well as supplies, instruments, and equipment for production training and for courses in drafting and the representational arts. Among such supplies, instruments, and equipment are wood, metal, plastic, and glass objects, measuring and monitoring instruments and equipment, equipment for the assembling and finishing of various products, and machines and machine tools. The second type of educational materials, that of representations of actual objects and phenomena, UNESCO (2021) ^[18] goes on to say that this category includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audiovisual materials (motion pictures, film clips, filmstrips, slide sequences, transparencies, records and tape recordings, and radio and television broadcasts (UNESCO, 2021; Apiku & Asimwe 2023; Whye & Asimwe, 2024) ^[2, 18].

Audiovisual materials, including the resources of films, radio, and television, help acquaint students with the achievements of modern science, technology, industry, and culture and with phenomena that are inaccessible to direct observation. Audiovisual materials also acquaint students with early periods of history and with distant places in the world and in space. Such materials elucidate natural and social phenomena and enable students to study the inner world of matter and the internal motion of waves, elementary particles, atoms, molecules, and living cells. The third type of instructional materials, that of written descriptions, includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production training, and programmed textbooks (UNESCO, 2021; Chuk, Asimwe & Asimwe, 2023; Whye and Asimwe, 2024) ^[18, 10, 11, 4].

Another type of instructional materials is technological instructional media. Among these are equipment for the transmission and assimilation of information recorded on film or on phonograph recordings: film projectors, tape recorders, phonographs, and television sets. Monitoring devices include punched cards and various types of automatic apparatus. Teaching machines include language-laboratory machines, closed-circuit television systems, and computers (Dessler 2000; Org & Johor 2018; darling 2020; UNESCO,

2021) ^[18]. With regard to the effects of resource availability on classroom management and content delivery, Apiku and Asimwe (2023) ^[2], Bundi, Asimwe, Mugenyi, Asimwe (2024) ^[6] aver that teaching and learning resource availability helps teachers teach effectively in convenient and comfortable surroundings.

The lack of physical resources inevitably hampers the teaching; depress the spirit of the children and the enthusiasm of the teachers. In a similar Sofia, Asimwe Emurungant and Mugenyi (2022) ^[6]; Apiku and Asimwe (2023) ^[2]; Bundi, Asimwe, Mugenyi, Asimwe (2024) ^[6]; Whye and Asimwe (2024) counsel that in order to improve the effectiveness of their teaching, teachers use techniques and tools like the simple tool as the blackboard and technology techniques and tools as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers to supplement what they can do with their local resources (Dessler 2000; Org & Johor 2018; darling 2020; UNESCO, 2021) ^[18].

Methodology and discussion

The study employed a cross-sectional survey research design that integrated both quantitative and qualitative approaches to comprehensively investigate the combined influence of salary, physical resources, and teacher quality on teacher productivity in secondary schools within Kinshasa City, Democratic Republic of the Congo (DRC). Quantitative methods were utilized to quantify and analyze the relationships between key variables namely salary, physical resources, teacher quality, and teacher productivity. Structured questionnaire surveys were administered to gather numerical data from a diverse sample of respondents, allowing for statistical analysis to identify correlations, trends, and patterns in the data.

Qualitative methods were concurrently employed to provide deeper insights and context to the quantitative findings. Through techniques such as interviews and observations, the study captured nuanced perspectives and narratives from teachers and educational stakeholders. These qualitative data enriched the understanding of how salary, physical resources, and teacher quality interact to affect teacher productivity in specific contexts within Kinshasa City. By combining both quantitative and qualitative approaches, the research design aimed to offer a comprehensive exploration of the multifaceted factors influencing teacher productivity. This mixed-methods approach facilitated a more nuanced understanding of the dynamics within secondary schools in Kinshasa City, DRC, contributing valuable insights to the field of educational research and policy development.

Table 1: Showing Teachers' Productivity in secondary schools of Kinshasa City, Democratic Republic of the Congo

1. Delivery of subject matter to students (teaching); Our teachers:	Mean	Std. Deviation
Appreciate student's views different from his/hers	2.4975	1.41244
Explain very clearly	1.6350	1.09991
Allow questions and discussion	2.6225	1.32642
Come to class early and leave when the time for the lesson is over	2.6975	0.93444
Arrange well from known to un-known	1.6950	1.15339
Avoid indoctrinating students politically and religiously	3.0075	0.61513
Reward students who give responses	3.3425	0.63340
Understand the subject matter well	3.1125	0.46409
Make lessons more student-centred than teacher-centred	3.0900	0.47694
Use different teaching methods	3.2825	0.69923
Make class environment conducive (non-threatening) for learning	3.2225	0.57342
Pay attention to individual students	3.2750	0.52922

Average mean	2.7900	0.50243
2. Offering moral guidance to students (guidance & counselling)		
Urge students to conduct themselves responsibly	2.97	1.643
Urge students to interact well with their fellow students	3.68	1.210
Urge students to interact well with their teachers	3.28	1.210
Take time to know students challenges/concerns	3.18	1.594
Guide students individually	3.42	1.103
Keep secrets of the personal information on students	3.37	1.003
Urge students to be trustworthy	3.22	1.12
Tell students on the dangers of early sex (sex before marriage)	3.37	1.424
Tell students of the dangers of HIV/AIDS and how to avoid it	3.28	1.342
Average mean	3.31	
2. Assessment of students' work		
Give assignments to students	3.69	1.546
mark the books in time	2.27	1.340
Write encouraging comments in students' books	2.75	1.385
Distribute books among students, do corrections with students for students to mark others' books	2.85	1.525
Students' scores are filed	2.52	1.432
Students who perform poorly in assignments are guided and counseled	2.40	1.542
Mark with care and read all the work	3.24	1.104
Average mean	2.82	
Grand Mean	2.97	

Source: Primary data, 2023.

Table 1, shows the responses of the respondents on all the items in the questionnaire. It shows that teachers know their work and do it diligently. They deliver the subject matter to their students very well, guide and counsel students very well, and they do the assessment of students' work well. However, the responses were not to a maximum mean of 4.00 which implies that there are some teachers who do not fully do those things, or they usually do a few of them.

The same is true with assessing students' work. Giving assignments to students, marking the books of students in time, Students who perform poorly in assignments being guided and counselled, are all done well. On this aspect, one classroom teacher said,

"It is mandatory for all teachers to have schemes of work and use them in teaching. This is a government school where all teachers are supposed to be appraised especially in third term. In the appraisal, schemes of work and lesson plans are among the things which are checked by the appraisers. However, there are tricky and un serious teachers who make schemes of work to please school management but they do not use them as they are teaching". This statement reveals that some teachers are not very serious with their work. Though many are serious, a few others are not.

Table 2: showing the responses on physical resources in secondary schools of Kinshasa City, Democratic Republic of the Congo

Physical resources	Mean	Sd	Interpretation
We have enough classrooms in this school	2.49	0.322	
We have enough chairs in this school	2.93	1.235	
We have enough desks in this school	2.84	0.825	
We have enough tables in this school	2.91	1.088	
We have enough black/whiteboards in this school	3.69		
We have enough computers for students in this school	2.91	1.201	
We have enough computers for teachers in this school	3.72	1.15	
We have enough textbooks in this school	2.87	1.62	
We have enough laboratory equipment in this school	2.79	0.998	
We have enough sitting Space for students	2.73	0.21	
Mean	2.99		

Source: Primary data, 2023.

The findings as per table 2, are that the physical resources in secondary schools of Kinshasa City, Democratic Republic of the Congo strongly predict teachers' productivity. This means that physical resources influence so much the productivity of teachers. On average, the physical resources are

adequate (mean 2.73), no wonder therefore that even teachers' productivity is high. Therefore, adequate and good physical resources are a good inducement to people's work. Another interviewed teacher is a government secondary school said,

"This is a government school with very many students especially in the lower classes. Although students are many, we love our jobs and we have no problem with our students, sometimes we are in a fix because of the working environment as the teacher-student ratio is so big, classrooms are packed and in teaching it is almost impossible not to restrict teacher's movement to the front, since this is our profession, we teach without complaining". This therefore affirms that good and adequate physical resources lead to high workers' productivity.

Nevertheless, some government schools with many students and poor facilities boasted of some of their students performing very well in the national examinations. The implication of this is that physical resources are not the sole determinant of worker productivity. It also shows that students' good academic performance does not entirely depend on the efforts of teachers; other factors also come in, such as the seriousness of the students in academics. If teachers are lazy, some students seek help from resourceful persons to coach them.

Some oral informants complained about resources like computers. They reiterated that learning technology is constantly changing. Every year, there are a slew of new apps, websites, and other technology tools created to improve the learning process. And there is a lot of pressure on teachers to constantly stay up to date with the latest technology. Most believe that the latest and greatest tools will provide the best quality education. But there is often a lack of funding, resources, or time to implement every new technology as it's introduced. This shows that though teachers love their jobs, at times resources limit them.

Conclusions and recommendations

The government should ensure that teachers' salaries are aligned with the cost of living and implementing incentive programs like performance-based bonuses are crucial factors in boosting teacher performance. These measures not only enhance motivation and productivity but also attract and retain qualified educators while fostering exceptional teaching quality. By prioritizing salary alignment and incentives, Kinshasa City can significantly improve overall educational quality.

Investment in the physical infrastructure of secondary schools is essential to cultivate conducive learning environments. Upgrading facilities supports effective teaching and learning activities and positively impacts the well-being of both students and teachers. Emphasizing improvements in school infrastructure directly correlates with improved educational outcomes and student success.

Recommendations

Investment in School Infrastructure: Investing in the physical infrastructure of secondary schools is essential for creating an optimal learning environment. By allocating resources to upgrade facilities such as classrooms, laboratories, libraries, and recreational areas, authorities can provide teachers with the necessary resources to deliver quality education effectively. Adequate physical resources not only support teaching and learning activities but also contribute to the overall well-being of students and teachers. Therefore, prioritizing improvements in school infrastructure is crucial for enhancing educational outcomes in Kinshasa City.

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