



Motivation and Retention in Rural Congolese Schools: A Qualitative Exploration

Ndongo Ndaya^{1,2}, Kamfu Mankong^{2,3}, Tshibangu Kabasanga⁴

¹ Université de Kisangani

² Department of Advanced Studies, Institut National pour l'Etude et la Recherche Agronomiques (INERA)

³ Université Catholique du Congo

⁴ Department of Research, Université Catholique du Congo

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Correspondence: nndaya@gmail.com

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Author notes

Ndongo Ndaya is affiliated with Université de Kisangani and focuses on Education research in Africa.

Kamfu Mankong is affiliated with Department of Advanced Studies, Institut National pour l'Etude et la Recherche Agronomiques (INERA) and focuses on Education research in Africa.

Tshibangu Kabasanga is affiliated with Department of Research, Université Catholique du Congo and focuses on Education research in Africa.

Abstract

Motivation and retention of teachers in rural Congolese schools are critical issues for educational development in the Democratic Republic of Congo (DRC). Inadequate teacher motivation and retention can lead to poor quality education, especially in remote areas where resources are limited. The research employs a qualitative approach, conducting semi-structured interviews with a purposive sample of teachers from six randomly selected rural secondary schools across DRC. Data collection also includes observations of school environments and document analysis of relevant policies and procedures. Interviews revealed that financial incentives were the most significant motivator for teachers in rural areas, often exceeding other factors such as job security or professional development opportunities. However, a notable challenge was the lack of adequate infrastructure, which affected both teaching quality and teacher satisfaction. The findings suggest that improving teacher motivation requires addressing not only financial incentives but also enhancing school facilities to improve working conditions and overall student learning environments. Based on these insights, recommendations include increasing investment in rural schools' infrastructure and implementing targeted support programmes for teachers, particularly those related to career development and professional growth.

Keywords: Rural, Congolese, Pedagogy, Motivation, Retention, Contextualization, Phenomenology

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