

# Factors Influencing the Attractiveness of the Teaching Profession in Public Secondary Schools in Butembo City, Democratic Republic of Congo

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## ABSTRACT

This study examined the factors influencing the attractiveness of the teaching profession in public secondary schools in Butembo City, Democratic Republic of Congo. The study was guided by a descriptive survey research design, which enabled systematic collection of data on teachers' perceptions regarding intrinsic motivation, extrinsic incentives, working conditions, professional recognition, and career development opportunities. A mixed-methods approach was employed to provide both quantitative and qualitative insights into the phenomenon under investigation. The target population comprised approximately 650 teachers from public secondary schools in Butembo City (Ministry of Education, 2025). A purposive sample of 50 teachers was selected to ensure representation across gender, teaching experience, subject specialization, and different schools. Data were collected using structured questionnaires and semi-structured interviews. The questionnaires utilized Likert-scale and closed-ended items, while interviews provided deeper qualitative insights into teachers' lived experiences. Instrument validity was ensured through expert review and pilot testing, while reliability was confirmed using Cronbach's alpha coefficient with a threshold of 0.70. Quantitative data were analyzed using descriptive statistics (frequencies, means, and standard deviations) and inferential statistics, including correlation and regression analysis, to determine relationships among variables. Qualitative data were analyzed thematically to identify recurring patterns and complement quantitative findings. Ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed. Findings revealed that the attractiveness of the teaching profession is primarily driven by intrinsic motivators such as societal contribution and personal fulfillment. However, extrinsic factors including low remuneration, heavy workload, inadequate resources, limited promotion opportunities, and inconsistent professional recognition significantly reduce its attractiveness. The study concludes that while teachers remain intrinsically motivated, structural and institutional challenges undermine the long-term sustainability of the profession. The study recommends improved remuneration, better working conditions, strengthened career progression systems, and enhanced professional recognition to improve teacher attraction and retention.

**Keywords:** attractiveness, teaching profession, intrinsic motivation, extrinsic factors, working conditions, Butembo City, secondary schools.

## INTRODUCTION

The teaching profession is widely recognized as a cornerstone in the development of effective education systems and the advancement of national development goals. Teachers play a fundamental role in facilitating knowledge acquisition, nurturing learners' competencies, and shaping the social, intellectual, and moral development of young people. The quality of an education system is therefore closely linked to the competence, motivation, and professional commitment of its teachers. In recent years, however, many education systems across the world have experienced increasing difficulties in attracting and retaining qualified individuals in the teaching profession. These challenges have raised global concerns about teacher shortages and declining interest in teaching careers, particularly in secondary education. International education reports indicate that millions of additional teachers will be required globally to meet the growing demand for education and to achieve

sustainable development targets related to quality education (UNESCO, 2024). At the same time, research has emphasized that strengthening the attractiveness of the teaching profession is critical for ensuring a stable and competent teaching workforce capable of delivering quality education in the long term (OECD, 2023).

The attractiveness of the teaching profession refers to the degree to which teaching is perceived as a desirable, respected, and rewarding career option. This perception is influenced by a complex interaction of intrinsic and extrinsic factors that shape individuals' career choices and professional experiences. Intrinsic motivations such as a passion for teaching, the desire to contribute to learners' development, and a commitment to social transformation often encourage individuals to join the teaching profession. Nevertheless, external conditions such as salary levels, job security, working conditions, professional autonomy, and opportunities for career advancement significantly influence the overall attractiveness of teaching as a career. When these external conditions are favorable, teaching is more likely to attract talented individuals; however, unfavorable conditions may discourage capable graduates from pursuing the profession (Schleicher, 2021). Furthermore, research on teacher career choices indicates that societal perceptions and recognition of teachers also play an important role in determining the extent to which teaching is viewed as a prestigious and appealing profession (Béteille et al., 2022).

In many education systems, the declining attractiveness of the teaching profession has been associated with structural and institutional challenges that affect teachers' professional experiences. Teachers frequently encounter heavy workloads, large class sizes, inadequate teaching resources, and increasing administrative responsibilities that limit the time available for effective instructional activities. Such challenges can reduce teachers' job satisfaction and undermine their professional motivation. Additionally, the lack of adequate financial compensation and limited opportunities for professional growth have been identified as key factors contributing to negative perceptions about the profession. Studies have shown that when teachers feel undervalued or inadequately supported within the education system, the profession may become less attractive to both current teachers and prospective entrants (European Commission, 2022). Consequently, education systems may experience difficulties in recruiting and retaining qualified teachers, thereby affecting the quality of teaching and learning in schools (Ingersoll, Collins, & Glass, 2021).

The issue of teacher attractiveness is particularly significant in developing countries where education systems often face resource constraints and structural challenges. In many countries in Sub-Saharan Africa, rapid expansion of access to education has increased the demand for teachers, yet the conditions of service for many educators remain inadequate. Teachers in these contexts frequently work under challenging conditions characterized by limited teaching materials, insufficient infrastructure, overcrowded classrooms, and relatively low remuneration. These conditions may reduce the motivation of teachers and discourage qualified individuals from entering the profession. Research conducted in developing contexts has highlighted that improving teachers' working conditions, professional recognition, and opportunities for professional development is essential for enhancing the attractiveness of teaching and strengthening education systems (World Bank, 2022). Moreover, education policy analysts emphasize that sustainable improvements in educational quality depend largely on the ability of governments to attract and retain competent and motivated teachers (UNESCO Institute for Statistics, 2023).

In the Democratic Republic of Congo (DRC), the education sector has undergone significant reforms aimed at expanding access to education and improving the quality of teaching and learning. These reforms have been partly driven by the government's commitment to increasing school enrollment and promoting equitable access to education for all learners. Despite these efforts, the teaching profession in the country continues to face numerous challenges that may affect its attractiveness. Teachers in public secondary schools often operate in environments characterized by limited resources, inadequate infrastructure, and financial constraints that affect their professional well-being. In addition, concerns have been raised regarding delays in salary payments, limited professional support, and inadequate opportunities for career advancement within the education system. Such challenges may negatively influence teachers' motivation and professional commitment (World Bank, 2023). Furthermore, education sector assessments have suggested that improving teachers' working conditions and professional status is essential for strengthening the overall performance of the education system in the country (UNICEF, 2022).

Butembo City, located in the eastern region of the Democratic Republic of Congo, has experienced notable growth in the number of public secondary schools due to increasing demand for secondary education. As the education system continues to expand, the need for competent and motivated teachers becomes increasingly important for ensuring the delivery of quality education. However, concerns have been raised regarding the extent to which the teaching profession remains attractive to qualified individuals within the region. Factors such as working conditions, remuneration, professional recognition, and opportunities for professional development may influence teachers' perceptions of their profession and their level of commitment to their work. Understanding these factors is therefore essential for identifying the challenges that affect teacher motivation and recruitment in public secondary schools. Investigating the factors influencing the attractiveness of the teaching profession in Butembo City can provide valuable insights that may guide policymakers and education stakeholders in designing strategies aimed at strengthening teacher motivation and improving the overall appeal of the teaching profession (UNESCO, 2022). Additionally, empirical evidence suggests that context-specific studies are essential for understanding how local socio-economic and institutional factors shape teachers' perceptions of their profession and influence their career decisions (OECD, 2024).

### **Statement of the Problem**

The teaching profession is widely recognized as a critical component in the achievement of quality education and the successful functioning of education systems. Teachers play an essential role in facilitating learning, guiding learners' intellectual development, and implementing educational policies within schools. However, many education systems around the world are experiencing increasing difficulties in attracting and retaining qualified teachers. The declining attractiveness of the teaching profession has become a major concern as it affects the recruitment of competent individuals and the sustainability of the teaching workforce. Global reports indicate that teacher shortages continue to pose a serious challenge to the provision of quality education, particularly in developing countries where education systems are expanding rapidly (UNESCO, 2024). Furthermore, studies suggest that unfavorable working conditions, limited professional recognition, and inadequate financial incentives significantly reduce the appeal of teaching as a career, thereby discouraging talented individuals from entering the profession (OECD, 2023).

In many developing countries, especially in Sub-Saharan Africa, the teaching profession faces numerous challenges that undermine its attractiveness. Teachers frequently work in environments characterized by limited teaching resources, overcrowded classrooms, heavy workloads, and inadequate remuneration. Such conditions not only affect teachers' job satisfaction and professional motivation but also contribute to teacher attrition and difficulties in recruiting qualified personnel into the education system. In addition, limited opportunities for professional growth and career advancement further reduce the attractiveness of the profession for both practicing teachers and prospective entrants. Research has shown that improving teachers' working conditions, remuneration, and professional status is essential for enhancing the attractiveness of the teaching profession and strengthening the quality of education in schools (World Bank, 2022). Similarly, the perception of teaching as a profession with limited economic and social rewards has been identified as a major factor discouraging young graduates from choosing teaching as a career (Schleicher, 2021).

In the Democratic Republic of Congo, despite efforts by the government and education stakeholders to improve access to education and strengthen the education sector, the teaching profession continues to face challenges that may affect its attractiveness, particularly in public secondary schools. Teachers often operate in contexts characterized by limited instructional resources, inadequate infrastructure, and concerns related to teacher welfare and professional support. These conditions may influence teachers' motivation, commitment, and perceptions of the profession. Although several studies have examined issues related to teacher motivation and working conditions in different contexts, there is limited empirical research focusing specifically on the factors influencing the attractiveness of the teaching profession in public secondary schools in Butembo City. Without adequate evidence on these factors, it becomes difficult for policymakers and education administrators to design effective strategies aimed at improving teacher recruitment, motivation, and retention in the region (UNICEF, 2022). Therefore, this study seeks to examine the factors influencing the attractiveness of the teaching profession in public secondary schools in Butembo City in order to provide insights that can inform policies and interventions aimed at strengthening the teaching workforce (World Bank, 2023).

## Objectives

1. To identify the intrinsic and extrinsic factors that affect the attractiveness of the teaching profession among teachers in public secondary schools in Butembo City.
2. To assess the influence of working conditions, professional recognition, and career development opportunities on teachers' perceptions of the teaching profession in public secondary schools in Butembo City

## LITERATURE REVIEW

### **Intrinsic and Extrinsic Factors Affecting the Attractiveness of the Teaching Profession**

The decision to pursue a career in teaching is influenced by a combination of intrinsic and extrinsic factors that shape individuals' perceptions of the profession. Intrinsic factors, including personal passion for teaching, commitment to contributing to learners' development, and the desire to serve the community, have been widely documented as motivating forces for teachers (Béteille et al., 2022). Teachers who are intrinsically motivated are more likely to exhibit higher levels of engagement, resilience, and professional commitment despite challenging work conditions. Similarly, research in Sub-Saharan Africa has shown that intrinsic motivations such as the opportunity to make a social impact and personal fulfillment significantly contribute to the decision of young graduates to enter the teaching profession (UNESCO, 2024). These factors often sustain teacher motivation even in contexts where extrinsic rewards, such as salary and working conditions, are suboptimal.

Extrinsic factors, on the other hand, refer to the tangible and externally provided conditions that influence the appeal of teaching as a career. These include remuneration, job security, working conditions, professional recognition, and opportunities for career advancement. Empirical studies have demonstrated that inadequate salaries and poor working environments negatively affect the recruitment and retention of qualified teachers, particularly in developing countries (World Bank, 2022). In addition, teachers' perceptions of low professional status within society reduce the attractiveness of teaching compared to other professions requiring similar levels of education and training (Schleicher, 2021). Studies from the Democratic Republic of Congo highlight that many public school teachers face insufficient teaching resources, overcrowded classrooms, and delayed salary payments, which collectively undermine their professional motivation and the overall perception of teaching as a desirable career (UNICEF, 2022). Addressing both intrinsic and extrinsic factors is therefore critical for creating a teaching profession that attracts and retains talented individuals.

### **Influence of Working Conditions, Professional Recognition, and Career Development Opportunities**

The quality of working conditions plays a pivotal role in shaping teachers' perceptions of their profession and their motivation to remain in the teaching workforce. Supportive working environments that provide adequate teaching materials, manageable workloads, and safe school conditions have been linked to higher levels of teacher satisfaction and professional commitment (European Commission, 2022). Conversely, poor working conditions, such as overcrowded classrooms, insufficient teaching resources, and excessive administrative duties, have been associated with teacher burnout, decreased job satisfaction, and higher attrition rates (Ingersoll et al., 2021). These findings suggest that improving the physical and organizational conditions of schools is essential for enhancing the attractiveness of the teaching profession.

Professional recognition and career development opportunities further influence teachers' perceptions of teaching as a rewarding and sustainable career. Recognition by school administrators, peers, and society at large enhances teachers' sense of professional value, which has been linked to higher motivation and job satisfaction (OECD, 2024). Similarly, opportunities for continuous professional development, promotion, and skill enhancement strengthen teachers' commitment and reinforce the perception of teaching as a long-term career option (Schleicher, 2021). In contexts where professional development and career growth are limited, teachers may perceive the profession as stagnant, reducing its appeal to both current educators and potential entrants. Research in Sub-Saharan Africa demonstrates that integrating professional recognition and development

programs into education systems can significantly improve teacher retention and the quality of instruction provided in schools (World Bank, 2023).

## METHODOLOGY

This study will adopt a descriptive survey research design to examine the factors influencing the attractiveness of the teaching profession in public secondary schools in Butembo City, Democratic Republic of Congo. The descriptive survey design is appropriate because it allows for systematic collection of data on teachers' perceptions, attitudes, and experiences regarding intrinsic motivations, extrinsic incentives, working conditions, professional recognition, and career development opportunities (Creswell & Creswell, 2023). By using a combination of quantitative and qualitative approaches, the study will provide both statistical evidence and in-depth insights into the factors shaping the appeal of teaching as a profession.

The target population for the study comprises teachers in public secondary schools in Butembo City, estimated at 650 teachers (Ministry of Education, 2025). A purposive sample of 50 teachers will be selected to ensure representation across different schools, subjects, experience levels, and gender. Data will be collected using structured questionnaires and semi-structured interviews. The questionnaire will include Likert-scale and closed-ended items to assess intrinsic and extrinsic factors, working conditions, professional recognition, and career development opportunities. Semi-structured interviews will provide qualitative insights into teachers' experiences and perceptions, capturing aspects that quantitative data alone may miss. Both instruments will be validated through a pilot study, and reliability will be assessed using Cronbach's alpha with a threshold of 0.70 for internal consistency (Gliem & Gliem, 2003).

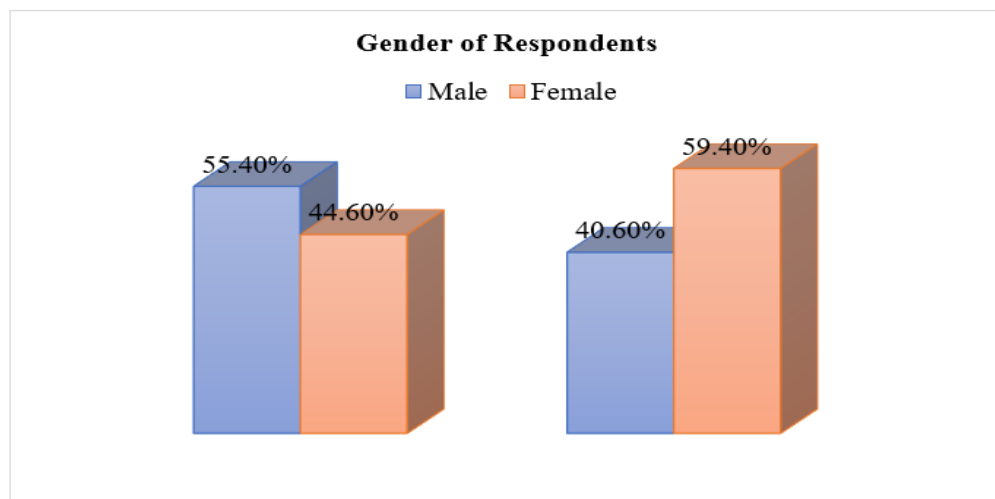
Data will be analyzed using a mixed-methods approach. Quantitative data will be summarized using descriptive statistics (frequencies, percentages, means, standard deviations) and analyzed through inferential statistics such as correlation and regression analysis to explore relationships between working conditions, professional recognition, career development, and the attractiveness of the teaching profession. Qualitative interview data will be analyzed using thematic analysis, identifying key patterns and themes that complement the quantitative findings (Braun & Clarke, 2021). Ethical considerations, including informed consent, confidentiality, and voluntary participation, will be strictly observed. Although the smaller sample size may limit generalizability, the purposive sampling and mixed-methods design will provide robust and insightful findings for understanding the factors influencing the teaching profession in Butembo City.

## RESULTS

### Demographic Variables of the Respondents

#### Gender of Respondents

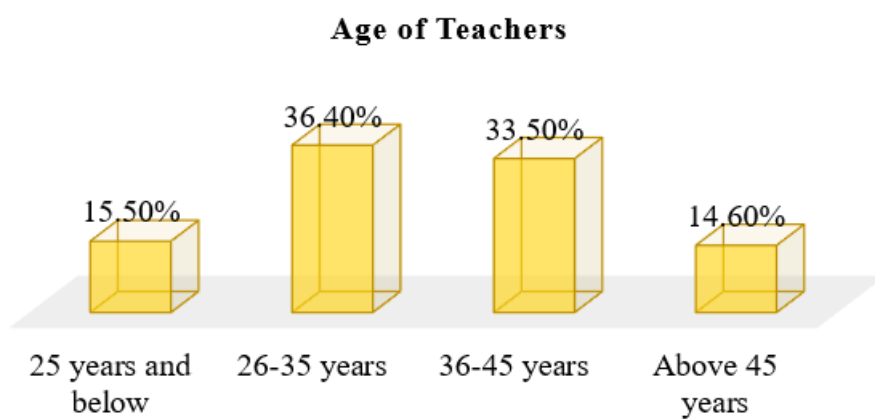
Figure 1: Gender of Respondents



As indicated in the above figure, the majority of the headteachers (55.4%) were male, while 44.6% were female, whereas among teachers, the majority (59.4%) were female, with 40.6% male. The gender distribution of respondents has important implications for the study, particularly because the attractiveness of the teaching profession is shaped by both leadership perspectives and teachers' lived experiences, which may vary across gender. Male and female headteachers may differ in their approaches to policy implementation, institutional management, and staff motivation, while teachers' experiences regarding workload, work-life balance, professional recognition, remuneration, and career progression may also be influenced by gender. The relatively balanced representation of both male and female respondents across the two groups therefore ensures comprehensive and diverse insights into the factors influencing the attractiveness of the teaching profession in public secondary schools in Butembo City, Democratic Republic of Congo.

### Age of the Teachers

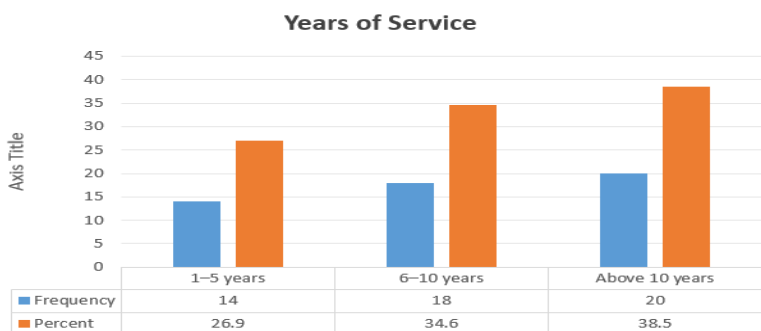
Figure 2: Age of the Teachers



As indicated in the study findings, the majority of the teachers (36.4%) were aged between 26–35 years, followed by 33.5% who were aged 36–45 years. A smaller proportion (15.5%) were aged 25 years and below, while 14.6% were above 45 years. This age distribution suggests that most teachers are in their early and mid-career stages, which has important implications for the attractiveness of the teaching profession. Teachers in the 26–45 age bracket are often actively seeking career growth, professional development, and improved working conditions, making them more sensitive to factors such as remuneration, promotion opportunities, and job satisfaction. Meanwhile, the younger cohort (25 years and below) may reflect entry-level motivations and expectations, while the older group (above 45 years) may provide insights related to career stability, retention, and long-term commitment to the profession. Overall, this distribution ensures a comprehensive understanding of how age-related experiences influence perceptions of the attractiveness of the teaching profession in public secondary schools in Butembo City, Democratic Republic of Congo.

### Teachers Years of Service

Figure 3: Teachers Years of Service



The analysis of years of teaching experience shows that a significant proportion of teachers had more than 10 years of experience, accounting for 20 respondents (38.5%). This was followed by those with 6–10 years of experience at 18 respondents (34.6%), while teachers with 1–5 years of experience comprised 14 respondents (26.9%). This distribution indicates that the majority of respondents are relatively experienced, which is critical for providing informed and reflective perspectives on the attractiveness of the teaching profession. Teachers with over 10 years of experience are likely to offer insights on long-term career satisfaction, retention, and professional stability, while those with 6–10 years may highlight issues related to career progression and motivation. On the other hand, teachers with 1–5 years of experience provide perspectives on entry into the profession, initial expectations, and early career challenges. Collectively, this mix of experience levels ensures a comprehensive understanding of how teaching experience influences perceptions of the attractiveness of the teaching profession in public secondary schools in Butembo City, Democratic Republic of Congo.

Table 1 Factors Influencing Attractiveness of the Teaching Profession

Item No.	Statement	N	M	SD
1	I chose teaching because I enjoy working with students	50	2.90	0.88
2	Teaching provides personal fulfillment	50	3.08	0.84
3	I am motivated by the opportunity to contribute to society	50	3.20	0.79
4	Teaching is intellectually stimulating	50	3.00	0.86
5	The salary for teachers meets my financial needs	50	2.15	0.99
6	Job security in teaching is satisfactory	50	2.80	0.91
7	Teachers are respected and valued in the community	50	2.75	0.93
8	Teaching is considered a prestigious profession	50	2.65	0.95
9	The school provides sufficient teaching materials and resources	50	2.45	0.98
10	Class sizes allow for effective teaching	50	2.30	1.01
11	The school environment is safe and conducive to teaching	50	2.95	0.87
12	Administrative duties do not interfere with teaching	50	2.25	1.00
13	I receive recognition from school leadership for my work	50	2.70	0.94
14	Opportunities for promotion and career advancement are adequate	50	2.40	0.98
15	Opportunities for professional development and training are sufficient	50	2.60	0.96
	<b>Average</b>	50	<b>2.68</b>	<b>0.92</b>

The highest-rated item, “I am motivated by the opportunity to contribute to society” ( $M = 3.20$ ,  $SD = 0.79$ ), indicates that altruistic and service-oriented motives are the strongest drivers of the attractiveness of the teaching profession. The relatively low standard deviation suggests strong consensus among teachers, pointing to a shared commitment to social impact. This was strongly echoed in interview responses, where one respondent noted: “Teaching allows us to shape the future of young people and contribute to society,” while another stated: “Many

teachers remain in the profession because they want to make a difference in learners' lives." These findings align with literature emphasizing intrinsic motivation—particularly the desire to contribute to societal development—as a key factor sustaining teachers in challenging contexts (Béteille et al., 2022; UNESCO, 2024).

Closely following was "Teaching provides personal fulfillment" ( $M = 3.08$ ,  $SD = 0.84$ ) and "Teaching is intellectually stimulating" ( $M = 3.00$ ,  $SD = 0.86$ ), suggesting that teachers derive satisfaction from the cognitive and emotional rewards of their profession. Interview findings support this, with one teacher explaining: "Despite the challenges, teaching gives a sense of fulfillment when students succeed," while another added: "The profession challenges us to think and grow intellectually." However, the moderate standard deviations indicate some variation in these experiences, suggesting that fulfillment may depend on contextual factors such as working conditions. This supports Schleicher (2021), who argues that intrinsic rewards sustain teacher motivation but may be undermined by unfavorable external conditions.

The item "The school environment is safe and conducive to teaching" ( $M = 2.95$ ,  $SD = 0.87$ ) and "I chose teaching because I enjoy working with students" ( $M = 2.90$ ,  $SD = 0.88$ ) further reinforce the role of intrinsic interest and moderately supportive environments in shaping the attractiveness of teaching. Interview responses illustrate this balance. One teacher noted: "Working with students is rewarding, but the environment is not always ideal," while another stated: "We enjoy teaching, but the conditions sometimes make it difficult." The variation reflected in the standard deviations suggests disparities in school environments, aligning with the European Commission (2022), which highlights the importance of conducive working conditions in sustaining teacher motivation.

Moderately rated factors include "Job security in teaching is satisfactory" ( $M = 2.80$ ,  $SD = 0.91$ ), "Teachers are respected and valued in the community" ( $M = 2.75$ ,  $SD = 0.93$ ), and "I receive recognition from school leadership for my work" ( $M = 2.70$ ,  $SD = 0.94$ ). These findings suggest that while some level of stability and recognition exists, it is not strongly perceived across all respondents. Interview findings provide important context. One teacher stated: "Teaching is stable, but the benefits are not always sufficient," while another remarked: "Respect for teachers is declining in some communities." Regarding recognition, one respondent noted: "We are appreciated occasionally, but not consistently." The relatively high standard deviations (above 0.90) indicate substantial variability, suggesting unequal experiences among teachers. These findings are consistent with OECD (2024), which emphasizes that professional recognition and social status significantly influence the attractiveness of teaching.

Lower mean scores were observed for "Teaching is considered a prestigious profession" ( $M = 2.65$ ,  $SD = 0.95$ ), "Opportunities for professional development and training are sufficient" ( $M = 2.60$ ,  $SD = 0.96$ ), and "Opportunities for promotion and career advancement are adequate" ( $M = 2.40$ ,  $SD = 0.98$ ). These results indicate that teachers perceive limited career growth and professional advancement opportunities, which negatively affect the attractiveness of the profession. Interview responses strongly support these findings. One teacher noted: "There are very few opportunities for promotion, which discourages many teachers," while another added: "Training opportunities are not regular, and many teachers feel stuck in the same position." The high standard deviations reflect wide disparities in access to these opportunities, suggesting that some teachers benefit while others do not. This aligns with World Bank (2023), which highlights limited career progression as a major factor reducing teacher retention in developing contexts.

The lowest-rated items were "The salary for teachers meets my financial needs" ( $M = 2.15$ ,  $SD = 0.99$ ), "Administrative duties do not interfere with teaching" ( $M = 2.25$ ,  $SD = 1.00$ ), "Class sizes allow for effective teaching" ( $M = 2.30$ ,  $SD = 1.01$ ), and "The school provides sufficient teaching materials and resources" ( $M = 2.45$ ,  $SD = 0.98$ ). These findings reveal significant dissatisfaction with key extrinsic factors, particularly remuneration, workload, and resource availability. Interview data strongly reinforce this pattern. One teacher stated: "The salary is not enough to meet our needs, which affects our motivation," while another explained: "Large class sizes and lack of materials make teaching very difficult." Additionally, a respondent noted: "Administrative duties take too much time, reducing our focus on teaching." The extremely high standard deviations (approaching or exceeding 1.00) indicate extreme variability, suggesting that while some teachers may cope better, many experience serious challenges. These findings are consistent with Ingersoll et al. (2021)

and World Bank (2022), who identify poor working conditions and inadequate compensation as major barriers to attracting and retaining teachers.

Overall, the average mean of 2.68 (SD = 0.92) indicates that the attractiveness of the teaching profession in Butembo City is moderate but constrained by significant structural challenges. The integration of interview findings reveals that while intrinsic motivations such as passion, fulfillment, and commitment to societal contribution remain strong, they are undermined by weak extrinsic conditions including low salaries, inadequate resources, heavy workloads, and limited career advancement opportunities. The consistently high standard deviations across most items highlight a critical issue of unequal and inconsistent experiences among teachers, reflecting disparities in school environments and systemic support.

In synthesis, the findings demonstrate that the teaching profession in Butembo City is sustained primarily by intrinsic motivation rather than favorable working conditions. While teachers remain committed and passionate about their role, the long-term attractiveness of the profession is threatened by structural and institutional limitations. These results strongly support existing literature, which emphasizes that improving remuneration, working conditions, professional recognition, and career development opportunities is essential for enhancing the attractiveness and sustainability of the teaching profession.

## CONCLUSION

The study concludes that the attractiveness of the teaching profession in Butembo City is generally moderate, with an overall mean score of 2.68 (SD = 0.92). The findings indicate that teachers are primarily driven by intrinsic motivators such as the desire to contribute to society, personal fulfillment, and intellectual stimulation. These factors remain the strongest sustaining force for teachers in the profession, as they express a deep commitment to shaping learners' lives and contributing to community development.

However, the study further concludes that these intrinsic motivations are increasingly undermined by weak extrinsic conditions. Teachers expressed low satisfaction with salary levels, large class sizes, heavy administrative workloads, inadequate teaching materials, and limited opportunities for promotion and professional development. In addition, perceptions of professional prestige, recognition, and job satisfaction vary widely among teachers, as shown by the relatively high standard deviations, indicating unequal working conditions across schools.

Overall, while teachers remain committed to the profession due to personal and societal values, the long-term attractiveness and sustainability of teaching in Butembo City is threatened by systemic and structural challenges related to working conditions, remuneration, and career progression.

## RECOMMENDATIONS

Based on the findings, the study recommends that educational authorities and stakeholders undertake targeted reforms to improve the attractiveness of the teaching profession. First, there is a need for the government and relevant education bodies to review and enhance teachers' remuneration to ensure it meets basic living standards, thereby improving motivation and retention.

Second, efforts should be made to reduce workload pressures by addressing large class sizes through the recruitment of more teachers and improved staffing policies. Schools should also minimize excessive administrative duties that distract teachers from instructional responsibilities.

Third, the provision of adequate teaching and learning resources should be prioritized to create more enabling and effective teaching environments. This includes supplying instructional materials and improving infrastructure in schools.

Fourth, structured and equitable career progression pathways should be established to ensure regular promotion opportunities and reduce stagnation among teachers. Alongside this, continuous professional development programs should be strengthened and made accessible to all teachers.

Finally, school leadership and community stakeholders should enhance recognition systems to acknowledge teachers' efforts consistently, thereby improving their professional status and morale.

Collectively, these interventions are necessary to strengthen both the intrinsic and extrinsic factors that influence the attractiveness of the teaching profession and to ensure teacher retention and improved educational outcomes.

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**SECTION B: Headteachers' Supervision Strategies**

This section is asking for information about the Factors Influencing Attractiveness of Teaching. Please indicate your response by using a tick, on a scale of 1-4, where; 1 = Strongly disagree; 2 =Disagree; 3 = Agree; 4= Strongly Agree.

<b>Headteachers' Supervision Strategies</b>	<b>SD 1</b>	<b>D 2</b>	<b>A 3</b>	<b>SA 4</b>
1. I chose teaching because I enjoy working with students.				
2. Teaching provides personal fulfillment.				
3. I am motivated by the opportunity to contribute to society.				
4. Teaching is intellectually stimulating.				
5. The salary for teachers meets my financial needs.				
6. Job security in teaching is satisfactory.				
7. Teachers are respected and valued in the community.				
8. Teaching is considered a prestigious profession.				
9. The school provides sufficient teaching materials and resources.				
10. Class sizes allow for effective teaching.				

11. The school environment is safe and conducive to teaching.				
12. Administrative duties do not interfere with teaching.				
13. I receive recognition from school leadership for my work.				
14. Opportunities for promotion and career advancement are adequate.				
15. Opportunities for professional development and training are sufficient.				