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History Teachers' Qualities Associated with Lesson Success in Kindu, Democratic Republic of the Congo: A Cross-Sectional Study.

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Abstract

Background: History teaching requires scientific, pedagogical, professional, and interpersonal competencies. Evidence on qualities associated with successful history lessons can inform secondary education improvement in Kindu, Democratic Republic of the Congo.

Objective: To describe qualities considered important for successful history lessons by teachers, students, and inspectors, and examine reported variations across learner and school characteristics.

Methods: A descriptive cross-sectional mixed-methods study was conducted in Kasuku, Mikelenge, and Alunguli. Data included administrative records for 246 history teachers, selected analyses involving 103 teachers, questionnaires from 154 students, and descriptive information on four inspectors. Frequencies and percentages were summarized. Inferential comparisons were not reported because individual-level data and denominators require verification.

Results: Students unanimously (100%) identified competence, professional qualifications, regular lesson preparation, and professional conscientiousness as qualities supporting successful history lessons; this pattern was observed in all three municipalities. Firmness was recognized by 49.4% of boys and 72.3% of girls. A spirit of inquiry and research was recognized by 52.6% of general-education students and 81.9% of technical-education students. Discipline was recognized by 88.7% of students in Kasuku, 75.0% in Mikelenge, and 59.6% in Alunguli. Among teachers, all 52 proposed qualities were reported as recognized in five school management systems, compared with 36 (69.23%) in Islamic-convention schools. Of the four inspectors, three held a bachelor's degree in history (75%) and one a graduate-level qualification (25%). Findings showed convergence around subject competence, professional qualifications, lesson preparation, and mastery of didactic methods. Differences by student characteristics and school management remained descriptive.

Conclusion: Findings emphasize subject competence, qualifications, lesson preparation, professional commitment, and remedial teaching. Perception-based data and inconsistencies do not establish that these qualities cause improved learning outcomes.

Recommendation: Validate the dataset and strengthen continuing professional development in history didactics, lesson preparation, formative assessment, inclusive classroom practice, and pedagogical support in the three study municipalities.

Keywords: history teaching; teacher qualities; teaching practices; lesson success; general and technical secondary education; Kindu; Democratic Republic of the Congo.

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1. Introduction

The quality of teaching is a major concern for contemporary education systems, as the mission of schools extends beyond the transmission of theoretical knowledge. It also involves developing learners' intellectual, methodological, social, and civic competencies, enabling them to understand their environment and participate actively in society. From this perspective, the quality of learning depends, among other factors, on teachers' subject-specific and pedagogical competencies, their professional practices, the teaching methods they employ, and the conditions under which educational activities are organized.

Teachers therefore occupy a central position in the teaching and learning process. Their academic qualifications, mastery of subject content, ability to prepare lessons, capacity to implement appropriate teaching methods, and competence in assessing learning outcomes are important dimensions of their professional practice. However, holding a degree or accumulating years of experience does not, in itself, guarantee teaching quality. Lesson success also depends on the ability to transform scientific knowledge into accessible learning situations, encourage student participation, and adapt teaching strategies to the intended learning objectives.

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These requirements are particularly important in history education. Indeed, history should not be limited to memorizing dates, historical figures, and events. It should also promote an understanding of chronology, interpretation of historical facts, analysis of sources, comparison of perspectives, and the development of evidence-based reasoning. The work of Lévesque and Clark (2018) emphasizes the importance of developing historical thinking in learning, while Luís and Rapanta (2020) highlight the complementary relationship between historical knowledge, reasoning skills, and the ability to interpret evidence. These perspectives suggest that quality history teaching should be understood as a combination of subject-matter knowledge, didactic competencies, and appropriate pedagogical practices.

Recent research also confirms the value of active learning approaches and didactic interventions specifically designed to develop historical competencies. A systematic review by Wilson et al. (2023) indicates that educational interventions incorporating structured approaches and appropriate guidance may promote the acquisition of skills related to historical understanding and interpretation. Similarly, Miralles-Sánchez, Rodríguez-Medina, and Sánchez-Ibáñez (2024) report improvements in several dimensions of learning following the implementation of teaching sequences based on historical thinking and active learning methods. These findings strengthen the rationale for examining teachers' professional qualities, without assuming that the same effects automatically occur in all school contexts.

In general and technical secondary education, history teaching therefore requires teachers to master the content prescribed by the national curriculum, establish connections between historical events and their contexts, formulate appropriate learning objectives, and select methods suited to learners' levels. Teachers must also prepare lessons regularly, use relevant instructional materials, organize classroom interactions, and employ formative assessment to monitor students' understanding. Professional commitment, impartiality, discipline, self-control, and the ability to accommodate learner diversity are additional requirements.

In the Democratic Republic of the Congo (DRC), examining these dimensions is particularly important for improving the quality of secondary education. Analyzing teachers' qualifications, professional practices, and working conditions helps identify needs in both pre-service and in-service training, as well as pedagogical support measures that may strengthen learning outcomes. Such an approach must, however, distinguish between teachers' administrative characteristics, the qualities that educational stakeholders consider important, and students' actual academic performance.

The city of Kindu, the capital of Maniema Province, provides a relevant setting for this investigation. Secondary education in the city is delivered through institutions operating under different management systems, including Catholic, Protestant, Islamic, and Kimbanguist convention-affiliated schools, as well as non-convention-affiliated public schools and approved private schools, according to the categories used in the study data. This institutional diversity makes it possible to examine whether the qualities attributed to history teachers are perceived similarly or differently across school management systems.

1.1 Main Research Question

What professional, scientific, pedagogical, and interpersonal qualities do teachers, students, and inspectors consider conducive to successful history lessons in general and technical secondary schools in Kindu, Democratic Republic of the Congo?

1.2 Specific Research Questions

1. What professional, scientific, pedagogical, and interpersonal qualities do history teachers and inspectors consider necessary for lesson preparation, delivery, and assessment?
2. Which qualities do students consider conducive to successful history lessons, and how do their perceptions vary according to sex, educational stream, and municipality of residence?
3. To what extent do history teachers' perceptions of the qualities required for successful lessons vary according to the management system of their schools?
4. What areas of convergence and divergence exist among teachers', students', and inspectors' perceptions of the qualities associated with successful history lessons, and what implications do these findings have for teacher training and pedagogical support?

1.3 Study Objectives

General Objective

To analyze the professional, scientific, pedagogical, and interpersonal qualities that teachers, students, and inspectors consider conducive to successful history lessons in general and technical secondary schools in Kindu, Democratic Republic of the Congo.

Specific Objectives

1. To identify the professional, scientific, pedagogical, and interpersonal qualities that history teachers and inspectors consider necessary for lesson preparation, delivery, and assessment.
2. To identify the qualities that students consider conducive to successful history lessons and examine variations in their perceptions according to sex, educational stream, and municipality of residence.

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3. To assess variations in history teachers' perceptions of the qualities required for successful lessons according to the management system of their schools.
4. To compare teachers', students', and inspectors' perceptions to identify areas of convergence and divergence and determine their implications for teacher training and pedagogical support.

1.4 Research Hypotheses

Given the primarily descriptive nature of the results currently available, the following hypotheses are proposed as working hypotheses to be tested using individual-level data.

General Hypothesis: Educational stakeholders recognize a set of professional, scientific, pedagogical, and interpersonal qualities as necessary for successful history lessons; however, the importance attributed to certain qualities varies according to respondents' characteristics and the institutional context.

Specific Hypotheses:

- **H1:** Qualities related to subject-matter competence, academic qualifications, lesson preparation, mastery of didactic methods, and formative assessment are among the qualities most frequently recognized by respondents.
- **H2:** Students' assessments of history teachers' qualities vary according to sex, educational stream, and municipality of residence.
- **H3:** Recognition of certain professional and pedagogical qualities varies according to the management system of the schools.
- **H4:** Teachers', students', and inspectors' perceptions exhibit both areas of convergence and areas of divergence that may help guide priorities for teacher training and pedagogical support.

These hypotheses should not be considered confirmed solely on the basis of descriptive percentages. Their verification requires consistent data and, where appropriate, statistical tests suited to the variables under investigation.

2. Methodology

2.1 Study Design and Type

A descriptive and analytical cross-sectional study using a mixed-methods approach was conducted to analyze the professional, scientific, pedagogical, and interpersonal qualities that educational stakeholders consider conducive to successful history lessons in general and technical secondary schools in Kindu, Maniema Province, Democratic Republic of the Congo. The quantitative component focused on the sociodemographic and professional characteristics of teachers, as well as the qualities recognized by teachers and students. The qualitative component was based on information collected from history inspectors to contextualize the quantitative findings and clarify the professional requirements associated with teaching this subject. The study was cross-sectional because data were collected during a specific period, without longitudinal follow-up of participants. The descriptive component made it possible to report the frequency of the qualities identified, while the analytical component aimed to examine variations in perceptions according to selected individual and institutional characteristics.

2.2 Study Setting and Period

The study was conducted in the city of Kindu, the capital of Maniema Province, Democratic Republic of the Congo. It involved secondary schools offering general and technical education and operating under different school management systems. The three municipalities of Kindu, namely Kasuku, Mikelenge, and Alunguli, constituted the geographical setting of the study. The diversity of schools and educational stakeholder profiles made it possible to examine perceptions of teacher qualities across different institutional contexts. The exact data collection period must be specified using the survey forms and fieldwork records. Administrative records consulted in May 2023 and May 2025 were also used to document certain characteristics of the teaching workforce.

2.3 Study Population

The study population consisted of three categories of participants: history teachers in general and technical secondary schools, students enrolled in these educational streams, and inspectors responsible for the pedagogical supervision of history teaching in the city of Kindu. The available administrative database listed 246 history teachers. The student sample comprised 154 participants, while all four history inspectors identified in the city were included in the study. Teachers provided information on their professional characteristics and on the qualities considered necessary for lesson preparation, delivery, and assessment. Students expressed their views on the qualities they associated with effective history teaching. The inspectors provided an institutional perspective on the scientific, didactic, and pedagogical requirements of the subject.

2.4 Sampling Procedure and Sample Size

Administrative records listed 246 history teachers. The manuscript indicates that 103 teachers were available in some analyses, but it does not establish whether all 246 were approached, how many were eligible, or how many completed the teacher questionnaire. The student sample comprised 154 participants, and all four history inspectors identified in Kindu were included. The original manuscript does not specify the student sampling frame, the source-population size used to calculate the student sample, the formula, or the assumptions applied. Accordingly, a sample-size formula cannot be stated reliably from the available documentation. Before submission, the authors should insert the formula actually used, the source-population size (N),

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the precision/margin of error, confidence level, assumed proportion if relevant, and the calculation leading to n = 154. Until verified, 154 should be reported as the achieved student sample, not as a sample size whose calculation has been established. The teacher and inspector groups should be reported separately, and the 246 administrative records must not be described as 246 questionnaire respondents unless field records confirm this.

2.5 Study Variables and Dimensions

The main variable was the recognition of teacher qualities considered conducive to successful history lessons. This variable was assessed through teachers' and students' responses, supplemented by institutional information provided by the inspectors.

The qualities examined were grouped into four dimensions:

- **Scientific qualities:** mastery of historical content, interpretation of events in time and space, historical knowledge, and the relevance of the teacher's training to the subject taught.
- **Pedagogical and didactic qualities:** lesson preparation, mastery of teaching methods, formulation of learning objectives, use of instructional materials, time management, classroom interaction, and formative assessment.
- **Professional qualities:** qualifications, continuing professional development, regular attendance, professional commitment, collaboration with colleagues, and adherence to the national curriculum.
- **Human and interpersonal qualities:** impartiality, self-control, discipline, responsiveness to students' needs, consideration of learner diversity, and the quality of pedagogical relationships.

The explanatory variables included students' sex, municipality of residence, educational stream (general or technical), and school management system. For teachers, the variables also included qualifications, sex, and years of professional experience. The inspectors' characteristics, particularly their qualifications, positions, and municipalities of residence, were used to describe this subgroup.

2.6 Data Collection Techniques and Instruments

Data collection relied on three main sources.

First, a teacher questionnaire was used to collect participants' professional characteristics and their assessments of 52 qualities that could contribute to successful history lessons. Responses were examined according to the school management system. Second, a student questionnaire was used to collect sociodemographic information and students' assessments of 31 teacher qualities. The results were stratified by sex, municipality of residence, and educational stream. Third, information concerning the four inspectors was used to describe their qualifications and professional positions. If semi-structured interviews were actually conducted, the resulting data could be analyzed thematically to complement the quantitative findings. In the absence of verifiable interview transcripts or notes, no qualitative analysis should be reported as having been conducted. Administrative and school records were also consulted to supplement information on enrolment figures, qualifications, years of professional experience, and school management systems.

2.7 Data Management and Analysis

The data were organized in a computerized database after consistency checks had been performed. Descriptive analyses were based on frequencies and percentages. Quantitative variables, where available, were summarized using statistics appropriate to their distributions. For each teacher quality, the proportion of respondents who recognized it was calculated using the denominator corresponding to the group under study. Teachers' results were presented by school management system, while students' results were compared according to sex, municipality of residence, and educational stream. Where individual-level data were available and sample sizes were adequate, associations between respondents' characteristics and their recognition of specific qualities could be examined using Pearson's chi-square test. Fisher's exact test would be preferred when expected cell counts were insufficient. Results could be presented as odds ratios or other appropriate measures of association, accompanied by their 95% confidence intervals and *p*-values. The threshold for statistical significance was set at 5% ($p < 0.05$). However, comparisons involving numerous teacher qualities should be interpreted cautiously, taking into account the risk of obtaining statistically significant associations by chance. Data from the inspectors were analyzed primarily descriptively. Given the small number of inspectors, no statistical generalizations were made based solely on their responses. The software used should be reported in accordance with the analyses actually performed. If Excel or SPSS was used, the version should be specified in the final manuscript.

2.8 Data Quality Assurance

2.9 Potential Sources of Bias and Mitigation

Potential sources of bias include selection bias arising from the school/student recruitment procedure, non-response or incomplete questionnaires, social-desirability bias in self-reported perceptions, and information bias due to inconsistent coding or denominators. The use of teacher and student questionnaires alongside administrative records can support cross-checking. Before submission, the authors should confirm which safeguards were actually implemented, such as standardized administration of

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questionnaires, checking entries against source records, consistent definitions and denominators, protection of anonymity, and review of missing or inconsistent responses. These measures should be described only if they were performed. Because the available tables contain inconsistencies, residual information bias cannot be excluded.

Data quality was assessed by checking the consistency of participant counts, the agreement between frequencies and percentages, and the denominators used in the tables. Particular attention should be paid to data stratified by school management system, as some frequencies and percentages in the available tables are inconsistent. Categories with very small numbers of participants should be interpreted cautiously. The original questionnaires should also be reviewed to verify response coding, the handling of missing data, and the distinction between qualities that were recognized and those that were not recognized.

2.10 Ethical Considerations

Participation in the study was intended to be voluntary, following the provision of information about the research objectives, the nature of the questions, and the scientific use of the data. The confidentiality of responses and the anonymity of participants were to be protected in the presentation of the findings. For underage students, the required authorizations from the relevant authorities, as well as consent from a parent or legal guardian and the student's assent, were obtained in accordance with applicable requirements.

3. Results

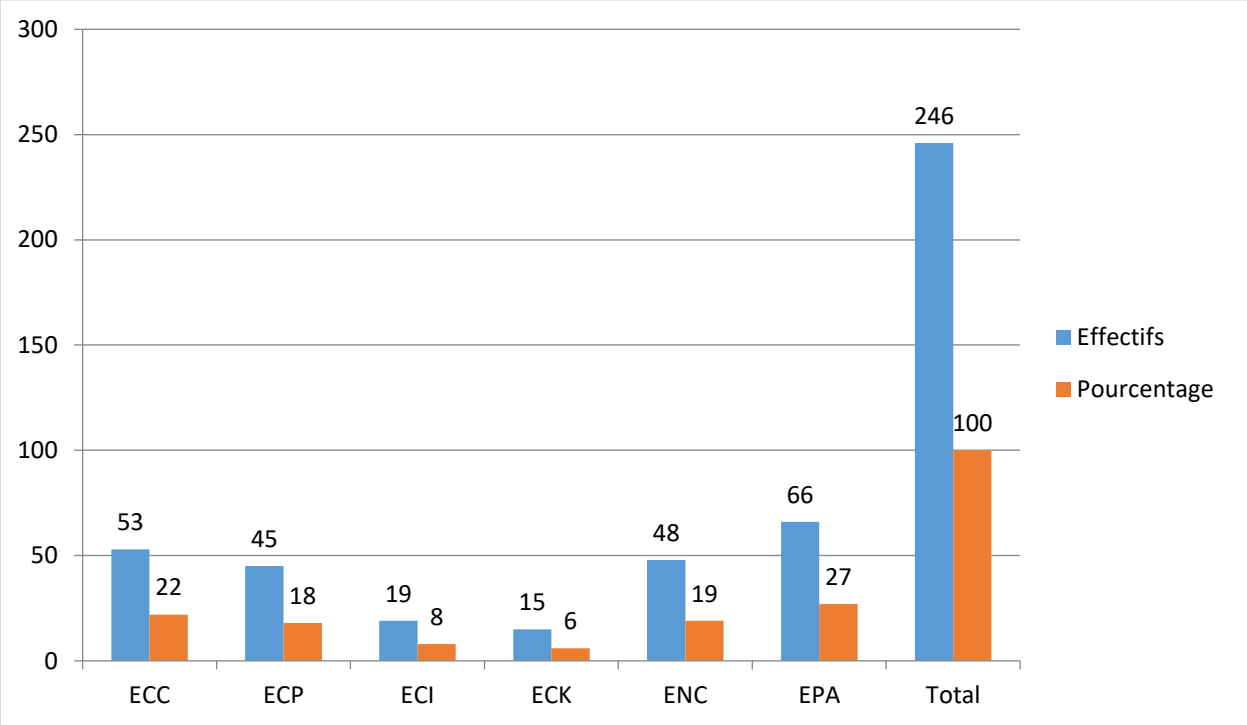
3.1 Participant Flow (Cross-Sectional Study)

Participant group	Records / potentially eligible	Eligibility confirmed	Included / available for analysis	Follow-up
History teachers	246 listed in administrative records; number screened not reported	Not reported	103 included in some analyses; total questionnaire respondents must be verified	Not applicable (cross-sectional)
Students	Number screened and potentially eligible not reported	Not reported	154 surveyed	Not applicable (cross-sectional)
History inspectors	Four identified in Kindu; screening count not reported	Not reported	4 included	Not applicable (cross-sectional)

Note: Screening-stage counts are not available in the manuscript and have not been fabricated. Replace "not reported" with verified recruitment-log counts if available. As this is a cross-sectional study, no follow-up stage applies.

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Figure 1. Distribution of the Study Population by School Management System

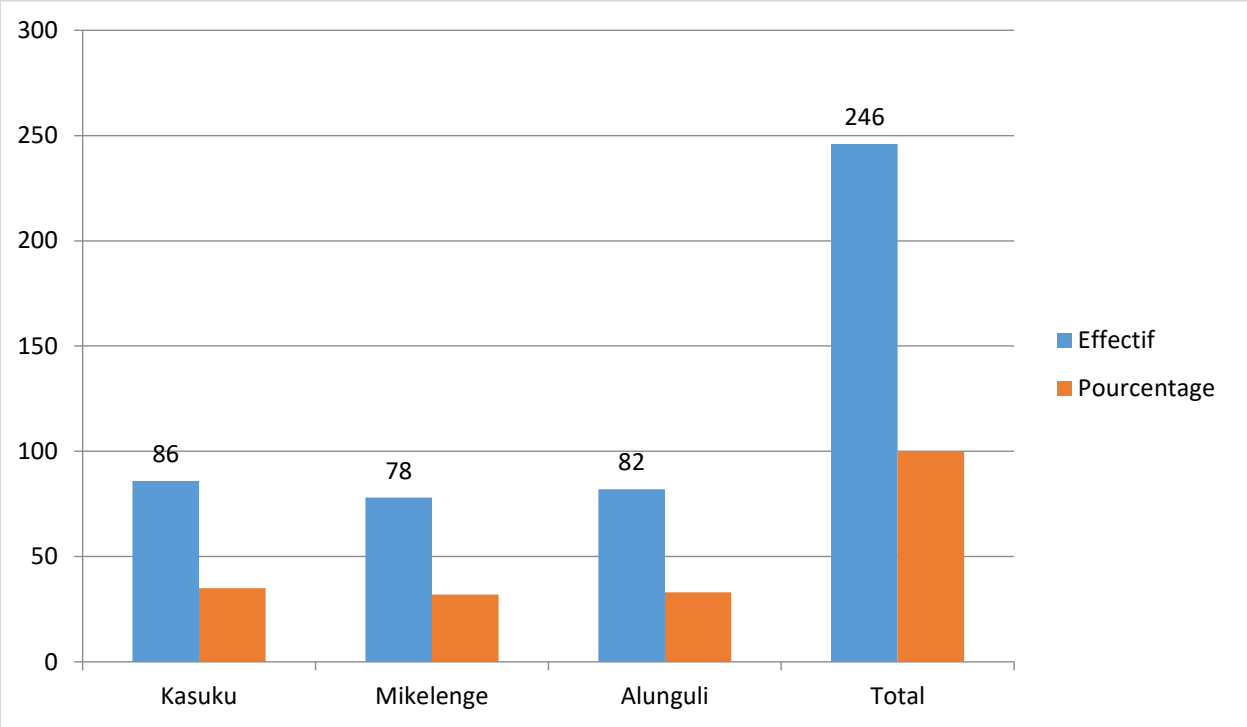


Source: Archives of the Education Inspectorate and the Maniema Provincial Education Division.

Figure 1 shows that EPA schools ranked first, with 66 teachers (27%), followed by ECC schools, with 53 teachers (22%). Next were ENC schools, with 48 teachers (19%), and ECP schools, with 45 teachers (18%). The other school management systems each accounted for less than 10% of the study population. These included ECI, with 19 teachers (8%), and ECK, with 15 teachers (6%).

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Figure 2. Distribution of the Study Population by Municipality (Study Population, n = 246)



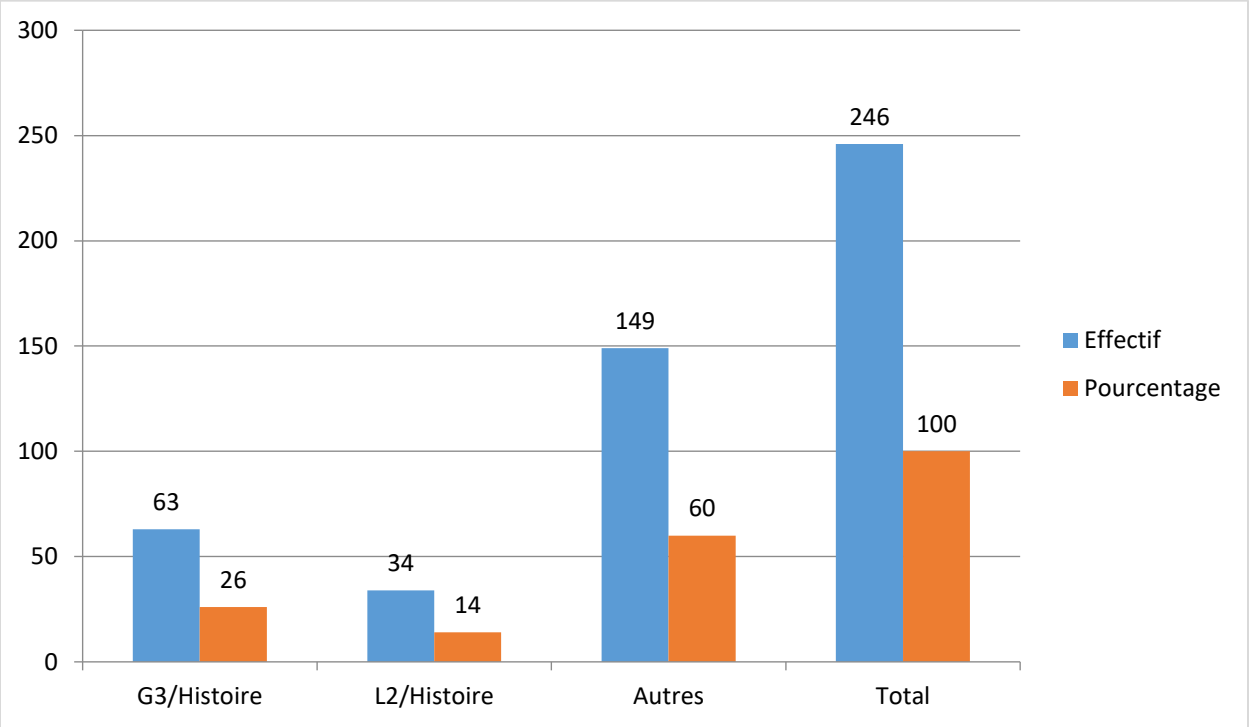
Source: Data from our field survey.

The administrative records listed 246 history teachers: 86 (35.0%) in Kasuku, 78 (31.7%) in Mikelenge, and 82 (33.3%) in Alunguli. These are administrative-record counts and should not be interpreted as questionnaire respondents without confirmation.

As indicated by the results, Kasuku Municipality accounted for the largest proportion of the study population.

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Figure 3. Distribution of the Study Population by Qualification or Educational Level



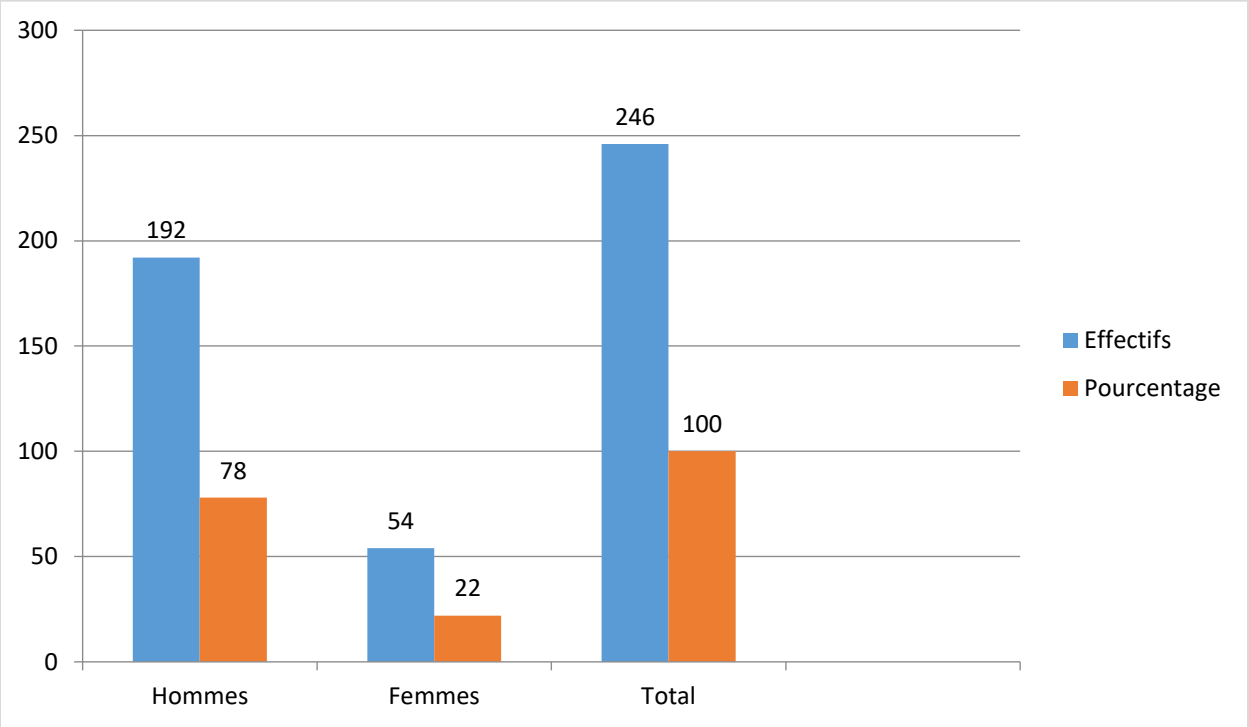
Source: Archives of the Educational Division consulted in May 2023.

This figure shows that, among the 246 history teachers included in the study population, 63 (26%) held a *graduat* qualification in history, 34 (14%) held a *licence* in history (LA: *licenciés agrégés*), and 149 (60%) had qualifications in fields other than history.

These figures indicate that most teachers in the administrative records held qualifications in fields other than history. The records alone do not establish whether these teachers lacked the pedagogical competence or authorization required to teach history.

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Figure 4. Distribution of the Study Population by Sex

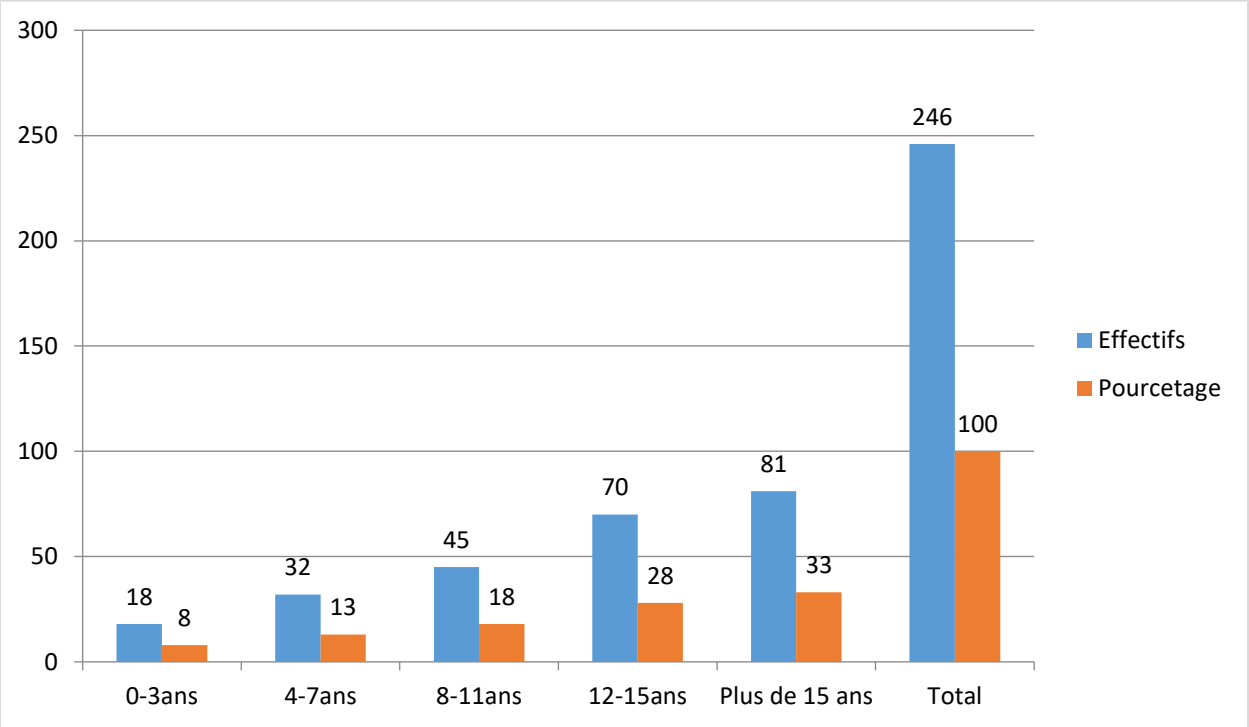


Source: Archives of the Maniema Provincial Education Division consulted by the researcher in May 2025 during the field survey.

An examination of Figure 5 shows that the study population consisted of 192 male teachers (78%) and 54 female teachers (22%). These findings indicate a substantial gender imbalance among teachers responsible for teaching history in secondary schools in Kindu, with men representing the clear majority of the teaching workforce.

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Figure 5. Distribution of the Study Population by Years of Teaching Experience



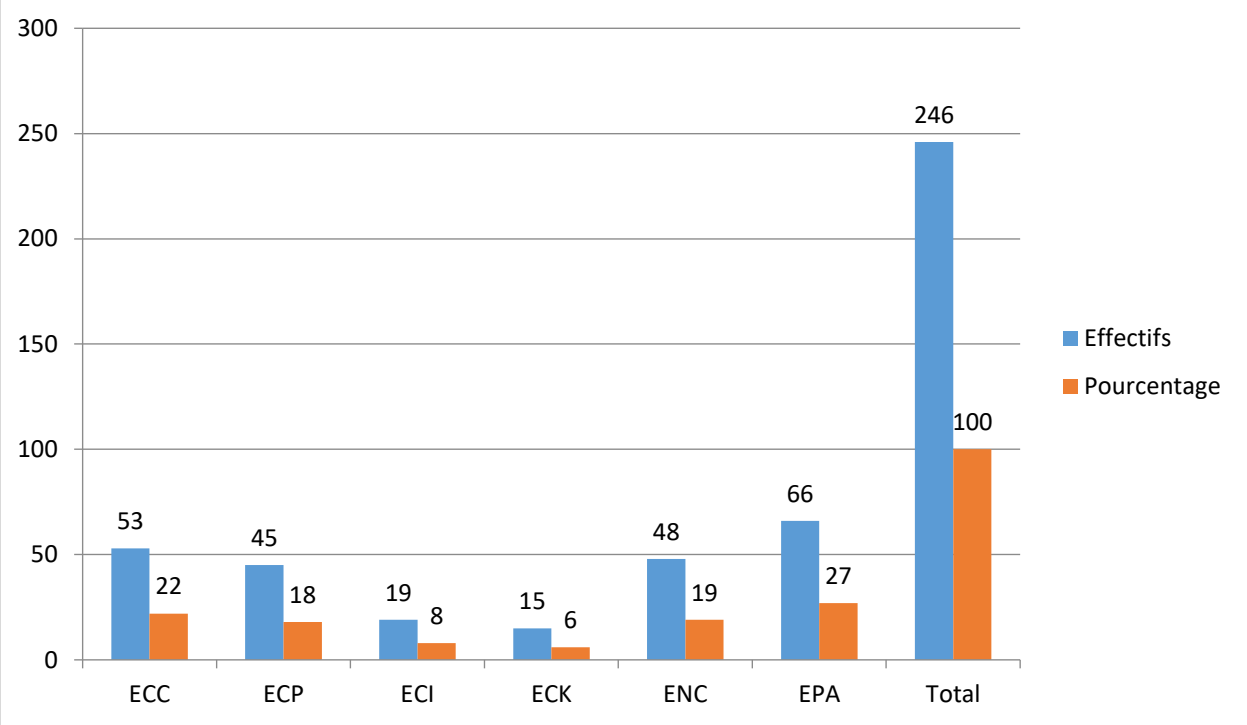
Source: Archives of the school management offices.

An analysis of Figure 6 shows that 18 teachers (8%) had between 0 and 3 years of teaching experience, 32 teachers (13%) had between 4 and 7 years, 45 teachers (18%) had between 8 and 11 years, and 70 teachers (28%) had between 12 and 15 years of experience. The largest group consisted of 81 teachers (33%) who had been teaching history for more than 15 years.

A class interval of three years was adopted for the variable *years of teaching experience* because, in the Democratic Republic of the Congo, teachers may advance from one professional grade to another after three years, subject to a satisfactory performance appraisal.

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Figure 6. Distribution of the Study Population by School Management System



Source: Archives of the Education Inspectorate and the Maniema Provincial Education Division.

Figure 6 shows that EPA schools ranked first, with 66 teachers (27%), followed by ECC schools, with 53 teachers (22%). These were followed by ENC schools, with 48 teachers (19%), and ECP schools, with 45 teachers (18%). The other school management systems each accounted for less than 10% of the study population. These included ECI, with 19 teachers (8%), and ECK, with 15 teachers (6%).

Figure 6. Distribution of Students by Municipality of Residence (Study Sample, n = 154)

Table 1. Distribution of Students by Municipality of Residence

Municipality	Frequency	Percentage (%)
Kasuku	62	40.2
Mikelenge	40	25.9
Alunguli	52	33.7
Total	**154**	**100.0**

Figure 6 shows the distribution of the 154 students in the study sample as follows: 62 students (40.2%) resided in Kasuku Municipality, 40 (25.9%) in Mikelenge Municipality, and 52 (33.7%) in Alunguli Municipality.

Table 2. Distribution of Students by Sex

Sex	Frequency	Percentage (%)
Boys	89	57.7
Girls	65	42.2
Total	**154**	**100.0**

An examination of Figure 7 shows that the student sample consisted of 154 participants, including 89 boys (57.7%) and 65 girls (42.2%).

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Table 3. Distribution of Students by Educational Stream

Educational stream	Frequency	Percentage (%)
General education	93	60.3
Technical education	61	39.6
Total	**154**	**100.0**

Table 3 shows the distribution of students according to their educational stream. Of the 154 students in the sample, 93 (60.3%) were enrolled in general secondary education, while 61 (39.6%) were enrolled in technical secondary education.

3.2 History Inspector Sample and Its Characteristics

Education inspectors play a central role in ensuring the quality and compliance of the education system. They supervise, evaluate, and support teaching practices to promote effective instruction. Their expertise is therefore essential when assessing classroom practices and the quality of teaching.

For the history inspector sample, two main characteristics were considered: educational level or qualification, which helped establish each inspector's professional role, and municipality of residence.

Table 4. Distribution of Inspectors by Educational Level or Qualification (Study Sample, n = 4)

Educational level/qualification	Frequency	Percentage (%)
Bachelor's degree in History (LA)	3	75
Graduat qualification in History (G3)	1	25
Total	**4**	**100**

Table 4 shows that the city of Kindu had four history inspectors, three of whom (75%) held a licence in history, while one (25%) held a graduat qualification in history. It should also be noted that all four inspectors were men.

Table 5. Distribution of Inspectors by Professional Function

Professional function	Frequency	Percentage (%)
Itinerant inspectors	2	50
Supervisory/administrative inspectors (*inspecteurs exploitants*)	2	50
Total	**4**	**100**

Table shows that, among the four inspectors in the study sample, two (50%) were itinerant inspectors and two (50%) were supervisory/administrative inspectors.

Table 6. Distribution of Inspectors by Municipality of Residence

Municipality	Frequency	Percentage (%)
Kasuku	1	25
Mikelenge	2	50
Alunguli	1	25
Total	**4**	**100**

Table 6 shows that the four history inspectors in Kindu did not all reside in the same municipality. One inspector (25%) lived in Kasuku Municipality, another (25%) lived in Alunguli Municipality, and two (50%) lived in Mikelenge Municipality.

Table 7. Survey Results on Teacher Qualities According to School Management System

N°		ECC	%	ECP	%	ECI	%	ECK	%	ENC	%	EPA	%
	Qualities	**13**		**26**		**3**		**2**		**29**		**30**	
1	Mastery of the competency-based approach.	7	53,8	18	69,2	2	66,6	1	50	20	68,9	24	80
2	The teacher's ability to implement the competency-based approach.	10	76,4	20	76,9	2	100	2	65,5	19	65,5	20	66,6

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N°		ECC	%	ECP	%	ECI	%	ECK	%	ENC	%	EPA	%
	Qualities	13		26		3		2		29		30	
3	The teacher's ability to adhere to Scriven's principle of triple coherence.	9	69,2	17	65,3	2	66,6	2	100	22	75,8	19	63,3
4	The teacher's ability to establish a relationship between qualifications and competence.	8	61,5	15	57,6	1	33,3	2	100	21	72,4	18	60
5	The teacher's ability to ensure alignment between the training received and the subject taught.	9	69,2	17	65,3	1	33,3	1	50	17	58,6	21	70
6	The teacher's ability to promote learners' intellectual development.	8	61,5	18	69,2	2	66,6	2	100	19	65,5	21	70
7	Demonstration of the teacher's acquired knowledge through mastery of history didactics.	10	76,9	18	69,2	1	33,3	2	100	19	65,5	24	80
8	Close collaboration with school authorities and fellow teachers.	9	69,2	20	76,9	2	66,6	1	50	21	72,4	23	76,6
9	Improvement of teachers' socioeconomic and professional working conditions.	10	76,9	16	61,5	1	33,3	1	50	20	68,9	23	76,6
10	The teacher's ability to master new information and communication technologies.	10	76,9	20	76,9	2	66,6	2	100	17	58,6	18	60
11	The teacher's ability to align subject content with learners' levels.	7	53,8	17	65,3	1	33,3	2	100	17	58,6	22	73,3
12	The teacher's ability to align historical dates with their corresponding events.	7	53,8	19	73	2	66,6	1	50	20	68,9	20	66,6
13	The teacher's ability to select instructional materials suited to the learners' environment.	10	76,9	17	65,3	3	100	2	100	20	68,9	22	73,3
14	The teacher's ability to establish a relationship between subject content and the language of instruction.	8	61,5	21	80,7	1	33,3	2	100	18	62	19	63,3
15	The teacher's ability to interpret historical events in time and space.	8	61,5	20	76,9	3	100	2	100	24	82,7	24	80
16	The teacher's mastery of didactic and pedagogical competencies.	10	76,9	24	92,3	1	33,3	1	50	20	68,9	23	76,6
17	The teacher's ability to maintain classroom discipline.	10	76,9	14	53,8	2	66,6	2	100	16	55,1	18	60
18	The teacher's mastery of the subject and sound knowledge of history.	9	69,2	15	57,6	2	66,6	1	50	20	68,9	20	66,6
19	The teacher's ability to organize classroom activities.	7	53,8	17	65,3	2	66,6	2	100	19	65,5	22	73,3
20	The teacher's ability to combine scientific training with moral education.	8	61,5	17	65,3	1	33,3	2	100	20	68,9	20	66,6
21	The teacher's ability to relate independent and original thinking to the subject matter being taught.	10	76,9	20	76,9	3	100	2	100	22	75,8	21	70
22	The teacher's ability to take learners' diversity into account.	9	69,2	19	73	3	100	2	100	21	72,4	23	76,6
23	The teacher's ability to link the subject matter being taught to the content prescribed in the national curriculum.	8	61,5	17	65,3	2	66,6	2	100	23	79,3	22	73,3
24	The teacher's ability to combine theory and practice.	10	76,9	15	57,6	2	66,6	2	100	18	62	20	66,6
25	The teaching of history by appropriately qualified teachers.	11	84,6	18	69,2	2	66,6	2	100	20	68,9	21	70
26	The teacher's ability to establish a link between the form and content of the cultural material presented to learners.	11	84,6	21	80,7	2	66,6	1	50	21	78,4	21	70
27	The teacher's ability to align learning objectives with the content of the subject being taught.	11	84,6	20	76,9	1	33,3	2	100	22	75,8	19	63,3
28	The teacher's ability to align learning objectives with action verbs.	10	76,9	22	84,6	2	66,6	1	50	23	79,3	21	70
29	Adherence to the guidelines for formulating learning objectives.	8	61,5	20	76,9	3	100	2	100	19	65,5	19	63,3

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N°		ECC	%	ECP	%	ECI	%	ECK	%	ENC	%	EPA	%
	Qualities	13		26		3		2		29		30	
30	The teacher's ability to formulate learning objectives with reference to Bloom's taxonomy.	10	76,9	19	73	3	100	1	50	16	55,1	18	60
31	The teacher's access to continuing and lifelong professional development.	9	69,2	20	76,9	2	66,6	2	100	20	68,9	20	66,6
32	Mastery of the objectives-based teaching approach.	11	84,6	21	80,7	1	33,3	1	50	18	62	19	63,3
33	Participation in workshops or continuing professional development in history teaching.	11	84,6	17	65,3	2	66,6	1	50	17	58,6	21	70
34	The teacher's ability to align instructional documentation with the content being taught.	9	69,2	19	73	2	66,6	2	100	19	65,5	19	63,3
35	The teacher's ability to use textbooks that comply with the current national curriculum.	8	61,1	15	57,6	2	66,6	2	100	20	68,9	20	66,6
36	The teacher's ability to select instructional materials appropriate to the subject being taught.	9	69,2	19	73	2	66,6	2	100	19	65,5	22	73,3
37	The teacher's ability to select instructional materials according to learners' interests.	7	53,8	18	69,2	1	33,3	2	100	23	79,3	17	56,6
38	The teacher's resourcefulness in following the standard stages of the main part of a history lesson.	10	76,9	21	80,7	1	33,3	1	50	17	58,6	23	76,6
39	The teacher's ability to formulate discovery questions based on learners' prerequisite knowledge and prior learning.	11	80,6	16	61,5	1	33,3	2	100	20	68,9	20	66,6
40	The teacher's ability to align teaching methods and procedures with the delivery of content to learners.	7	53,8	20	76,9	2	66,6	2	100	17	58,6	15	50
41	The teacher's ability to foster teacher–student interaction in the classroom.	9	69,2	19	73	3	100	1	50	18	62	18	60
42	The teacher's ability to vary teaching methods according to the nature of the lesson.	8	61,5	18	69,2	2	66,6	2	100	21	72,4	19	63,2
43	The teacher's ability to use modern, active, and participatory pedagogical approaches recommended for teaching and learning history.	10	76,9	20	76,9	1	33,3	1	50	20	68,9	17	56,6
44	Individual lesson preparation.	11	84,6	21	80,7	1	33,3	2	100	19	65,5	19	63,3
45	Adherence to the standard stages of lesson preparation.	10	76,9	18	69,2	2	66,6	1	50	22	75,8	22	73,3
46	Reference to the national curriculum when preparing lessons.	8	61,5	17	65,3	2	66,6	2	100	20	68,9	20	66,6
47	Use of French as the language of instruction in history lessons.	9	69,2	21	80,7	1	33,3	2	100	22	75,8	20	66,6
48	The teacher's ability to ensure consistency between the lesson prepared and the lesson actually taught.	10	76,9	20	76,9	2	66,6	2	100	19	65,5	19	63,3
49	Use of formative assessment throughout the lesson.	7	53,8	18	69,2	3	100	1	50	17	58,6	15	50
50	Frequent reference to the stated learning objectives during assessment.	8	61,5	19	73	2	66,6	1	50	18	62	18	60
51	The teacher's ability to align teaching with assessment.	8	61,5	17	65,3	2	66,6	2	100	16	55,1	22	73,3
52	Assessment after informing the students.	9	69,2	19	73	2	66,6	2	100	20	68,9	20	66,6

3.3 School Management System as a Variable Influencing the Qualities Required for Successful History Lessons

Regarding school management systems as a variable that may influence the qualities teachers need to deliver successful history lessons, an examination of Table 1 shows that, of the 52 items presented to respondents, all 52 items (100%) were recognized as qualities contributing to successful history teaching by teachers from all school management systems, except those from ECI schools. Teachers from ECI schools recognized 36 of the 52 items (69.23%) as relevant qualities, while 16 items (30.76%) were not recognized as qualities contributing to successful history lessons.

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The descriptive difference reported for ECI schools should be interpreted cautiously. The available table contains unclear denominators and inconsistent percentages, and the analysis does not establish that school management system is associated with teacher qualities. Further interpretation requires verification of the original data and suitable statistical testing.

3.4 Survey Results for the Student Sample According to the Study Variables

Unlike the 52 items or qualities presented to history teachers and inspectors as factors associated with successful history lessons, the following table presents the 31 items or qualities submitted to students in general and technical secondary schools in Kindu. Students were asked to identify the qualities they considered likely to contribute to teachers' success in history lessons.

Table 8. Teacher Qualities Identified by Students in General and Technical Secondary Schools in Kindu

No.	Qualities
1	Competence
2	Regular attendance at classes
3	Discipline
4	Professional qualifications
5	Impartiality
6	Authority
7	Competitiveness
8	A spirit of inquiry and research
9	Length of professional experience
10	Mastery of the French language
11	Dedication
12	Self-control
13	Firmness
14	Regular lesson preparation
15	Mastery of history teaching methods and procedures
16	Skill in selecting and preparing lesson summaries
17	Teacher adaptability
18	Consideration of learner diversity
19	Updating lesson content
20	Instructional materials adapted to the learners' environment
21	Collaboration with colleagues and school authorities
22	Time-management skills
23	The ability to know when and how to discipline and reward learners
24	The ability to establish learning conditions that actively engage learners
25	The ability to organize teaching as a coherent system
26	The ability to vary teaching methods
27	Professional conscientiousness
28	Appropriate professional attire
29	Access to continuing professional development
30	Organization of remedial lessons
31	Regular assessment of the material taught

Comments: The table above presents the 31 items or qualities submitted to the 154 students enrolled in general and technical secondary schools. The students were asked to identify the qualities they considered conducive to teachers' success in history lessons. The following analysis examines the qualities associated with successful history lessons according to three study variables: the students' municipality of residence, their educational stream, and their sex.

Table 9. Teacher Qualities According to Students' Municipality of Residence (Study Sample, n = 154)

No.	Quality	Kasuku n = 62 (%)	Mikelenge n = 40 (%)	Alunguli n = 52 (%)
1	Competence	62 (100)	40 (100)	52 (100)
2	Regular attendance at classes	35 (56.4)	27 (67.5)	30 (57.6)
3	Discipline	55 (88.7)	30 (75.0)	31 (59.6)

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No.	Quality	Kasuku n = 62 (%)	Mikelenge n = 40 (%)	Alunguli n = 52 (%)
4	Professional qualifications	62 (100)	40 (100)	52 (100)
5	Impartiality	40 (64.5)	31 (77.5)	29 (55.7)
6	Authority	55 (88.7)	34 (85.0)	40 (76.9)
7	Competitiveness	22 (35.4)	17 (42.5)	20 (38.4)
8	A spirit of inquiry and research	42 (67.7)	31 (77.5)	34 (65.3)
9	Length of professional experience	59 (95.1)	35 (87.5)	48 (92.3)
10	Mastery of the French language	49 (79.0)	33 (82.5)	40 (76.9)
11	Dedication	43 (69.3)	33 (82.5)	42 (80.7)
12	Self-control	29 (46.7)	21 (52.5)	24 (46.1)
13	Firmness	55 (88.7)	33 (82.5)	38 (percentage not provided)
14	Regular lesson preparation	62 (100)	40 (100)	52 (100)
15	Mastery of history teaching methods and procedures	54 (87.0)	30 (75.0)	45 (86.5)
16	Skill in selecting and preparing lesson summaries	30 (48.3)	18 (45.0)	22 (42.3)
17	Teacher adaptability	33 (53.2)	21 (52.5)	26 (50.0)
18	Consideration of learner diversity	39 (62.9)	30 (75.0)	31 (59.6)
19	Updating lesson content	40 (64.5)	26 (65.0)	26 (50.0)
20	Instructional materials adapted to the learners' environment	54 (87.0)	31 (77.5)	40 (76.9)
21	Collaboration with colleagues and school authorities	33 (53.2)	28 (70.0)	28 (53.8)
22	Time-management skills	30 (48.3)	18 (45.0)	29 (55.7)
23	The ability to know when and how to discipline and reward learners	39 (62.9)	31 (77.5)	29 (55.7)
24	The ability to establish learning conditions that actively engage learners	29 (46.7)	17 (42.5)	23 (44.2)
25	The ability to organize teaching as a coherent system	29 (46.7)	16 (40.0)	23 (44.2)
26	The ability to vary teaching methods	30 (48.3)	21 (52.5)	27 (51.9)
27	Professional conscientiousness	62 (100)	40 (100)	52 (100)
28	Appropriate professional attire	27 (43.5)	16 (40.0)	23 (44.2)
29	Access to continuing professional development	34 (54.8)	30 (75.0)	30 (57.6)
30	Organization of remedial lessons	62 (100)	40 (100)	52 (100)
31	Regular assessment of the material taught	47 (75.8)	32 (80.0)	40 (76.9)

Comments: For this variable, the study reports that 26 of the 31 items (83.8%) were considered qualities contributing to successful history lessons by students in both Mikelenge and Alunguli, whereas five qualities (16.1%) were not considered relevant by students in these municipalities. In contrast, students in Kasuku identified 25 of the 31 items (80.6%) as qualities contributing to successful history lessons, while six items (19.3%) were not recognized as such. These aggregate figures should be interpreted cautiously because the table presents individual response frequencies for each quality, and the method used to classify an item as recognized or not recognized is not specified.

Table 10. Teacher Qualities According to Students' Sex

No.	Quality	Boys (n = 89), n (%)	Girls (n = 65), n (%)
1	Competence	89 (100)	65 (100)
2	Regular attendance at classes	70 (78.6)	56 (86.1)
3	Discipline	80 (89.8)	59 (90.7)
4	Professional qualifications	89 (100)	65 (100)
5	Impartiality	74 (83.1)	59 (90.7)
6	Authority	89 (100)	65 (100)
7	Competitiveness	37 (41.5)	30 (46.1)
8	A spirit of inquiry and research	71 (79.7)	56 (86.1)
9	Length of professional experience	75 (84.2)	60 (92.3)
10	Mastery of the French language	80 (89.8)	60 (92.3)
11	Dedication	69 (77.5)	52 (80.0)
12	Self-control	42 (47.1)	31 (47.6)

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No.	Quality	Boys (n = 89), n (%)	Girls (n = 65), n (%)
13	Firmness	44 (49.4)	47 (72.3)
14	Regular lesson preparation	89 (100)	65 (100)
15	Mastery of history teaching methods and procedures	89 (100)	65 (100)
16	Skill in selecting and preparing lesson summaries	40 (44.9)	29 (44.6)
17	Teacher adaptability	38 (42.6)	27 (41.5)
18	Consideration of learner diversity	50 (56.1)	40 (61.5)
19	Updating lesson content	44 (49.4)	36 (55.3)
20	Instructional materials adapted to the learners' environment	51 (57.3)	42 (64.6)
21	Collaboration with colleagues and school authorities	41 (46.0)	30 (46.1)
22	Time-management skills	38 (42.6)	29 (44.6)
23	The ability to know when and how to discipline and reward learners	72 (80.8)	56 (86.1)
24	The ability to establish learning conditions that actively engage learners	61 (68.5)	49 (75.3)
25	The ability to organize teaching as a coherent system	34 (38.2)	30 (46.1)
26	The ability to vary teaching methods	39 (43.8)	31 (47.6)
27	Professional conscientiousness	89 (100)	65 (100)
28	Appropriate professional attire	39 (43.8)	29 (44.6)
29	Access to continuing professional development	77 (86.5)	60 (92.3)
30	Organization of remedial lessons	89 (100)	65 (100)
31	Regular assessment of the material taught	80 (89.8)	61 (93.8)

Comments: Regarding sex, 154 students participated in the survey: 89 boys and 65 girls. Of the 31 proposed qualities, the original analysis reports that 19 were recognized by boys as qualities that could contribute to successful history lessons (61.7%), whereas 12 (38.7%) were not considered conducive to successful teaching. Among girls, 17 qualities were reportedly recognized as contributing to successful history teaching (54.8%), while 14 of the 31 qualities (45.1%) were not recognized as such. These totals reflect the original report and should be verified against the item-level data before publication. The frequency tables show the number and percentage of students endorsing each quality; they do not, by themselves, establish the reported totals of recognized and unrecognized qualities.

Table 11. Professional experience

of professional experience	50	53.7	50		81.9
10	Mastery of the French language	79	84.9	53	86.8
11	Dedication	60	64.5	51	83.6
12	Self-control	72	77.4	49	80.3
13	Firmness	59	63.4	47	77.0
14	Regular lesson preparation	80	86.0	56	91.8
15	Mastery of history teaching methods and procedures	84	90.3	58	95.0
16	Skill in selecting and preparing lesson summaries	44	47.3	27	44.2
17	Teacher adaptability	69	74.1	50	81.9
18	Consideration of learner diversity	80	86.0	51	83.6
19	Updating lesson content	60	64.5	43	70.4
20	Instructional materials adapted to the learners' environment	79	84.9	52	85.2
21	Collaboration with colleagues and school authorities	56	67.7	44	72.1
22	Time-management skills	43	46.2	28	45.9
23	The ability to know when and how to discipline and reward learners	60	64.5	49	80.3
24	The ability to establish learning conditions that actively engage learners	63	67.7	38	62.2
25	The ability to organize teaching as a coherent system	40	43.0	30	49.1
26	The ability to vary teaching methods	67	72.0	50	81.9
27	Professional conscientiousness	73	78.4	52	85.2
28	Appropriate professional attire	38	40.8	28	41.9

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of professional experience		50	53.7	50	81.9
29	Access to continuing professional development	76	81.7	51	83.6
30	Organization of remedial lessons	80	86.0	49	52.6
31	Regular assessment of the material taught	69	74.1	44	72.1

Comments: Table 5 shows that, among the 154 students included in the study sample, 93 were enrolled in general education (60.3%), while 61 were enrolled in technical education (39.6%). Students in general education selected 25 of the 31 proposed items as qualities that contribute to teachers' success in history lessons, representing 80.6%. The remaining six qualities (19.3%) were not considered conducive to successful history teaching. In contrast, students in technical education selected 26 of the 31 items as qualities that contribute to successful history teaching, representing 83.8%. The remaining five qualities were not considered conducive to successful history teaching.

4. Discussion

4.1 Discussion of the General Characteristics of the Teaching Population

Distribution of Teachers by School Management System

The results show that the teachers identified in the study were distributed across six school management systems: EPA accounted for 66 teachers (26.8%), ECC for 53 (21.5%), ENC for 48 (19.5%), ECP for 45 (18.3%), ECI for 19 (7.7%), and ECK for 15 (6.1%). EPA therefore represented the largest group, whereas ECK accounted for the smallest group. This distribution helps to describe the institutional diversity within which history teaching takes place in Kindu. However, the size of each group does not directly indicate the quality of teaching practices. A school management system with more teachers does not necessarily provide better teaching or experience fewer difficulties than other systems.

This distinction is consistent with the findings of the Congolese national TEACH Secondary survey, presented by the Ministry of National Education in April 2026. Based on observations of 855 teachers in 425 schools, this assessment identified areas for improvement in several dimensions of secondary education, including feedback to learners, the development of critical thinking, and the promotion of learner autonomy. It therefore highlights the importance of examining actual teaching practices rather than relying exclusively on the administrative characteristics of schools. Both sources suggest that institutional organization provides the context for teaching, while pedagogical competencies remain essential. The Kindu data primarily describe the distribution of teachers by school management system, whereas the 2026 national survey examines observed classroom practices. The findings are therefore not directly comparable. Comparisons between school management systems should focus on verifiable indicators, such as lesson preparation, the quality of explanations, student participation, and formative assessment, rather than institutional affiliation alone.

Distribution of Teachers by Municipality of Residence

The results indicate that 86 teachers reside in Kasuku, 78 in Mikelenge, and 82 in Alunguli. Out of 246 teachers, these figures correspond to 35.0%, 31.7%, and 33.3%, respectively. The distribution is therefore relatively balanced across the three municipalities. Kasuku has the largest number of teachers identified, but the difference between the municipalities is limited. Nevertheless, this distribution does not establish that teachers residing in Kasuku are more competent or that history lessons are more successful there. A teacher's municipality of residence is not necessarily the municipality in which their school is located. To investigate potential geographical differences, it would be preferable to obtain information about school locations, teaching resources, student enrolment, and observed classroom practices. International literature on history education emphasizes that learning quality depends, among other factors, on how students are encouraged to interpret events, examine sources, and construct historical arguments, rather than on geographical location alone. The review by Gómez-Carrasco and colleagues (2022) demonstrates that historical thinking and historical consciousness occupy an important place in international research on history education. The Kindu data and international research both encourage the examination of actual teaching conditions beyond geographical location. The Kindu table is descriptive and does not measure the relationship between municipality and pedagogical quality. A meaningful geographical analysis should compare schools according to their teaching conditions and practices rather than relying solely on teachers' places of residence.

Teachers' Qualifications or Educational Attainment

Of the 246 teachers identified, 63 held a *graduat* qualification in history (25.6%), 34 held a *licence* in history (13.8%), and 149 had received training in other fields (60.6%). Thus, approximately six out of every ten teachers belonged to a category whose training was in a field other

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than history. This finding is one of the most important observations of the study. It raises questions about the alignment between teachers' initial training and the subject they teach. Such alignment is particularly important in history because teachers must not only understand historical events and periods but also teach students to interpret sources, distinguish facts from opinions, and explain chronological, spatial, and causal relationships. The review by Luís and Rapanta (2020), which focuses on historical reasoning competence, highlights the complementarity between subject knowledge, reasoning processes, and the skills required to interpret evidence. Similarly, Wilson and colleagues (2023) show that pedagogical interventions targeting specific historical skills, supported by appropriate instructional scaffolding, are more likely to promote learning. In sub-Saharan Africa, Mitchell and colleagues (2024), in their critical synthesis of research on teacher professional development, emphasize the importance of contextualized training tailored to teachers' actual needs. They also caution against uniform training approaches that insufficiently account for teachers' experiences and professional contexts. The high proportion of teachers in Kindu trained in fields other than history reinforces the need for professional support focused on historical content and history didactics. International literature describes learning mechanisms and training strategies, whereas the Kindu finding primarily describes the distribution of teachers' qualifications. Having received training in another discipline does not, by itself, prove an inability to teach history. Information is also needed on pedagogical qualifications, additional training, experience teaching history, and observed teaching performance. A priority would be to provide continuing professional development in history didactics, document analysis, lesson planning, and the assessment of historical competencies.

Distribution of Teachers by Sex

The study identified 192 male teachers (78.0%) and 54 female teachers (22.0%). The history-teaching population is therefore predominantly male. This distribution highlights a gender imbalance in representation. However, it does not establish that male teachers are more competent, more experienced, or more effective than female teachers. Sex is a descriptive characteristic in this analysis, not a measure of pedagogical quality. The Congolese TEACH Secondary survey conducted in 2025 and made public in 2026 also reported a majority of men among secondary school teachers covered by its administrative data, with 76% men and 24% women. This descriptive similarity suggests that the male predominance observed in Kindu is also present in the national sample. Nevertheless, it does not prove that the proportions are identical across all provinces or within history teaching specifically. A male majority is observed in both datasets. The Kindu findings concern history teachers identified locally, whereas the national survey covers a broader population of secondary school teachers. It would be useful to document female teachers' recruitment conditions, deployment, career progression, and access to continuing professional development. However, no conclusions about their relative effectiveness can be drawn without comparable pedagogical data.

Length of Teaching Experience

The results indicate that 18 teachers had between 0 and 3 years of experience (7.3%), 32 had between 4 and 7 years (13.0%), 45 had between 8 and 11 years (18.3%), 70 had between 12 and 15 years (28.5%), and 81 had more than 15 years (32.9%). The two most experienced categories therefore comprised 151 teachers, representing 61.4% of the identified teaching population. This proportion indicates that the population includes many teachers with substantial professional experience. However, length of service should not automatically be equated with a high level of didactic competence. Experience may improve classroom organization and familiarity with curricula, but its pedagogical value also depends on reflective practice, continuing professional development, and the ability to adapt teaching methods to learners' needs. A 2022 study on secondary school teachers' professional development in the Gedeo Zone of Ethiopia found that the contribution of continuing professional development to teaching quality varied across different dimensions, including planning, implementation, assessment, and classroom management. This study reinforces the idea that teaching quality does not depend on a single individual characteristic. The synthesis by Mitchell and colleagues (2024) reaches a compatible conclusion: professional development programmes should account for teachers' needs and contexts rather than assume that participation in training produces identical outcomes for everyone. The substantial professional experience observed in Kindu represents a potential resource, provided it is accompanied by reflective practice and regular professional development. The Kindu table measures years of service but provides no information about the frequency of continuing professional development or the quality of experienced teachers' practices. Training programmes should build on experienced teachers' knowledge while helping them update their methods, particularly through peer lesson observations, professional learning communities, and collective analysis of students' work.

4.2 Discussion of the Characteristics of Students and Inspectors

Distribution of Students by Municipality of Residence

The sample comprised 154 students: 62 resided in Kasuku (40.2%), 40 in Mikelenge (25.9%), and 52 in Alunguli

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(33.8%). Kasuku was therefore the most represented municipality in the sample, followed by Alunguli and Mikelenge. This distribution should be considered when interpreting the overall findings. If teaching conditions or schools differ across municipalities, unequal student representation may influence the aggregated proportions. However, students' places of residence do not directly indicate the quality of the teaching they receive. Interpreting differences between municipalities would also require information about the schools attended, the availability of teaching resources, class sizes, and observed teaching practices. Research on historical thinking emphasizes the importance of learning situations and the instructional approaches offered to students. It encourages researchers to examine what actually happens in the classroom rather than attribute learning differences to place of residence alone. The Kindu data describe geographical frequencies and do not measure learning conditions in each municipality. Future analyses should present the qualities identified by students in each municipality while controlling, as far as possible, for differences between schools.

Distribution of Students by Sex

The sample comprised 89 boys (57.8%) and 65 girls (42.2%). The proportion of boys was therefore 15.6 percentage points higher than that of girls. This distribution makes it possible to compare students' perceptions by sex, but it does not establish that boys or girls are more sensitive to pedagogical quality. Such a conclusion would require comparing responses for each quality and, where individual-level data are available, conducting appropriate statistical tests. The national TEACH Secondary survey reported that girls accounted for 53% of the students covered by the study, compared with 47% boys. This composition differs from the Kindu sample, in which boys were in the majority. The difference may reflect the selection of schools, educational streams, classes, or sampling procedures; it cannot be explained using the available tables alone. Both studies consider sex-related characteristics in the analysis of school populations. The sex composition of the two samples differs, and the populations studied are not identical. It would be useful to investigate whether perceptions of impartiality, discipline, participation, and adaptation to learners' needs differ by sex. These differences should be assessed using appropriate statistical tests rather than inferred from descriptive proportions alone.

Distribution of Students by Educational Stream

Of the 154 students, 93 attended general education (60.4%), while 61 attended technical education (39.6%). Both educational streams were therefore represented, although students from general education constituted the majority. This composition allows expectations about teaching to be compared across two different educational contexts. Students in general and technical education may have different experiences of school activities, language use, learning methods, and educational objectives. Nevertheless, the available data are insufficient to demonstrate that educational stream determines students' expectations of history teachers. International literature on history education emphasizes the importance of adapting learning tasks to the competencies being developed, such as source analysis, evidence interpretation, causal reasoning, and argument construction. Wilson and colleagues (2023) show that interventions explicitly targeting historical competencies and supported by appropriate instructional guidance can promote learning. The presence of two educational streams in the sample justifies examining how teaching approaches can be adapted to learners' profiles. The distribution by educational stream does not, by itself, establish differences in academic achievement or teaching quality. Students' perceptions should be examined separately for general and technical education, particularly regarding class attendance, teaching methods, instructional materials, lesson updating, and assessment.

Qualifications of History Inspectors

Three inspectors held a *licence* in history (75%), while one held a *graduat* qualification in history (25%). These findings indicate that most of the four inspectors identified had a *licence* in history. Inspectors' qualifications are important for pedagogical supervision, particularly when assessing the alignment between objectives, content, teaching methods, and assessment. However, qualifications alone are insufficient to measure the quality of the support provided to teachers. Information would also be needed on classroom visits, observations, recommendations, and follow-up activities. The Congolese national TEACH Secondary survey emphasizes the role of pedagogical support and continuing professional development in improving teaching practices. It identifies, in particular, difficulties related to constructive feedback and the promotion of students' critical thinking. The presence of qualified inspectors in Kindu provides a potential institutional foundation for strengthening support in history didactics. The local data concern inspectors' qualifications, whereas the national assessment focuses on observed teaching practices. Supervision could incorporate structured history-lesson observation tools, individualized feedback, and pedagogical remediation sessions.

Functions Performed by Inspectors

The four inspectors were equally distributed between two functions: two itinerant inspectors (50%) and two operational inspectors (50%). This distribution shows that the supervision of history teaching involves two categories of functions. However, these figures alone do not establish

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whether classroom visits are frequent, recommendations are followed, or teachers receive regular support. Research on continuing professional development and improved teaching practices emphasizes the need for support that goes beyond administrative verification. Mitchell and colleagues (2024) highlight the importance of professional development programmes adapted to teachers' working realities. The table describes inspectors' functions without measuring their actual supervisory activities. It would be useful to document the number of visits conducted, the nature of the feedback provided, the training sessions organized, and the pedagogical changes observed following these visits.

Distribution of Inspectors by Municipality of Residence

The accompanying commentary indicates that one inspector resides in Kasuku, two in Mikelenge, and one in Alunguli. The corresponding proportions are therefore 25%, 50%, and 25%, respectively. This finding shows that inspectors reside across the three municipalities of Kindu. However, it does not indicate their assigned supervisory areas, availability for school visits, or coverage of educational institutions. The table incorrectly reports a total of 154 instead of 4 and indicates 75% for Mikelenge, whereas two inspectors out of four represent 50%. The total should be corrected to four inspectors (100%). Inspectors' places of residence should be distinguished from their actual supervisory areas. This distinction is necessary to assess their practical capacity to provide pedagogical support.

4.3 Discussion of Teacher Qualities According to School Management System

Teacher Qualities Recognized According to School Management System

presents 52 proposed teacher qualities, with responses distributed across six school management systems. The dimensions covered include mastery of the competency-based approach, alignment between objectives and content, subject-specific qualifications, didactic methods, lesson preparation, classroom management, teaching materials, and formative assessment. Overall, the responses indicate that several qualities were frequently recognized. For example, mastery of didactic and pedagogical competencies was endorsed by 24 of 26 respondents in ECP schools (92.3%), compared with 23 of 30 in EPA schools (76.7%). The teaching of history by appropriately qualified teachers was recognized by 11 of 13 respondents in ECC schools (84.6%), compared with 21 of 30 in EPA schools (70.0%). Individual lesson preparation was recognized by 21 of 26 respondents in ECP schools (80.8%), while 19 of 30 respondents in EPA schools recognized this quality (63.3%). These descriptive differences suggest that professional and didactic qualities were recognized to varying degrees across the groups surveyed. However, they do not demonstrate that teachers working under one management system are more competent than those working under another. Establishing differences between management systems would require verified data, correct counts and denominators, and appropriate statistical tests. International literature on history didactics supports the importance of subject-specific and didactic competencies. Luís and Rapanta (2020) show that historical reasoning is not limited to knowledge of facts; it also involves the ability to use evidence, construct arguments, and interpret the past. Wilson and colleagues (2023), in turn, emphasize the value of instructional approaches that target specific historical competencies. The findings from Kindu also relate to the concerns raised by the Congolese national TEACH Secondary survey conducted in 2025 and published in 2026. That survey identified difficulties in pedagogical feedback, critical thinking, and learner autonomy. This convergence supports an approach to teaching that goes beyond content transmission by organizing learning activities and regularly checking students' understanding. Subject knowledge and didactic competence should be developed together. Lesson preparation, alignment between objectives and content, and assessment are relevant dimensions of pedagogical quality. Continuing professional development and professional support can help strengthen these competencies. The responses are organized according to school management system, whereas the international studies cited examine historical competencies, teaching practices, or professional development programmes. The local data do not directly measure students' academic achievement. Small group sizes in some management systems make percentages unstable: a single response may substantially change the observed proportion. The denominators shown in the headings—13, 26, 3, 2, 29, and 30—add up to 103 responses, not 246 teachers. Several percentages do not correspond to the counts shown in the cells. For example, 20 out of 30 represents 66.7%, not 68.9%. In another row, 2 out of 3 represents 66.7%, not 65.5%. These discrepancies must be checked against the original questionnaires before the comparisons are presented as definitive findings.

The statement that all management systems, except ECI, recognized all 52 qualities also requires revision. This conclusion is not demonstrated by the figures presented: several qualities have different proportions, and the criterion used to classify a quality as "recognized" or "not recognized" is not clearly defined. The responses suggest general recognition of several dimensions of teaching quality, with descriptive variations between groups. In their current form, however, the data do not permit these variations to be attributed to the quality of school management or support the claim that ECI schools have weaker pedagogical organization. Such a conclusion would

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require direct indicators of school management and teaching practices.

What the Findings in Table Suggest About Training Priorities

The items in the table can be grouped into five practical priorities:

1. **Subject-matter competence:** interpreting historical events in time and space, developing historical knowledge, and ensuring alignment between teachers' training and the subject taught.
2. **Pedagogical planning:** formulating learning objectives, preparing lessons individually, and following the appropriate stages of lesson preparation.
3. **History didactics:** selecting sources and teaching materials, adapting content to students' levels, and aligning teaching methods with learning objectives.
4. **Classroom management and interaction:** organizing classroom work, taking learner diversity into account, and encouraging participation.
5. **Formative assessment:** regularly checking understanding, aligning assessment with objectives, and providing feedback to students.

These priorities are consistent with research on history education, which emphasizes the development of historical reasoning, evidence analysis, and argumentation. They also align with the Congolese TEACH Secondary survey, which recommends strengthening active pedagogy, constructive feedback, and learner participation.

The Table should therefore be presented as a basis for identifying potential training needs, which should subsequently be confirmed through classroom observations and validated statistical analyses.

4.4 Discussion of Qualities Identified by Students

List of the 31 Qualities Proposed to Students

The 31 qualities presented to students cover scientific, pedagogical, professional, and interpersonal dimensions. They include competence, qualifications, regular class attendance, lesson preparation, mastery of history teaching methods, adaptation to learners, professional conscientiousness, continuing professional development, and regular assessment. The diversity of this list is a strength because it allows teaching quality to be examined beyond academic qualifications alone. Students can assess not only what teachers know but also how they organize lessons, explain content, interact with learners, and check learning outcomes. This approach is consistent with contemporary research on history education. The review by Wilson and colleagues (2023) shows that historical learning is more likely to improve when instructional interventions target defined competencies and use appropriate scaffolding. The review by Gómez-Carrasco and colleagues (2022) likewise places historical thinking at the centre of international research on the discipline. The qualities proposed to students in Kindu cover several dimensions recognized in teaching research, including subject-matter knowledge, didactic methods, and the organization of learning. The Kindu list also includes characteristics such as length of service, professional attire, authority, and competitiveness. These are not equivalent to direct indicators of pedagogical effectiveness. Some may be relevant in particular contexts, but their contribution to learning must be distinguished from their social or symbolic value. The 31 items should be grouped into coherent dimensions and accompanied by operational definitions. In particular, the following should be distinguished: Professional and behavioural qualities. Scientific and didactic competencies. Observable teaching practices. Students' general perceptions. Measured learning outcomes. This distinction would prevent all qualities from being treated as equivalent factors in teaching effectiveness.

Teacher Qualities According to Students' Municipality of Residence

The results show that competence, qualifications, regular lesson preparation, and professional conscientiousness were recognized by all students surveyed in the three municipalities. The organization of remedial lessons was also recognized by 100% of students in each municipality. However, the proportions varied for several other qualities. Discipline was recognized by 88.7% of students in Kasuku, 75.0% in Mikelenge, and 59.6% in Alunguli. Impartiality was recognized by 64.5% in Kasuku, 77.5% in Mikelenge, and 55.7% in Alunguli. Regular class attendance was recognized by 56.4% in Kasuku, 67.5% in Mikelenge, and 57.7% in Alunguli. These descriptive differences indicate that students do not necessarily assign the same importance to every quality across the three municipalities. They may reflect differences in school experiences, but they could also be related to school composition, teaching conditions, or the way the questions were understood. International research on history education emphasizes the importance of didactic tasks and learning situations. However, it does not justify automatically attributing differences in perceptions to students' municipality of residence. Interpreting the differences observed in Kindu would require information about the schools attended and the practices students experience there. Subject competence and qualifications appear to be fundamental qualities across all three municipalities. Lesson preparation and professional conscientiousness are also consistently recognized. Several interpersonal and behavioural qualities receive more variable ratings. The differences between municipalities are descriptive and are not accompanied by statistical tests. The table contains an anomaly in the "firmness" row for Alunguli: the number of responses is 38, but the percentage

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is missing. Out of 52 students, 38 corresponds to 73.1%. The statement that 26 of the 31 qualities were recognized in certain municipalities is not clearly supported by the table because the classification rule for an item to be considered "recognized" is not specified. Differences in perceptions should be examined in relation to the schools attended and the teaching practices students actually experience, without prematurely concluding that students in one municipality are more demanding or that teachers in another municipality are more effective.

Teacher Qualities According to Students' Sex

The results indicate that competence, qualifications, authority, regular lesson preparation, mastery of history teaching methods, professional conscientiousness, and the organization of remedial lessons were recognized by 100% of both boys and girls surveyed. For other qualities, the percentages differed. Firmness was recognized by 49.4% of boys compared with 72.3% of girls. Impartiality was recognized by 83.1% of boys and 90.7% of girls. Consideration of learner diversity was recognized by 56.1% of boys and 61.5% of girls. These differences suggest possible variations in perceptions, particularly regarding interpersonal qualities. However, they do not demonstrate that girls consistently attach greater importance to these qualities or that teachers adapt their practices differently according to students' sex. Percentage differences should be tested statistically and interpreted in light of the group sizes. The national TEACH Secondary findings highlight the need to encourage student participation and develop more inclusive, learner-centred teaching practices. This direction is relevant when examining interpersonal qualities, equity, and participation in history classrooms in Kindu. The Kindu findings and national recommendations both emphasize the importance of interaction quality and responsiveness to learners. The Kindu table describes self-reported perceptions by sex, whereas the national survey assesses observed teaching practices. The two sources therefore measure different phenomena. Teachers should be encouraged to apply equitable participation rules, vary classroom interactions, and ensure that both girls and boys can ask questions, construct arguments, and receive constructive feedback.

Teacher Qualities According to Educational Stream: General and Technical Education

The results show that students in both educational streams unanimously recognized competence and qualifications. Mastery of history teaching methods and procedures was recognized by 90.3% of students in general education and 95.1% in technical education. Regular lesson preparation was recognized by 86.0% and 91.8%, respectively. Instructional materials adapted to the learners' environment were recognized by 84.9% of students in general education and 85.2% in technical education. Other differences were more pronounced. A spirit of inquiry and research was recognized by 52.6% of students in general education, compared with 81.9% in technical education. Length of professional experience was recognized by 53.7% in general education and 81.9% in technical education. Dedication was recognized by 64.5% and 83.6%, respectively. These differences merit further investigation, but they do not establish that technical education students are generally more demanding or that their teachers perform better. Research on history didactics suggests that learning benefits from targeted approaches adapted to the competencies being developed. Wilson and colleagues (2023) particularly emphasize the value of interventions focused on specific historical competencies and supported by appropriate instructional guidance. Students in both educational streams attach considerable importance to subject competence and qualifications. Lesson preparation, mastery of teaching methods, and adaptation of instructional materials are also recognized in both groups. Both streams therefore appear to share a common set of expectations regarding history teachers. Several qualities have different proportions according to educational stream, particularly a spirit of inquiry, length of service, and dedication. The table contains inconsistencies. The row on collaboration with colleagues reports 67.7% for 56 students out of 93, whereas this ratio corresponds to approximately 60.2%. The row on the organization of remedial lessons also requires verification: 49 out of 61 students corresponds to 80.3%, not 52.6%. The conclusion that 25 qualities were recognized in general education and 26 in technical education cannot be validated without a clearly defined classification rule. Teachers can adapt examples, sources, and learning activities to students' profiles while maintaining the same expectations for historical reasoning. Before concluding that perceptions differ between educational streams, the original data should be checked and individual responses compared using appropriate statistical tests.

4.5 Cross-Cutting Synthesis: Convergences and Differences with Research Published Between 2016 and 2026

The Kindu findings can be related to three major areas of contemporary research: subject-specific and didactic competencies, teacher professional development, and learner-centred pedagogy.

Convergences with International Research

First, subject-matter knowledge must be combined with knowledge of how to teach the subject. Students in Kindu unanimously recognized competence and qualifications, while teachers identified historical knowledge, the interpretation of events in time and space, and alignment between content and objectives. These findings are

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consistent with the work of Luís and Rapanta (2020), who argue that historical reasoning involves knowledge, interpretive processes, and argumentative skills. They also align with the systematic review by Wilson and colleagues (2023), which highlights the value of instructional interventions targeting specific historical competencies.

Second, lesson preparation and assessment should form a coherent whole. Students surveyed in Kindu attach importance to regular lesson preparation and assessment of the material taught. The teacher questionnaire also addresses objective formulation, individual lesson preparation, and formative assessment. These dimensions are consistent with the findings of the Congolese national TEACH Secondary survey, which identifies difficulties in providing constructive feedback and developing students' critical thinking.

Third, continuing professional development should be tailored to professional needs. The high proportion of teachers in Kindu trained in fields other than history makes professional development in subject-specific didactics particularly relevant. The African synthesis by Mitchell and colleagues (2024) emphasizes that professional development programmes should be contextualized rather than delivered through a uniform approach to all teachers. The 2022 study conducted in Ethiopia's Gedeo Zone also shows that the contribution of continuing professional development varies across dimensions of pedagogical quality.

Fourth, active and inclusive teaching practices deserve particular attention. Students in Kindu identify teacher adaptability, consideration of learner diversity, and instructional materials as relevant qualities, while the teacher questionnaire includes classroom interaction and active teaching methods. The 2026 Congolese assessment specifically emphasizes the need to strengthen student autonomy, collaboration, and critical thinking.

Main Differences Between the Kindu Study and Other Research

The most important differences concern the nature of the indicators used and the scope of the conclusions.

- **Perceptions versus observed practices:** The Kindu findings presented here are primarily based on teachers' and students' responses. The TEACH Secondary survey relies on observations of classroom practices. These approaches are complementary but not interchangeable.
- **Expected qualities versus academic outcomes:** The Kindu study identifies qualities considered important but does not provide academic results that would allow their association with students' grades or learning outcomes to be measured.
- **Subject-specific context:** The research by Wilson and by Luís and Rapanta focuses specifically on history learning, whereas several African studies cited concern the overall quality of secondary education.
- **Institutional context:** The Kindu results describe differences between school management systems, but the available data are insufficient to demonstrate that these systems explain the observed differences.
- **Data quality:** Some inconsistencies between counts and percentages prevent several numerical conclusions from being confirmed. These problems must be resolved before the comparisons are presented as definitive findings.

Organizing Continuing Professional Development Based on Actual Needs

Experienced teachers could participate in working groups with newly recruited teachers and those whose initial training did not focus on history. Inspectors could coordinate peer lesson observations, reviews of lesson plans, and the sharing of instructional resources. This approach should avoid uniform training and prioritize needs identified within schools, in line with the conclusions of the African synthesis on teacher professional development.

Improving Formative Assessment and Student Participation

Teachers should receive support in formulating comprehension questions, using short historical analysis tasks, checking learning during lessons, and providing specific feedback to students. This priority is particularly relevant in light of the Congolese TEACH Secondary survey, which identified difficulties relating to constructive feedback, critical thinking, and learner autonomy.

Strengthening Pedagogical Supervision Without Stigmatizing School Management Systems

The findings in Table 1 do not justify concluding that schools belonging to a particular management system provide lower-quality teaching. A more appropriate approach would be to establish a common lesson-observation framework applicable across all management systems, covering:

- Mastery of historical content.
- Alignment between objectives, activities, and assessment.
- Student participation.
- Use of instructional materials.
- Equity in classroom interactions.
- Quality of pedagogical feedback.

The findings from this monitoring process could then be used to design support activities tailored to the needs identified.

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5. Conclusion

The present study, entitled *"History Teachers' Qualities Associated with Lesson Success in Kindu, Democratic Republic of the Congo: A Cross-Sectional Study,"* had the overall objective of identifying the human, scientific, pedagogical, and professional qualities that educational stakeholders consider conducive to successful history lessons in general and technical secondary education in the city of Kindu.

The analysis of data collected from teachers, students, and history inspectors highlights the diversity of qualities expected of an effective teacher. The findings particularly emphasize the importance of mastery of historical knowledge, professional qualifications, regular lesson preparation, professional conscientiousness, mastery of history-specific teaching methods, and the ability to organize remedial activities. These findings suggest that lesson quality depends not only on knowledge of the subject being taught but also on the teacher's ability to transform that knowledge into accessible, structured learning experiences adapted to students' needs.

Students' perceptions also indicate that human and interpersonal qualities play an important role in their assessment of teaching. Discipline, impartiality, self-control, responsiveness to individual differences, and the quality of teacher–student relationships are dimensions that may contribute to a classroom climate conducive to learning. Furthermore, the variations observed according to municipality, students' sex, and educational stream suggest that perceptions of teacher qualities are not necessarily uniform across all school contexts. However, these differences should be interpreted cautiously, as they do not, in themselves, demonstrate the existence of statistically significant associations.

From a scientific and pedagogical perspective, this study suggests that history teaching should be regarded as an activity requiring specific competencies. Teachers must not only master historical facts and knowledge but also help students situate events in time and space, establish relationships between historical facts, interpret sources, develop critical thinking, and construct coherent historical arguments. Lesson preparation, the selection of teaching methods, the use of appropriate instructional materials, and the regular assessment of learning therefore appear to be important components of high-quality teaching practice.

Nevertheless, the findings must be interpreted in light of the limitations of the methodological approach adopted. The data collected primarily reflect the qualities recognized or valued by participants. On their own, they do not establish that these qualities directly lead to improved academic performance. Similarly, descriptive differences observed between respondent categories cannot be interpreted as statistically significant relationships without verification of individual-level data and the application of appropriate statistical tests. The consistency of the sample sizes and percentages presented in some tables must also be checked before the study is published in its final form.

In view of these findings, several practical directions can be proposed. Initial and continuing professional development for history teachers should be strengthened, particularly in subject-specific didactics, lesson preparation, formative assessment, and the use of teaching resources. Schools and school inspection services should also promote regular pedagogical support based on classroom observation, identification of difficulties, and implementation of improvement measures suited to the realities of general and technical secondary education. Particular attention should be given to teachers who teach history without initial training directly related to the subject, while taking their professional experience and actual training needs into account.

Ultimately, this study shows that the quality of history teaching in Kindu should be considered from a comprehensive perspective that integrates teachers' scientific, didactic, professional, and human competencies. Improving history lessons therefore requires a combination of subject-matter mastery, systematic preparation, appropriate teaching practices, professional ethics, and constructive educational relationships. These dimensions constitute priority areas for strengthening the quality of history teaching in secondary schools throughout the city.

However, to identify more precisely the qualities that actually contribute to academic success, further research should combine educational stakeholders' perceptions with direct classroom observations, analyses of teaching practices, and objective indicators of student performance. Such an approach would move beyond identifying desirable qualities and make it possible to measure their actual contribution to learning and propose pedagogical interventions based on verifiable evidence.

Finally, the differences observed according to students' sex, educational stream, municipality of residence, and school management system are essentially descriptive in the results presented. In the absence of verified statistical tests and direct indicators of teaching practices, these differences do not support the conclusion that these characteristics determine the quality of history teaching.

Despite these limitations, the study provides useful contextualized data for identifying educational stakeholders' expectations and guiding continuing professional development, pedagogical supervision, and efforts to improve history teaching in general and technical secondary education in Kindu.

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6. Limitations of the Study

Several limitations should be considered when interpreting these findings. First, the cross-sectional design captures perceptions at one point in time and does not establish causal relationships between teacher qualities and students' learning outcomes. Second, the study primarily records qualities that participants considered desirable; objective measures of lesson success, such as classroom-observation scores or student achievement data, were not reported. Third, the number of teacher respondents requires clarification because the manuscript reports 246 teachers in administrative records but refers to 103 teachers in some analyses. The sampling frame, screening counts, and calculation used to obtain the student sample of 154 are not fully documented. Fourth, several tables contain inconsistent or unclear denominators and percentages, preventing reliable inferential comparisons by sex, educational stream, municipality, or school management system. No p-values or confidence intervals should be inferred from these descriptive tables. Finally, the inspector group comprised only four people, which provides useful contextual information but limits the breadth of perspectives and does not support statistical generalization. The findings should therefore be treated as descriptive and context-specific until the original dataset and field records have been checked.

7. Recommendations

In light of the findings, the following recommendations are addressed to educational authorities, school inspectors, school administrators, and history teachers.

To educational authorities and teacher training services

1. Strengthen continuing professional development in history didactics, particularly for teachers whose initial training is not directly related to the subject.
2. Organize professional development modules on historical thinking, critical analysis of sources, chronology, interpretation of historical events, and the construction of evidence-based arguments.
3. Develop regular professional support, experience-sharing, and peer-learning arrangements.

To school inspectors

4. Strengthen pedagogical visits by prioritizing the observation of actual classroom practices, the quality of explanations, student participation, and alignment between learning objectives, content, and assessment.
5. Use standardized observation checklists to identify professional development needs and monitor the implementation of recommendations made to teachers.
6. Organize remedial teaching sessions and pedagogical discussions focusing on recurring difficulties in history teaching.

To school administrators

7. Encourage regular lesson preparation, the use of current national curricula, and the provision of textbooks, historical documents, maps, and other instructional materials adapted to the local context.
8. Promote collaboration among teachers, peer classroom observations, and pedagogical meetings devoted to improving student learning.
9. Ensure that the organization of lessons supports regular teaching, student participation, and the provision of remedial sessions whenever necessary.

To history teachers

10. Regularly update the content taught and diversify teaching methods by incorporating document analysis, source comparison, evidence-based debates, and research activities appropriate to students' learning levels.
11. Pay particular attention to impartiality, self-control, fairness in classroom interactions, and recognition of student diversity.
12. Integrate formative assessment throughout each lesson to identify comprehension difficulties and adapt teaching activities to students' demonstrated needs.

For future research

13. Conduct further studies incorporating direct classroom observations, students' academic results, and in-depth interviews with educational stakeholders.
14. Verify the original data and apply appropriate statistical tests to determine whether variations in perceptions according to sex, educational stream, municipality, and school management system are statistically significant.
15. Extend the investigation to other cities and provinces of the Democratic Republic of the Congo to assess the transferability of the findings and better document national training needs in history didactics.

The gradual implementation of these recommendations could help strengthen teachers' subject-specific and pedagogical competencies, improve professional supervision, and promote history teaching that places greater emphasis on critical reasoning and the understanding of historical events.

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List of Abbreviations

- **ECP**: Protestant-convention schools (*Établissements conventionnés protestants*).

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- **ECC**: Catholic-convention schools (*Établissements conventionnés catholiques*).
- **ECI**: Islamic-convention schools (*Établissements conventionnés islamiques*).
- **ECK**: Kimbanguist-convention schools (*Établissements conventionnés kimbanguistes*).
- **ENC**: Non-convention schools (*Établissements non conventionnés*).
- **EPA**: Accredited private schools (*Établissements privés agréés*), according to the classification used in the study data.
- **G3**: Graduate-level qualification (*grade de gradué*), corresponding to the *graduat* diploma in the classification used.
- **LA**: Qualified teacher holding a *licence* degree (*licencié agrégé*), according to the classification used in the study.
- **NTIC**: New Information and Communication Technologies.
- **DRC**: Democratic Republic of the Congo.
- **SPSS**: Statistical Package for the Social Sciences.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Access to individual-level data may be restricted to protect participants' confidentiality and comply with the conditions of ethical approval. De-identified data may be shared where permitted by the applicable ethical and institutional requirements.

Competing Interests

The authors declare that they have no competing interests related to this study.

Author Contributions

KANDOLO MUSINGILWA Thomas[1] and SENKER NDIMBA Bob[2] contributed to the study methodology and field data collection. KANDOLO MUSINGILWA Thomas[1] drafted the manuscript, while SENKER NDIMBA Bob[2] contributed to manuscript formatting, organization, and presentation. HAMADOU Adama[3] provided academic supervision, methodological guidance, and critical review of the manuscript. MASANDI MILONDO Alphonse[4] contributed to academic supervision, scientific review, and critical revision of the manuscript. All authors are expected to review and approve the final version of the manuscript before submission and accept responsibility for their respective contributions.

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Ethical Approval and Consent to Participate

This study was conducted in accordance with applicable ethical principles for research involving human participants. Ethical approval was obtained from the Ethics Committee of the School of Public Health, University of Kinshasa, Democratic Republic of the Congo (approval number ESPK/CE/0132B/2026). The approval date is not stated in the available manuscript and must be added from the official approval letter before submission; it should not be inferred from the approval number.

Participation was voluntary. Adult participants provided informed consent before taking part in the study. For participants who were minors, assent was obtained from the learners, together with consent from their parents or legal guardians, in accordance with the applicable ethical requirements. The confidentiality of participants' responses and the protection of their identities were respected throughout data collection, analysis, and reporting.

Consent for Publication

Not applicable. This manuscript does not contain identifiable personal information, images, or individual case details requiring specific consent for publication.

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