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The Application of Porter and Lawler's Expectancy Theory to Elementary and Secondary School Teachers at the Ursuline Sisters of Tildonk School in the City of Goma

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ABSTRACT

Our research, "The Application of Porter's Theory and Lawler's Expectancy Theory to Teachers at the Ursuline Sisters of Tildonk's Primary and Secondary Schools in Goma, 2015–2018," focused on the study of teachers' expectations.

The government's absence from the public sphere, which has created problems in the public sector, has compelled us to address one of the current challenges in the Democratic Republic of the Congo: teacher motivation.

To that end, the general objective of this study is to explain the application of Porter and Lawler's Expectancy Theory at the Ursuline de Tildonk Nuns' primary and secondary schools. Additionally, our secondary objective is to first present the perceptions of teachers at these schools regarding how their expectations are addressed, and then to demonstrate the relationships between the rewards they receive and the efforts they make, in order to implement strategies likely to improve their motivation levels and enhance their performance.

The originality of this study lies in the contextualization of Porter and Lawler's expectations theory in four schools in the DRC, in the city of Goma. In fact, the question is how the nuns in charge of these schools should apply this theory to motivate the teaching staff.

To achieve the objective of our research, the main methodological guidelines of our study were based on the use of the systemic method combined with an evaluative approach. To obtain the results, our research involved a survey of 104 teachers. Our sample was exhaustive.

This allowed us to obtain results indicating that teachers' expectations are taken into account (73.1%), rewards are equitable (63.5%), and the level of satisfaction is high (57.7%). These results confirm our first hypothesis.

However, 65.4% of respondents judged the material rewards to be inequitable. In fact, the hypothesis stated that intrinsic rewards should outweigh extrinsic rewards; the results showed that intrinsic motivations are considered equitable (63.5%). This confirms that intrinsic motivations outweigh extrinsic motivations.

While we thought that organizing meetings to encourage participation and address teachers' expectations would be prioritized over creating an entrepreneurship committee for teachers' projects, the main proposal selected was to improve teachers' quality of life, which was chosen by 62.5%.

From this research, we have learned that teachers' expectations are being taken into account and that extrinsic rewards need to be improved for the well-being of teachers. Based on rational and scientific reasoning, the primary solution to the problem of the teacher motivation system at the Ursuline de Tildonk Nuns' elementary and secondary schools in Goma, according to our research findings, is to improve teachers' quality of life. This has led us to create a fund investment project to manage these funds for the benefit of teachers.

Key Words: Effort, Performance, Needs, Expectations, Satisfaction, Rewards, Perception, Dissatisfaction, Attribution, and Payoff.

1. INTRODUCTION

1.1. Research Question

Human resource management is part of the management process that influences human behavior and thereby enables improved organizational performance. Peretti (2015) states that: "When we speak of human resources, we do not mean that people are resources, but rather that they possess resources. The mission of human resource management is to develop and mobilize employees' skills. Organizations must have a human and social development strategy that aligns with their economic strategy and social responsibility. They expect the human resources function to provide significant added value."

Managers must study and understand what motivates people, what drives them to act effectively, and what encourages them to remain with the company. This analysis can be conducted internally or externally. It must be carried out regularly to address the complex nature of human behavior. What motivates someone today may no longer motivate them later.

Expectations in the employee motivation process are a crucial element in driving an individual to act. They are also decisive for employee productivity and performance. They encompass several facets that tap into the individual's inner self and drive them to make decisions. This element is closely linked to everything that motivates the individual. People seek self-actualization; therefore, the organization must do everything in its power to facilitate this

task by capitalizing on their intrinsic abilities that help them achieve their goals.

Teacher motivation has been a concern for people both internationally and locally: In its 2018 World Development Report, the World Bank (2018) acknowledged: "the role of teachers in student learning and the need to support them. Among all the factors that determine student learning, teachers play the most important role. It is their responsibility to ensure that all students, regardless of their challenges and abilities, succeed in their learning and to make school a fulfilling place". The World Bank works with countries to develop a competent, motivated, and autonomous teaching force.

However, societies respond differently to this human need, which is a key resource for the organization. Yet it seems that the issue of motivation is a highly sensitive one when it comes to finding adequate solutions.

We can see this in a television interview with the Belgian Minister of Education (2018) on the eve of the start of the school year on September 3, 2018, in which she stated, "Throughout this week, we have interviewed stakeholders from the education sector as well as the business world." The Director General of the Construction Confederation, Francis Carnoy, asked the Minister of Education, Marie-Martine Schyns, how she planned to improve the image of technical

programs, as well as how to boost teacher motivation." The Minister of Education replied: "As for improving teachers' motivation, we will need to call on society as a whole and reflect on how we, as parents, view this profession which, to me, is the most beautiful profession in the world. Society must be able to ask itself these questions. From this response, we do not perceive any direct or tangible commitment on her part. On the contrary, she, too, shifts responsibility back to society. This demonstrates just how complex and difficult the issue of motivation is to address.

The Ministries of National Education of Benin, Guinea, Mali, and Senegal, along with the Regional Office for West and Central Africa (2006), produced a report on the management of teacher recruitment and salaries. They highlighted the importance of the human factor, specifically, equity in teacher recruitment and salaries, which remain a persistent challenge. They acknowledged that teachers are the primary guarantors of educational quality. Various arguments have been put forward in favor of managing the teaching workforce at either the local or central level. The issues were addressed under two main headings. Here are the conclusions: "In the first case, particular emphasis is placed on teachers' sense of belonging and their ties to the local educational community, whereas in the second, one of the main arguments put forward in this regard is the need to maintain equity in the recruitment process and in salaries. The case studies demonstrate the centralized nature of the management of civil servant teachers in the four countries Benin, Mali, Guinea, and Senegal. The question has been raised as to how the central government can support teachers' salaries. In this report, we are interested in the issue of salary, which is one of the factors that influence and motivate teachers in their work. The question is how to support teachers' salaries through other extrinsic or intrinsic factors that foster teachers' fulfillment in their work.

In the Democratic Republic of the Congo, civil servants in general and teachers in particular face a motivation problem. A report in Kongo Time (2018) addressed this lack of motivation or disengagement among teachers at the start of the school year on September 9, 2014. Teachers' unions stated: "Within the Primary, Secondary, and Vocational Education System (EPSP), there are 300,000 teachers working without pay; this has been going on for years and years, yet the government is not taking action. Furthermore, teachers are people who no longer receive salaries, who have no homes, and who lack adequate health care. They also lament the fact that, when a teacher dies, their name is struck from the payroll, and their family is left in utter poverty." Their expectations and demands are neither heard nor taken into account.

Furthermore, at the time, Prime Minister Augustin Matata Ponyo acknowledged that "much remains to be done in the education sector. For several years, the government has neglected teachers by offering them a meager salary. This has plunged the education system into chaos." To save this system, Nyirabihogo (2019) informs us that "the Catholic Church, in collaboration with parents, devised a system called the Teachers' Bonus. Thus the system of parental support for teachers was born. Teachers have faced many unfulfilled promises and many unmet expectations." Any effective motivation management should therefore take workers' expectations into account. Schools should not, therefore, limit themselves to extrinsic aspects of motivation alone, but should consider workers' expectations.

In the city of Goma, the same story plays out as it does throughout the Democratic Republic of Congo. To enable teachers to make ends meet, parents must supplement their salaries with a bonus. On the first day of the school year, Noëlla Nyirabihogo (2018) wrote: "These children are returning from school in Goma, DRC, on October 10, 2017. They can attend school because their parents can afford to pay the semi-annual bonus given to teachers. Children from poor families who cannot cope with the rising costs associated with the bonus paid to teachers to supplement their meager salaries are excluded from school." The failure to address teachers' expectations and needs has a negative impact on children's education.

In light of the above, we note that expectations are not sufficiently addressed in all these discussions. The only aspect of motivation that is highlighted is that of the bonus and salary; other aspects are not addressed. Yet motivation depends on several factors. It is a daily struggle. It is important to understand how this aspect of personnel management is taken into account. That being said, we believe it is important to ask the following questions:

1.2 Research Question

1.2.1 Main Question

"How have the Ursuline Sisters of Tildonk applied Porter and Lawler's expectancy theory to the teachers at their elementary and secondary schools in order to motivate them?"

I.2.2 Specific Questions

- How do teachers at the Ursuline Sisters of Tildonk's elementary and secondary schools perceive the consideration given to their expectations at work?

- How do teachers at the Ursuline Sisters' elementary and secondary schools perceive the rewards they receive and the efforts they make in the course of their teaching duties?
- What strategies should be implemented to improve teacher motivation and, in turn, the quality of education?

I.3 Hypotheses

1.3.1 Main Hypothesis

Porter and Lawler's Expectancy Theory is applied by the Ursuline Sisters to teachers in their elementary and secondary schools. The sisters highlight the theory's variables effort, perception, and performance and offer fair rewards that provide motivation and satisfaction to teachers.

1.3.2 Specific Hypotheses

- Teachers at the Ursuline Sisters' elementary and secondary schools in Tildonk believe that their expectations are taken into account, that rewards are fair, and that their level of satisfaction is high.
- For teachers at the Ursuline Sisters' elementary and secondary schools in Tildonk, intrinsic rewards would take precedence over extrinsic rewards, and extrinsic rewards would be relatively low compared to the effort expended by the teacher.
- Organizing meetings to discuss participation and address teachers' expectations would take precedence over creating an entrepreneurship committee for teachers' projects.

1.4 Research Objectives

1.4.1 Main Objective

The main objective of this study is to explain the application of Porter and Lawler's Expectancy Theory in the Ursuline primary and secondary schools of Tildonk.

1.4.2 Specific Objectives

- To present teachers' perceptions of how the Ursuline Sisters take their expectations into account,
- To demonstrate the relationship between rewards and effort, as reported by teachers at the Ursuline Sisters' elementary and secondary schools in Goma,
- To implement strategies likely to best increase teachers' motivation levels for improved performance.

2. METHODOLOGICAL FRAMEWORK

2.1 Definition of Concepts

2.1.1 Application

In this study, the application involves using Porter and Lawler's Expectancy Theory regarding the teacher motivation system to enhance teacher performance.

2.1.2 Theory

A theory is a system composed of hypotheses, verified knowledge, and logical rules. It is an organized set of ideas and abstract concepts applied to a specific field. It is therefore a coherent set of explanations, notions, or ideas on a specific subject, which may include laws and hypotheses derived from the accumulation of facts resulting from observation or experimentation.

2.1.3 Expectation

The Petit Larousse dictionary (2007) provides the following definition: "to look forward to something with impatience, to need it, to hope for it. Expectation is defined as the act of waiting, an unspoken wish, or hope."

We can define expectation as an inner disposition, a state of mind that drives an individual to hope for a certain physical, moral, or material satisfaction related to a task accomplished or a behavior displayed.

2.1.4 Motivation

Motivation is a concept that can have several definitions depending on individual perspectives and understanding. Several authors have attempted to define this concept; here are the key points.

According to Éric Delavallée (2010), motivation is "the set of factors that determine an individual's actions and behavior in order to achieve a goal or carry out an activity."

Furthermore, Hellriegel (1993) defines motivation as a "predisposition to act in a manner oriented toward a specific goal. Based on this idea, we see that all motivation is goal oriented. A goal is a specific outcome that the individual wishes to achieve."

In summary, considering the subject of our work, we define motivation as a set of tangible and/or intangible elements that drive a person to act and persevere in their actions in order to

achieve a specific goal. This motivation can have an intrinsic or extrinsic origin.

2.1.5 Intrinsic Motivation

A person is intrinsically motivated when they engage in activities voluntarily and out of interest in the activity itself, without expecting a reward. Research from Cloudfront.net (2018) has shown us the source of motivation: "This motivation therefore comes from within the human being. Intrinsic sources include values, needs, beliefs, self-fulfillment… Its goal is to become better." The reasons behind this motivation are not visible to the eye but underpin any pursuit of excellence in the individual's activities.

2.1.6 Extrinsic motivation

The same document from cloudfront.net (2018) explains extrinsic motivation and its origin in these terms: "Extrinsic motivation, or external motivation, comes from outside the individual. The individual acts in pursuit of an external outcome, or with the intention of obtaining a consequence that lies outside the activity itself. For example, receiving a reward, avoiding feelings of guilt, gaining approval, a promotion, visibility, or recognition, etc.

The sources of this motivation include: the environment related to working conditions, rules, and the norms present within the organization. However, the practice of motivation today involves a combination of these two sources of motivation. For example, an employee may be motivated by intrinsic sources (love of their work, feeling valued at work, etc.). By changing certain extrinsic conditions such as the work environment their level of motivation can be altered.

2.2 Methodological Approach

2.2.1 Population

The study population for our research consists of all staff members at the Ursuline Sisters of Tildonk's elementary and secondary schools in the city of Goma. We have twenty-four (24) employees at Matunda I Elementary School, twenty-four (24) at Matunda II Elementary School, forty-six (46) at Chemchem High School, and forty-one (41) teachers at Sainte Ursule High School. Thus, our study population consists of one hundred thirty-five staff members (135).

2.2.2 Sample

The sample consists primarily of classroom teachers or teachers who deliver lessons. We did not include support staff or administrative personnel. At Matunda I Elementary School, we selected 18 teachers; at Matunda II, 18 teachers; at Chemchem High School, 37 teachers; and at Sainte Ursule High School, 38 teachers. This gives us a sample of 111 respondents. We distributed 111 questionnaires. A total of 104 questionnaires were returned. We experienced a dropout rate of seven (7). These seven did not respond because they did not feel it was necessary to answer these questions.

2.2.3 Methods

- **Data Collection Techniques**

To collect data, we combined three techniques: participant observation, documentary analysis, and the survey.

- **Documentary Research**

Using this method, we consulted books, documents, archives, and certain reports from the Ursuline Sisters' province, as well as from the Ursuline Sisters' elementary and secondary schools in Tildonk, Goma. Data such as historical background, population figures, school profiles, and school operations were gathered from these sources. This method also allowed us to review the literature on theoretical concepts related to our topic.

- **Participant Observation**

We visited the Ursuline Sisters' elementary and secondary schools in Goma. We met with school administrators to explain our study and seek their consent for teachers to participate in the study. This meeting was guided by an interview guide consisting of five questions to be answered verbally by the school principals. The aim was to identify the mechanisms used to understand teachers' expectations, how these expectations are addressed, how intrinsic and extrinsic motivation are managed, what challenges are encountered in addressing these expectations, and what strategies are being considered to improve teacher motivation.

- **Data Analysis Techniques**

For our research topic, we used SPSS 17 software to analyze and process tables, which were then transferred to MS Word 2010 for text entry, analysis, and commentary on the tables.

2.2.4 Research Methods Used

For this research, we used David Easton's model as described by J. OTEMIKONGO (2018).

- **Systemic Method**

We employed the systemic approach and applied David Easton's model. This involves a complex interplay of interacting elements. When these elements interact, they produce outputs followed by feedback. When, within this system in a school, for example staff are demotivated, this impacts all school activities.

Regarding teacher motivation through the application of Porter and Lawler's Expectancy Theory, systems theory is important because it allows for interaction among the elements involved in the motivation system. The overall system is the management approach; the subsystem is HR management; the sub-subsystem is the motivation system; and the sub-sub-subsystem consists of employee expectations.

In this model, motivation is a complex system because people cannot be motivated by a single factor. Several factors must interact to motivate them. In this model proposed by Easton, the interactions between the system and its environment are represented as a circuit. Our focus is on determining what can be understood within this system. This becomes clear through what he refers to as the environment, inputs, the transformation process, the output, and feedback :

- **Environment**

The environment influences staff motivation and expectations. There are interactions between the motivation system and the environment, the purpose of which, according to J. Otemikongo (2018), is to: "understand how, within a company, legally binding decisions are made and enforced." The environment can be extra-societal (anything that influences from the outside): working conditions, the motivation policies of neighboring schools, management style, economic and social issues, etc.

It can also be intra-societal (everything that influences from within): the teacher's personality, internal regulations, the social climate among teachers, individual skills, perceptions, etc. It is through the environment that we can identify the influences that institutions, groups, or circumstances exert on the system. All elements originating from the environment or the effects of the environment form a flow of support requirements. All these flows constitute the inputs.

- **Input**

The effects of the environment on the teaching staff generate inputs in the form of requests, complaints, proposals, or suggestions. These may be supported by the teachers in which case they are transformed into expressions of gratitude. For example, purchasing a traditional cloth and organizing a March 8 celebration for all teachers may be an action worth encouraging.

Furthermore, these inputs may take the form of complaints, requests for bonus increases, requests for bank loans, or requests for the purchase of technological equipment such as computers or overhead projectors. All this information must be communicated to the administrator, who will then process and act upon it.

- **Transformation Process**

J. Otemikongo (2018), paraphrasing D. Easton, helps identify the fundamental units of the system and delineate the boundaries that distinguish them from external units in order to effectively clarify how the system functions. Thus, one must first identify the inputs as well as their obvious strengths. Next, we must identify the mechanisms by which they are transformed into outputs and, finally, determine the impact of these outputs on the new elements entering the system. In the case of the motivation system, the transformation process is carried out by managers, who must be attentive to what is presented as inputs (expectations or requests). The way in which these requests are received and processed will determine whether the outputs are positive or negative (motivation or demotivation, satisfaction or dissatisfaction). Listening and flexibility will play a crucial role.

- **Output**

According to D. Easton, cited by Otemikongo (2018), outputs are the result of the system's response to the expression of needs and offers of support. They take the form of decisions. In the case of the motivation system in schools, output is the expression of participatory management. The outputs will be nothing other than motivated teachers. Motivation or demotivation will ultimately depend on how the data has been processed.

- **Feedback**

For D. Easton, feedback refers to "the influence of previous outputs on the inputs introduced into the system (black box)." Feedback is the signal or response. If the teacher has been motivated, the feedback is positive; otherwise, it is negative. Whatever the case, feedback returns to the environment, and like a vicious cycle, the loop continues.

All in all, the systemic approach applied to D. Easton's model will help us identify the environment in which teachers operate and the influence it exerts on the motivation system.

- **Evaluative Method**

The evaluative method is a heuristic and mathematical approach.

In the context of our work, it helped us clarify the results of our surveys and determine with precision the actual percentage of teachers' expectations and their willingness to contribute to students' well-being.

3. PRESENTATION OF RESULTS

3.1 Results related to socio-professional variables

3.1.1. Age, Marital Status, and Gender

Table 1: Distribution of Respondents by Age Group

Age Group	Number of Respondents	Percentage
20 to 30	19	18.3
31 to 40	45	43.3
41 to 50	24	23.1
51 and older	16	15.4
Total	**104**	**100.**

Source: Our field survey

Comment: This table shows the age distribution of the respondents. It shows that 18.3% are between the ages of 20 and 30, 43.3% are between the ages of 31 and 40, 23.1% are between the ages of 41 and 50, and 14.4% are 51 or older. This means that the majority of teachers are between the ages of 31 and 40.

3.1.2. Years of Service and Performance Level

Table 2: Respondents by Years of Service

Years	Number of Respondents	Percentage
1 to 5 years	21	20.2
6 to 10 years	31	29.8
Over 10 years	52	50.0
Total	**104**	**100.0**

Source: Our field survey

Comment: This table shows that 20.2% have been teaching for between 1 and 5 years, 29.8% for between 6 and 10 years, and 50% for more than 10 years.

3.1.3 Teachers' Assessment of the Effort Exerted

Table 3: Assessment of the effort expended in relation to preparation work

Level of difficulty	Number of Teachers	Percentage
Very demanding	31	29.8
Strenuous	49	47.1
Easy	20	19.2
Very easy	4	3.8
Total	104	100.0

Source: Our field survey

Comment: This table shows that 29.8% find preparatory work very difficult; 47.1% find it difficult, 19.2% consider it easy, and 3.8% consider it very easy.

Table 4: Level of Job Satisfaction

Level	Number of Employees	Percentage
Unsatisfactory	2	1.9
Fairly satisfactory	6	5.8
Satisfactory	60	57.7
Very satisfactory	36	34.6
Total	104	100.0

Source: Our field survey

Comment: This table shows that 1.9% of respondents rate their job as satisfactory, 5.8% as somewhat satisfactory, 57.7% as satisfactory, and 34.6% as very satisfactory.

3.2. RESULTS RELATING TO REWARDS

3.2.1. Assessment of the Level of Fairness

Table 5: Level of fairness of material rewards (salaries, bonuses, working conditions) relative to the effort expended

Assessment	Number of Employees	Percentage
Fair	36	34.6
Not equitable	68	65.4
Total	104	100.0

Source: Our field survey

Comment: This table shows that 34.6% of teachers consider material rewards to be fair, while 65.4% consider them unfair.

Table 6: Level of fairness of non-material rewards (moral, professional growth, status, etc.) relative to the effort expended

Assessment	Number of Respondents	Percentage
Fair	66	63.5
Not equitable	38	36.5
Total	104	100.0

Source: Our field survey

Comment: Based on this result, we understand that 63.5% of respondents believe that non-monetary rewards are fair, while 36.5% believe they are unfair.

3.2.2. Key Motivational Factors

a. Material Motivation

Table 7: Motivational Factors in the Teaching Profession

Factors	Number of Respondents	Percentage
Compensation	34	32.7
Material conditions	4	3.8
Relationships among teachers	26	25.0
Job security	20	19.2
Organization	20	19.2
Total	104	100.0

Source: Our field survey

Comment: This table shows that 32.7% of teachers consider pay to be the most important factor motivating them, 3.8% cite working conditions, 25% consider relationships with colleagues, 19.2% cite job security, and 19.2% cite organizational structure.

b. Non-material Motivation

Table 8: Main Non-Material Motivational Factors in the Teaching Profession

Factors	Number of Respondents	Percentage
Recognition	22	21.2
Respect from others	6	5.8
Interest in work	44	42.3
Battery life	7	6.7
Personal Development	25	24.0
Total	**104**	**100.0**

Source: Our field survey

Comment: The results in this table show that among the intangible factors that most motivate teachers, 21.2% cite recognition, 5.8% cite self-esteem, 42.3% are motivated by interest in their work, 6.7% are motivated by autonomy, and 24.0% are motivated by personal development.

3.3. RESULTS RELATED TO PERFORMANCE

Table 9: Additional performance-related benefits.

Position	Number of Employees	Percentage
Yes	46	44.2
No	58	55.8
Total	104	100.0

Source: Our field survey

Comment: This table shows that 44.2% of teachers acknowledge that there are performance-based incentives, while 55.8% deny their existence.

Table 10: Teachers' performance levels.

Opinions	Number of Teachers	Percentage
Poor	2	1.9
Good	9	8.7
Very good	69	66.3
Excellent	24	23.1
Total	104	100.0

Source: Our field survey

Comment: These results show that 1.9% of respondents rate the level of performance as poor, 8.7% rate it as good, 66.3% rate it as very good, and 23.1% rate the level of performance as excellent.

3.4 Expectations and overall satisfaction

Addressing Teachers' Expectations

3.4.1 Teachers' Main Expectations

Table 11: Teachers' main expectations in the practice of their profession

Expectations	Number of Respondents	Percentage
To see your pay increase	28	26.9
See your improved working conditions	49	47.1
Pursuing a career in teaching	4	3.8
Achieve your personal goals	4	3.8
Increase your intellectual capacity	17	16.3
Pass on my knowledge to the youth the future of our country	1	1.0
To raise a young woman who is responsible and contributes to society	1	1.0
Total	104	100.0

Source: Our field survey

Comment: The results in this table show that 26.9% of teachers would like to see their pay improved, 47.1% would like to see their working conditions improved, 3.8% want to pursue a career in teaching, 3.8% want to achieve their personal goals, 16.3% hope to enhance their intellectual development, 1% want to pass on knowledge to young people the future of the country and 1% of teachers want to raise a young girl to be responsible and useful to society.

3.4.2 Addressing Expectations

Table 12: Assessment of how well your school authorities take your expectations into account

Position	Number of Students	Percentage
Yes	76	73.1
No	28	26.9
Total	104	100.0

Source: Our field survey

Comment: This survey shows that 73.1% of teachers feel that their expectations are taken into account, while 26.9% feel that their expectations are not taken into account.

3.4.3 Cross-tabulation of performance level and consideration of expectations

Table 13: Cross-tabulation of seniority, performance level, and the extent to which respondents' expectations are taken into account.

Perception of how well expectations are addressed and years of service			Teachers' performance level		Total
			Elementary	Secondary	
Yes	Years of service of respondents	1 to 5 years	3.9%	8.7%	12.5%
		6 to 10 years	2.9%	19.2%	22.1%
		Over 10 years	13.5%	25.0%	38.4%
	Subtotal		**20.2%**	**52.9%**	**73.1%**
No	Years of service of respondents	1 to 5 years	4.8%	2.9%	7.7%
		6 to 10 years	1.9%	5.8%	7.7%
		Over 10 years	5.8%	5.8%	11.5%
	Subtotal		**12.5%**	**14.4%**	**26.9%**
Total	Years of service of respondents	1 to 5 years	8.7%	11.5%	20.2%
		6 to 10 years	4.8%	25.0%	29.8%
		Over 10 years	19.2%	30.8%	50.0%
	Total		**32.7%**	**67.3%**	**100%**

Source: Cross-tabulation

Comment: When asked whether teachers' expectations are taken into account, 3.9% of elementary school teachers and 8.7% of secondary school teachers with 1 to 5 years of experience; 2.9% of elementary school teachers and 19.2% of secondary school teachers with 6 to 10 years of experience; and 13.5% of elementary school teachers and 25% of secondary school teachers with more than 10 years of experience said that their expectations are taken into account by school authorities. In contrast, 4.8% of elementary school teachers and 2.9% of secondary school teachers with 1 to 5 years of experience; 1.9% of elementary school teachers and 5.8% o of secondary school teachers with 6 to 10 years of experience; and 5.8% of elementary school teachers and 5.8% of secondary school teachers with more than 10 years of experience say that their expectations are not taken into account by school authorities.

3.4.4 Teacher Satisfaction

Table 14: Teacher Satisfaction Regarding the Consideration of Expectations

Position	Number of Respondents	Percentage
Yes	68	65.4
No	36	34.6
Total	104	100.0

Source: Our field survey

Comment: These results indicate that 65.4% of teachers are satisfied and 34.6% are not satisfied.

3.4.5 Strategic Proposals

Table 15: Cross-tabulation of proposed strategies and the level of implementation to better address teachers' expectations.

Proposed Strategies	Teachers' Level of Performance		Total
	Elementary	Secondary	
Organizing meetings on participation and addressing teachers' expectations	10	14	24
Establishment of an entrepreneurial committee to support teachers' projects	3	7	10
Improving teachers' quality of life	19	46	65
Other	2	3	5

Comment: Based on this cross-tabulation of the strategies proposed by teachers and their level of implementation, 10 elementary school teachers and 14 secondary school teachers mention organizing meetings to discuss participation and taking teachers' expectations into account.

3 elementary school teachers and 7 secondary school teachers mention the creation of an entrepreneurial committee to support teachers' projects.

19 elementary school teachers and 46 secondary school teachers mention improving teachers' quality of life. 5 teachers (2 from elementary school and 3 from secondary school) offer the following proposals: demonstrate strong intellectual and administrative skills and avoid succumbing to subjectivity. They suggest that school authorities consider teachers' pension costs upon retirement and avoid wage disparities; ensure equitable treatment since all staff members work in the same way; take into account the heavy workload involved to ensure fair compensation; and that school authorities be receptive to teachers' concerns.

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Level of Rewards

The results regarding rewards in Tables 5 and 6 show that material or extrinsic rewards are unfair. 65.4% agree with this. In contrast, non-material or intrinsic rewards, relative to the effort expended, are considered fair. 66 out of 104 teachers, or 63.5%, confirm this. A comparison of the results in Tables 7 and 8 confirms that 44 out of 104 teachers or 42.3% are motivated by their interest in the work, while 34 out of 104 teachers or 32.7% are motivated by compensation.

4.2 Effort and Performance

The results in Tables 10 and 11 show that 49 out of 104 respondents (47.1%) find lesson preparation to be arduous. It requires a great deal of effort. However, this effort leads to higher performance levels, which 69 out of 104 respondents (66.3%) rate as very good. Unfortunately, the benefits associated with this performance are still limited, as shown by the results in Table 9. 58 out of 104 teachers—or 55.8%—say they receive no additional benefits related to it.

4.3 Satisfaction and Consideration of Expectations

Table 14 shows that teachers are satisfied with how their expectations are addressed, as 68 out of 104 (65.4%) rate their level of satisfaction as satisfactory. Their work also brings them satisfaction, according to the information provided by

the results in Table 4, in which 60 out of 104 teachers (57.7%) report being satisfied.

Regarding the consideration of expectations, Table 12 shows that school authorities do take these expectations into account. In fact, 76 out of 104 teachers (73.1%) acknowledge this. At the same time, 49 out of 104 teachers (47.1%) would like to see their working conditions improve, according to the information in Table 11.

Cross-tabulation 13, which examines seniority, performance level, and the consideration of expectations, indicates that teachers with more than 10 years of seniority acknowledge that their expectations are taken into account. 14 out of 20 elementary school teachers (70%) and 26 out of 32 secondary school teachers (81.2%) confirm this.

5. Proposed Strategies

Cross-tabulation 15, which combines performance level values with proposed strategies, shows that 65 out of 104 teachers (62.5%) propose improving quality of life. Meanwhile, 24 out of 104 teachers (23.1%) suggest organizing meetings to encourage participation and take teachers' expectations into account. In contrast, 10 out of 104 teachers (9.6%) mention creating an entrepreneurship committee for their projects.

6. DISCUSSION OF THE RESULTS

This study was based on three hypotheses: The first hypothesis posited that teachers at the Ursuline Sisters' elementary and secondary schools in Tildonk believe their expectations would be taken into account, that rewards would be fair, and that their level of satisfaction would be high.

The results in Tables 12, 5, 6, and 4 confirm this hypothesis, as 73.1% of respondents felt their expectations were taken into account, 63.5% considered non-material rewards to be fair, and 57.7% reported a high level of satisfaction. These three factors reinforce this hypothesis, although material rewards were deemed unfair by 65.4% of respondents.

These findings confirm those of Asifiwe Nzayo (2017), which show that "total compensation and workplace relationships are among the factors that motivate employees." However, they contradict the findings of Kavira Sihingania (2016), who argues that "the parental allowance is criticized by teachers as a source of mistrust, even though they cannot do without it, and the majority of teachers in public schools do not prefer to pursue a career in teaching." They also confirm the premise put forward by Salvatore Maugeri (2013), who suggests "that there should be a plan to align employee expectations with management's efforts."

The second hypothesis stipulated that for elementary and secondary school teachers at the Ursuline Sisters of Tildonk, intrinsic rewards would take precedence over extrinsic rewards and would, up to that point, be low relative to the effort expended by the teacher.

With regard to this hypothesis, the results in Table 6 show that intrinsic motivations are considered fair, as reported by 63.5% of the total sample. Meanwhile, Table 5 presents the results regarding extrinsic motivations, which are considered unfair, as reported by 65.4% of the respondents. This implies that intrinsic motivations take precedence over extrinsic motivations. Given that 47.1% of teachers would like to see their working conditions improve, as shown in Table 10, this indicates that intrinsic rewards remain low relative to the effort expended. This confirms our second hypothesis.

These results corroborate the remarks of Frederick Herzberg, cited by AIM (2015–2016), who asserts that "human fulfillment in one's work and the determinants of satisfaction rest on extrinsic and intrinsic factors."

The same is true of the findings by Benjamin Nyembo (2016), which confirmed "that employees are motivated by job-related compensation and are largely satisfied with their company's incentive policies."

The findings of Parket and Partridge, cited by Plourde (June 1993), also support our hypothesis when he states that "teachers in exemplary schools perceive the rewards they receive as more meaningful and feel that their expectations are taken into account. This increases their motivation."

Both hypotheses align with the theory of Porter and Lawler, who argue that "employees' expectations determine their motivation at work." They summarize these expectations in terms of three variable : expectancy (effort and performance), instrumentality (rewards), and valence (the value) attributed to the rewards."

They also emphasize listening to and taking employees' expectations into account, as well as the relationship between compensation and contribution in relation to the effort expended. The results obtained are consistent with this theory.

The final hypothesis concerns the organization of meetings on participation and the consideration of teachers' expectations, which would take precedence over the creation of an entrepreneurship committee for teachers' projects.

The results in Table 15 show that the main proposal is to improve teachers' quality of life, as 62.5% suggested this. It takes precedence over organizing meetings on participation and taking teachers' expectations into account, which accounts for 23.1%. Both of these proposals take precedence over the creation of an entrepreneurship committee for teachers' projects, which accounts for only 9.6%. This leads to the conclusion that the third hypothesis has been partially rejected.

CONCLUSION

This study, which focused on "The Application of Porter and Lawler's Expectancy Theory Among Teachers at the Ursuline Sisters of Tildonk's Elementary and Secondary Schools in the City of Goma," raised a main question that guided the entire process of our work. How do the Ursuline Sisters of Tildonk apply Porter and Lawler's Expectancy Theory to the teachers at their elementary and secondary schools? This main question gave rise to three specific questions already stated in the introduction. It was this line of inquiry that led to the hypotheses that served as the guiding principle of our research.

It is worth reiterating that this study set the following objectives: First, to present teachers' perceptions of how the Ursuline Sisters take their expectations into account. Second, to demonstrate the relationship between rewards and effort, as perceived by teachers at the Ursuline Sisters' elementary and secondary schools in Goma; and finally, to develop strategies likely to best increase teachers' motivation levels for improved performance.

To test our hypotheses, our study adopted an evaluative approach aimed at explaining the motivation system that influences teachers at the Ursuline Sisters' elementary and secondary schools in Tildonk, Goma. This led us to employ both systemic and evaluative methods. These methods were supported by literature review, participant observation, and a written survey questionnaire, which we used to review the existing literature on the subject and evaluate the motivation system by considering teachers' expectations, their perception of rewards relative to their efforts, their performance, and their aspirations. At the conclusion of our study, we arrived at the following results:

Regarding the first hypothesis, the results confirm it, as taking expectations into account was cited by 73.1% of respondents, non-material rewards deemed fair were cited by 63.5%, and the level of satisfaction was 57.7%. These three elements further reinforce this hypothesis, although material rewards were deemed unfair by 65.4% of respondents.

As for the second hypothesis, respondents indicated that intrinsic motivations are perceived as fair, accounting for 63.5% of the total sample. Extrinsic motivations, however, were perceived as unfair, accounting for 65.4% of the respondents. This suggests that intrinsic motivations take precedence over extrinsic motivations. However, 47.1% of teachers would like to see their working conditions improve. This explains why, although intrinsic rewards take precedence over extrinsic rewards, they are still insufficient relative to the effort expended. This confirmed the second hypothesis.

The last hypothesis was partially confirmed: 62.5% of teachers proposed improving quality of life. This proposal ranked higher than organizing meetings related to participation and taking teachers' expectations into account, which accounted for 23.1%. Both proposals also took precedence over the creation of an entrepreneurship committee for teachers' projects, which accounted for only 9.6%. This leads to the conclusion that the third hypothesis was partially refuted. Given that teachers' aspiration is to improve their quality of life, we were prompted to develop an investment project, as improving quality of life contributes to increased purchasing power and/or income and provides the opportunity to save.

In light of the above, we cannot claim to have exhausted the discussion on expectations. This issue remains relevant given its multifaceted nature and, above all, because it interacts with a dynamic environment in which the question of expectations is part of a broader system of motivation. Thus, much more in-depth studies could explore other aspects of the concept in relation to the ideas of other authors such as Locke and Maugeri, workplace dissatisfaction, and the new reality of work as described by Denis Pennel in his book *Work: The Thirst for Freedom*.

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