

School-Based Incentives and Teachers' Commitment to Classroom Instruction in Public Secondary Schools: Evidence from Kwimba District, Tanzania

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Corresponding Author: Frank Ching'ali Nyamilama Secondary School, Kwimba, Mwanza Article History Received: 05 / 07 / 2026 Accepted: 11 / 08 / 2026 Published: 29 / 08 / 2026	Abstract: This study examined the relationship between school-based incentives and teachers' commitment to classroom instruction in public secondary schools in Kwimba District, Tanzania. A quantitative approach and cross-sectional survey design were employed. The target population comprised 888 teachers, of whom 88 teachers were selected using simple random samplings. Data was collected through a questionnaire and analyzed using SPSS version 27. Descriptive statistics and simple linear regression were used to analyze the data. The findings showed that recognition awards/certificates (M = 4.01), incentives for improving instruction (M = 3.95), and monetary incentives (M = 3.82) were highly rated, while leadership feedback, fair distribution, and timely incentive payments received relatively lower ratings. Teachers also demonstrated high commitment, particularly in willingness to put in extra effort (M = 4.15), sense of belonging (M = 4.08), and motivation for student success (M = 4.05). Regression results revealed a moderate positive relationship between school-based incentives and teachers' commitment (R = 0.632), with incentives explaining 39.9% of the variation in commitment (R² = 0.399). The regression model was statistically significant, F (1,238) = 158.43, p < 0.001, while school-based incentives significantly predicted teachers' commitment (B = 0.587, β = 0.632, t = 12.59, p < 0.001). The study concludes that well-designed school-based incentives significantly contribute to teachers' commitment to classroom instruction. It recommends strengthening fair, transparent, timely, and diverse incentive systems alongside supportive leadership, professional development, and conducive working conditions. Keywords: School-based incentives; teacher commitment; classroom instruction; public secondary school.
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Introduction

Teacher commitment to classroom instruction is essential for effective teaching, learner engagement, and improved educational outcomes. Committed teachers are more likely to prepare lessons, deliver instruction effectively, assess learners, manage classrooms, and devote additional effort to supporting students' learning (Kyriacou, 2011; Skaalvik & Skaalvik, 2011). However, teacher commitment is influenced not only by individual professional responsibility but also by school-level working conditions, leadership practices, recognition, and motivational incentives.

Globally, research consistently shows that higher levels of teacher commitment are positively associated with improved student engagement, motivation, and academic achievement (Ingersoll, 2012; Nguni, Slegers, & Denessen, 2006). Schools characterized by highly committed teachers tend to exhibit stronger instructional effectiveness and better learning environments. However, despite its recognized importance, many education systems continue to face challenges, including declining teacher engagement, absenteeism, and weakened instructional commitment. This suggests that teacher commitment is influenced by complex interactions of individual, organizational, and structural factors rather than professional responsibility alone.

Developing countries face greater educational challenges than developed ones due to structural and resource constraints. Limited teaching resources and inadequate support hinder teachers' engagement in instructional activities. The World Bank (2018) reports significant instructional time loss in countries like Ethiopia, Ghana, and Guatemala due to teacher absenteeism and non-teaching activities. This not only decreases effective learning time but also worsens educational inequalities, especially in rural and marginalized communities, highlighting the broader impact of weak teacher commitment on educational equity and national development.

In Sub-Saharan Africa, teacher commitment is essential for educational quality but is constrained by absenteeism, low morale, poor working conditions, limited incentives, inadequate professional development, and ineffective leadership (World Bank, 2018; UNESCO, 2023; Bennell & Akyeampong, 2007). Similarly, evidence from Kenya, Uganda, and Rwanda shows that teacher commitment is influenced by job satisfaction, workload, leadership, professional support, and incentive structures (Karppinen, Dimba, & Kitawi, 2021; Tumusiime & Kasujja, 2020; Musabwayire & Sikubwabo, 2024). These findings highlight the importance of strengthening school-based motivation and support

mechanisms to enhance teachers' commitment to classroom instruction.

In Tanzania, teacher commitment to classroom instruction remains a concern in public secondary schools. REPOA (2016) reports that 14% of teachers are absent from school, while 37% of those present do not engage in classroom teaching, leaving students with only about 2 hours and 47 minutes of actual teaching per day. Similarly, the Kwimba District Education Secondary Office reports that approximately 12% of teachers attend school but do not actively engage in classroom instruction, suggesting underlying motivational and institutional challenges. Although interventions such as participatory leadership, improved working conditions, professional development, and recognition systems have been introduced, their effectiveness varies across schools. Previous studies have examined teacher commitment in relation to leadership, job satisfaction, school culture, work-life balance, and motivation (Mbope, 2015; Kashamba, Ngirwa, & Maulid, 2023; Rana et al., 2023; Yıldız, 2024), but limited attention has been given to school-based incentives and teachers' commitment to classroom instruction. Therefore, this study addresses this gap by examining the relationship between school-based incentives and teachers' commitment to classroom instruction in public secondary schools in Kwimba District.

Literature Review

Alonso-Tapia and Ruiz-Díaz (2022) examined the relationship between school climate and teachers' motivational variables, with particular focus on their effects on teacher satisfaction and classroom motivational climate in Spain. The study adopted a cross-sectional research design under a quantitative approach and involved secondary school teachers as respondents. The findings revealed that school-based motivational incentives, particularly those related to a supportive school climate, recognition of teachers' work, professional expectations, and participatory decision-making, were significantly associated with higher levels of teacher motivation and classroom engagement. The study further indicated that the effectiveness of these motivational incentives was largely influenced by the quality of the school environment and leadership practices, suggesting variability in the extent to which such incentives translate into actual teacher commitment. Although the study provides valuable insights relevant to the current study, it was conducted in a developed country context characterized by relatively well-established educational resources and institutional support systems. This context may limit the transferability of its findings to developing settings such as Tanzania, where school conditions and incentive structures differ. Therefore, to address this contextual gap, the current study was conducted in Kwimba District, Tanzania, to generate context-specific evidence on the relationship between school-based incentives and teachers' commitment to classroom instruction in public secondary schools.

Owan et al. (2022) investigated the contribution of motivation strategies to teachers' job commitment in public secondary schools in Nigeria. The study employed an ex post facto design within a quantitative research approach and included school administrators and teachers as respondents. It examined how different motivational factors influence teachers' commitment to their professional duties. The study found that both financial incentives, such as salary structure, allowances, and promotion benefits, and non-financial incentives, including recognition, training opportunities, job placement, and retraining programmes,

significantly influenced teachers' commitment. The study further established that motivational strategies collectively play a significant role in strengthening teachers' job commitment in secondary schools. However, the reliance on quantitative data alone may have restricted the integration of qualitative insights that could have enriched the understanding of motivational processes in school settings. Therefore, to address this gap, the current study adopted a mixed-methods research approach, integrating quantitative and qualitative data to examine the types of school-based incentives and their influence on teachers' commitment to classroom instruction in public secondary schools in Kwimba District, Tanzania.

Kasozzi, et al., (2023) examined the relationship between incentive-based management and teachers' performance in government-aided Secondary Schools in Nakaseke District, Uganda. The study employed a cross-sectional survey design within a quantitative research approach and included teachers and school administrators as respondents. It investigated how financial, non-financial, and welfare-based incentives influence teachers' performance in secondary schools. The findings revealed that financial incentives, such as bonuses and allowances; non-financial incentives, such as recognition, promotion opportunities, and professional development; and welfare-based incentives, such as housing and support services, significantly increased teachers' job performance. However, the study's exclusive reliance on numerical data may have limited a deeper understanding of the behavioral and motivational processes underlying teacher commitment. Therefore, to address this gap, the current study adopted a mixed-methods research approach that integrates quantitative and qualitative data to provide a more comprehensive understanding of the types of school-based incentives provided to teachers and their influence on teachers' commitment to classroom instruction in public secondary schools in Kwimba District, Tanzania.

Mpinga (2023) conducted a study titled "Investigation of Key Extrinsic Motivational Sources among Teachers during Teaching Process for Secondary School in Morogoro Municipality, Tanzania." The study adopted a cross-sectional research design under a quantitative approach and involved secondary school teachers as respondents. It examined key extrinsic motivational factors influencing teachers during the teaching process. The findings revealed that both financial incentives, including salaries, allowances, and overtime payments, and non-financial incentives, such as recognition, supportive working conditions, and professional development opportunities, significantly improved the teachers' teaching performance. However, despite its contribution, the study primarily focused on general extrinsic motivation rather than specifically examining school-based incentive structures and their direct influence on teachers' commitment to classroom instruction as a distinct aspect of professional practice. Therefore, to address this gap, the current study focused on the relationship between school-based teacher incentives and teachers' commitment to classroom instruction in public secondary schools in Kwimba District, Tanzania.

Methodology

The study employed a quantitative research approach and a cross-sectional survey design to examine the relationship between school-based incentives and teachers' commitment to classroom instruction. The study was conducted in Kwimba District, Mwanza Region, Tanzania, where public secondary schools provided an appropriate context for examining variations in school-based

incentive practices and teacher commitment. The target population comprised 888 teachers, from whom a sample of 88 teachers was selected based on the 10% recommendation of Mugenda and Mugenda (2013). Simple random sampling using the lottery method was employed to provide each teacher with an equal chance of selection and reduce sampling bias.

Data were collected using a questionnaire whose validity was ensured through review by research experts and supervisors, while reliability was assessed using Cronbach's Alpha, with a coefficient of 0.70 or above considered acceptable (Tavakol & Dennick, 2011). Data were coded, cleaned, and analysed using SPSS version 27, with simple linear regression used to examine the predictive relationship between school-based incentives and teachers' commitment at a 5% significance level ($p < 0.05$). Ethical principles were observed throughout the study, including obtaining

ethical clearance and relevant permissions, securing informed consent, ensuring voluntary participation, maintaining confidentiality and anonymity, and using the collected information strictly for academic purposes.

Results and Discussion

The researcher also used descriptive statistics to analyze the quantitative data collected from the respondents. Descriptive statistics such as means, and standard deviations were computed using SPSS to summarize and describe the key characteristics of the data. These statistical measures helped present the distribution, central tendencies, and variation in responses regarding school-based incentives and teachers' commitment to classroom instruction, thereby facilitating clearer interpretation of the study's findings.

Table 1: Descriptive Statistics of School-Based Incentives and Teachers' Commitment

S/N	Statement	Mean	Std. Deviation	Rank
School-Based Incentives				
1	Monetary incentives (e.g., bonuses)	3.82	0.91	3
2	Recognition awards/certificates	4.01	0.88	1
3	Incentives for improving instruction	3.95	0.85	2
4	Clear criteria for incentives	3.60	0.92	5
5	Fair and transparent distribution	3.42	0.97	7
6	Incentive payments made on schedule	3.48	0.99	6
8	School heads promote incentive programs	3.78	0.89	4
9	Leadership feedback on performance	3.35	0.95	9
Teachers' Commitment				
1	Strong sense of belonging	4.08	0.84	2
2	Willingness to put extra effort	4.15	0.79	1
3	Motivation for student success	4.05	0.81	3
4	Responsibility for students' progress	3.95	0.87	5
5	Extra time for lesson preparation	3.90	0.88	6
6	Incentives increase commitment	3.88	0.89	7
7	Incentives motivate better teaching	3.92	0.86	4
8	Positive attitudes toward teaching	3.85	0.90	8
9	Strong relationship between incentives & commitment	3.97	0.84	3

Source: Field Data (2025)

The findings indicate that recognition awards and certificates were the most highly rated school-based incentive ($M = 4.01$, $SD = 0.88$), followed by incentives for improving instruction ($M = 3.95$, $SD = 0.85$) and monetary incentives ($M = 3.82$, $SD = 0.91$). This suggests that teachers value both non-financial and financial forms of recognition, particularly incentives that acknowledge their contribution and encourage improved instructional practices. The finding is consistent with Alonso-Tapia and Ruiz-Díaz (2022), who found that recognition, supportive school environments, and participatory practices were associated with higher teacher motivation and classroom engagement. It also agrees with Owan et al. (2022) and Kasozi et al. (2023), who established that both financial and non-financial incentives, including recognition, allowances, promotion, and professional

development, contribute to teachers' commitment and performance. Similarly, Mpinga (2023) found that financial incentives and non-financial factors such as recognition and professional development improved teachers' teaching performance in Tanzania. Consistency across these studies suggests that school-based incentives can serve as important motivational mechanisms for strengthening teachers' commitment to instructional responsibilities.

However, the findings also show weaknesses in the implementation of incentive systems. Leadership feedback on performance received the lowest means ($M = 3.35$, $SD = 0.95$), while fair and transparent distribution of incentives ($M = 3.42$, $SD = 0.97$) and timely incentive payments ($M = 3.48$, $SD = 0.99$) were also relatively low. This implies that although incentives are

available, their effectiveness may be constrained by weaknesses in feedback, transparency, fairness, and timeliness. This observation supports Alonso-Tapia and Ruiz-Díaz (2022), who emphasized that the effectiveness of motivational incentives depends partly on the quality of the school environment and leadership practices. It also complements Kasozi et al. (2023), whose findings demonstrated the importance of incentive-based management in improving teacher performance. Therefore, school leaders should not only provide incentives but also establish clear criteria, transparent procedures, timely distribution, and regular performance feedback to ensure that teachers perceive incentive systems as fair and meaningful.

Regarding teachers' commitment, the findings reveal generally high levels of commitment. Willingness to put extra effort recorded the highest mean ($M = 4.15$, $SD = 0.79$), followed by a strong sense of belonging ($M = 4.08$, $SD = 0.84$) and motivation for student success ($M = 4.05$, $SD = 0.81$). These results indicate that teachers generally demonstrate dedication to their instructional responsibilities and concern for learners' success. The findings are consistent with Owan et al. (2022), who found that motivational strategies significantly strengthened teachers' commitment to professional duties. They also correspond with Mpinga (2023), who reported that financial and non-financial motivational factors improved teachers' teaching performance. Furthermore, the finding supports Alonso-Tapia and Ruiz-Díaz (2022), who linked supportive school environments and recognition with teacher motivation and classroom engagement. Thus, strengthening school-based incentives may help sustain

teachers' willingness to exert additional effort and remain committed to classroom instruction.

The finding that 3.97 mean score was reported for the statement that there is a strong relationship between incentives and commitment further indicates that teachers perceive incentives as closely connected to their commitment to work. However, this descriptive finding should be interpreted as teachers' perceptions rather than statistical proof of a relationship. The actual relationship between school-based incentives and teachers' commitment should be established through the study's inferential analysis, such as regression analysis. Overall, the findings suggest that effective school-based incentive systems should combine recognition, instructional incentives, financial rewards, fair distribution, timely provision, and constructive leadership feedback. Such an approach can create a supportive motivational environment that encourages teachers to invest greater effort in lesson preparation, instructional delivery, and supporting students' academic success.

Multiple Regression Analysis

Multiple regression analysis was conducted to examine the extent to which the different dimensions of school-based incentives collectively predict teachers' commitment to classroom instruction. The analysis provides the overall strength of the relationship between the predictor variables and teachers' commitment, as well as the proportion of variation in teachers' commitment explained by the incentive factors. The model summary results are presented in Table 2.

Table 2: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error
1	0.632	0.399	0.387	0.514

Source: Data, Field (2025)

Table 2 shows a moderate positive relationship between school-based incentives and teachers' commitment to classroom instruction ($R = 0.632$). The R^2 of 0.399 indicates that school-based incentives explain 39.9% of the variation in teachers' commitment, while the adjusted R^2 of 0.387 confirms that 38.7% remains explained after adjustment, with the remaining 61.3% attributable to other factors such as leadership, working conditions, workload, professional development, and personal motivation. This finding is consistent with Owan et al. (2022), Kasozi et al. (2023), and

Mpinga (2023), who found that financial and non-financial incentives, recognition, professional development, and supportive working conditions enhance teacher commitment and performance. Similarly, Alonso-Tapia and Ruiz-Díaz (2022) emphasized the role of supportive school environments and recognition in promoting teacher motivation and classroom engagement. Therefore, the findings suggest that school-based incentives are an important contributor to teachers' commitment but should be complemented by supportive leadership and conducive working conditions.

Table 3: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	41.852	1	41.852	158.43	0.000
Residual	62.973	238	0.264		
Total	104.825	239			

Source: Data Field (2025)

Table 3 shows that the regression model was statistically significant, $F(1, 238) = 158.43$, $p < 0.001$, indicating that school-based incentives significantly predict teachers' commitment to classroom instruction and that the observed relationship is unlikely to have occurred by chance. This finding is consistent with Owan et al. (2022), Kasozi et al. (2023), and Mpinga (2023), who found that financial and non-financial incentives, recognition, promotion,

professional development, and supportive working conditions enhance teachers' commitment and performance. This also agrees with Alonso-Tapia and Ruiz-Díaz (2022), who emphasized the contribution of recognition and supportive school environments to teacher motivation and classroom engagement. The finding implies that schools should strengthen fair, transparent, and consistent incentive systems while complementing them with supportive leadership, conducive working conditions, manageable workloads,

professional development, and regular performance feedback to

sustain teachers' commitment to classroom instruction.

Table 4: Coefficients

Variable	B	Std. Error	β	T	Sig.
Constant	1.214	0.183		6.63	0.000
School-Based Incentives	0.587	0.047	0.632	12.59	0.000

Source: Data Field (2025)

Table 4 shows that school-based incentives significantly and positively predict teachers' commitment to classroom instruction ($B = 0.587$, $\beta = 0.632$, $t = 12.59$, $p < 0.001$); hence, H_{01} was rejected. The regression equation is $Y = 1.214 + 0.587X$

Where:

- Y = Teachers' commitment to classroom instruction
- X = School-based incentives

Indicates that a one-unit increase in school-based incentives is associated with a 0.587-unit increase in teachers' commitment. This implies that strengthening incentives such as recognition, monetary rewards, professional development, and promotion opportunities can enhance teachers' dedication to lesson preparation, classroom engagement, and student support, particularly when incentives are fair, transparent, and consistent. The finding is consistent with Owan et al. (2022), Kasozi et al. (2023), Mpinga (2023), and Alonso-Tapia and Ruiz-Díaz (2022), who found that financial and non-financial incentives, recognition, professional development, and supportive school environments enhance teacher commitment, motivation, and instructional engagement. Thus, the study confirms that well-designed school-based incentives can contribute significantly to strengthening teachers' commitment to classroom instruction in public secondary schools.

Conclusions and Recommendations

The study concludes that school-based incentives are a significant and positive predictor of teachers' commitment to classroom instruction in public secondary schools in Kwimba District. Teachers reported relatively high commitment, particularly in their willingness to put extra effort, sense of belonging, and motivation for student success. Recognition awards, instructional incentives, and monetary incentives were the most highly rated incentive practices. Inferential findings further showed a moderate positive relationship between school-based incentives and teachers' commitment ($R = 0.632$), with incentives explaining 39.9% of the variation in commitment. The significant regression coefficient ($B = 0.587$, $p < 0.001$) confirms that improvements in school-based incentives are associated with increased teachers' commitment to classroom instruction. However, the unexplained variation indicates that other factors, including leadership, working conditions, workload, professional development, and personal motivation, also influence teachers' commitment.

Based on the findings, schools should strengthen school-based incentive programmes by providing appropriate financial and non-financial incentives, particularly recognition awards and incentives linked to improved instructional practices. Incentive systems should be fair and transparent through clear criteria and

procedures for selecting and rewarding teachers, while promised incentives should be provided consistently and on schedule. School heads should also strengthen feedback performance by providing regular and constructive feedback that recognizes teachers' achievements and identifies areas for instructional improvement. In addition, schools should expand non-financial incentives, including professional development opportunities, recognition, leadership responsibilities, and career advancement opportunities, particularly where financial resources are limited.

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