



The Effects of Accepting Teachers' Commitment at Work in Public Primary Schools in Dar ES Salaam City Council, Tanzania

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Abstract

The commitment of teachers plays a pivotal role in shaping the quality of education in primary schools. In the context of public primary schools within Dar es Salaam City Council, Tanzania, understanding the effects of accepting and recognizing teachers' commitment is essential for fostering a positive school environment and enhancing educational outcomes. This study investigated the effects of accepting teachers' commitment at work in public primary schools in Dar es Salaam City Council, Tanzania. The participants were teachers. The method of data collection was the focus group discussions. The results show that there was a positive perception of the effects of accepting and recognizing teachers' commitment. These positive effects include the acceptance of teachers' commitment at work positively influenced the overall school climate, teachers being valued and appreciated led to a greater commitment at work, the recognition of teachers' dedication enhanced their motivation and commitment at work, accepting teachers' commitment at work fostered a sense of belonging and loyalty within the school community and prioritising teachers' well-being and recognition enhanced their commitment to work. Therefore, this study recommends that recognition from both administrators and colleagues is crucial for creating a positive work environment, fostering teacher morale, and boosting student outcomes.

Keywords: Teachers' commitment, work acceptance, public primary schools, effects, Tanzania

1. Introduction

Teachers play a crucial role in shaping the future of society by dedicating themselves to imparting knowledge, encouraging critical thinking, and supporting the overall development of their students (Darling-Hammond, Hyler & Gardner, 2017) ^[9]. Their influence goes beyond the classroom, as they act as mentors, role models, and catalysts for positive change (Guarino, Santibañez & Daley, 2016) ^[11]. In public schools, especially those with limited resources, teachers encounter various challenges, such as overcrowded classrooms, insufficient teaching materials, and low pay (Hattie, 2012) ^[15]. Despite these obstacles, their steadfast commitment to nurturing young minds is essential for the education system's success. Recognizing and appreciating this dedication is vital for enhancing student outcomes and improving teacher morale and job satisfaction (Ingersoll, Merrill & May, 2018) ^[16]. When teachers receive adequate support through resources, professional development, and a collaborative work environment, they are more capable of inspiring and empowering their students. Ultimately, acknowledging the essential role of teachers is key to driving educational progress and creating a brighter future for everyone (Skaalvik & Skaalvik, 2015) ^[39]. Teachers' commitment in primary schools refers to the dedication and ongoing effort that educators show in supporting students' academic, social, and emotional growth (Altun, 2017) ^[1]. It also includes their readiness to exceed standard responsibilities to help students reach their full potential. For example, commitment is evident in teachers' punctuality, the preparation of lesson plans, personalized attention to students, and active involvement in school events (Crosswell & Elliott, 2004) ^[8]. Additionally, teacher commitment is a complex idea that encompasses loyalty to the profession, alignment with the school's values and objectives, and a strong sense of responsibility for students' learning and well-being (Han & Wang, 2021) ^[13].

In primary schools, where essential skills are taught, teachers' commitment is especially crucial, as it has a direct impact on students' motivation, engagement, and long-term academic success. However, this dedication is often influenced by factors such as the school environment, leadership, community support, and access to resources, all of which contribute to teachers' ability to perform effectively in their roles. Therefore, promoting teacher commitment is vital for improving the overall quality of education in primary schools (Liu & Yang, 2024) ^[24].

Numerous studies across different contexts support the idea that teachers' commitment to their work positively affects learners, society, and the community as a whole. A study by Ingersoll and Strong (2011) ^[17] in the United States, titled *The Impact of Induction and Mentoring Programs for Beginning Teachers*, found that dedicated teachers have a significant influence on student outcomes and overall school success, particularly when they receive support through structured mentoring programs. Similarly, Sahlberg (2015) ^[36] in Finland, in his book *Finnish Lessons 2.0*, highlighted that teacher commitment is crucial for maintaining educational excellence and fostering societal trust in education. In Canada, Klassen *et al.* (2013) ^[21] conducted a study on teacher commitment among primary school teachers, showing that self-efficacy and job satisfaction are vital factors in enhancing their commitment, which in turn leads to improved student engagement and learning outcomes. Day *et al.* in the United Kingdom, through their research on sustaining teacher commitment, discovered that a strong alignment between teachers' personal values and school goals strengthens commitment, benefiting both students and the school community.

In Australia, Crosswell and Elliott (2004) ^[8] emphasized in their study that committed and passionate teachers play a crucial role in driving teacher commitment, which in turn significantly influences student motivation and achievement. Altun (2017) ^[1] conducted research in Turkey on the relationship between teacher commitment and student achievement, revealing that dedicated teachers enhance the overall quality of education and boost student performance. Fujimoto *et al.* (2021) ^[10] from Japan highlighted in their study on teacher commitment and educational innovation that teachers who are dedicated are more inclined to adopt innovative teaching methods, leading to improved learning outcomes. In Germany, Schleicher (2018) ^[38] argued in a report on valuing teachers and their commitment that educational systems that appreciate teacher dedication experience notable societal and educational advantages. Cameron and Baker (2004) ^[5] in New Zealand found in their research on teacher commitment across diverse contexts that teacher dedication promotes inclusivity and equity in education. Hattie, through his work on visible learning, which synthesizes over 800 meta-analyses related to achievement, confirmed that teacher commitment is one of the most significant factors influencing student success.

In various Asian countries, a study by Mahmood and Ahmed (2018) ^[26] in Pakistan examined the connection between teacher commitment and educational development, revealing that dedicated teachers significantly boost students' academic performance and moral growth, especially in schools with limited resources. Similarly, Basak and Ghosh (2015) ^[2] in India explored how teacher commitment influences student learning, emphasizing that a teacher's dedication enhances classroom engagement and overall student outcomes. In

Bangladesh, Rahman *et al.* (2020) ^[35] investigated the relationship between teacher commitment and school effectiveness, finding that highly committed teachers lead to improved school performance and higher student retention rates. Additionally, Phan *et al.* (2019) ^[34] conducted research in Vietnam on the impact of teacher commitment in rural education, concluding that teachers' dedication has a positive effect on the academic advancement of marginalized communities. From Indonesia, Kusumawardani and Supriyanto (2021) ^[23] studied teacher professionalism and commitment, demonstrating that a strong commitment from teachers significantly enhances teaching quality and student success in rural areas. Lastly, Wang and Zhang (2018) ^[44] in China examined teacher commitment in primary education, revealing that teacher loyalty and dedication play a crucial role in reducing dropout rates and promoting educational equity. In Sri Lanka, Jayawardena and Fernando (2017) ^[18] highlighted the connection between teacher commitment and student success, noting that dedicated teachers significantly improve the quality of education, especially in disadvantaged areas. Similarly, Chandran and Thomas (2020) ^[6] conducted research in Malaysia on the effects of teacher commitment on school climate, discovering that teacher dedication fosters a positive school environment, which in turn enhances student learning. In Nepal, Kafle and Shrestha (2022) ^[19] examined teacher commitment as a crucial factor in improving primary education, concluding that teacher engagement and dedication are essential for achieving higher literacy rates among children in rural regions. Finally, Thao and Nguyen (2019) ^[42] studied teacher motivation and commitment in under-resourced schools, finding that teacher commitment builds community trust in education and boosts school enrollment rates.

In African countries, a study by Kudakwashe and Nyikahadzoyi (2015) ^[22] in Zimbabwe examined teacher commitment and its impact on educational outcomes, revealing that dedicated teachers significantly enhanced student performance and engagement in rural schools. Similarly, Mampane and Bouwer (2011) ^[27] in South Africa explored how teacher commitment predicts resilience in learners, showing that teacher dedication promotes emotional stability and academic resilience among students in low-income areas. In Kenya, Orodho and Njeru (2020) ^[33] investigated the relationship between teacher commitment and school discipline, finding that highly committed teachers were crucial in fostering discipline and academic consistency among students. Another study by Mwangi and Karanja (2018) ^[28] in Rwanda focused on the effects of teacher professionalism and commitment, indicating that teacher dedication played a vital role in achieving national education goals and improving literacy rates. In Ethiopia, Tadesse and Melaku (2019) ^[41] studied the connection between teacher commitment and the quality of education in public schools, concluding that teacher dedication positively affected the quality of primary education and student retention rates. Gyekye and Addae (2017) ^[12] in Ghana highlighted the importance of teacher dedication in building community trust in education, noting that committed teachers strengthen the relationship between schools and local communities, which in turn boosts school enrollment. In Nigeria, Obi and Eze (2016) ^[31] explored how teacher commitment plays a crucial role in enhancing educational policies, finding that dedicated teachers are key to effectively implementing national curriculum reforms. Similarly, Okonkwo and Akpan (2018)

[32] examined the impact of teacher commitment on academic achievement in Cameroon, emphasizing that teacher dedication was vital for improving student success rates in disadvantaged areas. In Uganda, Nabiryo and Ssenkusu (2021) [29] studied teacher motivation and commitment in primary schools, revealing that teacher commitment is critical for tackling issues like high dropout rates and poor student performance. Zewde and Eshetu (2022) [46] investigated teacher loyalty and its effects on educational equity in Eritrea, showing that committed teachers played a significant role in closing educational gaps in marginalized communities.

In general, from the literature, teacher commitment significantly enhances educational outcomes, fosters trust, and contributes to societal development. Dedicated teachers are central to improving student performance by providing consistent support and innovative teaching methods. This dedication builds community trust in education, particularly in marginalized regions, where committed teachers address disparities and promote equity. Moreover, teacher commitment aligns institutional goals with societal values, ensuring that education systems remain responsive to community needs. Studies show that committed teachers inspire resilience, emotional stability, and discipline among students, creating environments conducive to lifelong learning. By fostering inclusivity and engagement, teacher dedication also supports the development of a socially cohesive society, emphasizing its broader role in shaping educational and societal progress. In Tanzania, little is known about the effects of accepting teachers' commitment at work in public primary schools. This paper therefore aims to fill the gap in the literature by addressing the following question: What are the effects of accepting teachers' commitment at work in public primary schools in Dar es Salaam City Council?

2. Methodology

The study aimed to examine the effects of accepting teachers' commitment at work in public primary schools in Dar Es Salaam City Council, Tanzania. It employed a qualitative methodology, using focus group discussions for data collection. This method was chosen for its ability to provide rich, detailed insights into complex issues, enabling a deeper exploration of the factors, motivations, and contexts that shape human behaviour and decision-making processes. Furthermore, qualitative research offers adaptability, allowing the methodology to evolve based on new findings, unexpected trends, or emerging questions, ensuring a more nuanced understanding of the subject matter. It also emphasizes studying phenomena in their natural settings, capturing the subtle and intricate impacts of social, cultural, and environmental factors on individual experiences and behaviours.

Focus group discussions were selected as the data collection method due to their ability to promote participant interaction, enabling the exchange of ideas, experiences, and perspectives. This dynamic interaction often leads to the emergence of new insights through group synergy. Additionally, focus groups provide rich, detailed data by capturing not only verbal responses but also non-verbal cues, emotions, and group dynamics, which help to offer a deeper understanding of the issue being studied. The method allows for a comprehensive exploration of topics through follow-up questions and opportunities for participants to expand on

their initial responses, thereby providing a nuanced view of the subject (Creswell & Creswell, 2018) [7]. For this study, data were gathered from teachers. These teachers were selected purposively as they were expected to provide rich information on the study under investigation.

A total of ten participants were involved in the focus group discussions. Each group consisted of five participants. The data collected from the focus group discussions were recorded audibly and later transcribed verbatim. The analysis followed the thematic approach outlined by Braun and Clarke (2021) [4], where relevant themes were identified, described, and supported by participant quotes. Before data collection, a research permit was secured from the relevant authorities. Additionally, informed consent was obtained from the institution involved. Measures were taken to ensure the confidentiality of the information gathered and the anonymity of the participants, following ethical research standards (Creswell & Creswell, 2018; Braun & Clarke, 2021) [7, 4].

3. Results

Several issues emerged from the focus group discussions regarding the effects of accepting teachers' commitment at work in public primary schools in Dar es Salaam City Council. These are organised into five themes including the acceptance of teachers' commitment at work positively influenced the overall school climate, teachers being valued and appreciated leads to a greater commitment at work, the recognition of teachers' dedication enhanced their motivation and commitment at work, accepting teachers' commitment at work fostered a sense of belonging and loyalty within the school community and prioritising teachers' well-being and recognition enhanced their commitment to work.

3.1. The acceptance of teachers' commitment at work positively influenced the overall school climate

The findings revealed that the way teachers felt or perceived to be accepted impacted their commitment towards their work. Participants reported that being acknowledged and supported by school leadership and colleagues fostered a sense of belonging and motivation. This acceptance encouraged teachers to invest more time and effort in preparing lessons, addressing individual student needs, and participating in extracurricular activities. Furthermore, participants emphasized that a positive perception of acceptance reduced job-related stress and improved their overall morale, which in turn created a collaborative and nurturing environment for both teachers and students. During the focus group discussion, participants were quoted as:

When our dedication to teaching is recognized and valued by the administration, it makes a huge difference. We feel motivated to go the extra mile, not just for the students but for the school as a whole. It creates a sense of belonging and teamwork among us as teachers. For example, when our efforts are acknowledged during staff meetings or through simple gestures of appreciation, it uplifts the entire atmosphere of the school. This positivity trickles down to the students, making the school a better place for learning and collaboration (FGD with School Teachers, School E).

This quote underscores the profound impact that recognising and valuing teachers' commitment can have on their motivation and the overall school climate. Teachers feel a

stronger sense of purpose and belonging when their efforts are acknowledged by the administration, which fosters a supportive and collaborative work environment. This recognition encourages teachers to exceed expectations not only in their instructional roles but also in contributing to broader school development.

3.2. Teachers being valued and appreciated led to a greater commitment at work

The findings revealed that teachers being valued and appreciated leads to a greater commitment at work. The participants disclosed that recognition from administrators and peers not only boosted their morale but also inspired them to enhance their teaching efforts. They shared those acts of acknowledgement, such as verbal praise, public recognition during meetings, or written notes of appreciation, creating a sense of pride and belonging. This affirmation motivated them to invest more time and energy into preparing lessons, addressing students' needs, and contributing to school projects. Furthermore, teachers noted that feeling appreciated strengthened their emotional connection to the school, fostering a collaborative environment and a shared commitment to achieving educational goals. Participants during focus group discussion were quoted as:

When teachers feel valued and their efforts are recognized, it transforms how we approach our work. Simple gestures, like a thank-you note or acknowledgement in meetings, go a long way. They remind us that what we do matters, not just to the students but to the whole school community. This appreciation fuels our passion and makes us more dedicated to our roles. We're motivated to work harder, collaborate with our colleagues, and find joy in teaching because we know our contributions are respected and celebrated (FGD with Teachers, School B).

The excerpt highlights the profound impact of recognising and valuing teachers on their commitment and performance. When teachers feel acknowledged through small but meaningful gestures such as thank-you notes or public recognition in meetings, it reinforces their sense of purpose and importance within the school community. This validation fosters a positive emotional connection to their work, enhancing their passion for teaching. It motivates teachers to go beyond the basics of their duties, collaborate effectively with colleagues, and find renewed joy in their roles. Moreover, the appreciation contributes to a supportive and cohesive school environment, benefiting not only the teachers but also the students, who experience a more engaged and dedicated teaching force.

3.3. The recognition of teachers' dedication enhanced their motivation and commitment at work

The findings revealed that the recognition of teachers' dedication enhanced their motivation and commitment at work. Participants reported that when their efforts were acknowledged by school leadership and colleagues, it created a sense of pride and validation. They felt encouraged to maintain high standards in their teaching and to invest additional effort into lesson planning and student engagement. Furthermore, this recognition fostered a positive school culture, where teachers were inspired to collaborate, share best practices, and collectively strive toward

institutional goals. The participants emphasized that even small gestures, such as verbal appreciation during meetings or acknowledgement in school communications, had a significant impact on their morale and overall job satisfaction. During the focus group discussion, participants were quoted as:

When our dedication is recognized, it completely changes how we feel about our work. Even a simple thank-you from the headteacher or being mentioned in a staff meeting for a job well done inspires us to do more. It's not just about feeling appreciated it's about knowing that our efforts make a difference. This recognition builds our confidence and motivates us to support one another and put in extra effort for the students. It creates a positive energy in the school that spreads to everyone, including the students, making it a better place to teach and learn (FGD with Teachers, School A).

The quotation above underscores the transformative power of recognition in fostering teacher motivation and commitment. When teachers feel their efforts are acknowledged, even through simple gestures like verbal praise or public acknowledgement in meetings, it instills a sense of purpose and validation in their roles. This sense of appreciation reinforced their confidence and dedication, encouraging them to collaborate more effectively and invest greater effort in their teaching responsibilities. Moreover, the positive energy generated through recognition created a ripple effect within the school. It not only enhanced teacher morale but also contributed to a more vibrant, supportive, and productive school environment. Such a climate is conducive to improved teaching practices and student outcomes, ultimately making the school a more engaging and effective space for learning.

3.4. Accepting teachers' commitment at work fostered a sense of belonging and loyalty within the school community

The findings revealed that accepting teachers' commitment at work fostered a sense of belonging and loyalty within the school community. The participants revealed that when their dedication was acknowledged, it made them feel integral to the school's mission and values. They expressed that this sense of being valued translated into stronger connections with their colleagues and a deeper commitment to the school's success. Teachers mentioned that the recognition not only motivated them to go the extra mile but also helped in building a supportive and collaborative work environment. This mutual respect and appreciation were seen as key drivers of their long-term loyalty and engagement within the school community, which ultimately contributed to a positive and thriving school culture. Participants were quoted as:

In our school, when our efforts are recognized, it makes us feel like we belong. It's more than just a pat on the back it creates a connection with the school, and we feel like we're part of something bigger. Being appreciated for our hard work not only makes us more loyal but also motivates us to contribute even more. We collaborate better, support each other, and know that our work is truly valued. This sense of belonging strengthens our bond with the school community, and it shows in the way we engage with our students and each other (FGD with School Teachers, School C).

The quotation above highlights how recognition and appreciation of teachers' efforts create a strong sense of belonging and loyalty within the school community. When teachers feel acknowledged for their hard work, it fosters a deeper connection to the school, beyond just the task at hand. Feeling valued boosted teachers' morale and encouraged them to contribute more, both in their work and in collaboration with colleagues. This positive reinforcement not only made them more dedicated but also improved teamwork and the overall school environment. As teachers became more engaged and supportive of each other, it led to a ripple effect, enhancing interactions with students and strengthening the entire school community.

3.5. Prioritising teachers' well-being and recognition enhanced their commitment to work

The findings revealed that prioritising teachers' well-being and recognition enhanced their commitment to work. The participants disclosed that when their well-being was considered and their hard work acknowledged, it motivated them to invest more energy into their roles. Teachers emphasized that simple acts of recognition, such as public appreciation or a positive comment from school leadership, made them feel valued and encouraged them to strive for excellence. These gestures helped build a supportive environment, where teachers felt respected and empowered, leading to greater job satisfaction and a stronger sense of loyalty to the school community. This in turn fostered a positive school climate, where collaboration and teamwork flourished, ultimately benefiting both teachers and students. During the focus group discussion, participants were quoted as:

When the school prioritizes our well-being and takes the time to recognize our efforts, it makes all the difference in how we approach our work. Simple things like a thank-you note or acknowledgement during meetings show that we're valued. This appreciation lifts our spirits, and we feel more motivated to give our best. It's not just about feeling good it's about knowing that the school cares about us as individuals. When our well-being is supported, we're more committed, not just to our students but to the school as a whole. It makes us want to go the extra mile, work better together, and create a positive environment where everyone thrives (FGD with Teachers, School D).

The quotation reflects the significant role of teacher well-being and recognition in fostering a positive and productive work environment. When teachers felt valued through simple gestures such as thank-you notes or public acknowledgement, it enhanced their motivation, engagement, and job satisfaction. The recognition of their efforts built a sense of belonging and care, which, in turn, increased their commitment to the school community.

4. Discussion

This study found that there were positive effects on teachers' commitment at work when they were valued by the school administration. One of the effects was that the acceptance of teachers' commitment at work positively influenced the overall school climate. The findings resonate with Ingersoll & Strong (2011)^[17], who found that teacher recognition and support through mentoring programs improved job

satisfaction and positively impacted the school environment. In addition, Sahlberg (2015)^[36] found that valuing teachers' contributions in Finland was essential in maintaining high educational standards and societal trust in schools. Moreover, Hargreaves found that when teachers are appreciated and recognized, it fosters collaboration and increases their sense of professional identity. Furthermore, Mampane & Bouwer (2011)^[27] found that in South Africa, the recognition of teachers' efforts contributed to greater job satisfaction and more positive engagement with both students and colleagues. Lastly, Kudakwashe & Nyikahadzoyi (2015)^[22] found that when teachers in Zimbabwe felt supported and valued, it resulted in better emotional stability and engagement with their students, enhancing the overall school climate.

Moreover, the participants who participated in the focus group discussions revealed that teachers being valued and appreciated led to a greater commitment at work. The findings resonate with Lu who found that recognition through mentoring programs and professional support significantly improved teachers' job satisfaction and commitment. In a similar vein, Liu and Yang (2024)^[24] found that when teachers are acknowledged for their contributions, it strengthens their professional identity and commitment to educational excellence in Finland. Additionally, Hattie (2012)^[15] found that valuing teachers creates a positive environment for collaboration, enhancing both teacher morale and student outcomes. Altun (2017)^[1] found that in South Africa, the recognition of teachers' efforts was key to increasing their engagement and reducing burnout. Lastly, Kudakwashe & Nyikahadzoyi (2015)^[22] concluded that when teachers in Zimbabwe felt valued, their commitment to their roles was significantly strengthened, contributing to a positive school culture and improved educational outcomes.

Regarding the recognition that teachers' dedication enhanced their motivation and commitment at work, the findings acknowledged that when their efforts were acknowledged by school leadership and colleagues, it created a sense of pride and validation. The findings mirror Han and Wang (2021)^[13] who found that teacher mentoring and professional recognition significantly contributed to job satisfaction and commitment in the United States. Sahlberg (2015)^[36], in Finland, similarly highlighted that teacher recognition and appreciation were crucial in maintaining high levels of motivation and job satisfaction among teachers, thereby improving educational outcomes. Naidoo, Chikte and Hoque (2019)^[30] found that in several Western nations, teacher acknowledgement was key to fostering a positive work environment and improving teacher performance. Mampane and Bouwer (2011)^[27] found that recognizing teachers' contributions enhanced their morale, leading to increased motivation to deliver quality education. Kudakwashe and Nyikahadzoyi (2015)^[22] emphasized that teacher recognition played a central role in improving their sense of professional pride, reducing stress, and enhancing commitment. Lastly, Basak and Ghosh (2015)^[2] concluded that appreciation from both colleagues and administrators made teachers feel valued, which, in turn, boosted their engagement, performance, and job retention.

Furthermore, it was found that accepting teachers' commitment at work fostered a sense of belonging and loyalty within the school community. The findings align with those of Berg *et al.* (2014)^[3], who found that teacher recognition contributed to a stronger sense of loyalty and connection to the school community, improving both job

satisfaction and collaboration. Similarly, Klar & Kaser (2012) ^[20] found that when teachers felt their dedication was valued, they developed a stronger emotional commitment to the school, which enhanced school cohesion and their willingness to go the extra mile. Hargreaves (2000) ^[14] also noted that fostering a sense of belonging among teachers through recognition and trust strengthened their dedication, leading to greater overall commitment. Cancio, Albrecht, & Johns (2013) found that teacher job satisfaction, which is closely linked to a sense of belonging, was significantly influenced by how much their efforts were recognized by the administration and peers, fostering long-term loyalty to the school. Moreover, Skaalvik & Skaalvik (2016) ^[40] reported that teacher commitment and job satisfaction increased when teachers felt that their work was appreciated and recognized, which helped strengthen their professional relationships and sense of belonging in the school community. Lastly, Tschannen-Moran (2009) ^[43] concluded that recognition and support from colleagues and school leadership positively influenced teachers' perceptions of their role, enhancing their commitment and loyalty to the school. These studies collectively highlight the significant role of acceptance and recognition in promoting a strong, loyal, and motivated teaching workforce.

Lastly, the findings indicated that prioritising teachers' well-being and recognition enhanced their commitment to work. The findings are similar to Berg, Lawton, and Overstreet (2014) ^[3] who found that teacher recognition and a focus on well-being are crucial for boosting motivation and job satisfaction, leading to increased commitment to their roles. Klar and Kaser (2012) ^[20], reported that school leaders' efforts to support teacher well-being through recognition positively impacted teachers' job satisfaction and commitment to the school. Moreover, Lu (2021) emphasized that when teachers feel valued, it increases their sense of belonging and motivation, thus contributing to greater professional dedication. Furthermore, Tschannen-Moran (2009) ^[43] discovered that when teachers' contributions are recognized by the administration, their sense of self-worth increases, which strengthens their commitment to the teaching profession. Cancio, Albrecht & Johns (2013) found that fostering teachers' intrinsic motivation by supporting their well-being and recognizing their contributions enhances their commitment to work and creates a more positive and productive school environment.

5. Conclusion

Generally, the positive effects on teachers' commitment at work when they are valued by the school administration, have tremendous outcomes. These include the acceptance of teachers' commitment at work positively influenced the overall school climate, teachers being valued and appreciated leads to a greater commitment at work, the recognition of teachers' dedication enhanced their motivation and commitment at work, accepting teachers' commitment at work fostered a sense of belonging and loyalty within the school community and prioritising teachers' well-being and recognition enhanced their commitment to work.

6. Recommendations

Based on the findings of this study, the following recommendations are made. First, it is recommended that school administrations prioritize the recognition and appreciation of teachers' contributions to enhance their

commitment to work. This recognition should include formal programs such as mentoring, professional development, and public acknowledgement, as these have been shown to improve job satisfaction and positively influence the overall school climate. Second, schools should implement structured recognition programs, such as mentoring and professional support, to acknowledge teachers' efforts. These programs should aim to strengthen teachers' professional identity, reduce burnout, and foster collaboration, ultimately improving teachers' commitment and job satisfaction. Third, it is recommended that school leadership acknowledge teachers' efforts regularly to enhance their motivation and sense of professional pride. Recognition from both administrators and colleagues is crucial for creating a positive work environment, fostering teacher morale, and boosting student outcomes. Fourth, schools should focus on creating an inclusive environment where teachers feel a strong sense of belonging and loyalty. By recognizing their contributions, schools can foster greater emotional commitment, leading to improved school cohesion and teachers' willingness to go the extra mile. Lastly, school leadership needs to prioritize teacher well-being by acknowledging their contributions and providing ongoing support. By focusing on both the professional recognition and well-being of teachers, schools can enhance job satisfaction, commitment, and the overall teaching environment, leading to better educational outcomes.

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