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INFLUENCE OF COMPENSATION PACKAGES ON TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN MASASI DISTRICT COUNCIL, TANZANIA

Zakia Bakari[1], Peter Mramba[2], Regnald Lyamuya[3]

Jordan University College

A constituent college of St. Augustine University of Tanzania

P.O. Box 1878

Morogoro, Tanzania – East Africa

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Abstract: **This paper assessed the influence of compensation packages on teachers' job commitment in public secondary schools in Masasi District Council, Tanzania. The paper was guided by Self Determination Theory (SDT) proposed by Deci and Ryan while it adopted a convergent mixed method approach in its conduct. Data were collected through questionnaires and interviews from teachers and heads of schools respectively. The quantitative data were analyzed using descriptive statistics via SPSS version 20 while qualitative data were analyzed thematically. The findings revealed that compensation packages have an effect on job commitment of teachers in public secondary schools. Specifically, timely payment of salary, incentive schemes, improved compensation, financial security, salary level, and allowances have been established to contribute to the commitment of teachers to their job. Qualitative findings from Heads of Schools also support the view that appropriate compensation and welfare provision improve teachers' morale and motivate teachers and make them remain committed to their job. The paper concludes that compensation is important in improving job commitment of teachers. Therefore, ministry of education and local government should ensure timely payment of teachers' salaries and improved allowances, incentives, accommodation, healthcare and other welfare provisions.**

Keywords: **Compensation Packages, Teachers' Job Commitment, Teacher Motivation.**

1. INTRODUCTION

Teachers play a crucial role in improving the quality of education and achieving school and national educational goals. Teachers' job commitment is affected by many things, including adequacy and appropriateness of compensation. Compensation packages such as salaries, allowances, incentives and other employment benefits can help in motivating teachers and enhancing job satisfaction and willingness to remain committed to teachers' professional responsibilities (Frimin & Sikawa, 2023). However, inadequate, delayed or perceived inappropriate compensation can undermine the morale and reduce employees' attachment to their job (OECD, 2025). Therefore, investigating the influence of compensation packages on job commitment of teachers is vital for understanding the role of proper compensation in fostering job commitment among teachers in public secondary schools.

Definition of Key Terms

Compensation Packages: Compensation packages refer to the reward provided to employees for their contribution and includes salary, allowances, incentives and other employment benefits (Armstrong & Taylor, 2023). In this study, compensation packages were defined as salaries, financial incentives, employment benefits, fairness of compensation and other employment benefits offered to teachers in public secondary schools.

Job Commitment: Job commitment refers to the psychological attachment and dedication of an employee and willingness to remain attached to and contribute to his/her work or organization. Recent studies on teachers have defined job commitment as dedication of teachers to their professional responsibilities and work-related behaviors (Usman et al., 2024). In this study, job commitment was defined as the dedication of teachers to their teaching responsibilities, loyalty to their schools, willingness to contribute and desire to remain in teaching profession.

2. THEORETICAL FRAMEWORK

The paper was guided by Self-Determination Theory (SDT) proposed by Deci and Ryan which explains motivation through three basic psychological needs such as autonomy, competence and relatedness. It also distinguishes intrinsic and extrinsic motivation. In this paper, salary, allowances, incentives and other financial benefits are considered extrinsic factors which can affect the motivation of teachers. Fair and adequate compensation makes teachers feel valued and competent, thereby encouraging positive attitude and attachment to their jobs.

Relevance to the Study: SDT is relevant since it explains how extrinsic benefits can fulfill teachers' psychological needs and enhance their motivation and commitment to their work.

3. REVIEW OF EMPIRICAL STUDIES

Recent empirical studies in different settings have explored the relationship between teachers' compensation and work-related attitudes and behavior of teachers. Generally, the findings indicate that salary, allowances, bonuses and other employment benefits can influence motivation, satisfaction, performance and job commitment of teachers (OECD, 2025). However, the effect of individual compensations can be different in various circumstances.

Several empirical studies in different countries have revealed that remuneration of teachers plays an important role in shaping their work-related attitudes. In the United States, compensation has been linked to teachers' decision to stay or leave their teaching profession, implying that teachers' compensation affects teachers' job commitment and retention (Nguyen et al., 2023).

In Ghana, Mifetu (2023) has found that timely payment of salaries, fringe benefits and regular promotion are significantly related to job satisfaction of teachers. Similarly, Rotich et al. (2023), in Kenya, have found a significant relationship between remuneration and job satisfaction of teachers. The findings imply that salaries, allowances, benefits and other types of compensation can affect positively work-related attitudes of teachers, although their influence can be different in various educational and employment settings.

Evidence from Uganda shows an interesting example. Kanshabe Twebaze and Barigye (2024) have explored the relationship between teachers' remuneration and job satisfaction in private secondary schools in Kakoba, Mbarara City South Division, Uganda. The study has examined teachers' remuneration, job satisfaction and the relationship between these two variables. The findings revealed that there is a relationship between remuneration and job satisfaction of teachers. Although the study has focused on job satisfaction rather than job commitment, the findings reveal relevant evidence that remuneration of teachers is associated with important work-related attitudes.

In Tanzania, Mwasimba (2023) has investigated motivation and performance of teachers in government secondary schools in Bagamoyo District, Tanzania. The author recommended improvements in salary and other employment benefits of teachers to improve their welfare and performance. The findings reveal that compensation is a very important aspect of motivation of teachers and consequently contributes to fulfillment of their professional responsibilities.

Further evidence was provided by Frimin and Sikawa (2023) who have explored the influence of monetary rewards on teachers' work commitment in rural public secondary schools in Rombo District, Tanzania. The study has found that basic salary and overtime payment significantly influence work commitment of teachers, while bonuses and house allowance do not have statistically significant effect.

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There is limited empirical evidence specifically focusing on the influence of comprehensive compensation packages, including salary, allowances, bonuses, medical benefits, accommodation and other employment benefits, on job commitment of teachers in public secondary schools in Masasi District Council. Most empirical studies have focused on individual monetary rewards, teachers' motivation and performance or job satisfaction rather than a comprehensive compensation package and its relationship with job commitment of teachers in Masasi District Council. The evidence gap provides justification for the current study.

4. METHODOLOGY

The study was based on pragmatism philosophy and a mixed-methods approach using quantitative and qualitative data in order to develop a comprehensive understanding of the research problem (Creswell, 2023). Convergent research design was applied in the study using 61 respondents (50 questionnaire respondents and 11 in-depth interview participants). The study was conducted in public secondary schools in Masasi District Council. Quantitative data were analyzed using SPSS Version 20, while qualitative data were analyzed thematically.

Validity was ensured through proper sampling, careful construction of research instruments, researcher's objectivity, and adherence to validity principles .Reliability was assessed using Cronbach's Alpha resulting in the overall coefficient of 0.896 exceeding the acceptable threshold of 0.70 (Trizano-Hermosilla & Alvarado, 2024). Ethical principles were observed through the obtaining of informed consent, confidentiality, and the use of collected information only for research purposes.

5. FINDINGS AND DISCUSSION

This section presents findings on the influence of compensation packages on teacher's job commitment in public secondary schools.it focuses on teachers views of how salary, allowances, incentives, benefits and other forms of compensation affect their commitment to professional responsibilities. The findings are presented in Table 5.1 using frequencies, percentages and mean scores

Table 5.1 Influence of Compensation Packages on Teachers' Job Commitment in Public Secondary School

SN	STATEMENT	RESPONSES IN F (%)					MEAN
		S. A F %	A F %	U F%	D F%	S. D F %	
01	Timely payment of salaries enhances my dedication to my job.	18(36)	25(50)	5(10)	0	2(4)	4.14
02	Incentive schemes (e.g., bonuses, rewards) encourage me to go beyond minimum requirements.	15(30)	28(54)	3(6)	2(4)	2(4)	4.04
03	Improvements in compensation would significantly enhance my commitment to teaching.	19(38)	21(42)	4(8)	3(6)	3(6)	4.00
04	Dissatisfaction with my compensation reduces my motivation to perform effectively. *(reverse-coded)*	18(36)	19(38)	6(12)	2(4)	5(10)	3.86
05	Fair compensation compared to my workload increases my commitment to the school.	5(10)	3(6)	6(12)	22(44)	14(28)	3.74
06	Financial security derived from my job strengthens my loyalty to the school.	13(26)	23(46)	6(12)	4(8)	4(8)	3.74
07	My salary level motivates me to remain committed to my teaching responsibilities.	20(40)	13(26)	3(6)	10(20)	4(8)	3.70
08	Allowances and benefits (e.g., housing, transport) positively influence my job commitment.	18(36)	16(32)	1(2)	8(16)	7(14)	3.60
09	Adequate compensation reduces my intention to leave the teaching profession	11(22)	18(36)	8(16)	8(16)	5(10)	3.44
10	My current compensation package reflects the value of my professional contribution.	4(8)	25(50)	4(8)	14(28)	3(6)	3.26

Source: Field Data (2026)

Key: SD=strongly disagree, D=disagree, U=undecided, A=agree, SA=strongly agree F=frequency %=percentage

5.1 Timely Payment of Salaries and Teachers' Job Commitment

Data from Table 5.1 show that 18 (36%) respondents strongly agreed and 25 (50%) agreed that timely payment of salaries enhances their dedication to their jobs while 5(10%) of respondents were undecided and 2 (4%) disagreed with the statements resulting to the highest mean score of (4.14). The finding indicates that the timely payment of salary is one of the most important factors that influence teachers' commitment. Teachers rely on their salaries in order to satisfy their basic needs such as food, accommodation, transport, medical care, educational expenses, and family maintenance. Timely salary payment enables teachers to plan their budget and pay attention to their professional responsibilities.

The findings from the qualitative analysis supported the results of quantitative analysis. Information obtained during face-to-face interviews with HOS further confirms this finding. The respondents stated that:

"When teachers receive their salaries on time, they become more focused on teaching and less concerned about financial issues." (HOS C, May 25, 2026).

Similarly, the findings are corroborated by evidence from teacher via questionnaire who revealed that

"Yes, when salary is being paid on time affects my morale to work since I obtain my basic needs on time and being valued." (Teacher 5, May 2026).

It is clear from these findings that the timely payment of salary contributes to teachers' morale, financial security, and dedication. The finding aligns with the study done by Ahmed (2024) who found that the timely payment of salary decreases teachers' absenteeism and other forms of non-compliance because it eliminates financial pressure and increases their professional focus.

The finding consistent with the Self-Determination Theory (SDT) which regards salary as extrinsic factor. Insufficient or delayed salary payment may cause dissatisfaction, while the timely payment of salary helps to create stable conditions for teachers to perform their duties effectively.

5.2 Incentive Schemes and Teachers' Extra Performance

As seen from Table 5.1 about 15 (30%) of respondents strongly agreed and 28 (54%) agreed that incentive schemes such as bonuses and rewards motivate them to go beyond minimum requirements while 3 (6%) of respondents were undecided and 4 (8%) disagreed with the mean score of 4.04. This demonstrates that incentives may motivate teachers to provide additional efforts in lesson planning, support of learners' academic success, extracurricular activities, and school development programs. Also, the incentive schemes may communicate to teachers that their additional efforts are appreciated.

Information obtained during face-to-face interviews with HOS confirms this finding. The interviewee stated that:

"Incentive schemes motivate teachers and encourage them to take proactive steps in performing their duties" (HOS G, May 25, 2026).

This finding was further confirmed by responses from teacher in questionnaires who stated that:

"Lack of school housing as well as low salary in this profession makes this job very difficult and this is because of the high cost of life compared with what we get per month limits my working career" (Teacher 21, May 28, 2026).

The finding is consistent with the recommendation of OECD (2025) on the importance of appropriate compensation system in motivating the professional behavior and alignment of efforts with institutional goals. Thus, the incentive schemes should be transparent, equitable, and linked to clear criteria of performance. Fair implementation of the scheme can increase teachers' willingness to provide their additional efforts.

5.3 Improvement in Compensation and Teachers' Commitment

Data in table 5.1 indicate that 19 (38%) respondents strongly agreed and 21 (42%) agreed that improvements in compensation would significantly enhance their commitment to teaching while 4 (8%) respondents were undecided and 6 (12%) disagreed with the mean score of 4.00.

The finding demonstrates that teachers perceive improvements in compensation as important for strengthening their commitment. Improved compensation may enable teachers to meet their financial needs and may also communicate that their professional contributions are valued.

The information obtained from HOS through face-to-face interviews further supports the above finding. HOS argued that:

"*Improving teachers' compensation will increase punctuality, better classroom performance and stronger organizational commitment.''*
(HOS J, 2026).

The finding was supported by responses from the teacher through questionnaires who revealed that:

"Fair compensation allowances benefits increase motivation and commitment since makes me feel appreciated". (Teacher 22, May 25, 2026).

The finding is consistent with the study done by Kambuga (2023), who established that improvements in compensation positively influence teachers' commitment and instructional effectiveness. Therefore, improving compensation can contribute to stronger motivation, professional dedication, and retention.

5.4 Compensation Dissatisfaction and Teachers' Motivation

Data in table 5.1 show that about 18 (36%) of respondents strongly agreed and 19 (38%) agreed that dissatisfaction with compensation decreases their motivation to perform effectively whereas 6 (12%) were undecided and 7 (14%) disagreed, and the mean score is 3.86.

The results illustrate the idea that compensation dissatisfaction can have a negative impact on teachers' morale and commitment. If teachers believe that their compensation is inadequate in comparison with their qualifications, load, responsibilities and contribution to profession, then they are able to feel dissatisfied and less motivated.

In addition, the information gathered from HOS through interviews confirmed the above-mentioned results. Specifically, according to the statement made by HOS,

"Teachers become less satisfied and may ask for transferring; some of them engage in income generating activities outside school." (HOS A, May 25, 2026).

Similar finding is also confirmed by the responses of teacher, which were received through questionnaires. They noted that

"Yes, can affect my level of commitment to my teaching responsibility due to the fact that I can spend much time to do my own business to get extra money to solve my problems." (Teacher 20, May 28, 2026).

Therefore, compensation dissatisfaction can be related to teachers' activities that are beyond their work, such as engaging in other income-generating activities. Furthermore, the above-mentioned finding is consistent with World Bank (2022) which stated that inadequate and unreliable compensation systems can influence teachers' dissatisfaction, financial pressure and commitment.

5.5 Fair Compensation and School Commitment

Data in table 5.1 indicate that 14 (28%) respondents strongly agreed and 22 (44%) agreed that fair compensation in comparison with their workload increases their commitment to the school although 6 (12%) were undecided and 8 (16%) disagreed with the mean score of 3.74.

This finding shows that teachers take into account not only their compensation amount but also its fairness in comparison with their workload and responsibilities. Apart from classroom activities, teachers have to perform a lot of additional duties like lesson preparations, assessments, guidance and counselling, meetings, extracurricular activities, and school development programmes.

Moreover, the information received from HOS through interviews confirmed the above-mentioned finding. Specifically, the HOS said that:

"Teachers are more motivated to perform their duties effectively when they feel that compensation accurately reflects the effort they invest in their work. Fair compensation therefore promotes positive workplace attitudes, strengthens organizational loyalty and encourages teachers to contribute to school developmental activities" (HOS E, May 26, 2026).

The finding is also confirmed by the responses from teacher received through questionnaires who noted that

"Fair salary and allowance benefits increase motivation and commitment since makes me feel appreciated while poor compensation and limited benefits reduce my morale and leads to negative dedication in teaching." (Teacher 22, May 25, 2026).

In addition, the above-mentioned finding is consistent with the study done by Oduro et al. (2024), who reported that the perceptions of fair and equitable compensation can influence employees' compliance with institutional expectations and dedication.

5.6 Financial Security and Teachers' Loyalty

Data in table 5.1 show that 13 (26%) respondents strongly agreed and 23 (46%) agreed that financial security from their jobs increases their loyalty to the school while 6(12%) were undecided and 8 (16%) disagreed with the mean score of 3.74.

The above-mentioned finding illustrates the contribution of financial security to teachers' loyalty and commitment. Teachers, who are financially stable, are able to meet their families' needs and are less influenced by financial pressure that can distract them from performing their professional responsibilities. Moreover, the information obtained from HOS through interviews confirmed the above-mentioned finding who said that:

"When my salary is paid on time and I am financially stable, I feel more secure in my job. I can meet my family's needs without worrying about money, which makes me more committed to remaining at this school and performing my duties well." (Teacher 2, May 25, 2026).

The finding is consistent with the study done by Msuya and Khamsini (2026), who demonstrated that financial security increases employees' loyalty, organizational attachment and retention.

5.7 Salary Level and Teachers' Commitment

Data in table 5.1 show that 20 (40%) of respondents strongly agreed and 13 (26%) agreed that their salary level motivates them to remain committed to teaching responsibilities while 3(6%) were undecided and 14 (28%) disagreed with the mean score of 3.70.

The above-mentioned finding shows that salary level remains one of the important compensation components that influences teachers' attitudes towards their work. Satisfactory salary enables teachers to satisfy their basic needs and perform financial obligations.

Moreover, the information obtained from HOS through interviews confirmed the above-mentioned finding who stated that:

"Teachers who receive satisfactory salaries tend to concentrate more on teaching activities because they are able to meet their basic needs and responsibilities" (HOS A, May 25, 2026).

However, teachers also mentioned the relationship between salary and the cost of living. The information obtained from HOS was confirmed by the responses from teachers through questionnaires who stated that

"Current salary did not match with the cost of living; it forces to use some of the time to look for other economic activities to support life." (Teacher 13, May 2026).

The finding illustrated the importance of the salary level in regard to the cost of living. In case when salaries cannot satisfy the financial needs of teachers, they start looking for some other income, which negatively influences their concentration on teaching.

5.8 Allowances and Benefits and Job Commitment

Data in table 5.1 indicate that 18 (36%) respondents strongly agreed and 16 (32%) agreed that allowances and benefits (e.g., housing and transport) positively influence their job commitment whereas 1 (2%) respondent was undecided and 15 (30%) disagreed with the mean score of 3.60.

The finding shows that allowances and benefits contribute to the welfare of teachers and their job commitment. Housing and transport support may be especially important for teachers who face difficulties connected with housing and transport issues. Moreover, the information obtained from HOS through interviews confirmed the above-mentioned finding. Specifically, HOS said that:

"Working over longtime, no housing support and transport reduce appetite to offer an extra effort". (Teacher 27, May 2026).

The finding is similar to the study conducted by Fute et al. (2026), who stated that inequalities in resource distribution in education sector led to different welfare and professional experiences of teachers. Thus, the compensation policies should take into account not only salary but also allowances and welfare benefits.

5.9 Adequate Compensation and Intention to Leave Teaching Profession

Data in table 5.1 show that 11 (22%) respondents strongly agreed and 18 (36%) agreed that adequate compensation reduces their intention to leave the teaching profession while 8 (16%) were undecided and 13 (26%) disagreed with the mean score of 3.44.

The finding illustrates the contribution of adequate compensation to teacher retention. Teachers who perceive the compensation as adequate in relation to their qualifications, load and responsibilities can develop more positive attitude to their profession.

The information obtained from HOS through interviews also confirmed the above-mentioned finding. Specifically, HOS stated that:

"When compensation is improved teachers become more willing to dedicate time and effort to lesson preparation, classroom teaching and supporting."(HOS G, May 26, 2026).

The information received from HOS was also confirmed by the responses of teachers through questionnaires who argued that

"Adequate salary and allowance help meet my personal needs and reduce financial stress, which increase motivation and dedication to work as well as improve job commitment". (Teacher 12, May 2026).

The findings are consistent with the study done by Zebon et al. (2025), who demonstrated that compensation significantly influences teachers' job satisfaction and organizational commitment.

5.10 Compensation and Professional Contribution

Data in table 5.1 show that 4 (8%) of respondents strongly agreed and 25 (50%) agreed that their current compensation reflects the value of their professional contribution while 4 (8%) were undecided and 17 (34%) disagreed. The mean score was 3.26, which is the lowest among all ten indicators.

The low mean score illustrates the idea that some teachers believe that there is a mismatch between their professional contribution and compensation they receive. Teachers are responsible for lesson preparations, classroom teaching, assessments, guidance and counselling, classroom management, extracurricular activities, school meetings and other school developmental activities.

Moreover, the information obtained from HOS through interviews confirmed the above-mentioned finding. In particular, HOS said that:

"Affect concentration and job satisfaction. Teachers often engage in farming and small business activities outside working hours." (HOS J, May 26, 2026).

The information received from HOS was also confirmed by the responses of teachers through questionnaires who stated that

"When the compensation process is fair and accessible to all teachers, always teachers feel to be valued and respected."

(Teacher 16, May 2026).

Information on the effects of compensation packages was supported by the feedback received from teachers through questionnaires, where they suggested that

This finding is consistent with the results published by the World Bank (2022) where the researcher stated that compensation issues might affect teachers' motivation, professional commitment, and even well-being.

6. CONCLUSION

The study conclude that compensation packages significantly influence teachers job commitment in public secondary schools in Masasi District Council. Timely salaries, incentive schemes, fair compensation and improved benefit contribute to teachers' motivation, dedication and commitment to their professional responsibilities. However, dissatisfaction with compensation may reduce motivation and commitment, particularly when compensation does not match responsibilities. Therefore, fair, adequate, timely and comprehensive compensation packages should strengthen, alongside recognition, supportive leadership, professional development, promotion opportunities, job security and favorable working condition to enhance teachers job commitment

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