

# Reward System and Teachers' Commitment in Secondary Schools in Babak District, Island Garden City of Samal

Ana Baluarte Pagulong

**Abstract.** The study navigated the relationship between the reward system and teachers' commitment in Babak District, Island Garden City of Samal. A non-experimental quantitative research design was employed, and data were collected from 100 secondary school teachers with at least three years of meaningful experience in the field through stratified sampling. Modified survey questionnaires were utilized to assess the reward system and its significant relationship, if any, with teachers' commitment. The findings revealed that the overall mean score for the reward system was extensive agreement among the primary respondents. On the other hand, the overall mean score for the teachers' commitment was pervasive. Furthermore, a significant positive relationship was observed between the reward system and teachers' commitment, suggesting the importance of implementing effective reward systems within educational institutions to foster a supportive and motivating work environment for teachers. The indicators of the reward system include extrinsic (financial) and intrinsic (non-financial) rewards. These findings support the existing literature highlighting the importance of proper compensation and educators' work commitment. Thus, the teacher will have a positive self-image, value his job, and give his all for everyone's success. The study provides valuable insights for the Department of Education, school administrators, teachers, and future researchers to understand better the importance of those things stated above in fostering a much better learning community for teachers, students, and everyone in it.

## KEY WORDS

1. Reward system 2. Teachers' commitment 3. Quantitative

## 1. Introduction

The secondary school reward system has a significant impact on instructors' dedication and general job performance. Schools may greatly increase the morale and dedication of teachers by providing incentives like bonuses, recognition, professional development opportunities, and career promotion. But putting these compensation schemes into place can be difficult; problems with fairness, consistency, and compatibility with teachers' innate motivations are common. Inefficient incentive programs might undermine the same objectives they are designed to accomplish by causing discontent and disengagement. Therefore, cultivating a dedicated and motivated teaching staff is crucial to improving the educational outcomes for children. This requires an awareness of the significance of a well-designed reward system and resolving any potential concerns. Recently, Australian secondary school teachers' perceptions

of reward systems and how they affect their dedication to their profession and the institutions they work for have been thoroughly examined by Milligan and Lonsdale (2019). This study sheds light on the subtleties of teacher motivation within the Australian educational setting and offers insightful information about the many forms of recognition and rewards that influence teachers' dedication. Onyango et al. (2018) explores the unique environment of public universities in Kenya in the meantime. The study examines the relationship between various forms of rewards, such as cash incentives, intrinsic motivators, and extrinsic benefits, and instructors' levels of commitment in a higher education context through a thorough examination. This study sheds light on the variables affecting teacher commitment in the context of postsecondary education by analyzing the intricacies of reward schemes in Kenya. Similar to this, Sultan et al. (2018) looks into the connection between Punjab, Pakistan's secondary school system and teachers' commitment using reward systems. This study examines the effects of several reward systems, including pay scales, awards, and chances for professional growth, on the levels of dedication of teachers in both public and private educational settings. This study adds to a better knowledge of the regional differences in teacher motivation and dedication by examining the dynamics of reward and commitment across Pakistan's various educational sectors. An organization's integrated policies, processes, and practices of rewarding employees without bias following skills, competencies, contributions, and market value can be a reward system of that particular organization (Armstrong, 2010). Organizations have different approaches to managing rewards to ensure effectiveness and efficiency. A reward system consists of financial rewards and employee benefits, commonly called total remuneration. The reward system outlines the pay levels, pay structure, base pay, employee benefits, and all non-financial rewards. From the employee's point of view, reward systems should meet their expectations regarding equity and fairness. The reward policies should be well-communicated to the employees' understanding, and the rewards should match market rate, qualification, and skills. Management must, therefore, put in place proper procedures to manage this reward system so that the organization can achieve its goals and objectives. In the competitive environment of business of the twenty-first century, where universities are facing severe competition and worker retention questions, reward systems act as a management catalyst for the attraction, retention, and motivation of high-performance workers that give it a competitive advantage in the realization of the vision, mission and overall improvement in terms of performance. Thus, Brewster et al. (2018) maintained that a best-performing workforce is a sine qua non for realizing an organization's vision, mission, and goals in its strategic plan. So, the foundation stone of thriving organizations is workers who are rewarded, and the most significant impact of reward systems is felt through the ability of organizations to catch, motivate, and retain a high caliber of workers and get high levels of performance in return. Davao region is known as the "melting pot of culture in the Philippines. Like the rest of the country, the best education is always the pursuit of higher education in Davao. As such, one challenging role is to keep committed teachers to continue to serve the demand of educational reforms the region necessitates. This necessity has come to a critical stage since teachers are also vulnerable. Watanabe (2019), pronounced that highly qualified teachers are sought after in many countries around the world Filipino teachers if often awarded for competency and commitment. Despite these valuable insights, there remains a substantial research gap concerning the waves of reward systems and the commitment of Babak District, Island Garden City of Samal elementary school educators.

Specifically, there is a need to explore the predictive power of various aspects of reward systems, such as extrinsic or financial rewards and intrinsic or non-financial rewards. This study will fill this gap by examining the relationship between the rewards system and teachers' commitment in Babak District, Island Garden City of Samal. The findings of this study will contribute to the existing literature on the reward system and teacher commitment, as well as provide insights for policymakers and educational leaders on how to improve the compensation system of educators and the quality of education in the Philippines. Therefore, this study helped prove the predictive relationship between the reward system and teacher's commitment. Specifically, it scrutinized how different aspects of the reward system, extrinsic and intrinsic rewards, impacted the educator's commitment to service. The findings from this study contributed to the existing body of literature on reward systems and teacher's commitment and provided valuable insights for educators, administrators, and policymakers aiming to enhance these aspects.

## 2. Methodology

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis. By detailing the research design, identifying the research respondents, and selecting an appropriate research instrument, the study systematically gathers and analyzes data to provide meaningful insights.

*2.1. Research Design*—This study applied a quantitative research method to determine the influence of the reward system on teachers' and employees' commitment in Babak District, Island Garden City of Samal. Quantitative research is presented in numerical form, and analyzed through the use of statistics and the proponents tended to use mathematical models as the methodology of data analysis; it includes the collection of data so that the information can be quantified and subjected to statistical treatment to support or refute alternate knowledge claims (Williams, 2017). This study is composed of one independent and one dependent variable with corresponding indicators that will affect the mentioned variable above. Hence, the researchers use a test instrument as the main gathering tool to assess the reward system's influence on teacher commitment. The researchers consider this design, which would help them gather the needed data and propose concrete guidelines regarding teachers' commitment analysis, if any.

*2.2. Research Respondents*—The respondents of the study were secondary school teachers with at least 3 years of meaningful experience in Babak District, Island Garden City of Samal. In this study, the 100 respondents were selected through a stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. According to Shi (2015), in stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics, such as income or educational attainment. Stratified random sampling is appropriate in this study because there is heterogeneity in a population that can be classified with ancillary information. In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study is to select respondents who can provide information to achieve the purpose of this study. Hence, only those with at least 3 years' meaningful experience in Babak District, Island Garden City of Samal,

those teachers who were not subjected to any administrative or criminal cases, and those who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and, thus, it did not consider the performance rating of the teachers.

2.3. *Research Instrument*—The adopted-modified questionnaire is used in this study.

This means that the questionnaire was adopted from different sources such as the internet and it is modified to contextualize the professional setting and has simplified the question items for the respondents understanding. To determine the extent of the reward system in relation to teachers’ commitment, the following scale was used.

<b>Range of Means</b>	<b>Descriptive Equivalent</b>	<b>Descriptive Meaning</b>
4.2 – 5.0	Very Extensive	The reward system of teachers is always manifested.
3.4 – 4.19	Extensive	The reward system of teachers is frequently manifested.
3.0 – 3.39	Moderately Extensive	The reward system of teachers is sometimes manifested.
1.8 – 2.59	Less Extensive	The reward system of teachers is seldom manifested.
1.00 – 1.79	Not Extensive	The reward system of teachers is never manifested.

  

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2.4. *Data Gathering Procedure*—After the validation of the research questionnaire, the researcher would undergo certain steps in conducting the study: Permission to Conduct the Study. The researcher secured permission to conduct the study. An endorsement was obtained from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City, in December 2023. The endorsement letter from

the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City, was attached to the permission letters endorsed to the school principals of the selected secondary schools in Babak District, Island Garden City of Samal. The identified respondents in Babak District, Island Garden City of Samal, were contacted by email to explain the research study and obtain consent. To preserve the anonymity of the sur-

vey, the researcher sent a link for the survey and consent form to principals, and the principals sent out the link to the identified respondents. An explanation of the voluntary study was sent with the link so that the respondents were fully informed, and if requested, a paper copy was provided. The email explained that the principals of the participants' schools had granted prior approval. Distribution and Retrieval of the Questionnaire. Once all necessary permissions were obtained, the researcher proceeded with distributing the questionnaires to the respondents during the month of January 2024. Before

distributing the questionnaires, the researcher briefed the respondents on the importance of the survey and its potential benefits. The respondents were given ample time to complete the questionnaires, and the data collected were analyzed using quantitative methods. Collation and Statistical Treatment of Data. After retrieving the questionnaire data, the scores of each respondent were tallied to organize the data per indicators in February 2024. Subsequently, each score was subjected to descriptive and inferential analysis using SPSS.

2.5. *Data Analysis*—The gathered data were tabulated and analyzed using the following statistical tools: Weighted Mean. This statistical tool was used in this study to compute the extent of the reward system's impact on teachers' commitment in Babak District, Island Garden City of Samal. Pearson-r. This statistical tool

was used in this study to determine the relationship between the reward system and teachers' commitment in Babak District, Island Garden City of Samal. Multiple Regression Analysis. This statistical tool was used in this study to determine the influence of the reward system on teachers' commitment in Babak District, Island Garden City of Samal.

### 3. Results and Discussion

This chapter presents the results generated from the data gathered. It is sequenced based on the study's objectives, as presented in the first chapter. Thus, it presents the extent of the Reward system and its indicators, the extent of the Teacher's commitment and its indicators, and the significant influence between the two variables.

Summary of the Extent of Reward System Indicators Table 1 presents the overall mean results for the reward system, specifically focusing on extrinsic and intrinsic rewards. The over-

all mean scores for these aspects range from 3.34 to 4.15, indicating extensive agreement among the respondents in all areas.

Table 1. Overall Mean Results for Reward System Indicators

<b>Indicator</b>	<b>Overall Mean</b>	<b>Descriptive Equivalent</b>
Extrinsic reward	3.95	Extensive
Intrinsic reward	4.34	Very Extensive
<b>Overall Mean</b>	<b>4.15</b>	<b>Extensive</b>

Intrinsic rewards received the highest overall mean score of 4.34. These results indicate that the teachers in Babak District, Island Garden City of Samal, believe that intrinsic rewards contribute to ongoing professional development and continuous improvement among teachers. The joy derived from non-financial motivators often fuels a desire for excellence and growth. The second and last indicator for the independent variable, reward systems, is the extrinsic reward, with the lowest mean of 3.95, demonstrating extensive agreement among the respondents. This suggests that the teachers generally support and appreciate external incentives as practical tools for motivation and recognition in

the given context. In summary, the study reveals that the teachers in Babak District, Island Garden City of Samal, prioritize intrinsic reward over extrinsic reward. This extensive intrinsic reward compared to extrinsic reward suggests that teachers find deep personal satisfaction and motivation from within themselves, driven by the inherent value they see in their work. While extrinsic rewards are acknowledged, they are secondary in motivating behavior and maintaining job satisfaction. These findings have important implications for improving educational practices, fostering a positive workplace environment, and enhancing student outcomes in Babak District, Island Garden City of Samal.

Summary of the Extent of Teacher’s Commitment Indicators

Table 1 presents the overall mean results for the indicators of affective, Continuous, and Normative commitment. The mean scores for all the indicators range from 4.22 to 4.28, indicating a pervasive level of agreement among the respondents in each aspect. Among all the indicators, Continuous commitment has an over-

all mean of 4.28, suggesting a pervasive level of agreement among the respondents. These results demonstrate that the teachers in Babak District, Island Garden City of Samal, exhibit a profound connection to their roles within the educational institution based on practical considerations and perceived costs associated with leaving.

Table 2. Overall Mean Results for Teacher’s Commitment Indicators

<b>Indicator</b>	<b>Overall Mean</b>	<b>Descriptive Equivalent</b>
Affective commitment	4.22	Very Extensive
Continuous commitment	4.28	Very Extensive
Normative commitment	4.25	Very Extensive
<b>Overall Mean</b>	<b>4.25</b>	<b>Very Extensive</b>

This elevated level of commitment suggests that teachers recognize and highly value their investment in time, professional development, and accrued benefits. It also implies that teachers in Babak District, Island Garden City of Samal, the primary respondents of this study, continued service as integral to their personal and professional well-being, choosing to stay based on a practical acknowledgment of the costs associated with seeking alternative employment op-

portunities. The Normative commitment is the second highest mean score among the teachers’ commitment indicators. It indicates a substantial level of commitment based on a sense of obligation, duty, and shared values with the educational institution. This alignment suggests that teachers feel a moral responsibility to stay with their school due to a genuine belief in the importance of their role in fulfilling the organization’s mission and upholding its values. Ac-

According to the results, Affective commitment has the lowest mean among the three. This involves a deep emotional connection and identification with the organization, indicating that teachers with this commitment component place importance on their positive feelings and attachments towards their school. This emotional bond contributes to a positive work atmosphere, job satisfaction, and a sense of belonging, enhancing overall morale and engagement among teachers. In summary, a third-place ranking for affective commitment signifies that teachers recognize and value the emotional aspect of their commitment alongside other factors, such as practical considerations and a sense of duty. Overall, the extensive level of agreement in all aspects shows that teachers in Babak District, Island Garden City of Samal, are multi-faceted. This commitment dimension contributes to a positive school culture, instilling a sense of community and shared responsibility among educators. Together, these commitment components create a holistic and sustainable educational en-

vironment, ensuring that teachers are professionally satisfied and retained and aligned with the educational institution's values and goals.

Relationship Between Reward System and Teacher's Commitment in Babak District, Island Garden City of Samal

Table 3 presents the correlation coefficients (R-values) and p-values for the relationship between reward system factors and teachers' commitment. The interpretations indicate that all factors significantly link teachers' commitment, as all p-values are less than 0.05. The findings reveal that Extrinsic with an r value of 0.864, this suggests a high degree of correlation between the provision of extrinsic rewards and the resulting behavior or performance. In practical terms, this means that when individuals receive extrinsic rewards, they are highly likely to exhibit the desired behavior or performance. Conversely, if extrinsic rewards are withheld or reduced, there may be a corresponding decrease in the desired behavior or performance.

Table 3. Relationship Between Reward System and Teacher's Commitment in Babak District, Island Garden City of Samal

Reward System Factors	Teacher's Commitment	r-value	p-value	Decision
Extrinsic Reward		0.864	0.018	Significant, Reject H0
Intrinsic Reward		0.464	0.046	Significant, Reject H0

\*Significant at  $p < 0.05$ .

However, it's important to note that while extrinsic rewards can be effective in motivating certain behaviors or performance outcomes in the short term, their long-term impact may be limited. Research in psychology and behavioral economics suggests that excessive reliance on extrinsic rewards can lead to a phenomenon known as "motivation crowding out," where intrinsic motivation (i.e., motivation driven by in-

ternal factors such as personal interest or enjoyment) is undermined. Therefore, while the strong positive correlation indicated by an r value of 0.864 suggests that extrinsic rewards can be effective motivators, it's essential for organizations and individuals to also consider the role of intrinsic motivation and other factors in fostering sustained and meaningful behavior change or performance improvement. Bal-

ancing extrinsic rewards with other forms of recognition and support can help create a more holistic and sustainable approach to motivation and performance management. To continue, an  $r$  value of 0.464 indicates a moderate positive correlation between intrinsic rewards and a particular outcome, such as employee motivation, job satisfaction, or performance. In the context of intrinsic rewards, this correlation suggests that as the provision or experience of intrinsic rewards increases, the desired outcome also tends to increase, albeit to a moderate degree. While a moderate positive correlation indicates that intrinsic rewards can have a meaningful impact on outcomes, it's important to recognize that other factors may also influence these outcomes. For example, organizational culture, job design, leadership style, and individual differences can all play a role in shaping motivation and job satisfaction. Therefore, organizations and individuals should strive to create environments that support intrinsic rewards and motivation, recognizing their importance in fostering engagement, satisfaction, and well-being. This may involve providing opportunities for autonomy, mastery, and purpose, as well as cultivating a culture that values personal growth, creativity, and meaningful work. The findings from the correlation analysis between reward system factors and teachers' commitment align with the existing literature on this topic. The results of this study are also supported by the research of Afshar and Doosti (2016), who suggested that

higher rewards for employees at work play an essential role in the advancement of employee job satisfaction and higher profitability in associations. Higher rewards for employees in the workplace play an essential role in advancing employee job satisfaction and higher profitability in the association. In addition, satisfaction with the profession is a factor of teachers' satisfaction or dissatisfaction. The positive and significant correlations observed in this study indicate that the teachers' commitment improves as teachers demonstrate higher levels of extrinsic and intrinsic rewards. These findings are consistent with the research by Male Nut Official (2016), who clamored that teaching is a noble profession. Teachers need to be rewarded by both financial and non-financial means. Nevertheless, in our situation, we prefer the monetary reward. Given any teacher, a recognition award would only be with an ordinary certificate, and no funds or cash prizes are attached to such awards. The significant relationships between reward system factors and teachers' commitment provide valuable insights for improving educational practices and strengthening educational institutions' partnerships with their teaching staff. By recognizing the importance of extrinsic and intrinsic rewards in influencing teachers' commitment, administrators and policymakers can develop more effective strategies for enhancing teacher motivation and job satisfaction.

#### 4. Conclusions and Recommendations

This section of the paper provides the researcher's conclusion and recommendations based on the findings. The conclusions drawn are supported by the existing literature discussed in the earlier chapters, and they address the research problem identified in this study.

*4.1. Findings*—The primary purpose of this study was to evaluate the influence of a reward system on teacher commitment using a quantitative research design that involves admin-

istering questionnaires. This study comprises 100 secondary school teachers from Babak District, Island Garden City of Samal, selected using a stratified random sampling method. To



ensure the reliability and internal consistency of the questionnaire items, the researcher modified and enhanced existing survey questionnaires and pilot-tested them in a nearby school. Based on the analysis of the data and results obtained from the study, the following summary of findings can be highlighted: The overall mean results for the reward system indicators, such as extrinsic motivation (3.95) with extensive descriptive equivalent and intrinsic motivation (4.34), with descriptive very extensive indicate an overall mean of ( 4.15) extensive level of reward system involvement among the Babak District, Island Garden City of Samal respondents. The findings support previous research highlighting the importance of reward systems in fostering the need for ongoing evaluation and refinement to ensure their continued relevance and effectiveness in a rapidly evolving educational landscape. The findings revealed that teachers perceive extrinsic rewards as a helpful tool for motivating students in educational settings and help establish clear goals for students to work towards, giving them a sense of direction in their learning journey. The overall mean results for the Teacher's Commitment, such as Affective commitment, (4.22) with very extensive descriptive equivalent, Continuous commitment, (4.28) with very extensive descriptive equivalent, and Normative commitment, (4.25), with descriptive very extensive indicate an overall mean of (4.25) very extensive level of Teacher's Commitment among the Babak District, Island Garden City of Samal respondents. The very extensive teachers' commitment indicates practical affective commitment, continuous commitment, and normative commitment displayed by the educators within the school setting. The extensive teachers' commitment indicates affective commitment, continuous commitment, and normative commitment between educational institutions and educators. There was a significant relationship between the reward system and teachers' commitment, suggesting that fos-

tering a supportive and rewarding work environment was essential for enhancing teacher commitment and dedication. A positive and significant relationship between the reward system and teachers' commitment indicates solid associations. The aspects of the reward system that have the most substantial impact on teachers' commitment are extrinsic reward and intrinsic reward. Educational institutions could achieve this by implementing effective reward systems that recognize and appreciate teachers' contributions, both extrinsically and intrinsically. While both extrinsic and intrinsic rewards can influence teachers' commitment, research suggests that intrinsic rewards may have a more sustainable and lasting impact on motivation and job satisfaction. Teachers who are intrinsically motivated tend to be more resilient, creative, and engaged in their work, even in the absence of external incentives. Therefore, fostering a supportive work environment that values both extrinsic and intrinsic rewards is essential for promoting teachers' commitment and well-being. Extrinsic and intrinsic rewards are two reward system domains in Babak District, Island Garden City of Samal, that have the potential to greatly affect instructors' commitment. Teachers' commitment was strongly impacted by extrinsic rewards, which include bonuses, promotions, pay increases, and other financial incentives. Teachers receive instant, tangible recognition for their work, which boosts their motivation and job satisfaction. On the other side, intangible advantages like chances for professional growth, acknowledgment, encouraging remarks, and a nice work atmosphere are included in intrinsic rewards. These incentives play a critical role in helping teachers develop a feeling of fulfillment and purpose, which in turn raises their levels of dedication and commitment to their jobs. To create a balanced incentive system that meets instructors' material and psychological demands, both intrinsic and extrinsic rewards are necessary. When used well, these incentives

improve instructors' general dedication to their teaching responsibilities and boost retention and performance in Babak District. Fairness and equity in the distribution of rewards are essential for fostering trust and confidence among teachers. A transparent and equitable reward system ensures that all educators feel valued and recognized for their contributions, strengthening their commitment to their profession. A well-designed reward system is a powerful incentive for teachers to maintain and improve their performance. The prospect of receiving rewards motivates educators to strive for excellence in their teaching practices.

*4.2. Conclusions*—Based on the extensive analysis of the results presented in this study, the following conclusions can be drawn: The extent of reward system indicators in terms of extrinsic motivation and intrinsic motivation was extensive. The teachers in Babak District, Island Garden City of Samal, exhibit a positive and supportive work environment facilitated by an effective reward system. This system contributes to extensive levels of teacher commitment to extrinsic and intrinsic rewards. The extent of Teacher Commitment in terms of Affective commitment, Continuous commitment, and Normative commitment was very extensive. The very extensive commitment indicates practical affective commitment, continuous commitment, and normative commitment displayed by the educators within the school setting. There was a strong positive relationship between the reward system and teachers' commitment. This indicates that teachers feel that their efforts and contributions are recognized and rewarded appropriately, and they tend to demonstrate a higher commitment to their work and their students. A well-designed reward system acknowledges teachers' hard work and incentivizes continued dedication and excellence in their teaching practices. The teachers in Babak District, Island Garden City of Samal, demonstrate a commitment to ongoing professional development and en-

agement. Their proactive approach to learning, collaboration, and student support is a testament to their dedication. Most teachers firmly believe in fostering a positive and inclusive learning environment; a supportive atmosphere is essential for promoting student success, well-being, and academic achievement. Teachers in Babak District, Island Garden City of Samal, perceive themselves as committed professionals driven by a passion for teaching, learning, and making a positive difference in the lives of their students and communities. The reward system supports teachers' ongoing professional growth and development. Opportunities for rewards such as access to training, workshops, and career advancement initiatives incentivize educators to invest in enhancing their skills and knowledge. In conclusion, while both extrinsic and intrinsic rewards can significantly influence teachers' commitment, intrinsic rewards may play a more profound role in fostering long-term motivation, job satisfaction, and professional fulfillment. Therefore, organizations and educational institutions should strive to create environments that support both types of rewards to promote teachers' commitment and enhance the quality of education.

*4.3. Recommendations*—Based on the findings and conclusions generated from the study, the researcher recommends the following: The findings of this study provide important implications for various stakeholders in the education sector, including the Department of Education, teachers, parents, and future researchers. Department of Education. Enhancing existing reward systems to recognize and support teachers' contributions can involve providing opportunities for professional development, creating a culture of appreciation, and ensuring fairness and transparency in reward distribution. Such measures will likely boost teacher commitment and contribute to overall educational quality in the district. School Administrators. Prioritizing the recognition and support of teachers

within the educational community: By addressing these aspects, administrators can promote teacher satisfaction, motivation, and commitment, ultimately leading to improved student outcomes and overall school success. Teachers. Recognizing and valuing their efforts within the educational community: Fostering a supportive work environment where collaboration and communication are encouraged can enhance job satisfaction and commitment among teachers. By prioritizing these aspects, teachers can cultivate a sense of fulfillment and dedication to their profession, ultimately benefiting student learning and the overall educational experience. Engage in continuous professional development by participating in workshops, seminars, and online courses, educators can enhance their teaching skills, stay updated with educational trends, and address student needs effectively. Continuous learning fosters a culture of lifelong improvement and adaptability, empowering teachers to remain dynamic and responsive to changing educational landscapes. Future Researchers. Delving deeper into the specific mechanisms through which reward systems influence teacher's behavior and attitudes: Investigating the long-term effects of different types of rewards on teacher retention and job satisfaction could provide valuable insights for educational policy and practice. Future research in this area has the potential to inform evidence-based strategies for enhancing teacher commitment and improving educational outcomes. By implementing these recommendations, the Department of Education, School administrators, Teachers, and Future researchers can collectively improve the learning experience. Recognizing and supporting teachers through enhanced reward systems and professional development opportunities fosters teacher satisfaction, commitment, and effectiveness. Ongoing research into these strategies informs evidence-based practices, driving continuous improvement in education. This collaborative effort empowers educators, enhances student learning outcomes, and fosters a thriving educational community.

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