Empowering Educators: How Principals Shape Teacher Motivation and Professionalism

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Abstract
This paper explores the pivotal role of principals in teacher motivation and professionalism, which are crucial for achieving educational excellence. Drawing on diverse perspectives, the study highlights how effective leadership practices such as fostering a supportive school culture, promoting participatory decision-making, and providing opportunities for professional growth significantly impact teacher morale, job satisfaction, and career fulfillment. Key dimensions of teacher motivation, including intrinsic and extrinsic factors, professional autonomy, and workplace relationships, are examined alongside challenges such as inadequate remuneration, resource limitations, and burnout. The paper emphasizes the necessity of strategic leadership interventions, including recognition programs, professional development workshops, and work-life balance initiatives. It concludes that principals, as transformative leaders, must prioritize teacher motivation and professionalism as a strategic imperative to enhance educational outcomes and foster sustainable school development.

Keywords: Empowering Educators, Principals, Teachers, Motivation, Professionalism

Introduction

Teachers are at the heart of educational success, and their empowerment is integral to achieving school goals. Principals play a critical role in fostering professional growth, building collaborative teams, and motivating teachers. Principals assume several roles, not only overseeing the academic curriculum but also fostering an environment conducive to holistic growth and development. They are entrusted with the responsibility of creating an atmosphere that nurtures intellectual curiosity, critical thinking, and a passion for learning among students. Principals are also tasked with ensuring that the educational experience extends beyond the confines of the classroom, promoting extracurricular activities, community engagement, and the development of essential life skills (Khan et al., 2014). As the primary decision-makers within their respective institutions, principals hold significant influence in determining the allocation of resources, staffing, and the overall operational strategies employed to achieve educational goals. Their ability to navigate complex challenges, identify opportunities for improvement, and implement innovative solutions is of great importance to the success and progress of the school (Ayeni, 2018).

Principals are unwavering in their commitment to the educational vision and values that guide their institutions. They are unafraid to voice their perspectives, defend their decisions, and advocate for policies and practices that align with the best interests of the school community. Principals create an atmosphere of responsibility and transparency by establishing clear expectations and encouraging open communication, all of which are critical for accomplishing learning goals. Principals set an example for the entire school community by being disciplined themselves (Kapur, 2020). This promotes a culture of accountability, time management, and attention to rules and procedures. In the fast-paced and demanding environment of educational institutions, self-discipline is an inestimable asset that enables principals to navigate the complexities of their roles while upholding high standards of professionalism and integrity.

Teacher motivation is a critical determinant of educational success, influencing not only the quality of instruction but also the overall school climate and student outcomes. Among the various factors that contribute to teacher motivation, the role of school principals stands out as particularly significant. Principals, as the leaders of educational institutions, are uniquely positioned to inspire, support, and guide teachers, fostering an environment where they feel valued, motivated, and committed to their profession. A principal's ability to establish and sustain a positive school culture is foundational to teacher motivation. This involves promoting a sense of community, respect, and trust among staff. A welcoming and supportive environment reduces stress, encourages collaboration, and enhances teachers' sense of belonging. Principals who consistently communicate a shared vision and celebrate collective achievements contribute to a cohesive and inspiring work culture (Ehule et al., 2019). Recognition plays a pivotal role in motivating teachers. Principals should actively acknowledge the efforts and successes of their staff, both formally and informally. Whether through awards, public commendations, or a simple "thank you," these gestures affirm teachers' value and boost morale. Teachers who feel recognized are more likely to remain committed to their roles and go beyond expectations.

Concepts of Motivation

The concept of teachers' motivation is both complex and pivotal, encompassing a range of responsibilities that extend beyond administrative oversight to include fostering a supportive, engaging, and professionally enriching environment. A motivated teacher is not only more effective in the classroom but also more likely to exhibit commitment to the school's goals and vision. Motivation is the psychological forces within a person that energize, direct and sustain that person's effort towards goal attainment. It determines the possible voluntary behavior an individual could engage in among different alternatives and the height an individual will be willing to go in achieving a particular goal (Ehule et al., 2019). Ibara (2017) asserted that motivation is the process by which management enables employees to direct their energies towards maximum attainment of the goals and objectives of the organization. Organizations success is reliance on a motivated workforce as highly motivated employees strive to produce at the highest possible level and exert greater effort than employees who are not motivated (Agi & Adiele, 2015). Principals should adopt strategic approaches to enhance teacher motivation, ensuring that it aligns with broader educational objectives while fostering individual and collective success. Teachers thrive in environments where they can grow professionally. Principals should prioritize opportunities for professional development, such as workshops, conferences, and in-service training programs. By facilitating access to resources that enhance skills and knowledge, principals not only support individual growth but also strengthen the overall instructional capacity of the school. Granting teachers the freedom to make decisions regarding their instructional methods and classroom management fosters a sense of ownership and empowerment. Principals who trust their staff to innovate and experiment with new teaching strategies contribute to higher levels of job satisfaction and motivation. This autonomy is particularly motivating for experienced teachers who seek professional independence. Involving teachers in decision-making processes signals that their voices and expertise are valued. Principals can establish platforms for teacher input on areas such as curriculum development, policy implementation, and school improvement plans. This participatory approach not only enhances teacher engagement but also fosters a shared sense of responsibility for the school's success (Ehule & Ehule, 2021b).

A lack of resources can significantly undermine teacher motivation. Principals should ensure that teachers have access to the materials, technology, and infrastructure necessary for effective instruction. Additionally, providing emotional and administrative support, such as addressing grievances promptly or reducing unnecessary workload, can alleviate stress and improve motivation. Burnout is a common issue among teachers, often exacerbated by excessive workloads and insufficient personal time. Principals can help mitigate this by promoting work-life balance through flexible schedules, manageable workloads, and wellness programs. A well-rested and emotionally balanced teacher is more likely to be motivated and effective in their role. Principals who demonstrate passion, dedication, and integrity inspire similar qualities in their staff (Ehule & Ehule, 2021a). By modeling a strong work ethic, fairness, and a commitment to the school's mission, principals set the tone for a motivated and driven teaching workforce.

Dimensions of Teacher Motivation

Teacher motivation is a multifaceted construct, according to Ehule et al. (2019) it is influenced by intrinsic and extrinsic factors that shape their engagement, performance, and commitment to the teaching profession. The critical dimensions of teacher motivation include:

1. Intrinsic Motivation: Teachers are often driven by an internal desire to make a difference in the lives of their students. Factors such as the passion for teaching, the joy of witnessing student success, and personal growth through the profession play a significant role in their motivation.
2. Extrinsic Motivation: External rewards and recognition also contribute to teacher motivation. These include financial incentives, career advancement opportunities, favorable working conditions, and public acknowledgment of their efforts.
3. Job Satisfaction: The extent to which teachers feel content with their roles, including workload balance, administrative support, and the availability of resources, directly affects their motivation.
4. Professional Autonomy: Teachers who are trusted to make decisions about their instructional methods and classroom management are more likely to feel empowered and motivated.
5. Workplace Relationships: Positive interactions with colleagues, students, and school leadership foster a supportive environment that enhances teacher motivation.

Challenges Undermining Teacher Motivation

Despite their dedication, teachers often face numerous challenges that can diminish their motivation, including:

1. Inadequate Remuneration: Low salaries and delayed payments are common issues that undermine teachers' financial security and job satisfaction.
2. Heavy Workloads: Excessive administrative duties, large class sizes, and insufficient planning time contribute to burnout and stress.
3. Lack of Professional Development: Limited opportunities for continuous learning and skill enhancement can stagnate professional growth and reduce morale.
4. Poor School Leadership: Ineffective or unsupportive leadership can lead to a lack of trust and engagement among teachers.
5. Limited Resources: Insufficient teaching materials, outdated facilities, and a lack of technological tools hinder teachers' ability to deliver quality education.
6. Inadequate Recognition: A lack of acknowledgment for their efforts and achievements can make teachers feel undervalued and demoralized.

Leadership and Teacher Motivation

Teacher motivation is a critical determinant of the success of any educational system. Across the globe, education systems grapple with the challenge of keeping teachers inspired, dedicated, and equipped to perform at their best. While the difficulties are universal, solutions are often tailored to specific national contexts, influenced by cultural, social, and economic factors.

1. Nigerian Context: Studies in Nigeria highlight the significant role principals play in fostering teacher motivation through participatory leadership and professional development. For instance: Research by Akinola and Okedeyi (2023) in Ogun State public schools revealed that principals who adopted participatory leadership practices reported an increase in teacher job satisfaction.

Teachers who were actively involved in decision-making, particularly on curriculum design and resource allocation, demonstrated higher commitment and morale. A case study in Lagos State schools by Ogunrinbokun et al. (2020) found that schools with principals who organized regular in-service training and workshops experienced improved teacher retention rates. Teachers expressed that the opportunity to enhance their skills and competencies contributed to their sense of professionalism and career fulfillment. These findings underline the importance of aligning leadership practices with teachers' needs to foster a motivated and professional workforce.

2. Finland: Finland offers a globally recognized example of effective teacher motivation strategies. Finnish principals emphasize professional autonomy, allowing teachers to design their curriculum and teaching methods. A study by Shamsuddinova and Nisa (2021) showed that 84% of teachers in Finland felt highly motivated due to the freedom to innovate in their classrooms. Principals actively supported this autonomy by providing resources and mentorship, resulting in Finland consistently ranking among the top-performing countries in global education assessments. For Nigeria, this approach suggests the potential of reducing bureaucratic oversight and granting teachers more control over their instructional strategies. This empowerment could significantly improve teacher morale and instructional quality.

3. Singapore: Singapore's education system demonstrates how structured career pathways and professional growth opportunities can motivate teachers. According to the Singapore Ministry of Education (2023), teachers can pursue specialized career tracks based on their interests, including leadership roles, subject specialization, or mentorship. Regular training programs funded by the government ensure that teachers remain at the forefront of educational innovation (Nguyen et al., 2019). This showed that structured approach led to a increase in teacher satisfaction rate and reduced attrition. In the Nigerian context, replicating such structured career pathways could address issues of stagnation and low morale among teachers, particularly by offering incentives such as promotions, scholarships for further studies, and leadership roles.

4. Ghana: In Ghana, principals have successfully engaged local communities to address resource shortages and improve teacher motivation. A study by Aryeh-Adjei (2021) demonstrated how community-led initiatives, such as providing teaching materials and organizing teacher appreciation events, contributed to a 20% increase in teacher job satisfaction. Principals played a central role in mobilizing community support, creating a sense of shared responsibility for education. For Nigerian schools, particularly in rural areas, adopting similar community-centered strategies could mitigate resource constraints and enhance teacher morale. Principals can foster partnerships with local stakeholders to provide the necessary resources and support.

5. South Africa: South Africa has implemented rural allowances and subsidized housing for teachers working in underserved areas. Rocque et al. (2024) found that these incentives significantly improved teacher motivation and retention in rural schools. Principals were instrumental in advocating for these benefits and ensuring their effective implementation. Nigeria, with its significant rural-urban educational disparity, can adopt a similar approach. Principals can collaborate with policymakers to secure allowances and incentives, ensuring that teachers in remote areas are adequately supported and motivated.

6. Case Study: Kenya provides an example of how transformative leadership by principals can drive teacher motivation. A study by Shikokoti et al. (2023) explored schools where principals

actively promoted participatory decision-making, professional development, and recognition programs. These principals ensured that teachers had access to necessary teaching resources and a supportive work environment, leading to a measurable improvement in student outcomes and teacher satisfaction. This example underscores the importance of equipping Nigerian principals with training in transformative leadership, enabling them to implement similar strategies to enhance teacher motivation and professionalism.

The empirical examples align with established theories of motivation, such as Herzberg's Two-Factor Theory, which identifies recognition, professional growth, and workplace conditions as key motivators. The Nigerian examples reflect the applicability of these theories in addressing intrinsic and extrinsic factors affecting teacher motivation. Similarly, Maslow's Hierarchy of Needs highlights the importance of meeting teachers' basic needs, such as remuneration and professional recognition, to enable higher levels of engagement and self-actualization.

Tailoring Global Lessons for Nigeria's Context

While these international examples offer valuable insights, it is crucial to adapt them to Nigeria's unique realities. A comprehensive strategy to enhance teacher motivation in Nigeria should focus on the following actionable measures:

1. Fostering Professional Respect and Autonomy: Nigerian teachers need to be recognized as professionals whose contributions are critical to national development. Policies that grant them greater autonomy in curriculum planning and classroom management can instill a sense of purpose and innovation.
2. Establishing Structured Professional Development: The government should invest in continuous professional development programs that are accessible to all teachers, particularly those in rural areas. Partnerships with international organizations can also help bring global best practices to Nigerian classrooms.
3. Creating Clear Career Progression Pathways: Teachers need opportunities for growth. Introducing career tracks that cater to different aspirations—such as leadership roles, subject specialization, or mentorship will encourage teachers to stay and grow within the profession.
4. Engaging Communities in Education: Encouraging local communities to support schools can alleviate resource constraints. Community participation in providing teaching materials, building facilities, and recognizing teacher achievements will enhance the overall teaching environment.
5. Providing Incentives for Rural and Underserved Areas: To address disparities between urban and rural schools, the government should offer additional allowances, housing, and transportation support for teachers willing to work in remote areas. Such incentives will help ensure that quality education reaches every corner of the country.
6. Improving Teacher Recruitment and Retention: The teaching profession must be made attractive through competitive salaries, improved working conditions, and scholarships for aspiring teachers. A national campaign celebrating the teaching profession could also help shift public perception and inspire more individuals to join the field.

Leadership Practices as Catalysts for Change

Principal leadership serves as the essential determinants of educational institutions, embodying the vision and direction essential for academic success and holistic development. its prominent role is in shaping the educational system, emphasizing the imperative of accountability and the cultivation of a culture centred on continuous improvement (Ukpong, 2020). Effective leadership within educational settings transcends mere administration, embodying a multifaceted approach that encompasses relationship-building, strategic management, and conflict resolution. Olaoye and Potter (2024) advocated for the cultivation of robust connections with stakeholders, including educators, learners, families, and community members, emphasizing the collaborative ethos essential for sustainable school development. Similarly, Riani and Ain (2022) stressed on the significance of education quality management, positing it as a linchpin for harmonizing various facets of school operations to optimize student outcomes. Also, Shikokoti et al. (2023) highlighted the essential role of participatory decision-making in effective school leadership, citing its correlation with heightened job satisfaction and enhanced educational outcomes. Drawing from these insights, successful principals, leverage diverse educational strategies to navigate conflicts and cultivate a nurturing school climate conducive to learning. In addition, effective communication emerges as a fundamental tenet of successful leadership, as emphasized by Sofia et al. (2023), Principals' skills in communication directly influences teacher performance and classroom dynamics, underscoring the indispensable nature of this skill set in fostering a thriving educational ecosystem. Together, these characteristics delineate the contours of effective leadership in schools, encapsulating a holistic framework that prioritizes collaboration, strategic management, and empathetic engagement.

The position of the principal is crucial in the management of the secondary school setting. The principal is saddled with the responsibility of efficient utilization and coordination of human and material resources towards the attainment of the organizational goals. The success of the school in implementing the educational program and goal achievement depends largely on the principal administrative behavior is a known fact that education contributes immensely in the development of the human capital needed for the nation's productive sector. The key to effective leadership is the ability to get results from people. School is a place designed to transmit knowledge or the cultural heritage of the society (Koko & Nwiyi, 2019). School principals improves teaching and learning indirectly and most powerfully through effective curriculum coordination, evaluation of instruction and, their influence on staff motivation, working conditions and commitment. In essence, the principal also helps to achieve the goal of the educational system through planning, stimulating, coordinating, directing and evaluating the work of teaching and non-teaching staff (Remache-Bunci et al., 2023). This implies that the principal as the administrative head of the secondary school provides transformative leadership in all aspects of the school program addressing teachers' challenges and enhancing teacher motivation. Effective leadership practices include:
1. Providing Adequate Resources: Ensuring access to modern teaching materials, technology, and conducive learning environments empowers teachers to perform optimally.

2. Offering Professional Development Opportunities: Principals should facilitate ongoing training, workshops, and mentorship programs to enhance teachers' skills and knowledge.

3. Implementing Recognition Programs: Acknowledging teachers' efforts through awards, public appreciation, and career advancement opportunities fosters a sense of accomplishment and belonging.

4. Promoting Work-Life Balance: Streamlining administrative duties, providing adequate planning time, and encouraging self-care can reduce teacher burnout.

5. Encouraging Participatory Leadership: Involving teachers in decision-making processes demonstrates respect for their expertise and enhances their commitment to school initiatives.

6. Building a Positive School Climate: Principals should cultivate an atmosphere of trust, collaboration, and mutual respect. Regular feedback, open communication, and conflict resolution mechanisms contribute to a supportive work environment.

Pathways to Professionalism

Teacher professionalism is a critical determinant of educational quality, influencing not only instructional delivery but also the overall effectiveness of the school system. Professionalism encompasses teachers' mastery of their subject areas, commitment to lifelong learning, adherence to ethical standards, and ability to foster meaningful relationships with students and colleagues. To achieve these standards, principals must serve as strategic leaders who create and sustain pathways to professionalism. Approaches to fostering teacher professionalism in the school environment include:

1. Participatory Leadership: Participatory leadership involves the active inclusion of teachers in decision-making processes. This approach fosters a sense of ownership and responsibility among teachers, encouraging them to align their professional growth with school objectives. Establish committees that allow teachers to contribute to curriculum design, resource allocation, and school improvement plans. Facilitate regular meetings where teachers can voice concerns, share ideas, and collaborate on solutions. Celebrate teachers' involvement in decision-making processes, highlighting their role in the school's successes. Participatory leadership creates a collaborative culture, empowering teachers to take initiative and reinforcing their professional identity.

2. Continuous Professional Development (CPD): CPD is essential for equipping teachers with modern pedagogical skills, updating their knowledge base, and fostering their growth as educators. Professional development not only enhances teaching quality but also instills a sense of pride and commitment to the profession. Organize regular training sessions tailored to the school's specific needs, such as innovative teaching strategies or technology integration. Facilitate access to seminars, conferences, and certifications offered by educational organizations or NGOs. Pair experienced teachers with new hires to foster knowledge transfer and guide their professional journey. Teachers who engage in CPD are more confident, skilled, and prepared to handle classroom challenges, contributing to a culture of excellence within the school.

3. Ethical Standards and Accountability: Upholding ethical standards is a cornerstone of teacher professionalism. It ensures that teachers act as role models for students and maintain trust within the community. Develop and communicate a code of conduct that outlines expectations for teacher behavior. Conduct periodic assessments to ensure teachers meet professional standards and

provide constructive feedback. Provide guidance to teachers facing ethical dilemmas, fostering a supportive environment for ethical decision-making. A strong ethical framework enhances teachers' credibility, reinforcing their role as trusted leaders in the educational process.

4. Resource Optimization: Adequate resources are fundamental to teacher effectiveness and professionalism. Principals must ensure that teachers have access to the materials and infrastructure necessary for high-quality instruction. Prioritize spending on essential teaching materials, classroom technology, and infrastructural improvements. Collaborate with NGOs, community organizations, and government agencies to supplement school resources. Engage teachers in identifying resource needs and planning their effective utilization. Access to adequate resources reduces teacher stress, enhances their ability to deliver quality education, and fosters a professional work environment.

5. Recognition and Career Advancement: Recognizing teachers' achievements and providing clear career progression pathways are vital for sustaining motivation and professionalism. Introduce awards and certificates for exemplary performance, such as "Teacher of the Month" or long-service awards. Establish roles for teacher-leaders, mentors, and subject specialists, creating opportunities for advancement within the school. Work with teachers to develop personalized career growth plans, outlining opportunities for development and advancement. Recognition and advancement opportunities create a positive feedback loop, encouraging teachers to strive for excellence while reinforcing their professional identity.

6. Work-Life Balance and Well-Being: A healthy work-life balance is essential for maintaining teacher motivation and preventing burnout. Principals must prioritize the well-being of their staff to sustain professionalism. Minimize excessive workloads by delegating administrative tasks and providing adequate preparation time. Organize activities that promote physical and mental health, such as mindfulness workshops or fitness sessions. Foster a supportive community within the school where teachers feel comfortable discussing challenges and seeking help. Teachers who experience a balanced workload and supportive environment are more likely to remain committed to their professional goals

Enhancing Engagement with Stakeholder Perspectives

While the principal-teacher dynamic is central to fostering teacher motivation and professionalism, the involvement of other stakeholders such as policymakers, parents, and the community is equally vital. These stakeholders provide the broader support system that sustains and amplifies the efforts of school leaders. Below, their roles are examined, along with strategies to engage them in enhancing teacher motivation and professionalism.

1. Role of Policymakers: Policymakers shape the legal and institutional framework within which teachers and principals operate. Their decisions on funding, teacher recruitment, training, and curriculum design significantly influence teacher motivation and professionalism. Principals can collaborate with policymakers to advocate for policies that address teacher welfare, such as competitive salaries, timely promotions, and retirement benefits. Principals should act as intermediaries to communicate teachers' needs and challenges to policymakers, ensuring that education reforms are aligned with on-the-ground realities. Teachers and principals can be

included in task forces or committees to provide insights during policy formulation, fostering a sense of ownership and alignment.

2. Role of Parents: Parents are critical stakeholders in education, as their engagement directly impacts teacher motivation and student outcomes. Collaborative efforts between schools and parents can create a supportive environment for teachers. Principals can strengthen PTAs to facilitate regular dialogue between parents and teachers, allowing parents to contribute to school development. Encourage parents to support schools by providing teaching aids, sponsoring school events, or contributing to infrastructure development. Principals can encourage parents to acknowledge and appreciate teachers' efforts through organized recognition programs or personal gestures, fostering goodwill and motivation.

3. Role of the Community: The community provides a broader socio-cultural and financial support system for schools. Engaging the community can help alleviate resource constraints and create a sense of shared responsibility for education. Principals can collaborate with local leaders and organizations to gather resources for schools, such as constructing classrooms, donating materials, or funding teacher training. Community-led events that celebrate teachers' contributions can boost morale and reinforce their professional identity. Engage community members, including retirees and professionals, to support teaching efforts, such as mentoring students or assisting with extracurricular activities.

Supporting Work-Life Balance and Well-Being

Teacher well-being is a crucial determinant of motivation and professionalism. Without adequate support for their physical and mental health, teachers are at risk of burnout, which can compromise their effectiveness and commitment. Below are strategies and practical tools that principals can adopt to champion teacher well-being.

1. Flexible Work Schedules: Introduce flexible scheduling options to reduce teacher workloads, such as staggered class timings or shared responsibilities for administrative tasks. Allocate designated planning periods during the school day to allow teachers time for lesson preparation and self-care.

2. Wellness Programs: Implement school-based wellness programs, such as mindfulness workshops, yoga sessions, or fitness challenges. Organize wellness days that focus on mental health awareness, stress management techniques, and healthy living

3. Recognition and Appreciation: Regularly acknowledge teachers' efforts through awards, public appreciation, or small tokens of gratitude, such as personalized thank-you notes or celebrations during staff meetings. Foster a culture of peer recognition, where teachers can nominate and celebrate each other's contributions.

4. Providing Support Networks: Establish support groups where teachers can share experiences, challenges, and solutions, fostering a sense of community and camaraderie. Pair teachers with mentors or coaches to provide guidance and encouragement.

5. Access to Professional Development Focused on Well-Being: Offer training programs that include modules on stress management, time management, and maintaining a healthy work-life balance. Encourage participation in conferences or workshops focused on teacher wellness and resilience.

Conclusion

Motivation is an indispensable factor in building a resilient and effective teaching workforce. By addressing the unique challenges teachers face and equipping them with modern tools and strategies will enhance individual competencies and contribute to the overall success of schools. Principals play a pivotal role in fostering teacher motivation and enhancing professionalism. Their leadership practices significantly impact teacher morale, job satisfaction, and career fulfillment, which are critical for achieving educational goals. The role of principals in motivating teachers is integral to fostering professionalism, career fulfillment, and educational excellence. By implementing strategies such as clear communication, professional development, recognition, and participatory decision-making, principals can create an environment where teachers feel valued, supported, and inspired to excel. Aligning these practices with broader educational goals ensures that teacher motivation transcends individual success, contributing to the collective advancement of the school and its students. As leaders, principals should prioritize teacher motivation as a strategic imperative, recognizing its profound influence on the quality of education and the future of society.

Suggestions

1. Principals should actively involve teachers in decision-making processes, empowering them to contribute to curriculum design, resource management, and school improvement strategies.

2. Organize regular in-house training sessions and advocate for teachers' participation in external workshops and conferences to enhance their skills and expertise.

3. Implement wellness programs, streamline administrative responsibilities, and ensure teachers have adequate planning time to reduce burnout and improve job satisfaction.

4. Collaborate with local and international organizations to mobilize resources for schools, ensuring teachers have the tools they need to succeed.

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