

### Review Form 3

Journal Name:	<a href="#">Asian Journal of Education and Social Studies</a>
Manuscript Number:	Ms_AJESS_128886
Title of the Manuscript:	<b>Teachers' Motivation toward Teaching and its' Relation to Their Classroom Practices: A Self-Determination Analysis on Public Secondary School Teachers in Ulanga Tanzania</b>
Type of the Article	<b>Original Research Article</b>

#### **PART 1: Comments**

	<b>Reviewer's comment</b>	<b>Author's Feedback</b> <i>(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.</b>	This paper provides an overview of a study examining the motivation of secondary school teachers in public schools, framed within self-determination theory, and its connection to classroom practices. The topic is timely and relevant, particularly as teacher motivation is often linked to the quality of education and student outcomes.	
<b>Is the title of the article suitable? (If not please suggest an alternative title)</b>	The title is lengthy but can be more concise to retain its core message. Here is the suggestion to improve the title so it can be more practical.  <b>Examining the Motivation and Relation to Classroom Practices of Public Secondary School Teachers in Ulanga, Tanzania: A Self-Determination Analysis</b>	
<b>Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.</b>	Please add in additional details for samples details i.e. the geographical context or teaching experience to enhance the depth of the description. It becomes unclear the way the results are reported, especially with the use of the 'controlling motivation and motivation' as related to classroom practices. The implications of the findings for policy, professional development, or classroom strategies is not explained clearly. May be by adding a brief sentence about how these findings could inform teacher training or school practices would strengthen it. Terms like "structure," "control," "chaos," and "need-supportive/need-depriving" are not fully explained. Please include a brief definition or example to help the non-specialist readers to grasp the message clearly.	
<b>Is the manuscript scientifically, correct? Please write here.</b>	Acceptable.	
<b>Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.</b>	Please make the most recent reference possible from 5 years back because it is very important in producing quality, relevant, and reliable academic writing. There is a relatively old reference which is 1991 used in this article. New information continues to emerge through research and publication. In addition, it is compatible with the current context, adapts to new issues and challenges, and improves the credibility of writing. You can use academic databases such as Google Scholar, PubMed, or Scopus to help find the latest articles in a particular field.	

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<b>Is the language/English quality of the article suitable for scholarly communications?</b>	The language used in the article is suitable for scholarly communication, which is formal plus with an academic tone. It can convey complex ideas relevant to the area to show an apparent effort to align with the expectations of academic writing. However, the article requires refinement to add clarity and precision arguments. Please maintain the consistency in terminology so the audience with different area could understand it easily. Please improve the grammar structure to show transitions between ideas or use active voice instead of passive voice to enhance readability.	
<b>Optional/General</b> comments	The article able to link the gap between SDT theory and practical teaching applications. Its emphasis on teachers' motivational conditions and effective classroom practices offers valuable insights for other educators and policymakers. Furthermore, the article supports the idea that teacher well-being is integral to fostering positive student outcomes.	

### **PART 2:**

	<b>Reviewer's comment</b>	<b>Author's comment</b> (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

### **Reviewer Details:**

Name:	<b>Roslaili Anuar</b>
Department, University & Country	<b>Universiti Teknologi MARA, Malaysia</b>