

Contributions of Working Conditions on Performance of Secondary School Teachers in Moshi District Council, Tanzania



Esther S. Ngereza, Hezron Onyancha, Evans Okendo Ogoti

Abstract: This study was aimed at assessing the contribution of working conditions on work performance of public secondary school teachers in Moshi District, Tanzania. The Two Factor Theory by Herzberg (1959) was used in explaining about specific work motivation that bring about job satisfaction. The study used a convergent research design with a mixed research approach. The population of the study included 1,145 public secondary school teachers from which a sample of 256 respondents was obtained. 5 heads of schools and 3 Ward education Coordinators were used as key informants for the study. Data was collected by using a questionnaire and a key informant interview guide. The validation of the instrument was done through a research expert from MWECAU, and the reliability of the instrument was ensured through Cronbach alpha. The reliability for teachers was $r = (0.8)$. Quantitative data was analyzed using descriptive statistics to get frequencies, percentages and means. Qualitative data was analyzed using contextual themes analysis and narrative analysis methods. Findings indicated that working conditions of secondary school teachers have a positive impact on their performance. The study concluded that working condition in public secondary schools have highly impact on teachers working performance. The study recommends that Ward Education Coordinators should regularly assess the working conditions and resource needs of schools within their jurisdiction.

Key Terms: Public Secondary School, Teachers, Working Conditions, Work Performance, Job Satisfaction.

I. INTRODUCTION

The provision of high-quality education is critical for a country's growth. According to research, excellent education is critical for improving individual learners' values, attitudes, behaviors, and abilities (bin Nordin et al., 2019). Teachers are at the center of classroom education, therefore they are critical to learners' productivity and, by extension, the efficiency of society [1]. Teachers' efficacy is determined by their academic and pedagogical competency, as well as the relationship between their training and abilities and their

position, workload, and work encouragement [2]. The focus of this study focuses on their work happiness [3]. When teachers are at school, they require a suitable workplace atmosphere in order to carry out their vocation properly, and the consequences of their efforts are noted to be positive [4]. They must also be well compensated, as this is the primary reason for their job (Mwakasungula and Mwita, 2020). Employees are drawn to employment that allow them to satisfy their basic necessities on a regular basis [5]. Unless these requirements are met, instructors will be unable to develop their full potential and will become less devoted to teaching [6]. Kemunto et al. (2018) discovered that Kenyan secondary school teachers were more satisfied with their jobs when they were assured of their financial and workplace well-being [7].

Job satisfaction stems from good working circumstances (Mwita, 2020). Despite extensive research by various researchers, the topic of job satisfaction lacks a standard definition [8]. According to Zembylas and Papanastasiou (2016), the idea of occupational satisfaction Despite the fact that many scholars have studied it for a long time [9], the same concept in regards to teachers' affective relationship to the teaching role and as a function of the perceived relationship between what one wants from teaching and what one perceives it to offer is so much also related to teacher job performance [10]. According to Toropova (2021), one of the main school working circumstances and teacher qualities is teacher job satisfaction [11]. Some features of teachers' working circumstances are inherent in the profession, regardless of where they work [12]. For example, regardless of the kind or location of the school, teacher wages tend to be low in comparison to those received by equally qualified persons in other professions [13]. Other aspects of teachers' working circumstances [14], such as school safety, differ greatly amongst schools [15]. Thus, in addition to being concerned about the working circumstances of public secondary school teachers in general [16], we must pay attention to the types of schools that have good or challenging working conditions [17], as well as, for equitable reasons, the characteristics of the students who attend [18].

However, according to Lama (2020), working conditions have a significant impact on teachers' attitudes [19]. In this context, the purpose of this study is to investigate the impact of working circumstances on teachers' attitudes [20]. This study discovered a substantial difference in the attitudes of

Manuscript received on 22 August 2023 | Revised Manuscript received on 03 March 2024 | Manuscript Accepted on 15 October 2024 | Manuscript published on 30 October 2024.

*Correspondence Author(s)

Esther S. Ngereza*, Department of Economics and Business studies, Mwenge Catholic university, Kilimanjaro (Moshi), Tanzania. Email ID: estherngereza23@gmail.com

Dr. Hezron Onyancha, Department of Economics and Business studies, Mwenge Catholic university, Kilimanjaro (Moshi), Tanzania. Email ID: hezrononyancha@yahoo.com

Prof. Evans Okendo Ogoti, Department of Economics and Business studies, Mwenge Catholic university, Kilimanjaro (Moshi), Tanzania. E-mail ID: eogoti17@gmail.com

© The Authors. Published by Lattice Science Publication (LSP). This is an open access article under the CC-BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>)

instructors who worked in buildings that were excellent or unsatisfactory [21]. Furthermore, the study found a modest relationship between working conditions and instructors' attitudes [22]. Furthermore, this study shows that the school's building quality has a significant impact on instructors' attitudes [23]. Finally, this research demonstrates a good association between working circumstances and instructors' attitudes [24].

II. STATEMENT OF THE PROBLEM

Good working condition is key to employee's satisfaction for better job performance. For that matter, there must be a very significant relationship between teaching performance and job satisfaction (Nwinyokpugi, 2018) [25]. Job satisfaction is generally very important in teacher's commitment and its output [26]. Despite having the duties and responsibilities of employee's performance [27], Moshi district face the challenge of one teacher to have more than one subject from different classes which seem to jeopardize performance [28]. Poor working condition, poor infrastructure in school like classes, teachers' office, teachers house, transport, and even toilets for teachers at work [29]. The situation of long distance to and from working areas also has been mentioned to be among the working condition facing teachers in the study area (Nyamubi, 2017) [30]. It has been also noted that, some teachers have even engaged in commercial activities like motor riding (*bodaboda*) instead of performing duties assigned at schools which may be seen as a manifestation of job dissatisfaction due to poor working conditions [31]. School teachers being dissatisfied with their positions may not perform to the best of their capabilities [32], stifling the continuous learning process for the learners in their school community [33]. The question that remains not answered is whether working conditions contributes towards secondary school teachers' work performance in the study area [34]. Therefore, the current study is directed at examining the contribution of working conditions on performance of public secondary teachers in Moshi district council [35].

III. MATERIALS AND METHOD

A. Material

This part offers related material based on the effects of good working conditions on performance in the next section. According to Mwita (2019), in a study aimed at investigating the effects of working environment on teachers' performance in Ilala Municipal Council, the study discovered that the work environment in public secondary schools in Ilala Municipal was not favored or supportive of teachers while performing their duties. Furthermore, the survey discovered that teachers face several obstacles such as poor pay, a shortage of teacher housing in many schools, a lack of incentives, a delay in promotion, and other similar issues. Finally, the study produced strategies or recommendations that the government may do to counteract the difficulties and encourage

instructors to stay or work in a conducive and appealing atmosphere for improved performance.

Obungu et al. (2021) discovered that job satisfaction influences employee motivation in a study of working circumstances on retention of science teachers in public secondary schools in Kisumu county, Kenya [36]. This was demonstrated by the fact that leadership and other opportunities for advancement impact job satisfaction to a great amount, as stated by 57% and 67%, respectively [37]. The study also discovered that perceived fairness in the teacher promotion system has a minor affect on job satisfaction among teachers and that work environment circumstances have a substantial influence on job happiness among teachers [38]. It was discovered that the reward system had an impact on teacher motivation [39]. This was demonstrated by the fact that 53% of respondents strongly disagreed with the statement that teachers' salary is commensurate with the services they provide [40]. According to the study's findings, job satisfaction, incentive systems, professional training and development, and work situational elements all influence employee motivation. According to the report, schools should make sure that the school atmosphere is favorable to teachers' motivation and work satisfaction [41]. This may be accomplished by providing suitable teaching and learning tools. Finally, the study suggests that another study be conducted in other districts to investigate the influence of school leadership style on teacher motivation, which was not the focus of the study [42].

According to Mujuni (2018), the study sought to establish a link between teachers' well-being and the performance of government-aided primary schools in Uganda's Isingiro area [43]. Teachers' well-being has no association with the performance of government-aided elementary schools in Uganda's Isingiro area [44]. The study's findings demonstrated a very significant relationship between interacting teachers' wellbeing and human capital and the performance of government-aided primary schools (t -value = 11.940, Sig. = .000), rejecting the null hypothesis (H_0). Since R -Square = 0.288, the results indicate that interacting/ combining both variables of teachers' welfare and human capital in the model will contribute 28.8% of good performance of government assisted primary schools in Isingiro district, Uganda [45].

According to Onesmo (2019), a research on the role of the head of school in boosting teacher professional development in public secondary schools in Moshi District council, Tanzania, certain heads of school required to gain additional skills in teacher supervision. It was also discovered that supervisory tasks such as verifying teachers' records, classroom visits, and team teaching were frequently assigned to department heads and deputy heads. The principal's role in supervising instructors was restricted. School-based workshops or seminars were seldom conducted by the principal, and the majority of

principals depended completely on outside professional development programs to improve teachers (Bello et al., 2019). The survey also discovered that the most prevalent barriers to the supervisory function of heads of schools are budgetary constraints, instructors, a negative attitude toward monitoring, and insufficient possibilities for professional development among teachers.

Jingo (2016) discovered that none of the ten principals in the research on the impact of school administration on students' academic performance in community secondary schools in Rombo District had received management training. The most common tactics used by principals to increase pupils' academic achievement ranged from inspiring instructors to imposing punishments. Despite the fact that the majority of the school heads lacked professional management training, their management tactics were effective given the circumstances of the community secondary schools in the Rombo area. According to Jengo (2016), the government should consider educating school principals to guarantee effective school management. It also encourages school administrators to work on their academic development. The report also suggests that management skills be included in teacher education programs to expose teachers to management challenges. Future researchers on this issue will strive to figure out how school principals might interact more in their administrative activities in order to improve the efficiency of the quality education delivered in these schools.

Toropova's (2020) study explores the relationships between eighth grade mathematics teachers' job satisfaction, school working circumstances, and teacher characteristics. The study makes use of data from Sweden's TIMSS 2015 (Trends in International Mathematics and Science Study). The findings show a strong link between school working conditions and teacher job satisfaction. Teacher job satisfaction was most closely connected to teacher workload, teacher collaboration, and teacher assessments of student discipline in school. In terms of teacher characteristics, female instructors, teachers who had more professional development, and more effective teachers reported greater levels of work satisfaction. Furthermore, the association between the level of teacher collaboration and work happiness was shown to be stronger in male instructors, but student discipline was more relevant for job satisfaction in teachers with lower self-efficacy views. Policy implications are examined further.

According to Shonje (2021), findings from an assessment of the influence of working conditions on teachers' job satisfaction, the case of Kisarawe district public secondary school teachers in Tanzania, reveal that teachers work in poor conditions characterized by a lack of in-service training, promotion, and necessary facilities such as chairs and housing. Most of them live a significant distance from the schools where they teach, making it difficult for them to complete their day-to-day tasks, reducing their work morale. This leads to teacher absence and tardiness, which lowers pupils' academic performance. The report suggests that the

government handle the problem of teachers by providing them with proper teaching facilities, in-service training, promotion, and housing, among other things.

Toropova and Johnson (2021) conducted a research to evaluate the relationships between eighth grade mathematics teachers' job satisfaction, school working circumstances, and teacher characteristics. The findings show a strong link between school working conditions and teacher job satisfaction. Teacher job satisfaction was most closely connected to teacher workload, teacher collaboration, and teacher assessments of student discipline in school. In terms of teacher characteristics, female instructors, teachers who had more professional development, and more effective teachers reported greater levels of work satisfaction. Furthermore, the association between the level of teacher collaboration and work happiness was shown to be stronger in male instructors, but student discipline was more relevant for job satisfaction in teachers with lower self-efficacy views.

Admiraal (2021), given the teacher shortage in the Netherlands and Flanders, it is critical not only to raise the intake and outflow of students in teacher education programs, but also to improve in-service teacher work satisfaction. Teachers that are satisfied in the classroom will be more likely to stay in the profession. Work and school circumstances, as well as job satisfaction, have been investigated using secondary analyses of TALIS 2018 data from primary and secondary school teachers in the Netherlands and Flanders. Regression analyses reveal a negative association between work satisfaction and emotions of discomfort, perceived stress in teaching and classroom management, and reported impediments to professional growth. Furthermore, a safe learning and working environment at school, as well as overall school satisfaction, are positively connected to teachers' job satisfaction.

The research, modest (2021), attempted to investigate the impact of school workplace conditions on teachers' job satisfaction in public secondary schools in Bukoba Rural District. The study discovered that inadequate workplace conditions exist in the visited schools, resulting in a low degree of job satisfaction among instructors in the visited schools. The findings also show that poor workplace standards, such as grievances among teachers, hostility among teachers, teachers living apart from their spouse, a poor relationship between teacher and supervisor, inadequate teacher housing, and teacher health safety, have the potential to influence teachers' ability to work in a healthy manner and thus their level of job satisfaction. According to the study, an effective and efficient policy framework that can drive education stakeholders to cooperate in enhancing school workplace conditions for teachers to work harmoniously and thus have a high degree of job satisfaction should be established. This study, on the other hand, will aid in determining the effects of work satisfaction on the performance of public

secondary school teachers, especially in the Moshi district council.

However, according to Iama (2020), working conditions have a significant effect in molding teachers' attitudes. In this context, the purpose of this study is to investigate the impact of working circumstances on teachers' attitudes. This study discovered a substantial difference in the attitudes of instructors who worked in buildings that were excellent or unsatisfactory. Furthermore, the study found a modest relationship between working conditions and instructors' attitudes. Furthermore, this study shows that the school's building quality has a significant impact on instructors' attitudes. Finally, this research demonstrates a good association between working circumstances and instructors' attitudes. Based on the examined literature, it is clear that there are certain gaps that need to be addressed. One of the areas is the impact of secondary school teachers' working circumstances on work performance (Modest, 2021; Iama, 2021; Admiraal, 2021; Shonje, 2021). However, these investigations were conducted in various locations of the world and with varying foci. This research will look at the impact of working circumstances on the performance of secondary school teachers in Moshi District Council.

B. Methods

The study employed a convergent research design under a mixed research approach. A convergent design involves both qualitative and quantitative data that are collected at the same time, analysed separately, and then merged together during interpretation (Creswell & Plano Clark, 2018). The target population of this study was 1145 teachers, 32 Ward Education Coordinator (WEC) and 61 heads of schools from 61 public secondary schools. The sample size for this study was obtained by using Yamen (1964) formula. The study sampled 256 teachers, 3 Ward Education Coordinator (WEC) and 15 heads of schools. However, 5 of heads of schools were randomly selected from 15 heads of schools to become key informants and 3 WEC were selected from 32 WEC making a total number of 8 key informant. Questionnaires was used to collect information from teachers while interview guide was used to collect information from WEC and heads of schools. To facilitate the presentation of interview reports of the heads of schools, the secondary schools were labeled numerically from 1 to 5. To verify content validity, the questionnaire was tested through consultation with the experts for necessary inputs in the subject matter at the University and by seeking supervisor opinions. The proposed changes was evaluated and considered in adjusting the questionnaire to enhance its validity. Likewise, a Cronbach's Alpha Coefficient was used to test the reliability of the instrument using 3 secondary schools. These schools were not used for the proper study to avoid bias. During the pilot test, a strong alpha coefficient of 0.723 was obtained from the

questionnaire for teachers, indicating that the instrument can be used for data collection. The analysis for quantitative data was done descriptively with the aid of statistical Package for Social Science (SPSS) version 26 and presented in tables. Qualitative data was analyzed by using thematic analysis through transcribing the interviews, and coding, followed by developing and describing the theme. The researcher followed ethical considerations throughout the research process to ensure compliance. This included maintaining confidentiality, ensuring anonymity of the respondents, and acknowledging published sources in accordance with the APA style to avoid plagiarism.

IV. THEORY

Herzberg (1959) established the Two Factor Theory to explain distinct work motivations that lead to job satisfaction. He conducted motivational research on around 200 accountants and engineers employed by Pittsburgh, Pennsylvania-based organizations. He utilized the critical incident approach to collect data, asking two questions: when did you feel extremely good about your job (satisfaction) and when did you feel exceptionally horrible about your job (dissatisfaction). After compiling these reported positive and negative sensations, Herzberg (1959) concluded that job satisfiers (motivators) are connected to job content and job dissatisfies (hygiene factors) are related to job setting. Motivators are related to job topics such as accomplishment, acknowledgment, work itself, responsibility, and promotion. The hygiene considerations, rather than motivating or satisfying, avoid unhappiness. These determinants include firm policy, administration, supervision, compensation, interpersonal interactions, supervisor, and working environment (Herzberg et al., 1959).

The Two Factor Theory's strength is that it outlines the reasons why team members are content or unsatisfied with their employment or roles. The idea identifies the motivators and hygiene aspects that are currently in place in the firm and should be maintained at all times to keep employee morale high while executing their work. However, the two-component theory has been accused of bias since it is based on employees' natural reactions when asked about the origins of their job happiness and discontent. They will attribute their discontent to external issues such as compensation structure, corporate policies, and peer relationships. Furthermore, employees will attribute their job pleasure to themselves. Nonetheless, Herzberg's two-factor theory is important since it gives insight into critical aspects that motivate employees. It may be used to understand the motivations of individual employees, which can then be used to create a holistic employee motivation strategy based on whether or not they are content with their jobs.

V. RESULTS AND DISCUSSION

Table-I: Working Condition on Secondary School Teachers' Performance (n=256)

Key: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (U), 4= Agree (A), 5= Strongly Agree (SA).

	Statements	SD		D		U		A		SA		Mean
		f	%	f	%	f	%	f	%	f	%	
i	Safe Work conditions lead to higher job satisfaction among secondary school teachers	5	2.0	18	7.0	46	18.0	129	50.4	58	22.7	3.85
ii	Adequate provision of teaching materials and equipment enhances job satisfaction among secondary school teachers.	2	0.8	13	5.1	72	28.1	119	46.5	50	19.5	3.79
iii	Access to training opportunities increases job satisfaction among secondary school teachers	4	1.6	22	8.6	64	25.1	105	41.2	60	23.5	3.76
iv	A comfortable work environment leads to higher job satisfaction among secondary school teachers	4	1.6	28	11.0	82	32.3	75	29.5	65	25.6	3.67
v	The availability of necessary resources to perform their duties effectively contributes to job satisfaction among secondary school teachers	4	1.6	27	10.6	61	24.0	98	38.6	64	25.2	3.75
vi	Recognition received from school administrators positively impacts job satisfaction among secondary school teachers.	2	0.8	28	11.0	68	26.8	94	37.0	62	24.4	3.73
vii	The amount of time available for planning and preparation of teaching materials positively contributes to job satisfaction among secondary school teachers	3	1.2	37	14.5	59	23.0	104	40.6	53	20.7	3.65
viii	The availability of modern technology positively contributes to job satisfaction among secondary school teachers	5	2.0	26	10.2	59	23.0	106	41.4	60	23.4	3.74
ix	The level of independence given to secondary school teachers positively impacts their job satisfaction	5	2.0	21	8.2	60	23.4	98	38.3	72	28.1	3.82
x	Availability of Resources lead to increased job satisfaction and better performance among secondary school teachers	2	0.8	29	11.3	46	18.0	100	39.1	79	30.9	3.88
	Total mean score											3.76

Source: Field Data, (2023)

The mean score > 3 for item indicates that working condition improve teachers' performance and mean score < 3 indicates that the working condition is not improving teachers' performance while exactly mean score of 3 implies that the working condition has whether or not improve teachers' performance (Chyung & Hutchinson, 2023).

Data in table 1 shows that 66% of teachers either agreed or strongly agreed that adequate provision of teaching materials and equipment enhances job satisfaction among secondary school teachers. The data imply that teachers' beliefs the availability of teaching materials and equipment influence their overall job satisfaction. The findings are similar to what is reported in the study by Shonje (2021) at Kisarawe, which revealed that teachers have access to the essential resources to support their teaching, it leads to improved job satisfaction and fosters a more positive work environment. During the in-person interviews with heads of schools, this finding became more apparent. The head of school from school 4 reported that:

"I fully recognize the significance of providing essential resources to our teachers. As educators, they rely on various materials, equipment, and tools to effectively deliver their lessons and engage students. Ensuring they have access to these resources is essential for their job satisfaction and overall success" Interview conducted with HoS: 24th April, 2023.

The information from the head of school imply that they have a clear understanding of the importance of providing essential resources to teachers. The head of school acknowledges that teachers rely on a range of materials, equipment, and tools to effectively deliver lessons and engage students. These findings are consistent with the study conducted by Mwita (2019) at Ilala municipal, which emphasized that teachers have an access to laboratory

resources and equipment's which influence their job satisfaction and overall success.

Furthermore, data in table 1 also shows that 64.8% of teachers either agreed or strongly agreed that the availability of modern technology positively contributes to job satisfaction among secondary school teachers. The data implies that teachers perceive modern technology as an important factor in their job satisfaction. These results matched with the research findings of Obungu et al. (2021) in Kenya, recognize the benefits and value that technology bring to the teachers during their teaching practices, such as the use of Computers and tables enhanced instructional delivery, improved student engagement, and increased efficiency in administrative tasks. In addition to that, during the face-to-face interview, the WEC "2" claimed that:

"Integrating technology, such as computers and tablets, in our schools is of utmost importance. These tools have the potential to greatly enhance instructional delivery and engage students in new and meaningful ways. It allows teachers to access a vast range of resources, interactive content, and educational applications that can support and enrich their teaching activities" Interview conducted with WEC: 26th April, 2023.

The information from the WEC implies that incorporating computers and tablets in schools has a positive impact on instructional delivery and student engagement. The WEC recognizes the importance of technology in education and highlights the potential benefits that computers and tablets bring to teaching practices. By providing access to a wide range of resources, interactive content, and educational applications, these devices can support and enrich the learning experiences of both teachers and students. These findings are consistent with the results of the Ugandan study conducted by Mujuni (2018). The study, which focused on

the use of computers and tablets in education, revealed similar outcomes. Therefore, it was found that these devices provide teachers with access to a wealth of resources, interactive content, and educational applications, which can enhance instructional delivery and engage students effectively.

Data in table 1 show that 61.4% of teachers either agreed or strongly agreed that the recognition received from school administrators positively impacts job satisfaction among secondary school teachers. The data suggests that teachers place value on the recognition and acknowledgment they receive from school administrators for their work and contributions. The data reflect what is explained by the studies of Toropova (2020) in Sweden, found that when teachers feel recognized and appreciated by their superiors, it has a positive effect on their job satisfaction. The findings also reflect what was explained by the head of school from school 2 during the interview, who claimed that:

"Absolutely. Recognizing teachers' efforts positively impacts their job satisfaction and performance. When teachers feel valued and appreciated, it enhances their motivation and engagement in their work. They are more likely to feel a sense of pride and job satisfaction, leading to increased dedication and a higher quality of teaching. Moreover, recognition also helps in building a positive and collaborative relationship between teachers and administrators, fostering a supportive work environment"
Interview conducted with HoS: 26th April, 2023.

The interview with the head of school implies that they recognize the positive impact of recognizing teachers' efforts on job satisfaction and performance. The head of school acknowledges that when teachers feel valued and appreciated, it enhances their motivation and engagement in their work. This increased motivation and engagement lead to a sense of pride and job satisfaction among teachers, which ultimately translates into higher dedication and a higher quality of teaching.

Data in table 1 show that 63.8% either agreed or strongly agreed that the availability of necessary resources to perform their duties effectively contributes to job satisfaction among secondary school teachers. Majority of teachers 70% either agreed or strong agreed that availability of Resources lead to increased job satisfaction and better performance among secondary school teachers. The data imply that secondary school teachers recognize the importance of having access to necessary resources to perform their duties effectively. This finding is related to what has been suggested by the study of Iama (2020) found that teachers in secondary schools see the availability of resources as critical to their ability to perform their duties effectively and to their overall job satisfaction.

Data in table 1 show that 64.7% of teachers either agreed or strongly agreed that access to training opportunities increases job satisfaction among secondary school teachers. This data imply that teachers value the opportunity to engage in professional development and continuous learning. When teachers have access to training opportunities, they can enhance their knowledge, skills, and teaching strategies, which in turn positively impacts their job satisfaction This finding is supported by modest (2021) in Bukuba, revealed that ongoing training and learning opportunities enable teachers to stay updated with the latest educational trends,

teaching methodologies, and subject knowledge. Continuous professional development empowers teachers to deliver high-quality instruction and meet the diverse needs of their students. This finding was supported by the head of school from school 1, who claimed that:

"Training opportunities for secondary school teachers are available under certain conditions for them to fulfill. There has been even attempts for secondary school teachers to get admissions in universities without permissions while some teachers who had the requirements were permitted to attend . This is an evidence that secondary school teachers are motivated to go for further studies" Key informant interview conducted with with HoS: on 28th April, 2023.

Also, this finding was supported by the head of school from school 2, who said that:

"When teachers have access to training, it demonstrates our commitment to their development and shows that we value their continuous growth. By enhancing their skills and knowledge, teachers become more confident and effective in their classrooms. They can implement new strategies, engage students in innovative ways, and adapt to the changing needs of the education landscape. This, in turn, leads to a sense of accomplishment and job satisfaction" Interview conducted with HoS: 28th April, 2023.

The explanation by the key informants is a confirmation that, availability of training opportunities is an important aspect to public school teachers as far as job satisfaction and and performance. The interview with the head of the school implies that the institution recognizes the importance of providing training opportunities for teachers. It indicates that the school values the continuous growth and development of its teachers. This is supported by the study of Admiraal (2021) in Netherlands, which revealed that effective professional development programs improve teacher knowledge, instructional practices, and student outcomes. By acquiring new strategies and pedagogical approaches, teachers gain confidence in their abilities to engage students and facilitate effective learning experiences.

Data in table 1 show that, 73.1% of teachers either agreed or strongly agreed that safe work conditions lead to higher job satisfaction among secondary school teachers. Most of teachers 55.1% either agreed or strongly agreed that a comfortable work environment leads to higher job satisfaction among secondary school teachers. The data imply that teachers in secondary schools believe that safe work conditions and a comfortable work environment contribute to higher job satisfaction. This is supported by the study of Toropova (2020) in Sweden, which revealed that that work environment factors, such as safety and comfort, are important determinants of employee satisfaction and engagement. When employees feel safe and secure in their work environment, it instills a sense of trust and confidence. They can focus on their work without constant concerns about potential hazards or risks, leading to increased job satisfaction.

The data in table 1 show that 66.4% of teachers either agreed or strongly agreed that



the level of independence given to secondary school teachers positively impacts their job satisfaction. The data imply that teachers value autonomy and the ability to make decisions related to their teaching practices and classroom management. The data suggests that when teachers have a certain level of freedom and independence in their work, it contributes to their overall job satisfaction. This finding aligns with the study by Iama (2020) who highlights the importance of empowering teachers and recognizing their professional expertise, allowing them to have a greater sense of control over their work and fostering a positive work environment. These findings reflect what was proposed by head of school from school 5 during the face-to-face interview that;

"Empowering our teachers is crucial for their professional growth and job satisfaction. They are the experts in their fields and possess valuable knowledge and insights. By providing them with the autonomy to make decisions related to their teaching practices and allowing them to have a greater sense of control, we acknowledge and respect their expertise" This empowerment leads to a more engaged and motivated teaching staff. Interview conducted with HoS: 24th April, 2023.

Similar information provided by WEC who claimed that:

"Recognizing teachers' professional expertise is essential for creating a positive work environment. It sends a message that we value their knowledge and contributions. When teachers feel recognized and respected for their expertise, they are more likely to be motivated and engaged in their work. This, in turn, promotes collaboration, innovation, and a sense of camaraderie among the teaching staff. It creates an environment where teachers support and learn from one another, ultimately benefiting both teachers and students" Interview conducted with WEC: 26th April, 2023.

The interviews with the head of school and the WEC both that empowering teachers and recognizing their professional expertise have a positive impact on teacher satisfaction and contribute to a supportive work environment. Therefore, the interviews highlight the importance of empowering teachers and recognizing their professional expertise as key factors in promoting teacher satisfaction and fostering a supportive work environment. These practices ultimately contribute to the overall quality of education by nurturing a motivated and engaged teaching staff who are committed to the success of their students.

Therefore, the study found that working conditions of secondary school teachers have a positive impact on their performance with a mean score of 3.76. The study found that the availability of teaching materials and equipment, access to modern technology, recognition from school administrators, access to training opportunities, and the level of independence given to teachers all have a positive impact on job satisfaction among secondary school teachers. The study found that a significant percentage of teachers agreed that these factors contribute to their job satisfaction. The study found that the heads of schools and Ward Education Coordinators (WEC) emphasized the importance of providing essential resources, integrating technology, recognizing teachers' efforts, offering training opportunities, and empowering teachers. These practices were found to

enhance instructional delivery, student engagement, motivation, and collaboration among teachers, ultimately leading to a positive work environment and improved quality of education.

VI. CONCLUSION

The availability of teaching materials and equipment, access to modern technology, recognition from school administrators, access to training opportunities, and the level of independence given to teachers were identified as key contributors to teacher job satisfaction. The study indicates that a substantial percentage of teachers recognized the importance of these factors in enhancing their overall satisfaction with their profession. Additionally, the insights provided by heads of schools and Ward Education Coordinators further emphasized the significance of providing essential resources, integrating technology, recognizing teachers' efforts, offering training opportunities, and empowering teachers. These practices were positive effects on instructional delivery, student engagement, motivation, and collaboration among teachers, ultimately fostering a supportive work environment and improving the overall quality of education. By acknowledging and implementing these findings, educational institutions can create an environment that promotes teacher satisfaction, professional growth, and student success.

ACKNOWLEDGEMENT

I would like to express my sincere thanks to God who granted me good health and strength to undertake this dissertation. I express my profound and heartfelt gratitude to my parents who gave me a lot of support in accomplishment of this Work. Likewise, I would wish to express my gratitude to my supervisors Dr. Hezron Onyancha and Prof. Evans Ogoti. For their guidance and support they have given me in writing this dissertation. They have been a cornerstone in this study writing. I would like to acknowledge secondary school teachers for their contribution in participating in the study by providing their responses concerned the study problem. I would like to acknowledge the contribution from the Moshi District Council office for the contributions. Also, my thanks goes to the administration of Mwenge Catholic University and lecturer of MBA (Masters of business administration) who contributed much for successful completion of my studies by their assistance in planning and altimetry caring this study as fulfilment of academic purpose within and outside the classroom.

DECLARATION STATEMENT

I, Esther S. Ngereza, do hereby declare that, this paper titled, "Contributions of Working Conditions on Performance of Secondary School Teachers in Moshi District Council, Tanzania" is my own original work and that it has not been presented and submitted to other journals for publication purpose. After aggregating input from all authors, I must verify the accuracy of the following information as the article's author.



- **Conflicts of Interest/ Competing Interests:** Based on my understanding, this article has no conflicts of interest.
- **Funding Support:** This article has not been funded by any organizations or agencies. This independence ensures that the research is conducted with objectivity and without any external influence.
- **Ethical Approval and Consent to Participate:** The content of this article does not necessitate ethical approval or consent to participate with supporting documentation.
- **Data Access Statement and Material Availability:** The adequate resources of this article are publicly accessible.
- **Authors Contributions:** The authorship of this article is contributed equally to all participating individuals.

REFERENCES

1. Abdulrahman, A. S., & Hui, X. (2018). Implication of motivation theories on teachers' performance in the context of education system in Tanzania. *International Journal of Secondary Education*, 6(3), 46-53. DOI: <http://dx.doi.org/10.11648/j.ijsedu.20180603.11>
2. Angelista, J. (2018). *Challenges Facing Secondary School Teachers In Implementing Career guidance and Its Implication on the Student's Future Job Choices in Tanzania*. . Klimanjaro: Mwecau. <https://www.ijern.com/journal/2018/July-2018/08.pdf>
3. Ansley, B. M., Houchins, D., & Varjas, K. (2019). Cultivating positive work contexts that promote teacher job satisfaction and retention in high-need schools. *Journal of Special Education Leadership*, 32(1), 3-16. <https://www.researchgate.net/publication/331877526>
4. Azuhu, D. (2015). *Learning Environment and Academic Performance of Secondary School Students in External Examinations: A Study of Selected Schools In Ota, Nigeria*: Lagos Publisher. <https://eprints.covenantuniversity.edu.ng/3236/1/Learning%20Env%20and%20Acad%20Perf%20Edulearn%2014.pdf>
5. Babygea, E. (2022). *The Challenges Facing Effective Teaching, Learning And Assessment In Community-Based Secondary Schools In Tabora Region*. Tabora: Tabora Press. DOI: <http://dx.doi.org/10.47672/ajep.1084>
6. Bello Taofik, A., Roshida, A. (2018). The Relationship between Job Satisfaction, Work-Life Balance and Organizational. *Academic Journal of Economic Studies*. <https://www.researchgate.net/publication/325483699>
7. Chitanda, J. (2017). *The Role Of Incentives On Workers Motivation In Localgovernment Sector: The Case Of Kaliua District Council In Tanzania*. Dar Salaam: Open Univesity. <https://repository.out.ac.tz/2220/1/Chitanda%20John.pdf>
8. Chung, S. Y., & Hutchinson, D. (2023). Evidence-Based Survey Design: Adding "Moderately" or "Somewhat" To Likert Scale Options Agree and Disagree to Get Interval-Like Data. *Performance Improvement*, 62(1), 17-24. <https://www.boisestate.edu/opwl-wor/evidence-based-survey-design/adding-moderately-or-somewhat-to-agree-and-disagree/>
9. Elias, M. (2015). *The Determinants of Employee Job Satisfaction: The Case Study of Agriculture Extension Officers in Wanging'ombe District Council*. Morogoro: Mzumbe. <https://scholar.mzumbe.ac.tz/server/api/core/bitstreams/5ed259d8-31bb-415a-acef-8653e0ded63a/content>
10. Eutumi, B. B (2018). *Influence of Financial Motivation on Teachers' Job Satisfaction in Secondary Schools in Kigoma District*. Tanzania (Doctoral dissertation, The Open University of Tanzania). DOI: <http://dx.doi.org/10.61538/jipe.v1i12.846>
11. Fernández-del-Río, E., Koopmans, L., Ramos-Villagrasa, P. J., & Barrada, J. R. (2019). Assessing job performance using brief self-report scales: The case of the individual work performance questionnaire. *Revista de Psicología del Trabajo y de las Organizaciones*, 35(3), 195-205. DOI: <https://doi.org/10.5093/jwop2019a21>
12. Haryono, S., Supardi, S., & Udin, U. (2020). The effect of training and job promotion on work motivation and its implications on job performance: Evidence from Indonesia. *Management Science Letters*, 10(9), 2107-2112. DOI: <http://dx.doi.org/10.5267/j.msl.2020.1.019>
13. Herminingsih, H., and Kurniasih, A.(2018). The influence of workload perceptions and human resource management practices on employees' burnout Eur. J. Bus. Manag., 10 (21) (2018), <https://www.iiste.org/Journals/index.php/EJBM/article/viewFile/43268/44582>
14. Igbokwe, I.(2015). Work content in the Nigerian civil service and its implication on sustainable development Singaporean J. Bus. Econ. ManagE. Stud., 4 (4) (2015), pp. 1-16. DOI: <http://dx.doi.org/10.5296/ijhrs.v5i3.7849>
15. Jengo, L. (2016). *School Management In Community Secondary Schools Inrombo District: Effects On The Students Academicperformance*. Moshi: Udmnpublisher. <https://core.ac.uk/download/83632858.pdf>
16. Joseph, C. (2017). *The Effectiveness of Decentralization of Secondary School Teachers' Remunerations to Local Governments: A Case Study of Dodoma Municipal Council in Tanzania*. Dodoma: Udom Press. <http://repository.cstech.or.tz/handle/20.500.12661/1597>
17. Judge, T. A., Zhang, S. C., & Glerum, D. R. (2020). Job satisfaction. *Essentials of job attitudes and other workplace psychological constructs*, 207-241. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429325755-11/job-satisfaction-timothy-judge-shuxia-carrie-zhang-david-glerum>
18. Kemunto, L., Owaa, J., & Raburu, P. (2021). *Student Discipline and its Influence on Occupational Stress among Secondary School Teachers in Kenya*. Asian Research Journal of Current Science, 144-160. <https://jofscience.com/index.php/ARJOCS/article/view/79>
19. Kerlinger, F. N., & Lee, H. B. (2011). *Foundations of behavioral research*. Cengage Learning. <https://www.scirp.org/reference/referencespapers?referenceid=230631>
20. Kinyota, M. (2020). The status of and challenges facing secondary science teaching in Tanzania: a focus on inquiry-based science teaching and the nature of science. *International Journal of Science Education*, 42(13), 2126-2144. DOI: <https://doi.org/10.1080/09500693.2020.1813348>
21. Kuswati, Y. (2020). The effect of motivation on employee performance. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 995-1002. DOI: <http://dx.doi.org/10.33258/birci.v3i2.928>
22. Kyei, A. (2019). Challenges Facing the Effectiveness of Secondaryschool Teachers' Continuous Professional. *International Research*. <https://rsisinternational.org/journals/ijriss/Digital-Library/volume-3-issue-3/391-403.pdf>
23. Laith, A. Z. G., Alaa, J. S., & Abd, R. A. (2019). The effect of organizational justice on job satisfaction among secondary school teachers. *International Review*, (3-4), 82-90. DOI: <http://dx.doi.org/10.5937/intrev1903082L>
24. Lepold, A., Tanzer, N., Bregenzer, A., & Jiménez, P. (2018). The efficient measurement of job satisfaction: Facet-items versus facet scales. *International journal of environmental research and public health*, 15(7), 1362. DOI: <https://doi.org/10.3390/ijerph15071362>
25. Mardanov, I. (2020). *Intrinsic and extrinsic motivation, organizational context, employee contentment, job satisfaction, performance and intention to stay*. In Evidence-based HRM: a Global Forum for Empirical Scholarship. Emerald Publishing Limited. DOI: <http://dx.doi.org/10.1108/EBHRM-02-2020-0018>
26. Mark, Agnes (2015) *Factors Influencing Teachers' Motivation and Job Performance in Kibaha district, Tanzania*. Masters thesis, The Open University of Tanzania. https://repository.out.ac.tz/1413/1/Mark_Agnes_-_DESSERTATION-24-11-2015.pdf
27. Mary, N. (2017). *Investigation of Challenges That Face Teachers Inimproving Teaching Performance in Primary Schools:A Case Of Dodoma Municipal Council*. Dodoma: Dodoma Press. https://repository.out.ac.tz/852/1/Copy_%283%29_of_RESEARCH_R_EPORT_2013_%28Repaired%29.docx_meriri_jk.docx_marekebish_o.pdf
28. Mbonea, T. J., Eric, A., Ounga, O., & Nyarusanda, C. (2021). Factors affecting secondary school teachers' job satisfaction in Lushoto District, Tanga Region in Tanzania. *Open Journal of Social Sciences*, 9(6), 474-490. DOI: <http://dx.doi.org/10.4236/jss.2021.96032>
29. Mugenda, A. G., & Mugenda, A. G. (2008). *Social science research: Theory and principles*. Nairobi: Applied, 11-22. <https://www.scirp.org/reference/referencespapers?referenceid=1775498>
30. Mujuni, P. (2018). *Teachers' Welfare and Performance of Government Aided Primaryschools In Isingiro District, Uganda*. Uganda: Uganda Press. DOI: <https://doi.org/10.47672/ajep.1059>
31. Mwakasangula, E., & Mwita, K. (2020). Relationship between occupational stress and job satisfaction among teachers in Tanzanian

- public primary schools. *Journal of Co-operative and Business Studies*.
<https://www.researchgate.net/publication/341266943>
32. Mwamatandala, A., & Muneja, M. S. (2020). Effect of school management on teachers' commitment: A case of government secondary schools in Arusha City, Tanzania. *East African Journal of Education and Social Sciences (EAJESS)*, 1(3), 87-96. DOI: <http://dx.doi.org/10.46606/eajess2020v01i03.0046>
 33. Mwitwa, M. (2019). *Effect of Work Environment on Teachers' Performance, The Case of Selected Secondary Schools in Ilala Municipal Council*. Morogoro: Mzumbe Publisher. <http://repository.costech.or.tz/handle/11192/3610>
 34. Navas, M. S., & Vijayakumar, M. (2018). Emotional intelligence: A review of emotional intelligence effect on organizational commitment, job satisfaction and job stress. *International Journal of Advance Scientific Research & Development*, 5(6), 1-7. DOI: <http://dx.doi.org/10.26836/ijasrd/2018/v5/i6/50602>
 35. Ndijuye, L. G., & Tandika, P. B. (2019). *Timely promotion as a motivation factor for job performance among pre-primary school teachers: Observations from Tanzania*. *Erken Çocukluk Çalışmaları Dergisi*, 3(2), 440-456. DOI: <http://dx.doi.org/10.24130/eccd-jecs.1967201932129>
 36. Nyamubi, G. J. (2021). The Influence of Heads Of Schools' Inspirational Motivation On Teachers' work Performance. *Asian journal of management sciences & education*, 10(2), 1-15. [http://www.ajmse.leena-luna.co.jp/AJMSEPDFs/Vol.10\(2\)/AJMSE2021\(10.2-01\).pdf](http://www.ajmse.leena-luna.co.jp/AJMSEPDFs/Vol.10(2)/AJMSE2021(10.2-01).pdf)
 37. Obungu, E. O., Njuguna, F. W., & Itegi, F. M. (2021). Working conditions on retention of science teachers in public secondary schools in Kisumu county, Kenya. *Journal of Educational Research in Developing Areas*, 2(1), 63-75. DOI: <http://dx.doi.org/10.47434/JEREDA.2.1.2021.63>
 38. Onesmo Moses & Gadi Moses Koda. (2019). Supervisory Role of Head of Schools In Enhancing Teacher's. Moshi: *Internatinal Journal For Applied Research*. <https://ijcar.net/assets/pdf/Vol5-No7-July2018/02.pdf>
 39. Rinny, P., Purba, C. B., & Handiman, U. T. (2020). The influence of compensation, job promotion, and job satisfaction on employee performance of Mercubuana University. *International Journal of Business Marketing and Management (IJBMM)*, 5(2), 39-48. <https://www.researchgate.net/publication/362488344>
 40. Shaban, N. (2015). What Motivates Teachers? A Case Study Of Kibaha District Council. Dar Salaam: Mzumbe Daresalaam.
 41. Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational review*, 73(1), 71-97. DOI: <https://doi.org/10.1080/00131911.2019.1705247>
 42. Utami, P. P., & Vioreza, N. (2021). Teacher Work Productivity in Senior High School. *International Journal of Instruction*, 14(1), 599-614. DOI: <http://dx.doi.org/10.29333/iji.2021.14136a>
 43. Ali, N. A. M., Badri, S. K. Z., Noordin, N. F. M., & Omar, I. M. (2019). Social Support And Job Satisfaction Among Academicians: A Comparison Between Public And Private University In Malaysia. In *International Journal of Engineering and Advanced Technology* (Vol. 8, Issue 5c, pp. 449-456). DOI: <https://doi.org/10.35940/ijeat.e1063.0585c19>
 44. Obulesu Varikunta, M. Sudheer Kumar, K. Kishore Naidu, Analysis on Rural and Urban Employee Job Satisfaction towards SBI Bank in Rayalaseema Division. (2019). In *International Journal of Innovative Technology and Exploring Engineering* (Vol. 8, Issue 9S3, pp. 293-296). DOI: <https://doi.org/10.35940/ijitee.i3054.0789s319>
 45. Rajeeesh Viswanathan, N. Sarath Lal, Veena Prasad, Jahira Parveen, Does Job Satisfaction and Employee Commitment pave way for Employee Engagement in IT Sector. (2019). In *International Journal of Recent Technology and Engineering* (Vol. 8, Issue 2S4, pp. 307-313). DOI: <https://doi.org/10.35940/ijrte.b1058.0782s419>

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of the Lattice Science Publication (LSP)/ journal and/ or the editor(s). The Lattice Science Publication (LSP)/ journal and/ or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.