



Original Article

## An Assessment of the Working Conditions in Enhancing Teachers' Job Motivation in Public Secondary Schools Bunda Town Council-Tanzania

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**Keywords:**

Teaching,  
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The study is based focused on assessment of working conditions of secondary teachers' job motivation; teaching facilities in Bunda Town Council, Tanzania. The paper discusses the factors of motivation that can lead to teacher's job satisfaction, Data were collected through questionnaires, interview and documentary review. Qualitative data were coded and transcribed and subsequently analyzed thematically. With regard to quantitative data: descriptive analysis was done including index scale measurement. The findings of the study indicate that one of the motivation factors is to have autonomy in decision-making and be involved in decision-making when discussing about school affairs, it is in this sense, teachers can feel that they are accepted and recognized by the administration and the community at large. As such, teacher can be collaborative among themselves and collaborate with the school administration and make the school a better place to teach. The study concluded that, when teachers are given autonomy in decision making and involved in decision-making, they feel that they are accepted and recognized by the administration and the community at large. It was also concluded that, teachers can teach based on the current curriculum and hence students become updated. Teacher feels comfortable when they are teaching a manageable class.

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## INTRODUCTION

Working condition refers to working environment in which an individual works, as influenced by factors such as working hours, physical aspects, legal rights and responsibilities while motivation is key to success in educational institution, and it empowers a teacher to work with affection that contributes to the accomplishments of the objective. (Mulyana, 2021)

Geiger and Pivovaravo (2018) in their study of the effect of working condition on teacher's retention in Arizon, America, revealed that teachers rated their working conditions as more satisfactory had lower attrition rates and also were school with higher rates of low income. Therefore, many finding support that working conditions being mediating factor in the interplay between school demographic and teacher's attrition.

Syed et al, (2021), on fostering intrinsic motivation among teachers' importance working environment and individual difference in Pakistani revealed that working environment, administrative support, working conditions, interpersonal relationship, promoting colleagues and salary are intrinsic motivation.

A related study by Acheaw and Backer (2020) on the influence of job motivation on basic school teacher's retention in Ghana, revealed that factor of motivation is salary, monetary compensation, leave benefits, good retirement plan, promotion, job security, opportunities of extra income, health benefit, accommodation and holiday. Also, the study found that teachers should be motivated by providing adequate supervision, recognition and appreciation.

Orina et al. (2022) conducted study of determinants of teacher's motivation and professional developments in Kenya, revealed that working environment, opportunities for career, progression, performance appraisal, recognition and training opportunities could also be impacting teacher's motivation.

Myeya and Rupia (2022) studied on the influence of working conditions on teacher's job performance in Tanzania which revealed that working conditions which include remuneration, school facilities and

workload have a significant contribution to teacher's job performance.

Lukumay (2021) studied on the determinants of teachers' and performance in Tanzania The study revealed that authorities should rethink on ways to motivate teachers based on their needs, interest and aspirations rather than considering teacher's motivation needs as abstract and universal. The teachers should be motivated by involving in decision making process, including curriculum change and any other interventions.

Nzilano and Mwambapa (2022) on their study of effectiveness of teacher's motivational strategies in Tanzania, revealed a variety of teacher's retention and motivation approaches that include setting of considerable teachers workload, working conditions and distance from home to school, teachers recognition, reasonable pay and training of teachers seeded to motivate them at work.

### Statement of the Problem

Motivation is an important aspect that any individual can need in order to perform the job assigned to him /her satisfactorily. The current working conditions within public secondary schools in Tanzania, encompassing factors such as workload, administrative support, salary, classroom facilities, and interpersonal relationships, might be contributing to teacher demotivation. Understanding the specific aspects of working conditions that influence teacher motivation is critical for devising targeted interventions to enhance job satisfaction and, consequently, improve educational outcomes (Swai 2022)

The general objective of this study is to assess conditions that can lead to teacher's motivation in public secondary schools in Tanzania. This aspect is very important in any job satisfaction. It's in this line this paper addresses factors of working conditions can lead to teacher's job motivation in secondary schools in Tanzania

### LITERATURE REVIEW

Several scholars have addressed the issue of working conditions against teachers motivation globally. Geiger and Pivovaravo (2018) in their study of the effect of working condition on teacher's retention in

Arizon America revealed that teachers rated their working conditions as more satisfactory had lower attrition rates and also were school with higher rates of low income. Finding support that working conditions being mediating factor in the interplay between school demographic and teacher's attrition. Hence the current study will be conducted in Bunda Town Council Tanzania on the influence of working conditions that can lead to teacher's job motivations.

In Pakistan, Bashir et al. (2020) conducted research on "Work conditions and job performance: An indirect conditional effect of motivation", the result found that work conditions contribute positively to efficiency of employees recommends that firm can reap benefits by adopting such measures. This study focused on working conditions on job performance, hence these study intents to fill gap by focusing to assess working conditions that can lead to teacher's job motivation.

In Indonesia, Budiharso and Tarman (2020) on the study of Quality Education through better working conditions of academic institutes, revealed that quality education and working conditions of education institutes is very important, in additions faulting retention and employability are very crucial in this regard, The current study is set to assess working conditions that can lead to teachers job motivation.

According to Evans and Yuan (2018) in the study of the working conditions of teachers in low and middle-income countries (2018), the findings revealed that many systems fail to provide basic working condition for teachers to perform. Literatures on teachers' motivation in other field suggest that atomistic interventions that fail to address basic working condition are unlikely to have transformative positive effects on the education system. The approach might be well suited to improve both teacher's motivation and performance in developing countries. This study conducted in middle-east countries; the current study will be conducted in Bunda Town Council Tanzania to assess the influence of working condition that can lead to teacher's motivations.

In Namibia, Namupala (2023) The study found that there must be a review of teachers' benefits, an improvement in the working conditions especially

the provision of teaching resources and equipment, and an improvement in teachers' living conditions by providing all the necessary services so as to increase the teacher's motivation. Hence the current want to assess the working conditions that can lead to teacher's motivation.

A related study of Maxwell (2022) on the conditions of opportunity recognition in school, revealed that school conditions facilitate teachers to discover opportunities, namely, a rigorous working environment, a trusting and opened culture, extensive communication network and reward work condition. The study did not explore the motivation factors. Hence the current study wants to fill the gap of assess working conditions that can lead to teacher's motivation.

Nkambale (2022) on the exploring working conditions in selected rural school teacher's experiences South Africa, revealed that teachers in rural school continue to experience difficult working conditions due to loyalty of their schools, they did not relocate to other schools Dilapidated infrastructure, lack of chalk, boards, insufficient textbooks among other, hamper teachers working conditions and constraints their teaching. This study focused on working conditions which is not friendly for teachers to work and motivations, the current study is set to assess working conditions that can lead to teacher's motivation.

Myeya and Rupia (2022) on the influence of working conditions on teacher's job performance in Tanzania, revealed that working conditions which include remuneration, school facilities and workload have a significant contribution to teacher's job performance, hence this study emphasize working conditions result job performance as also motivations for teachers. The current study is set to assess the influence of working conditions that can lead to teacher's job motivations.

### **Factors for enhancing teacher's motivation in public secondary schools**

A related study Oisin et al, (2020) on the teacher's motivation to teach in Chile, the study suggest that clinical teacher's optimal motivation is of paramount importance for promoting an adequate learning environment. Therefore, efforts should make to

understanding and foster different aspect that promotes teacher's satisfactions on their basic psychological needs and autonomous motivation. Syed et al, (2021) on fostering intrinsic motivation among teachers' importance working environment and individual difference in Pakistani revealed that working environment, administrative support, working conditions, interpersonal relationship, promoting colleagues and salary are intrinsic motivation.

Mdookh and Yildirim (2023) on the study of factors that increase and decrease teachers motivation Gaza Israely, added that the factors including the school physical environment, administrative bureaucracy, the routine of governmental organizations, weak incentives, and unstable political conditions. These factors are stable causes that influence teachers' behaviors consistently over time. Internal motivating factors are effective in increasing motivation more than exterior motivating factors; however, the external factors are effective in decreasing the motivation of teachers more than the internal factors

In Ghana, Forson (2021) conducted research on "Employee motivation and job performance: a study of basic school teachers in Ghana". In which the study found that, job design, environment and performance management system as significant factors in determining teacher's motivation. Thus, these motivation factors were significant predictors on performance when regressed at a decomposed and aggregated levels. Hence the current study is filling the gap by establish factors enhancing teachers motivation.

Namupala (2023) on the study of workers, precarity and exploitation of the post-work in Namibia, revealed that there must be a review of teachers' benefits, an improvement in the working conditions especially the provision of teaching resources and equipment, and an improvement in teachers' living conditions by providing all the necessary services so as to increase the teacher's motivation. This study focused on improving the working conditions, hence the current study focusing on establish factors enhancing teachers' motivation.

Berhanu, (2021), this study was conducted with a purpose of evaluating the Factors Affecting Employee's motivation in Ethiopia it revealed it is

been obtained those extrinsic motivational factors given to workers in an organization have an impact on the workers' motivation, in which; Salary Promotion, Social Status, Work Condition, and Allowance are among those extrinsic variables. There were additionally recognized intrinsic factors that influence representative execution; which are Recognition of contribution and effort, personal/professional growth, training, and career development. The current studies it will be conducted in Tanzania by establish factors for enhancing teacher's motivation.

Gyimah, (2020), on the study of factors affecting teachers motivation Ghana, the study found that the teacher's motivation in their working stations fostered by, reward systems, professional training and in which, school management should provide an enabling environment for teachers to guarantee their motivation and satisfaction with their jobs. Also, teachers should go to in-service training to modernize their skills. Hence the current study is set to establish factors enhancing teacher's motivation.

In Rwanda, Mutete (2020), found that demographic factors, monetary incentives, and non-monetary incentives influence the motivation for secondary school teachers. In which the study recommends that monetary incentives and non-monetary incentives should be provided to secondary school teachers. Specifically, the study added that school managers need to create a working environment with good interpersonal relationships and provide secondary school teachers with workshops, training to improve secondary teachers' motivation.

Furthermore, Orina et al (2022) conducted study of determinants of teacher's motivation and professional developments in Kenya, revealed that working environment, opportunities for career, progression, performance appraisal, recognition and training opportunities could also be impacting teacher's motivation. This study focusing on working environment, opportunities for career, performance appraisal, recognition and training opportunities and forgotten motivation, hence current study set to establish factors enhancing teacher's motivation.

A related study by Nduguye and Basillius (2019) on timely promotion as a motivation factor for job



performance among Pre-primary school teachers, findings revealed that the primary responsibility of teachers was to ensure children holistic development. Achievement of this role solely depended on timely promotion and other motivational factors such as involvement of teacher's decision-making, appreciations from educational officer good working conditions the stakeholders should timely promotion teachers' pay their salary earlier up warding review teachers welfare packages and conditions of services. Hence the gap of this study is to establish factors for enhancing teachers' motivation.

Lukumay (2021) on the determinants of teachers' and performance in Tanzania, the study revealed that authorities should rethink on ways to motivate teachers based on their needs, interest and aspirations rather than considering teacher's motivation needs as abstract and universal. The teachers should be motivating by involving in decision making process including curriculum change and any other interventions. This study focused on the factors that motivate teachers based the needs, interest, and aspirations rather than teachers, the current study will be used to establish the factors for enhancing teachers' motivation.

Nzilano and Mwambapa (2022) on their study of effectiveness of teacher's motivational strategies in Tanzania, revealed a variety of teacher's retention and motivation approaches that include setting of considerable teachers workload, working conditions and distance from home to school, teachers recognition, reasonable pay and training of teachers seeded to motivate them at work. This study will be conducted to establish factors that enhancing teacher's motivation.

In Tanzania, Mkisi (2020) on the study of factors influencing teachers turnover Tanzania, the findings revealed that teachers were quitting the teaching profession due to; absence of social services, poor and difficult working environment, poor supply of school facilities, lack of motivation from heads of schools and the government itself, absence of allowances for extra duty, teaching experience, teachers level of education, and unmet teachers' expectation. The study recommends to the government, to provide social services in rural areas,

improve teachers' working environment, pay teachers benefits on time, and provide adequate teaching and learning facilities so as to increase the teacher's motivation in secondary school.

Matemba (2024) The study found that the influences of motivation on teachers' job in Tanzania revealed that performance are the use of extra time for students, preventing conflict among employees, creating a mindset settled and employing a variety of methods to facilitate teaching and learning processes. The study recommended that good cooperation between staff and employers should be established and maintained strongly in order to allow public secondary schools to air their views to their employers and the employer to discover problems and challenges facing secondary school teachers. In addition, public secondary school teachers should be given allowances as a way of motivating them.

### **Theoretical Framework**

The study uses Maslow's Hierarchy of Needs as its theoretical framework. Abraham Maslow's introduced his approach that is the hierarchy of five basic human needs in 1970, that states that people are motivated by five essential needs. At the core of the theory, there is a goal to develop a compassionate and effective working condition to inspire the employability to hold in the organization (Cole, 2002).

According to this theory, there are several types of needs, for example, the most basic need in the hierarchy is physiological needs that categorize as food, water, warmth and rest, etc. The next to physiological need is safety and it can be categorized as security, employment, freedom from fear, and health protection. After the fulfillment of safety and physiological needs, there comes the third level of human needs that is social needs, for example, friendships, love and belongings.

The next level needs are esteem needs, for example, achievement, dignity, self-respect, reputation, status, etc. The last and higher level of needs is self-actualization and, in this stage, a person is doing his best in the context in which he is supposed to excel, or in other words, he is exploring himself in the right direction.

## RESEARCH METHODOLOGY

### Area of the study

This study was carried out at Bunda district council in Tanzania. Qualitative data (Creswell, 2012). This approach enabled researcher to collect both quantitative and qualitative data.

The target population of this study was 351 which included 15 public secondary schools with 320 teacher, 1 educational officer, 15 ward educational officer and 15 head of school in Bunda Town Council in Mara region Tanzania. The current study used both probability and non-probability, due to that simple random sampling and purposive sampling technique were used to select respondents. Simple random sampling was used to select 160 teachers from targeted population and 8 heads of school from 15 secondary school.

### Purposive sampling

Purposive sampling was used to select respondents for this study due to be a method involved key people within institution holding positions (Creswell, 2012). The purposive sampling technique is a non-probability sampling technique. In this study will be used to select 1 Educational officer (DEO) and 7 Ward Educational officers (WE

## Data collection methods

### Questionnaires

This is one of the methods used in collecting data for this study. The item in the questionnaires contained close-ended and open ended form questionnaires and based on the research questions raised to guide the study. In this study, questionnaire was used to collect data from 160 teachers.

### Interview

Interview questions were unstructured and were in depth interview (qualitative information) with follow up questions. In this study interview guiding questions were used to collect information from 1 District Education officer and 7 ward educational officers.

## FINDINGS AND DISCUSSION

### Working conditions that can lead to teachers' motivation

Focusing on the Working conditions that can lead to teachers Motivation, the study through index scale analysis revealed that 79.3% of the respondents supported the statement which stated that there is autonomy and decision making in schools. This implies that the aspect of teachers' involvement in decision making was considered to be very important in the study area.

**Table 1 Working conditions that can lead to teachers Motivation**

Statement	Disagree %	Agree %	Strongly agree %
Autonomy and decision making	12.0	79.3	8.7
Positive students relationship	14.7	62.0	23.3
Professional Development	15	88	47
Corroborative and encourage School administration	14.0	63.3	22.7
Feeling Financially Secured	36.0	44.0	20.0
Access to Healthcare	28.0	59.3	12.7
Recognition and Reward	30.7	50.7	18.7
Adequate resources	34.0	54.0	12.0
Salary is enough to cater basic needs	60.0	27.3	12.7
Teachers are given medical care in case of ill or health	46.0	44.0	10.0
Supportive and collaborative colleagues administrators	34.0	56.0	10.0

**Source:** (Field work June, 2024)

However, it is not a common phenomenon everywhere for all teachers to have chances of participating in decision making, in some schools the

decision is made from the top. The same findings were reported by Elimiliki, (2021) who found that, scholars pinpointed that teachers were participating

less in decision making because all decisions were made from the top.

### **Corroborative and Encouragement**

It was also found that 63.3% of the respondents agreed that there were corroborative and encouragement of School administration (Table 1). Good governance was found to be the factor one for teachers to collaborate. This was revealed by one of the Key informants who had the following to say:

*... if the school have a good leadership that care, listen and consider the interests of the teachers in a particular school, then they cooperation among teachers together with the administration becomes high. (Key informant 5: May, 2024).*

The findings above indicate that corroboration of teachers and encouragement is determined by the school leadership. A good school leadership can encourage the teachers to collaborate and hence feeling comfortable in their daily responsibilities which result into good performance of the students. These findings compare well with findings reported by (Sospeter and Hassanal, (2022) who found, teachers' collaboration, reflective dialogue and continuous improvement influence teachers' job satisfaction.

### **Adequate Resources**

Regarding to adequate resources, 54.0% of the respondents agreed that there were adequate resources (Table 1). During the interview with the one of the key informants it was noted that teaching and learning resources are very important to the teacher to fulfill their duties. As such, the available of resources motivates teachers to perform well their duties. This was reported by one of the key informants as follows:

*... the schools should have enough teaching resource and conducive environment for teacher to actualize their potentialities comfortably, basing on resources there schools should have enough teachers, classrooms and text books, not only these but also the schools should have good blackboard and other teaching facilities. These will motivate teacher to love teaching (Key informant 4: May, 2024).*

It was further revealed by one of the key informants that:

*... the government must build more teacher's houses, and in schools where the houses are available the government should make sure they are installed with electricity and water. Good housing environment can motivate them and bad house environment can demotivate them. (Key informant 6: May, 2024).*

The findings above imply that some schools did not have enough resources that would be facilitating the teaching and motivating teachers to feel comfortable with their work. The government providing enough resources leads to high motivation to teachers. Similar findings were reported on school attendance by (Modest and Onyango, 2021) who established that schools should improve quality of teachers' house and offices. In order to increase effectiveness, productivity and commitment, teachers must be satisfied with their housing facilities with access to water and electricity services.

### **Enough Salary**

The finding in table 1 revealed that 60.0% of the respondents were contrary to the statement which stated that the Salary is enough to cater basic needs. This was also revealed by one of the Key Informants who said.

*...the salary does not satisfy all necessary needs of the family. The basic issue: the government should revise the salary scale to let it match with the inflation. Salary scale in most cases is determined by the level of TGTS that one have (Key Informant 1: May, 2024).*

The I above indicate that enough salary is a big problem as it fails to sustain the needs of teachers together with their families. However, it is a common phenomenon to many sectors in Tanzania the salary has never been enough to fulfill the need of the workers. As such, Modest and Onyango, (2021) found that the low level of incomes forces teachers to live in poor accommodation, eat poorly, and dress shabbily to an extent that people look down on the teaching profession for that matter, the government should look on it in order to improve

quality of teaching professions that teachers grievances are solved

### Access to Healthcare

In this sub-section the study focuses on access to healthcare and teachers being given medical care in case of ill. In this matter the study findings disclosed that 59.3% of the respondents agreed that teachers had access to healthcare and 12.7% strongly agreed that teachers had access to Healthcare. On the other hand, it was found that, 46.0 % of the respondents disagreed with the statement that stated that teachers are given medical care in case of ill (Table 1). During the interview it was disclosed that,

*The presence of welfare and health security in the working station can facilitated teacher to have access on health insurance. These are the issues that can make a teacher perform well in fulfilling their duties.* (Key informant 3: May, 2024).

his implies that teachers had access to healthcare, however there is no free medical care to teachers just like to other worker in Tanzania. The only option is teachers to join the health incurrence, for example the National Health Insurance Fund (NHIF). The same findings were reported by Taiwo et al, (2019) who found that fringe benefits are compensation given to employees in addition to wages or salaries or compensation beyond a regular salary or wage with monetary value such as pension, health insurance coverage, life insurance coverage, leave bonus, retirement benefits and pension plans.

### Trust between teachers and administration

The findings showed that 62.0% of the respondents were in line with the statement that said there is trust between teachers and administration, likewise, 20.7% of the respondents strongly agreed with the statement that states that there is a trust between

teachers and administration. Similar findings were also narrated by one of the Key Informants that:

*... good or bad leadership contributes to motivate or demotivated. Good leadership motivates teachers and teacher are fulfilled with high morale of performing their duties and creativity. And bad leaderships affected negatively.* (Key informant 4: May, 2024).

The findings above means that the relationship between teachers and administration is significant for the development of the school's academic performance and teachers' satisfaction with their work. Ongati, (2018) in his study found that most teachers felt that those in management were not using a participatory management style and therefore felt distanced from those in authority. Teachers therefore feel less satisfied with this situation in their schools. According to Sospeter and Hassanal, (2022) the tendency of school leadership to involve teachers in decisions making at school increases teachers' level of contentment with the job because teachers see themselves as part and parcel of the school.

### Getting Teachers' free meal

Focusing on the aspects of free meal to teachers and weekly duty allowances to the teachers. The study findings revealed that 61.3% of the respondents disagreed that teachers were given free meal at school. This signifies that it is not a simple task for the government to budget for the meal for the teachers. Teacher are paid salary to accommodate their individual needs and the needs of their families. However, the salary is not enough to sustain all the needs. Taiwo, et al, 2019 noted that poor salary package and other conditions of service which induce low job satisfaction affect employees' commitment to work.



**Table 2: Motivational factors for job satisfaction**

Statement	Disagree %	Agree %	Strongly agree %
Empower teachers with curriculum flexibility	21.3	59.3	19.3
Classroom management strategy	16.7	62.0	21.3
Teachers who perform well are being rewarded	42.0	37.3	20.7
Head offers financial assistant to teachers	46.0	39.3	14.7
The environment encourage collaboration with colleagues	26.7	58.7	14.7
Provide opportunities for ongoing professional development	15.3	54.0	30.7
The schools foster open communication	9.3	70.7	20.0
Trust between teachers and administration	17.3	62.0	20.7
The school ensure classroom are well-maintained and conducive to learning	32.0	46.7	21.3
Provide access to up to date technology and conducive to learning	33.3	50.0	16.7
Public acknowledge teachers' achievement	22.0	62.7	14.7
The head teachers offer financial assistance to teachers	52.0	33.3	14.7
Teachers are given free meal at school	61.3	27.3	11.4
School offer weekly duty allowance	61.3	22.7	16.0
Teaching is one of your goals	16.0	61.3	22.7
Clear and achievable goal and expectations	16.0	66.0	18.0
Access to innovative teaching technologies and methodologies	18.7	62.0	19.3

**Source:** (Field work June, 2024)

### Supportive environment

Focusing on these factors, the findings from index scale analysis revealed that; 49.3% of the respondents supported the statement which stated that there was supportive environment in the secondary schools whereas 39.3% were contrary to the statement (**Table, 2**).

*...basically it is important to renovate the schools environment in order to make teacher be satisfied with their teaching duties. However, leaders have the responsibility of making the environment supportive, for example, building more teachers' houses and have all important resources that facilitate easily teaching* (Key informant 7: May, 2024).

This means the environment to be supportive or not supportive depends on the school leadership. The school leadership require to treat fairly the subordinates for the sake of making the working environment be supportive. One of the studies Modest and Onyango, (2021) established that the overall quality of the condition in which teachers live and work is a powerful influence factor of job satisfaction and motivation if the condition is poor

teachers reduce work morale. **Maldrine, (2020) reported that** a good working environment has been linked with job satisfaction since very poor conditions produce frustration and regret and a high sense of dissatisfaction as a consequence. Sufficient temperature, humidity, ventilation, lighting, cleanliness of the workplace and appropriate facilities and equipment (such as public address systems, computers, teaching services, good offices) are essential requirements for employee satisfaction (**Maldrine, 2020**).

### Compensation and Benefits

Regarding to the Compensation and benefits to the teachers the study findings noted that 48.7 % of the teachers supported the statement that there are compensation and benefits in their schools, while 39.3% of the teachers were contrary to the same statement that stated that there are compensation and befits in their schools (**Table, 2**). This indicates that, compensations and benefits are important factors to be implemented in the work place. This can make teacher be satisfied with teaching carrier. According to Omotayo et al, (2019) fringe benefits are compensation given to employees in addition to wages or salaries or compensation beyond a regular

salary or wage with monetary value such as pension, health insurance coverage, life insurance coverage, leave bonus, retirement benefits and pension plans.

### **Reasonable class size and Manageable and non-teaching duties**

The study findings demonstrated that 40.0% of the respondents agreed that there reasonable class size in their schools and 40.7% of the respondent strongly agreed with the statement. It was established that 58.0 % of the respondents were in line with the statement that stated that there are manageable and non-teaching duties in their schools where as 18.0% of the respondents strongly supported the same statement (**Table, 2**). This indicates that when there is a manageable class sizes, teacher can teach comfortable and reach to almost all students and determine their problems. In the contrary unmanageable classes makes teachers be uncomfortable to teach. On the other hand schools have none teaching duties, the study findings indicates teacher were given manageable non-teaching duties. According to World Bank (2018) teachers are required for less work time than other occupations. Nevertheless, fewer hours are not associated with better life when pay is lower as well.

### **Salary payment are prompt paid at time**

The findings showed that 43.3%, of the respondents agreed with the statement that posited that salary payment are prompt paid at time and 34.7 % of the respondents strongly agreed with the statement that stated that salary payment are prompt paid at time (**Table, 2**). During the interview it was also revealed the salary paid is not enough, therefore, some teachers' non-teaching activities in order to generate income. This was made clear by one of the key informants who narrated that,

*The salary I obtain is enough to sustain the needs of my family therefore, what I do is to deal with other projects so as to meet some needs in my family. Personal, out of my job of teaching I am also dealing with Agricultural activities, but others are dealing with livestock keeping, poetry and small business activities* (Key informant 4: May, 2024).

The findings above indicates that there is no problem of salary payment because it is paid in time.

However, some teachers do not rely on salary alone to accommodate all the needs, they use different means to generate more income. Apart of generating income, they require to be provided with incentives, reward and others alike in order to go parallel with high standard of living. Taiwo, et al, 2019 noted that teachers place premium on variables such as salary, time and mode of payment of salaries, fringe benefits, promotional prospects of teaching and work environment as determinants of job satisfaction which in turn affect their productivity in a positive manner.

### **CONCLUSIONS AND RECOMMENDATIONS**

Teachers need to be motivated as their task of teaching students is hard. Motivation can only be provided by the school administration and the employer. Teaching resources and equipment are essential to facilitate the teaching and the learning process, the school with enough teaching resources makes teachers feel comfortable in teaching students. Therefore, the study makes the following recommendations:

- Most of the motivational factors are under the control of the local administration of the schools. In that sense, the secondary schools' administrators should treat teachers fairly and allow them to participate in different secondary schools decision making. This might facilitate the collaborations among teacher with their leaders.
- The government should empower teachers to be flexible with curriculum changes. Furthermore, the government should build more classroom to make sure that the classes are manageable, that will make teachers feel comfortable in teaching them and hence be satisfied with their job.

Therefore, it can be concluded that the compensation and benefits are vital to the teachers, therefore, the government and the school administration should make sure teachers who deserve compensation and benefits get them.

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