UNIVERSITY OF DAR ES SALAAM

19th International Conference on African Entrepreneurship & Small Business (ICAESB 2019)

Theme - **"African Entrepreneurship within Global Settings"**

ICAESB Proceedings-2019

Organized by

UNIVERSITY OF DAR ES SALAAM BUSINESS SCHOOL (UDBS)

15th- 16thAugust, 2019

Venue: University of Dar es Salaam Business School,

Dar es Salaam Tanzania

ISSN 2591 - 6750

Conceptual paper on work environment and job satisfaction: The moderating role of perceived organisation support

Levina Mukandara

University of dar es Salaam, PhD Student, lmukandara@gmail.com

Severine Kessy

University of Dar es Salaam Business school, TZ, severine.kessy@gmail.com

Theresia Dominic

University of Dar es Salaam Business school, TZ, tami.dominic@gmail.com

Abstract

The aim of this paper is to propose a conceptual model that explains the influence of work environment on teachers' job satisfaction and the moderating role of perceived organisation support on their relationship in public secondary schools in Tanzania. Despite the large number of studies on work environment, none has specifically addressed an integrated relational model of work environment, perceived organisation support, and job satisfaction among teachers in government secondary schools. Regardless of the number of empirical studies on work environment and teachers' job satisfaction; in developed and developing countries still faces major challenges including non-commitment, high absenteeism rates and many leaving their teaching profession to other jobs. Therefore, this conceptual paper sought to connect concepts of work environment and teachers' job satisfaction. Specifically, the paper explains concepts of work environment in connections of workplace facilities, professional development, recognition and the moderating role of perceived organization support on teachers' job satisfaction. The study was conducted through review of literatures of scholarly articles from Google Scholar. The review revealed that there are still inconclusive on the influences of work environment and teachers' job satisfaction. Thus, this study contributes to the literature by providing such a conceptual model that can be used to study the influence of work environment and teachers' job satisfaction.

Keywords: *Work environment, job satisfaction, perceived organization support*

Introduction

Worldwide, Work environment and job satisfaction has been linked to many unfavourable outcomes that can be costly to organizations (Taiwo, 2010). Work environment and job satisfaction are essential for a successful secondary education system in enhancing teachers' efficiency, commitment, minimizing intention to leave and absenteeism (Shah, 2012).Organizations which are able to offer their employees a safe, pleasant, and supportive work environment, are better placed to satisfy them because they perceive organizational support positively (Asia, 2013). Despite the suitable work environment as a pre-requisite for improving efficiency and quality of output, teachers' job satisfaction remains a global challenge, and many countries are struggling with the issue (Naharuddin, 2013; Gitonga, 2015; Raziq & Maulabakhsh, 2015).

In developed countries, this concern has turned into on-going national debates as in Sweden statistics predicts that in ten years' time the greatest shortage of teachers will be in secondary education reaching a staggering number of 65,000 educators (Statistics Sweden, 2012; SNAHE, 2012). According to the Swedish Teachers Union's compilation of statistics from the Swedish Public Employment Service, vacancies in secondary school teachers in 2016 was 29% more than the year before, and around 40,000 teachers have abandoned the profession to work in other sectors (Dorozynska ,2017).

In the USA for instance, Ingersoll (2013) identified that every year about 15.7% of teachers leave the profession to another profession, while 40% of those teachers sponsored to further their studies are not willing to return back to teaching again. Out of the 3,252 teachers hired by the district of New York in

2010-2011, about 7.8% left teaching within the first year, while 16.3% left within the first two years (Mcadoo, 2013).

In England, the 2013 Teaching and Learning International Survey (TALIS) revealed that teachers who preferred to move to another school if possible was 8.2% which was higher than other comparable TALIS nations, 6.4% which were Australia, Alberta (Canada), New Zealand and the USA (Sam, 2017).

In developing countries, a survey conducted by the World Bank revealed that absenteeism rates ranging from 11% in Peru, 21% in Indonesia, 27% in Uganda, and 30% in Kenya (World Bank, 2010). In Ghana, about 33,185 teachers abandoned their teaching position to seek for other jobs (Ghana Business News, 2013). In Nigeria about 10% -15% of teachers are leaving their profession to other jobs within the first five years of engagement (Ekundayo, 2010). Tanzania is no exception either; since there have been frequent teachers' absenteeism, non-commitment to their jobs, and many quitting their profession to join other sectors (URT, 2014; HakiElimu, 2011), a clear indication of teachers' job dissatisfaction.

There is a growing body of literature that suggests that work environment can affect organizational and employee outcomes, such as satisfaction (Itunuoluwa & Clara, 2017). Job satisfaction has received considerable attention by researchers, in as much researchers have committed to research on employees' job satisfaction in many sectors (Muhammad, 2015). Empirical findings in education sector in particular teachers of government secondary schools indicates that, quite a number are still dissatisfied on their job. This is evident in the rate of frequent teachers' absenteeism, non-commitment to their jobs, and many quitting their profession to join other sectors (TAHOSA, 2012; Lyimo, 2014; URT, 2014; Msuya, 2016; Boniface, 2016). Perhaps this could be attributed to the inadequate studies on factors that can hinder teachers' job satisfaction in government secondary schools.

The purpose of this research is to provide an extensive review of the academic literature regarding the influence of work environment on teachers' job satisfaction and the moderating role of perceived organizational support in government secondary schools of Tanzania. This research is important because it can help leaders make better decisions about the work environment, the people who will use it, and the success of their organizations.

Literature review

Work environment, can be defined as a work location that takes a comprehensive approach which provide physical settings around a person, the social, cultural, economic, psychological, and professional atmosphere in which a person is supposed to interact with other individuals (Pravamayee, 2014). Also is defined as a work conditions that gives the satisfaction of workers, and which determine or enhances the efficiency, effectiveness, retention and commitment of employees of business organizations (Taiwo, 2010). Based on the above definitions of work environment, this study will use physical workplace facilities, recognition practices, and professional development as independent variables.

Workplace facilities are the internal and external office arrangement, temperature, ventilation, and the office work situation such as furniture, tools, communication, safety, and procedures (Hajjar et al., 2010). In this study, workplace facilities means teaching environment which include all facilities within the school surroundings including the physical location, infrastructure such as offices, furniture, tools, and houses.

Professional development is a process of creating a permanent change in an individual that improves the ability to perform job-related knowledge, complete current tasks, and give technical knowledge and skills needed on job (Niazi, 2011).It is a process of upgrading employees' skills and attitudes at all levels to maximize enterprise effectiveness (Koigi&Waiganjo, 2014). In this study, professional development means imparting knowledge to teachers that gives problem solving skills, creativity,

transmission of new ideas into teaching, as well as opportunity or problem findings on how teachers should be developed in their teaching profession, for satisfaction, commitment and adherence to their teaching profession.

Recognition practices is a process of timely formal or informal acknowledgement of an employee within an organization for well-doing; a person may receive mention or reward (Chepkwony,2014). It encourages and supports behaviour that contributes to the organization's goals, values and increase productivity as well as employee satisfaction (Danish, 2010). Recognition practices, monetary and non-monetary tend build and maintain an excellent business environment which is very important in retention of employees, and leading to job satisfaction (Nath, 2012). In this study, a recognition practice is anything of value whether in monetary or non-monetary; that a teacher receives from employer as an exchange for surpassing performance expectations.

Job satisfaction refers to the attitude and feelings people have about their work, and the extent to which job satisfied the needs and expectations of the employees. Positive and favourable attitudes towards the job indicate job satisfaction while negative and unfavourable attitudes towards the job indicate job dissatisfaction (Aziri, 2011). Job satisfaction described as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job, since there is no conventional definition of the concept of job satisfaction although many scholars have studied it for a long time (Paper, 2016). In this study, job Satisfaction will refer to good feelings about teaching as a job that increases the morale of teachers and maintain their need to stay in the profession, their commitment to the job and their pride of being teachers.

Perceived organizational support (POS) refers as employees' perception or judgment of how much the organization values their contribution and cares about them, and they see their employment as a reciprocal exchange relationship (Hur, Han, Yoo, & Moon, 2015). Also it refers to the concept that how much the organization gives importance, and show concern about the well-being of employees (Neves, Eisenberger, & Neves, 2014). This study defines perceived organization support as; the support in terms of funds that buy facilities given to secondary school teachers by the education department office which is under the Municipal/District Executive Director in local government. The support will determine the degree of satisfaction of teachers in their job.

Herzberg's theory was developed by Frederick Herzberg in 1959. The theory explains the two sets of factors, which are intrinsic (motivators) and extrinsic (hygiene). The intrinsic factors include achievement, recognition, work tasks, responsibility, and advancement. These factors as identified by Herzberg leads to employee's job satisfaction. The extrinsic factors include organizational administration, supervision, working conditions, interpersonal relationships, salary, and status. These prevent dissatisfaction but cannot engender job satisfaction.

Herzberg's theory relates to the current study, since it assumes that the presence of motivator factors will boost employees' need of personal development and the need of feeling pleasant and contented which lead to job satisfaction. Therefore, in this study secondary school teachers need to be provided with professional development opportunities to fulfil the needs of personal development which leads to job satisfaction. Also teachers need to be provided with good workplace facilities to make them feel pleasant and comfortable. Moreover, teachers need to be given fair recognition practices which make them feel that are being valued by organization, and therefore, become satisfied with their job.

Organisational support theory was found by Eisenberger et al., (1986). It explains that employees develop a general perception concerning the extent to which the organization values their contributions and cares about their well-being. Perceived Organizational Support (POS) initiates a social exchange process where employees feel obligated to help the organization achieve its goals and objectives, and expect that increased efforts on the organization will lead to greater rewards (Eisenberger & Stinglhamber, 2011). This theory concurs with this study, since teachers would reciprocate such notion by working hard, being loyal, being committed and retained in the organization to help achieve its

goal while expecting value and care from the organization. Once POS is in place, it will increase job satisfaction, retention, and reduce or eliminate absenteeism.

Muhammad and Ahmed (2015) conducted a study on the impact of work environment on teachers' job satisfaction in private business universities in Pakistan. The purpose of the study was to check the relationship between work environment and teachers' job satisfaction in private business universities of Karachi. Generally, the study argued that there is significant correlation between work environment variables and teachers job satisfaction.The independent variables used were freedom of teachers, involvement of teachers, management policies, co-workers' relationships an employer – employee relationships, and teachers' job satisfaction used as a dependent variable.

Tio (2014) conducted a study on the impact of work environment towards employee job satisfaction: A case study in Gas industry in Indonesia. The purpose of the study was to examine and analyse the influence of the work environment condition on employee job satisfaction, and to provide insight into how to increase employee job satisfaction through the work environment. The result of the research showed that simultaneously work environment factors is significant towards the employee job satisfaction, however organizational environment does not have significant influence towards employee job satisfaction.

The independent variables of work environment used are human work environment (superior support, clarity information from superior,clear feedback from the superior, tolerance from superior, support of colleagues, teamwork) and organizational environment (organization culture, structure, administration and procedure).The study results revealed insignificance on organization environment.

Suleman and Hussain (2018) conducted a study on Job Satisfaction among Secondary-School-heads. The purpose of the study was to examine and compare the job satisfaction of male and female secondary-school heads working in public schools of Khyber Pakhtunkhwa-Pakistan. The results revealed that there was no significance difference between the job satisfaction of male and female secondary-school heads with respect to overall intrinsic as well as extrinsic factors. It also revealed that secondary-school heads were not satisfied with work environment, ability utilization, advancement, compensation, and supervision.

Nyamubi (2017) conducted a study on determinants of secondary school teachers' job satisfaction in Tanzania. It was conducted in eight secondary schools in two regions of Tanzania (Kilimanjaro and Lindi). The purpose of the study was to determine the factors of secondary school teachers' job satisfaction. This was a qualitative study and data was collected using focus group discussions. The study shows that job satisfaction among secondary school teachers in Tanzania is determined by their positive relationships with co-workers, students, parents, and respect of teachers' contribution to the society.

Raziq et al., (2015) conducted a study on Impact of Working Environment on Job Satisfaction. The objective of this study was to analyse the impact of working environment on employee job satisfaction. The study employed a quantitative methodology. Data was collected through a self-administered survey questionnaire. The questionnaire was adopted from a previous validated survey. The target population was educational institutes, banking sector and telecommunication industry operating in the city of Quetta, Pakistan. Simple random sampling is used for collection of data from 210 employees. The results indicate a positive relationship between working environment and employee job satisfaction.

Taiwo (2010) conducted a study on the influence of work environment on workers productivity : A case of selected oil and gas industry in Nigeria. The objective of the study was to analyse the impact of work environment on future worker's productivity. Primary data were used for this study that was generated through structured questionnaires with close ended questions. T-test was used to test the research hypotheses. The respondents were randomly chosen from four selected oil and gas industry in Lagos metropolis. The results of T-test indicate that employee productivity problems are within the work environment. Conducive work environment stimulates creativity of workers. Improvement in

work environment and bad working conditions contribute to low productivity of employees.

Gitonga (2015) conducted a study on the influence of work environment on organizational performance in government Ministries in Kenya. The objective of the study was to establish the influence of work environment on organizational performance in government ministries in Kenya. The target population was drawn from 6 government ministries based on the performance contracting reports of 2012. The total population was 7913 and the sample size was 367. Stratified random sampling technique was employed in selecting the sample. The study adopted descriptive research design and primary data was collected using a questionnaire in the selected government ministries. The study employed quantitative analysis techniques and the findings shows that the variables were significantly and positively influenced organizational performance in government ministries in Kenya.

Salunke (2015) conducted a study on Work environment and its effect on job satisfaction in cooperative sugar factories in Maharashtra, India. The purpose of the study was to investigate the relationship between work environment and job satisfaction of employee's in cooperative sugar factories. Review of literature provided a strong evidence of the relationship between the study variables. Analysis and interpretation of the data have empirically demonstrated that workload, stress, overtime, fatigue, boredom are some factors to increase job dissatisfaction. On the other hand good working condition, refreshment & recreation facility, health & safety facility, fun at workplace increase the degree of job satisfaction.

Zainie et al., (2015) conducted a study on the relationship between workplace environment and job performance in selected government offices in Shah Alam, Selangor. The purpose of this study was to examine the relationship between workplace environments and civil servants' job performance in Shah Alam, Selangor. Questionnaires were distributed with 100percent rate of return. The data gathered was analysed using Statistical Package for Social Science (SPSS) through descriptive statistic and Pearson Product Moment Correlation test. The findings found that two major elements in the workplace; workplace environment and job performance have a weak association. The finding of this study is very critical since it can help the employers in improving the worker satisfaction especially through adjusting the workplace environments in which as a result will increase the level of their job performance.

Moreover, Raziq et al., (2015) conducted a study on the impact of working environment on Job Satisfaction. The study revealed that workplace facilities have a great influence on employee's job satisfaction, attitudes, behaviours, and works performance because it keeps an employee satisfied in today's business world due to favourable workplace facilities. Several studies indicate that if workplace is not conducive due to factors such as poorly designed workstations, unsuitable office furniture, infrastructures, lack of ventilation, lighting, tools, and insufficient safety measures, etc; it increases job dissatisfaction. On the other hand a good workplace increases the degree of job satisfaction (Bangwal, Tiwari, & Chamola, 2017; Waqas, 2014; Zainie, Hamid, & Hassan, 2015).

Some previous studies indicate that professional development opportunities within every organization occurs at all levels of personnel, and may vary due to training needs so as to achieve high level of employee satisfaction, commitment, productivity and low level of turnover and absenteeism(Anwar & Shukur, 2015; Campus, 2013). Results show that there is a strong correlation between professional development opportunities and job satisfaction (Adesola et al., 2013; Chaudhary, 2016). However some scholars revealed that professional development opportunities were found to be the reasons influencing intention to quit since when employees are developed they become more marketable to join other organization (Latif et al., 2013; Vinesh, 2014).

Anwar & Shukur (2015) conducted a study on the impact of training and development on job satisfaction. The purpose of this study was to find out the impact of training and development on job satisfaction in private banks in Erbil. The researcher set two separate research hypothesis, the first research hypothesis which states that the training will have positive impact on job satisfaction

in private banks in Erbil and the second research hypothesis which states that the development will have positive impact on job satisfaction in private banks in Erbil. According to multiple regression analysis, the researcher found out that there is a positive relationship on training and development on job satisfaction.

Empirical studies on recognition practices revealed that, employees' perception of recognition practices is vital as it has psychological influence on their job satisfaction towards the organizational goals; if well utilized in the organization it boosts job satisfaction of employees, and increases commitment, retention, punctuality, lower absenteeism and turnover (Chepkwony, 2014; Shonubi et al., 2016). Also the acknowledgment of employee's contribution to the organization in the eyes of public; is a very important connection of organizational success as the result of employee job satisfaction (Waqas et al., 2014). Amarasena et al. (2015) emphasized that there is significant relationship between recognition practices and job satisfaction as study conducted on academic faculty members of state universities in Sri Lanka. However, other scholars hold different views that recognition has no significant relationship with teachers' job satisfaction (Alam et al., 2013; Danish, 2010).

Perceived organisational support on work environment and teachers' job satisfaction is very essential towards reducing turnover, increasing retention, commitment, punctuality, loyalty, and reducing absenteeism in an organisation(Krishnan & Mary, 2012). Some studies indicate that perceived organizational support has a strong and positive effect on job satisfaction (Francis &Schaffer, 2014). Other scholars have revealed that it has negative effect on intention to leave, and job satisfaction (Zumrah & Boyle, 2015).

Methodology

Several databases were searched using the keywords: work environment which includes workplace facilities, professional development and recognition practices. Job satisfaction and perceived organisational support were also searched. The databases utilized included Business Source Complete, Elsevier, JSTOR, and Pro Quest. The results were narrowed to academic journals and articles were further filtered by reading the abstracts and selecting only those papers that linked the work environment with employee job satisfaction of the different types of work environments, only work place facilities, professional development and recognition practices were selected. The remaining articles were read and further sorted by types of academic articles: conceptual, explanation, or empirical.

Analysis and interpretation

From literature databases, a total of 50 studies were included in this review. 38 of these were articles, 3 were book chapters, 8 were reports, and 1 dissertation. In short, 34 of the studies were excluded because they did not report on employees' job satisfaction and specifically on teachers' job satisfaction. Also 12 were excluded because they did not present a framework describing the construct. 4 studies remained because they were reporting on employees' job satisfaction in general and specifically on teachers' job satisfaction as follows:

Muhammad and Ahmed (2015) conducted a study but did not consider recognition practices, professional development as factors of work environment that may influence teachers' job satisfaction. Also the study did not consider the moderating role of perceived organisation support which is the gap for this study. This moderation variable might strengthen or weaken the relationship between working environment and job satisfaction. Furthermore, the study was conducted in private Universities of Pakistan not in public secondary schools whereby the work environment, systems and procedures are different. Therefore, the results cannot be generalized into other education institutions. Also the researcher suggested that variables and sample size should be increased in the future research to get the better results. In addition, the context in which the study was conducted is different from this study context.

Tio (2014) conducted a study but also did not consider the moderating role of perceived organisational

support which is the gap for this study. This moderation variable might strengthen or weaken the relationship between working environment and job satisfaction. Moreover, the study was conducted in gas industry in Indonesia not in public secondary schools whereby the work environment, systems and procedures are different. Therefore, the results cannot be generalized into other public service institutions. Also the researcher suggested in the future research to differentiate sets of work environment variable for different types of work environment. For example, the sets of parameters needed to measure work environment for office workers is different with the sets of parameters needed to measure work environment for factory workers.

Also future research should adjust composition of work environment variable according to the business. Because different line of jobs or business might have different composition of work environment variable significance towards employee job satisfaction. Therefore, this study has accommodated the suggestions given above. In addition, the context at which the study was conducted is different from this study context.

Suleman and Hussain (2018) conducted a study but left out the recognition practices variable which is accommodated in this study. Since the study was limited to heads of schools only who have other fringe benefits and allowances than general teachers, further investigation is required as the results cannot be generalized to general teachers. Moreover, the study did not consider the moderating role of perceived organisation support which might strengthen or weaken the relationship.

Nyamubi (2017) conducted a study but it was limited in scope; it only looked on few factors without integrating working environment such as recognition practices, work place facilities and professional development which may influence teachers' job satisfaction in secondary schools. Yet again, it was a qualitative study which may need further quantitative research method to give a better insight on the subject matter. The present study focuses on quantitative methodology. In addition, the study did not consider the moderating role of perceived organisational support which is the gap of this study. This moderation variable may strengthen or weaken the relationship between working environment and job satisfaction.

Table 1: Summary of relevant empirical studies relating to the study

Study by:	Title	Purpose	Variable	Gap
Muhammad & Ahmed (2015)	The impact of work environment on job satisfaction in private business universities in Pakistan	To check the relationship between of work environment in private business universities of Karachi	Freedom of teachers, involvement of teachers, co-workers' r/ships, employer – employee r/hips(Ind.V) & JS (Dv)	Variables: workplace facilities, professional development opportunities and recognition practice as factors of work environment that may influence job satisfaction.

Tio, (2014)	The impact of work environment towards employee job satisfaction: A case study in Gas industry in Indonesia.	To examine & analyse the influence of the work environment condition on employee job satisfaction	The human work environment &organizational environment (Independent Variable) and job satisfaction (Dependent variable)	Variables: Workplace facilities, Professional development, Recognition practices were not accommodated in this study. The study did not consider the moderating role of perceived organisational support.
Suleman & Hussain (2018)	Job satisfaction among Secondary-School-heads working in public schools of Khyber Pakhtunkhwa-Pakistan	To examine and compare the JS of male and female secondary-school heads	Ability utilization, compensation, and supervision	Variables: Workplace facilities, Professional development, Recognition practices were not accommodated in this study. The study did not consider the moderating role of perceived organisational support. Limited to heads of schools different from general teacher
Nyamubi (2017)	Determinants of Secondary. School Teachers' job satisfaction in Tanzania	To determine the factors of job satisfaction	Relationship with co-workers, students and parents	Limited in scope; few factors without integrating Workplace facilities, Professional development, Recognition practices. The study did not consider the moderating role of perceived organisational support. The study is qualitative in nature.

Moreover, the review of literature in several studies indicates that if workplace is not conducive due to factors such as poorly designed workstations, unsuitable office furniture, infrastructures, lack of ventilation, lighting, tools, and insufficient safety measures, etc; it increases job dissatisfaction. On the other hand a good workplace increases the degree of job satisfaction (Bangwal, Tiwari, & Chamola, 2017; Waqas, 2014; Zainie, Hamid, & Hassan, 2015). According to Herzberg's Two Factor Theory and on the basis of previous research, the study assumes that:

H_1: There is a relationship between workplace facilities and teachers' level of job satisfaction.

Professional development opportunities, the review literature signifies the positive and negative relationship on employee's job satisfaction. Results show that there is a strong correlation between professional development opportunities and job satisfaction (Adesola et al., 2013; Chaudhary, 2016).; but according to Herzberg's Two Factor Theory this study assumes that:

$H_{2:}$ There is a relationship between professional development opportunities and teachers' level of job satisfaction.

Moreover, from reviewed literature Amarasena et al., (2015) emphasized that there is significant relationship between recognition practices and job satisfaction as study conducted on academic faculty members of state universities in Sri Lanka. However, other scholars hold different views that recognition has no significant relationship with teachers' job satisfaction (Alam et al., 2013; Danish, 2010). Therefore, according to Herzberg's Two Factor Theory this study will have the assumption that:

$H_{3:}$ There is relationship between recognition practices and teachers' level of job satisfaction.

Reviewed literature on perceived organisational support indicate that, perceived organizational support has a strong and positive effect on job satisfaction (Francis &Schaffer, 2014). Other scholars have revealed that it has negative effect on intention to leave, and job satisfaction (Zumrah & Boyle, 2015). However, those studies in work environment on teachers' job satisfaction did not consider the role of moderating variable such as perceived organisational support. Therefore, according to Organizational Support Theory, the following hypotheses have been developed:

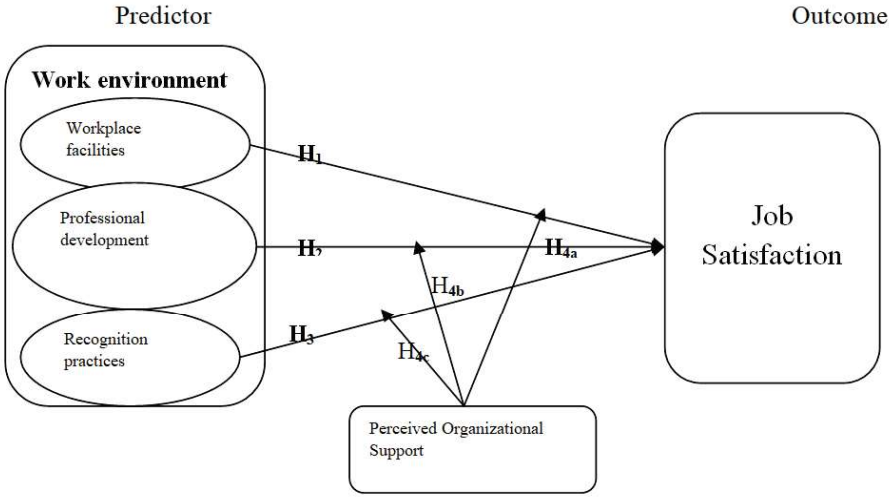
$H_{4a:}$ Perceived Organizational Support as a moderating role strengthens the relationship between workplace facilities and teachers' job satisfaction.

$H_{4b:}$ Perceived Organizational Support as a moderating role strengthens the relationship between professional development opportunities and teachers' job satisfaction.

$H_{4c:}$ Perceived Organizational Support as a moderating role strengthens the relationship between recognition practices and teachers' job satisfaction.

Based on the literature review, the study proposes the research model shown in Figure 1, which conceptualizes the relationship between work environment and job satisfaction, moderated by the perceived organisational support and could be employed in future empirical research. The independent variable in this research is the work environment and the dependent variable is the Job satisfaction. They are moderated by the role of perceived organisation support. Work environment includes workplace facilities, professional development opportunities, and recognition practices.

Fig 1: Conceptual Framework and Hypothesis Development



Source: *Compiled from Theoretical and Empirical Literature Review*

Conclusion and suggestions for additional research

The study attempts to contribute new knowledge to the existing literature on work environment and job satisfaction in Tanzania government secondary schools. It was hypothesized that work environment will have a direct significant impact on job satisfaction and that the perceived organisational support will moderate the relationship between them. The management can take steps to improve the working environment and perceived organisational support, to enhance employees' job satisfaction. It is strongly recommended that empirical research be carried out to establish the authenticity of these relationships, not only to enrich the existing literature and theory, but also to assist practitioners and human resource managers in government secondary schools, justifying their efforts in designing appropriate work environment and perceived organisation support and leading to employees' job satisfaction.

This review of the academic literature has shown that work environment can have a positive or negative effect on organizational success and the people who work there. According to the studies described above, work environment can influence employee outcomes such as satisfaction. The significance of this research is that it brings together, in one place, the vast amount of current academic literature on this subject and provides a great starting point for future research. This study is also beneficial for mangers and leaders of organizations in that it can help them better understand the importance of work environment, and make more informed decisions regarding work environment and job satisfaction.

References

Adesola,M.A.,Oyeniyi,K.O., & Adeyemi, M. (2013). Empirical Study of the Relationship between Staff Training and Job Satisfaction among Nigerian Banks Employees. *International Journal of Academic Research in Economics and Management Sciences*, *2*(6), 108–115.

Alam, S., Shahrani, A., Saeed, A., & Akter, S. (2013). Relationship between Employee Recognition and Employee Contribution in Service Industry. *International Journal of Business and Marketing Management*, *1*(4), 1–8.

Amarasena, T. S. M., Ajward, A. R., & Lumpur, K. (2015). Does Social Recognition Impact Job satisfaction of Academic Faculty Members of State Universities in Sri Lanka. *International Journal of Recent Advances in Organizational Behaviour and Decision Sciences (IJRAOB)*, *1*(4), 540–553.

Anwar, G., & Shukur, I. (2015). The Impact of Training and Development on Job Satisfaction : A Case Study of Private Banks in Erbil. *International Journal of Social Sciences & Educational Studies*, *2*(1), 65–72.

Aziri, B. (2011). Job Satisfaction: a Literature Review. *Management Research and Practice*, *3*(4), 77–86.

Bangwal, D., Tiwari, P., & Chamola, P. (2017). Workplace Design Features , Job Satisfaction , and Organization Commitment. *Journal of Workplace Rights*, 7(3),*1–12*.

Boniface, R. (2016). *Teachers' Retention in Tanzanian Remote Secondary Schools*, Linnaeus University Press Sweden.

Campus, A. G. (2013). A literature review on training & Development and quality of work life. *International Refereed Research Journal*, *4*(2), 136–143.

Chaudhary, N. S. (2016). Training and Development and Job Satisfaction in Education Sector. *Journal of Resources Development and Management*, 16(*1)*, 42–45.

Chepkwony, C. C. (2014). The relationship between rewards systems and job satisfaction: A case study at teacher's service commission-Kenya. *European Journal of Business and Social Sciences*, *3*(1), 59–70.

Danish, R. Q. (2010). Impact of Reward and Recognition on Job Satisfaction and Motivation : An

Empirical Study from Pakistan. *International Journal of Business and Management*, *5 (2)*, 1–10.

Dorozynska, A. (2017). Teacher Job Satisfaction in Primary Schools. The relation to work environment. Unpublished thesis, Goteborgs University.

Eisenberger, R., & Neves, P. (2014). Perceived organizational support and risk taking. *Journal of Managerial Psychology*, *29(2*), 187–205.

Eisenberger, R., & Stinglhamber, F. 2011. *Perceived organizational support: Fostering enthusiastic and productive employees*. Washington, DC: American Psychological Association.

Ekundayo, H.T (2010) Administering Secondary Schools In Nigeria For Quality Output In The 21st Century: The Principals' Challenge European Journal of Educational Studies 2(3), 187-192.

Francis Amy, Schaffer, B. (2014). Workplace Bullying and Job Satisfaction : The Moderating Effect of Perceived Organizational Support University of North Carolina at Asheville. In *Proceedings for the National Conference on Undregraduate Research (NCUR)*. Lexington.

Gitonga, L. K. (2015). Influence of work environment on organizational performance in government Ministries in Kenya. *Strategic Journals of Management*, *2*(83)1043-1071.

Hajjar, Siti, Afida, Arapa, Junaida, I. (2010). The Influence of physical workplace environment on the productivity of civil servants : The case of the Ministry of Youth and Sports ,*Voice of Academia*, *5*(1), 71–78.

Hakielimu.(2011), Restoring Teaching Diginity: Quality Education,TDMS, and the 2010/11 budget. Dar es Salaam. Hakielimu.

Hur, W. (2015). The moderating role of perceived organizational support on the relationship between emotional labor and job-related outcomes. *Management Decision*, *53*(3), 605–624.

Itunuoluwa, A., & Clara, O. (2017). Working Environment and Employees' Job Satisfaction in Nigerian Banks 1 4. *International Journal of Development Strategies in Humanities, Management and Social Sciences*, *7*(1), 60–71.

Jinyevu, S. A. (2013). Is there a Relationship between Employees Satisfaction and their Performance ?: the Case of Teachers in Tanzania Government- Owned Schools. *European Journal of Business and Management*, *5*(25), 82–92.

Kline, R. B. (2015). *Principles and Practice of Structural Equation Modeling,* (4th). New York: The Guilford Press.

Koigi, N. and Waiganjo, E. (2014) Influence of Human Resource Management Practices on Employee Retention in Kenya Health Institutions: A case study of Nyeri County Refereal Hospital. *International Journal of Science and Research* 4(10) 2169 – 2175

Krishnan, J. (2012). Perceived Organizational Support – An Overview on Its Antecedents and Consequences. *International Journal of Multidisciplinary Research*, *2*(4) 2-3.

Kuo,Y.,Su,Y.,&Chang, B. (2015). The Study on Relationships of Perceived Organizational Support and Job Satisfaction in Taiwan. In *Technological Innovation and Industrial management,* 1977–1980.

Latif, K. F., Jan, S., & Shaheen, N. (2013). Association of Training Satisfaction with Employee Development aspect of Job Satisfaction. *Journal of Managerial Sciences*, *7*(1), 159-178.

Lyimo, R. G. E. (2014). Analysis of teachers ' Low payment in Tanzania : A Case study of public secondary schools in Moshi rural. *International Journal of Education and Research*, *2*(2), 1–14.

Mcadoo, M. (2013). Teacher attrition up after recession-driven full. United Federation of Teachers retrieved on 17th November 2013 from www.uft.org

Muhammad, G., & Ahmed, N. (2015). Impact of Work Environment on Teachers ' Job Satisfaction A Case Study of Private Business Universities of Pakistan. *European Journal of Business and Management*, *7*(13), 299–306.

Mutune, K. J. M., John, P., & Orodho, A. (2014). Teachers ' Turnover : What Are The Explanatory Variables in Public Secondary Schools in Mbeere South Sub-County , Embu County , Kenya ? *Journal Of Humanities And Social Science (IOSR-JHSS)*, *19*(12), 11–24.

Naharuddin, N. M. (2013). Factors of Workplace Environment that Affect Employees Performance : A Case Study of Miyazu Malaysia, *2*(2), 66–78.

Nath, M. (2012). Teacher Job Satisfaction for Secondary School Effectiveness in ABA Education Zone , South-East Nigeria. *Journal of Curriculum and Teaching*, *1*(2), 1-7.

Niazi, B. A. S. (2011). Training and Development Strategy and Its Role in Organizational Performance. *Journal of Public Administration and Governance*, *1*(2), 42-57.

Nyamubi, G. J. (2017). Determinants of Secondary School Teachers ' Job Satisfaction in Tanzania. *Education Research International*, *2017*, 1–7.

Pravamayee, S. (2014). Strategy to Develop an Effective Workplace Environment, *1*(1), 57–61.

Raziq, A., & Maulabakhsh, R. (2015). Impact of Working Environment on Job Satisfaction. *Procedia Economics and Finance*, *23*(10), 717–725.

Salunke, G. (2015). Work environment and its effect on job satisfaction in cooperative sugar factories in Maharashtra,Iindia. *Abhinav International Monthly Refereed Journal of Research in Management & Technology*, *4*(5), 21-25.

Shah, M. J. (2012). Job Satisfaction and Motivation of Teachers of Public Educational Institutions. *International Journal of Business and Social Science*, *3*(8), 271–281.

Shonubi, O. A., Abdullah, N., Hashim, R., Binti, N., & Hamid, A. (2016). Recognition and Appreciation and the Moderating Role of Self-esteem on Job Satisfaction and Performance among IT Employees in Melaka. *Journal of Health Science*, *4*(5), 221–227.

Shweta, R. (2016). Job satisfaction and employee loyalty : Conference Paper.

SNAHE.(2012) Swedish National Agency for Higher Education.

Song, S., & Mustafa, M. (2015). Factors Impacting on Teachers' Job Satisfaction Related to Science Teaching: A Mixed Methods Study. *Science Education International*, *26*(3), 358–375.

Suleman, Q., & Hussain, I. (2018). Job Satisfaction among Secondary-School-Heads : A Gender Based-Comparative Study. *Education Sciencies*, *28*(8), 1–17.

Swedish government.(2012). Statistics Sweden Report.

TAHOSA.(2012). Tanzania Annual General meeting: Arusha.

Taiwo, A. S. (2010). The influence of work environment on workers productivity : A case of selected oil and gas industry in. *African Journal of Business Management*, *4*(3), 299–307.

Tio, E. (2014). The impact of working environment towards employee job satisfaction: A case study in pt. X. *International Business Management*, *2*(1), 1–5.

UNESCO. (2015). *Education for All Global Monitoring Report*.

URT (2014) Basic Education Statistics in Tanzania (BEST) 2009 – 2013 National Data Dar es Salaam: Ministry of Education and Vocational Training.

Vinesh, D. (2014). Role of Training & Development in an Organizational Development. *International*

Journal of Management and International Business Studie, *4*(2), 213–220.

Waqas, A. (2014). Factors Influencing Job Satisfaction and Its Impact on Job Loyalty. *International Journal of Learning and Development*, *4*(2), 141–161.

World Bank (2010).*World development indicators*. Washington, D.C. The World Bank.

Zainie, N. U. R., Hamid, A. B. D., & Hassan, N. (2015). The Relationship Between Workplace Environment and Job Performance in Selected Government Offices in Shah Alam, Selangor. *International Review of Management and Business Research*, 4(*3*) 845–851.